

Unit 5: Support Risk Management in Residential Childcare

Unit reference number: J/506/7587

QCF level: 3

Credit value: 2

Guided learning hours: 18

Unit summary

In this unit, you will gain the knowledge, understanding and competence relating to contributing to the identification and management of risk in residential childcare settings. You will explore the advantages to children and young people of a culture where risk and associated benefits are supported in a positive way.

The value and importance of managing risk in a balanced and enabling way are covered, linked to the legislative framework that informs risk management. You will gain the knowledge and understanding needed to be able to respond appropriately to accidents, incidents, emergencies and illness in work settings and off-site visits.

Additional information

Others including:

- colleagues
- visitors
- families and carers.

Factors e.g.

- individual needs, age and abilities of the children and young people
- desired outcomes for the children and young people
- function and purpose of the environment and the service offered
- lines of responsibility and accountability
- duty of care.

Hazards e.g.

- physical
- security
- fire
- food safety
- personal safety.

Accidents involving children, young people or adults.

Illness, including recognition of signs such as fever, rashes or unconsciousness.

Emergencies such as fire, missing children or young people, evacuation of premises.

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
<p>1 Understand requirements for health, safety and risk management in residential childcare settings for children and young people</p>	<p>1.1 Summarise key points of the legislative framework for health, safety and risk management in residential childcare settings for children and young people</p> <p>1.2 Explain how current health and safety legislation, policies and procedures are implemented in the work setting</p> <p>1.3 Explain how health and safety is monitored and maintained in the work setting</p> <p>1.4 Explain how people in the work setting are made aware of risks and hazards and encouraged to work safely</p>
<p>2 Be able to support children and young people to manage risk</p>	<p>2.1 Analyse the value of risk and challenge for a child or young person's development and enjoyment of life</p> <p>2.2 Explain why it is important to take an approach to risk that avoids both excessive risk-taking and excessive risk aversion</p> <p>2.3 Work with children or young people and others to establish shared agreement on how to manage risks</p> <p>2.4 Support children or young people to manage risk in their own lives, taking into account their age, abilities, needs and stage of development</p> <p>2.5 Describe potential conflicts between the rights and choices of children and young people and legal requirements for health and safety and well-being</p>

Learning outcomes	Assessment criteria
<p>3 Be able to manage risks to health, safety and security</p>	<p>3.1 Describe factors to consider to ensure the living environment is healthy and safe</p> <p>3.2 Undertake health and safety risk assessments</p> <p>3.3 Use the recommendations of risk assessments to manage hazards:</p> <ul style="list-style-type: none"> • within the work setting • in off site visits <p>3.4 Explain how health and safety risk assessments are monitored and reviewed</p>
<p>4 Understand how to respond to accidents, incidents, emergencies and illness in work settings and off site visits</p>	<p>4.1 Explain the policies and procedures to follow in response to:</p> <ul style="list-style-type: none"> • accidents • incidents • injuries • illness • other emergencies <p>4.2 Describe the procedures for recording and reporting:</p> <ul style="list-style-type: none"> • accidents • incidents • injuries • illness • other emergencies

Unit amplification

1 Understand requirements for health, safety and risk management in residential childcare settings for children and young people

The legislative framework for health, safety and risk management in residential childcare settings for children and young people: e.g. roles and responsibilities of the Health and Safety Executive (HSE); United Nations Convention on the Rights of the Child; role of service managers and team leaders, employees and service users under the law, e.g. Health and Safety at Work etc. Act 1974; Manual Handling Operations 1992; COSHH 1994 (amended 2002); Human Rights Act 1998; the Management of Health and Safety Regulations 1999 (amended 2003); RIDDOR 2013; Food Safety Act 1990; Food Hygiene Regulations 2006; Regulatory Reform (Fire Safety) Order (FSO) 2005; Working Together to Safeguard Children (2013)

How current health and safety legislation, policies and procedures are implemented in the work setting: e.g. how organisational policies support the implementation of the legislation; how work practices are influenced by the legislation; the way procedures are developed is influenced by legislation in own work setting in relation to health, safety and risk management; monitoring; review; dissemination of information; training; supervision; monitoring

How health and safety is monitored and maintained in the work setting: e.g. people in the work setting need to be made aware of risks and hazards and encouraged to work safely, e.g. staff; parent helpers; volunteers; visitors; health and safety responsibility of everyone; deliver safety education to children and young people; routine health and safety assessment/checklist for both indoors, outdoors, visits and outings; staff training; health and safety policies and procedures in place to ensure good practice; recording accidents and incidents; review policies and procedures and incidents

How people in the work setting are made aware of risks and hazards and encouraged to work safely: e.g. identifying specific risks to individual children or young people, e.g. those with sensory impairment; identifying the needs of adults where relevant, e.g. resources, equipment or training; recognising the duty of care; meet regulatory requirements; recognition of the lines of responsibilities and accountability; use of guidance

4 Understand how to respond to accidents, incidents, emergencies and illness in work settings and off-site visits

Policies and procedures to follow in response to: accidents involving children, young people or adults; emergencies, e.g. fire, missing children or young people, evacuating a setting; incidents, e.g. school security/strangers; recognising signs and symptoms of illness, e.g. fever; rashes; unconsciousness; taking action as required; policies and procedures of setting, e.g. for dealing with ill children and readmission to setting following illness; for recording and reporting accidents; incidents; injuries; signs of illness and other emergencies such as fire; missing children or young people; evacuation of premises

The procedures for recording and reporting: procedures of setting; lines of responsibility, e.g. qualified first aider; accountability; accuracy; confidentiality; written reporting; verbal reporting

Information for tutors

Suggested resources

Books

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

Brown A – *Taking Risks: Young People and Risk-Taking Behaviour (Youth Series)* (Grove Books Ltd, 2009) ISBN 9781851747245

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 – national charity 4Children, provides a library of resources, including publications, case studies and videos

www.barnardos.org.uk – provides a variety of information on a range of topics, including research and publications

www.gov.uk – the government services and information website, includes information on childcare

www.hse.gov.uk – Health and Safety Executive, includes information on risk management in health and social care

www.ncb.org.uk – National Children’s Bureau, offers a variety of resources, including downloadable resources

www.nspcc.org.uk – NSPCC, provides a variety of research and resources, including resources on residential childcare

www.protectingchildren.org.uk – 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 are required to demonstrate an understanding of requirements for health, safety and risk management in residential childcare settings for children and young people. A reflective account could be used to provide the evidence for ACs 1.1, 1.2, 1.3 and 1.4, where learners can explain how current health and safety legislation, policies and procedures are implemented in their own work place (AC 1.2) and how health and safety is monitored and maintained in their own work setting (AC 1.3).

For learning outcome 2, learners need to demonstrate an understanding of the characteristics of a culture that supports risk taking and realises the benefits for children and young people. Evidence for learning outcome 2 could come from direct observation, covering ACs 2.3 and 2.4. Learners could be observed supporting children and young people to identify how risks can be managed effectively, and then supporting children and young people actually managing risks, as appropriate. A reflective journal or diary should be used to support the evidence drawn from the observation. Alternatively, learners could generate their evidence through research of an organisation or a relevant case study. This would provide evidence for assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5. A professional discussion could be used to confirm competence and to evidence the knowledge ACs 2.1, 2.2 and 2.5.

For learning outcome 3, evidence could come from witness testimony, confirming that learners can undertake health and safety risk assessments (AC 3.2) and use the recommendations of risk assessments to manage hazards (AC 3.3). Direct observation could also be used for these ACs where appropriate. A professional discussion should be used to confirm the evidence gathered from witness testimony and/or observation and could also be used to evidence ACs 3.1 and 3.4.

For learning outcome 4, learners need to demonstrate an understanding of the importance of following organisational policies and procedures when responding to and reporting and recording accidents, incidents, injuries, illness and other emergencies. A reflective account, professional discussion or a report could be used to provide evidence, supported by anonymised case study material from the work setting.