**Safeguarding awareness videos – Quiz

What have you learnt from watching the films?**

**Your name Organisation/Team Contact number**

**Video 1**

1. What do we mean by Safeguarding? Fill in the blanks

 “protecting children and adults at risk from harm and ­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 and promoting their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”

2. What 3 simple things can we all do to play our part in safeguarding?

 A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 B \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 C \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Video 2**

 3. Fill in the gaps….

 Abuse is an action or lack of action on part of another that causes ­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

It can be intentional or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. These explanations have got mixed up – match the right letter to the right definition

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Type of Abuse** | Your answer |  |  | **Definition of Abuse** |
| **Neglect** |  |  |  | **A** | Hitting, poisoning, kicking, restraint, burning |
| **Financial or material** |  |  |  | **B** | Bullying, harassment, threats, having no choice |
| **Physical** |  |  |  | **C** | Staff are not trained, regimented routines, inflexible service based on needs of staff, lack of equipment or resources  |
| **Self Neglect** |  |  |  | **D** | Coercive or controlling behaviour in intimate or family relationships |
| **Modern Slavery** |  |  |  | **E** | Extreme lack of self care of hygiene and health, refusing help. Includes hoarding. |
| **Organisational** |  |  |  | **F** | Human trafficking, sexual exploitation, forced labour |
| **Psychological/Emotional** |  |  |  | **G** | Failing to provide medical, emotional or physical care needs |
| **Domestic Abuse**  |  |  |  | **H** | Theft, fraud, misuse of a person’s property, exploitation |

**Video 3**

5. Find the 2 correct definitions and leave incorrect definitions blank

|  |  |  |
| --- | --- | --- |
|  |  | Tick only the correct definitions |
| A | A child is someone who has not yet reached their 16th birthday |  |
| B | A child is someone who has not yet reached their 18th birthday |  |
| C | A vulnerable adult is someone aged 16 or over who is unable to protect themselves from harm. |  |
| D | A vulnerable adult is someone aged 18 or over who may need care services because of age, disability or illness, who cannot always protect themselves from harm |  |
| E | A child is someone aged under 18 who lives at home with their parents |  |
| F | A vulnerable adult is someone who is aged 65 or over and has a disability |  |

6. What types of abuse can affect children? Tick all those that could apply

|  |  |
| --- | --- |
|  | Types of abuse that could affect childrenTick all those that apply |
| Physical abuse |  |
| Sexual abuse/ Grooming |  |
| Childhood Illnesses |  |
| Radicalisation/ Extremism |  |
| Self-neglect |  |
| Cyber bullying and online abuse |  |
| Emotional abuse |  |
| Neglect |  |

**Video 4**

 7. Name some changes you could spot that might alert you to possible abuse

8. Where are the areas on the body less likely to be hurt accidentally.

 Tick all that apply

|  |  |
| --- | --- |
|  | Tick all areas **less likely** to be hurt by accident |
| Face |  |
| Forehead |  |
| Thighs |  |
| Ankles/ shins |  |
| Back |  |
| Elbows |  |
| Bottom |  |

**Video 5**

9. Do you have to give your name when reporting possible abuse?

 Tick one

 Yes– you have to give your full details

 No – you can report anonymously 

10. When would you use the police 999 number?

 When would you use the 101 number?

11. What else should do you if you see something that could be abuse of a child or
 vulnerable adult?

|  |  |
| --- | --- |
| **A** | Speak to the alleged perpetrator about their actions, telling them what they are doing is wrong. Tell your line manager what you have done and record your actions. |
| **B** | Speak to a colleague to see if they think the situation is concerning. If they agree, speak to your line manager and make a record of what you have done. |
| **C** | Wait and see if there are any more incidents of concern before you do anything. You don't want to jump to conclusions. |
| **D** | Take immediate action to keep myself, the person and other people safe. If necessary (call emergency services if required), tell my line manager (if you work in the borough) or phone social services directly and make a record of what I have done. |

12. Tick the things you should do and put a cross against those you shouldn’t

|  |  |
| --- | --- |
|  | Tick all actions you should doCross those you shouldn’t |
| Tell someone – my manager or ring social services |  |
| Discuss it with friends and colleagues |  |
| Ask the person lots of questions to find out more |  |
| Write down what I have seen, heard and done |  |
| Call the police if someone in danger or crime may have been committed  |  |
| Stay calm and reassure them |  |
| Move or destroy evidence  |  |
| Don’t interrupt if they chose to tell me what’s been going on |  |
| Think about it for a while – don’t act too quickly |  |
| Promise them to keep it all a secret |  |

**If you work for an organisation please send this to your manager. If you are a volunteer please send it to your coordinator or group leader.**