

H5L4 04 (SCDCCLD0202) — Support the Safeguarding of Children

Overview

This standard identifies the requirements associated with safeguarding which must permeate all your work with children. The standard addresses the need to establish your own understanding about safeguarding and what you must do in cases of actual or potential harm or abuse. The requirements also include implementing practice that helps children to feel safe and valued, supporting rights and inclusion and developing children's awareness of personal safety and keeping themselves safe.

Additional Information

Scope/range related to Performance Criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

The use of the terms 'child' or 'children' in this standard may refer to your work on an individual or group basis.

NOTE: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

A child's **background** is the child's unique mix of personal experiences, history, culture, beliefs, preferences, family relationships, informal networks and community.

Children are those with whom you are working, except where otherwise stated.

Communication may include using the child's preferred spoken language, the use of signs, the use of symbols or pictures, writing, objects of reference, communication passports, other non-verbal forms of communication; human and technological aids to communication.

Electronic communications may include the use of mobile phones and the internet, including social networking sites.

Key people are those who are important to a child and who can make a difference to his or her wellbeing. Key people may include family, friends, carers and others with whom the child has a supportive relationship.

Others are your colleagues and other professionals whose work contributes to the child's wellbeing and who enable you to carry out your role.

Relationships may include those developed over a period of time or those established in a situation where immediate care or support is required.

Safeguarding is working with individuals, children, young people and their families to take all reasonable measures to ensure that the risks of harm are minimised and where there are concerns about the welfare of children, appropriate action is taken to address those concerns working to National policies and guidance and to agreed local policies and procedures in full partnership with local agencies.

Scope/range related to Knowledge and Understanding

All knowledge statements must be applied in the context of this standard.

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Factors that may make someone more vulnerable may relate to the child, to their personal circumstances including family issues or disrupted relationships, to the work setting or to particular ways of working.

Factors that may affect the health, wellbeing and development may include: family circumstances; folic acid during pregnancy; a healthy diet; positive mental health; physical health; strong social networks; supportive family structure; adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); physical disability; poverty; profound or complex needs; sensory needs; social deprivation; and substance misuse.

Types of harm and abuse may include physical abuse, emotional abuse, sexual abuse, neglect, bullying, abuse relating to social networking media.

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

Performance Criteria — What you do in your job

You must provide evidence to meet all the 30 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

Clarify your awareness of harm, abuse and safeguarding

	Performance Criteria	Evidence Number where this criteria has been met
1	Access information about harm, abuse and safeguarding .	
2	Show that you know factors, situations and actions that may cause or lead to harm or abuse.	
3	Show that you know signs and symptoms that may indicate that a child has been, or is in danger of being, harmed or abused.	
4	Show that you know your role in safeguarding children.	
5	Show that you know the safer care procedures of your work setting.	
6	Show that you know the role of different agencies and multi-agency working in the safeguarding of children .	
7	Show that you know the actions you need to take when harm or abuse is suspected or has been disclosed, in line with local procedures and the responsibilities of your role.	
8	Show that you know the actions you must take and those you must avoid in order to protect the integrity of evidence relating to possible harm or abuse.	
9	Ensure your own actions and attitudes do not contribute to situations, actions or behaviour that may be harmful or abusive.	

Work in ways that help to safeguard children from harm or abuse

	Performance Criteria	Evidence Number where this criteria has been met
10	Recognise actions, behaviours and situations that may lead to harm or abuse.	
11	Recognise signs that may indicate a child has been, or is in danger of being harmed or abused.	
12	Follow required procedures for reporting concerns about the welfare of a child and any actions, behaviours or situations that may lead to harm or abuse.	
13	Record promptly and accurately any changes, events or occurrences that cause concern.	
14	Use supervision and support to consider and manage your own reactions to suspected or disclosed harm or abuse.	

Work in ways that help children feel safe and valued

15	Use children's preferred communication methods and language.	
16	Relate to children and key people in ways that support trust.	
17	Relate to children and key people in ways that can help them feel able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution.	
18	Recognise and respect the background and preferences of children.	
19	Maintain confidentiality in your work, within the boundaries of your own role and the safeguarding of children.	

Work in ways that support the rights, inclusion and wellbeing of children

	Performance Criteria	Evidence Number where this criteria has been met
20	Provide information to children and key people about their rights and responsibilities, according to their age, ability and level of development.	
21	Work with children and key people in ways that respect their dignity, privacy, beliefs, preferences, culture, values and rights.	
22	Work in ways that promote equity and inclusion and do not discriminate.	
23	Take appropriate steps when the behaviour and actions of others are discriminatory.	
24	Work with children in ways that supports their confidence and self-esteem.	
25	Work with children in ways that supports their participation.	
26	Support children to communicate their views and preferences.	

Help children to keep safe

27	Work with children in ways that develop their awareness of personal safety, according to their age, ability and level of development.	
28	Work with children to help them understand bullying and actions to take if it occurs, according to their age, ability and level of development.	
29	Work with children to help them recognise when the behaviour towards them of any child, young person or adult is inappropriate or unacceptable, according to their age, ability and level of development.	
30	Support children and key people to express concerns or make complaints, according to their age, ability and level of development.	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 48 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

Rights

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Work setting requirements on equality, diversity, discrimination and rights.	
2	Your role supporting rights, choices, wellbeing and active participation.	
3	Your duty to report anything you notice people do, or anything they fail to do, that could obstruct children's rights.	
4	The actions to take if you have concerns about discrimination.	
5	The rights that key people and children have to make complaints and be supported to do so.	

How you carry out your work

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard.	
7	The main items of legislation that relate to the content of this standard within your work role.	
8	How your own background, experiences and beliefs may affect the way you work.	
9	Your own roles and responsibilities with their limits and boundaries.	
10	Who you must report to at work.	
11	The roles and responsibilities of other people with whom you work.	
12	How to find out about procedures and agreed ways of working in your work setting.	
13	How to make sure you follow procedures and agreed ways of working.	
14	The meaning of child centred working and the importance of knowing and respecting all children and young people as individuals.	
15	The prime importance of the interests and wellbeing of children and young people.	
16	Children's' cultural and language context.	
17	How to work in ways that build trust with key people and children.	
18	How to work in ways that support the participation of children.	
19	How to work in ways that respect children's dignity, personal beliefs and preferences.	

How you carry out your work (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
20	How to work in partnership with people.	
21	What you should do when there are conflicts and dilemmas in your work.	
22	How and when you should seek support in situations beyond your experience and expertise.	

Theory for practice

23	The factors that may affect the health, wellbeing and development of children.	
24	How these affect children in different ways.	
25	Factors that promote the health, wellbeing and development of children.	
26	The main stages of child development and learning.	

Communication

27	The importance of effective communication in the work setting.	
28	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
29	Ways to support children and young people to express their needs, views and preferences.	

Personal and professional development

30	Why it is important to reflect on how you do your work.	
31	How to use your reflections to improve the way you work.	

Health and Safety

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
32	Your work setting policies and practices for health, safety and security practices that help to prevent and control infection.	

Safe-guarding

33	The duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
34	Types of harm and abuse.	
35	Indicators of potential harm or abuse.	
36	Factors that may make someone more vulnerable to harm or abuse.	
37	Common features of perpetrator behaviour and grooming.	
38	Correct actions to take if harm or abuse is suspected, disclosed or alleged.	
39	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
40	What to do if you have reported concerns but no action is taken to address them.	
41	Local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm and abuse.	
42	How to protect yourself and others from harm and abuse when in a work setting or working alone.	

Handling information

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
43	Legal requirements, policies and procedures for the security and confidentiality of information.	
44	Work setting requirements for recording information and producing reports including the use of electronic communication.	
45	What confidentiality means.	
46	How to maintain confidentiality in your work.	
47	When and how to pass on information.	

Knowledge that is Specific to this NOS

48	The transitions that children and young people may go through, such as starting nursery for the first time, moving from nursery to school, moving home and the birth of a sibling. This list is not exhaustive.	
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The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	