**Understand how to safeguard the wellbeing of**

**Children and Young People**

**Level 3 Playwork – Unit 1**

**Workbook for Learning Outcome 3**



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

Date Submitted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



 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 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 you

3.3 evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistle

 blowers 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

Complete each of the task shown and then utilise the notes collected to prepare for a professional discussion with your allocated Teaching and Learning Coordinator

Safe working definitions: 3.1, 3.2, 3.3 & 3.4

**Task 1**

Briefly explain what is meant by each of the following terms when applied to policies and procedures for safe working.

Whistle-blowing

Duty of care

Working in an ‘open and transparent way’

Propriety and behaviour

Explain why it is important to obtain the correct background checks on people working with children and young people

**Task 2**

Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistle blowers and those whose practice or behaviour is being questioned are protected

|  |  |  |
| --- | --- | --- |
| How can I report poor practice | How can the whistle blower be protected | How can my colleagues be protected |
|  |  |  |
|  |  |  |

How can practitioners take steps to protect themselves within their everyday practice:

a) in the work setting?

b) on off-site visits?

Professional Discussion: Playwork – Level 3

|  |  |  |
| --- | --- | --- |
| Candidate |  | Units  |
| Date |  | **Unit 1****Learning Outcome 3****3.1, 3.2, 3.3 & 3.4** |
| Venue |  |
| Assessor |  |
| Supporting evidence is required for this assessment method. You may use video or audio recordings, as well as photographs and work products. | Evidence record no. |
|  |

|  | Recording time |
| --- | --- |
| **L/O 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  Whistle blowers 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 |  |