

Unit 7: Support Children and Young People's Health and Safety

Unit code: T/601/7410

QCF Level 2 Specialist

Credit value: 3

Guided learning hours: 15

Unit aim

This unit provides the knowledge and skills required to support the health and safety of children and young people. It requires demonstration of competence in recognising and dealing with risks in the work setting, supporting children and young people to assess and manage risk for themselves and responding to emergency situations.

Unit introduction

Health and safety are the responsibilities of everyone in the school community. However, to meet their responsibilities, it is essential for support workers to know the legislation, policies and procedures of the school. Fundamental to keeping children and young people safe is the ability to recognise hazards and minimise risks. Knowing how to support children and young people to develop the skills to assess and manage risk for themselves is an important part of this unit. Supporting the health and safety of children and young people requires being able to take action if a child or young person is unwell and respond in emergency situations. This unit helps learners to develop knowledge and skills in these key areas, as required for working in schools.

Learners will explore relevant health and safety legislation, policies and procedures and how health and safety is monitored and maintained in the school.

They demonstrate how to recognise and manage risk and support children and young people to take responsibility for their own health and safety.

Learners will also consider the importance of taking a balanced approach to risk management and demonstrate ways to support children and young people to assess and manage risk for themselves.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

| Learning outcomes | Assessment criteria |
|---|--|
| <p>1 Know the legislative and policy framework for health and safety</p> | <p>1.1 Describe how current health and safety legislation, policies and procedures are implemented in the setting</p> <p>1.2 Describe how health and safety are monitored and maintained in the setting</p> <p>1.3 Describe how people in the setting are made aware of risks and hazards and encouraged to work safely</p> <p>1.4 Identify the lines of responsibility and reporting for health and safety in the setting</p> |
| <p>2 Be able to recognise and manage risks to children and young people's health, safety and security</p> | <p>2.1 Demonstrate how to identify potential hazards to the health, safety and security of children and young people</p> <p>2.2 Demonstrate how to deal with hazards to minimise risks to the health, safety and security of children and young people</p> <p>2.3 Demonstrate ways of supporting children and young people to take responsibility for their own health, safety and security</p> |
| <p>3 Be able to support children and young people to assess and manage risk</p> | <p>3.1 Outline the importance of taking a balanced approach to risk management</p> <p>3.2 Demonstrate ways of supporting children and young people to assess and manage risk for themselves</p> |

| Learning outcomes | Assessment criteria |
|--|---|
| 4 Be able to respond to emergency situations | 4.1 Recognise and respond to emergency situations 4.2 Follow the setting's procedures for dealing with emergency situations 4.3 Give reassurance and comfort to those involved in the emergency 4.4 Give other people providing assistance clear information about what has happened 4.5 Follow the procedures of the setting for reporting and recording accidents and emergencies |

Unit content

1 Know the legislative and policy framework for health and safety

Current health and safety legislation, policies and procedures: range eg current and relevant legislation for home country eg Health and Safety at Work Act 1974, Health and Safety (young persons) Regulations 1997, Fire Precautions (workplace) Regulations 1997, Care Standards Act 2000, Control of Substances Hazardous to Health Regulations 1994 (COSHH), Reporting of Injuries, Diseases and Dangerous Occurrences Regulation 1995 (RIDDOR), Health and Safety (First Aid) Regulations 1981, Food Handling Regulations 1995, Personal Protective Equipment at Work Regulations 1992, Children Act 1989, Children Act 2004; policies required eg health and safety, risk assessment, child protection, review policies and procedures

Monitoring and maintaining health and safety ways eg risk assessments, routine health and safety assessment/checklist for indoors, outdoors, visits/outings, staff training, health and safety policies and procedures in place to ensure good practice, recording accidents and incidents, review policies and procedures

Making everyone in the setting aware of risks and hazards: ways eg tell all in the setting, volunteers, visitors; opportunities eg induction, staff training, deliver safety education to children and young people eg EYFS, personal, social and health education (PSHE) curriculum

Responsibility and reporting: lines eg head teacher has ultimate responsibility in school; health and safety procedures of individual school/setting eg health and safety officer, site manger; health and safety responsibility of everyone eg being vigilant, reporting hazards

2 Be able to recognise and manage risks to children and young people's health, safety and security

Potential hazards to health, safety and security: hazard recognition and risk assessment eg indoors, outdoors, outings, personal safety, health and safety risk assessments, recording risk assessments record keeping, sharing of information

Dealing with hazards: actions eg act immediately to make sure that others are not put in danger, remove hazards if appropriate, direct others away from the area, send for another adult if required, report and record

Health, safety and security: ways eg role model behaviour, talk through hazard recognition with children and young people according to age/stage of development to raise awareness of health and safety issues, praise/encourage children and young people's efforts and achievements

3 Be able to support children and young people to assess and manage risk

Take a balanced approach to risk management: risk and challenge important to a child and young persons development eg independence, confidence; learning

how to assess and manage risk is an essential life skill; importance of following policies and procedures for health and safety

Supporting children and young people to assess and manage risk for themselves: relevant to child and young person's age, needs and abilities; children and young people learn about both excessive risk taking and risk aversion from adults; provide challenge; work with children and young people to identify hazards and manage risk; role model assessing and managing risk

4 **Be able to respond to emergency situations**

Recognise and respond to emergency situations: emergency situations eg accidents, illness, fires, security incidents, missing children or young people; take action if first on the scene in the case of an accident or emergency; send for appropriate help eg first aider, ambulance, raise fire alarm; follow the correct procedures until help arrives

Procedures of setting: procedures for dealing with eg accidents, illness, fires, security incidents, missing children or young people

Give reassurance and comfort: actions eg stay calm, reassure those directly affected; support others present who may be shocked or distressed, ask another adult to remove any children who may be present and to supervise and stay with them while you remain with those directly affected

Give clear information: report eg time of the incident, exactly what happened and whether you saw this yourself, who was present, any medication a casualty may be on if you know this, exactly what assistance you have given to a casualty

Recording and reporting: follow procedures of setting eg lines of responsibility, accountability, accuracy, confidentiality, written reporting, verbal reporting

Essential guidance for tutors

Delivery

This unit should be delivered using a combination of tutor input and active learning experiences, including simulations and practical activities. Discussions and debates contribute to understanding the skills required for effective practice.

Learners should be encouraged to share their experience of working in schools as employees, as a parent-helper or through work experience.

It is suggested that this unit is delivered at an early stage in the programme, so that learners gain awareness of the health and safety considerations required to work safely in school.

It may be useful to have external speakers to talk about health, safety and security considerations. Internet research could be a useful tool for finding out about relevant legislation. Learners could compare the health and safety policies and procedures of different schools.

Learners could practise hazard recognition in the classroom using given scenarios for children and young people of different ages, to include indoor and outdoor situations, to develop skills in hazard awareness and how to deal with hazards to minimise risks. Discussion about how children and young people could be supported to take responsibility for their own health, safety and security, relevant to their age and stage of development, could follow.

Learners could prepare a debate, 'Children and young people need to be allowed to take risks', to provide opportunities to consider the importance of taking a balanced approach to risk management.

Guest speakers could be invited to speak about procedures for managing accidents, illnesses and emergencies in schools. Learners could prepare questions to ask about reporting and recording.

There will need to be detailed examination of procedures for dealing with accidents, incidents, emergencies and illness. The different types of accidents, incidents, emergencies and illness that could occur in schools for children and young people of different ages will need to be explored fully, together with the correct procedures to follow. Case studies may be useful to cover a wide range of potential situations that could occur in the school environment and on trips.

Role play and simulations will give learners the opportunity to apply the correct procedures and gain confidence and competence in their responses to emergency situations.

Learners could practise recording and reporting role-play situations/simulations by using copies of documentation required in schools, for example accident books.

An accredited first aid course would be helpful for learners to develop skills and competence in first aid.

Assessment

The following criteria must be assessed in the workplace: 2.1, 2.2, 2.3 and 3.2.

Simulation may be used for assessment criteria 4.1, 4.2, 4.3, 4.4 and 4.5.

Suggested assessment activities

Learning outcome 1 and assessment criterion 3.1 could be one assessment task. Learners could produce a document about health and safety policies and procedures in their school to use as reference when working in the school.

The document needs to include:

- clear, concise information about how health and safety legislation, policies and procedures are implemented in the school
- a description of how health and safety are monitored and maintained in the school
- how people in the school are made aware of risks and hazards and encouraged to work safely
- the lines of responsibility and reporting for health and safety in the school
- reasons why it is important to take a balanced approach to risk management.

For learning outcome 2 and assessment criterion 3.2, learners could produce an evidence file demonstrating their competence in recognising and managing risks to children and young people's health, safety and security. This may include investigations, reflective summaries, professional discussions and witness statements.

The file will need to include evidence of:

- identifying potential hazards including physical, security, fire, food safety, personal safety
- dealing with hazards to minimise risks
- supporting children and young people to take responsibility for their own health, safety and security
- supporting children and young people to assess and manage risk for themselves.

Learning outcome 4.1 requires learners to demonstrate they are able to respond to emergency situations. Evidence for these criteria may be provided from simulations or evidence from the workplace, supported with witness statements.

Learners will need to provide evidence of:

- recognising and responding to emergency situations including accidents, illness, fires, security incidents, missing children or young people
- following the school's procedures for dealing with emergency situations
- giving reassurance and comfort to those involved in the emergency
- providing clear information about what has happened to others providing assistance
- following the procedures of the school for reporting and recording accidents and emergencies.

Essential resources

Learners will need access to a work placement or be employed in work with children and young people and the opportunity to participate in simulated emergency situations to provide the evidence required for this unit

Learners will need access to legislation and guidance documents for the relevant home nation and examples of school policies and procedures for health and safety.

Indicative resource materials

Textbooks

Burnham L – *Supporting Teaching & Learning in Schools* (Heinemann, 2010)
ISBN 978-0-435032-03-6

Kamen T - *Teaching Assistant's Handbook: NVQ and SVQ Levels 2 & 3* (Hodder Education, 2008) ISBN 978-0340959381

Lindon J - *Too Safe for Their Own Good?* (National Children's Bureau, 2003)
ISBN 978-1900990974

Journal

Times Education Supplement (TES)

Websites

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| www.education.gov.uk | Department for Education |
| www.hse.gov.uk | Health and Safety Executive |
| www.hseni.gov.uk | Health and Safety Executive (Northern Ireland) |
| www.redcross.org | The Red Cross |
| www.sja.org.uk | St John Ambulance |
| www.teachernet.gov.uk/wholeschool/healthandsafety | Teachernet |