Unit 3: Understand How to Safeguard the Wellbeing of Children and Young People

Unit code: CYP Core 3.3

Unit reference number: Y/601/1695

QCF level: 3

Credit value: 3

Guided learning hours: 25

Unit summary

This unit covers the understanding, knowledge and competences required to support the safeguarding of children and young people.

Assessment requirements/evidence requirements

This unit should be assessed in line with the Skills for Care and Development QCF Assessment Principles.

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 the main legislation, guidelines, policies and procedures for safeguarding children and young people

Current legislation, guidelines and policies regarding the safeguarding of children and young people relevant to own home country:

Legislation: Children Act 1989; Children Act 2004; Every Child Matters (England); Education Act 2002; UN Convention on the Rights of the Child (1989)

Guidelines: Working Together to Safeguard Children 2010, What to do if you're worried that a child is being abused 2006, Safeguarding Children and Safer Recruitment in Education 2007, Safeguarding Disabled Children 2009; Common Assessment Framework (CAF); Local Authority Guidelines

Organisational and Local Policies and procedures: safeguarding, protecting, reporting and recording; e-safety, bullying and cyber bullying, Care Orders, local authority guidelines; areas of child protection applicable to own home country, early intervention, improving accountability and coordination of children's services, improving support for parents and carers, a childcare workforce strategy

Child protection within the wider concept of safeguarding children and young children: definition of terms, child protection, safeguarding, looked after children, children in need; role of local Children's Safeguarding Boards

National and local guidelines, policies and procedures for safeguarding affecting day-to-day work with children and young people: applicable to own home country and applicable to day-to-day practice; childcare practice, policies and procedures regarding propriety and behaviour, intimate personal care, physical contact; Enhanced Criminal Records Bureau checks (CRB); organisational policies for recording and reporting suspected abuse; whistle-blowing policies; risk assessment, hazard recognition, vigilance of practitioners, indoors, outdoors, trips and outings, visitors to school; use of advocacy to facilitate the views of children and young people; role of the Guardian ad Litem; Guardian ad Litem Agency Northern Ireland; support for adults, children and young people who express concerns; provision of current staff training on issues of safeguarding

Inquiries and serious case reviews: Local Safeguarding Children Boards (LSCB) Regulations (2006); Working Together to Safeguard Children 2010; process and stages of Serious Case Reviews, (SCR); uses of SCRs, death of children and young people due to known/suspected abuse, neglect, serious harm, life threatening injuries

Process used by own work setting or service to comply with legislation that covers data protection, information handling and sharing: instructions for clear and appropriate action to be taken in the event of a suspected child protection situation; action to be taken in the event of a suspected child protection situation, reporting concerns, lines of reporting, information sharing confidentiality; policies for e-safety, cyber bullying, confidentiality; procedures for reporting and recording, information storing, how information is gathered, stored and shared; confidentiality, methods of reporting concerns; Data Protection Act 1998; Freedom of Information Act 2000

2 **Understand the importance of working with other organisations to safeguard children and young people**

Importance of safeguarding children and young people: responsibility of all adults working with children and young people to safeguard children and young people from harm; professional duty while children are in a particular setting; duty to report concerns about issues occurring outside the setting; safeguarding policies and procedures need to include physical safety and security on the premises and on off-site visits, e-safety and security when using the internet; staff awareness and training, monitoring and record-keeping; multi-professional/interagency working;

Child/young person-centred approach: the wishes and feelings of children must be identified and taken account of; child at the centre of the process by involving the child or young person in meetings, asking for their opinion when discussing matters relating to them; importance of respecting children and young people

Partnership working in the context of safeguarding: the importance of the role of all parties in child protection; multi- agencies involvement in safeguarding; essential nature of communication to ensure the safety and protection of children; prompt action to ensure early intervention; prevention of children/young people not receiving protection; lessons learned from high profile cases; shared competencies; the Integrated Workforce Agenda

Roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed: Children's Social Care (act when concerns raised about a child, carry out assessment of child's needs, interview child or young person and family, gather information from other agencies, lead Child Protection Conference, take action if child or young person in immediate danger); police (make decision about whether crime has been committed, take emergency action if child or young person is in immediate danger); health professionals, general practitioners, doctors in emergency departments (examine/observe a child or young person thought to be at risk of abuse or who has suffered abuse); health visitors; The Local Safeguarding Children Board (LSCB) (role and responsibility to oversee the work of other agencies, includes experts from the range of children's services, reviews all serious cases of abuse; role of voluntary groups, National Society for the Prevention of Cruelty to Children (NSPCC), Childline, Children and Young People's Networks, Sure Start; role of

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schools in supporting looked after children and young people, supporting children and young people on the 'at risk register'; role of the Probation service; role of the Youth Offending Service

3 **Understand the importance of ensuring children and young people's safety and protection in the work setting**

Importance of ensuring children and young people are protected from harm within the work setting: applicable to own home country and setting or organisation, responsibility of adults in certain settings to act *loco parentis*; effect of harm on children and young persons' wellbeing and development; health and safety issues, behaviour, bullying; medical issues; allergies; safe storage of medication; signed permission for administration of medication; Department for Education Guidelines for administration of medication in schools; safeguarding, internet safety, safety on off-site trips, ratio of staff to children and young people; role of the named person

Policies and procedures to protect children and young people and adults who work with them: applicable to own home country and setting or organisation, working in a transparent and open way, personal and collective accountability, listening to children and young people, duty of care, whistle-blowing, power and position of trust, propriety and behaviour, physical contact, intimate personal care routines, off-site visits, use of photography and video material, sharing concerns and recording or reporting incidents

Reporting concerns about poor practice: whistle-blowing policy; Public Interest Disclosure Act 1998; role of the prescribed person; confidentiality; complaints procedures; appeals procedures

Steps practitioners can take to protect themselves within their everyday practice in the work setting and on off site visits: knowledge of and adherence to government guidelines, legislation, local and organisational policies and procedures with regard to; personal and professional behaviour, appropriate delivery of intimate, personal care; appropriate use of physical contact/appropriate use of touch; obtaining written consent for the use of photography and video; full knowledge of e-safety policies; dealing with bullying as it arises; non-use of mobile phones whilst working; informing colleagues of whereabouts and actions; discussing/reporting concerns immediately

4 **Understand how to respond to evidence or concerns that a child or young person has been abused or harmed**

Signs, symptoms, indicators and behaviours causing concern: types of abuse, neglect, emotional, physical, sexual; recognition of symptoms, indicators and behaviours that may cause concern in the context of safeguarding

Actions to be taken if a child or young person alleges harm or abuse: taking action in line with policies and procedures of own setting, lines of reporting, role of the named person, limits of own role, confidentiality, importance of safeguarding; when to inform external agencies, social

services, the police; providing reassurance for the child; recording full details of the disclosure, date, time, what was said; a non-judgemental approach; importance of taking allegations seriously; importance of active listening

The rights of children, young people and their carers in situations where harm or abuse is suspected or alleged: to be listened to and believed; to have their opinions and views considered when decisions are made; to be informed of final judgements and decisions and the rationale for these; to be respected; to be supported; to feel safe; to be regarded without judgement; to have their situations investigated by the use of appropriate protocols and procedures; to complain and appeal; to have all outcomes documented; to have all information communicated by an appropriate method

5 **Understand how to respond to evidence or concerns that a child or young person has been bullied**

Physical: pushing; kicking; hitting; pinching; other forms of violence; threatened physical violence

Verbal: name-calling; insults and sarcasm including those referring to sexuality, gender, race/ethnic group, age, disability, appearance; persistent teasing; spreading of rumours

Emotional: tormenting; exclusion; ridicule; humiliation

Cyber-bullying: use of social network sites to spread rumours, insults, threats; text messaging

Effects on emotional development: levels of self esteem; self image; social identity; personal identity; mental health; self harming; suicide; school refusal; phobias; eating disorders

Effects on social development: difficulties in forming relationships; development of trust; isolation; self exclusion; school refusal

Effects on cognitive development: levels of concentration; learning; under-achievement; levels of school attendance

Managing bullying within the setting: adherence to policies and procedures of the setting in line with national legislation and guidelines; DCFS Guidance for Schools on Preventing and Responding to sexist, sexual and transphobic bullying 2009; Disability Discrimination Act 2005; role of the designated person; informing parents and carers; recording incidents'; agreeing measures and actions; recording meetings with parents, carers and others; review and evaluation of actions

Supporting children and young people and families when bullying is suspected or alleged: use of local authority guidelines; use of guidelines and procedures of the setting; reassurance for the child or young person, their parents or carers; importance of team work in providing effective support for children and young people; providing information to children and young people on sources of support, Childline, Kidscape, named person within the setting; role of mentors; role of befrienders

6 **Understand how to work with children and young people to support their safety and wellbeing**

*Support children and young people's self-confidence and self-es*teem: use of team games, group activities; positive feedback and affirmation to reinforce personal success; celebration of diversity to promote inclusion; promotion of empowerment; assertiveness skills, saying no, shouting for help and running away; strategies to manage becoming lost; informing adults and not keeping inappropriate secrets; Harter Self Perception Profile

Importance of supporting resilience: techniques for managing stress; managing every day issues; strategies for coping with trauma; use of counselling; use of therapy; promoting independent decision making; allowing children and young people to make mistakes and manage the consequences with support; positive effects on long-term wellbeing

Reasons to work with children and young people to ensure they have strategies to protect themselves: provision of support in assessing risks; enabling decision making; provision of empowerment and independence; support of overall development

Empowering children and young people to make positive and informed choices that support their wellbeing and safety: use of active and reflective listening; encouragement of self expression; provision of space to express feelings and concerns; promotion of discussion and consideration with regard to personal safety and relevant strategies; provision of information on sources of support, Childline, Kidscape, Mencap, NSPCC; observation and monitoring of behaviour; acting on concerns

7 **Understand the importance of e-safety for children and young people**

Risks and possible consequences for children and young people of being online and of using a mobile phone; distribution of personal information through social networking sites, telephone numbers, photographs, email addresses, school name, clubs they attend, meeting points for social gatherings; access to inappropriate internet materials; risk of identity theft through online online purchasing; use of mobile phones as medium for bullying

Reducing risk to children and young people from internet and mobile phone use: clear e-policy for setting or organisation; internet filters to prevent access of inappropriate materials; importance of keeping personal details private; privacy settings on social networking sites; information workshops for parents about e-safety; monitoring of online purchasing to avoid identity theft