

## Liverpool John Moores University

Title: SAFEGUARDING  
Status: Definitive  
Code: **5502FSSTK** (116190)  
Version Start Date: 01-08-2014

Owning School/Faculty: Nursing and Allied Health  
Teaching School/Faculty: Stockport College

Team	Leader
Rosemarie Jamieson	Y

**Academic Level:** FHEQ5  
**Credit Value:** 24.00  
**Total Delivered Hours:** 31.50  
**Total Learning Hours:** 240  
**Private Study:** 208

### Delivery Options

Course typically offered: Semester 1

Component	Contact Hours
Lecture	24.000
Seminar	2.000
Tutorial	3.000
Workshop	1.000

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Exam	AS1	Seen exam (1.5 hours)focusing on current social policies and the legal framework for safeguarding children and young people. (Students will be given essay title two weeks in advance) 40%	40.0	1.50
Essay	AS2	Case Study focusing on the concepts of abuse and the role of the practitioner and local agencies when safeguarding issues arise (3000 words) 60%	60.0	

## Aims

*To examine the role of the practitioner in safeguarding children and supporting the family*

## Learning Outcomes

After completing the module the student should be able to:

- 1 Evaluate the concepts of child safeguarding and child protection
- 2 Analyse current social policies and legal frameworks that underpin the safeguarding agenda
- 3 Evaluate the role of the practitioner and local agencies in supporting children and families when safeguarding issues arise

## Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

EXAM	2	
case study	1	3

## Outline Syllabus

*To examine the current legal framework, as appropriate, including the Children Act (1989), the Children Act (2004), the United Nations Convention on the Rights of the Child, Every Child Matters (2003), The Children and Young People's Plan, Youth Matters, The Childcare Act (2006), the Safeguarding Vulnerable Groups Act (2006), local and national strategies for safeguarding children, children's rights and parental responsibility, working with other professionals, signs and symptoms of abuse, reporting and recording concerns, dealing with disclosure, confidentiality, empowering children to protect themselves.*

## Learning Activities

Students will participate in lectures, seminar and group research examining the current legal framework in relation to child protection and safeguarding. Primary references to be discussed include current Government publications – The Children Act (1989) and (2004), Every Child Matters (2003), The Lord Laming Inquiry, The Protection of Children in England-action plan – the Government's response to Lord Laming (2009), Safeguarding Children and Safer Recruitment in Education (2006), Safeguarding Vulnerable Groups Act (2006), Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children. Students will undertake their own individual reading/research to study for the seen examination. Guest speakers from local agencies will be invited into some

sessions to emphasize putting procedures into practice.

## References

<b>Course Material</b>	Book
<b>Author</b>	Corby, P.
<b>Publishing Year</b>	2000
<b>Title</b>	Child Abuse
<b>Subtitle</b>	Towards a Knowledge Based Approach.
<b>Edition</b>	
<b>Publisher</b>	O.U.Press
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Donnellan, C.
<b>Publishing Year</b>	2001
<b>Title</b>	Confronting Child Abuse.
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Independence Educational Publishers
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Flynn, H. and Starns, B.
<b>Publishing Year</b>	2004
<b>Title</b>	Protecting Children
<b>Subtitle</b>	Working Together to Keep Children Safe.
<b>Edition</b>	
<b>Publisher</b>	Heinemann
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Horworth, J.
<b>Publishing Year</b>	2009
<b>Title</b>	The Child's World
<b>Subtitle</b>	Assessing Children in Need.
<b>Edition</b>	
<b>Publisher</b>	Jessica Kingsley Publishers
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Lindon, J.
<b>Publishing Year</b>	2008
<b>Title</b>	Safeguarding Children and Young People
<b>Subtitle</b>	Child Protection 0-18 years.
<b>Edition</b>	
<b>Publisher</b>	Hodder Education

<b>ISBN</b>	
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<b>Course Material</b>	Book
<b>Author</b>	McLeod, Brunenell, I.
<b>Publishing Year</b>	2008
<b>Title</b>	Advanced Early Years Care and Education.
<b>Subtitle</b>	
<b>Edition</b>	2nd ed.
<b>Publisher</b>	Heinemann
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Munro, E.
<b>Publishing Year</b>	2008
<b>Title</b>	Effective Child Protection, Management and Practice.
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	O.U.Press
<b>ISBN</b>	

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## Notes

Students will explore their own role and responsibilities in safeguarding and protecting children. Students will also be encouraged to explore a range of local and national initiatives to support them when safeguarding issues arise. Students will also examine effective strategies for empowering children and young people in their own safe keeping.

Child abuse is an insidious type of crime where the victims are, for many reasons unable to, or are fearful of confronting or reporting the perpetrator to authorities. Therefore, the laws surrounding abusive activity contain an element not found in many other criminal statutes. Under the laws of many states, third parties with knowledge of, and reasonable cause to believe that abuse has occurred, are under a legal obligation to report the situation to the authorities. Child abuse not only refers to physical abuse or sexual abuse, but also includes psychological neglect and abuse. Other actions, such as commercial exploitation, neglect or emotional indifference are also considered child abuse. In all cases, there is an asymmetry in the age between the abuser and the victim, and also abuse of power, which implies a dominant social role of the person who causes the abuse.

**Types of Child Abuse.**

**Physical maltreatment.** It occurs when physical force is used to cause harm to the minor. Child abuse isn't just about black eyes. While physical abuse is shocking due to the marks it leaves, not all signs of child abuse are as obvious. By catching the problem as early as possible, both the child and the abuser can get the help they need. To start, it's important to separate the myths from the facts about child abuse and neglect:

**Myths and facts about child abuse and neglect.**

**Myth:** It's only abuse if it's violent. **Fact:** Physical abuse is just one type of child abuse. Child abuse is defined as the ill-treatment of children under the care of those who should provide for them properly. This is considered morally wrong, particularly because of the trust a child would put in their caretaker or parents, allowing abusers almost free rein to do what they like without too much fear. Although, if they are caught, child abusers are usually top targets for vigilantes.

**Child abuse or child maltreatment** is physical, sexual, and/or psychological maltreatment or neglect of a child or children, especially by a parent or a caregiver. Child abuse may include any act or failure to act by a parent or a caregiver that results in actual or potential harm to a child, and can occur in a child's home, or in the organizations, schools or communities the child interacts with.

Child abuse includes physical, sexual, emotional and medical abuse, as well as neglect. Learn about signs, risk factors, how to get help, and prevention. He or she may be afraid to tell anyone about the abuse, especially if the abuser is a parent, other relative or family friend. That's why it's vital to watch for red flags, such as Child abuse, also called cruelty to children, the willful infliction of pain and suffering on children through physical, sexual, or emotional mistreatment. Legal issues. Legal remedies for child abuse range from the incarceration of the offender to the removal of the abused child from the custody of parents or others guilty of committing the crime. With proper social and psychotherapeutic intervention, many child abusers can be helped. Approximately 3 million cases of child abuse and neglect involving almost 5.5 million children are reported each year. The majority of cases reported to Child Protective Services involve neglect, followed by physical and sexual abuse. There is considerable overlap among children who are abused, with many suffering a combination of physical abuse, sexual abuse, and/or neglect. Sexual abuse is any sexual activity that a child cannot understand or consent to. Child abuse not only refers to physical abuse or sexual abuse, but also includes psychological neglect and abuse. Other actions, such as commercial exploitation, neglect or emotional indifference are also considered child abuse. In all cases, there is an asymmetry in the age between the abuser and the victim, and also abuse of power, which implies a dominant social role of the person who causes the abuse. Types of Child Abuse. Physical maltreatment. It occurs when physical force is used to cause harm to the minor. Child abuse or child maltreatment is physical, sexual, and/or psychological maltreatment or neglect of a child or children, especially by a parent or a caregiver. Child abuse may include any act or failure to act by a parent or a caregiver that results in actual or potential harm to a child, and can occur in a child's home, or in the organizations, schools or communities the child interacts with.