**Unit 11/333: Understand how to safeguard the wellbeing of children and young people**

**Legislation grid**

**1.1 outline current legislation, guidelines, policies and procedures within own UK Home Nation**

**affecting the safeguarding of 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.**

**1.5 explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing.**

**3.2 explain policies and procedures that are in place to protect children and young people and adults who work with them.**

PLTS

IE 1 - identify questions to answer and problems to resolve

IE 2 - plan and carry out research, appreciating the consequences of decisions

IE 4 - analyse and evaluate information, judging its relevance and value

IE 5 - consider the influence of circumstances, beliefs and feelings on decisions and events

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| **Legislation, guideline, policy or procedure** | **Outline of legislation, guideline, policy or practice** | **How does this affect *day to day work*\* with children and young people?** | **How does this link to data protection, information handling and sharing?(1.5)** |
| **Every Child Matters** |  |  |  |
| **Children Act 2004** |  |  |  |
| **Working together to safeguard children (including e-safety)** |  |  |  |
| **Confidentiality** |  |  |  |
| **Data Protection Act 1998**  **Freedom of Information Act 2000** |  |  |  |
| **Human Rights Act 1998** |  |  |  |

1.2 explain child protection within the wider concept of safeguarding children and young people

**Describe the differences between child protection and safeguarding.**

**Explain how guidelines, policies and procedures for safeguarding affect day to day work?**

**For example**

* **Childcare practice**
* **Child protection**
* **Risk assessment**
* **Advocacy**
* **Supporting young children and others who may be expressing concerns.**

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.

* **Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice.**

Outcome 2- Understand the importance of working in partnership with other organisations to safeguard children and young people

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

**Use relevant examples from practice to support and help illustrate your explanations.**

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**Evaluation of methods of reporting concern**

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**Evaluation of methods of reporting concern**

3.3 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.

PLTS

RL 5 - evaluate experiences and learning to inform future progress

|  |  |  |  |
| --- | --- | --- | --- |
| **Method of reporting concern** | **Positive** | **Negative** | **Comments on overall effectiveness of method** |
| **Verbally telling colleague** |  |  |  |
| **Written note given directly to head teacher** |  |  |  |
| **other** |  |  |  |

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**Roles and responsibilities**

**333.2.4 describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed.**

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| **Organisation** | **Roles and responsibilities of organisation when a child or young person has been abused or harmed** |
| **Social services** |  |
| **GP** |  |
| **Police** |  |
| **School** |  |
| **Psychology service** |  |
| **Health visitor** |  |
|  |  |

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**Signs and symptoms of abuse**

**333.4.1 describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding.**

**PLTS-EP 1 - discuss issues of concern, seeking resolution where needed**

**Using the examples given in the next page, place them in the appropriate rows.**

|  |  |
| --- | --- |
| **Type of abuse** | **Signs, symptoms, indicators and behaviours that may cause concern** |
| **Physical** |  |
| **Sexual** |  |
| **Emotional** |  |
| **Neglect** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Poor personal hygiene** | **Sexual awareness inappropriate to child’s age** | **Over compliant behaviour** | **Fear of returning home or of parent being contacted** |
| **Shrinking from physical contact** | **Unexplained injuries or burns** | **Pregnancy** | **Tiredness, lethargy.** |
| **Self-harm or suicide attempts** | **STI or infection** | **Eating problems/ disorder** | **Poor social relationships** |
| **Refusal to discuss injuries** | **Attention seeking behaviour** | **Unexplained gifts** | **Bruises or finger marks** |
| **Stealing or scrounging** | **Self harm or mutilation** | **Aggressive behaviour, anger or bullying** | **Constant hunger** |
| **Bruises, scratches or bite marks** | **Constant tiredness** | **Depression** | **Frequent public masturbation** |
| **Significant changes in behaviour without explanation** | **‘Neurotic’ behaviour – obsessive rocking, thumb sucking** | **Drug/ solvent abuse** | **Inappropriate clothing** |
| **Anxiety and tearfulness** | **Low self-esteem** | **Deterioration of work** | **Unexplained absences or frequent lateness** |

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| --- |
| Unit 11/333:Understand how to safeguard the wellbeing of children and young people  **Abuse or harm example**  11/333.4.2 describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting.  PLTS-EP 2 - present a persuasive case for action  **Consider the following questions for each example. Your response needs to demonstrate your knowledge and understanding of the policies and procedures in your setting.**   * What should you do while Rebecca is talking to you? * What should you say to her? * What action do you need to take? |
| **Rebecca** is 15. After a PHSE lesson she tells you that her mum has a new boyfriend. She says she is pleased for her mum but wishes she wasn’t left in charge so often. Rebecca tells you that her mum works really long hours and that she has to collect her younger brothers from school and look after them until she gets in from work. Most weekends her mum goes to see her boyfriend leaving Rebecca and her little brothers. Sometimes she doesn’t get back till late or forgets to leave money to buy food and there is nothing in the house to eat. Rebecca tells you that last weekend the youngest child was sick all night and that she didn’t know what to do. Rebecca says she is always getting into trouble for coming into school late and for not doing her coursework but she feels tired and dizzy and cannot concentrate. |
| **Action to take** |
|  |

4.3 explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged.

**Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged.**

|  |  |  |  |
| --- | --- | --- | --- |
| Unit 11/333: Understand how to safeguard the wellbeing of children and young people  **Types of bullying**  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 family when bullying is suspected or alleged.  PLTS  EP 3 - propose practical ways forward, breaking these down into manageable steps  EP 6 - act as an advocate for views and beliefs that may differ from their own | | | |
| **Type of bullying** | **Characteristics of bullying** | **Potential effect on child or young person** | **Methods of supporting child/ young person and/or their family** |
| Physical |  |  |  |
| Verbal |  |  |  |
| Emotional |  |  |  |
| Cyber bullying |  |  |  |
| Specific types of bullying eg homophobic, gender-based, racist, relating to SEN or disability. |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Policy** | **Policies and procedure that should be followed** | **Reasons why these are in place** |
| **Anti-bullying**   * concerns of bullying * evidence of bullying. |  |  |

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

6.1 explain how to support children and young people’s self-confidence and self-esteem.

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 people to make positive and informed choices that support their well being and safety.

**Evidence task**

Explain the above points and illustrate your arguments with examples from your own practice. Detailing methods and strategies you have developed and employed. Reflect on what strategies are successful and how they can be implemented to get positive outcomes. In addition comment on barriers to creating successful interventions.

## Outcome 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 andof using a mobile phone.

7.2 describe ways of reducing risk to children and young people from:

a) social networking

b) internet use

c) buying online

d) using a mobile phone.

**Evidence task 11/ 333.7.1.7.2-**

Design a leaflet- **Or Write in paragraphs**

aimed at parents explaining the risks and possible consequences of being online and using a mobile phone for young people and children.(key skills evidence) –Functional skills –this can be presented in the manner of your choice e.g. written paragraphs.

Combine image and text and make the information easy to read and easy to understand.

Describe ways of reducing risk and the steps to take to ensure safe use of

* social networking
* internet use
* buying online
* using a mobile phone

**Include information in the leaflet on.(ICT)**

* How to safeguard against viruses.
* How to identify errors (eg in hardware and software you are using) and their causes.
* How to minimise health risks
* How to observe copyright and/or confidentiality when it is necessary

Use publisher or word.