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**Level 5 Diploma in Leadership and Management for the  
Children and young People's Workforce**

**Unit M5.8 Develop and implement policies and procedures to  
support the safeguarding of children and young people**

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*A guide to providing assessment opportunities which meet the detailed learning outcomes and assessment criteria within this unit*

## **Introduction**

Improving your performance in the way that you carry out your responsibilities in relation to developing and implementing safeguarding policies will show your employers/stakeholders that you are capable of utilising your newly developed management skills.

Taking greater responsibility will make your job more interesting, give you greater variety of tasks and make your work more satisfying. This will help to create a greater understanding of these subject by your team, parents and carers.

In this development area you will cover these four learning outcomes:

1. understand the impact of current legislation that underpins the safeguarding of children and young people
2. be able to support the review of policies and procedures for safeguarding children and young people
3. be able to implement policies and procedures for safeguarding children and young people
4. be able to lead practice in supporting children and young people's wellbeing and resilience

***Explanation command verbs used in this booklet:***

<b><i>Develop:</i></b>	Progress/expand/initialise from a starting point
<b><i>Evaluate:</i></b>	Make a qualitative judgement taking into account different factors and using available knowledge/experience/evidence
<b><i>Explain:</i></b>	To find out about and to inform others in understandable and relevant terms
<b><i>Identify:</i></b>	Recognise, list, name or otherwise characterise
<b><i>Investigate:</i></b>	To inquire into (a situation or problem) and provide solutions
<b><i>Justify:</i></b>	Present a reasoned case for actions or decisions made
<b><i>Liaise:</i></b>	Interact and work with others to work effectively as a team
<b><i>Mentor:</i></b>	Act as a support person to others developing new skills
<b><i>Outline:</i></b>	A description setting out main characteristics/points
<b><i>Review:</i></b>	Survey information, methods, outcomes, conclusions, after the event, deciding what was effective or not
<b><i>Support:</i></b>	Offer and provide support and guidance to others in need of help

### ***Learning Outcome One:***

***Understand the impact of current legislation that underpins the safeguarding of children and young people.***

To meet this learning outcome, you must:

- 1.1. Outline the current legislation that underpins the safeguarding of children and young people within own UK Home Nation.
- 1.2. Evaluate how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people.
- 1.3. Explain how the processes used by own work setting comply with legislation that covers data protection, information handling and sharing.

Assessment methods used to support development of this unit will include

- Audio recorded professional discussion
- Direct observation of work products linked to the above criteria
- Direct observation of performance within the workplace
- Direct observation of team meetings covering safeguarding issues
- Reflective accounts on actions taken by you

Current legislation underpinning safeguarding of children and young people includes links to:

### **The Children's Act 1989 and 2004?**

It centres on the welfare of **children** up to their 18th birthday. ... The **Children's Act 2004** supplemented the **1989 Act** and reinforced the message that all organisations working with **children** have a duty in helping safeguard and promote the welfare of **children**

### **The Children's Act 2004**

The **Children Act 2004** states that the interests of children and young people are paramount in all considerations of welfare and safeguarding and that safeguarding children is everyone's responsibility. ... The **Children Act** provides a legislative spine for the wider strategy for improving children's lives.

Under **Section 17(1)** of the **Children Act 1989**, local authorities have a general duty to safeguard and promote the welfare of **children** within their area who are In Need; and so far as is consistent with that duty, to promote the upbringing of such **children** by their families, by providing a range and level of services ...

Under **Section 20 Children** who are accommodated by a local authority either under s.20 or under a care order are described in the **Children Act 1989** as being 'looked after' by the local authority. ... Sometimes a **child** is accommodated under s.20 with a member of their extended family who is a foster carer and can get financial support.

Under **Section 47** of the **Children Act 1989**, if a child is taken into Police Protection, is the subject of an Emergency Protection Order or there are reasonable grounds to suspect that a child is suffering or is likely to suffer Significant Harm, a **Section 47** Enquiry is initiated.

**Safeguarding** is protecting vulnerable adults or children from abuse or neglect. It means making sure people are supported to get good access to health care and stay well. It is wrong if vulnerable people are not treated by professionals with the same respect as other patients.

**Safeguarding** in the **Early Years**. **Safeguarding** and welfare requirements (section 3 of the **Early Years** Foundation Stage statutory framework) states children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.

### **Safeguarding means:**

- protecting children from abuse and maltreatment.
- preventing harm to children's health or development.
- ensuring children grow up with the provision of safe and effective care.
- taking action to enable all children and young people to have the best outcomes.

Safeguarding legislation covers every aspect of a child's time whilst in your care, this includes time spent away from the setting.

When submitting assessment material for this unit, here are some of the points that should be covered by you.

When time comes to prepare the policies and procedures for your setting, you should consider:

- What are the types of safeguarding issues that might come up in this provision?
- How should everyone in the setting deal with this?
- What are the requirements?

Safeguarding policies and procedures should typically include arrangements for:

- recruitment and supervision of staff
- creating and maintaining a safe environment
- arrangements for risk assessment
- how settings will record and store information securely and in line with data protection requirements (GDPR)
- how you will respond to complaints and allegations against staff
- your record keeping procedure
- use of mobile phones and cameras
- administering medicine

Childcare organisations need to be transparent and share their policy statement.

This should include a statement of value and intent. It should capture why this policy is in place, what the organisation aiming to achieve, and make reference to the legislation which underpins the policy. It should also clearly indicate who the policy applies to. The policy statement should be supported by procedures, which explain how this will be achieved and clarify who should do what. It should link to other relevant policies and procedures where relevant

Organisations also need to consider how they will ensure that everyone is trained in the policies and procedures, understands them and are able to implement them

It is expected that early years practitioners receive adequate training in child protection matters and are aware of the signs and signals of abuse in children.

Early years providers are required to have a designated person in every setting who has the lead responsibility for safeguarding and should discuss learning needs and organisational policies during staff inductions and during regular supervisions.

## Recruitment and supervision of staff

It is crucial to ensure that early years providers are creating a culture of safe recruitment that includes the implementation of a recruitment procedure that will help to eliminate or identify people who might pose a safeguarding or welfare threat.

With the launch of the new common inspection framework and its accompanying handbook, *Inspecting Safeguarding in Early Years*, Ofsted must evaluate how well early years settings are fulfilling their statutory safeguarding obligations and keeping children safe.

But how well acquainted are you with this new document? To aid you in your reading, we have produced a short summary of key points taken from the new handbook, which you must adhere to when employing new members of staff:

- Employers must act reasonably in making decisions about the suitability of potential employees based on checks and evidence including the following:
  - Criminal record checks (DBS checks)
  - Barred list checks and prohibition checks
  - Appropriate references together with interview information
- In addition to obtaining the DBS certificate, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. There is no requirement to carry out checks on current staff members – the necessary checks are those that were in force at the time of the employment.
- Registered early years providers must keep records of all who work in regular contact with the children, including volunteers who have been checked.

Generally, the information to be recorded by nurseries, schools or other providers on individuals is whether or not the following checks have been carried out or certificates obtained and the date on which the checks were completed:

- an identity check
- a barred list check
- an enhanced DBS check/certificate
- a prohibition from teaching check
- further checks on people living or working outside the UK
- a check of professional qualifications
- a check to establish the person's right to work in the UK.

While registered early year's providers are not required to keep a single central record, they are still required to obtain the relevant information to confirm suitability of those caring for children. The requirements are set out in the 'Statutory framework for the Early Years Foundation Stage'.

During early years inspections, inspectors will check that the provider is able to produce evidence of suitability of all relevant staff and adults.

Employers should also be given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if they have any concerns about a child's safety or welfare.

It is also important to remember that as an employer you are responsible for ensuring that your staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children, creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role.

## Creating and maintaining a safe environment

enabling environment early years? Whether children are in centre- or home-based care, providers are responsible for ensuring **safety** both inside and outside their **child care** setting. **Health and safety** are major concerns **for child care** providers when transporting children. They should be prepared to prevent injuries and illnesses to handle emergencies.

Keeping children of all ages safe and healthy is one of the most important tasks of child care providers. Whether children are in center- or home-based care, providers are responsible for ensuring safety both inside and outside their child care setting.

Health and safety are major concerns for child care providers when transporting children. They should be prepared to prevent injuries and illnesses to handle emergencies. The following articles have more specific information and tips for keeping children healthy and safe while they are in child care:

- Access to the setting
- Car Safety
- Cleaning, Sanitizing, and Disinfecting in Child Care
- Dental Health
- Diapering and Toileting
- First Aid
- Food Safety
- Hand Washing in Child Care
- Medication
- Outdoor Safety
- Pets in Child Care
- Preventing Illness
- Preventing Injuries
- Sudden Infant Death Syndrome
- Sunscreen
- Toy and Equipment Safety
- Visitors and contractors

## How do I create an enabling environment?

Looking at each aspect of the environment from a child's point of view can be a great way to start when it comes to thinking about what changes can be made to improve the environment provided by your early years setting.

Important factors in creating an enabling environment...

1. Give children the freedom and opportunity to explore and take part in the experiences and utilise the resources they want to where possible
2. Try to ensure activities focus on process more than the end result
3. Provide interesting objects and resources for children to explore independently, allow children to decide what they play with, where they play and who with
4. Provide some focus activities that span a longer time period than just one play/learning session



5. Be considerate and provide for individual children with specific emotional or physical needs
6. Ensure you have thought about equality and diversity with the setting and the resources provided
7. Provide for both group and solitary play
8. Arrange resources and activities in line with children's stage of development rather than just their age
9. Use your observations of the children and their likes and dislikes to help plan your activities

### **Arrangements for risk assessment**

*Please refer to unit 5: (M5.4): Develop health and safety and risk management policies, procedures and practices in children and young people's settings*

### **The General Data Protection Regulation (GDPR)**

In May 2018 an EU law called the [General Data Protection Regulation \(GDPR\)](#) came into effect and will remain in place even after the UK leaves the EU in 2019.

It replaced the Data Protection Act 1998 and it gives individuals greater control over their own personal data.

#### **The GDPR principles:**

All data collected must be:

- processed fairly, lawfully and in a transparent manner in relation to the data subject
- collected for specified, explicit and legitimate purposes and not further processed for unrelated or incompatible other purposes
- adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed
- accurate and up to date
- kept in a form that permits identification of data subjects for no longer than is necessary for the purpose for which the data was collected
- processed in a way that ensures appropriate security of the personal data including protection against unauthorised processing, accidental loss, destruction or damage using appropriate technical and organisational measures.

### **Policies and procedures**

Early years providers must review their procedures to be compliant with GDPR and will need to consider, for example, how to implement and share privacy notices, retention and transferring information, how to respond to data breaches and how to train staff in the new requirements.

### **Privacy notices**

Individuals must be informed about how their data is being collected and how it will be used — this is best done in the form of a privacy notice which can be given to parents at pick-up and drop-off times. New parents should be given a privacy notice when they register.

Employers must also be mindful of personal data they collect relating to staff whom will also need to be given privacy notices.

### **How you will respond to complaints and allegations against staff**

All incidents or allegations of abuse against children should be taken seriously and treated in accordance with adopted policies and procedures.

Early Years and Childcare providers must ensure that they are aware of Child Protection procedures and know what to do in the event of an allegation being made against them or any member of staff in the setting.

All settings/childminders must have a procedure for handling such allegations, which is consistent with these procedures.

There should be clear written policies and procedures in place which are well publicised and are supported by training, supervision and appraisal for staff. The registered person must ensure that all staff and volunteers are aware of child protection policies and procedures and how to implement them.

It is essential that all allegations are given immediate priority. They should be dealt with objectively and sensitively, with due consideration given to all aspects of the case.

All childcare settings must have an appropriately trained, designated person for child protection, in line with safeguarding requirements.

### **In all allegations there are 4 separate strands of enquiry:**

- Whether a criminal offence may have been committed
- Whether the circumstances of the case suggest that Child Protection procedures need to be followed to promote and safeguard the welfare and safety of children
- Whether disciplinary action against the staff member is required
- Whether the individual concerned is judged to pose an ongoing risk to children.

### **When dealing with allegations/reports of abuse:**

- Ensure the immediate safety of the child/ren and other children who may be affected
- Seek necessary medical treatment without delay
- Clarify exactly what is being alleged, by whom and whether there were any witnesses; the allegation may range from an act of carelessness to deliberate assault.
- Record the person's account accurately
- Record in writing the time, place and details of the incident and any action taken.
- Sign and date the record.
- Confidentiality must be respected throughout the process.

To ensure you cover every aspect of safeguarding, it is advisable that you detail policies and procedures relating to your record keeping procedure, the use of mobile phones and cameras and how administering medicine is administered by your setting

**Evaluate how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people.**

When looking at providing evidence to meet this assessment criteria it is essential that a full **evaluation** is carried out –

***Evaluation:** Make a qualitative judgement taking into account different factors and using available knowledge/experience/evidence.*

Detail the good points that clearly meet the needs of your setting, detail any anomalies that you feel may hinder your day to day work with children and young people. Clearly highlight any misgivings you may have about the effectiveness of local guidelines and policies.

Are there clear points detailed in these?

Are there gaps where you feel improvements should be made?

Do these guidelines and policies support you and your staff effectively?

Do these guidelines and policies meet the needs of the children within your care?

Is the support mechanism in place suitable or outdated?

**Explain how the processes used by own work setting comply with legislation that covers data protection, information handling and sharing.**

Prepare notes for a detailed professional discussion with your allocated Teaching and Learning Coordinator. Provide a detailed explanation of the way you and your setting have interpreted safeguarding guidelines and policies to ensure that you now meet the new 2018 GDPR requirements.

Who collects data?

How is data stored effectively?

Who is allowed access to the data?

How is data shared?

How do you gather permissions for this?

How are staff members trained to understand GDPR rules?

## ***Learning Outcome Two:***

**Be able to support the review of policies and procedures for safeguarding children and young people.**

To meet this learning outcome, you must:

- 2.1. Investigate why inquiries and serious case reviews are required and how sharing of findings affects practice.
- 2.2. Identify the policies and procedures required in the work setting for safeguarding children and young people.
- 2.3. Develop the process for reviewing the process for safeguarding policies and procedures.
- 2.4. Evaluate the impact of a child/young person centred approach to safeguarding on policies and procedures.
- 2.5. Liaise with different organisations as part of the development or review process of policies and procedures for safeguarding children and young people.

Assessment methods used to support development of this unit will include

- Audio recorded professional discussions
- Direct observation of work products linked to the above criteria
- Direct observation of performance within the workplace
- Direct observation of team meetings covering safeguarding issues
- Reflective accounts on actions taken by you
- Witness testimonies from key people involved in these processes with you

## Investigate why inquiries and serious case reviews are required and how sharing of findings affects practice.

*“LSCBs are **required** to consider undertaking a **Serious Case Review (SCR)** whenever a **child** dies, and abuse or neglect are known or suspected to have taken place. When a **child** receives a potentially life-threatening injury or **serious** impairment of their health, as a consequence of abuse or neglect”.*

A Serious Case Review (SCR) is a locally conducted multi-agency review in circumstances where a child has been abused or neglected, resulting in serious harm or death and there is cause for concern as to the way in which the relevant authority or persons have worked together to safeguard the child.

Local Safeguarding Children Boards (LSCBs) are set up by local authorities in accordance with section 13 of the Children Act 2004. Regulation 5 of the Local Safeguarding Children Boards Regulations 2006 sets out the functions of LSCBs. This includes the requirement for

LSCBs to undertake reviews of serious cases in specified circumstances.

Regulation 5(1) (e) and 5(2) set out a LSCB's function in relation to SCRs.

- paragraph (5) (1) (e) relates to undertaking reviews of serious cases and advising the authority and their Board partners, on lessons to be learned.
- paragraph 5(2) explains that, for the purposes of paragraph (1)(e), a case is considered to be serious when:
  1. abuse or neglect of a child is known or suspected; and
  2. either -
    - (i) the child has died; or
    - (ii) the child has been seriously harmed and there is cause for concern as to the way in which the authority, their Board partners or other relevant persons have worked together to safeguard the child.

The purpose of a SCR is not to reinvestigate or apportion blame, but to:

- establish what lessons are to be learned from the case about the way in which local professionals and organisations work individually and together to safeguard and promote the welfare of children
- identify clearly what those lessons are both within and between agencies, how and within what timescales they will be acted on, and what is expected to change as a result; and
- improve cross agency working and better safeguard and promote the welfare of children.
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During your time studying to become a licensed childcare practitioner, you will have undertaken in depth study of the types of abuse, the impact this may have on a child. As part of everyone's safeguarding duties it is imperative that they are fully trained to be able to spot the many different signs of abuse.

Any intentional harm or mistreatment to a child under 18 years old is considered child abuse. Child abuse takes many forms, which often occur at the same time.

- Physical abuse. Physical child abuse occurs when a child is purposely physically injured or put at risk of harm by another person.
- Sexual abuse. Sexual child abuse is any sexual activity with a child, such as fondling, oral-genital contact, intercourse or exposure to child pornography.
- Emotional abuse. Emotional child abuse means injuring a child's self-esteem or emotional well-being. It includes verbal and emotional assault — such as continually belittling or berating a child — as well as isolating, ignoring or rejecting a child.
- Medical abuse. When someone purposely makes a child sick, requiring medical attention, it puts the child in serious danger of injury and unnecessary medical care. This may be due to a mental disorder called factitious disorder imposed on another, such as a parent harming a child.
- Neglect. Child neglect is failure to provide adequate food, shelter, affection, supervision, education or medical care.

Think of all the highlighted serious case reviews that have been prevalent in the new over the past years –

- Baby P
- Victoria Climbié
- James Bulger
- The Soham murders of Holly Marie Wells and Jessica Aimee Chapman

These are just a few of the cases covered. How have these affected the way in which findings and information have been shared by safeguarding boards. How has these findings affected current practice and effected much need changes in the way all children are kept safe?

Reflect on the changes made in safeguarding policies and procedures by local safeguarding boards. Is it enough, do the changes meet requirements, are there enough resources and support mechanisms in place to help you, your staff and the children who depend on keeping them safe?

How do you, as a manager reflect on practice.  
 How do you ensure your staff are fully trained in all safeguarding issues?  
 How do you link this to reviews of policy, procedure and good practice?

**Identify the policies and procedures required in the work setting for safeguarding children and young people.**

Linked to the above look carefully at how you can identify, demonstrate and explain the safeguarding policies and procedures required within your setting.

Detail the process for reviews of these, who is involved in the review process and how the changes influence practice and meet the changes in legislation

Plan for an audio recorded professional discussion or write a detailed account of the wide range of policies and procedures required to cover every one of the wide ranging aspects of safeguarding children in your care. You may also wish to collate these and provide a

detailed explanation of each one during the planned professional discussion. Look carefully at current (2018) legislation and determine if you and your setting fully comply with these.

### **Develop the process for reviewing the process for safeguarding policies and procedures.**

The purpose of a comprehensive **review** is to take an in depth look at existing administrative **policies** to:

- 1) determine if a policy is still needed or if it should be combined with another safeguarding policy to strengthen practice
- 2) determine whether the purpose and goal of the policy is still meeting current requirements and legislation
- 3) determine if changes are required to improve the effectiveness or clarity of the policy and procedures, and
- 4) to ensure that appropriate education, monitoring and ongoing review of the policy is occurring.

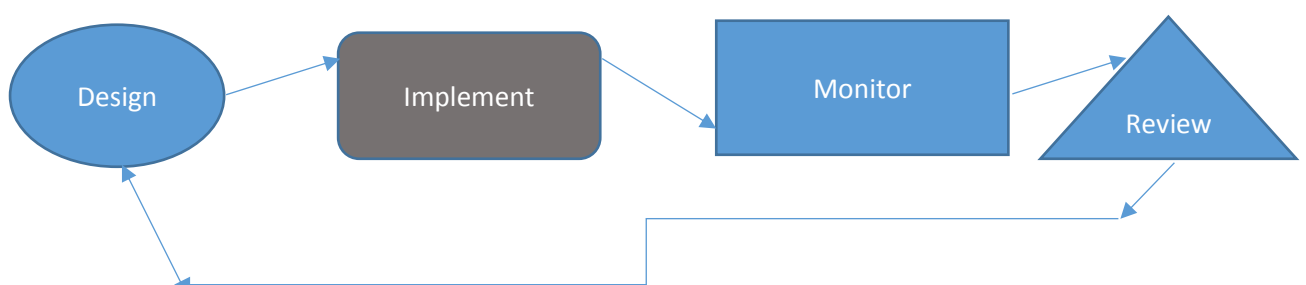
As a manager or trainee manager within a childcare setting, it is imperative that you lead, guide and support your team in understanding all policies and procedures. It is vitally important that each individual team member clearly understands why these are in place, and what the implications are of not implementing them.

To do this each policy must be reviewed on at least an annual basis, or when changes in legislation require changes to be implemented immediately. To meet this assessment criteria, each manager should look at and analyse the effectiveness of the process used for reviews.

Think carefully about your processes, try to cover the following aspects within reviews of your safeguarding policy:

- How are reviews monitored?
- Who is involved in researching change?
- How are changes implemented in the setting?
- How are changes communicated to staff or parents not involved in the change process?
- How are the changes monitored and evaluated to ensure complete effectiveness?
- Is the process overseen by particular people?
- Is the process audited?
- Is the process documented and recorded?
- Once completed is the process re-evaluated?

Utilise the simple procedure to assist in ensuring your policies and procedures are effective.



## **Evaluate the impact of a child/young person centred approach to safeguarding on policies and procedures.**

***Evaluate:*** Make a qualitative judgement taking into account different factors and using available knowledge/experience/evidence

During the past year's legislation has changed considerably, research carried out by actually speaking to children and finding out what they want and need has revealed they said that they need:

- Vigilance: to have adults notice when things are troubling them;
- Understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon;
- Stability: to be able to develop an on-going stable relationship of trust with those helping them;
- Respect: to be treated with the expectation that they are competent rather than not;
- Information and engagement: to be informed about and involved in procedures, decisions, concerns and plans;
- Explanation: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response;
- Support: to be provided with support in their own right as well as a member of their family;
- Advocacy: to be provided with advocacy to assist them in putting forward their views.

Effective on going action to keep the child in focus also includes:

- Eliciting the child's wishes and feelings - about their situation now as well as plans and hopes for the future;
- Providing children with honest and accurate information about the current situation, as seen by professionals, and future possible actions and interventions;
- Involving the child in key decision-making;
- Providing appropriate information to the child about his or her right to protection and assistance;
- Inviting children to make recommendations about the services and assistance they need and/or are available to them;
- Ensuring children have access to independent advice and support (for example, through advocates or children's rights officers) to be able to express their views and influence decision-making.



When looking at your settings policies and procedures for all aspects of safeguarding, do they meet these requirements, do they impact on the children within your care?

As a childcare setting manager, do you actually feel that a child centred approach is enough? Do you feel that legislation actually covers all aspects of safeguarding, or do you feel more is required?

During evaluation of your settings safeguarding policies, evaluate whether the child centred approach is enough, or would you like to see more done?

**Liaise with different organisations as part of the development or review process of policies and procedures for safeguarding children and young people.**

Safeguarding children is paramount, and practice must be effective to meet all the current requirements. As a childcare setting manager, do you seek out advice and guidance to ensure your policy, procedure and practice meet requirements.

Do you seek out professional support from those who design, develop and implement policies for others?

Do you liaise with your local safeguarding team?

Do you ensure all staff attend bespoke safeguarding training in order that they may be able to disseminate information gathered and use this to implement change?

Look back and reflect on the training and updated professional development you have undertaken to promote effective practice.

Think of the organisations that have and continue to support professional development with areas of safeguarding?

How has this influenced decision making by you and your team?

How do you liaise with others?

How do you communicate this to your colleagues?

How do you feedback to other organisations/individuals with who you work with?

### ***Learning Outcome Three:***

**Be able to implement policies and procedures for safeguarding children and young people.**

To meet this learning outcome, you must:

3.1. Support the implementation of policies and procedures for safeguarding children and young people.

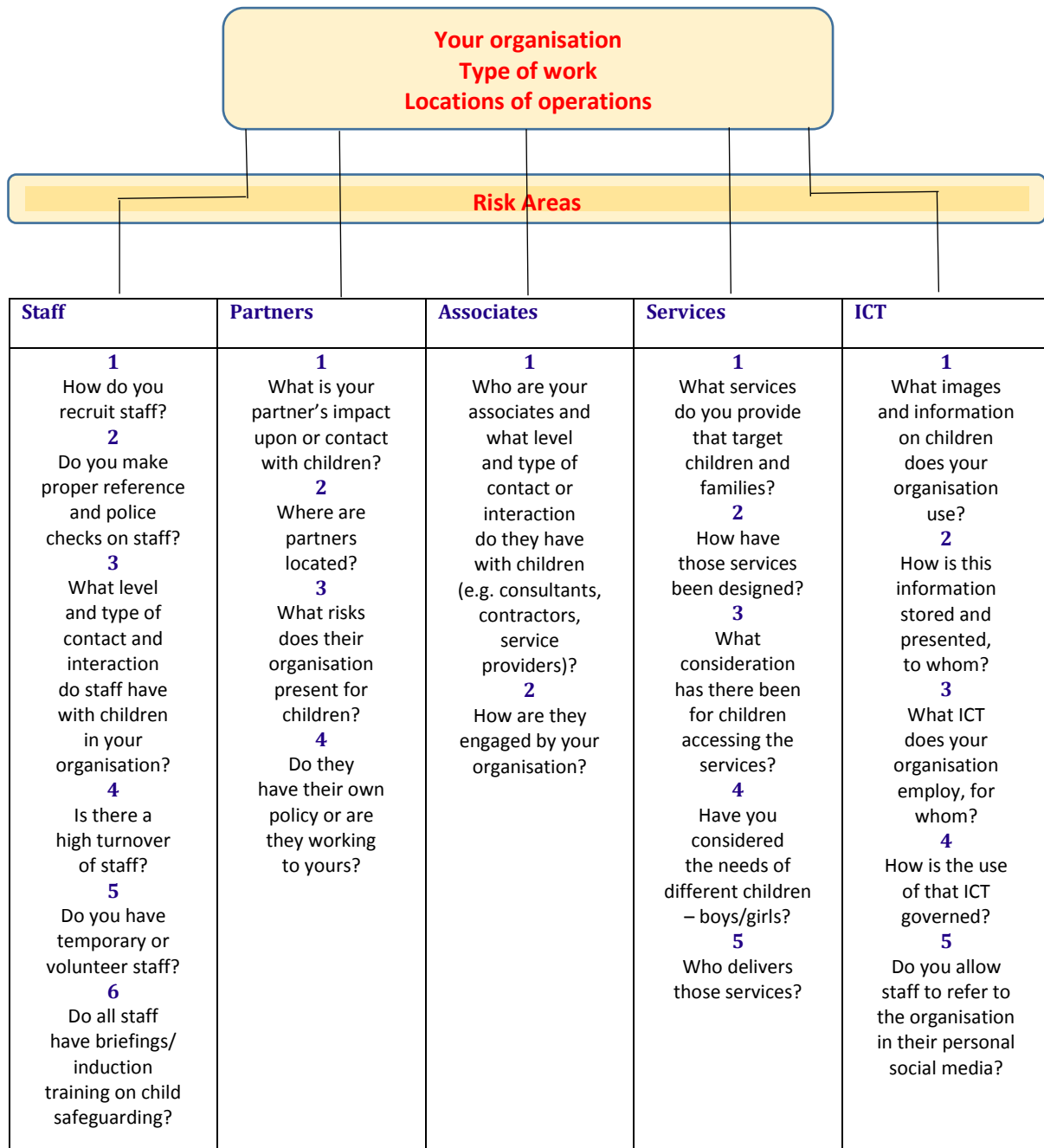
3.2. Mentor and support other practitioners to develop the skills to safeguard children and young people.

Assessment methods used to support development of this unit will include

- Audio recorded professional discussions
- Direct observation of work products linked to the above criteria
- Direct observation of performance within the workplace
- Direct observation of team meetings covering safeguarding issues
- Reflective accounts on actions taken by you
- Witness testimonies from key people involved in these processes with you

## Support the implementation of policies and procedures for safeguarding children and young people.

To be able to implement any policy or procedure, particularly when dealing with complex issues such as safeguarding, it is imperative that you, and every member of your team understand them and truly believe in their effectiveness.



Without clear written policies and procedures on child safeguarding, it is difficult to know how to prevent harm to children from the organisation's work and people and how to respond appropriately and consistently when concerns are raised.

- All staff need clear guidance on what to do and who to tell when they are concerned about a child.
- Managers in all organisations need to recognise they are responsible for supporting the development of written policies and procedures to keep children safe.

To enable positive implementation of all safeguarding policies, managers and staff need to evaluate both the policy - “If we suspect any”.... (policy)

And the procedure - “we will”...(procedure)

To be able to implement and monitor safeguarding policies it is essential that reviews take place any time the policy is utilised. Reflect on when you as a manager have been involved in any safeguarding issues? Did the policy and/or procedure support a positive outcome?

### ***Training Staff***

It is important to remember that a “policy” without implementation is merely a piece of paper with words on it. However, to bring this to life requires you, as a childcare setting manager, to initiate staff training and development linked to your adopted policy.

Demonstrate how you make initial contact with all of your team to be able to communicate the content of the policy, provide detailed explanations of each area and instil into every member the possible consequences of not adhering to the policy content.

Provide detailed explanations, and wherever detailed flow-charts of the immediate course of action to be taken in any and all safeguarding issues that arise.

Ensure that all new staff members undertake a full induction programme into all your settings policies and procedures, check that they understand these. Have them sign an induction checklist confirming this. Undertake role play using a safeguarding scenario to ensure that all staff members are clear on the actions to take when faced with safeguarding concerns.

During appraisals and reviews, use this time wisely to check current understanding and knowledge of all policies. Check specifically about safeguarding policies. Check also about their understanding of procedures linked to these.

Finally, have policies and procedures available for staff to review. Have procedures available and it is good practice to have these displayed to remind staff of the actions required.

### ***Learning Outcome Four:***

**Be able to lead practice in supporting children and young people's wellbeing and resilience.**

To meet this learning outcome, you must:

- 4.1. Justify how promoting well-being and resilience supports the safeguarding of children and young people.
- 4.2. Review how children or young people's resilience and well-being are supported in own work setting.
- 4.3. Support others to understand the importance of well-being and resilience in the context of safeguarding.

Assessment methods used to support development of this unit will include

- Audio recorded professional discussions
- Direct observation of work products linked to the above criteria
- Direct observation of performance within the workplace
- Direct observation of team meetings covering safeguarding issues
- Reflective accounts on actions taken by you
- Witness testimonies from key people involved in these processes with you

## **Justify how promoting well-being and resilience supports the safeguarding of children and young people.**

**Justify:** Present a reasoned case for actions or decisions made,

Part of every childcare setting is to ensure that as part of your child development programme, you actively promote well-being and resilience. Resilience is about 'bouncing back' from what life throws at us. It is about being strong inside and able to adapt well to changes and difficulties. It is about flourishing in life, despite our circumstances.

If children are resilient they will be able to cope better with problems, they will have better health and they will be happier and more fulfilled. They will also be less likely to develop emotional problems like depression or anxiety.

We can't protect children from all the things that may cause them distress throughout their lives. But we can help children become more resilient so that they are more able to cope with life's uncertainties and problems. And all children, no matter what their background, will have to face problems and changes in their lives.

### ***What is a resilient child!***

A resilient child can be described as:

- A child who works well, plays well, loves well and expects well

Resilient children:

- Have good relationships because they are caring, flexible, can understand others' feelings and can laugh at themselves and situations.
- Are independent, active and confident that they can get things done.
- Have a sense of purpose and hope for the future.
- Feel that they are worthwhile and can make a difference.
- Have support from their families and communities.
- Are expected to do well by their families and communities.

Not all children are born resilient, some are born into unsafe environments, or are trust into care without knowing why or if they will ever leave to be re-united with family.

### **No children are born understanding what "safeguarding" means.**

By teaching a child to be resilient must include teaching them what is right and what is wrong. By doing this, we should be promoting and teaching safeguarding issues at the correct and appropriate level. In order to "justify" this, settings need to develop a culture of promoting well-being, have children understand about self-care, the need to learn about everything relating to them, health, hygiene, toileting etc.

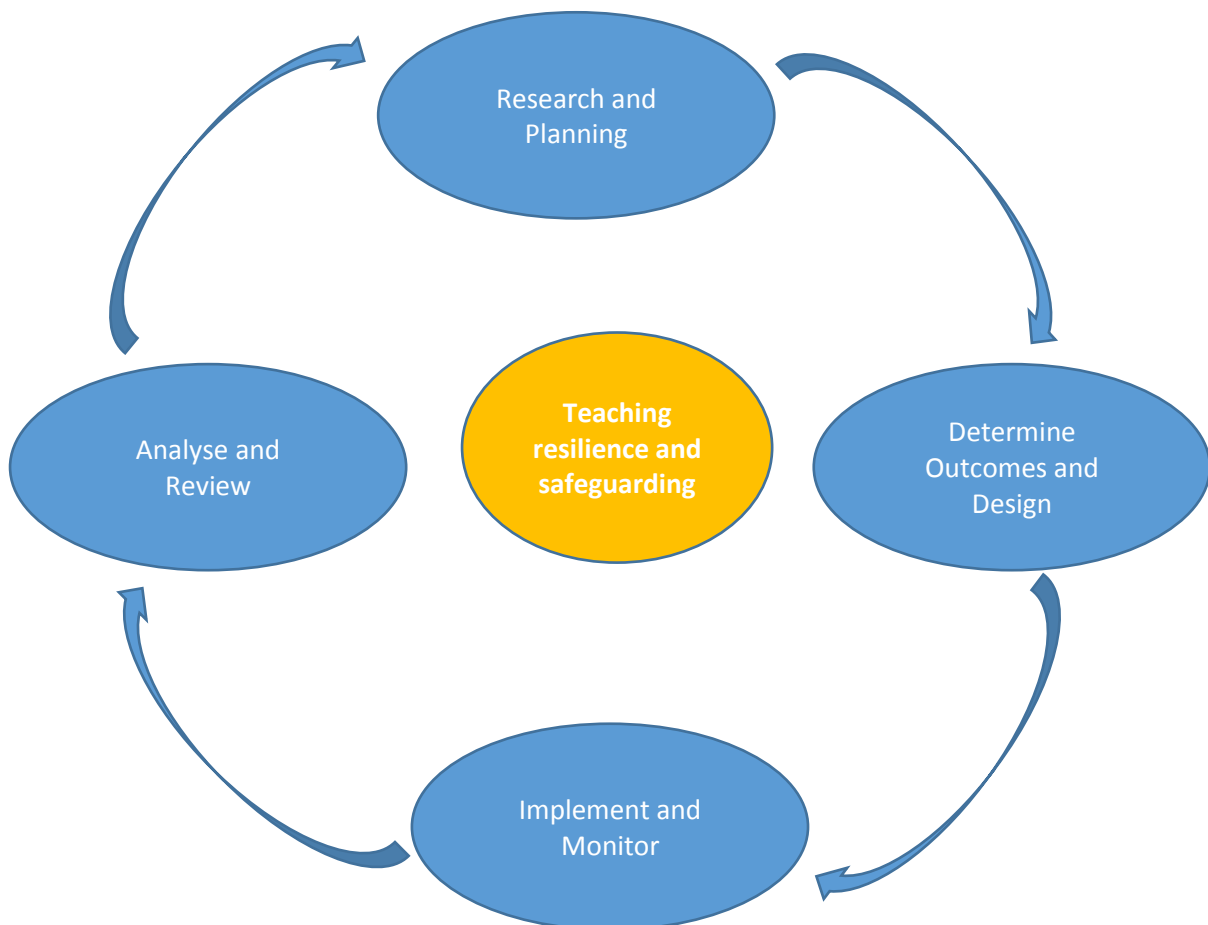
Children are best protected when professionals are clear about what is required of them individually, and how they need to work together. As a childcare setting manager, you are responsible for ensuring that children learn. This includes learning right from wrong, what is good, what is bad and what might cause harm to them.

**Review how children or young people’s resilience and well-being are supported in own work setting.**

**Review:** Survey information, methods, outcomes, conclusions, after the event, deciding what was effective or not

Like every process, without constant review to ensure that they deliver practical and required Outcomes, they simply become ineffective. To provide evidence for this assessment criteria, you will need to demonstrate exactly how the review process takes place, how it is analysed, how changes are made and how the new information is communicated to all parties concerned using effective methods.

A review forms part of the Learning Cycle. Look at the diagram below, wherever you may be at within the cycle will lead you on to the next phase and so on and so on.



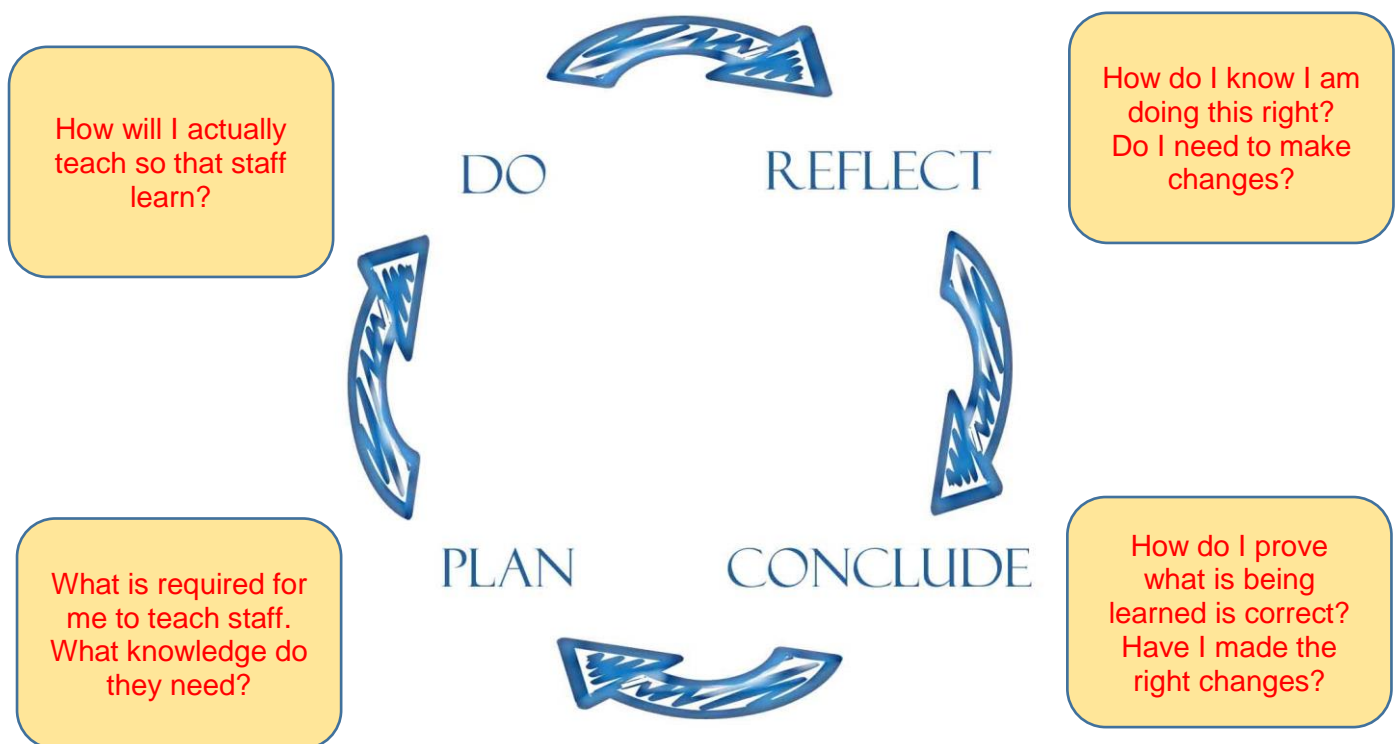
**Support others to understand the importance of well-being and resilience in the context of safeguarding.**

**Support:** Offer and provide support and guidance to others in need of help

As a childcare setting manager, you will be working to high standards. Part of maintaining these standards is ensuring that ALL staff members are trained to the same exacting standards. As a manager, part of your duties sees you ensuring that your setting meets Ofsted requirements. Specific guidelines laid down to ensure that every childcare setting provides a safe environment in which children can learn and develop.

To meet this exacting assessment criteria, you should be able to demonstrate and explain in detail the procedures used to ensure that all staff members are trained, that they fully understand, that they implement their training to meet the standards and that they are reviewed by you

Look back at the learning cycle



## The Kolb Learning Cycle