



# Unit 8: Safeguarding in Early Years

SPRING 1



## Types and indicators of child abuse

Create a reference document for staff and students to give detail of types and indicators of child abuse and discuss the impact of abuse on the all-round development of children; you can use examples from case studies or other appropriate examples.

**Learning aim B:** Understand types and indicators of child abuse



### WHAT I'M GOING TO LEARN

#### Understand the role of the early years professional in safeguarding and promoting the welfare of children

- P3 Explain types of child abuse and their indicators with reference to early years settings.
- M3 Discuss the impact of child abuse on a child's all-round development.
- SYNOPTICITY . EDEXCEL Controlled Assessment - 1 lesson x 3 weeks.**
- A total 6 hours work 12<sup>th</sup> to 22<sup>nd</sup> January 2015**
- 2 week Professional Practice Placement (1<sup>st</sup> to 12<sup>th</sup> December 2014)**
- P4 Explain why it is important to follow policies and procedures in safeguarding and promoting the welfare of children in early years settings.
- P5 Explain the process in an early years setting for reporting and recording concerns that a child has been abused

I HAVE ACHIEVED THIS BY...



### SKILLS THIS WILL HELP ME TO USE & DEVELOP

- LITERACY** through response in Controlled Assessment
- SYNTHESIS** through using a variety of sources to explain factors which may lead to abusive situations
- COMMUNICATION** skills used through written word in Controlled Assessment
- INDEPENDENT LEARNING** through out the two lessons prior to the Controlled Assessment collect relevant information to support your responses.
- SELF MANAGEMENT** through submission of work and 100% attendance during Controlled Assessment

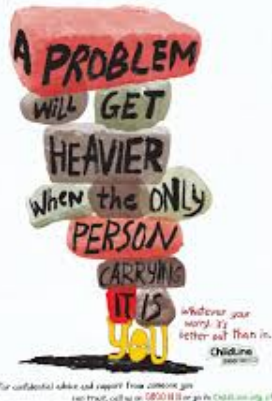
I HAVE SHOWN THESE SKILLS BY...



### HOW I'LL KNOW HOW WELL I'M DOING

- LITERACY** through response in Controlled Assessment
- SYNTHESIS** through using a variety of sources to explain types and indicators of child abuse
- COMMUNICATION** skills used through written word in Controlled Assessment
- INDEPENDENT LEARNING** through out the two lessons prior to the Controlled Assessment collect relevant information to support your responses.
- SELF MANAGEMENT** through submission of work and 100% attendance during Controlled Assessment

MY RESULTS, FEEDBACK & TARGETS



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