

SKAPW21 - SQA Unit Code FT5J 04

Develop and implement procedures to safeguard children and young people



Overview

This unit is about maintaining and developing procedures within your setting for the protection of children and young people from abuse, making sure these procedures are properly followed and dealing with any suspicions of possible abuse.

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

1. maintain and develop procedures to safeguard children and young people
2. implement procedures to safeguard children and young people

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

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

The unit is for you if you have responsibility for child protection procedures in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play.

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

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Performance criteria

You must be able to:

Maintain and develop procedures to safeguard children and young people

- P1 make sure you have all the necessary information about current legal, regulatory and organisational requirements and best practice in relation to the protection of children and young people from abuse
- P2 regularly review your own procedures for the protection of children and young people from abuse to make sure they are consistent with legal, regulatory and organisational requirements and best practice
- P3 where necessary, update your procedures working in collaboration with others
- P4 make sure that colleagues and users are aware of and understand the procedures
- P5 make sure that colleagues receive the necessary training and support to implement your procedures correctly

You must be able to:

Implement procedures to safeguard children and young people

- P6 monitor the implementation of your procedures for the protection of children and young people
- P7 identify instances where procedures are not being implemented correctly and provide the necessary training and support
- P8 promptly identify when there are suspicions that children and young people are experiencing abuse
- P9 sensitively collect and assess as much information as possible about suspected abuse
- P10 promptly follow the correct procedures for reporting the information you have collected and assessed
- P11 ensure that yourself and any other staff involved receive support
- P12 maintain the confidentiality of information

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Knowledge and understanding

You need to know and understand:

Maintain and develop procedures to safeguard children and young people

- K1 how the Playwork Principles specifically relate to this unit
- K2 your own role and responsibilities in relation to the protection of children and young people
- K3 sources of current and accurate information the organisational, legal and regulatory requirements for the protection of children and young people and how to access these
- K4 what are the current organisational, legal and regulatory requirements and the principles that underpin these
- K5 sources of information on best practice in relation to the protection of children and young people from abuse and how to access these
- K6 the importance of understanding that disabled children may be more vulnerable to abuse
- K7 the importance of regularly reviewing your procedures and making sure they comply with requirements and best practice
- K8 how to involve staff and users in reviews of procedures
- K9 how to assess risk in relation to potential abuse within your setting and put in place measures to protect children, young people and staff within the setting
- K10 sources of expertise you can draw on to make sure your procedures are robust
- K11 how to communicate your procedures effectively to staff and users
- K12 the importance of training staff in procedures and how to provide or access appropriate training

You need to know and understand:

Implement procedures to safeguard children and young people

- K13 the importance of continuously monitoring your procedures for the protection of children and young people and how to carry out such monitoring
- K14 how to identify when procedures are not being followed correctly
- K15 how to provide training and support to ensure procedures will be followed in future
- K16 the importance of responding to suspicions about abuse promptly and correctly
- K17 how to collect information about suspected abuse sensitively and assess this information
- K18 correct procedures for reporting suspicions of abuse
- K19 why yourself and colleagues may need support and the kinds of support

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that may be necessary
K20 why confidentiality is important and how to maintain confidentiality

Additional Information

Scope/range related to performance criteria

From your work you must show that you have updated your procedures in collaboration with the following

1. **others**
 - 1.1. managers
 - 1.2. team members
 - 1.3. users of your setting
 - 1.4. experts in the protection of children and young people

and ensured your procedures cover the following

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

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

3. **abuse**
 - 3.1. physical
 - 3.2. neglect
 - 3.3. emotional
 - 3.4. sexual
 - 3.5. bullying

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 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/People

Children/people with impairments who experience barriers to accessing main

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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

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