SKAPW12 (2) - SQA Unit Code FT4X 04
Respond to concerns about possible child abuse

Overview

This unit is about dealing safely and effectively with concerns about possible child abuse. The purpose of the support could be to deal with:

1. concerns of physical abuse
2. concerns about bullying
3. concerns of neglect
4. concerns about emotional abuse
5. concerns about sexual abuse

The unit is divided into three parts. The first part describes the three things you have to do. These are:

1. identify signs of possible abuse
2. respond to a child's disclosure of abuse
3. follow policies and procedures to report possible abuse

The second part describes the knowledge and understanding you must have.

The third gives some examples and explanations of some words we use in this unit.

The unit is for you if you work directly with children in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. It is recommended that you should have had an appropriate level of training in child protection and be familiar with your organisation's procedures for dealing with suspected abuse

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.

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Performance criteria

You must be able to:

Identify signs of possible abuse

P1 make sure your observation of the child's physical condition and behaviour is sensitive to the child and the circumstances
P2 note any signs and indicators of possible abuse
P3 consider any signs and indicators of possible abuse in the light of other information about the child
P4 take action which is appropriate to the significance of the signs and indicators and the requirements and procedures of your organisation
P5 follow agreed procedures for confidentiality at all times.

You must be able to:

Respond to a child's disclosure of abuse

P6 respond promptly and calmly to the child's disclosure of abuse
P7 make it clear to the child that other people appropriate to the situation will have to be informed
P8 explain to the child/young person what will happen next
P9 give the child appropriate reassurance and support
P10 communicate at the child's pace, without exerting pressure to reveal more than the child wishes to
P11 record information on the disclosure accurately as soon as possible
P12 follow agreed procedures for confidentially at all times.

You must be able to:

Follow policies and procedures for reporting possible abuse

P13 record all information concerning possible abuse
P14 provide information about the possible abuse to the relevant person, according to your organisation's policies and procedures
P15 ensure your information is accurate and up- to-date
P16 follow your organisation's procedures when responding to requests for reports on incidents, disclosures or suspicions of abuse
P17 clearly distinguish in your reports between directly observed evidence, information from other people and opinion
P18 present your reports to the relevant person or agency in the required format and at the time requested
P19 follow agreed procedures for confidentiality at all times

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Knowledge and understanding

You need to know and understand:

For the whole unit

K1 how the Playwork Principles specifically relate to this unit
K2 the basic requirements of legislation covering child protection
K3 why it is important to be aware of possible abuse and to report any concerns
K4 the requirements of your organisation and the law in regard to child protection and your responsibilities for this
K5 the importance of recognising that disabled children may be more vulnerable to abuse

You need to know and understand:

Identify signs of possible abuse

K6 the common signs and indicators of physical, emotional, sexual abuse, neglect and bullying in children
K7 why it is important to observe a child's physical condition in a way which is sensitive to the child and the situation and how to do so
K8 other types of information to consider when noting signs and indicators of possible abuse
K9 the impact of abuse on children and young people

You need to know and understand:

Respond to a child's disclosure of abuse

K10 the importance of responding promptly and calmly to a child's disclosure of abuse and how to do so
K11 why it is important to make it clear to the child that other people must be informed of any possible abuse
K12 why it is important to provide a child with reassurance and support during a disclosure of abuse and how to do so
K13 why it is important to communicate at the child's pace and not exert pressure on the child to disclose more than they wish
K14 how to communicate at the child's pace and not exert pressure

You need to know and understand:

Follow policies and procedures for reporting possible abuse

K15 who are the appropriate people and agencies to report possible abuse to
K16 how to decide whether to report concerns about possible abuse and who to report possible abuse to
K17 how to report possible abuse
K18 why confidentiality is important - who should and should not be informed of possible abuse
K19 how to distinguish between directly observed signs and indicators of abuse, other information and opinions and why it is important to do so in any reports
K20 why it is important to note any evidence of possible abuse carefully and to include this in any report

Additional Information

Scope/range related to performance criteria

From your work you must show that you have dealt with the following types of:

1. **signs and indicators**
   - 1.1. physical
   - 1.2. behavioural

and handled concerns for the following types of:

2. **abuse**
   - 2.1. physical
   - 2.2. bullying
   - 2.3. neglect
   - 2.4. emotional
   - 2.5. sexual

From your work you must show that you have handled the following types of:

3. **disclosure**
   - 3.1. full
   - 3.2. partial

From your work you must show that you have provided the following types of:

4. **reports**
   - 4.1. verbal
   - 4.2. written
   - 4.3. set proforma

Glossary

Abuse
A deliberate act of ill treatment that can harm or is likely to cause harm to a child's safety, wellbeing and development

Bullying
Aggression deliberately and or persistently directed against a particular target, or victim

Children and young people
All children and young people with respect for any impairment, their gender, race, culture, language, sexuality, health, economic or social status and any other individual characteristics.

Disabled Children
Children with impairments who experience barriers to accessing main stream child care and play facilities. This includes children with physical and sensory impairments, learning and communication difficulties, medical conditions,

challenging and complex needs which may be permanent or temporary

Neglect
The child not receiving a level of care (for example, food, drink, personal hygiene, clothing) sufficient for she or he to develop in the same way as other children of her/his age and stage of development

Organisation's policies and procedures
What your organisation says its staff should and should not do in certain situations

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Developed by	SkillsActive
Version number	1
Date approved	July 2010
Indicative review date	July 2015
Validity	Current
Status	Original
Originating organisation	SkillsActive
Original URN	SA44NPW12
Relevant occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Key words	respond, concern, possible, child, abuse