

Unit 143: Understand How to Safeguard the Wellbeing of Children and Young People

Level:	3
Unit type:	Optional
Credit value:	7
Guided learning hours:	45

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.

Assessment requirements

This unit must be assessed in line with *Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence* document. Detailed information can be found in *Annexe A* of the qualification specification.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the legislation, policies and procedures, standards, local ways of working and codes of conduct for safeguarding children and young people	1.1 Outline current legislation, policies and procedures , standards, local ways of working and codes of conduct affecting the safeguarding of children and young people
	1.2 Explain child protection within the wider context 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

Learning outcomes The learner will:	Assessment criteria The learner can:
2 Understand the importance of working in partnership with other organisations to safeguard children and young people	2.1 Explain what is meant by partnership working in the context of safeguarding
	2.2 Explain the importance of a child or young person centred approach
	2.3 Describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed
3 Understand the importance of ensuring children and young people's safety and protection in the work setting	3.1 Explain why it is important to ensure children and young people are protected from harm within the work setting
	3.2 Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistle blowers and those whose practice or behaviour is being questioned are protected
	3.3 Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off-site visits
4 Understand how to respond to evidence or concerns that a child or young person has been abused or harmed	4.1 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
	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
	4.3 Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged
	4.4 Explain the importance of being open and honest with the carers of a child or young person where a safeguarding concern has been raised
	4.5 Explain the scope of own practice and limitations of competence
	4.6 Explain how to obtain advice and information to support own practice

Learning outcomes The learner will:	Assessment criteria The learner can:
5 Understand how to respond to evidence or concerns that a child or young person has been bullied	5.1 Explain different types of bullying and the potential effects on children and young people
	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
	5.3 Explain how to support a child or young person and/or their carers when bullying is suspected or alleged
6 Understand how to work with children and young people to support their safety and wellbeing	6.1 Explain how to develop and maintain children and young people's self-confidence and self-esteem
	6.2 Analyse the importance of developing resilience in children and young people
	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
	6.4 Explain ways of empowering children and young people to make positive and informed choices that support their wellbeing 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: • social networking • internet use • buying online • using a mobile phone
	7.3 Describe the actions to take if there are concerns about a child or young person's e-safety

Additional information about the unit

Exemplification of terms used in assessment criteria:

Day to day work may include:

- 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.

Different organisations may include:

- Social services
- NSPCC
- Health visiting
- GP
- Probation
- Police
- School
- Psychology service.

Policies and procedures for safe working may include:

- Consent, proxy consent, parental responsibility
- Acting in a child and young person's best interests
- Working in an open and transparent way
- Listening to children and young people
- Duty of care
- Whistleblowing
- Power and positions of trust
- Propriety and behaviour
- Mental capacity
- Physical contact
- Intimate personal care
- Off site visits

Additional information about the unit

- Photography and video
- Sharing concerns and recording/ reporting incidents
- Prevent and British values.

Harm or abuse may take different forms, but can include:

- Domestic
- Physical
- Psychological
- Emotional
- Sexual
- Neglect
- Trafficking
- Female Genital Mutilation (FGM).

Bullying may include:

- 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.