|  |
| --- |
| **Level 2-Unit 6: Understand how to safeguard the wellbeing of children and young people** |
| Unit 6 3.3 describe actions to take in response to **evidence or concerns** that a child or young person has been abused, harmed (including self harm) or bullied, or maybe at risk of harm, abuse or bullyingUnit 6 3.5 describe the principles and boundaries of confidentiality and when to share information.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?
* State for what reasons you are following the actions you have taken.
 |
| **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** |
|  |
| **Unit 6 3.4 describe the actions to take in response to concerns that a colleague may be:**a) failing to comply with safeguarding proceduresb) harming, abusing or bullying a child or young person |
|  |