



Accredited

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

## SAFEGUARDING CHILDREN AND YOUNG PEOPLE

Y/505/7775

LEVEL 3 UNIT 32

GUIDED LEARNING HOURS: 90

UNIT CREDIT VALUE: 15

Version 2: Updated to reflect current  
legislation and Acts.

# SAFEGUARDING CHILDREN AND YOUNG PEOPLE

Y/505/7775

LEVEL 3 UNIT 32

## AIM AND PURPOSE OF THE UNIT

Professionals who work with children and young people have to ensure that the welfare and protection of those in their care is always at the forefront of their practice. More than ever professionals working in the health and social care setting are closely scrutinised to ensure that they maintain a professional and rigorous approach to their work.

The aim of this unit is to provide learners with knowledge and understanding of safeguarding, and the role of the professional in working with children and young people to ensure that any issues of safeguarding are dealt with efficiently and effectively.

Learners will develop an understanding of the reason safeguarding is crucial in work with young people, how legislation shapes the way safeguarding issues are handled and the importance of professional standards and integrity within the health and social care setting. Learners will develop an understanding of the importance of partnership working, and how it can both contribute to promoting the safety and security of young people.

This unit considers current legislation and how the impact of serious case reviews can influence the direction of future policy.

## ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)		Pass	Merit	Distinction
The learner will:		The learner can:		
1	Understand legislation for safeguarding children and young people.	P1 outline current legislation and guidance within own UK home nation in relation to the safeguarding of children and young people	M1 analyse the impact of current safeguarding legislation on day to day work with children and young people	D1 evaluate how serious case reviews impact on legislation and practice
2	Understand partnership working to safeguard children and young people	P2 explain what is meant by partnership working in the context of safeguarding		
3	Understand how children and young people and those who work with them are protected in the workplace	P3 explain how workplace policies and procedures can protect children and young people and adults who work with them	M2 explain how practitioners can take steps to protect themselves in relation to safeguarding practice in a work setting	
		P4 explain ways in which concerns about poor practice in the workplace can be reported	M3 explain why whistle blowers and those whose practice or behaviour is being questioned should be protected	

Learning Outcome (LO)		Pass	Merit	Distinction
		The assessment criteria are the pass requirements for this unit.	To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
The learner will:		The learner can:		
4	Understand how to respond to evidence or concerns that a child or young person has been harmed, abused or bullied	P5 describe the possible signs, symptoms and behaviours that may indicate harm, abuse or bullying	M4 explain how to respond if a child or young person alleges harm, abuse or bullying	D2 analyse the role of a worker in identifying children or young people who may be at risk of being harmed, abused or bullied and who may benefit from early help and support
		P6 identify support systems available to a child or young person when harm, abuse or bullying is suspected		
5	Understand the importance of e-safety for children and young people	P7 explain the risks to children and young people of exposure to digital media	M5 evaluate ways of reducing risk to children and young people from digital media	

## TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

### **1 Understand legislation for safeguarding children and young people**

P1 Current legislation and guidance: Safeguarding Vulnerable Groups Act; Children Act, UNCRC, EYFS, Working Together to Safeguard Children guidance, Equality Act\*.

M1 Impact : positive, negative

D1 Serious case reviews : (e.g. Baby P case)

### **2 Understand partnership working to safeguard children and young people**

P2 Partnership working: (e.g. Collaboration, sharing, specialist roles. avoiding duplication, creating accountability)

### **3 Understand how children and young people and those who work with them are protected in the workplace**

P3 Policies and procedures: (e.g. safeguarding, equal opportunities, SEN, behaviour management, anti-bullying, internet safety, recruitment of staff, data protection, use of digital images, whistle blowing, complaints)

M2 Practice: (e.g. reporting concerns, recording accurately, maintaining confidentiality)

P4 Ways in which to report poor practice: (e.g. recording evidence, reporting to manager, whistle blowing, raising concerns with the Independent Safeguarding Authority)

M3 Protection: (e.g. presumption of innocence until proven not to be the case, potential slander, career damage, unfair dismissal, deter others from reporting poor practice, own protection, prevent unfounded allegations, maintain professional standards)

### **4 Understand how to respond to evidence or concerns that a child or young person has been harmed, abused or bullied**

P5 Signs, symptoms and behaviours that may indicate abuse: (eg disclosure or comments made to others, injury, inappropriate behaviour, changes in behaviour, being withdrawn, regression, acting out inappropriate behaviour, flinching away from sudden movement, hunger /thirst, weight loss not related to illness)

M4 How to respond: (e.g. listen, reassure, gain clarification, avoid leading questions, do not make promises to not pass on information, factual recording, appropriate reporting, confidentiality, follow setting procedure)

D2 Worker: (e.g. nursery nurse, child minder, social worker, carer)

P6 Support systems available: (e.g. supporting children and young people who disclose, empowering children and young people, awareness of potential impact on the child/young person and family members, re-establish safety, support groups and organisations (e.g. Child-line, Samaritans))

### **5 Understand the importance of e-safety for children and young people**

P7 Risks to children of digital media: Internet, mobile media devices (e.g. phones, tablet pc's, images, communications, bullying texts etc.)

M5 Reducing risk: (e.g. safe search settings, appropriate supervision, education; e.g. rules to maintain safety, awareness of risks, encouraging responsibility, understanding possible consequences for self and others)

\* Learners must be taught the legislation or its equivalent, should it be revised during the lifetime of the qualifications in which this unit is taught.

## DELIVERY GUIDANCE

### LO1 Understand legislation for safeguarding children and young people

P1 -Tutor led delivery on legislation related to safeguarding children and young people including media reports of some high profile cases (Baby P etc). This could be approached through a sorting activity whereby key legislation and serious case reviews have to be sorted chronologically. You could give groups of learners a piece of legislation to research and present findings to the whole group. Alternatively learners could be given a piece of legislation to research and then collaborate with others researching the same legislation. This could then go into a booklet containing relevant information on all legislation to be shared with the whole group.

M1 It would be especially beneficial for speakers working with children and young people and having safeguarding experience to talk to learners relating how their work is guided by current legislation

D1 From the activities already presented learners need to be able to identify how learning from high profile cases and the resulting serious case reviews impacts on legislation and practice within the sector.

### LO2 Understand partnership working to safeguard children and young people

P2 - Your delivery needs to illustrate the range of professionals who may be expected to work together in the context of safeguarding. Learners could be asked to review case studies which have been highlighted in the media including the range of professions

### LO3 Understand how children and young people and those who work with them are protected in the workplace

P3 - Learners need to appreciate that protection relates to a whole range of activity in the workplace and the underpinning policy and a range of policies could be presented. Learners may then consider if and how each might be related to safeguarding, e.g. collection of children, intimate care, mobile phone policy, internet safety etc. Learners might be able to bring policy in from work experience.

M2 - Learners would benefit from looking at safeguarding policies from a range of settings and identifying practitioner responsibility. Learners could be given scenarios with which to consider safe working practice/procedure to protect themselves; e.g. writing a nappy changing policy, changing

children for physical education procedure, appropriate responding to young people's requests to look at a rash on their body, consoling a distraught child, caring for a young person with a physical disability etc..

In small groups learners could be given scenarios (e.g. early years practitioner not following appropriate dress code, or not following changing of children procedures correctly in order to save time, adult using a mobile phone to check texts in a children's area) and consider how others (parents/ other professionals/ colleagues/children and young people) may interpret these actions, perhaps leaving the practitioner vulnerable to allegation. Learners should then suggest how and why it is important to maintain safe working practice and follow policies and procedures at all times.

P4 - Your delivery needs to illustrate professional responsibility and the concept of whistle blowing. Learners could be given scenarios and discuss the best way to report their concerns. e.g. a new practitioner dresses inappropriately, a practitioner seems to speak too sharply to children, a practitioner does not follow procedure to the letter when administering medication, the manager of the setting pulls a child up from the ground roughly by their arm.

M3 - To illustrate this concept you could use case studies from the media involving whistle-blowers and discuss these and recent changes in the protection of whistle-blowers (gov.uk).

### LO4 Understand how to respond to evidence or concerns that a child or young person has been harmed, abused or bullied

P5 - Your delivery needs to cover all different forms of bullying, harm or abuse and possible signs, symptoms and behaviours. Following this, in small groups, learners could further research a given area and present their findings to the whole group by way of a poster or presentation.

M4 - It is important that learners know exactly how to respond if a child or young person alleges harm, abuse or bullying and to know that inappropriate response can be very damaging both to the discloser and the worker. This would be best presented as a tutor led presentation, with adequate time for learner questions.

D2 - Following on from the delivery, it is important that learners appreciate that any future role as a worker may be to monitor concerns, and to escalate those concerns to the most appropriate person, depending on protocol and the level of concern. The previously suggested discussion could be

extended to consider how to minimise risk, or how the worker can initiate help and support for those who are deemed to be at risk (i.e. anti-bullying groups).

P6 - A guest speaker having experience in safeguarding would be a good source of information for the learner (e.g. social worker, sure start professional) Also looking at safeguarding policies is a good starting point as these policies often outline support structures and organisations/support groups.

### **LO5 Understand the importance of e-safety for children and young people**

P7 - Risks could be identified through group discussion, a discussion around media stories of the effects on individuals of media bullying or case studies involving children and young people coming to harm as a consequence of media images or internet communication.

M5 - You could direct learners to national and local campaigns which are used to raise the profile of the risks. Learners could assess the value of particular approaches in the form of a debate.

## ASSESSMENT GUIDANCE

The pass criteria for this unit could all be covered by the production of a staff handbook for new practitioners as follows:

**P1** A section that outlines current legislation within own UK home nation.

**P2** A section that explains partnership working in the context of safeguarding.

**P3** A section that explains how work-place policies and procedures can protect children, young people and the adults that work with them.

**P4** A section that explains the different ways that concerns about poor practice can be reported.

**P5** A section that describes the signs, symptoms and behaviours that may indicate bullying, harm or abuse

**P6** A section that identifies support systems available to a child or young person when harm, abuse or bullying is suspected.

**P7** A section that explains the risks of exposure to different digital media.

**M1** Learners could interview a practitioner who has to work to safeguarding legislation. The learners could critique their responses in an analysis of how current safeguarding legislation impacts on day to day.

**M2** Learners could be given a scenario in which they are a manager and have to discuss with a practitioner concerns that have been raised about poor practice in relation to self-protection in their daily activities. The manager could produce a leaflet for the staff member that explains how the practitioner can protect themselves in relation to safeguarding.

**M3** This could be assessed in the form of a newspaper article explaining the reasons why whistle blowing is encouraged in certain circumstances and the steps that should be taken to protect whistle blowers.

**M4** A policy or handbook insert could be written by the learner that explains the appropriate response to disclosure.

**M5** You could ask learners to produce a guidance document for parents on ways in which they can protect their children with an evaluation of different methods. The evaluation should contain at least two ways of reducing the risks to

children and young people from the use of digital media.

**D1** Learners could conduct case studies of at least two serious case reviews and evaluate how these impacted on subsequent legislation.

**D2** Learners could be given a case study in which they analyse the role of the worker and the actions that they could have taken to enable early help and support for the child or young person.



## RESOURCES

### Websites

[www.education.gov.uk/aboutdfe/statutory/g00213145/safeguarding-children-safer-recruitment](http://www.education.gov.uk/aboutdfe/statutory/g00213145/safeguarding-children-safer-recruitment)

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[www.keepingchildrensafe.org.uk/sites/default/files/KCSTool4%20-%20English.pdf](http://www.keepingchildrensafe.org.uk/sites/default/files/KCSTool4%20-%20English.pdf)

[www.gov.uk/whistleblowing/overview](http://www.gov.uk/whistleblowing/overview)

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/183340/11-641-blowing-the-whistle-to-a-prescribed-person.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/183340/11-641-blowing-the-whistle-to-a-prescribed-person.pdf)



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