

**Unit Title:** **Lead practice to support the safeguarding and protection of children and young people in residential childcare**

OCR unit number: 4  
 Sector unit number: RCC 5.4  
 Level: 5  
 Credit value: 8  
 Guided learning hours: 55  
 Unit reference number: M/506/8362

## Unit aim and purpose

This unit provides the knowledge and skills required to lead practice that supports the safeguarding and protection of children and young people in residential childcare settings.

Learning Outcomes	Assessment Criteria	Additional guidance
<p><b>The Learner will:</b></p> <p>1 Understand the impact of current legislation for the safeguarding of children and young people</p>	<p><b>The Learner can:</b></p> <p>1.1 Explain the current legislative framework that underpins the safeguarding of children and young people</p> <p>1.2 Analyse how current national and local guidelines, policies and procedures for safeguarding affect <b>working practices</b> with children and young people</p> <p>1.3 Review how processes used in the work setting comply with current legislation</p> <p>1.4 Explain the relationship between safeguarding and child protection</p>	<p><b>Working practices</b> e.g.</p> <ul style="list-style-type: none"> <li>• Childcare practice</li> <li>• Child protection</li> <li>• Risk assessment</li> <li>• Ensuring the voice of the child or young person is heard (e.g. providing advocacy services)</li> <li>• Supporting children and young people and others who may be expressing concerns</li> <li>• Working practices that protect practitioners and children/ young people</li> </ul>
<p>2 Be able to participate in local networks to safeguard children and young people</p>	<p>2.1 Identify the range of <b>agencies and organisations</b> involved in local networks for safeguarding of children and young people</p>	<p><b>Agencies and organisations</b> may include</p> <ul style="list-style-type: none"> <li>• Social services</li> <li>• NSPCC</li> <li>• Health visitors</li> <li>• GP</li> <li>• Probation</li> <li>• Police</li> <li>• School</li> <li>• Psychology service</li> </ul>

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	<p>2.2 Assess the importance of developing and implementing information sharing protocols across agencies in relation to suspected harm or abuse</p> <p>2.3 Work with other agencies and organisations in local networks using agreed protocols</p>	
<p>3 Be able to lead practice that minimises the risk of potential, actual and alleged harm by team members</p>	<p>3.1 Implement policies and legal requirements that support safe recruitment of team members</p> <p>3.2 Support team members to recognise the power inherent in their role and the potential for this to be abused</p> <p>3.3 Support team members to understand how following policies and procedures protects them from allegations and complaints as well as protecting children and young people from harm</p>	
<p>4 Be able to lead practice that minimises the risk of harm and abuse in the care setting</p>	<p>4.1 Lead a culture where the needs of children or young people are paramount</p> <p>4.2 Support team members to develop positive, trusting and consistent relationships in which children or young people are listened to and heard</p> <p>4.3 Implement systems to ensure that children or young people are able to raise concerns and complaints and have them promptly addressed</p> <p>4.4 Analyse the roles of advocates and <b>independent visitors</b> in relation to safeguarding children and young people in care</p>	<p><b>Independent visitors</b> are specially trained volunteers with the designated role of befriending and advising a looked after child or young person</p>

Learning Outcomes	Assessment Criteria	Additional guidance
<p>5 Be able to implement policies and procedures for safeguarding children and young people</p>	<p>5.1 Identify <b>policies and procedures</b> needed for comprehensive safeguarding in a residential childcare setting</p> <p>5.2 Lead the implementation of policies and procedures for safeguarding children or young people</p> <p>5.3 Manage training for team members about harm and abuse, warning signs and actions they must take if harm or abuse is alleged or suspected</p> <p>5.4 Provide information and mentoring to team members about safeguarding</p> <p>5.5 Evaluate own role in ensuring prompt response to suspicions of harm or abuse</p> <p>5.6 Challenge <b>poor practice and attitudes</b> in relation to safeguarding</p> <p>5.7 Support continuous improvement to practice and attitudes in relation to safeguarding</p>	<p><b>Policies and procedures required for safeguarding</b> e.g.</p> <ul style="list-style-type: none"> <li>• Listening to children and young people</li> <li>• Sharing concerns and recording/ reporting incidents</li> <li>• Dealing with allegations</li> <li>• Duty of care</li> <li>• Whistleblowing</li> <li>• Propriety and behaviour</li> <li>• Physical contact/ Intimate personal care</li> <li>• Off site visits</li> <li>• Photography and video</li> <li>• Bullying</li> <li>• Use of the internet and mobile phones</li> <li>• Missing from care</li> <li>• Visitors</li> <li>• Timely and accurate information sharing</li> <li>• Partnership working</li> <li>• Safer recruitment</li> </ul> <p><b>Poor practice and attitudes</b> e.g.</p> <ul style="list-style-type: none"> <li>• denial of the issue</li> <li>• blaming the victim</li> <li>• not listening to and hearing children and young people</li> <li>• being inconsistent or untrustworthy</li> <li>• not placing the child or young person's needs first</li> <li>• becoming desensitised to issues of harm and abuse</li> <li>• being overprotective</li> <li>• failing to report suspicions at an early stage</li> <li>• failing to share information</li> <li>• failing to work in partnership with key agencies</li> </ul>

Learning Outcomes	Assessment Criteria	Additional guidance
<p>6 Understand situations that present high risk of harm for children and young people</p>	<p>6.1 Identify situations and circumstances that present high risk of harm or abuse for children and young people</p> <p>6.2 Analyse known characteristics of <b>perpetrators and their behaviours</b> that make it difficult for children and young people to report harm or abuse or for others to recognise and address abusive activity</p> <p>6.3 Explain why children and young people in care can become involved with groups and gangs and why this presents additional risks of harm and abuse</p>	<p><b>Perpetrators and their behaviours e.g.</b></p> <ul style="list-style-type: none"> <li>• Position of power in the organisation</li> <li>• Position of power in the community (e.g. through business, political or faith groups)</li> <li>• Celebrity status</li> <li>• Fellow resident/peer</li> <li>• Grooming (of the child or young person and those around them)</li> <li>• Threats of reprisals</li> <li>• Promises of rewards</li> <li>• Denial of behaviour as abusive</li> <li>• Targeting boys and young men (in relation to sexual abuse)</li> </ul>
<p>7 Understand approaches that address child sexual exploitation</p>	<p>7.1 Analyse research and official inquiries to identify <b>key features</b> of child sexual exploitation</p> <p>7.2 Analyse trends in child sexual exploitation in the context of human trafficking</p> <p>7.3 Analyse ways in which children and young people in care are particularly vulnerable to harm from child sexual exploitation and grooming</p> <p>7.4 Explain the roles of <b>key partners</b> involved in local networks to address sexual exploitation of children and young people</p> <p>7.5 Explain the purpose and key features of <b>problem profiling</b></p> <p>7.6 Describe ways to contribute to <b>local strategies</b> to combat child sexual exploitation</p>	<p><b>Key features</b> include:</p> <ul style="list-style-type: none"> <li>• common patterns of child sexual exploitation both within and outside the setting</li> <li>• myths about those who sexually exploit</li> <li>• profiles of those who sexually exploit</li> <li>• distinguishing features of abusive and non-abusive sexual activity</li> </ul> <p><b>Key Partners</b> include:</p> <ul style="list-style-type: none"> <li>• Sexual Health Services</li> <li>• Police, Crown Prosecution Service</li> <li>• Youth Offending Services</li> <li>• Probation Services</li> <li>• Housing Services</li> <li>• Drug and Alcohol Services</li> <li>• Mental Health Services, including Child and Adolescent Mental Health (CAMHS)</li> <li>• Community Health Services, including GPs</li> <li>• Hospital Trusts</li> <li>• Education Services</li> <li>• Voluntary and Community</li> </ul>

Learning Outcomes	Assessment Criteria	Additional guidance
		sector <ul style="list-style-type: none"> <li>• family and carers</li> </ul> <p><b>Problem Profiling</b> ie building a picture :</p> <ul style="list-style-type: none"> <li>• of gangs, groups, individuals, businesses and neighbourhoods which increase the risk of child sexual exploitation</li> <li>• of the potential victims who are vulnerable to sexual exploitation and grooming</li> </ul> <p><b>Local strategies</b> may involve:</p> <ul style="list-style-type: none"> <li>• local authorities,</li> <li>• Local Safeguarding Children Boards (LSCBs)</li> <li>• Multi Agency Safeguarding Hubs (MASH)</li> </ul>
8 Be able to review policies and procedures for safeguarding children and young people in residential childcare	8.1 Develop a <b>plan to review</b> the policies and procedures for safeguarding children or young people  8.2 Implement a review of policies and procedures for safeguarding children or young people  8.3 Analyse findings from a review of policies and procedures  8.4 Work with others to implement an action plan to improve policies and procedures	<p><b>A plan to review</b> should include:</p> <ul style="list-style-type: none"> <li>• The views of children and young people</li> <li>• Current guidance arising from inquiries and serious case reviews</li> <li>• Liaison with different organisations</li> </ul>

## Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 2, 3, 4, 5 and 8 must be assessed in a real work environment

Assessment decisions for competence based learning outcomes (e.g. those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

## National Occupational Standards (NOS) mapping/signposting

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This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It is a requirement for new staff working in residential childcare to be working towards these qualifications from 01/01/15. 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 SCDHSC0044, SCDMCB1.

## Functional skills signposting

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

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

## Additional information

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We do 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.

The Centre Handbook contains important information for anyone delivering this unit which is part of the residential childcare qualifications.

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' on our website [www.ocr.org.uk](http://www.ocr.org.uk).