OCR
Oxford Cambridge and RSA

Unit Title:	**Understand how to safeguard the well being of children and young people**
OCR Unit No:	4
Sector Unit No:	CYP 3.3
Level:	3
Credit value:	3
Guided learning hours:	25
Unit accreditation number:	Y/601/1695

Unit purpose and aim

This unit aims to provide the knowledge and understanding required to support the safeguarding of children and young people. The unit contains material on e-safety.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people	1.1 Outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people 1.2 Explain child protection within the wider concept of safeguarding children and young people 1.3 Analyse how national and local guidelines, policies and procedures for safeguarding affect **day to day work** with children and young people 1.4 Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice 1.5 Explain how the processes used by own work setting or service comply with legislation that covers data	Centres must ensure that all assessment criteria are met. **Day to day work may include:** • childcare practice • child protection • risk assessment • ensuring the voice of the child or young person is heard (e.g. providing advocacy services) • supporting children and young people and others who may be expressing concerns

	protection, information handling and sharing	
2. Understand the importance of working in partnership with other organisations to safeguard children and young people	2.1 Explain the importance of safeguarding children and young people 2.2 Explain the importance of a child or young person centred approach 2.3 Explain what is meant by partnership working in the context of safeguarding 2.4 Describe the roles and responsibilities of the **different organisations** that may be involved when a child or young person has been abused or harmed	**Different organisations may include:** • Social Services • NSPCC • health visiting • GP • Probation Service • Police • school psychology service
3 Understand the importance of ensuring children and young people's safety and protection in the work setting	3.1 Explain why it is important to ensure children and young people are protected from harm within the work setting 3.2 Explain **policies and procedures** that are in place to protect children and young people and adults who work with them 3.3 Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected 3.4 Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits	**Policies and procedures for safe working may include:** • Working in an open and transparent way • Listening to children and young people • Duty of care • Whistle blowing • Power and positions of trust • Propriety and behaviour • Physical contact • Intimate personal care • Off site visits • Photography and video • Sharing concerns and recording/ reporting incidents
4 Understand how to respond to evidence or concerns that a child or young person has been abused or harmed	4.1 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding	

	4.2 Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting	
	4.3 Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged	
5 Understand how to respond to evidence or concerns that a child or young person has been bullied	5.1 Explain different types of **bullying** and the potential effects on children and young people 5.2 Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place 5.3 Explain how to support a child or young person and/or their family when bullying is suspected or alleged	**Bullying may include:** • physical (pushing, kicking, hitting, pinching and other forms of violence or threats) • verbal (name-calling, insults, sarcasm, spreading rumors, persistent teasing) • emotional (excluding, tormenting, ridicule, humiliation) • cyber bullying (the use of ICT particularly mobile phones and the internet, to deliberately upset someone) specific bullying (such as homophobic or gender based, racist, relating to special educational needs and disabilities)
6 Understand how to work with children and young people to support their safety and well being	6.1 Explain how to support children and young people's self-confidence and self-esteem 6.2 Analyse the importance of supporting resilience in children and young people 6.3 Explain why it is important to work with the child or young person to ensure they have strategies to protect	

	themselves and make decisions about safety	
	6.4 Explain ways of empowering children and young people to make positive and informed choices that support their well being and safety	
7 Understand the importance of e-safety for children and young people	7.1 Explain the risks and possible consequences for children and young people of being online and of using a mobile phone	
	7.2.Describe ways of reducing risk to children and young people from: • social networking • internet use • buying online using a mobile phone	

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit is knowledge based. It is centre-assessed and externally moderated by OCR. Centres will be required to design their own assignments. All assignments created by centres should be reliable and fit for purpose, and should meet all of the assessment criteria.

Assignments should provide a context in which candidates can operate, or which set out tasks which can be undertaken to meet the requirements of the assessment criteria, and their associated skills, knowledge and understanding. It is therefore important that the assessment criteria are clearly indicated in the assignments briefs.

Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters or projects. Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt.

Assessment of these qualifications will be conducted in accordance with the appropriate codes of practice approved and published by the regulatory authorities.

When candidates complete an assignment, the centre assessor assesses their work. Centres will need to identify staff who will act as assessors. Assessors will need to have experience in making judgments about candidates' progress.

Achievement at unit level is Pass or Fail.

Learners undertaking this unit as part of the competence based qualifications, the Level 3 Certificate in Supporting Teaching and Learning in Schools, the Level 3 Certificate in Cover Supervision of Pupils in Schools or the Level 3 Diploma in Specialist Support of Teaching and Learning in Schools may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

Details of relationship between the unit and national occupational standards

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development:

- CCLD 305: Protect and promote children's rights

- LDSS 1: Contribute to the protection of children and young people from abuse

- HSC 34: Promote the well-being and protection of children and young people

- CWDC Training, support and development standards for Foster Care Standard 6: Safeguard children and young people

- UK Codes of Practice for Social Care Workers

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		**Mathematics**		**ICT**	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications' (A850).*

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website www.ocr.org.uk.

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.