

Unit 15: Support Children and Young People's Health and Safety

Unit reference number: D/601/1696

QCF level: 3

Credit value: 2

Guided learning hours: 15

Unit summary

This unit provides the knowledge, understanding and skills required to support children and young people's health and safety. It requires a demonstration of competence in recognising hazards and undertaking risk assessments in the work setting.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Assessment of learning outcome 2 must take place in a real work environment. Simulation is not permitted for this learning outcome.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 Understand how to plan and provide environments and services that support children and young people's health and safety

Planning healthy and safe indoor and outdoor environments and services: taking into account the individual age and abilities of the children or young people being planned for; 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 e.g. EYFS, Ofsted; links to the desired outcomes for children and young people e.g. Every Child Matters; recognition of the lines of responsibilities and accountability; use guidance e.g. EYFS, Ofsted

Monitoring and maintaining health and safety: 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 e.g. EYFS, curriculum; 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

Guidance for planning healthy and safe environments and services: sources e.g. Health and Safety Executive, Department for Education, St John Ambulance, The British Red Cross, British Standards Institute (BSI)

Implementing health and safety legislation, policies and procedures: legislation for home country which informs the writing of health and safety policies and procedures; legislation e.g. Health and Safety at Work Act 1974, Health and Safety (young persons) Regulations 1997, Fire Precautions (workplace) Regulations 1997, Care Standards Act 2000, Control of Substances Hazardous to Health Regulations 1994 (COSHH), Reporting of Injuries, Diseases and Dangerous Occurrences Regulation 1995 (RIDDOR), Health and Safety (First Aid) Regulations 1981, Food Handling Regulations 1995, Personal Protective Equipment at Work Regulations 1992, Children Act 1989, Children Act 2004; policies required e.g. health and safety, risk assessment, child protection; review policies and procedures

2 **Be able to recognise risks to health, safety and security in a work setting or off-site visits**

Potential hazards to health, safety and security of the children or young people or others: hazard recognition and risk assessment applied to indoors, outdoors, outings; potential hazards which may include physical, security, fire, food safety, personal safety; identify and reduce risk through use of observations, checklists, health and safety risk assessments; importance of record-keeping and sharing of information

Dealing with hazards: act immediately to make sure that others are not put in danger; remove hazards if appropriate; direct others away from the area; send for another adult if required; report and record

Health and safety risk assessment: check all areas of setting; identify hazard; assess risks from each hazard; establish procedures for managing to an acceptable level risks from hazards that cannot be removed; make improvements in line with changing circumstances and requirements or service; record and report

Monitoring and reviewing health and safety risk assessments: importance of detailed records of accidents and incidents e.g. accident books; regularly reviewing and updating policies and procedures; keeping up to date with current legislation and models of good practice

3 **Understand how to support children and young people to assess and manage risk for themselves**

A balanced approach to risk assessment: take into account the child or young person's age, needs and abilities; avoid excessive risk taking and avoid being excessively risk-averse; present a balanced viewpoint; promote managed risk-taking and challenge; recognise the importance of risk and challenge to a child or young person's development; work with children and young people to identify hazards and manage risk; role model assessing and managing risk

4 **Understand appropriate responses to accidents, incidents and emergencies and illness in work settings and off-site visits**

Policies and procedures of the setting or service in response to accidents, incidents, emergencies and illness: 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

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

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			Evidence type	Portfolio reference	Date
1	Understand how to plan and provide environments and services that support children and young people's health and safety	1.1	Describe the factors to take into account when planning healthy and safe indoor and outdoor environments and services				
		1.2	Explain how health and safety is monitored and maintained and how people in the work setting are made aware of risks and hazards and encouraged to work safely				
		1.3	Identify sources of current guidance for planning healthy and safe environments and services				
		1.4	Explain how current health and safety legislation, policies and procedures are implemented in own work setting or service				
2	Be able to recognise and manage risks to health, safety and security in a work setting or off site visits	2.1	Demonstrate how to identify potential hazards to the health, safety and security of children or young people, families and other visitors and colleagues				
		2.2	Demonstrate ability to deal with hazards in the work setting or in off site visits				
		2.3	Undertake a health and safety risk assessment in own work setting or service illustrating how its implementation will reduce risk				
		2.4	Explain how health and safety risk assessments are monitored and reviewed				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Understand how to support children and young people to assess and manage risk for themselves	3.1	Explain why it is important to take a balanced approach to risk management				
		3.2	Explain the dilemma between the rights and choices of children and young people and health and safety requirements				
		3.3	Give example from own practice of supporting children or young people to assess and manage risk				
4	Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits	4.1	Explain the policies and procedures of the setting or service in response to accidents, incidents, emergencies and illness				
		4.2	Identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)