

Unit 8: Support Children and Young People's Health and Safety

Unit code: D/601/1696

QCF Level 3: Specialist

Credit value: 4

Guided learning hours: 15

Unit aim

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.

Unit introduction

Health and safety is the responsibility of everyone in the school community. However, to meet their responsibilities, it is essential for support workers to know the relevant legislation, policies and procedures of the school. This knowledge contributes to understanding how to plan healthy and safe environments. Fundamental to keeping children and young people safe is the ability to recognise hazards and assess risks.

Understanding the importance of supporting children and young children in developing the skills to assess and manage risk for themselves is an important component of this unit. Supporting the health and safety of pupils requires essential knowledge of actions to take if a child or young person is unwell and how to respond in emergency situations. This unit aims to develop knowledge, understanding and skills in these key areas required for working in schools.

Learners examine how to plan healthy, safe environments for children and young people by exploring the relevant health and safety legislation, policies and procedures and how risks are assessed and managed in their own school.

Learners will demonstrate how to identify and manage hazards and assess risk in their own work with children and young people including how to monitor and review health and safety risk assessments.

The importance of supporting children and young people to assess and manage risk for themselves is examined, considering the dilemma between the rights and choices of children and young people and health and safety requirements.

Responses to accidents, incidents, emergencies and illness are also investigated.

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 Understand how to plan and provide environments and services that support children and young people's health and safety</p>	<p>1.1 Describe the factors to take into account when planning healthy and safe indoor and outdoor environments and services</p> <p>1.2 Explain how health and safety is monitored and maintained and how people in the work setting are made aware of risks and hazards and encouraged to work safely</p> <p>1.3 Identify sources of current guidance for planning healthy and safe environments and services</p> <p>1.4 Explain how current health and safety legislation, policies and procedures are implemented in own work setting or service.</p>
<p>2 Be able to recognise risks to health, safety and security in a work setting or off site visits</p>	<p>2.1 Demonstrate how to identify potential hazards to the health, safety and security of children or young people, families and other visitors and colleagues</p> <p>2.2 Demonstrate ability to deal with hazards in the work setting or in off site visits</p> <p>2.3 Undertake a health and safety risk assessment in own work setting or service illustrating how its implementation will reduce risk</p> <p>2.4 Explain how health and safety risk assessments are monitored and reviewed.</p>
<p>3 Understand how to support children and young people to assess and manage risk for themselves</p>	<p>3.1 Explain why it is important to take a balanced approach to risk management</p> <p>3.2 Explain the dilemma between the rights and choices of children and young people and health and safety requirements</p> <p>3.3 Give example from own practice of supporting children or young people to assess and manage risk</p>

Learning outcomes	Assessment criteria
<p>4 Understand appropriate responses to accidents, incidents and emergencies and illness in work settings and off site visits</p>	<p>4.1 Explain the policies and procedures of the setting or service in response to accidents, incidents, emergencies and illness</p> <p>4.2 Identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies</p>

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 environments and services: factors eg records of age and abilities of those being planned for; planning indoor and outdoor environments;; identifying specific risks to individual children; meet regulatory requirements

Monitoring and maintaining health and safety: making others in school aware of risks, hazards and safe working eg staff, parent-helpers, volunteers, visitors; health and safety responsibilities; deliver safety education eg EYFS, personal, social and health education (PSHE) curriculum, staff training, health and safety policies and procedures in place to ensure good practice, recording accidents and incidents, review policies and procedures

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

Health and safety legislation, policies and procedures: current legislation eg home country, 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

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

Identifying potential hazards: risk assessment eg indoors, outdoors, outings; potential hazards eg physical, security, fire, food safety, personal safety; health and safety risk assessments eg recording risk assessments, record keeping, sharing of information

Dealing with hazards: act immediately eg remove hazards, direct others away from the area, send for help, report and record

Health and safety risk assessment: checks eg 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 health and safety risk assessments: detailed records of accidents and incidents eg accident book, polices and procedures reviewed regularly, keep up to date with current legislation and good practice

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

Risk assessment: approaches eg 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

Rights and health and safety requirements: risk and challenge important to pupil development eg independence, confidence, learning how to assess and manage risk is essential life skill, parents expect child/young person to be kept safe

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

Policies and procedures: 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

Essential guidance for tutors

Delivery

This unit should be delivered using a combination of tutor input and active learning experiences. Discussions and debates will contribute to learner understanding of the skills required for effective practice.

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

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

It may be useful to invite outside 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 carrying out risk assessments 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 risk management. Opportunities to examine risk assessments completed by the school for children and young people of different ages would help link theory to practice. This could be followed by further discussion about how children and young people could be involved in risk management.

Learners could prepare a debate 'Children and young people need to be allowed children to take risks' to consider the dilemma between rights and choices of children and young people and health and safety requirements

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.

Learners will need to examine the policies and 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. Learners could research signs and symptoms of common childhood illnesses and allergies.

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

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

Assessment

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

Suggested assessment activities

For learning outcomes 1, 3 and 4, learners could prepare a guidance document to use for the induction of new support workers in a school/setting to help them understand all the associated health and safety policies and procedures and how they support the health and safety of the children and young people.

The document needs to include:

- a concise description of the factors to take into account when planning healthy and safe indoor environments and services
- an explanation of how health and safety is monitored and how everyone in the setting are made aware of risks and hazards and encouraged to work safely
- sources of guidance for the setting to help them plan a healthy, safe environment or service
- an explanation of how health and safety legislation, policies and procedures are implemented in the setting
- an explanation of why it is important to take a balanced approach to risk management
- an explanation of the dilemma between rights and choices of children and young people and health and safety requirements
- an example of how the learner has supported children or young people to manage risk
- an explanation of the policies and procedures of the setting to follow in response to accidents, incidents, emergencies and illness
- concise information about the procedures for recording and reporting accidents and incidents and signs of illness and other emergencies.

For learning outcome 2, learners could produce an evidence file demonstrating competence in managing risks to health, safety and security. This may include investigations, reflective summaries, professional discussions and witness statements.

The file will need to include evidence of how the learner has:

- identified potential hazards to the health, safety and security of children and young people, families and other visitors or colleagues
- dealt with hazards in the work setting or off site visits
- undertaken a risk assessment in own work setting/service, showing how its implementation will reduce risk
- an explanation of how health and safety risk assessments are monitored and reviewed.

Essential resources

Learners will need access to a work placement or be employed in work with children and young people 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 and Learning in Schools* (Primary) (Heinemann, 2010) ISBN 9780435032043

Burnham L – *Supporting Teaching and Learning in Schools* (Secondary) (Heinemann, 2010) ISBN 9780435032050

Kamen T – *Teaching Assistant's Handbook: NVQ and SVQ Levels 2 & 3, 2nd Edition* (Hodder Education, 2008) ISBN 9780340959381

Lindon J – *Too Safe for Their Own Good?* (National Children's Bureau, 2003) ISBN 9781900990974

Journals

Times Education Supplement (TES)

Websites

www.bsigroup.com	British Standards Institute
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