

Unit 3: Understand How to Support Children and Young People Who Have Experienced Harm or Abuse

Unit reference number: A/506/8364

QCF level: 3

Credit value: 3

Guided learning hours: 22

Unit summary

In this unit, you will gain knowledge, understanding and skills required to support the provision of a safe and secure environment for children and young people who have been subject to harm or abuse. You will explore roles and responsibilities and the support needed by children and young people in residential childcare.

The unit will provide you with the knowledge and understanding of the importance of working to identified and agreed roles and responsibilities when supporting children and young people who have been harmed or abused. The unit examines approaches to working and how they are underpinned by collaboration with support networks, which can provide guidance and information in relation to the harm or abuse experienced by children and young people.

Ongoing implementation of agreed ways of working and policies and procedures is key to ensuring the safety and security of children and young people and the unit further endorses this aspect of practice.

Additional information

Harm or abuse may be

- Physical
- Emotional
- Sexual
- Financial
- Bullying
- Self-harm
- Neglect
- Exploitation by gangs, groups or solo perpetrators

Others may include:

- Team members
- Families or carers
- Advocates
- Social workers
- Others in the local network for safeguarding and protection

Actions could include avoiding leading questions or putting pressure on the child or young person to disclose information

Key people are those who are important to the child or young person and who can make a difference to his or her well-being. Key people include family, friends, carers and others with whom the individual has an important relationship

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.

Learning outcomes	Assessment criteria
1 Understand the role and responsibilities of the practitioner and others when supporting children and young people who have experienced harm or abuse	1.1 Explain the role and responsibilities of the practitioner with regard to children or young people who have experienced harm or abuse 1.2 Explain the roles and responsibilities of others with regard to children or young people who have experienced harm or abuse 1.3 Explain the importance of establishing trusting relationships with children or young people who have experienced harm or abuse

Learning outcomes	Assessment criteria
<p>2 Understand how to support children and young people who disclose harm or abuse</p>	<p>2.1 Explain why it is important to take full account of a child or young person's level of understanding when responding to a disclosure of harm or abuse</p> <p>2.2 Explain how to avoid actions or statements that could adversely affect the use of evidence in future investigations or in court</p> <p>2.3 Explain the importance of supporting a child or young person to understand:</p> <ul style="list-style-type: none"> • with whom the information they disclose will be shared • the reasons for sharing information they disclose <p>2.4 Describe ways to support a child or young person to disclose, at their own pace, the harm or abuse they have experienced</p> <p>2.5 Explain why it is important to respond calmly to disclosures of harm or abuse</p> <p>2.6 Explain why records about disclosures of harm or abuse must be detailed, accurate, timed, dated and signed</p> <p>2.7 Explain how to access support in situations that are outside the expertise, experience, role and responsibility of the practitioner</p>

Learning outcomes	Assessment criteria
<p>3 Understand how to support children or young people who have experienced harm or abuse</p>	<p>3.1 Identify sources of information and guidance about how to support a child or young person who has experienced harm or abuse</p> <p>3.2 Describe ways to support a child or young person to deal with distress, fear and anxieties caused by harm or abuse</p> <p>3.3 Explain why a child or young person may need support to understand the implications of harm and abuse they have experienced</p> <p>3.4 Describe positive coping strategies that a child or young person can be supported to develop following harm or abuse</p> <p>3.5 Describe behaviour that a child or young person may exhibit that might give cause for concern following harm or abuse, and the steps to take if these are observed</p>
<p>4 Understand restrictions on the involvement of key people with children or young people who have experienced harm or abuse</p>	<p>4.1 Explain circumstances when restrictions need to be imposed on the involvement of key people following harm or abuse</p> <p>4.2 Describe ways of supporting a child or young person to understand why safe and consistent boundaries for themselves and key people must be set and maintained</p>
<p>5 Understand how to address the practitioners support needs in relation to harm or abuse</p>	<p>5.1 Describe how to make effective use of supervision to reflect on own emotional response about harm or abuse experienced by a child or young person</p> <p>5.2 Explain when additional support might be needed for dealing with own thoughts and feelings about harm or abuse</p>

Unit amplification

1 Understand the role and responsibilities of the practitioner and others when supporting children and young people who have experienced harm or abuse

The role and responsibilities of the practitioner with regard to children or young people who have experienced harm or abuse: monitoring; observation; guidance; referral to other services; reporting; recording

The roles and responsibilities of others with regard to children or young people who have experienced harm or abuse: team members; families or carers; advocates; social workers; others in the local network for safeguarding and protection

The importance of establishing trusting relationships with children or young people who have experienced harm or abuse: confidence; consistency; further disclosure; restoration of trust; reliance; self-esteem; development

2 Understand how to support children and young people who disclose harm or abuse

Why it is important to take full account of a child or young person's level of understanding when responding to a disclosure of harm or abuse: approaches to communication; their level of understanding; comprehension of what took place

Actions or statements that could adversely affect the use of evidence in future investigations or in court: could include avoiding leading questions or putting pressure on the child or young person to disclose information; disposing of or tampering with evidence

The importance of supporting a child or young person to understand:

- *with whom the information they disclose will be shared:* trust; confidence; harm reduction; fear of retribution; confidentiality and disclosure boundaries
- *the reasons for sharing information they disclose:* actions to be taken; safety; risk; duty of care

Ways to support a child or young person to disclose, at their own pace, the harm or abuse they have experienced: time; space; privacy; communication methods; pictorial evidence

Why it is important to respond calmly to disclosures of harm or abuse: child or young person will feel shame/blame/anxiety; non judgmental; positive support for child or young person

Why records about disclosures of harm or abuse must be detailed, accurate, timed, dated and signed: record of what took place/what was said; crucial evidence; used in a court of law; auditable

How to access support in situations that are outside the expertise, experience, role and responsibility of the practitioner: referral; immediacy; manager; specialist practitioners

3 Understand how to support children or young people who have experienced harm or abuse

Sources of information and guidance about how to support a child or young person who has experienced harm or abuse: social services; NSPCC; health visitors; school/specialist community nursing service; psychology services

Ways to support a child or young person to deal with distress, fear and anxieties caused by harm or abuse: counselling; mentoring; advocacy; time; space; privacy; trusting relationships

Why a child or young person may need support to understand the implications of harm and abuse they have experienced: level of understanding; ability; fear; anxiety; shame; perceived as 'normal' behaviour

Positive coping strategies that a child or young person can be supported to develop following harm or abuse: development of self-identity, motivation, development of friendships, individual behaviour planning, distraction and diversion strategies, boundary setting and collaborative ground- rule making, supporting children and young people's reflection on and managing of own behaviour, promotion of empowerment, assertiveness skills, saying no, informing adults and not keeping inappropriate secrets, techniques for managing stress, managing every day issues, strategies for coping with trauma

Behaviour that a child or young person may exhibit that might give cause for concern following harm or abuse, and the steps to take if these are observed: inability to relate with others; irritability; anxiety; attention seeking behaviour; mistrust of others; secrecy; referring to abuse of others but may mean themselves. Action to take: report; record; inform manager; follow policies and procedures

4 Understand restrictions on the involvement of key people with children or young people who have experienced harm or abuse

When restrictions need to be imposed on the involvement of key people following harm or abuse: visiting; communication; contact; police involvement; confidentiality; risk; level of contact

Ways of supporting a child or young person to understand why safe and consistent boundaries for themselves and key people must be set and maintained: working in a transparent and open way; personal and collective accountability; listening to children and young people; duty of care; whistle blowing; power and position of trust; propriety and behaviour; physical contact; intimate personal care routines; off-site visits; use of photography and video material; sharing concerns and recording or reporting incidents

5 Understand how to address the practitioners support needs in relation to harm or abuse

How to make effective use of supervision to reflect on own emotional response about harm or abuse experienced by a child or young person: what went well/what could be done differently; duty of care; priorities; safety; confidentiality; partnership; lines of reporting; monitoring; collaboration

When additional support might be needed for dealing with own thoughts and feelings about harm or abuse: unsure of how to respond; own experiences; anger; inability to provide appropriate levels of support

Information for tutors

Suggested resources

Books

Blyth M – *Effective safeguarding for children and young people: What next after Munro?* (Policy Press, 2012) ISBN 9781447304906

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

Fahlberg V – *A Child's Journey Through Placement* (British Association for Adoption and Fostering (BAAF)) ISBN 9781873868133

Ginsburg K – *Building Resilience in Children and Teens: Giving Kids Roots and Wings* (American Academy of Pediatrics, 2011) ISBN 9781581105513

Lindon J – *Safeguarding and Child Protection: 0-8 Years* 4th edition (Hodder Education Publishers, 2012) ISBN 9781444145489

Tough P – *How Children Succeed* (Arrow, 2014) ISBN 9780099588757

Websites

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 – the Barnardo's website provides a wide variety of information, including research and publications on a variety of topics

www.gov.uk – the government services and information website where information relating to childcare can be found

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 – the website of the NSPCC provides a variety of research and resources, including resources on the topic of residential childcare

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 roles and responsibilities of team members and other agencies involved in supporting children and young people who have been harmed or abused.

A professional discussion could be used to provide evidence for ACs 1.1, 1.2 and 1.3. Evidence provided must be at the appropriate breadth and depth to meet the level of demand of the AC; for example, learners must provide sufficient detail about the roles and responsibilities of others with regard to children or young people who have experienced harm or abuse, to meet explain in AC 1.2.

For learning outcome 2, the learners will need to demonstrate an understanding of the importance of ensuring appropriate support and guidance is given to children and young people who disclose harm or abuse.

Learning outcome 2 could comprise of a report, or professional discussion, explaining the importance of listening fully to a child or young person's disclosure, ensuring that actions do not affect the use of evidence. Learners are also asked to explain why telling the child or young person who information will be shared with and why is important. The report or discussion could be extended to include methods of supporting a child or young person to disclose, support mechanisms and the need for accuracy when recording disclosures.

For learning outcome 3, the learners will need to demonstrate an understanding of how to support children and young people who have been harmed or abused. Learners should identify where they can access guidance and support relating to best practice. A reflective account could be used, whereby learners can draw upon their own experience in the workplace, providing examples of ways in which they have supported a child or young person (AC 3.2) and how they have supported a child or young person to develop positive coping strategies following harm or abuse (AC 3.4).

For learning outcome 4 learners will need to demonstrate an understanding of restrictions on the involvement of key people with children or young people who have experienced harm or abuse. A reflective account could be used to provide evidence for ACs 4.1 and 4.2, where learners could draw on circumstances when they have had to impose restrictions on the involvement of key people following harm or abuse and ways in which they have supported a child or young person to understand why consistent boundaries for themselves and key people must be set and maintained.

Professional discussion could be used to evidence learners understanding of how to address the practitioners support needs in relation to harm or abuse, for learning outcome 5.