Unit 2: Understand How to Safeguard and Protect Children and Young People in Residential Childcare

Unit reference number: T/506/8363
QCF level: 3
Credit value: 7
Guided learning hours: 63

Unit summary

This unit assesses your knowledge, understanding and skills required to support the important areas of safeguarding and protection. It explores types of abuse and the indicators of each and the need to follow policies and procedures for safeguarding and protecting children and young people.

The unit develops your knowledge and understanding of the importance of safeguarding and protection of children and young people in residential childcare, approaches to working and how they are underpinned by legislation and policy. The support that networks can provide in order to reduce the risk of harm is discussed, as are situations which could lead to the perpetration of harm or abuse for children and young people. Ongoing monitoring and evaluation of agreed ways of working and policies and procedures, are key to ensuring the safety and security of children and young people and the unit further endorses this aspect of practice.

Additional information

Policies and procedures for safe working e.g. those relating to
- Working in an open and transparent way
- Listening to children and young people
- Duty of care
- Whistleblowing
- Power and positions of trust
- Propriety and behaviour
- Physical contact
- Intimate personal care
- Off site visits
• Photography and video
• Use of social media
• Sharing concerns and recording/reporting incidents
• Child sexual exploitation

**Working practices** e.g.
• Ensuring the voice of the child or young person is heard (e.g. providing advocacy services)
• Supporting children and young people and others who may be expressing concerns
• Risk assessment

**Types of abuse** may be
• Physical
• Emotional
• Sexual
• Financial
• Bullying
• Self-harm
• Neglect
• Exploitation by gangs and groups

**Perpetrators and their behaviours** e.g.
• Position of power in the community or organisation
• Celebrity status
• Fellow resident/peer
• Grooming (of the child or young person and those around them)
• Threats of reprisals
• Promises of rewards
• Denial of behaviour as abusive
• Targeting boys and young men (in relation to sexual abuse)

**Bullying** e.g.
• Physical (Pushing, kicking hitting, pinching and other forms of violence or threats)
• Verbal (Name-calling, insults, sarcasm, spreading rumours, persistent teasing)
• Emotional (tormenting, ridicule, humiliation, excluding)
• Cyberbullying (the use of technology, particularly mobile phones and the internet, deliberately to upset someone else)
• Child on child/child on adult/adult on child
• Specific types of bullying which can relate to all the above such as homophobic or gender based, racist, relating to special educational needs and disabilities
**Key Partners** include

- Sexual Health Services
- Police, Crown Prosecution Service
- Youth Offending Services
- Probation Services
- Housing Services
- Drug and Alcohol Services
- Mental Health Services, including Child and Adolescent Mental Health (CAMHS)
- Community Health Services, including GPs
- Hospital Trusts
- Education Services
- Voluntary and Community sector
- family and carers

**Multi agency forums** e.g.

- Local Safeguarding Children’s Boards
- Multi Agency Safeguarding Hubs
# Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

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<th>Learning outcomes</th>
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| 1 Understand the context of safeguarding and protection of children and young people | **1.1** Define the term safeguarding in relation to children and young people  
**1.2** Explain how child protection relates to safeguarding  
**1.3** Outline current legislation, national guidelines and policies affecting the safeguarding and protection of children and young people |
| 2 Understand policies and practices for the protection of children and young people and the adults who work with them | **2.1** Explain why it is important to ensure children and young people are protected from harm and abuse  
**2.2** Explain how findings from official inquiries and serious case reviews are used to inform practice  
**2.3** Identify **policies and procedures** that are in place to protect children and young people and the adults who work with them  
**2.4** Analyse how **working practices** with children and young people reflect national and local guidelines, policies and procedures for safeguarding  
**2.5** Explain how following procedures helps protect team members from allegations and complaints as well as protecting children and young people from harm and abuse  
**2.6** Explain the importance of building positive, trusting and consistent relationships with children and young people who are vulnerable to harm or abuse  
**2.7** Describe systems and practices to ensure children and young people can voice allegations, concerns and complaints and be confident these will be addressed |
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<td>3 Understand the nature of abuse that can affect children and young people in residential childcare</td>
<td>3.1 Describe types of abuse that a child or young person may experience 3.2 Describe signs and indicators associated with each type of abuse 3.3 Describe factors which increase the vulnerability of children and young people in residential childcare 3.4 Summarise common myths about people who harm and abuse children and young people 3.5 Describe known characteristics of perpetrators and their behaviours that can make it difficult for children and young people to report harm or abuse and for others to recognise and address abusive activity</td>
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<td>4 Understand how to address concerns about abuse</td>
<td>4.1 Outline the actions to be taken in line with policies and procedures if abuse is suspected 4.2 Explain the importance of early identification of abuse 4.3 Explain why warning signs may be mis-interpreted or ignored 4.4 Explain reasons why a child or young person may not recognise that they are being abused or exploited 4.5 Explain reasons why a child or young person may not disclose that they are being abused or exploited</td>
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<td>5 Understand policies, procedures and practices to address bullying</td>
<td>5.1 Explain the effects of different types of bullying on children and young people 5.2 Outline the policies and procedures that should be followed in response to concerns or evidence of bullying 5.3 Explain why policies and procedures regarding bullying are necessary 5.4 Explain how to support a child or young person when bullying is suspected or alleged</td>
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<td>6  Understand principles for e-safety</td>
<td>6.1 Explain the risks and possible consequences for children and young people from:</td>
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<td>• social networking</td>
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<td>6.2 Describe ways of reducing risk to children and young people from:</td>
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<td>7  Understand how to minimise risk of harm to a child or young person who goes missing from care</td>
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<td>8  Understand child sexual exploitation</td>
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<td>8.2 Describe how child sexual exploitation differs from non-abusive sexual activity</td>
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<td>8.3 Outline different patterns of child sexual exploitation in relation to:</td>
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<td>• Gangs</td>
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<td>• Groups</td>
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<td>• Solo perpetrators</td>
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<td>8.4 Describe typical behaviour patterns of those who sexually exploit children and young people</td>
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<td>8.5 Describe the support that should be offered to a child or young person who has been the victim of child sexual exploitation</td>
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<td>8.6 Explain the role of <strong>key partners</strong> in protecting children and young people from sexual exploitation</td>
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| **9** Understand the concept of multi-agency working to safeguard children and young people | 9.1 Explain what is meant by multi-agency working in the context of safeguarding  
9.2 Identify **multi agency forums** which coordinate the safeguarding of children and young people locally  
9.3 Describe the roles and responsibilities of the different organisations that may be involved in situations where  
- harm or abuse is suspected or disclosed  
- a child or young person has been abused or harmed  
- a child or young person has gone missing from care |
| **10** Understand how to empower children and young people to develop strategies to protect their own safety and well being | 10.1 Explain the importance of building children and young people’s resilience, self-confidence and self-esteem  
10.2 Describe ways to work with children and young people to enable them to develop protective strategies  
10.3 Describe ways of empowering children and young people to make informed choices that support their safety |
| **11** Understand process and procedures when there are concerns about practice | 11.1 Explain how to report concerns about practice in the work setting  
11.2 Describe ways in which whistleblowers are protected in the work setting  
11.3 Explain why those whose practice is being questioned are also protected and how this is achieved  
11.4 Explain the process of escalating concerns about practice if they are not being addressed |
1 Understand the context of safeguarding and protection of children and young people

The term safeguarding in relation to children and young people: protecting children from harm and abuse; preventing impairment of children’s health or development; ensuring that children are growing up with the provision of safe and effective care; taking action to enable all children and young people to have the best outcomes possible

How child protection relates to safeguarding: safeguarding has broader parameters than child protection; safeguarding involves protecting children from harm and abuse; protecting from mistreatment; preventing impairment of children's health or development; ensuring children grow up in safe settings; child protection is a part of safeguarding and the promotion of a child’s welfare and includes activities undertaken to prevent children suffering; or likely to suffer; harm


Policies and procedures affecting the safeguarding and protection of children and young people: childcare practice; child protection; risk assessment; ensuring the voice of the child or young person is heard (e.g. providing advocacy services); supporting children and young people and others who may be expressing concerns; working practices that protect practitioners and children/young people

2 Understand policies and practices for the protection of children and young people and the adults who work with them

Why it is important to ensure children and young people are protected from harm and abuse: vulnerability; duty of care; risk

How findings from official inquiries and serious case reviews are used to inform practice: guidance; safe practice; protocols; evidence based; staffing; competence; training; policies; procedures

Policies and procedures that are in place to protect children and young people and the adults who work with them: e.g. those relating to working in an open and transparent way; listening to children and young people; duty of care; whistleblowing; power and positions of trust; propriety and behaviour; physical contact; intimate personal care; off site visits; photography and video; use of social media; sharing concerns and recording/reporting incidents; child sexual exploitation
How working practices with children and young people reflect national and local guidelines, policies and procedures for safeguarding: e.g. ensuring the voice of the child or young person is heard (e.g. providing advocacy services); supporting children and young people and others who may be expressing concerns; risk assessment

How following procedures helps protect team members from allegations and complaints as well as protecting children and young people from harm and abuse: safe practice; protection; agreed ways of working; recording; reporting; documenting

The importance of building positive, trusting and consistent relationships with children and young people who are vulnerable to harm or abuse: continuity; someone to report to/confide in; self-esteem; confidence; achievement; development

Systems and practices to ensure children and young people can voice allegations, concerns and complaints and be confident these will be addressed: complaints procedure; feedback; monitoring; review; open forums; confidentiality

3 Understand the nature of abuse that can affect children and young people in residential childcare

Types of abuse that a child or young person may experience: e.g. physical; emotional; sexual; financial; bullying; self-harm; neglect; exploitation by gangs and groups

Signs and indicators associated with each type of abuse: physical – bruising, burns, fractures; emotional – anxiety, low self-esteem; sexual – pain, bleeding, pregnancy; financial – lack of money, no funds for food; bullying – not wanting to go out/to school, upset/anxious, ill; self-harm – burns, cuts; neglect – unkempt, hungry; exploitation by gangs and groups; fraud; theft

Factors which increase the vulnerability of children and young people in residential childcare: disability; learning disability; age; environment; poor mental health; low self-esteem; awareness; carer support

Common myths about people who harm and abuse children and young people: gender; only harmed or abused by strangers; women do not harm or abuse children or young people; not accepting it could happen in any setting; perpetrators have been abused themselves

Known characteristics of perpetrators and their behaviours that can make it difficult for children and young people to report harm or abuse and for others to recognise and address abusive activity: e.g. position of power in the community or organisation; celebrity status; fellow resident/peer; grooming (of the child or young person and those around them); threats of reprisals; promises of rewards; denial of behaviour as abusive; targeting boys and young men (in relation to sexual abuse)

4 Understand how to address concerns about abuse

The actions to be taken in line with policies and procedures if abuse is suspected: reporting; recording; preservation of evidence; support for child/young person; reassurance; record the disclosure including date, time, what was said; remain non-judgemental; take allegations seriously; listen carefully to child or young person; avoid asking excessive number of questions

The importance of early identification of abuse: safeguarding for child or young person; place of safety; support; guidance; identification of abuser; duty of care
Why warning signs may be mis-interpreted or ignored: believing the child or young person; awkward situation; confidence in addressing the situation; may be telling tales; signs may be from play/social activities

Why a child or young person may not recognise or disclose that they are being abused or exploited: shame; embarrassment; threat; not aware of abuse or exploitation taking place; position of power of perpetrator; further harm or abuse; no one to confide in; fear of removal/repercussions

5 Understand policies, procedures and practices to address bullying

The effects of different types of bullying on children and young people: e.g. physical (pushing, kicking, hitting, pinching and other forms of violence or threats); verbal (name-calling, insults, sarcasm, spreading rumours, persistent teasing); emotional (tormenting, ridicule, humiliation, excluding); cyberbullying (the use of technology, particularly mobile phones and the internet, deliberately to upset someone else); child on child/child on adult/adult on child; specific types of bullying which can relate to all the above such as homophobic or gender based; racist; relating to special educational needs and disabilities

The policies and procedures that should be followed in response to concerns or evidence of bullying: procedures to prevent bullying in the setting; all staff, parents, carers and children or young people made aware of the procedures that should be followed and the consequences of bullying; follow anti-bullying policy; deal immediately with any incidents of bullying; record or report to the designated person according to the setting’s policy; parents or carers to be informed; measures introduced following discussion with all parties concerned

Why policies and procedures regarding bullying are necessary: reduction of incidents; guidance for workers; guidance for children and young people; duty of care

How to support a child or young person when bullying is suspected or alleged: guidelines from local authority; follow guidelines and procedures of the setting; reassure child or young person and their parents or carers; work as a member of the team to support the child or young person; inform child or young person about websites or organisations that provide help and support e.g. ChildLine

6 Understand principles for e-safety

The risks and possible consequences for children and young people from:

- social networking: e.g. grooming; exploitation; identity theft; missing child/young person
- internet use: e.g. exploitation; virus; access to personal data/information; identity/data theft
- buying and selling online: e.g. financial abuse; theft of security data
- electronic communication devices: e.g. misuse; inappropriate communication; grooming

Ways of reducing risk to children and young people from:

- social networking: e.g. limited use; monitoring; log in
- internet use: e.g. overseen by carers/parent; not divulging personal details
- buying and selling online: e.g. limit to spend; payment through secure site
- electronic communication devices: e.g. monitoring; barring contact details
7 Understand how to minimise risk of harm to a child or young person who goes missing from care

The risks to a child or young person who goes missing from care: vulnerability; injury; abduction; rape; exploitation; trafficking; involvement in criminal activity

Actions to be taken in line with policies and procedures when a child or young person goes missing: alert support services; risk assessment; reporting and recording details of the incident

The importance of prompt and persistent action when a child or young person goes missing: return to safe place; protection; safeguarding; duty of care; harm reduction

8 Understand child sexual exploitation

Child sexual exploitation and its relationship to human trafficking: can be trafficked for exploitation; exploitation can be in isolation; levels of risk

How child sexual exploitation differs from non-abusive sexual activity: consent; risk; payment; harm; longevity; determined activity

Patterns of child sexual exploitation: availability; regularity; preference for child/young person; frequency

Typical behaviour patterns of those who sexually exploit children and young people: regularity; established pattern of sexual behaviour; deviant behaviour

The support that should be offered to a child or young person who has been the victim of child sexual exploitation: safety; time; acceptance; counselling; mentoring; age appropriate guidance/support

The role of key partners in protecting children and young people from sexual exploitation: Key Partners include Sexual Health Services; Police; Crown Prosecution Service; Youth Offending Services; Probation Services; Housing Services; Drug and Alcohol Services; Mental Health Services; Child and Adolescent Mental Health (CAMHS); Community Health Services; GPs; Hospital Trusts; Education Services; Voluntary and Community sector; family and carers

9 Understand the concept of multi-agency working to safeguard children and young people

What is meant by multi-agency working in the context of safeguarding: collaboration; roles and responsibilities; safeguarding; protection; specialist intervention; shared use of resources; common goals

Multi agency forums which coordinate the safeguarding of children and young people locally: e.g. Local Safeguarding Children’s Boards; Multi Agency Safeguarding Hubs

The roles and responsibilities of the different organisations that may be involved in situations where:
- harm or abuse is suspected or disclosed: e.g. safety; reporting; recording; investigation
- a child or young person has been abused or harmed: e.g. duty of care; reporting; recording; preservation of evidence
- a child or young person has gone missing from care: e.g. risk assessment; dissemination of information; continuity of information; liaison
10 Understand how to empower children and young people to develop strategies to protect their own safety and well being

The importance of building children and young people’s resilience, self-confidence and self-esteem: identification of risk; awareness; responsibility; courage to report issues/suspicions

Ways to work with children and young people to enable them to develop protective strategies: effective communication; role modelling; use of technology; resources; guidance

Ways of empowering children and young people to make informed choices that support their safety: respect; self-esteem; trust; confidence; named person

11 Understand process and procedures when there are concerns about practice

How to report concerns about practice in the work setting: agreed protocols; procedures; timescales; confidentiality

Ways in which whistle-blowers are protected in the work setting: anonymity; confidentiality; protection from repercussions towards the individual who reported the incident or those whose practice is being questioned; avoiding discrimination or victimisation

Why those whose practice is being questioned are also protected and how this is achieved: not proven; evidence gathering; proof; suspension

The process of escalating concerns about practice if they are not being addressed: line of management; senior; manager; feedback; service level agreements; timeframes; inspectorate
Information for tutors

Suggested resources

Books


Cairns K – *Attachment, Trauma and Resilience: Therapeutic Caring for Children* (British Association for Adoption and Fostering (BAAF), 2002) ISBN 9781903699102


Websites

[www.4children.org.uk](http://www.4children.org.uk) – the website of the national charity 4Children provides a library of resources, including publications, case studies and videos

[www.barnardos.org.uk](http://www.barnardos.org.uk) – the Barnardo’s website provides a wide variety of information, including research and publications on a variety of topics

[www.gov.uk](http://www.gov.uk) – the government services and information website where information relating to childcare can be found

[www.ncb.org.uk](http://www.ncb.org.uk) – the website of the National Children’s Bureau, where a variety of resources can be found, including downloadable resources

[www.nspcc.org.uk](http://www.nspcc.org.uk) – the website of the NSPCC provides a variety of research and resources, including resources on the topic of residential childcare

[www.protectingchildren.org.uk](http://www.protectingchildren.org.uk) – the website of Coram Children’s Legal Centre (CCLC), provides information, advice on child protection and safeguarding for frontline practitioners

Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.
**Unit assessment requirements**

This unit needs to be assessed in line with the Skills for Care & Development QCF Assessment Principles, in *Annexe A*.

**Unit assessment guidance**

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

For learning outcome 1, learners will need to demonstrate an understanding of the statutory and legal frameworks supporting the safeguarding of children and young people. A professional discussion could be used to provide the evidence for learning outcome 1 where the learners will be required to explore the links between safeguarding and child protection, how child protection relates to safeguarding and current legislation, national guidelines and policies which relate to the safeguarding of children and young people.

For learning outcome 2, comprehension of safeguarding policies and procedures is required. Learners are asked to explain how vital it is to protect children and young people from harm and abuse; investigating the key drivers for this. For example official inquiries and serious case reviews following incidents of harm or abuse. The learners can relate their evidence to their own workplace, using anonymised examples or alternatively learners could generate their evidence through research of an organisation or through a relevant case study, to cover ACs 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 and 2.7. Reflective account could be used to corroborate the evidence for AC2.4, ensuring that the learner has met the demand required by the command verb, analyse. Evidence should include identification of policies relevant to safeguarding and the influence of national and local guidelines on ways of working. In addition, learners should explore the protection offered to team members from allegations if they follow agreed procedures. Learners should also demonstrate understanding of the value to children and young people of positive and trusting relationships in the setting, which support them to identify allegations or concerns or complaints.

For learning outcome 3, the learners will need to demonstrate an understanding of the forms of abuse which can be carried out. Learners could produce a report identifying types of abuse and indicators linked to each type, aspects impacting on the vulnerability of children and young people and traits perpetrators may have which discourage children and young people from reporting harm or abuse. Finally, the report should explore myths held about people who harm or abuse children and young people, for example, that the perpetrator is always a stranger to the child or young person.

For learning outcome 4, the learners will need to demonstrate an understanding of the approaches to be implemented if there are suspicions of abuse. The main source of evidence for all ACs in learning outcome 4 can be through using evidence relating to their own place of work, with work products and anonymised examples or through a relevant case study. For example, for AC 4.1 the learner could use examples or the case study to outline what to do in suspected incidents of abuse. The study should include why early detection of abuse is vital, and the importance of taking what a child or young person says seriously. Learners are also asked to explore why a child or young person may not understand or want to tell anyone that they are being harmed or abuse, for example seeing it as ‘normal’ or ‘usual’ behaviour.
For learning outcome 5, learners will need to demonstrate an understanding of the policies and procedures addressing bullying. A reflective account or report in which learners draw upon their own experience in the workplace, could be used for ACs 5.1, 5.2, 5.3 and 5.4 where the learners will need to explore types of bullying, identifying relevant policies and procedures and the importance of policies and procedures. Learners should include the support necessary when they suspect a child or young person is being bullied.

For learning outcome 6, the learners will need to demonstrate an understanding of the risk that children and young people can face in relation to the use of technology, or e-safety. The learners can relate their evidence to their own workplace or alternatively the learners could generate their evidence through research of an organisation or through a relevant case study. This would provide evidence for ACs 6.1 and 6.2. Professional discussion could be used for learners to explain the risks posed by different uses of technology and identify safety mechanisms, which could be put in place for each.

A reflective account could be used to provide the evidence for learning outcome 7, where learners may be able to draw upon their own experiences in the workplace, to demonstrate understanding of the risk to the child or young person who goes missing and the actions to take when this happens and why it was important to take prompt and persistent action.

For learning outcome 8, the learners will need to demonstrate an understanding of child or young person sexual exploitation. The use of video clips viewed on the internet could support learners to prepare a report investigating exploitation and human trafficking. The report should explore the variances between child sexual exploitation and non-abusive sexual activity. Patterns of child sexual exploitation should be investigated and summarised, defining expected behaviours of people carrying this out. Finally, the role of practitioners involved in child and young person protection should be examined, linked to the support necessary for a child or young person who has been sexually exploited.

For learning outcome 9 the learners will need to demonstrate an understanding of the importance and influence of networks local to the setting involved in safeguarding roles. Professional discussion could be used to evidence that learners understand the range of multi-agency forums they can access and their defined roles and responsibilities in relation to safeguarding. This would provide evidence for ACs 9.1, 9.2 and 9.3.

Learning outcome 10 explores approaches to enabling children and young people to develop strategies to protect themselves. The main source of evidence for ACs 10.1, 10.2 and 10.3 can be through using evidence relating to their own place of work, such as work products or alternatively learners could generate their evidence through a relevant case study. Learners could prepare report, which should include an analysis of the vital role resilience, self-esteem and confidence play in protecting children and young people, examining ways of enabling children and young people to self-protect.

For learning outcome 11 a reflective account could be used to evidence learners understanding of processes and procedures when there are concerns about practice. Learners could provide examples of when they have reported concerns about practice in the work setting (AC 11.1) and when they have followed the process for escalating concerns about practice if they have not been addressed (AC 11.4).