**Understand how to safeguard the wellbeing of**

**Children and Young People**

**Level 3 Playwork – Unit 1**

**Workbook for LO1**



Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwis8fzG66zXAhUrJ8AKHbYFAMQQjRwIBw&url=http://adullamsocialenterprises.org/safeguarding-children-and-young-people/&psig=AOvVaw12ENzvu8HxvLVrfpIUSqym&ust=1510156949734592)

Introduction

The childcare sector places the well-being of children at the heart of all its services. Unfortunately some children and young people are exposed to dangers resulting from the words and actions of other people.

In this unit learners will gain an understanding of how the childcare sector aims to defend children and protect them from this kind of abuse, and how the sector is learning the lessons of past failures.

**Learning outcomes: *Unit 1 has seven learning outcomes:***

This workbook is designed to support the assessment criteria for:

***Learning Outcome 1:***

Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people.

**Learning Outcome 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 protection, information handling and sharing

Legislation: 1.1 & 1.2

**Task 1**

Research current legislation and local guidelines that deal with safeguarding children and young people. Create a simple summary of the key points of each.

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| Legislation/guidelines | Key points |
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**Task 2**

Many people think that safeguarding is simply another name for child protection. Create a leaflet for parents to explain the concept of safeguarding so that they are better able to understand the wider implications of the term and how it is reflected in your setting.

Shaping policies and procedures: 1.3

Look at the following key documents. Give one or two examples for each one that describe how your setting’s safeguarding policies and procedures have been shaped by it.

**Childcare Act 2004**

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| Your setting’s policy/procedure | How it has been shaped by the Act |
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**United Nations Convention on the Rights of the Child**

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| Your setting’s policy/procedure | How it has been shaped by the Convention |
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**The Children Act 1989**

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| Your setting’s policy/procedure | How it has been shaped by the Act |
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**The Early Years Foundation Stage Statutory Framework**

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| Your setting’s policy/procedure | How it has been shaped by the Framework |
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Serious case reviews (SCRs)

Read the attached Serious Case Review published in 2016. Or search for ‘Serious Case Review’ or your ‘Local Safeguarding Children Board’. Make sure that you read and understand the definition of a serious case review before doing this activity.

Abstract Death of a 21-month-old boy from serious injuries in June 2011.

Following the child's death, the mother's boyfriend was sentenced to eight years for manslaughter and the mother to 15 months for child cruelty. Mother had recently moved out of maternal grandmother’s home into her own tenancy, and her new partner spent significant amounts of time there.

Mother had a history of: mental health problems, childhood sexual abuse and abusive relationships. Partner had a history of substance misuse. Issues identified include: the failure of GPs to consider safeguarding issues when treating parents of vulnerable children and inadequate screening of referrals of concern to children’s social care. Identifies a number of improvements to practice since the interim findings of the review were published, including: improved GP engagement in the child protection process and the development of the Multi-Agency Safeguarding Hub.

Recommendations include: that the Safeguarding Board should routinely evaluate measures taken by Children’s Social Care to improve the screening of referrals and that the Mental Health Trust should promote guidance on protecting children and young people for doctors who treat adult patients. Includes Birmingham Safeguarding Children Board’s response to the review, their judgement that the report was “unfairly unbalanced” and their decision not to fully accept the review’s findings and recommendations.

From the information received consider the following questions:

1. What prompted the review?

2. What did the review seek to find out?

3. What were the main conclusions and recommendations of the review?

4. How might this review affect policies and procedures in your setting?

Data protection: 1.5

**Task 1**

Fill in the gaps in this paragraph about data protection, using the words in the box below.

The Data Protection Act 1998 is important which stops personal

information being passed on without a person’s . It applies both

to information stored on computer and on paper.

Organisations that collect personal information must register with the Information

Commissioner’s Data Protection and must comply

with key principles of data processing. In education settings,

most information collected is personal and it is very important to understand

your personal under the Act. Passing on personal information

to others without is a of data protection and could

result in a hefty , data sanctions and loss of in your

setting. This is why you must obtain parents’ consent to contact

other professionals or to pass information about them or their child to other

people. The exception to this rule is if you believe the child’s

to be at risk.

trust eight obligations fine Register legislation

always only consent breach permission safety

**Task 2**

Use the internet to find the eight principles of the Data Protection Act 1998. Choose two principles and explain what this means for your own practice. An example has been completed for you. *e.g. Information must be kept securely. We must make sure that personal information does not fall into the wrong hands by keeping personal information in a strong, locked cabinet.*

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**Task 3**

Write a letter to parents explaining how your setting complies with data protection. Tell them: how your setting uses personal information, what you use it for, how you store it, how they can see and correct their information if they want to and your setting’s Data Protection Register number.

Find out what your setting’s policy is on passing on personal information and include the key points in your letter. Tell them also where they can find out more should they wish.

Dear Parents

**Task 4**

Dealing with safeguarding raises questions about data protection, confidentiality and information sharing.

Look carefully at your setting’s policies on information handling and identify how these sometimes conflicting requirements are balanced.