

# Safeguarding Children

## Workbook 1

### Basic Safeguarding Awareness

## Contents

Introduction	3
Legislation	4
What is Child Abuse?	4
Safeguarding	5
Trafficking and Modern Slavery	9
Mental Capacity	11
Disclosures	13
What does this mean for you?	14
Key Contacts	15
Where can I find further information?	16
Appendix 1 – Assessment	18
Appendix 2 – Evaluation	22
Appendix 3 – Certificate of Completion	23

## Introduction

This workbook has been developed to augment the RBSCP training offer, which can be found at <https://www.rochdalesafeguarding.com/events> It is not intended to replace formal training but to supplement it. You are advised to follow up your learning by attending safeguarding training. All our courses are free, and are available for anyone who works or volunteers in the Rochdale borough.

You must complete all sections of the workbook and return it to your Manager for assessment. When you have successfully completed the workbook, you will be issued with a certificate and your training records will be updated: The workbook will be returned to you to be used as a reference tool.

In the appendices, you will find a link to the current Rochdale Multi-Agency Safeguarding Children Policy and Procedures for reference purposes.

Suggested study time to be allocated to complete this workbook: 3 hours.

Once you have completed the workbook please forward the **Certificate of Completion** page to the Rochdale Borough Safeguarding Children's Partnership, Business Unit, using the contact details below, who will make a record of completion and issue a certificate.

Rochdale Borough Safeguarding Board/Partnership Business Unit, Number One Riverside, Smith Street, Rochdale OL16 1XU. [rbsb.admin@rochdale.gov.uk](mailto:rbsb.admin@rochdale.gov.uk)

This workbook is aimed to help those who need an understanding of adult safeguarding awareness in their role and may have a responsibility for raising safeguarding concerns to ensure they are competent, and have all the knowledge they need.

It is aimed at all staff and volunteers in health and social care settings, all frontline staff at Greater Manchester Fire and Rescue Service, staff within Housing teams, Clerical and Administration staff, Adult Care staff who do not undertake front-line assessments, Domestic and Ancillary staff, Health and Safety Officers, other support staff, Elected Members, GP practice staff, Governing Boards and Safeguarding administrative support staff. This is not a definitive list

# Legislation

The Children Act 1989 is the key piece of legislation that talks about safeguarding children.

However there have been other pieces of legislation since, such as Children Act 2004 and The Children and Social Work Act 2017.

So that practitioners know what to do, the Department for Education publishes guidance. The most recent is: "Working Together to Safeguard Children" DfE 2018

## What is child abuse?

Abuse and neglect are forms of maltreatment of a child.

'Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely by others.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse.p

Children may be abused by an adult or adults, or another child or children'

*Working Together to Safeguard Children 2018*

***Is abuse always intentional?***

**No!**

It can be the result of negligence or ignorance.  
Sometimes it can be the result of well-intentioned actions but remember that ABUSE is about the impact of the act on the individual, not the intent.

# Safeguarding

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care.

Child protection is a part of safeguarding and promoting welfare.

It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children.

However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

## Definitions - Child

- UN Convention on the Rights of the Child - everyone under the age of 18
- Working Together - everyone under the age of 18, including unborn children
- UK Law
  - Sets the age of criminal responsibility at 10
  - Sets the age of consent at 16
  - Sets the school leaving age at 17
  - Says that Local Authorities must offer support to Care Leavers up to the age of 21

## Assumptions – Myth Busting

Young people (particularly 16 & 17 year olds)...are less likely to be perceived to be at longer term risk of negative outcomes from neglect.

The young people were thought to be more competent in dealing with maltreatment, more resilient and more likely to be contributing to and exacerbating situations through their own behaviour

*Rees et al 2010*

## Definitions – Harm

The Children Act tells us that harm is:

*‘the ill-treatment or the impairment of health or development including, for example, impairment suffered from seeing or hearing the ill-treatment of another’.*

Significant harm is harm which is “considerable”.

The difference between harm and significant harm:

1. Two normally loving and patient parents get angry with each other and end up having a huge argument that is witnessed by their child. When the child starts to cry they stop arguing and tell the child that they are sorry for upsetting them and that everything will be okay. It is highly unlikely that this child would be considered at risk of significant harm.
2. Imagine a child who witnesses domestic abuse/violence on a daily basis. It is not difficult to see how living in such an environment is likely to cause that child significant emotional or even physical harm.

## Types of abuse

- Physical
- Emotional
- Sexual
- Neglect

What do you think the outward signs might be, for each of these?

### Physical abuse

### Emotional Abuse

## Sexual Abuse



## Neglect



*How do your answers match up with the information below?*

## Physical abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Children who are physically abused may:

- **Have physical indicators**
  - Bruises, fractures, cuts, burns, scalds
  - A history of repeated injuries
  - Multiple injuries
- **Have behavioural indicators**
  - The child is unusually wary of physical contact with adults, or one particular adult
  - The child offers unlikely, implausible explanations of injuries.
  - The child is habitually absent from school without an explanation. The parent/ caregiver may be keeping the child at home until physical evidence of abuse has disappeared.
  - The child displays regressed behaviour, such as bedwetting or soiling.
- **Other behavioural indicators, which may be more common to adolescents than younger children, include:**
  - running away, criminal behaviour, drug abuse

## Sexual Abuse

A child is sexually abused when they are forced or persuaded to take part in sexual activities. This may include rape or other physical contact such as kissing and touching either inside or outside of clothing.

It doesn't have to involve physical contact as it can include encouraging children to look at sexual images or to behave in sexual ways.

Sometimes the child won't understand that what's happening to them is abuse. They may not even understand that it's wrong.

Children who are sexually abused may:

- **Stay away from certain people**
  - they might avoid being alone with people, such as family members or friends
  - they could seem frightened of a person or reluctant to socialise with them.
- **Show sexual behaviour that's inappropriate for their age**
  - a child might become sexually active at a young age
  - they might be promiscuous
  - they could use sexual language or know information that you wouldn't expect them to.
- **Have physical symptoms**
  - anal or vaginal soreness
  - an unusual discharge
  - sexually transmitted infection
  - pregnancy.

## Emotional Abuse

Emotional abuse may involve deliberately telling a child that they are worthless or unloved, humiliating, isolating or ignoring them. It may involve seeing or hearing the ill treatment of someone else or serious bullying that causes children to feel frightened or in danger.

Emotional Abuse is the 2nd most common reason for children needing protection from abuse in the UK

Children who are emotionally abused:

- There often aren't any obvious physical symptoms of emotional abuse or neglect but you may spot signs in a child's actions or emotions.
- Changes in emotions are a normal part of growing up, so it can be really difficult to tell if a child is being emotionally abused.

Babies and pre-school children who are being emotionally abused or neglected may:

- be overly-affectionate towards strangers or people they haven't known for very long
- lack confidence or become wary or anxious
- not appear to have a close relationship with their parent, e.g. when being taken to or collected from nursery etc.
- be aggressive or nasty towards other children and animals.

Older children may:

- use language, act in a way or know about things that you wouldn't expect them to know for their age



- struggle to control strong emotions or have extreme outbursts
- seem isolated from their parents
- lack social skills or have few, if any, friends.

## Neglect

Neglect is a failure to meet a child's basic needs:

- A child may be left hungry or dirty, without the right clothing, shelter, supervision, medical or health care
- A child may be put in danger or not protected from harm
- They may not get the love, care and attention they need from their parents.
- A child who is neglected will often suffer from other abuse as well.

Abuse tends to escalate over time. When someone uses abuse and violence against a partner, it is always part of a larger pattern of control.

<https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/>

**Neglect is the most common form of abuse, both in Rochdale and across the UK.**

Children who are neglected may display:

- Malnutrition, begging, stealing or hoarding food
- Poor hygiene, matted hair, dirty skin or body odour
- Unattended physical or medical problems
- Comments from a child that no one is home to provide care
- Frequent lateness or absence from school
- Missed appointments
- Failure to thrive/not reaching developmental milestones (may be confused with organic illness)
- Dental caries
- Tiredness
- Repeated injuries - lack of supervision
- Non-compliance with medical treatment

As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families.

These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including:

- Exploitation by criminal gangs and organised crime groups such as county lines
- Trafficking
- Online Abuse
- Teenage relationship abuse
- Sexual exploitation and
- The influences of extremism leading to radicalisation.

Extremist groups make use of the internet to radicalise and recruit and to promote extremist materials. Any potential harmful effects to individuals identified as vulnerable to extremist ideologies or being drawn into terrorism should also be considered.

*(Working Together to Safeguard Children 2018)*

# Trafficking and Modern Slavery

Human trafficking involves men, women and children being brought into a situation of exploitation through violence, deception or coercion and forced to work against their will. People can be trafficked for many forms of exploitation such as prostitution, forced labour, forced begging, forced criminality, domestic servitude, forced marriage and forced organ removal.

People trafficking and people smuggling are often confused. People smuggling is the illegal movement of people across international border for a fee and upon arriving at the destination the smuggled people are free to move at their will. The trafficking of people is different as the trafficker is enabling the movement of people for the purpose of exploitation. Sometimes trafficking of people does not involve crossing of international borders as it can occur nationally, even within a local community.

As a professional, you should keep your eyes and ears open. If you suspect that someone is being controlled or forced by someone else to work or provide services, the first step is to inform your line manager or safeguarding lead within your organisation; alternatively you should contact the police. Contact numbers can be found at the end of this workbook.

Signs of human trafficking can be where an unknown person appears to be monitoring the movements of another person or appears to be controlling them in some way. This may include a person constantly being dropped off and collected from work, being exploited or ill-treated. Often victims are physically abused.

# Mental Capacity

The Mental Capacity Act (MCA) is designed to protect and empower individuals who may lack the mental capacity to make their own decisions about their care and treatment and applies to adults and children aged 16 and over. Examples of people who may lack capacity are those with:

- A severe learning disability
- A brain injury
- A mental health condition
- A stroke
- Unconsciousness caused by anaesthetic or sudden accident.

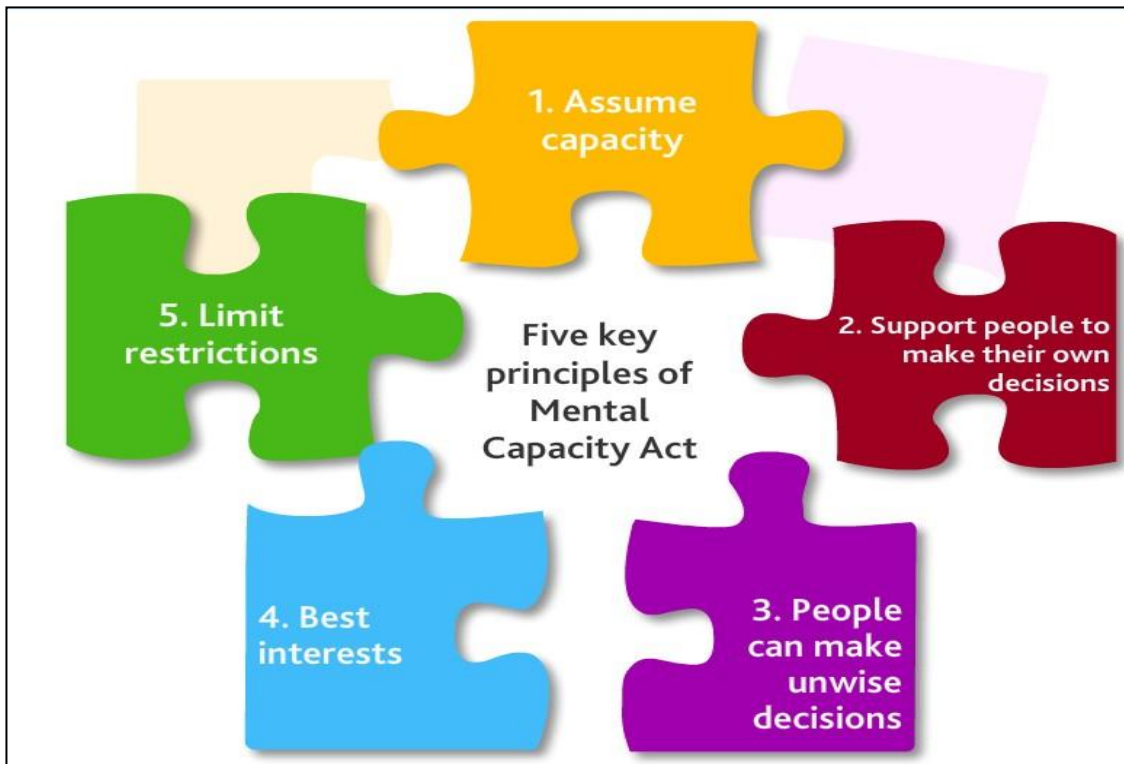
However, just because a person has one of these conditions does not necessarily mean they lack the capacity to make a specific decision.

## What does lacking capacity mean?

Someone can lack capacity to make some decisions (for example, to decide on complex financial issues) but still have the capacity to make a specific decision. The MCA says:

- Everyone has the right to make their own decisions. Care professionals should always assume an individual is able to make decisions, unless a capacity assessment is carried out and proves otherwise.
- A person must be given help to make a decision. This might include, for example, providing the person with information in a manner that is easier for the individual to understand
- A person is not to be treated as unable to make a decision merely because he/she makes an unwise decision
- Where someone is judged not to have the capacity to make specific decisions (following a capacity assessment), that decision can be taken on their behalf, but it must be in the person's best interests. The resulting treatment and care provided should be the least restrictive to the person's basic rights and freedoms as possible.

The MCA also allows people to express their preferences for treatment and care, as well as allowing the individual to appoint a trusted person to make the decision on their behalf should the person lack the capacity to make decisions in the future.



## Deprivation of Liberty

Sometimes the restrictions placed on an individual who lacks the mental capacity to consent to the arrangements for their care may amount to 'deprivation of liberty'. Each case must be judged on an individual basis.

Where it appears a deprivation of liberty might have occurred, the provider of care (usually a hospital or care home) has to apply to the local authority, who will then arrange an assessment of the individual's treatment and care to decide if the deprivation of liberty is in the best interests of the person concerned, this is known as a best interests assessment.

If it is in the individual's best interests, the local authority will grant a legal authorisation. If it is not, the treatment and care package must be changed – otherwise, an unlawful deprivation of liberty will occur. The system is known as the Deprivation of Liberty Safeguards (DoLS).

If you suspect a deprivation of liberty may occur, the first step is to inform your line manager. If you still feel a deprivation of liberty has occurred you should then call the relevant Local Authority Safeguarding Adults Team. Contact numbers can be found at the end of this workbook

# Disclosures

## What to do if a child discloses abuses to you:

- Keep calm
- Listen carefully
- Communicate appropriately with child, age and understanding
- Reassure them; they are right to tell and have not done anything wrong
- Explain what you are going to do and why
- Record as much information as you can, verbatim using same language as the child
- Consult your manager immediately.

## Confidentiality

Confidentiality means not sharing information about people without their knowledge and agreement, and making sure that written and electronic information cannot be read by people who have no reason to see it.

Children and young people have a right to privacy under the European Convention on Human Rights (ECHR) & United Nations Convention on the Rights of the Child (UNCRC). They have the same rights to confidentiality as adults.

**IMPORTANT**

**However - Confidentiality can be broken **without consent** if children or young people are being harmed or are at risk of being harmed.**

*Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers HM Gov March 2015*

## Main concerns in Rochdale/UK

- Neglect:
  - Described above.
- Domestic Abuse / teenage relationship abuse:
  - Children or young people may be tricked into believing they're in a loving relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online
- Child Sexual Exploitation:
  - CSE is a type of sexual abuse in which children and young people receive something as a result of them performing, and/or others performing on them, sexual activities.
- E-Safety / Cyber Bullying / Sexting / Grooming:
  - Young people may be groomed by 'friends' who are the same age as them. Violence is common
- Trafficking & Modern Slavery
  - Described above

# What does this mean for you?

The priority should always be to ensure the safety and protection of the adult or child at risk. To this end, it is the responsibility of us all to act on any suspicion or evidence of abuse or neglect and to pass the concerns to a responsible person or agency.

## Is it abuse?

- Even if abuse is not occurring, it may be a situation that someone needs support with.
- Don't worry that you have misunderstood a situation.
- It is not your job to investigate – just report.
- Report any concerns you may have, as soon as possible.

## Practical advice

- Safeguarding is everyone's responsibility – but your role is only to report concerns
- Always explain that if you think that someone is at risk you must pass that information on
- Listen and take what is said seriously
- Know who you need to speak to
- Keep in mind the warning signs – not everyone will want to share their problems but you should always pass on any concerns that you have
- Remember that most children and young people are loved and well cared for by their families
- Social media may give you clues that things are not right.
- You need support too – make sure that you ask

## Record your safeguarding concerns.

Record your concerns accurately, including any minor concerns, and the details of any action you have taken, information you have shared and decisions you have made relating to those concerns.

Make records at the time the events happen, or as soon as possible afterwards.

If you work for an organisation, please follow your in-house recording procedures

## Safeguarding is everybody's responsibility.

It is your responsibility to report abuse or neglect, not investigate it.

If you're not sure it is abuse, don't think "*What if I'm wrong?*" - think "*What if I'm right?*"

## Don't ignore it, report it.

## Key contacts

**If an Adult or Child is in immediate danger phone the police on 999.**

Person/Agency	For	Contact
<b>Your Manager / Safeguarding Lead</b>	Your first point of contact when you have a concern.	
<b>Your Manager's Manager</b>	In case you have a concern about your manager, or your manager is unavailable as a first point of contact.	
<b>Rochdale Council Children's Social Care</b>	To raise a Children's Safeguarding Concern	0300 303 0440 Alternatively you can contact the NSPCC 24/7 on 0808 800 5000
<b>Rochdale Council Adult Care</b>	To raise an Adult Safeguarding Concern	0300 303 8886 <a href="mailto:adult.care@rochdale.gov.uk">adult.care@rochdale.gov.uk</a>
<b>Out of Hours</b>	To raise a children's alert out of office hours.	0300 303 8875
<b>Greater Manchester Police</b>	For any concern where a crime has taken place.	101
<b>Rochdale Safeguarding Children's Partnership</b>	For general advice and information around safeguarding (not to discuss individual cases)	01706 927700 <a href="mailto:rbsb.admin@rochdale.gov.uk">rbsb.admin@rochdale.gov.uk</a> <a href="http://www.rochdalesafeguarding.com">www.rochdalesafeguarding.com</a>

## Where can I find further information?

<p>For information on Safeguarding Children visit the site of the Rochdale Borough Safeguarding Children’s Partnership. This site contains the Multi-Agency Safeguarding Procedures,</p>	<p style="text-align: center;"><a href="http://www.rochdalesafeguarding.com">www.rochdalesafeguarding.com</a></p>
<p>The Board/Partnership offers <u>free</u> training courses that are available for anyone who works or volunteers in the Rochdale borough.</p> <p>Courses include:</p> <ul style="list-style-type: none"> <li>• Working Together to Safeguard Children</li> <li>• Allegations Management/Safer Working Practices</li> <li>• Child Sexual Abuse</li> <li>• Complex Safeguarding: Responding to Child Exploitation</li> <li>• Neglect and Emotional Abuse</li> <li>• Safer Sleep for Babies</li> <li>• Relational Child Protection Conferences</li> <li>• Harmful Sexual Behaviour</li> <li>• Mental Capacity Act</li> </ul> <p>And many more. Courses are being added all the time so check the website regularly for the latest information.</p>	<p style="text-align: center;"><a href="http://www.rochdalesafeguarding.com">www.rochdalesafeguarding.com</a></p>
<p>For up-to-date information on safeguarding in the Rochdale borough check out the Facebook pages of the Children’s Partnership and the Adult Board.</p>	<p style="text-align: center;"><a href="http://www.facebook.com/rochdalesab/">www.facebook.com/rochdalesab/</a> <a href="http://www.facebook.com/LSCPRochdale">www.facebook.com/LSCPRochdale</a></p>
<p>The Partnership and Board have a joint Twitter page.</p>	<p style="text-align: center;">@LSCPB_Rochdale</p>
<p>The Board and Partnership publish a regular newsletter. They are available on our websites, or to join our subscription list please drop us an email.</p>	<p style="text-align: center;"><a href="mailto:rbsb.admin@rochdale.gov.uk">rbsb.admin@rochdale.gov.uk</a></p>



**Rochdale Borough Safeguarding Children's Partnership  
Safeguarding Children Awareness Workbook Assessment**

Notice to Learners: You should complete the following questions without any help and submit answers to your line manager. **The pass mark is 75% (12 out of 16).**

<b>1</b>	<b>What is the key piece of legislation that talks about safeguarding children?</b>
	<p><input type="checkbox"/> The Children Act (1989) <span style="float: right;"><i>(please tick the appropriate box)</i></span></p> <p><input type="checkbox"/> Care Act (2014)</p> <p><input type="checkbox"/> Working Together (2018)</p>
<b>2</b>	<b>What are the four categories of abuse?</b>
	<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>
<b>3</b>	<b>If you suspect abuse but you aren't sure and have no evidence, should you report it?</b>
	<p><input type="checkbox"/> Yes <span style="float: right;"><i>(please tick the appropriate box)</i></span></p> <p><input type="checkbox"/> No</p>
<b>4</b>	<b>If a child is left hungry or dirty, without the right clothing, shelter, supervision, medical or health care, what type of abuse is this?</b>
	<p><input type="checkbox"/> <b>Emotional abuse</b></p> <p><input type="checkbox"/> <b>Physical abuse</b></p> <p><input type="checkbox"/> <b>Neglect</b></p>

<b>5</b>	<b>What is the most common form of abuse, both nationally and in Rochdale?</b>
	<div style="display: flex; justify-content: space-between;"> <div style="flex: 1;"> <input type="checkbox"/> Sexual abuse  <input type="checkbox"/> Physical abuse  <input type="checkbox"/> Neglect  <input type="checkbox"/> Emotional abuse </div> <div style="flex: 0.5; text-align: right;"> <p><i>(please tick the appropriate box)</i></p> </div> </div>
<b>6</b>	<b>Telling a child that they are worthless or unloved, humiliating, isolating or ignoring them are which type of abuse?</b>
	<div style="display: flex; justify-content: space-between;"> <div style="flex: 1;"> <input type="checkbox"/> Physical abuse  <input type="checkbox"/> Neglect  <input type="checkbox"/> Sexual abuse  <input type="checkbox"/> Emotional abuse </div> <div style="flex: 0.5; text-align: right;"> <p><i>(please tick the appropriate box)</i></p> </div> </div>
<b>7</b>	<b>Only adults can be victims of sexual exploitation, not children.</b>
	<div style="display: flex; justify-content: space-between;"> <div style="flex: 1; text-align: center;"> <p>True / False</p> </div> <div style="flex: 0.5; text-align: right;"> <p><i>(please circle the appropriate answer)</i></p> </div> </div>
<b>8</b>	<b>Who can be a perpetrator of abuse</b>
	<div style="display: flex; justify-content: space-between;"> <div style="flex: 1;"> <input type="checkbox"/> A stranger  <input type="checkbox"/> Care Worker  <input type="checkbox"/> Family member  <input type="checkbox"/> Anyone </div> <div style="flex: 0.5; text-align: right;"> <p><i>(please tick the appropriate box)</i></p> </div> </div>

<b>9</b>	<b>What is your safeguarding responsibility?</b>
	<input type="checkbox"/> To investigate concerns and report them <input type="checkbox"/> To report concerns but not to investigate <p style="text-align: right;"><i>(please tick the appropriate box)</i></p>

<b>10</b>	<b>Whose responsibility is it to protect children from abuse?</b>
	<input type="checkbox"/> Police <input type="checkbox"/> Children's Social Care <input type="checkbox"/> The School <input type="checkbox"/> Everyone <p style="text-align: right;"><i>(please tick the appropriate box)</i></p>

<b>11</b>	<b>Only concerns about deliberate harm can be raised as a safeguarding concern? If the abuse is unintentional then there is no need to raise a concern.</b>
-----------	---

	True / False	<i>(please circle the appropriate answer)</i>
--	--------------	---

<b>12</b>	<b>If a child is in immediate danger, who should you tell?</b>
	<input type="checkbox"/> Your manager or safeguarding lead <input type="checkbox"/> Children's Social Care <input type="checkbox"/> The Police <input type="checkbox"/> The child's GP <p style="text-align: right;"><i>(please tick the appropriate box)</i></p>

<b>13</b>	<b>What should you do if the victim says they do not want you to tell anyone?</b>
	<input type="checkbox"/> Don't tell anyone, you must uphold confidentiality <input type="checkbox"/> Tell your line manager, you have a duty of care to protect children from abuse even if this may mean overriding confidentiality <p style="text-align: right;"><i>(please tick the appropriate box)</i></p>

<b>14</b>	<b>List four things you should do if a child discloses abuse</b>
	1. 2. 3. 4. <span style="float: right;"><i>(please tick the appropriate box)</i></span>
<b>15</b>	<b>What age group does the Mental Capacity Act apply to?</b>
	<input type="checkbox"/> Anyone over 10 <input type="checkbox"/> Anyone over 16 <input type="checkbox"/> Anyone over 18 <input type="checkbox"/> Anyone over 21 <span style="float: right;"><i>(please tick the appropriate box)</i></span>
<b>16</b>	<b>Where can you find further information on children and adult safeguarding in Rochdale, including safeguarding procedures, guidance and free training courses?</b>

<b>Name</b>	
<b>Job Role</b>	

## Evaluation

**Name:**

Once completed please forward the workbook evaluation (*i.e. this page*) and the Certificate of Completion) to the Rochdale Borough Safeguarding Children's Partnership Business Unit, using the contact details below, who will make a record of completion and issue a certificate. Completion records may be shared with the training leads of your commissioning organisation to ensure that your staff development record remains up to date.

**Rochdale Borough Safeguarding Children's Partnership, 4<sup>th</sup> Floor,  
Number One Riverside, Smith Street, Rochdale OL16 1XU**

[rbsb.admin@rochdale.gov.uk](mailto:rbsb.admin@rochdale.gov.uk)

<b>Why did you complete this workbook?</b>	Safeguarding Children Awareness
<b>Where did you do your training?</b>	
<input type="radio"/> Home <input type="radio"/> Work <input type="radio"/> Mixture	
<b>Overall, how satisfied were you that the workbook gave you the information that you needed to know?</b>	
<input type="radio"/> Very satisfied <input type="radio"/> Satisfied <input type="radio"/> Partly satisfied <input type="radio"/> Dissatisfied	
<b>What is the most important thing you have learned from this workbook?</b>	
<b>How will you use the information from this workbook in your day to day work?</b>	
<b>Would you recommend this workbook to other people? Please explain.</b>	
<b>Is there any aspects of the workbook you feel could be improved?</b>	
<b>Manager / Supervisor: Please provide feedback on how the learner managed this learning experience.</b>	

## Certificate of Completion Safeguarding Children Awareness Workbook

I have discussed the completion of the workbook with my manager / assessor.

Name *(please print)*: \_\_\_\_\_

Signature of employee: \_\_\_\_\_

Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

### Declaration:

I have seen the workbook completed by

\_\_\_\_\_

*(as it will appear on the certificate)* and I can confirm that I am satisfied that they are sufficiently competent.

**Assessment score:** \_\_\_\_\_ (out of a possible 16)

Name *(please print)*:

\_\_\_\_\_

Signature:

\_\_\_\_\_

Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

### Details of Manager / Assessor:

Job Title:

\_\_\_\_\_

Organisation:

\_\_\_\_\_

E-mail Address:

\_\_\_\_\_

Telephone number: \_\_\_\_\_