Children and Young People's Core Unit 3.3: Understand how to Safeguard the well being of Children and Young People

Title		Understand how to safeguard the well being of children ng people
Level	3	
Credit value	3	
Learning outcomes		Assessment criteria
The learner will: 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,
2. Understand the importance of working partnership with other organisations to safe children and young partnership with other organisations.	er eguard	 information handling and sharing. 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
3. Understand the		3.1 Explain why it is important to ensure children and young

importance of ensuring children and young people's	people are protected from harm within the work setting
safety and protection in the work setting	3.2. Explain policies and procedures that are in place to protect children and young people and adults who work with them
	3.2. 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
	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
5. Understand how to respond to evidence or	5.1 Explain different types of bullying and the potential effects on children and young people.
concerns that a child or young person has been bullied	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 family when bullying is suspected or alleged
6. Understand how to work with children and young people to support their safety	6.1 Explain how to support children and young people's self-confidence and self-esteem.
and well being	6.2 Analyse the importance of supporting 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

FINAL DRAFT Children and Young People's Core Unit 3.3

their well being and safety
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 networkinginternet use
buying onlineusing a mobile phone
t this unit
This unit provides the knowledge and understanding required to support the safeguarding of children and young people. The unit contains material on e-safety.
CCLD 305 Protect and promote children's rights LDSS NOS Unit 1: Contribute to the protection of children and young people from abuse HSC NOS Unit 34 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
Units need to be assessed in line with the Skills for Development QCF Assessment Principles
01 Health, Public Services and Care 01.5 Child Development and Well Being

Children and Young People's Core Unit 3.3

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Shared	
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Additional guidance

1.3 Day to day work; e.g.:

- 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

2.4. Different organisations: e.g.:

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

3.2 Policies and practice for safe working e.g.

- 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
- Physical contact
- Intimate personal care
- Off site visits
- Photography and video
- Sharing concerns and recording/ reporting incidents

5.1 Bullying e.g.

- Physical (Pushing, kicking, hitting, pinching and other forms of violence or threats)
- Verbal (Name-calling, insults, sarcasm, spreading rumors, persistent teasing)

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- 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, *r*elating to special educational needs and disabilities



5 of 5 5-Mar-10