

Unit 15: Support the Rights, Diversity and Equality of Children and Young People in Residential Childcare

Unit reference number: R/506/7592

QCF level: 3

Credit value: 3

Guided learning hours: 24

Unit summary

In this unit, you will gain the knowledge and understanding relating to the rights of children and young people and the implications of equalities legislation for them. This includes how their rights are safeguarded in law, how legislative and rights frameworks are intended to improve their life chances and effects of discrimination, stereotyping and labelling.

You will be able to address discriminatory practice, through reviewing own values and behaviours in order to improve practice and work in a culturally sensitive way, supporting children and young people to understand and value their own cultural practices and beliefs. By building the confidence of children or young people that concerns and complaints they raise will be addressed and knowing why they may find it difficult to raise concerns and complaints, you will be able to support the right of children and young people to raise concerns and make complaints.

Additional information

Advocates are specially trained workers who have a statutory responsibility to uphold the rights and entitlements of children and young people in care and to support them in decision making.

Discrimination may be at one or more of the following levels:

- individual
- institutional
- societal.

It may be direct or indirect and may be based on one or more attribute including:

- gender/transgender
- sexual orientation
- race/ethnicity

- religion
- age
- ability/disability
- health status
- physical attributes
- social circumstances.

Others may include:

- colleagues
- other agencies
- children and young people
- their families and friends.

Cultural: the ideas, customs and social behaviours of a particular society or community.

Cultural practices may include:

- female genital mutilation (FGM)
- use of corporal punishment
- practices arising from attitudes to disability
- practices arising from attitudes to gender differences
- practices arising from attitudes to family life
- practices arising from attitudes to children and childhood.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Understand the rights of children and young people</p>	<p>1.1 Outline the rights of children and young people and how these are safeguarded in law at national and international level</p> <p>1.2 Explain how legislative and rights frameworks are intended to improve the life chances and outcomes of children and young people</p> <p>1.3 Explain why the voice of the child or young person has a central place in relation to rights and the role of advocates in supporting this</p> <p>1.4 Explain how policies and procedures in own work setting reflect the rights of children and young people</p>
<p>2 Understand the implications of equalities legislation for children and young people in residential childcare</p>	<p>2.1 Explain how current equalities legislation affects work with children and young people in residential childcare</p> <p>2.2 Explain the effects of discrimination, stereotyping and labelling on children and young people</p> <p>2.3 Analyse how and why children and young people in residential childcare can be the subjects of multiple discrimination</p>
<p>3 Be able to address discriminatory practice</p>	<p>3.1 Explain how own role carries power in relation to children and young people and has the potential to infringe their right to equal treatment</p> <p>3.2 Review own values and behaviours in relation to equality and diversity to plan for improved practice</p> <p>3.3 Describe how to challenge discriminatory or oppressive behaviour in ways that support change</p>

Learning outcomes	Assessment criteria
<p>4 Be able to work in a culturally sensitive way</p>	<p>4.1 Describe differing cultural practices and beliefs</p> <p>4.2 Support children or young people to understand and value their cultural practices and beliefs</p> <p>4.3 Work with children or young people in ways that respect their choices about cultural practices and beliefs</p> <p>4.4 Describe cultural practices that are themselves discriminatory, harmful or illegal</p> <p>4.5 Explain how to use policies and procedures to challenge cultural practices that are discriminatory, harmful or illegal</p>
<p>5 Be able to support the right of children and young people to raise concerns and make complaints</p>	<p>5.1 State reasons why children and young people in residential childcare may find it difficult to raise concerns or make complaints</p> <p>5.2 Build confidence of children or young people that concerns and complaints they raise will be addressed</p> <p>5.3 Support children or young people in raising concerns and making complaints</p> <p>5.4 Explain how to recognise when a child or young person is expressing concern indirectly</p>

Unit amplification

1 Understand the rights of children and young people

Legislation and codes of practice: codes of practice of sector; National Care Standards; policies of workplace setting; UN Convention on the Rights of the Child; Human Rights Act 1998; Special Educational Needs and Disability Act 2001; Equality Act 2010; European Convention on Human Rights

Improve life chances: encourage choice; empower individuals; encourage independence; remove barriers to access; promote equality and rights; provide opportunity and access to services according to needs; recognise differences between individuals and groups, e.g. culture; nationality; ability; ethnic origin; gender; age; religion; beliefs; sexual orientation; social class; promote opportunity; services in response to individual need valuing diversity

Why the voice of the child or young person has central place: child-centred model; real needs of child; likes and dislikes, individual targets and goals; ensures all targets and goals are appropriate, fair; children and young people are more interested

How policies and procedures in own work setting reflect the rights of the child: policies and procedures in workplace setting; inclusive practices and procedures; empowering; removing barriers; effective communication; improving participation; promoting dignity and respect; individuals at the centre of planning and delivery of services

2 Understand the implications of equalities legislation for children and young people in residential childcare

How current equalities legislation affects work with children and young people in residential childcare: current and relevant legislation and policies appropriate to England, e.g. The Common Core of Skills and Knowledge, Health and Social Care Act 2008, the Children Act 1989, the Children Act 2004, the Children and Young Person Act 1933, Every Child Matters; legislation, codes of practice and policy inform and guide practice; Public Sector Equality Duty, protected characteristics, e.g. age, disability, race, religion and belief, sex, sexual orientation; policies and procedures; duty of care; provision of care and services; accommodation; education

Effects of discrimination, stereotyping and labelling: risks to health, e.g. stress, anxiety, fear and depression; self-harming; reluctance to go to school and play; ability to learn; social, emotional and behavioural difficulties; feelings of mistrust, rejection, anger and despair; physical indicators, e.g. change in appearance; personal hygiene; weight

Analyse how and why children and young people in residential childcare can be subject of multiple discrimination: identify challenging discriminatory behaviour; recognise stereotypes in attitudes; understand beliefs and attitudes of the wider community; mechanisms of oppression; oppressive language; stereotyping and labelling; range and methods of abuse towards children and young people in care

Information for tutors

Suggested resources

Books

Dalrymple J, Burke B – *Anti-Oppressive Practice: Social Care and the Law*
2nd edition (Open University Press, 2006) ISBN 9780335218011

Fulcher L et al – *Rethinking Residential Child Care: Positive Perspectives*
(Policy Press, 2009) ISBN 9781861349088

Griffin S – *Inclusion, Equality and Diversity in Working with Children*
(Professional Development) (Heinemann, 2008) ISBN 9780435402402

Websites

www.equalityhumanrights.com – Equality and Human Rights Commission, includes a wide variety of information and resources, including the right to education

www.keepingchildrensafe.org.uk – Keeping Children Safe is a membership network of organisations that work together to increase safeguards offered to children, the website offers a wide variety of resources, including a document on Violating Children's Rights; membership is required for full access

www.legislation.gov.uk – managed by The National Archives, official government information, including the Equality Act 2010 and the Children Act 1989

www.unicef.org.uk – UNICEF, includes the UN Convention on the Rights of the Child

Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit needs to be assessed in line with the Skills for Care & Development QCF Assessment Principles, in *Annexe A*.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

For learning outcome 1, learners need to demonstrate an understanding of legislation and law at a national and international level. Assessment can include the research, leaflets and presentations. Evidence of knowledge could be recorded through professional discussion, question and answers or through an assignment. Reflective practice would support the development of knowledge as the learner records following procedures to support the rights of the children and young people within the setting. Reflection of working within a 'child-centred delivery model' will provide holistic evidence across the whole unit and for other units in the qualification.

For learning outcome 2, learners need to demonstrate how the implications of equality affect the work within a children and young people's residential settings. Learners should carry out research on equality and discrimination and how it affects children and young people in residential care. The learner is expected to analyse multiple discrimination, covering a wide range of discriminatory behaviour. This evidence needs to be in sufficient depth to satisfy the requirements of the command verb, analyse.

Evidence can be recorded in a personal statement, a reflective account or a professional discussion. If planned effectively this learning outcome will reference well across other criteria in this unit as well as other units in the qualification.

For learning outcome 3, the learner is required to reflect on own practice. Use of work products such as care planning and reviews, training records and supervision would support the gathering of evidence. Professional discussion on own role, responsibilities and practice could also be planned to consolidate knowledge and practice.

For learning outcome 4, learners are expected to show evidence of working with children to understand and value their cultural practices and beliefs. Observation is required for assessment criteria 4.2 and 4.3. Professional discussion and work products would support the remaining assessment criteria, while consolidating the learner's practice.

For learning outcome 5, learners need to demonstrate performance; however the criteria are not able to be planned and would not necessarily be gained during an observation. Witness testimonies and observation of confidential records would support the evidence requirements for assessment criteria 5.2 and 5.3. This evidence can be supported by reflective account or professional discussion.