

**Introduction****What is this unit about?**

This unit is about policies, practices and procedures that underpin an effective service with reference to safeguarding children, protecting equality of access, inclusion and participation and maintaining a safe and healthy environment. The unit requires awareness of multi-agency working, information and resources to support children and to empower them to protect themselves, according to their age, needs and abilities. It includes assessment of risk, and the monitoring, reviewing and evaluating of practice.

**Who is this unit for?**

This unit is for you if you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. This unit is suitable if you have significant management responsibility for children's access, inclusion, safeguarding and protection across a service or setting, or if you are a lead/senior practitioner or work in support of others and your work requires the application of knowledge and skills in a broad range of complex technical or professional work activities.

**Principles and values**

You must work within the principles and values of the sector in order to achieve this unit.

**Content of unit**

The elements are:

1. Protect children's equality of access, inclusion and participation
2. Support the maintenance of policies and procedures for safeguarding children
3. Support the integration of procedures for safeguarding children into systems and practices
4. Support the maintenance of policies, procedures and practice for the well-being of children

**Place in the NVQ/SVQ framework**

This is a mandatory unit in the Level 4 Children's Care, Learning and Development NVQ/SVQ.

**Links to Key and Core Skills**

This unit may provide evidence for the following:

Key Skills	Core Skills
Communication: 4.1, 4.2, 4.3	Communication: Higher
Working with Others: 4.1, 4.2, 4.3	Working with Others: Higher
Problem Solving: 4.1, 4.2, 4.3	Problem Solving: Higher

**What we mean by some of the words used in this unit****Anti-discriminatory practice**

Taking positive action to counter discrimination: this will involve identifying and challenging discrimination and being positive in your practice about differences and similarities between people

<b>Children</b>	Children with whom you are working, except where otherwise indicated
<b>Embed</b>	Integrate firmly and deeply
<b>Equality of access</b>	Ensuring that discriminatory barriers to access are removed and taking positive account of children's individual needs in terms of access
<b>Ethnic/ethnicity</b>	Refers to a person's identification with a group that shares some or all of the same: culture, lifestyle, language, skin colour, religious beliefs and practices, nationality, geographical region and history. Everyone has an ethnicity
<b>Families</b>	Includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the well-being of individual children and who may or may not have legal responsibility
<b>Inclusion</b>	A process of identifying, understanding and breaking down barriers to participation and belonging
<b>Participation</b>	Participation is the process by which children and young people influence decision making which brings about changes in them, others, their services and their communities
<b>Positive health</b>	Promoting health improvement, not simply reacting to illness or disease; health as mental, emotional, social and physical well-being
<b>Safeguarding</b>	Includes protecting children from abuse and neglect, alongside supporting their welfare
<b>Statutory and regulatory requirements</b>	Legal requirements, regulatory requirements
<b>Systems</b>	Arrangements, planning and organisation, the way you do things
<b>Risk assessment</b>	The assessments that must be carried out in order to identify hazards and find out the safest way to carry out certain tasks and procedures

<b><u>The National Standard</u></b>	
<b><u>Element CFS 402.1</u></b>	<b><u>Protect children's equality of access, inclusion and participation</u></b>
<p><b>Performance criteria</b></p> <p>This is the national standard which you must meet:</p> <ol style="list-style-type: none"> <li>1. Support policies and procedures for equality of access, anti-discrimination, inclusion and participation for children, consistent with local and national policy, legislation, regulatory requirements and current guidance</li> <li>2. Ensure policies and procedures for equality of access, inclusion and participation are regularly reviewed and relevant data is collected, analysed and evaluated</li> <li>3. Support the identification of barriers to access, inclusion and participation and work with others to remove barriers</li> <li>4. Support the implementation of anti-discriminatory approaches</li> <li>5. Implement improvements (or support others in implementing improvements) to the service as a result of the monitoring and review processes, according to your role and responsibility</li> </ol>	

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| 6. | Ensure information is available for children about their rights, according to their age, needs and abilities |
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**The National Standard**

**Element CFS 402.2****Support the maintenance of policies and procedures for safeguarding children****Performance criteria**

This is the national standard which you must meet:

1. Maintain policies and procedures (or support others) for the safeguarding and protection of children consistent with local and national policy, regulatory requirements and current guidance
2. Support the implementation of policies and procedures on safe working practices for the protection of adults who work with children
3. Use feedback from children, families, colleagues, other agencies and professionals to support the review of policies and procedures
4. Work with colleagues to support the implementation of improvements to the service as a result of the monitoring and review processes
5. Identify relevant, accurate and up-to-date resources to support children's safeguarding and protection
6. Support inter-agency work with other professionals and agencies to support children's safeguarding and protection

**The National Standard**

**Element CFS 402.3****Support the integration of procedures for safeguarding children into systems and practices****Performance criteria**

This is the national standard which you must meet:

1. Ensure that the child's interests are paramount in developing and embedding systems and practices for children's safeguarding and protection
2. Ensure the participation of children at all stages in systems and practices affecting their safety, well-being and safeguarding, according to their age, needs and abilities
3. Work with others to support the assessment of risk for children within the service or setting, ensuring that children are empowered to participate in assessing risk according to their age, needs and abilities
4. Facilitate appropriate responses to children who may disclose abuse
5. Ensure that others are aware of issues concerning child safety, safeguarding and protection and can voice their concerns about specific children and families
6. Clearly agree the boundaries of confidentiality in advance of any discussion relating to safeguarding

and protecting children

7. Access support and training for yourself and others who are involved in safeguarding children
8. Facilitate appropriate opportunities for children to learn to protect themselves

### The National Standard

#### **Element CFS 402.4    Support the maintenance of policies, procedures and practice for the well-being of children**

##### **Performance criteria**

This is the national standard which you must meet:

1. Support the maintenance of policies and procedures for the health and safety of children in your setting or service, consistent with local and national policy, regulatory requirements and current guidance
2. Identify with others relevant, accurate and up-to-date resources to support children's health, safety and well-being
3. Ensure that others are aware of relevant information about healthy lifestyles for children's well-being, including healthy eating and exercise, the possible effects of food allergies and the importance of closely liaising with parents about their child's health and well-being
4. Work with other professionals and agencies to support children's health and safety, according to your role and responsibility
5. Support the regular monitoring, review and evaluation of the effectiveness of policies and procedures, using feedback from children, families, colleagues and other professionals
6. Support the assessment of risk for children, ensuring that children participate in assessing risk according to their age, needs and abilities
7. Work with others to identify and support the implementation of improvements to the service as a result of the monitoring and review processes

#### **What you must know and understand**

**To be competent in this unit, you must know and understand the following:**

<b>K4P775</b>	Legislation covering children's rights and laws covering equality and inclusion within your home country. How these are interpreted and implemented in your local area and within your setting or service
<b>K4S1120</b>	The legislation, guidelines and policies which form the basis for action to safeguard children
<b>K4H776</b>	Legal and regulatory arrangements covering health and safety for children, colleagues, families and visitors in your setting or service. The setting's safety, safeguarding and protection, and emergency procedures and policies: how these can be implemented and remain current, including controls on substances harmful to health and other key aspects of health and safety
<b>K4H777</b>	The general responsibility for health and safety that applies to all colleagues and to employers. How this is implemented and colleagues remain fully informed and updated

<b>K4P778</b>	Regulations covering manual handling and the risks associated with lifting and carrying children. The steps employers and senior colleagues in the setting or service need to take to protect themselves and other colleagues
<b>K4S779</b>	The statutory and regulatory requirements covering safeguarding and protecting children in your setting or service
<b>K4S780</b>	Local safety, safeguarding and protection agency policies, procedures and guidance and those of your setting or service. The duty of all within the sector to safeguard children, including: whistle blowing where there are concerns about colleagues, or in other difficult circumstances where your concerns may not be seen to be taken seriously or followed through when following normal procedures
<b>K4S780a</b>	The value and use of common assessment frameworks and integrated children's systems in terms of recording and sharing concerns about individual children's safety and protection according to the requirements and legislation of your home country
<b>K4P781</b>	Work with children in the context of the UN Convention on the Rights of the Child, e.g. the child's right to self-expression, play, cultural identity, freedom from exploitation
<b>K4P782</b>	The various forms of discrimination, the groups most likely to experience discrimination and the possible effects of discrimination on the children and families
<b>K4D1116</b>	The negative effects of inequalities on all children: this must include the negative effects on children who are not themselves directly experiencing inequality
<b>K4D783</b>	What barriers to participation and difficulties in accessing provision and services might be, e.g. language, mobility; lack of information about services, apprehension about how children will fare using services and how you would use policies and procedures to ensure these were recognised and addressed
<b>K4P784</b>	The resources and information available in the community to support equality of access, inclusion and participation
<b>K4P785</b>	Organisational strategies and practice issues to ensure equal access and compliance with legislation for disabled children and children with special educational needs (in Scotland additional support needs) within your home country
<b>K4P786</b>	Use of the planning cycle to evaluate and implement improvements to the service
<b>K4M787</b>	The procedures involved in inter-agency working, including setting up and participating in multi-disciplinary meetings, ensuring mutual professional respect and accountability, coping with the anxiety that may interfere with effective inter-agency communication
<b>K4H788</b>	Principles, models and practices involved in formal risk assessment affecting children's health and safety, safeguarding and protection, taking into account the age, needs and abilities of the child
<b>K4P789</b>	Opportunities for relevant and accessible training and professional development that are available nationally, and in your locality
<b>K4H790</b>	Sources of information, current research and best practice into what is understood by positive health and well-being for children, and how this information can inform practice in your setting
<b>K4H791</b>	Strategies to ensure accurate health information and requirements from parents and families is used to inform the care, learning and development of their children, e.g. information on food allergies, allergic reactions, chronic illness and use of medications
<b>K4H792</b>	Children's nutritional requirements and the principles of healthy eating, according to government guidelines
<b>K4D793</b>	The role of physical exercise and activity in promoting positive mental and physical health

<b>K4S794</b>	Understanding what increases a child's vulnerability to abuse and exploitation and the importance of empowerment, confidence and resilience for a child's welfare. Recognition of social factors, e.g. substance abuse, and the possible behaviours of adults involved in abuse
<b>K4S795</b>	Indicators of child abuse and appropriate responses to disclosures of abuse, according to the age, needs and abilities of the child
<b>K4S796</b>	Safe working practices that protect children and adults who work with them
<b>K4M797</b>	Data protection and confidentiality and security of information relevant for your work
<b>K4M798</b>	Methods involved in data collection, monitoring and reviewing the effectiveness of procedures and practice, including consultation with children and families
<b>K4H799</b>	Key factors and influences on children's health and safety, covering social, environmental, cultural, ethnic, gender, language and communication, abilities and disabilities, stage of development
<b>K4D800</b>	The importance of promoting children's assertiveness, self-confidence and self-esteem to enable them to protect themselves, how to adapt practice for different circumstances and to support colleagues
<b>K4P801</b>	Sources of information and personal support for practitioners and settings