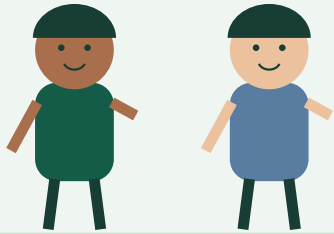


Introduction to Child Safety & Safeguarding

Adult course • parents, educators and volunteers



Safer together. Learning for life.

SHIELDLET SAFETY TEAM / ORIGINAL ILLUSTRATION

15 classes | 90 minutes each | 22.5 taught hours

Edition 1.0 • 21 September 2026

A practical introduction with fictional scenarios, activities, linked references and age-appropriate assessment.

shieldletfoundation.org

How to use this course

- Audience: adults supporting children in families, education, community groups and volunteering. No prior safeguarding study is required.
- Scope: prevention, recognition, safe first response, reporting pathways, digital safety and introductory legal comparison. It does not train investigators, therapists or specialist safeguarding leads.
- Delivery: 15 facilitated classes. Allow about 20 minutes of optional reading between classes. Arrange individual observed practice if it cannot be completed during group work.
- World coverage: the UK's four nations, USA with Iowa as an example, mainland China, EU plus Germany and France, Australia with NSW as an example, and Nigeria, Ghana, Kenya and South Africa. Other countries use the local-law worksheet.
- Before delivery: a competent local safeguarding lead must complete referral contacts, verify applicable legal duties and preview media. This localisation is essential; the book is not a complete statement of every country's law.

Learning outcomes

- Recognise possible harm without assuming guilt.
- Demonstrate supportive listening, factual recording and proportionate information sharing.
- Identify the correct emergency, statutory and organisational reporting routes.
- Create safer environments and a practical improvement plan.
- Distinguish a course-completion certificate from professional or government accreditation.

A safe learning environment

- Use fictional cases only. Never invite public disclosure or ask for graphic details. Participants may pass, take a break or use an equivalent written activity.
- At the start, identify a support person, private space and local emergency/referral routes. Provide accessible materials, language support and reasonable assessment adjustments.
- Explain limited confidentiality. If a real concern is disclosed, stop the exercise and follow the local protection procedure; do not process it as a classroom debate.
- Do not name real children, upload case details to AI tools or group chats, or use real intimate images.
- Do not promise a child secrecy, investigate the allegation, confront a suspected person or delay necessary protective action for an internal meeting.
- Facilitators should have appropriate safeguarding competence for their setting and access to supervision. This PDF does not itself appoint or qualify a safeguarding lead.

Standard 90-minute class plan

Minutes	Activity
0–10	Welcome, recap and check-in
10–30	Teaching notes and worked explanation
30–40	Selected video excerpt and guided discussion
40–65	Scenario, practical task and short comfort break
65–80	Debrief and local application
80–90	Knowledge check, questions and next step

Class 15 uses a separate exam schedule. Video timings are teaching allocations, not claims about video length. Preview and select a suitable excerpt; allow a non-video alternative.

Your 15-class pathway

Class	Topic	Time
1	Child safety: the foundations	90 min
2	Rights, development and listening	90 min
3	Recognising harm without jumping to conclusions	90 min
4	Body safety, boundaries and consent	90 min
5	Safer environments and positive discipline	90 min
6	Online safety and digital wellbeing	90 min
7	Bullying and peer harm	90 min
8	Grooming, exploitation and coercion	90 min
9	Responding when a child tells you	90 min
10	Recording, reporting and sharing safely	90 min
11	UK law and safeguarding pathways	90 min
12	US law: federal framework and state duties	90 min
13	Child protection around the world	90 min
14	Safer organisations and inclusive practice	90 min
15	Integrated practice and final assessment	90 min

Navigation

Each class occupies two pages: learning notes followed by a practice lab. After the classes, use the world legal briefing, printable worksheets, references and video directory. The final exam and trainer answers are supplied as separate PDFs.

Assessment summary

Complete all 15 classes or equivalent make-up activities. Pass the written assessment at 80/100, with at least 24/30 in the scenario section. Meet every critical-safety criterion and the observed response checklist. The local-pathway assignment is part of the written score. Reassessment follows feedback.

Child safety: the foundations

Explain safeguarding, protection and the adult responsibility to act.

What safety means

Child safety includes physical security, emotional wellbeing, protection from abuse and safe participation online. Safeguarding is the ongoing work of making environments safer. Child protection is action taken when a child may be experiencing or facing harm. A child can need support before a situation reaches an emergency.

A child-centred starting point

For this course, child means a person under 18; legal definitions for particular duties must still be checked locally. Children have views, needs and rights, not merely needs decided by adults. Listen in an accessible way and avoid treating disability, poverty, migration or family structure as evidence of wrongdoing.

Your role has limits

You can notice, listen, record, seek help and report. You are not trained by this course to investigate, diagnose injuries or decide guilt. A safeguarding lead coordinates organisational action, but an internal report does not replace a personal legal reporting duty. Urgent danger requires the local emergency response immediately.

Apply the skill

- Identify the child and the setting without sharing identifying details in training.
- Ask whether immediate protection or urgent healthcare is needed.
- Locate the safeguarding lead, alternative contact and external reporting agency.
- Keep a factual record and check that the concern reached an appropriate person.

Reading: [R01 UNICEF](#) · [R03 WHO](#) · [R07 NSPCC Learning](#)

Practice lab

The situation

At an after-school club, a volunteer notices that an exit is blocked. Another adult repeatedly humiliates one child in front of the group. A participant says neither issue counts because nobody has been injured.

Activity

In groups, sort each concern into prevention, support, or urgent protection; more than one category may apply. Write one immediate action, one person responsible and one follow-up date for each concern. Compare how a school, sports club and online class would act.

Discussion guide

A blocked exit needs an immediate environmental fix. Repeated humiliation is a safeguarding concern that needs recording and escalation, not acceptance as ordinary discipline. Avoid deciding the full legal category from limited facts.

Watch & discuss

[V01 | UNICEF: We All Have Rights](#)

Official page containing the animation. Designed for ages 3-6; adults review how to explain rights simply. Connect the example to this class. Identify a useful action and a limit of the example.

Knowledge check

1. How is safeguarding broader than responding to abuse?
2. Why does passing an exam not make someone an investigator?

Between classes

Write your role and the limits of that role in five sentences.

Rights, development and listening

Use child rights and developmental needs to make safer decisions.

Rights in everyday practice

The UN Convention offers a shared framework for non-discrimination, best interests, survival and development, and children being heard. Treaty commitments and domestic law are different. Do not assume that a treaty creates the same direct reporting duty for every learner in every country.

Development changes communication

Young children may communicate through play, behaviour or brief phrases. Older children may communicate indirectly or test whether an adult is safe to approach. Ask what helps the child communicate: plain words, extra time, an independent interpreter, pictures or assistive technology. A lack of speech does not mean a lack of understanding.

Participation without burden

Offer choices about routine decisions and explain what you cannot keep confidential. Do not ask a child to decide whether adults must report a serious concern. Adult responsibility remains even when the child is frightened, uncertain or attached to the person who may be causing harm.

Apply the skill

- Use the child's preferred name and communication method.
- Explain your role and the next step in simple language.
- Offer reasonable choices without promising an outcome.
- Record the child's views separately from your interpretation.

Reading: [R01 UNICEF](#) · [R02 ACERWC / African Union](#)

Practice lab

The situation

A 10-year-old with a communication device appears distressed about transport home. The group is running late, and the driver says there is no time to wait for the child to type.

Activity

Design a two-minute response that makes room for communication while maintaining supervision. Identify a safe place, a trained communication supporter and a way to escalate concern without using the potentially implicated driver as interpreter.

Discussion guide

Efficiency does not override safety. Give time and access, avoid leading questions, and resolve immediate transport concerns through the responsible lead. Record what was communicated, including uncertainties.

Watch & discuss

[V02 | Harvard Center on the Developing Child: How-to: 5 Steps for Brain-Building Serve and Return](#)

Official video page; adult caregivers. Observe responsive interaction, without using it to diagnose a child. Connect the example to this class. Identify a useful action and a limit of the example.

Knowledge check

1. Does a child-centred approach mean the child alone decides whether a report is made?
 2. Give two ways to make communication accessible.
-
-

Between classes

Rewrite an adult safeguarding explanation into three child-friendly sentences.

Recognising harm without jumping to conclusions

Recognise possible abuse and neglect while separating observation from assumption.

Different forms of harm

Introductory categories include physical abuse, emotional abuse, sexual abuse and neglect. Harm can occur in families, organisations, communities and online, and may involve adults or other children. Exploitation can involve coercion, dependency or an imbalance of power. These categories guide recognition, not amateur diagnosis.

Patterns and context

An injury, withdrawal, hunger or changed behaviour can have several explanations. Look at what you actually observed, the child's account and any pattern over time. Do not dismiss a disclosure because a child seems calm, laughs or continues contact with someone they describe. Equally, avoid labelling a family from a single sign.

Need is not blame

A child may need food, shelter, healthcare or additional supervision because services and resources are unavailable. Poverty alone is not proof of neglect. Respond to the unmet need and consult the appropriate protection pathway when safety is at risk. The aim is timely support and protection, not punishment of disadvantage.

Apply the skill

- Describe what happened, when and where.
- Record exact words where possible.
- Identify immediate needs and consult promptly.
- Do not wait for a complete pattern if the current concern is serious.

Reading: [R03 WHO](#) · [R04 WHO](#) · [R05 NSPCC Learning](#)

Practice lab

The situation

Over two weeks, a learner has fallen asleep in class and asked for extra food. Today the learner says they are afraid to go home. A colleague immediately labels the family neglectful.

Activity

Divide a page into facts, possible explanations and actions. Place the information in the correct column. Draft a short response to the child and a factual referral summary without using the colleague's label as evidence.

Discussion guide

Meet basic needs without shame, listen to the new safety concern and escalate promptly. The statement about fear increases concern but does not authorise questioning the child repeatedly or confronting caregivers.

Watch & discuss

[V04 | NSPCC Learning: Responding to a Child's Disclosure of Abuse](#)

Official NSPCC animation for adults. Non-graphic discussion of abuse; offer a text-based alternative. Connect the example to this class. Identify a useful action and a limit of the example.

Knowledge check

1. Is a single warning sign proof of abuse?
2. Must you wait for proof before reporting a concern through the proper route?

Between classes

Practise changing three judgemental descriptions into factual observations.

Body safety, boundaries and consent

Teach protective boundaries while keeping responsibility with adults.

Respect in ordinary interactions

Ask before hugs, photographs or unnecessary touch. A child may decline affection without being rude. Explain necessary care in age-appropriate language, preserve privacy and follow care plans. A child's agreement does not make exploitative or legally prohibited adult behaviour acceptable.

Boundaries for adults

Use approved communication channels, accountable spaces and clear arrangements for transport, gifts and one-to-one work. Necessary private conversations still need a safe, observable or otherwise accountable arrangement. Blanket rules should not exclude disabled children from appropriate personal care; care arrangements need planning and oversight.

No blame when a boundary is crossed

Children may freeze, comply, be confused or feel loyalty. These responses do not make harm their fault. Teach several routes to trusted adults and the option of telling another person if the first does not help. Avoid lessons suggesting that saying no is all a child needs to prevent abuse.

Apply the skill

- Explain the activity and check comfort and understanding.
- Offer a safe alternative to unnecessary physical contact.
- Interrupt unsafe adult behaviour and follow reporting procedures.
- Never require a child to keep an adult's inappropriate behaviour secret.

Reading: [R01 UNICEF](#) · [R05 NSPCC Learning](#) · [R07 NSPCC Learning](#)

Practice lab

The situation

A popular volunteer offers private lifts and gifts to one child and says their messages are a special secret. The child says the volunteer is kind and asks adults not to interfere.

Activity

Write a boundary policy for messaging, transport and gifts. Practise explaining the concern to a safeguarding lead without accusing the volunteer of a proven crime. Design a child-friendly way to explain protective changes.

Discussion guide

Popularity and apparent agreement do not remove risk. Report the observed pattern through the correct route, including an alternative authority if the lead is involved. Do not arrange a confrontation or ask the child to collect evidence.

Watch & discuss

[V03 | NSPCC: Talk PANTS with Pantosaurus](#)

Official NSPCC video. Adults preview before using with children; body-safety language and trusted adults. Connect the example to this class. Identify a useful action and a limit of the example.

Knowledge check

1. Does a child accepting a gift remove an adult's responsibility?
 2. Why offer more than one trusted contact?
-
-

Between classes

Draft a short family or organisation boundary agreement.

Safer environments and positive discipline

Reduce everyday hazards and respond to behaviour without violence or humiliation.

Prevention is practical

Review entrances, exits, toilets, collection arrangements, transport and supervision. Consider online waiting rooms, invitations and who can record. Match supervision to age, needs, activity and local rules; this course does not prescribe a universal staff ratio.

Behaviour as information

A distressed child may need co-regulation, rest, food, accessibility adjustments or a clearer instruction. Set a calm limit, explain the desired behaviour and offer a manageable choice. Avoid threats, humiliation, physical punishment and withdrawing essential needs. Use the same respectful approach even where local law differs.

Plan for exceptional situations

Have written arrangements for medication, allergies, missing children, authorised collection and emergency contacts. Use trained first aiders and local emergency services as appropriate. Physical intervention is not taught here: any permitted intervention needs specific law, policy, training and review.

Apply the skill

- Remove an immediate hazard if you can safely do so.
- Give a short, clear instruction and a calm alternative.
- Call the responsible trained person for medical or high-risk situations.
- Record incidents and review what could prevent a recurrence.

Reading: [R04 WHO](#) · [R25 UNICEF South Africa](#) · [R27 Charity Commission for England and Wales](#)

Practice lab

The situation

During a workshop, a child throws materials. An adult threatens to lock the child outside. The room also has an unsecured exit and no agreed collection list.

Activity

Create a risk table with hazard, people affected, control, owner and review date. Replace the threat with a calm response. Add a collection procedure for a person who arrives but is not authorised.

Discussion guide

Protect everyone from immediate injury while avoiding punitive isolation. Seek trained support. Address both the adult response and system weaknesses; the child is not the only focus of the review.

Watch & discuss

[V02 | Harvard Center on the Developing Child: How-to: 5 Steps for Brain-Building Serve and Return](#)

Official video page; adult caregivers. Observe responsive interaction, without using it to diagnose a child. Connect the example to this class. Identify a useful action and a limit of the example.

Knowledge check

1. Can a standard ratio be copied into every setting?
2. Name one proactive and one responsive safety measure.

Between classes

Complete a five-hazard assessment for a fictional class venue.

Online safety and digital wellbeing

Create practical protections for accounts, privacy and online participation.

Think beyond screen time

Ask what a child does online, with whom, and how it affects them. Risks involve content, contact, conduct and commercial pressures. A useful safety plan includes help-seeking, privacy, account security and adult availability rather than only a time limit.

Build safer routines

Use strong unique passwords, available multi-factor authentication, updates and age-appropriate privacy settings. Review location sharing, contact permissions, downloads and in-app purchases together. Filters can reduce exposure but do not replace relationships or supervision. Do not promise that a private account prevents copying.

Education data needs care

A digital class should collect only information needed for its purpose and use approved systems. Do not publicly post a child's full name, routine and location together. In the US, COPPA addresses certain online operators and children under 13; it is not a general rule that everyone over 13 is safe online.

Apply the skill

- Agree a small number of understandable safety rules together.
- Identify a trusted contact before an incident occurs.
- Show reporting and blocking using a fictional or demonstration account.
- Review permissions without shaming or threatening loss of all support.

Reading: [R06 NSPCC Learning](#) · [R15 US Federal Trade Commission](#) · [R28 NCMEC](#)

Practice lab

The situation

An online club asks children to place their school, home address and daily route in a public profile. A parent assumes the platform must be safe because it has a minimum-age checkbox.

Activity

Redesign the profile and onboarding form with minimal data. Create a six-point family digital agreement that includes what an adult will do when a child reports a problem. Do not use real passwords or child profiles in class.

Discussion guide

Remove unnecessary public identifiers and review the platform before use. Age checks and parental consent do not replace safety design. A helpful response makes future disclosure more likely.

Watch & discuss

[V05 | NCMEC NetSmartz: Into the Cloud, Season 1: T.M.I.](#)

Official video library; select Season 1, episode 2. Younger-audience example of sharing information. Connect the example to this class. Identify a useful action and a limit of the example.

Knowledge check

1. Does a private account guarantee privacy?
2. What should a child expect after asking for help online?

Between classes

Audit privacy settings on a demonstration account or paper mock-up.

Bullying and peer harm

Respond to bullying and harmful peer behaviour with protection and fair process.

More than a disagreement

Consider repetition, impact, power imbalance and the child's ability to escape. A single serious incident can require protection even if it does not fit a bullying definition. Online material can be copied and repeatedly encountered, extending harm beyond the original event.

Support all affected children

Prioritise the safety of the child targeted. A child who causes harm may also need protection and specialist support, but that does not erase accountability. Avoid public naming, forced apologies or mediation where intimidation, abuse or a power imbalance makes it unsafe.

Make the environment accountable

Adults should interrupt degrading language, make reporting accessible and check retaliation. A plan should specify supervision, online moderation, safe participation and a review date. Consult specialist or statutory services for sexual harm, threats or serious violence; do not treat these solely as ordinary discipline.

Apply the skill

- Stop immediate harm and separate people safely if necessary.
- Listen separately and record accounts without making public accusations.
- Make a safety plan with the affected child.
- Escalate and check whether the plan actually reduces harm.

Reading: [R04 WHO](#) · [R06 NSPCC Learning](#) · [R28 NCMEC](#)

Practice lab

The situation

A group shares an edited picture of a classmate and threatens exclusion if anyone reports it. The classmate asks to leave the programme. A tutor proposes a public apology circle that afternoon.

Activity

Create a 48-hour support plan with immediate protection, a reporting route, retaliation checks and longer-term support. Explain why a public apology may be unsafe. Practise one helpful bystander response that does not circulate the image.

Discussion guide

Preserve relevant non-illegal details safely under policy, report through the correct route and reduce repeated exposure. Do not require the targeted child to face the group to earn support.

Watch & discuss

[V07 | NCMEC NetSmartz: Terrible Text](#)

Official library; Middle and High School section. Cyberbullying example; debrief without blaming the target. Connect the example to this class. Identify a useful action and a limit of the example.

Knowledge check

1. Can a serious one-off threat still require safeguarding action?
2. What is one risk of forced mediation?

Between classes

Draft an accessible reporting poster without naming real children.

Grooming, exploitation and coercion

Recognise manipulation and provide a safe first response to exploitation concerns.

Look at the relationship

Manipulation can involve trust, dependency, gifts, secrecy, threats or isolation. It may happen rapidly or over time and can involve someone known to the child. No checklist proves grooming, but patterns that erode boundaries need attention.

Pressure changes apparent choice

A child may describe an exploitative relationship as friendship or romance. Fear, material need or emotional attachment can make it difficult to seek help. Do not blame the child for communicating, accepting a gift or sharing material. An adult's task is to help restore safety and access to support.

Digital evidence requires restraint

Do not ask a child to send, download or forward sexual images of minors. Record account names, URLs, times and what was reported when safe and lawful; follow specialist instructions about devices. Do not impersonate the child, contact a suspected exploiter or run a sting. Use the relevant child-protection, police and platform reporting routes.

Apply the skill

- Check immediate physical safety and urgent distress.
- Reassure the child that help is available and the harm is not their fault.
- Avoid paying or negotiating with an extortioner; seek specialist help promptly.
- Share necessary information through the local protection pathway and follow up.

Reading: [R06 NSPCC Learning](#) · [R28 NCMEC](#) · [R05 NSPCC Learning](#)

Practice lab

The situation

A 15-year-old says an online contact is threatening to share an intimate image unless money is sent. They are terrified and ask you to message the contact pretending to be them.

Activity

Write the first five sentences you would say. Identify the actions that need specialist help and the information safe to record. Develop a plan for staying with or arranging safe support for the distressed child, without collecting the image.

Discussion guide

Prioritise safety and supportive contact. Do not act as an investigator or redistribute material. Escalate urgently where threats or distress create immediate danger. Keep the child informed in accessible language.

Watch & discuss

[V08 | NCMEC NetSmartz: It's Called Sextortion](#)

Official library; Middle and High School section. Sensitive exploitation topic; adult course use with opt-out. Connect the example to this class. Identify a useful action and a limit of the example.

Knowledge check

1. Should you ask for the image as proof?
2. Is a child responsible for someone threatening them?

Between classes

Map the official digital exploitation reporting route for your locality.

Responding when a child tells you

Practise a calm disclosure response without leading or investigating.

Make space to be heard

A disclosure may be partial, indirect or delayed. Be calm, give time and attend to immediate safety. Say that you are glad the child told you and that you will take the concern seriously. Avoid shock, disbelief, blame or promises about what authorities will decide.

Ask only what is necessary

Use minimal open prompts to understand immediate safety needs, such as asking the child to tell you what they want you to know. Do not introduce names, details or explanations. Do not rehearse the account, ask the child to repeat it to a group or test consistency.

Explain the next step

Do not promise secrecy. Explain that you need to share relevant information with people who can help protect them. Parent or carer contact is not automatic if it could place the child at risk or compromise protective action. Follow the local route and seek advice from the responsible agency.

Apply the skill

- Listen and acknowledge, without interrupting unnecessarily.
- Check immediate safety and urgent care needs.
- Explain limited confidentiality and your next action.
- Record promptly and report; follow up if help is delayed.

Reading: [R05 NSPCC Learning](#) · [R24 UK Government](#)

Practice lab

The situation

A child says, "Something bad happened with someone from the club. Please promise you will not tell anyone." The safeguarding lead is away until next week.

Activity

In pairs, practise an adult responder and an observer using the written case only. Do not role-play abuse or ask learners to disclose lived experiences. The observer checks calm language, no secrecy promise, no leading questions and a prompt alternative reporting route.

Discussion guide

A suitable response is: "Thank you for telling me. I will listen. I cannot promise to keep this secret, because I may need help to keep you safe. I will explain what I do next." Absence of the lead must not delay required reporting.

Watch & discuss

[V04 | NSPCC Learning: Responding to a Child's Disclosure of Abuse](#)

Official NSPCC animation for adults. Non-graphic discussion of abuse; offer a text-based alternative. Connect the example to this class. Identify a useful action and a limit of the example.

Knowledge check

1. Name two statements to avoid.
2. What if the nominated lead is unavailable?

Between classes

Write a four-sentence first response in your own words.

Recording, reporting and sharing safely

Produce a factual concern record and select the correct reporting route.

Write so another professional can act

Record date, time, location, who was present, what you observed and what the child said. Separate facts, reported information and your assessment. Include what you did, whom you contacted and the response. Write as soon as possible; correct errors transparently rather than silently rewriting the history.

Share for a protective purpose

Use authorised, secure channels and only relevant information. Explain sharing when safe, but do not let an assumption about consent prevent a lawful safeguarding report. The appropriate legal basis and recipients differ by jurisdiction. Training worksheets must never contain real case details.

Escalation is part of the job

If a concern involves the lead or a senior person, use an independent route. Confirm receipt where possible, record advice and escalate if risk remains and nobody acts. Maintain confidentiality from peers, social media and uninvolved colleagues. Follow retention and access rules for records.

Apply the skill

- Complete the concern record using facts and direct quotes.
- Identify the external agency and any individual duty or deadline.
- Report promptly and log who received it.
- Review safety, receipt and follow-up without carrying out your own investigation.

Reading: [R23 UK Information Commissioner](#) · [R24 UK Government](#) · [R14 Iowa Legislature](#)

Practice lab

The situation

A manager says, "Email me everything and do not contact the authorities until I approve it." The learner has a personal mandatory reporting duty under the applicable law.

Activity

Use the concern-record worksheet to write a 150-word fictional record. Then identify why the manager's instruction cannot override the legal duty. List the minimum information for a report and a separate list of information that should not be shared widely.

Discussion guide

Internal permission is not a substitute for legal compliance. In Iowa, the reporting procedure specifically prohibits employer interference; learners elsewhere must identify their own rule. Keep a clear record of actions and escalation.

Watch & discuss

[V04 | NSPCC Learning: Responding to a Child's Disclosure of Abuse](#)

Official NSPCC animation for adults. Non-graphic discussion of abuse; offer a text-based alternative. Connect the example to this class. Identify a useful action and a limit of the example.

Knowledge check

1. Why distinguish observation from interpretation?
 2. Does confidentiality mean never sharing a concern?
-
-

Between classes

Complete the local pathway sheet using official sources, not memory.

UK law and safeguarding pathways

Distinguish the four UK systems and locate the right local duty.

England: law and guidance

The Children Act 1989 provides key child-welfare and protection functions, including sections 17 and 47. The Children Act 2004 supports cooperation and safeguarding duties. Working Together 2026 is statutory guidance for England. These provisions do not mean every adult has the same role or reporting obligation.

Four nations, different frameworks

Scotland uses its own legislation, including the Children (Scotland) Act 1995, and national child-protection guidance. Wales has the Social Services and Well-being (Wales) Act 2014 and Volume 5 guidance. Northern Ireland uses the Children (Northern Ireland) Order 1995 and its Co-operating policy. Check local procedures and current commencement of reforms.

Turn a law into a practical route

For a real case, identify the nation, the child's location, your role, the nature of concern and the relevant local children's services or police pathway. A designated lead helps coordination. Special legal duties may apply to particular harms or professions, so broad course summaries never replace a current local check.

Apply the skill

- Identify the UK nation and local authority or health and social care area.
- Open the official guidance listed in the legal appendix.
- Record role-specific reporting requirements and escalation contacts.
- Check new legislation, amendments and commencement before teaching locally.

Reading: [R08 UK Department for Education](#) · [R09 Scottish Government](#) · [R10 Welsh Government](#) · [R11 Northern Ireland Department of Health](#) · [R29 Welsh Government](#) · [R30 UK legislation](#)

Practice lab

The situation

A UK-wide charity copies its English safeguarding policy into a Belfast youth programme, leaving English local-authority contacts and terminology unchanged.

Activity

Assign each group a UK nation. Build a one-page pathway using the source links: lead, external agency, urgent route and reference date. Explain which parts of the charity's values can stay shared and which procedures need localisation.

Discussion guide

A common commitment to child safety is helpful; identical legal pathways are not. The Northern Ireland version needs the correct local system and contacts. Do not infer a universal duty from an England-only document.

Watch & discuss

[V04 | NSPCC Learning: Responding to a Child's Disclosure of Abuse](#)

Official NSPCC animation for adults. Non-graphic discussion of abuse; offer a text-based alternative. Connect the example to this class. Identify a useful action and a limit of the example.

Knowledge check

1. Does Working Together 2026 apply as statutory guidance across all UK nations?
 2. What must be checked before relying on a newly enacted law?
-
-

Between classes

Finish the UK row of the jurisdiction worksheet for one nation.

US law: federal framework and state duties

Explain why US reporting decisions require the current state or territorial law.

Federal and state layers

CAPTA provides a federal child-protection framework linked to state systems. State and territorial statutes define who must report, thresholds, recipients, timing and related training. A person may have a direct duty even if their employer has a reporting policy. Do not use another state's rule as a shortcut.

Iowa as a worked example

The 2026 Iowa Code identifies mandatory reporters in section 232.69 and specifies a 24-hour reporting requirement for that group. Section 232.70 describes an oral report to the department and additional law-enforcement reporting when immediate protection is advisable. Employer interference is prohibited. Check the complete current law for scope and application.

This course is not state-approved reporter training

Iowa law requires a department-developed core training curriculum for covered reporters. Shieldlet's introductory certificate does not replace it. COPPA is a separate online privacy rule for covered operators; it must not be confused with reporting abuse or with the legal age for all online activities.

Apply the skill

- Locate the current statute for the child's state or territory and your role.
- Identify threshold, recipient, deadline and emergency action.
- Report through the official route without waiting for unnecessary internal approval.
- Complete any separately required state-approved training.

Reading: [R12 US Children's Bureau](#) · [R13 Iowa Legislature](#) · [R14 Iowa Legislature](#) · [R15 US Federal Trade Commission](#)

Practice lab

The situation

A volunteer recently moved from Iowa to another US state. They assume that the new state uses the same list of mandated reporters and the same deadline.

Activity

Use Iowa as the completed example, then leave a comparison column for the actual delivery state. Write the exact statutory source, current year and date checked. Identify what remains unknown instead of inventing a nationwide answer.

Discussion guide

The correct learning outcome is knowing how to find and apply the local duty, not memorising one state's timing as universal. A maximum statutory period is not permission to delay an urgent safety response.

Watch & discuss

[V06 | NCMEC NetSmartz: Healthy Relationships](#)

Official library; Middle and High School section. Adults preview discussion of exploitation and control. Connect the example to this class. Identify a useful action and a limit of the example.

Knowledge check

1. Is there one reporting deadline for the whole USA?
2. Does Shieldlet completion replace Iowa's required core reporter training?

Between classes

Complete a current official-source lookup for the US state relevant to your work.

Child protection around the world

Compare African, Chinese, European and Australian frameworks without assuming identical duties.

A regional foundation

The African Charter on the Rights and Welfare of the Child defines a child as under 18 and addresses best interests, participation, protection from abuse and harmful practices. It guides states' obligations; it is not one uniform operational reporting code for the entire continent.

Nigeria and Ghana

Nigeria's Child's Rights Act 2003 is a central federal framework; verify the relevant state Child Rights or Child Protection Law and local implementation. Ghana's Children's Act 1998 (Act 560), with amendments, supports welfare and protection. Use district social-welfare and police routes as applicable, checked locally before delivery.

Kenya and South Africa

Kenya's Children Act 2022 addresses children's rights and care and protection. South Africa's Children's Act 38 of 2005 includes reporting provisions in section 110 for specified persons and concerns. National acts, implementing rules and other criminal or sexual-offences laws can interact. Avoid transferring a deadline or threshold from one country to another.

China, Europe and Australia

Mainland China's Law on Protection of Minors addresses family, school, social, internet, government and judicial protection. Europe has national systems alongside EU and regional instruments; the EU is not all of Europe. Australia has federal, state and territory layers. Use the comparative legal briefing after this class to identify a source and local referral route for each region.

Apply the skill

- Name the country and, where relevant, state, province or district.
- Locate the current act, amendments and responsible child-protection authority.
- Map immediate danger, ordinary referral and escalation routes.
- Check language access, disability support and safe follow-up.

Reading: [R02 ACERWC / African Union](#) · [R16 Edo State Judiciary / Nigerian legislation](#) · [R17 UNICEF Nigeria](#) · [R18 Ghana Parliament](#) · [R19 Ghana Ministry of Gender, Children and Social Protection](#) · [R20 Kenya Law](#) · [R21 South Africa Department of Justice](#) · [R22 South Africa Department of Justice](#) · [R31 National People's Congress of China](#) · [R32 State Council of China](#) · [R33 European Union](#) · [R34 European Commission](#) · [R35 German Federal Ministry of Justice / Federal Office of Justice](#) · [R36 French Government / Legifrance](#) · [R37 Australian National Office for Child Safety](#) · [R38 Australian National Office for Child Safety](#) · [R39 New South Wales legislation](#)

Practice lab

The situation

A regional training provider prints "African law requires every adult to report within 24 hours" on a poster. Local facilitators cannot identify a source for that statement.

Activity

Create a world comparison using the legal briefing: Nigeria, Ghana, Kenya, South Africa, mainland China, the EU, Germany, France and Australia. For each, identify one source and a local question that still needs answering. Discuss why a universal 24-hour reporting claim would be unsafe.

Discussion guide

Remove the unsupported continental claim. A credible course teaches the common protective principle and requires local verification of duties. Cultural respect does not justify violence or silence about harm.

Watch & discuss

[V01 | UNICEF: We All Have Rights](#)

Official page containing the animation. Designed for ages 3-6; adults review how to explain rights simply. Connect the example to this class. Identify a useful action and a limit of the example.

Knowledge check

1. Is the African Charter the same as a national reporting procedure?
2. What extra local check is important in Nigeria?

Between classes

Complete the pathway for the country and locality where you will actually work.

Safer organisations and inclusive practice

Translate learning into recruitment, supervision and accountable programme design.

Safety is a system

A safe organisation uses role descriptions, appropriate suitability checks, references, induction, a code of conduct, supervision and routes for concerns. A background check is only one component. Leaders must respond to warning signs involving respected staff or donors as seriously as any other concern.

Include children who are easily overlooked

Consider disability, language, displacement, discrimination and isolation. Ask who cannot access the reporting mechanism or attend safely. Provide accessible explanations and independent assistance. Do not remove participation as the default response to additional needs; adjust the environment and obtain appropriate support.

Evaluate without exposing children

Use de-identified training and feedback data. Review incidents for system improvement without circulating personal accounts. Track whether staff know the referral route, whether children can name a safe contact and whether concerns receive follow-up. A low report count alone is not evidence of a safe organisation.

Apply the skill

- Assign a named safeguarding lead and an independent escalation route.
- Check recruitment, conduct, supervision and digital safeguards.
- Consult children and caregivers about accessible reporting.
- Record improvements with an owner and review date.

Reading: [R07 NSPCC Learning](#) · [R23 UK Information Commissioner](#) · [R27 Charity Commission for England and Wales](#)

Practice lab

The situation

A sponsor wants photographs with named children and unsupervised access to the programme. The director worries that setting boundaries will risk the donation.

Activity

Draft a respectful refusal of unsafe access and propose an accountable alternative. Audit the programme against five safeguards and prioritise three changes. Explain why reputation or funding cannot override child protection.

Discussion guide

Apply the same safeguards to sponsors and leaders. Separate consent for publicity from access to services, and assess privacy and safety before any image is shared. Raise pressure to waive safeguards through governance routes.

Watch & discuss

[V09 | NCA CEOP Education: Jessie & Friends animations](#)

Official page for grown-ups; animations for ages 4-7. Preview and choose one appropriate animation. Connect the example to this class. Identify a useful action and a limit of the example.

Knowledge check

1. Does a clean background check guarantee suitability forever?
 2. Why can fewer reports be a misleading success measure?
-
-

Between classes

Prepare a 30-day improvement plan with three achievable actions.

Integrated practice and final assessment

Demonstrate safe first response and meet the course completion standard.

Bring the learning together

A competent introductory response combines immediate safety, calm listening, factual records, the correct local pathway and follow-up. You should be able to explain both what you would do and why a tempting alternative could be unsafe. Legal recall alone is not enough.

Assessment is evidence, not status

The final assessment uses 20 multiple-choice questions, four short answers and two scenarios. A separate observed practice check tests the disclosure response. Results show performance against this course's learning outcomes, not professional licensing, authority to investigate or competence for specialist work.

Keep learning after completion

Before applying the course, complete the local pathway sheet and any role-specific required training. Use supervision, revisit official sources and seek specialist advice when the facts exceed your role. If you make an error, report and correct it through the responsible process rather than conceal it.

Apply the skill

- Review the learner instructions and permitted materials.
- Complete the 60-minute written exam independently.
- Complete the observed practice and local-pathway check.
- Receive feedback; address gaps before a certificate is issued.

Reading: [R05 NSPCC Learning](#) · [R07 NSPCC Learning](#) · [R24 UK Government](#)

Practice lab

The situation

A fictional programme has a distressed child, a staff member who discourages reporting and an online message containing a threat. The evidence is incomplete and the child fears blame.

Activity

Use 10 minutes to review the response pathway, 60 minutes for the exam and 20 minutes for reflection and next steps. Observed practice is completed in Class 9 or 14, or scheduled individually outside the 90-minute exam class. Learners who opt out of role-play may provide a spoken or written response to the same prompt.

Discussion guide

Do not discuss answers until all papers are collected. Explain appeals, remediation and certificate limits. A learner who is distressed may pause and complete an equivalent assessment later; do not demand personal disclosure.

Watch & discuss

[V04 | NSPCC Learning: Responding to a Child's Disclosure of Abuse](#)

Official NSPCC animation for adults. Non-graphic discussion of abuse; offer a text-based alternative. Connect the example to this class. Identify a useful action and a limit of the example.

Knowledge check

1. What is the written pass mark and scenario minimum?
2. What does the certificate actually attest?

Between classes

Set a date to review your local procedures and finish any required specialist training.

World legal briefing

Illustrative coverage, not a complete legal compliance manual. Use the authoritative text, a competent local adviser and the applicable reporting procedure. Check amendments and commencement before each cohort.

Global baseline

UN Convention on the Rights of the Child (1989)

Articles 2, 3, 6, 12 and 19 support non-discrimination, best interests, development, participation and protection. Treaties set obligations for states; domestic effect and ratification differ. Use the framework for principles and local legislation for operational duties.

Reading: [R01 UNICEF](#)

African regional framework

African Charter on the Rights and Welfare of the Child (1990)

Article 2 defines children as under 18; Articles 4, 16 and 21 address best interests, protection from abuse and harmful practices. This is a regional treaty, not a single Africa-wide procedure. Verify national implementation and responsible agencies.

Reading: [R02 ACERWC / African Union](#)

England

Children Act 1989; Children Act 2004; Working Together 2026

Section 17 of the 1989 Act concerns children in need; section 47 concerns enquiries where significant harm is suspected. Sections 10 and 11 of the 2004 Act address cooperation and safeguarding responsibilities. Guidance is England-specific. Check role-specific duties, reforms and local arrangements.

Reading: [R08 UK Department for Education](#)

World legal briefing

Illustrative coverage, not a complete legal compliance manual. Use the authoritative text, a competent local adviser and the applicable reporting procedure. Check amendments and commencement before each cohort.

Scotland

Children (Scotland) Act 1995; national guidance 2021, updated 2023

The Act and national guidance form part of Scotland's own framework. Use the local authority social-work and police pathways. Definitions and duties vary by provision; the course's under-18 scope does not rewrite statutory age definitions.

Reading: [R09 Scottish Government](#) · [R30 UK legislation](#)

Wales

Social Services and Well-being (Wales) Act 2014; Volume 5 guidance

The Act includes a duty on relevant partners to report children at risk under section 130. Identify whether your organisation or role falls within the duty and follow local procedures. Do not substitute English guidance for the Welsh framework.

Reading: [R10 Welsh Government](#) · [R29 Welsh Government](#)

Northern Ireland

Children (Northern Ireland) Order 1995; Co-operating policy

Use Northern Ireland's children's services and Health and Social Care Trust arrangements, plus police where required. Read the current policy and safeguarding procedures; do not import an English local-authority pathway unchanged.

Reading: [R11 Northern Ireland Department of Health](#)

World legal briefing

Illustrative coverage, not a complete legal compliance manual. Use the authoritative text, a competent local adviser and the applicable reporting procedure. Check amendments and commencement before each cohort.

USA: federal framework

Child Abuse Prevention and Treatment Act (CAPTA)

The federal framework operates with state and territorial systems. Reporting categories, thresholds, timescales and recipients must be found in current local law. The national survey listed in R12 is historical background, not a current answer for every state.

Reading: [R12 US Children's Bureau](#)

USA: Iowa example

Iowa Code 2026, sections 232.69 and 232.70

Specified reporters must report within 24 hours. The procedure includes oral reporting to the department, with law enforcement also contacted when immediate protection is advisable. Employers cannot interfere. Covered reporters need the department's core training; this course is supplementary.

Reading: [R13 Iowa Legislature](#) · [R14 Iowa Legislature](#)

USA: online privacy

COPPA and its implementing rule

COPPA applies to covered operators collecting personal information from children under 13. Determine applicability, exceptions and current compliance requirements with competent advice. It is not a rule governing every child's safety decision or every organisation in the world.

Reading: [R15 US Federal Trade Commission](#)

World legal briefing

Illustrative coverage, not a complete legal compliance manual. Use the authoritative text, a competent local adviser and the applicable reporting procedure. Check amendments and commencement before each cohort.

Nigeria

Child's Rights Act 2003, Act No. 26; applicable state laws

The federal text addresses child rights and protection. Check the state's Child Rights or Child Protection Law and the local welfare and police routes. Federal text, state adoption, enforcement and available services are distinct questions. Do not assert one national reporting deadline without the applicable provision.

Reading: [R16 Edo State Judiciary / Nigerian legislation](#) · [R17 UNICEF Nigeria](#)

Ghana

Children's Act 1998 (Act 560), as amended

The framework addresses child welfare, protection and care. Relevant amendments include the Children's (Amendment) Act 2016 (Act 937). Verify the current text and district social-welfare arrangements, and consult police for criminal or urgent protection concerns as appropriate.

Reading: [R18 Ghana Parliament](#) · [R19 Ghana Ministry of Gender, Children and Social Protection](#)

Kenya

Children Act 2022, No. 29

The Act addresses rights, protection and children in need of care and protection. Use the competent children's services, authorised officers and police pathways. Read the current law for reporting powers, duties and thresholds; do not infer a duty from the course alone.

Reading: [R20 Kenya Law](#)

World legal briefing

Illustrative coverage, not a complete legal compliance manual. Use the authoritative text, a competent local adviser and the applicable reporting procedure. Check amendments and commencement before each cohort.

South Africa

Children's Act 38 of 2005, section 110

Section 110 includes duties for listed persons who conclude on reasonable grounds that specified abuse or deliberate neglect occurred. It also provides for reports by other persons in relevant circumstances. Verify the exact categories, prescribed form and recipients; separate sexual-offences duties may also apply.

Reading: [R21 South Africa Department of Justice](#) · [R22 South Africa Department of Justice](#)

Mainland China

Law on Protection of Minors, revised 2020; reporting arrangements

The law covers several settings including family, school and internet protection. Official government material describes immediate reporting obligations for relevant officials and personnel working closely with children when harm is discovered or suspected. Verify the current Chinese text and local pathway. Hong Kong and Macao have distinct legal systems and are not covered by this summary.

Reading: [R31 National People's Congress of China](#) · [R32 State Council of China](#)

European Union

GDPR Article 8; Recommendation (EU) 2024/1238

Where consent is the basis for directly offered information-society services, GDPR Article 8 uses 16 as the default age; member states may lower it to no less than 13. This is a specific data-processing rule, not a universal age of consent. The 2024 child-protection recommendation is guidance, not an EU-wide mandatory reporting statute.

Reading: [R33 European Union](#) · [R34 European Commission](#)

World legal briefing

Illustrative coverage, not a complete legal compliance manual. Use the authoritative text, a competent local adviser and the applicable reporting procedure. Check amendments and commencement before each cohort.

Germany and France: examples

Germany BGB section 1666; France Code civil Article 375

Germany's provision concerns family-court measures where a child's welfare is endangered and parents cannot or will not avert the danger. France's provision concerns court-ordered protective educational assistance where specified danger or serious developmental impairment exists. These examples do not replace each country's reporting rules or local child-welfare route.

Reading: [R35 German Federal Ministry of Justice / Federal Office of Justice](#) · [R36 French Government / Legifrance](#)

Australia

National Principles; state and territory legislation; NSW 1998 Act

The National Principles guide child-safe organisations. Mandatory reporting and screening requirements vary by state or territory. NSW's Children and Young Persons (Care and Protection) Act 1998 includes mandatory reporting in section 27; use the full text for its scope, threshold and timing. Do not apply NSW provisions to all Australia.

Reading: [R37 Australian National Office for Child Safety](#) · [R38 Australian National Office for Child Safety](#) · [R39 New South Wales legislation](#)

Local reporting pathway

Country / nation / state or province / locality

Your role and the child-related setting

Applicable current law: title, section, official URL and date checked

Who must report? What is the threshold and deadline?

Immediate danger: local emergency route and number

Child-protection agency / police route, hours and contact

Organisation lead / deputy / independent escalation route

How to make and store the record securely; accessibility support

Named local reviewer and review date

Record a fictional concern

Date / time / place / person completing the record

Fictional child identifier and who was present

What I observed (facts only)

What the child said (mark exact words and uncertainties)

Immediate safety needs and actions taken

Who I contacted, when, how, and what they advised

Next action / owner / review time; restricted storage location

Make the environment safer

Use a fictional programme. Identify a hazard, the people affected, an existing control, the remaining risk and a practical improvement. High risk needs prompt action, not only a future review date.

Priority 1

Hazard / people affected / action / responsible person / deadline / evidence of improvement

Priority 2

Hazard / people affected / action / responsible person / deadline / evidence of improvement

Priority 3

Hazard / people affected / action / responsible person / deadline / evidence of improvement

My first step in the next 30 days:

References & further reading

Official legislation, public agencies and specialist organisations. Links reviewed 21 September 2026. Read current versions and commencement notices before applying law. Summaries are introductory, not legal advice.

R01 | UNICEF

Convention on the Rights of the Child; text and child-friendly resources

<https://www.unicef.org/child-rights-convention>

R02 | ACERWC / African Union

African Charter on the Rights and Welfare of the Child, Chapter One

<https://www.acerwc.africa/en/acerwc/chapter-one-rights-and-welfare-child>

R03 | WHO

Child maltreatment: introductory definitions and prevention

<https://www.who.int/news-room/fact-sheets/detail/child-maltreatment>

R04 | WHO

Violence against children: prevention framework

<https://www.who.int/news-room/fact-sheets/detail/violence-against-children>

R05 | NSPCC Learning

Recognising and responding to abuse and neglect

<https://learning.nspcc.org.uk/child-abuse-and-neglect/recognising-and-responding-to-abuse>

R06 | NSPCC Learning

Responding to online abuse

<https://learning.nspcc.org.uk/online-safety/responding-to-online-abuse>

R07 | NSPCC Learning

Safeguarding and child protection: organisational resources

<https://learning.nspcc.org.uk/safeguarding-child-protection>

References & further reading

Official legislation, public agencies and specialist organisations. Links reviewed 21 September 2026. Read current versions and commencement notices before applying law. Summaries are introductory, not legal advice.

R08 | UK Department for Education

Working together to safeguard children 2026; England only

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

R09 | Scottish Government

National Guidance for Child Protection in Scotland 2021, updated 2023

<https://www.gov.scot/publications/national-guidance-child-protection-scotland-2021-updated-2023/>

R10 | Welsh Government

Working together to safeguard people, Volume 5

<https://www.gov.wales/safeguarding-children-risk-abuse-or-neglect>

R11 | Northern Ireland Department of Health

Co-operating to Safeguard Children and Young People

<https://www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-young-people-northern-ireland>

R12 | US Children's Bureau

Mandatory Reporting of Child Abuse and Neglect; survey current through May 2023, not a substitute for current state law

<https://www.childwelfare.gov/pubpdfs/manda.pdf>

R13 | Iowa Legislature

Iowa Code 2026, section 232.69: reporters and training

<https://www.legis.iowa.gov/docs/code/232.69.pdf>

R14 | Iowa Legislature

Iowa Code 2026, section 232.70: reporting procedure

<https://www.legis.iowa.gov/docs/code/232.70.pdf>

References & further reading

Official legislation, public agencies and specialist organisations. Links reviewed 21 September 2026. Read current versions and commencement notices before applying law. Summaries are introductory, not legal advice.

R15 | US Federal Trade Commission

Children's Online Privacy Protection Rule (COPPA)

<https://www.ftc.gov/legal-library/browse/rules/childrens-online-privacy-protection-rule-coppa>

R16 | Edo State Judiciary / Nigerian legislation

Child's Rights Act 2003, Act No. 26 (federal text)

<https://edojudiciary.gov.ng/wp-content/uploads/2022/03/Childs-Right-Act-2003.pdf>

R17 | UNICEF Nigeria

Situation Analysis of Children in Nigeria 2024

<https://www.unicef.org/nigeria/documents/reports-situation-analysis-children-nigeria-multidimensional-child-poverty-nigeria-and>

R18 | Ghana Parliament

Children's Act 1998 (Act 560)

<https://repository.parliament.gh/items/b93c9e40-7b68-43fd-813c-7107d4017120>

R19 | Ghana Ministry of Gender, Children and Social Protection

Department of Social Welfare: mandate and legal framework

<https://www.mogcsp.gov.gh/department-of-social-welfare/>

R20 | Kenya Law

Children Act 2022, No. 29; official legislation

https://www.kenyalaw.org/kl/fileadmin/pdfdownloads/Acts/2022/TheChildrenAct_2022.pdf

R21 | South Africa Department of Justice

Children's Act 38 of 2005; consolidated publication

<https://www.justice.gov.za/legislation/acts/2005-038%20childrensact.pdf>

References & further reading

Official legislation, public agencies and specialist organisations. Links reviewed 21 September 2026. Read current versions and commencement notices before applying law. Summaries are introductory, not legal advice.

R22 | South Africa Department of Justice

Children's Act: care and protection FAQ

<https://www.justice.gov.za/vg/children-faq.html>

R23 | UK Information Commissioner

Ten-step guide to sharing information to safeguard children

<https://ico.org.uk/10steps>

R24 | UK Government

Information sharing advice for safeguarding practitioners

<https://www.gov.uk/government/publications/information-sharing-to-safeguard-children-and-young-people>

R25 | UNICEF South Africa

Positive discipline: practical parenting guidance

<https://www.unicef.org/southafrica/unicef-parenting/child-care/how-discipline-your-child-smart-and-healthy-way>

R26 | Child Helpline International

International helpline directory and support pathways

<https://childhelplineinternational.org/>

R27 | Charity Commission for England and Wales

Safeguarding and protecting people for charities and trustees

<https://www.gov.uk/guidance/safeguarding-and-protecting-people-for-charities-and-trustees>

R28 | NCMEC

NetSmartz: topics, prevention and digital safety

<https://www.missingkids.org/netsmartz/topics>

References & further reading

Official legislation, public agencies and specialist organisations. Links reviewed 21 September 2026. Read current versions and commencement notices before applying law. Summaries are introductory, not legal advice.

R29 | Welsh Government

Social Services and Well-being (Wales) Act 2014

<https://www.gov.wales/social-services-and-well-being-wales-act-2014>

R30 | UK legislation

Children (Scotland) Act 1995

https://www.legislation.gov.uk/ukpga/1995/36/pdfs/ukpga_19950036_en.pdf

R31 | National People's Congress of China

Law on Protection of Minors, revised 2020; official English translation

https://www.npc.gov.cn/englishnpc/c2759/c23934/202109/t20210914_384808.html

R32 | State Council of China

Official explanation of mandatory reporting arrangements, July 2024

https://english.www.gov.cn/policies/policywatch/202407/10/content_WS668e2ea1c6d0868f4e8e90d6.html

R33 | European Union

General Data Protection Regulation (EU) 2016/679, Article 8

<https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=celex%3A32016R0679>

R34 | European Commission

Recommendation (EU) 2024/1238 on integrated child protection systems

<https://eur-lex.europa.eu/eli/reco/2024/1238/oj/eng>

R35 | German Federal Ministry of Justice / Federal Office of Justice

Civil Code, section 1666: child-welfare protection measures

https://www.gesetze-im-internet.de/bgb/_1666.html

References & further reading

Official legislation, public agencies and specialist organisations. Links reviewed 21 September 2026. Read current versions and commencement notices before applying law. Summaries are introductory, not legal advice.

R36 | French Government / Legifrance

Code civil, Article 375: judicial child-protection measures

https://www.legifrance.gouv.fr/codes/article_lc/LEGIARTI000045136798

R37 | Australian National Office for Child Safety

National Principles for Child Safe Organisations

<https://www.childsafety.gov.au/what-we-do/child-safe-organisations/national-principles-child-safe-organisations>

R38 | Australian National Office for Child Safety

Make a report: state and territory pathways

<https://www.childsafety.gov.au/make-report>

R39 | New South Wales legislation

Children and Young Persons (Care and Protection) Act 1998, including section 27

<https://legislation.nsw.gov.au/view/pdf/inforce/current/act-1998-157>

R40 | Australian eSafety Commissioner

Classroom resources and video library

<https://www.esafety.gov.au/educators/classroom-resources>

Video learning library

Links lead to official videos or the publisher's video page. Availability, captions and regional access may change. Preview before class; streaming may need internet, cookies or an adult account. No videos are embedded or redistributed.

V10 | Bad Netiquette Stinks

NCMEC NetSmartz — Official library; elementary-age animation about treating others respectfully online. Preview and discuss with a safe adult.

<https://www.missingkids.org/netsmartz/videos>

V01 | We All Have Rights

UNICEF — Official page containing the animation. Designed for ages 3-6; adults review how to explain rights simply.

<https://www.unicef.org/child-rights-convention>

V02 | How-to: 5 Steps for Brain-Building Serve and Return

Harvard Center on the Developing Child — Official video page; adult caregivers. Observe responsive interaction, without using it to diagnose a child.

<https://developingchild.harvard.edu/resources/videos/how-to-5-steps-for-brain-building-serve-and-return/>

V03 | Talk PANTS with Pantosaurus

NSPCC — Official NSPCC video. Adults preview before using with children; body-safety language and trusted adults.

<https://www.youtube.com/watch?v=IKo9c5FK3eI>

If a video is unavailable, use the corresponding fictional scenario and discussion instead. Do not ask a child to bypass platform age restrictions. Check permissions before any download or public screening.

Video learning library

Links lead to official videos or the publisher's video page. Availability, captions and regional access may change. Preview before class; streaming may need internet, cookies or an adult account. No videos are embedded or redistributed.

V04 | Responding to a Child's Disclosure of Abuse

NSPCC Learning — Official NSPCC animation for adults. Non-graphic discussion of abuse; offer a text-based alternative.

<https://www.youtube.com/watch?v=bvJ5uBIGYgE>

V05 | Into the Cloud, Season 1: T.M.I.

NCMEC NetSmartz — Official video library; select Season 1, episode 2. Younger-audience example of sharing information.

<https://www.missingkids.org/netsmartz/videos>

V06 | Healthy Relationships

NCMEC NetSmartz — Official library; Middle and High School section. Adults preview discussion of exploitation and control.

<https://www.missingkids.org/netsmartz/videos>

V07 | Terrible Text

NCMEC NetSmartz — Official library; Middle and High School section. Cyberbullying example; debrief without blaming the target.

<https://www.missingkids.org/netsmartz/videos>

If a video is unavailable, use the corresponding fictional scenario and discussion instead. Do not ask a child to bypass platform age restrictions. Check permissions before any download or public screening.

Video learning library

Links lead to official videos or the publisher's video page. Availability, captions and regional access may change. Preview before class; streaming may need internet, cookies or an adult account. No videos are embedded or redistributed.

V08 | It's Called Sextortion

NCMEC NetSmartz — Official library; Middle and High School section. Sensitive exploitation topic; adult course use with opt-out.

<https://www.missingkids.org/netsmartz/videos>

V09 | Jessie & Friends animations

NCA CEOP Education — Official page for grown-ups; animations for ages 4-7. Preview and choose one appropriate animation.

https://www.ceopeducation.co.uk/4_7/grown-ups/

If a video is unavailable, use the corresponding fictional scenario and discussion instead. Do not ask a child to bypass platform age restrictions. Check permissions before any download or public screening.