



Accredited

**OCR LEVEL 3  
CAMBRIDGE TECHNICAL  
CERTIFICATE/DIPLOMA IN  
HEALTH AND  
SOCIAL CARE**

**CARING FOR CHILDREN AND  
YOUNG PEOPLE**

**H/600/8962**

**LEVEL 3 UNIT 9**

**GUIDED LEARNING HOURS: 60**

**UNIT CREDIT VALUE: 10**

# CARING FOR CHILDREN AND YOUNG PEOPLE

H/600/8962

LEVEL 3 UNIT 9

## AIM OF THE UNIT

In an ideal world, all children and young people would be safe and well cared for within their own families. However in reality for some individuals the family is not the safe, protective environment it should be. It is extremely important in today's society that everyone working within the health and social care sector has a sound understanding of how to protect children and young people, whilst following policy and procedures to ensure their own protection. This unit will provide learners with an understanding of the risks of abuse that some children and young people may experience both within the family and in the wider society.

## PURPOSE OF THE UNIT

A clear understanding of safeguarding and the reporting procedures when abuse is suspected is extremely important, both to protect learners whilst working within the Health and Social Care sector and to help them to protect the children and young people that they may come into contact with. Learners will gain an insight into recognising various forms of abuse that children and young people within the family and wider society may experience. The implications of abuse will be explored along with the range of services available to individuals affected by abuse. Within this unit learners will gain knowledge of the types of care available to children and young people who may need to be looked after and the range of reasons why short and long term care may be required. Learners will gain an understanding of the strategies used to support looked after children and their families. Legislation surrounding safeguarding children and young people will be identified.

The subject matter addressed within this unit is of a very sensitive nature.

Within any group of learners it is very possible that some individuals may have experienced some form of abuse. It is therefore important that when learners are discussing the issues, they are aware that others may be emotionally affected. It is recommended that learners have access to appropriate support services if necessary.

Confidentiality is a vital responsibility within the health and social care sector. Learners must be made aware of the importance of maintaining confidentiality when discussing issues.

## ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)	Pass	Merit	Distinction
The learner will:	The learner can:		
1 Know why children and young people might need to be looked after	P1 outline why children and young people may need to be looked after away from their families		
2 Know how care is provided for looked after children and young people	P2 outline the arrangements for providing quality care for looked after children and young people		
3 Understand the risks to children and young people of abusive and exploitative behaviour	P3 explain the factors that would lead to suspicion of child maltreatment or abuse	M1 explain possible consequences of maltreatment for children and young people	
4 Understand the strategies used to safeguard children and young people from abusive and exploitative behaviour	P4 explain appropriate responses when child maltreatment or abuse is suspected	M2 evaluate strategies used to safeguard children, young people, families and the practitioner when abuse is suspected	D1 justify the requirement to follow procedure where abuse is suspected or disclosed
	P5 explain the strategies and methods that can be used to support children, young people and their families where abuse is suspected or confirmed	M3 explain possible consequences of not responding appropriately to direct or indirect disclosure	D2 evaluate support available to children and young people who disclose

## TEACHING CONTENT

### 1 Know why children and young people might need to be looked after

- *Looked after children:* following the imposition of a care order by the court; with the agreement of their parents
- *Potential reasons:* family related, (e.g. following a bereavement/loss of a parent, parental illness or incapacity (hospitalisation, mental ill health, substance misuse)); suspected or actual maltreatment; child or young person related, (e.g. health problems, behavioural problems, learning difficulties, disability, as a result of committing an offence).

### 2 Know how care is provided for looked after children and young people

- *The legal framework;* United Nations Convention on the Rights of the Child 1989, Every Child Matters, Common Assessment Framework (England) Children Act 1989 2004. Data Protection Act, Other relevant Legislation and policies.
- *Types of Care;* foster care; adoption; residential care; respite care; Planning for care working in partnership with the child or young person, their parents, and other agencies (e.g. fostering agencies; paramountcy principle).
  - *Organisation of care provision:* Central home country governments responsible for overall social care, health and education for children and young people; Local Authority Services, Health and Social Service Trusts (Northern Ireland); Local Safeguarding Children Boards (LSCB's)
  - *Organisations,* (e.g. Sure Start, NSPCC, British Association for Adoption and Fostering; Private Day Nurseries)
  - *Type of services:* universal (Available to support all children and young people); specialist (targeted to meet the needs of a particular group, (e.g. looked after children, children who have mental health problems); targeted (to support specific groups of children or young people, (e.g. to help prevent recurrence of offending or abuse)
  - *Job roles:* commissioning, directing and managing services, (e.g. Directors of Children's Services); Practitioners with direct contact with children and young people, (e.g. volunteers, social workers, health visitors, nursing assistants, youth workers, educational psychologists, play workers, foster parents)
  - *Regulation of care provision:* regulation of those working with children and young people, (e.g. Criminal Record Bureau checks (CRB); regulation of children and family service providers, (e.g. Ofsted).

### 3 Understand the risks to children and young people of abusive and exploitative behaviour

- *Types of maltreatment:* abuse (physical, emotional, intellectual, sexual); neglect; bullying and harassment  
*Risk of maltreatment:* within family; outside family; in care setting; strangers
- *Indicators of abuse:* physical, e.g. unexplained injuries, bruising, soreness, underweight, poor personal hygiene; behaviour, e.g. withdrawal, aggression, distress, rocking/head banging, hunger, reluctance to go home, low self-esteem, developmental delay, inappropriate sexualised behaviour
- *Wider factors suggesting risk of maltreatment:* dysfunctional family units; e.g. animal abuse; family history link to abuse; poor or impaired parenting skills; lack of attachment; risk of exploitation, e.g. media, online; substance abuse in household
- *Consequences of maltreatment:* emotional and psychological dysfunction affecting relationships, e.g. self-harming, becoming perpetrators of abuse; intellectual, e.g. impaired capacity to learn, brain development can be subtly affected; social inadequacy; illness, e.g. psychosomatic illness, unwanted pregnancy, sexually transmitted infections or disability; mental illness, attempted suicide, substance abuse
- *Issues:* cultural, e.g. family set up e.g. reconstructed family units, social disadvantage, different concepts of discipline, cultural variations.

#### 4 Understand the strategies to safeguard children and young people from abusive and exploitative behaviour

- *Strategies with children/young people:* (e.g. child-centred approach; providing active support; empowering children and young people; support assertiveness and self-confidence, self-esteem and resilience; sharing information and not keeping secrets; giving children information according to their age, needs and abilities, (e.g. how to respect their bodies and keep safe); preventing the transmission of disease)
  - *Strategies for working with parents and families:* (e.g. developing supportive relationships with parents and families, involving parents in the assessment of children's needs; helping parents to recognise the value of their contributions, encouraging the development of parenting skills)
  - *Safeguarding Procedures where maltreatment is considered, suspected, confirmed or excluded:* (e.g. policies of the setting, confidentiality, Safeguarding children and young people, Common Assessment Framework; implementing safe working practices; whistle blowing; reporting arrangements; security of records)
  - *Roles and responsibilities:* (e.g. following the policies and procedures of setting; observation; responsibility for observing children and families and their interaction; recognising maltreatment indicators; how to respond if maltreatment is suspected; what action to take following disclosure, maintaining confidentiality according to policies of the setting)
  - *Responding to direct or indirect disclosure:* (e.g. listening carefully and attentively; communicating at the child/young person's own pace and without pressure; taking the child/young person seriously; reassuring and supporting the child/young person; providing unconditional acceptance; boundaries of confidentiality; promptly following the correct procedures of the setting; how to deal with own feelings and emotions)
  - *Possible consequences of not responding appropriately:* (e.g. mistrust, anger, injury, death, disciplinary procedures, dismissal, adverse publicity)
  - *Support for children/young people who disclose:* (e.g. provision of appropriate support; unconditional acceptance; empowering children and young people to take control of their situation; awareness of the potential impact on the child/young person and other family members)
- *Minimising the effects of abuse:* encourage expression of feelings; improving self-image; building self-esteem and confidence, (e.g. play therapy, counselling; role of voluntary organisations).

## DELIVERY GUIDANCE

It is recommended that this unit is delivered in the later stages of the programme, by which time learners will have developed their understanding of professional work with children and their families. However if learners are going into placement it may be valuable to undertake this unit before or at the beginning of their placements, so that learners have knowledge and understanding of safeguarding issues and reporting procedures.

The nature of this unit can lead to disclosure of abuse by, and to learners therefore it is imperative that in such cases, school/college safeguarding policies and procedures must be followed.

It is recommended that tutors/speakers from relevant multi-disciplinary backgrounds contribute to the teaching of this unit to ensure all aspects of the unit are delivered accurately and sensitively. Therefore this unit lends itself to inviting professional speakers from health, education, social services and the police/youth justice system to describe their roles in child protection. The use of case studies, report findings and recommendations from enquiries into child protection cases is recommended, ensuring that confidentiality is respected if these are taken from real-life situations. Throughout this unit learners should reflect and consider how they might work through difficult feelings if they had to deal with safeguarding issues.

### **LO1 Know why children and young people might need to be looked after**

P1 Learners need to gain an understanding of the potential reasons that children and young people may need to be looked after outside of the family. Case studies/scenarios could be used to allow discussion around the circumstances where children and young people may need to be looked after, learners perhaps looking at differing viewpoints; e.g. child, family, professionals.

It should be emphasised that not all cases where children and young people need to be looked after are as the result of abuse or suspected abuse and often children and young people require care outside of the home for only a short length of time. Learners should be aware that removing a child or young person from the family is usually only considered when the individual is in immediate danger. Learners need to know that, whenever it is possible, and safe to do so, full support is given to children and young people

and their families to keep them within the family. Reference should be made to the difference between compulsory care orders and children and young people being looked after voluntarily with the consent of the parents.

### **LO2 Know how care is provided for looked after children and young people**

P2 This could be introduced by learners investigating legislation related to the protection of children. The timeline of the development of legislation up until 2005 is simply documented at [www.guardian.co.uk/society/2005/may/18/childrenservices2](http://www.guardian.co.uk/society/2005/may/18/childrenservices2)

Every Child Matters, United Nation Convention on the Rights of the Child (UNCRC) Common Assessment Framework (CAF) and the role of Local Safeguarding Children Boards (LSCB's) should be introduced along with local regional legislation, which should be covered to ensure the learner has an understanding of current legislation within their location, related to safeguarding.

The organisation of care provision, starting with central government responsibility for overall social care, down to regional level which could include Sure Start provisions or Day Nurseries should be covered. Learners could research the provision within their local area and find out which organisations make up LSCB's in their local area and find out about the responsibilities of LSCB's.

It may be beneficial for learners to research on the Department of Health [www.dh.gov.uk](http://www.dh.gov.uk) or DCSF websites to gain information on safeguarding and child protection.

Studies of actual cases highlighted within the media could be discussed enabling learners to consider the effectiveness of the legislation in protecting children and young people. Case studies which the media has highlighted could also be considered to identify the roles and responsibilities, particularly when investigations have been necessary to consider if particular roles have been carried out to an expected standard.

Small groups of learners could each be given different roles to research e.g. Directors of Children's Services, social workers, health visitors, foster carers etc, and then present the information they have gathered back to the whole group of learners.

Learners could then be asked to look at a range of safeguarding policies from health and social care settings or from their work placements, to identify the roles and responsibilities within teams of practitioners e.g. a day nursery or Sure Start centre .

Learners need to gain an understanding of regulation of care provision and the regulation of those working with children and young people. Criminal Record Bureau checks (CRB) may be a good way to introduce this information to learners. A CRB form that has to be completed when an individual wants to work with children or vulnerable adults could be shown to learners. The legal requirement for this could be discussed along with the types of convictions/records that would prevent an individual from being employed in a health and social care setting. E.g. an adolescent with a conviction for an assault may not be permitted to work in a health or social care setting.

### **LO3 Understand the risks to children and young people of abusive and exploitative behaviour**

P3 Learners need to have an understanding of types of maltreatment e.g. neglect; bullying, and some corresponding indicators e.g. underweight, low self esteem. This could be delivered as a tutor led presentation although it may be preferable to give learners areas to research and then to produce information cards which can be given out and discussed within the whole group.(Learners should include information on physical, social and emotional indicators within their information)

Learners need to gain an understanding of the wider factors suggesting risk of maltreatment such as poor parenting skills, or a family history of abuse, and recognise the wide ranging consequences e.g. displaced anger, self harming. This could be delivered as a tutor led presentation but due to the sensitivity of this subject matter, a more sensitive approach might be to allow small groups of learners to research different factors and consequences (as indicated in teaching content) and make posters or fact sheets containing information that can be displayed or shared with the whole group.

1M Learners should explain the possible consequences of maltreatment including emotional and psychological consequences and how the behaviour of an individual might be affected. Small groups of learners could be given a consequence as identified within the teaching content and asked to research how the individual might be affected in terms of behaviour and emotional wellbeing. Guest

speakers with experience of support individuals experiencing maltreatment could also offer relevant input.

### **LO4 Understand the strategies to safeguard children and young people from abusive and exploitative behaviour**

P4, M2, D1 Learners should have clear understanding of the action that they would need to take if they had concerns or abuse was indicated to them when on placement or working in a health and social care setting. Safeguarding procedures could be discussed with learners and this would be a good opportunity for the safeguarding officer within the learning environment to talk to learners about the support available within the learning environment and the procedures that are followed when dealing with a concern or disclosure of abuse. Inviting childcare managers and safeguarding officers, who generally have up to date professional knowledge in this area, to talk to learners may be beneficial to learners. This expertise is particularly useful to learners when completing merit and distinction as they may be able to give learners information and insight into the necessity to follow procedures and legislation in order to appropriately support the individuals, not hinder any consequent investigation and to protect themselves from allegations. Practitioners with experience within this area can also justify to the learner the importance of following setting procedures when responding to suspected abuse or disclosure. They can also highlight to the learner the potential consequences to the child/young person and the practitioner of failing to follow procedure correctly, for example the child is placed at greater risk or the practitioner asks leading questions which jeopardises the investigation.

P5, D2 The information gained from professional guest speakers could support learners to undertake this criteria. Learners need to understand the strategies and methods that can be used to support children, young people and their families where abuse is suspected or confirmed. Relevant information gained whilst undertaking LO2 relating to responsibilities may be useful to learners within this outcome when considering support strategies, particularly information about LSCB's which may offer ongoing support to individuals and families. Scenarios could be given to learners to allow them to consider the most appropriate support strategies to put in place.

M3 It is extremely important that learners are taught the correct ways to respond to direct or indirect disclosure and this knowledge should be given to learners by experienced tutors/guest speakers to ensure the information is up-to-date and accurate. This is very important as learners going into placement or being employed in the health and social care sector may have a more hands on role with people who use services therefore could find themselves having to deal with direct or indirect disclosure. Learners need to know how to act e.g. listening carefully and attentively, not ask leading questions, understand boundaries of confidentiality etc.

## SUGGESTED ASSESSMENT SCENARIOS AND TASK PLUS GUIDANCE ON ASSESSING THE SUGGESTED TASKS

**L01** This outcome could be covered in a written assignment with learners carrying out individual research and further reading. Information gained from outside speakers and appropriate websites could be referenced throughout this task. Learners need to identify when it is appropriate to look after children and young people outside of their own homes and know why this is sometimes the most appropriate action

**L02** This could be covered in an assignment with L01 as it lends itself to a continuation, as it focuses on the care available and most suitable for the child/young person. Otherwise a report style assignment could be used to assess learners understanding of arrangements for looking after children and young people. .

**L03** This could be covered in a detailed poster style presentation or written assignment, and as this is where the safeguarding process begins it may be a good assignment to start with. The information presented by learners should include physical, social and emotional indicators. A separate written assignment covering M1 would need to be completed by learners towards the end of the unit when they have gained more understanding of the consequences of abusive and exploitative behaviour.

### **L04**

The remaining criteria could be covered using a case study or scenario based approach where learners explain and justify responses and procedures related to given situations. (see examples below). This is particularly suitable when there may be issues for some learners and the tutors could look at appropriate case studies/scenarios for each learner.

**P4, M2 and D1** – For the given scenarios, strategies for safeguarding children, young people, their families and practitioners should be explained and evaluated; the requirement to follow procedure where abuse is suspected or disclosed should be justified.

**P5, M3 and D2** – Learners will need to explain and evaluate strategies and methods that can be used to support children, young people and families in the given case studies/ scenarios; and explain the possible consequences of not responding appropriately to direct or indirect disclosure.

### **Example scenarios:**

Jane aged 5 years arrives at the setting and complains that her arms hurt, you notice severe bruising to both her upper arms.

Javid aged 12 years refuses to get changed for a PE lesson; he has become very quiet and withdrawn lately.

Donna aged 14 is given lots of new and expensive gifts by an older man she has met on a social networking site.

Scenario ideas can be taken from the media or from appropriate websites such as [www.barnardos.org.uk](http://www.barnardos.org.uk) and [www.kidscape.org.uk](http://www.kidscape.org.uk).

## RESOURCES

### Text books

Barker J – *The Child in Mind: A Child Protection Handbook* (Routledge, 2004) ISBN 9780415321754

Boys D and Langridge E – *BTEC National Health and Social Care Book 1* (Nelson Thornes, 2007) ISBN 9780748784042

Bruce T and Meggitt C – *Child Care and Education* (Hodder Arnold, 2006) ISBN 9780340925393

Fowler J – *A Practitioner's Tool for Child Protection and the Assessment of Parents* (Jessica Kingsley, 2002) ISBN 9781843100508

Gardner R – *Supporting Families: Child Protection in the Community* (Wiley, 2005) ISBN 9780470023020

Nolan Y – *S/NVQ Level 3 Health and Social Care Candidate Book Options Plus* (Heinemann, 2006) ISBN 9780435464653

Nolan Y – *S/NVQ Level 3 Health and Social Care Candidate Handbook* (Heinemann, 2005) ISBN 9780435453732

Stretch B and Whitehouse M – *BTEC National Health and Social Care Book 2* (Heinemann, 2007) ISBN 9780435499167

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 1* (Pearson, 2010) ISBN 9781846907663

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 2* (Pearson, 2010) ISBN 9781846907470

### Journals

*Care and Health*

*Children and Young People Now*

*Community Care*

### Websites

[www.baaf.co.uk](http://www.baaf.co.uk) British Association for Adoption and Fostering

[www.cypnow.co.uk](http://www.cypnow.co.uk) Children and Young People Now

[www.dcsf.gov.uk/everychildmatters/resources-andpractice](http://www.dcsf.gov.uk/everychildmatters/resources-andpractice)

[www.fostering.net](http://www.fostering.net) Fostering Network

[www.ncb.org.uk](http://www.ncb.org.uk) National Children's Bureau

[www.nspcc.org.uk](http://www.nspcc.org.uk) National Society for the Prevention of Cruelty to Children

## MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

**Unit 2:** Equality, diversity and rights in health and social care

**Unit 3:** Health, safety and security in health and social care

**Unit 4:** Development through the life stages

**Unit 10:** Safeguarding adults and promoting independence

## LINKS TO NOS

**Partial coverage:**

**HSC34 Promote the well-being and protection of children and young people**

**HSC35 Contribute to the protection of individuals from harm and abuse**

a – recognise and report on factors that may cause danger, harm and abuse





## CONTACT US

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