

Unit title: Understand how to safeguard the well being of children and young people

Unit number: CYP Core 3.3

Unit reference: Y/601/1695

Unit level: 3

Unit credit value: 3

Unit aim: This unit provides the knowledge and understanding required to support the safeguarding of children and young people. The unit contains material on e-safety.

| Learning outcomes The learner will: | Assessment criteria The learner can: |
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| 1. Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people. | 1.1. Outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people. |
| | 1.2. Explain child protection within the wider concept of safeguarding children and young people. |
| | 1.3. Analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people. |
| | 1.4. Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice. |
| | 1.5. Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing. |
| 2. Understand the importance of working in partnership with other organisations to safeguard children and young people. | 2.1. Explain the importance of safeguarding children and young people. |
| | 2.2. Explain the importance of a child or young person centred approach. |
| | 2.3. Explain what is meant by partnership working in the context of safeguarding. |
| | 2.4. Describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed. |

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| <p>3. Understand the importance of ensuring children and young people's safety and protection in the work setting.</p> | <p>3.1. Explain why it is important to ensure children and young people are protected from harm within the work setting.</p> |
| | <p>3.2. Explain policies and procedures that are in place to protect children and young people and adults who work with them.</p> |
| | <p>3.3. Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected.</p> |
| | <p>3.4. Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits.</p> |
| <p>4. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed.</p> | <p>4.1. Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding.</p> |
| | <p>4.2. Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting.</p> |
| | <p>4.3. Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged.</p> |
| <p>5. Understand how to respond to evidence or concerns that a child or young person has been bullied.</p> | <p>5.1. Explain different types of bullying and the potential effects on children and young people.</p> |
| | <p>5.2. Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place.</p> |
| | <p>5.3. Explain how to support a child or young person and/or their family when bullying is suspected or alleged.</p> |
| <p>6. Understand how to work with children and young people to support their safety and wellbeing.</p> | <p>6.1. Explain how to support children and young people's self-confidence and self-esteem.</p> |
| | <p>6.2. Analyse the importance of supporting resilience in children and young people.</p> |
| | <p>6.3. Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety.</p> |

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| | 6.4. Explain ways of empowering children and young people to make positive and informed choices that support their well being and safety. |
| 7. Understand the importance of e-safety for children and young people. | 7.1. Explain the risks and possible consequences for children and young people of being online and of using a mobile phone. |
| | 7.2. Describe ways of reducing risk to children and young people from: <ul style="list-style-type: none"> • social networking • internet use • buying online • using a mobile phone. |

| Additional information about the unit: | |
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| Relationship to occupational standards – provided with the QCF unit | CCLD 305 Protect and promote children's rights LDSS NOS Unit 1 Contribute to the protection of children and young people from abuse HSC34 Promote the well-being and protection of children and young people CWDC Training, support and development standards for Foster care Standard 6 Safeguard children and young people UK Codes of Practice for Social Care Workers |
| Guidance for developing assessment arrangements for the unit: | |
| Additional unit assessment requirements provided with the QCF unit | Unit should be assessed in line with the Skills for Care and Development QCF Assessment Principles. |
| Unit assessment guidance – provided by the sector | <p>Day to day work e.g.:</p> <ul style="list-style-type: none"> • childcare practice • child protection • risk assessment • ensuring the voice of the child or young person is heard (e.g. providing advocacy services) • supporting children and young people and others who may be expressing concerns. <p>Different organisations e.g.:</p> <ul style="list-style-type: none"> • social services • NSPCC |

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| | <ul style="list-style-type: none"> • health visiting • GP • probation • police • school • psychology service. <p>Policies and procedures for safe working e.g.:</p> <ul style="list-style-type: none"> • working in an open and transparent way • listening to children and young people • duty of care • whistle blowing • power and positions of trust • propriety and behaviour • physical contact • intimate personal care • off site visits • photography and video • sharing concerns and recording/ reporting incidents. <p>Bullying e.g.:</p> <ul style="list-style-type: none"> • physical (pushing, kicking, hitting, pinching and other forms of violence or threats) • verbal (name-calling, insults, sarcasm, spreading rumours, persistent teasing) • emotional (excluding, tormenting, ridicule, humiliation) • cyberbullying (the use of Information and Communications Technology, particularly mobile phones and the internet, deliberately to upset someone else) • specific types of bullying which can relate to all the above such as homophobic or gender based, racist, relating to special educational needs and disabilities. |
| <p>Unit guided learning hours</p> | <p>25</p> |

Assessment task – CYP Core 3.3 Understand how to safeguard the wellbeing of children and young people

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

The All Wales Child Protection Procedures 2008 are based on the principle that the protection of children from harm is the responsibility of all individuals and agencies working with children and families, and with adults who may pose a risk to children.

In order to support the above statement you need to compile a folder which includes:

- an outline of current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people
- an explanation of child protection within the wider concept of safeguarding children and young people
- an analysis of how national and local guidelines, policies and procedures for safeguarding affect **day to day work** with children and young people
- an explanation of when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice
- an explanation of how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing.

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3 and 2.4.

An important part of safeguarding children and young people is working in partnership with other organisations to ensure a robust support system. Add to your folder the following:

- an explanation of the importance of safeguarding children and young people
- an explanation of the importance of a child or young person centred approach
- an explanation of what is meant by partnership working in the context of safeguarding
- a description of the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed.

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4.

Policies and procedures form an important part of work place practice. It is vital to ensure that all staff have a clear understanding of the requirements and responsibilities in relation to the safeguarding of children, young people and staff. Add to your folder the following:

- an explanation of why it is important to ensure children and young people are protected from harm within the work setting
- an explanation of **policies and procedures** that are in place to protect children and young people and adults who work with them

- an evaluation of ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected
- an explanation of how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits.

Task 4 links to learning outcome 4, assessment criteria 4.1, 4.2 and 4.3.

It is important that as a child care practitioner you are able to respond to a child or young person who may have been abused or harmed. Add to your folder the following:

- a description of the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
- a description of the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting
- an explanation of the rights those children, young people and their carers have in situations where harm or abuse is suspected or alleged.

Task 5 links to learning outcome 5, assessment criteria 5.1, 5.2 and 5.3.

The Anti-Bullying Alliance of the UK states:

“We want to stop bullying and create a safer environment in which children and young people can grow, play and learn”

www.anti-bullyingalliance.org.uk

As a practitioner you will need to be able to identify and manage situations where bullying may occur. Add to your folder the following:

- an explanation of different types of bullying and the potential effects on children and young people
- an outline of the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place
- an explanation of how to support a child or young person and/or their family when bullying is suspected or alleged.

Task 6 links to learning outcome 6, assessment criteria 6.1, 6.2, 6.3 and 6.4.

An important part of safeguarding is to empower the child or young person so that they can develop strategies to protect themselves. Add to your folder the following:

- an explanation of how to support children and young people's self-confidence and self-esteem
- an analysis of the importance of supporting resilience in children and young people

- an explanation of why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety
- an explanation of ways of empowering children and young people to make positive and informed choices that support their well being and safety.

Task 7 links to learning outcome 7, assessment criteria 7.1 and 7.2.

E-safety is an area of growing importance and you need to be informed of the issues involved in children and young people using technology. Add to your folder the following:

- an explanation of the risks and possible consequences for children and young people of being online and of using a mobile phone
- a description of ways of reducing risk to children and young people from:
 - social networking
 - internet use
 - buying online
 - using a mobile phone.