Unit 4: Support Children and Young People's Health and Safety

Unit code: CYP Core 3.4

Unit reference number: D/601/1696

QCF level: 3

Credit value: 2

Guided learning hours: 15

Unit summary

This unit provides the knowledge, understanding and skills required to support children and young people's health and safety. It requires a demonstration of competence in recognising hazards and undertaking risk assessments in the work setting.

Assessment requirements/evidence requirements

This unit should be assessed in line with Skills for Care and Development's QCF Assessment Principles. Assessment of learning outcome 2 must take place in a real work environment. Simulation is not permitted for this learning outcome.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 Understand how to plan and provide environments and services that support children and young people's health and safety

Planning healthy and safe indoor and outdoor environments and services: taking into account the individual age and abilities of the children or young people being planned for; identifying specific risks to individual children or young people eg those with sensory impairment; identifying the needs of adults where relevant eg resources, equipment or training; recognising the duty of care; meet regulatory requirements eg EYFS, Ofsted; links to the desired outcomes for children and young people eg Every Child Matters; recognition of the lines of responsibilities and accountability; use guidance eg EYFS, Ofsted

Monitoring and maintaining health and safety: people in the work setting need to be made aware of risks and hazards and encouraged to work safely eg staff, parent helpers, volunteers, visitors; health and safety responsibility of everyone; deliver safety education to children and young people eg EYFS, curriculum; routine health and safety assessment/checklist for both indoors, outdoors, visits and outings; staff training; health and safety policies and procedures in place to ensure good practice; recording accidents and incidents; review policies and procedures and incidents

Guidance for planning healthy and safe environments and services: sources eg Health and Safety Executive, Department for Education, St John Ambulance, The British Red Cross, British Standards Institute (BSI)

Implementing health and safety legislation, policies and procedures: legislation for home country which informs the writing of health and safety policies and procedures; legislation 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

2 Be able to recognise and manage risks to health, safety and security in a work setting or off site visits

Potential hazards to health, safety and security of the children or young people or others: hazard recognition and risk assessment applied to indoors, outdoors, outings; potential hazards which may include physical, security, fire, food safety, personal safety; identify and reduce risk through use of observations, checklists, health and safety risk assessments; importance of record-keeping and sharing of information

Dealing with hazards: 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 and safety risk assessment: check all areas of setting; identify hazard; assess risks from each hazard; establish procedures for managing to an acceptable level risks from hazards that cannot be removed; make improvements in line with changing circumstances and requirements or service; record and report

Monitoring and reviewing health and safety risk assessments: importance of detailed records of accidents and incidents eg accident books; regularly reviewing and updating polices and procedures; keeping up to date with current legislation and models of good practice

3 **Understand how to support children and young people to assess and manage risk for themselves**

A balanced approach to risk assessment: take into account the child or young person's age, needs and abilities; avoid excessive risk taking and avoid being excessively risk-averse; present a balanced viewpoint; promote managed risk taking and challenge; recognise the importance of risk and challenge to a child or young person's development; work with children and young people to identify hazards and manage risk; role model assessing and managing risk

4 **Understand appropriate responses to accidents, incidents and emergencies and illness in work settings and off site visits**

Policies and procedures of the setting or service in response to accidents, incidents, emergencies and illness: accidents involving children, young people or adults; emergencies eg fire, missing children or young people, evacuating a setting; incidents eg school security/strangers; recognising signs and symptoms of illness eg fever, rashes, unconsciousness, taking action as required; policies and procedures of setting eg for dealing with ill children and readmission to setting following illness, for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies

Recording and reporting: procedures of setting; lines of responsibility eg qualified first aider; accountability; accuracy; confidentiality; written reporting; verbal reporting