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DEVELOP AND MAINTAIN AN ENVIRONMENT WHICH SAFEGUARDS AND PROTECTS CHILDREN AND YOUNG PEOPLE

Unit Overview

Elements of Competence

- 49a Develop and maintain an open and safe environment
- 49b Assess risk and minimise harm to individual children and young people and the group
- 49c Protect children and young people from emotional, physical and sexual abuse, neglect and bullying
- 49d Create and maintain an environment which promotes acceptable behaviour

About this unit

For this unit there is an expectation that you will evidence how health and safety policies and procedures meet legal, regulation and service requirements and that staff, understand and comply with these. You will need to critically appraise policy and procedures so that the best interests of all those working in, and using the provision are served.

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49a Develop and maintain an open and safe environment

Performance criteria

You need to show that:

- 1 You actively involve children and young people in the group's social life, counter isolation and support those who, for any reason, do not readily fit in the group
- 2 You ensure mutual respect and understanding between children and young people and staff within clear professional and personal boundaries
- 3 You ensure a written policy and procedural guidelines for representations and complaints are in place, implemented and reviewed according to legal and regulation requirements
- 4 You ensure effective and efficient recording and reporting procedures are in place, implemented and reviewed for representations and complaints and that comments and feedback are used to inform future practice
- 5 You ensure staff receive training on complaints procedures
- 6 You ensure that children and young people, their families and significant others know how, and feel able to complain, and are confident that their concerns will be taken seriously if they are unhappy with any aspect of the provision
- 7 You respect the rights of children and young people to confidentiality and privacy, taking account of any restrictions that have been placed upon specific children

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49b Assess risk and minimise harm to individual children and young people and the group

Performance criteria

You need to show that:

- 1 You contribute to the assessment of needs and of any associated risks to the children and young people, including physical, emotional and sexual abuse, and risks posed by systematic, organised abuse and paedophile rings
- 2 You ensure that staff, children and young people, families and significant others understand the nature of different risks (including those arising from substance abuse, prostitution and self harm) and know how to take appropriate act
- 3 You ensure staff supervision and direct work with children and young people includes assessing and managing harmful risk
- 4 You assess and manage, as appropriate, the possibility of restrictive physical intervention being part of a child's/young person's care plan
- 5 You assess and manage the risk children and young people could be subjected to by the offending behaviour of others and take appropriate action
- 6 You assess and take action to minimise risk where children and young people are likely to become, or are involved in offending behaviour
- 7 You record and report risk assessments according to legal, regulatory and service requirements

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49c Protect children and young people from emotional, physical and sexual abuse, neglect and bullying

Performance criteria

You need to show that:

- 1 You implement and review policies and procedures for the protection of children and young people including policies for those absent without authority, and for countering bullying
- 2 You implement and review policies and procedures for the prevention of abuse to children and young people, including protection from organised abuse and paedophile rings
- 3 You ensure policies and procedures for the protection of children and young people are known and understood by all staff and that they have been appropriately trained in their implementation
- 4 You establish systems for the prompt communication of suspicions and allegations of abuse, and ensure they are properly responded to in accordance with child protection procedures
- 5 You ensure that practice:
 - provides the necessary protection for children and young people whilst balancing their rights and those of the parents/carers
 - challenges and takes appropriate action to recognise dangerous, abusive, discriminatory or exploitative behaviour
- 6 You ensure recording and reporting procedures are sensitive to the wishes and needs children and young people and are in accordance with legal, regulation and child protection procedures

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49d Create and maintain an environment which promotes acceptable behaviour

Performance criteria

- 1 You review regularly the implementation and effectiveness of behavioural management policies and practices for:
 - restrictive physical intervention
 - reducing, minimising and preventing offending behaviour
 - control and disciplinary measures appropriate to the age, understanding and individual needs
- 2 You ensure that staff are aware of, and trained in, and that their practice follows policy on sanctions and restrictive physical interventions
- 3 You ensure that staff practice sets and maintains safe, consistent and understandable boundaries for children and young people in relation to acceptable behaviour
- 4 You ensure that systems are in place and used for accurate and evidenced recording of acceptable and unacceptable behaviour and any sanctions used
- 5 You monitor and review the organisation's records of sanctions and restrictive physical interventions in accordance with legal, regulation and child protection procedures

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Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit. When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

Values

- 1 Approaches to managing diversity

Legislation and organisational policy and procedures

- 2 The philosophy, scope and application of relevant legislation for working in social care
- 3 Employment legislation, policies, regulation and standards for maintaining a healthy, safe work environment
- 4 Fire safety, food hygiene and infection control regulations
- 5 Lifting and handling regulations
- 6 Key government initiatives about:
 - violence against social care staff
 - service standards
 - health and safety working practices
- 7 Lessons learned from both serious failure of service and practice, and from successful interventions
- 8 Regulatory frameworks for the service and the workforce

Theory and practice

- 9 The impact that the organisation's culture, staff morale, and levels of violence and aggression has on the quality of care and on staff performance
- 10 Approaches to:
 - managing resistance to change and development
 - risk assessment and risk management to secure a safe and healthy environment
 - developing a healthy, safe, positive and nurturing environment
- 11 The impact of:
 - stress and conflict on organisational performance,
 - the external environment on health and safety
- 12 Methods for monitoring work conditions to ensure they meet health and safety requirements, and to make improvements
- 13 Organisational requirements, practices and procedure for maintaining a healthy, safe and productive work environment and assessing and minimising risk to self, staff and others within and outside the provision
- 14 Organisational procedures and practices for reporting and recording, access to and the security and confidentiality of information

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Knowledge specification for the whole of this unit (continued)

- 15 Theories, models for practice and techniques, grounded on research of what works best, which for this unit will focus on:
- health and safety
 - risk assessment and management
 - dealing with violence and aggression
 - supervision
 - motivation
 - individual and team development
 - stress management
- 16 A workforce development approach focused on workforce analysis and workforce planning, underpinned by an understanding of induction, qualifications, awards and continuous professional development
- 17 The use of occupational standards for human resource purposes
- 18 Approaches to effective communication
- 19 The importance of:
- consulting with individuals and groups to encourage open and frank discussions and feedback on health and safety and risk issues
 - encouraging effective relationships with staff, between staff, and individuals within the provision, their families and significant others to develop trust and openness that will enable issues related to health, safety and risk to be discussed
- 20 Factors that may lead staff to take undue risks including organisational cultures and the impact of stress on professional judgement
- 21 The use of supervision and team meetings to promote safe working practices and mutual support
- 22 Working with external management and governance on health, safety and risk assessment procedures and issues

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Evidence requirements for this unit

- Direct observation by assessor and/or an expert witness is required for some of the performance criteria for every element in this unit.
- Prior to commencing the unit you should agree a plan with your assessor regarding the types of evidence to be used.
- You must provide your assessor with evidence for ALL the performance criteria and ALL the knowledge requirements and the relevant parts of the SCOPE as applicable to your workplace.
- The evidence must, at all times, reflect the policies and procedures of the workplaces as linked to current legislation and values and principles for best practice within the Health and Social Care Sector. This will include the National Service Standards for your area of work or client group.
- All evidence should relate to real work activities for ALL elements of this unit.
- Simulation is NOT permitted for this unit.

Competences can be demonstrated using a variety of types of evidence from the following:

- **Work products:** these can be any record that you would normally use within your normal role eg supervision notes, outline of training plans, policies and procedures and incident reports, etc.
- **Assignments/projects:** you may have already completed a project or assignment (for example from HNC, NC, VRQ, BTec courses, D32, 33, 34, A1 and V1). You could also use development.
- **Reflective accounts:** you describing your actions in a particular situation(s) and reflection on the reason(s) for you practicing in that way, in relation to the individuals you work with and their day to day progress.
- **Questioning and professional discussions:** you and your assessor may agree on questions to demonstrate your knowledge and/or performance, to supplement the evidence demonstrated through observations, products and reflective accounts. These can be oral or written but evidence of this must be recorded.
- **Witness testimonies:** these could be from other people who could provide evidence of your ability to develop and support practices that value and protect children and young people.

NB Confidential records are not required in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.