

# 6

## Safeguarding the welfare of children and young people (TDA 2.2)

### Assessment of this unit

This unit is about safeguarding the welfare of children and young people. It covers the important legislation, policies and procedures for keeping children and young people safe. It also includes how to recognise different types of child abuse and the actions that should be taken if there are any concerns that a child or young person has been abused or harmed. The unit also considers some common childhood illnesses and the importance of knowing what to do if children or young people are ill or injured.

In order to successfully complete this unit, you will need to produce evidence of your knowledge, as shown in the chart below. Your tutor or assessor will help you to prepare for your assessment, and the tasks suggested in this chapter will help you to create the evidence you need.

### AC What you need to know

1.1	The legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety
1.2	The roles of different agencies involved in safeguarding the welfare of children and young people
3.1	The characteristics of different types of child abuse and the risks and possible consequences for children and young people from the internet and other technologies
3.2	
3.3	Actions to take in response to evidence or concerns that a child or young person has been abused, harmed or bullied, including the principles of confidentiality and sharing information
3.5	
3.4	Actions to take in response to evidence or concerns that a colleague may be failing to comply with safeguarding procedures or harming a child or young person
2.1	Signs and symptoms of common childhood illnesses
2.2	Circumstances when children or young people might need medical attention, and the actions to take when children or young people are ill or injured, including emergency procedures and situations
2.3	
2.4	

There is no practical assessment for this unit, but your tutor or assessor may question you about some of the following points.

### What you need to do

Apply your knowledge about safeguarding policies and procedures in the real work environment.

Be clear about your own responsibilities in the case of any evidence or concerns about child abuse in the work environment.

Apply your knowledge about illness, injuries and emergency situations with children and young people in the real work environment.

This is an extremely important unit of study and it links with some of the other mandatory units:

SCH 21	Introduction to communication in health, social care or children and young people's settings
MU 2.4	Contribute to children and young people's health and safety
MU 2.8	Contribute to the support of the positive environments for children and young people
MU 2.9	Understand partnership working in services for children and young people
MPII002	Managing paediatric illness and injury

Some of your learning will be repeated in these units and will give you the chance to review your knowledge and understanding.



# Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety

## Why do we need to safeguard the welfare of children and young people?

Safeguarding the welfare of children and young people is extremely important. It involves more than just protecting children from abuse – it also includes promoting their interests, keeping them safe and protecting their rights.

Young children are extremely **vulnerable** and rely on adults to meet all their basic needs. This includes providing food, warmth and shelter, as well as protecting their security and keeping them safe from neglect or harm. Children and young people also need to be supported to develop a strong sense of self-esteem. This helps them to become more **resilient** in making positive decisions to protect themselves. Children who are more self-confident are less likely to be vulnerable to abuse. Adults can help children by giving them lots of praise and encouragement, supporting them to do things for themselves and teaching them how to be **assertive**.

### Key terms

**Assertive:** the quality of being self-assured and confident

**Resilient:** able to recover from setbacks and cope with stress

**Vulnerable:** more prone to risk and harm



### Key terms

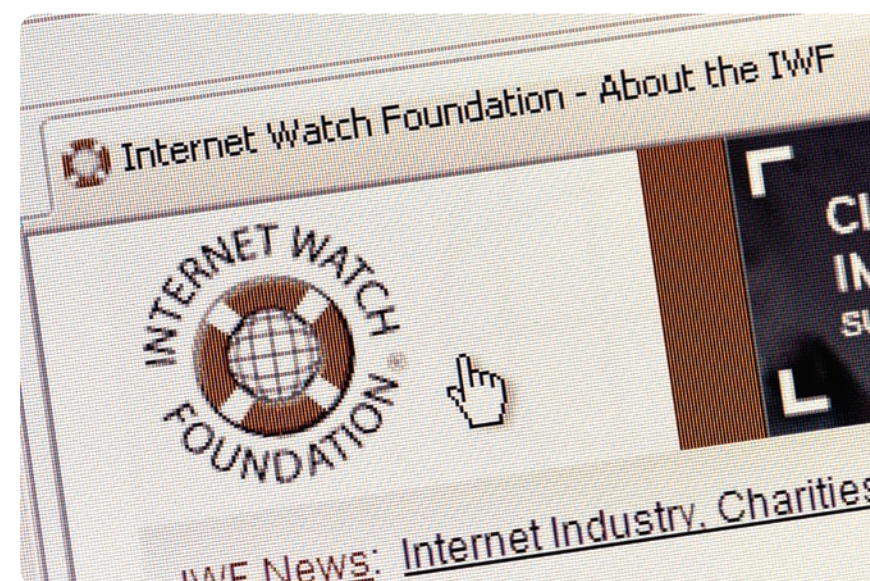
**Cyber-bullying:** bullying which uses e-technology as a means of victimising others

The internet is a very useful tool, but can be used as a vehicle for child pornography. Children and young people can also be exploited through social networking sites and need to be aware of e-safety measures. Professionals have a duty to protect children by making them aware of the dangers and supporting them to deal with situations they are not comfortable with. Parents and carers may also need advice about how to supervise children's internet use or how to control access to certain material.

Text messaging, emailing and social networking sites can also be potential avenues for **cyber-bullying**. This can be an extremely destructive process and adults need to be aware of procedures to support children and young people who may be at risk.

It is very important for anyone who works with children or young people to be aware of safeguarding procedures and to know how to respond to any evidence or concerns about children's welfare and safety.

All children and young people have a right to grow up in safety, and adults have a duty to protect them from being harmed or abused in any way. All children and young people have a right to grow up in safety, and adults have a duty to protect them from being harmed or abused in any way.





# Legislation and guidelines

Some of the main legislation around safeguarding children began with the Children Act (1989). This was updated with the Children Act (2004) which, among other things, included the principle of **integrated children's services** and incorporated the five main principles of **Every Child Matters** (2003), which clearly states that every child is entitled to:

1. be healthy
2. stay safe
3. enjoy and achieve
4. make a positive contribution
5. achieve economic wellbeing.

In 2010, another key document was updated and published by the government. Called 'Working Together to Safeguard Children', it outlines the key responsibilities for professionals in protecting children from harm and keeping them safe.

## Your assessment criteria:

- 1.1** Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety.

## Key terms

**Every Child Matters:** a UK government initiative launched in 2003 to improve outcomes for children and young people

**Integrated children's services:** different services working together to support children, young people and their families

A very important organisation involved in safeguarding the welfare of children and young people is the **Independent Safeguarding Authority** (ISA). This organisation is responsible for helping to prevent unsuitable people from working with children or young people. One of the ways it does this is to carry out **Criminal Records Bureau** (CRB) checks on anyone who works with or applies to work with children or young people.

In settings caring for children aged 0–5 years, the regulatory requirements for safeguarding children's welfare are included in the Statutory Framework for the **Early Years Foundation Stage** (EYFS). The welfare requirements of the EYFS are **statutory** and include important regulations about safeguarding and promoting children's welfare, suitable people and suitable premises, environment and equipment (see Chapter 10 (MU 2.8) on page xx).



## Key terms

**Criminal Records Bureau:** an agency of the Home Office providing access to criminal record information (equivalent national organisations are Disclosure Scotland and Access Northern Ireland)

**Early Years Foundation Stage:** A framework for the care and education of children from birth to 5 years old introduced in England in 2008. (The Early Years Framework in Scotland covers children from birth to 8 years, the Curriculum Guidance for Pre-school Education operates in Northern Ireland and the Foundation Phase for Children's Learning for 3 – 7 year olds in Wales)

**Independent Safeguarding Authority:** a public body created by the government in 2007 to improve procedures for checking the suitability of those who wish to work with children or young people

**Statutory:** relating to the law (statute)

# Working Together to Safeguard Children

A guide to inter-agency working to safeguard and promote the welfare of children



## Over to you!

Think about your own CRB check for working or being in placement with children or young people.

- ▶ How long did it take for the process to be completed?
- ▶ When will you be required to undertake another CRB check?
- ▶ Why do you think CRB checks are important for anyone who works with children or young people?

## Policies and procedures

It is very important for all workplace settings to have clear policies and procedures for safeguarding children and young people. Some of the key issues that should be included are:

- ▶ a key member of staff being the 'named person' as the main contact for all safeguarding issues
- ▶ clear procedures for managing personal care with children (e.g. helping them with toileting or changing nappies)
- ▶ clear procedures about appropriate physical contact with children and young people (e.g. cuddling children or restraining young people)
- ▶ clear policies about taking photographs or filming children, including the use of mobile phones in the work setting
- ▶ security measures for protecting children, for example CCTV, **biometric** access devices (e.g. fingerprint recognition) or the use of webcams
- ▶ clear procedures for risk assessment (e.g. the regular checking of equipment for damage and to make sure it is safe)
- ▶ clear arrangements for confirming parents or carers who are collecting children and for checking the identity of any visitors to the setting
- ▶ clear policies about sharing information and **confidentiality**
- ▶ activities to empower and educate children and young people (e.g. about confidence with their own bodies or being assertive in making decisions)
- ▶ the importance of observation and listening to children and young people
- ▶ the importance of all staff knowing their own role and responsibilities
- ▶ the importance of regular staff training and updating on safeguarding issues.



### Your assessment criteria:

**1.1** Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety.

**3.5** Describe the principles and boundaries of confidentiality and when to share information.

### Key terms

**Biometrics:** using physical characteristics for the purpose of personal identification

**Confidentiality:** treating information as private



### Knowledge Assessment Task

**1.1** **3.5**

Investigate the safeguarding policy in your placement or work setting and write a report which outlines the following:

1. What are the procedures for parents, carers or visitors to gain access to your setting?
2. What is the policy about taking photographs of children or young people in your setting?
3. What is the policy about confidentiality and information sharing?
4. How does the safeguarding policy in your placement or work setting meet the requirements of government guidelines and relevant legislation?

Keep your notes as evidence towards your assessment.



# Agencies involved in safeguarding children and young people

Safeguarding the welfare of children and young people is a complex process, which relies on effective partnership working between different agencies. There may be several different services involved with the family, including health, education, social services and voluntary agencies, each with their own area of responsibility (see Chapter 13 (MU 2.9 ) on page xx). For example, concerns about the welfare of a 4 year old in nursery might involve the child's key person, the family health visitor, the GP, the social worker and the family support worker. Concerns about cyber-bullying among teenagers in a secondary school might involve their teachers, mentors, parent support advisor or voluntary worker from an organisation like **Kidscape**.

Professionals within different agencies and organisations will all have specific responsibilities regarding safeguarding children and young people.

## Health services

- ▶ *Health visitors* have a responsibility for the health and development of children under the age of 5. They usually have contact with families both in the clinic or health centre and on home visits. Health visitors may often be the first people to identify concerns about a child's safety, health or welfare.
- ▶ *General practitioners (GPs)* have a responsibility for the general health of registered patients in their local community. They usually have contact with children and families in the surgery or health centre, and may identify safeguarding concerns as a result of a routine visit or general health check-up.
- ▶ *Hospital staff* may be involved in safeguarding issues if a child or young person attends the accident and emergency department as the result of a non-accidental injury.

## Social services

- ▶ *Social workers* have a responsibility to provide services for vulnerable children and their families. This might be because parents are struggling to care for their children or when families are trying to cope with challenging situations like imprisonment or alcohol and other drug use. Social workers will always be involved in situations of abuse or harm with children or young people.

## Your assessment criteria:

- 1.1** Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety.

## Key terms

**Kidscape:** an anti-bullying charity supporting children, young people and their families



**Figure 6.1** The different agencies involved in safeguarding the welfare of children and young people

- ▶ *Residential care workers* have a responsibility for children who are living in residential care homes and not with their own families (often called 'looked-after' children). Children and young people in care are particularly vulnerable, and residential care workers have a specific duty to safeguard their health and welfare.
- ▶ *Family support workers* have a responsibility to provide support for vulnerable children and their families. They will usually have contact with families both at the local children's centre and on home visits, and are often called upon to monitor families when there are concerns about safety, health or welfare.

## Education services

- ▶ *Teachers* have a responsibility for the education and welfare of children and young people. Their work involves close observation of pupils in the classroom, and this can frequently trigger concerns about health or welfare.
- ▶ *Children's service workers* may work in schools, pre-schools, nurseries or out-of-school clubs. They have a responsibility for the safety and welfare of children and young people and may often be the first people to identify safeguarding concerns.

## Legal and criminal services

- ▶ *Police* have a responsibility for the safety and protection of the general public. They will be involved in any criminal proceedings that may result from safeguarding situations.
- ▶ *Probation officers* have a responsibility to support the rehabilitation of some offenders in the community. This will involve monitoring people convicted of offences against children to ensure they do not continue to pose a threat.

## Voluntary services

A wide range of voluntary organisations and groups may be involved in safeguarding the welfare of children and young people. Some of these include:

- ▶ NSPCC
- ▶ Childline
- ▶ Kidscape
- ▶ scout/cub and guide/brownie leaders
- ▶ sports coaches.

It is extremely important that all these people work together and share information in order to co-ordinate support for the child or young person and their family. It is also vitally important that professionals apply strict codes of confidentiality when sharing information(see Chapter 13 (MU 2.9) on page xx).



# Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied

## What are the different types of child abuse?

Abuse, harm or bullying of children and young people can take many different forms. Often, more than one type of abuse is experienced at the same time, for example, a child may be both physically abused and neglected.

### Your assessment criteria:

- 3.1** Identify the characteristics of different types of child abuse.

## Characteristics of different types of child abuse

The four main types of child abuse are shown in Figure 6.2.

**Figure 6.2** The four main types of child abuse are shown in the table below:

Type of abuse	Characteristics	Signs and symptoms
<b>Physical</b>	Hitting, shaking, throwing, burning or scalding, beating with objects or otherwise causing physical harm or injury. It can result in pain, bruising, broken bones and sometimes disability or even death.	Unexplained injuries, bruising or burns; reluctance or refusal to undress (e.g. for PE, games or a medical exam); wearing layers of clothing or heavy clothes to cover injuries, aggressive behaviour; fear of physical contact.
<b>Emotional</b>	Shouting, swearing and negative criticism; withholding love and affection; bullying, including cyber-bullying; causing children to feel worthless and useless. It can result in low self-esteem and extreme fearfulness.	Lack of confidence, particularly in new situations; becoming very withdrawn; delayed development; nervous behaviour (e.g. fidgeting or rocking back and forth).
<b>Sexual</b>	Forcing or enticing into sexual activities; viewing pornographic material, including on the internet; encouraging inappropriate physical touching; sexual harassment.	Disturbed behaviour including self-harm, personality changes, regression, inappropriate sexual behaviour; medical problems such as repeated urinary infections; insecurity and lack of trust;.
<b>Neglect</b>	Not providing food, clothing, warmth, shelter, basic hygiene, care or protection. It can result in <b>failure to thrive</b> and developmental delay.	Constant hunger; tiredness (always falling asleep); poor personal hygiene; inadequate or inappropriate clothing; poor interpersonal and social skills.



### Over to you!

Which of the following would you identify as forms of abuse with children or young people? \*

- ▶ leaving a child alone for long periods
- ▶ smacking
- ▶ not giving a child enough food
- ▶ shouting at a young person a lot
- ▶ not changing a baby's nappy frequently
- ▶ not keeping a child clean
- ▶ criticising a young person a lot
- ▶ Compare your responses with others in the group. Where did you agree/disagree?

### Knowledge Assessment Task

**3.1**

Write a brief report to identify the possible types of child abuse in the following situations:

1. Ryan, aged 4 years, comes to nursery every day dressed in inappropriate clothing, smelling of urine and is constantly hungry.
  2. Vicky, aged 14 years, has been forced by her stepfather to view internet pornography. He shouts and swears at her and threatens to lock her in her room if she does not comply with his demands.
  3. Evie, aged 8 months, has been shaken violently by her teenage mother, Stacey, because she would not stop crying. Stacey frequently leaves Evie to cry alone in her cot for hours at a time.
- Keep your notes as evidence towards your assessment.

### Key terms

**Failure to thrive:** not growing or gaining weight at the expected rate

\*The NSPCC defines all of them as forms of abuse.



## Responding to evidence or safeguarding concerns

It is extremely important for anyone who works with children or young people to fully understand their own responsibilities in relation to safeguarding issues. One of the most important things to remember is that if you ever have concerns about the welfare of a child or young person, you should always make those concerns known to an appropriate person. In most work situations, that will be your manager or supervisor. **Local Safeguarding Children Boards** are statutory organisations which operate within each local area to ensure that services co-operate to promote the welfare of children and young people.

Many children living in abusive or harmful situations are in a constant state of anxiety and fear. It can therefore be very difficult for them to talk to anyone else about it. The act of a child or young person telling you or suggesting that he or she has been abused, harmed or bullied is called **disclosure**. The details can be distressing to hear, and knowing how to respond to a disclosure is an important part of professional practice. Some of your key actions should include:

- ▶ Listen carefully, without showing shock or disbelief.
- ▶ Do not ask leading questions (like 'Where did he hurt you?').
- ▶ Accept what the child or young person says and do not rush them.
- ▶ Reassure them and emphasise that they have done the right thing in telling someone.
- ▶ Never promise that you will keep what they have said a secret.
- ▶ Follow the procedure for your work setting (which will usually involve telling your supervisor in the first instance, and you may be required to write a report).



### Your assessment criteria:

**1.2** Describe the roles of different agencies involved in safeguarding the welfare of children and young people.

**3.3** Describe actions to take in response to evidence or concerns that a child or young person has been abused, harmed (including self harm) or bullied, or maybe at risk of harm, abuse or bullying.

### Key terms

**Disclosure:** revealing sensitive information

**Local Safeguarding Children Boards:** statutory organisations established in 2006 in each Children's Service authority in England to oversee service provision for promoting the welfare of children and young people

### Knowledge Assessment Task

1.2

3.3

#### Case study

Jamie is 4 years old, and has been attending Rosebuds Nursery for 15 months.

His key person, Jo, has recently noticed a change in his behaviour. Jamie had always been a boisterous boy who loved outdoor play and physical activity. Recently, however, Jamie has appeared sullen and gloomy; he has to be coaxed to go outside, and even then he tends to wander around on his own and does not play with other children. Jo has also noticed that Jamie often appears to be dirty and smelly, frequently wearing the same clothes day after day. These days he very rarely speaks, but just shakes his head in response to her questions.

Jo has spoken to Jamie's mum, Sheila, and has discovered that she and Jamie's dad have split up. Sheila is concerned that Jamie has started wetting the bed at night, and she is worried about what happens to Jamie now that he spends every other weekend with his dad and his dad's new girlfriend.

One day, Jamie arrives at nursery with a very bruised cheek. Jo comments on this, saying, 'Ooh, that looks really sore Jamie.' Jamie runs off into the toilets.

1. Explain why Jo should be concerned about Jamie's welfare.
2. Describe the action Jo should take in response to her concerns about Jamie.
3. Describe the roles of different agencies that might be involved in this situation.

Keep your notes as evidence towards your assessment.



## E-safety

Children and young people are particularly at risk from some forms of technology, which can present a threat to their safety and welfare. The internet is a powerful tool, but it can also expose children and young people to unsuitable sites and potentially harmful material. Young people need to be aware of the possible dangers from using the internet, including social networking sites.

Many children and young people have access to the use of a mobile phone, and the benefits of being able to communicate can be a great reassurance to parents. However, mobile phones can also be an instrument for cyber-bullying, and this has caused a great deal of distress for many young people and their parents.



### Your assessment criteria:

**3.2** Describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies.

**3.4** Describe the actions to take in response to concerns that a colleague may be: failing to comply with safeguarding procedures; harming, abusing or bullying a child or young person.

### Over to you!

*Think about your own internet use. What precautions do you take to ensure your own safety when using social networking and other internet sites?*

*What e-safety measures are taken in your placement or work setting to protect children and young people?*

*Compare your experiences with others in the group.*

### Knowledge Assessment Task

3.2

#### Case study

Ali is 12 years old and enjoys using her computer and mobile phone to communicate with her friends. She has a computer in her bedroom and often uses it to investigate different internet sites. One of her friends from school has sent a text message to Ali with a link to a pornographic website and a message saying, 'We dare you to look at this when your mum and dad are not around.' Ali is worried that if she doesn't look at this website she will be excluded from her friendship group at school.

1. Describe the risks that Ali might be taking by viewing this website.
2. Explain what Ali should do about this text message.
3. Describe some of the possible consequences for children and young people using the internet, mobile phone and other technologies.

Keep your notes as evidence towards your assessment.

## Professional responsibility

It is extremely important that everyone who works with children and young people can be completely trusted to comply with safeguarding procedures. Most people would take this for granted as a vital part of the job, but there have been situations where professionals fail to follow procedures or, in some cases, actually inflict harm or abuse on children or young people. Working with children and young people is a position of great responsibility, and professionals must always follow procedures to keep children safe.



### Knowledge Assessment Task

3.4

Think about how you might respond to the following situations:

1. You are working in a nursery and an unfamiliar adult comes to collect a child at the end of the day. He says that he is the child's uncle and that the mother has asked him to collect the child. One of your colleagues says that will be OK.
2. You are working at an out-of-school club and you observe a colleague viewing an inappropriate website on the computer with a group of 8 year olds.

Describe how you would respond in each case and the action you would take.

Keep your notes as evidence towards your assessment.



# Know what to do when children or young people are ill or injured, including emergency procedures



## Your assessment criteria:

- 2.1** Identify the signs and symptoms of common childhood illnesses.

## How do you recognise childhood illness?

Most children and young people will experience some episodes of illness in their life. Common illnesses, like coughs and colds, are not usually serious. However, illnesses like **meningitis** are more serious and will need specialist medical care. Illnesses, like chicken pox, are infectious (easily spread) and others, like **asthma**, are not infectious at all. It is important for anyone who works with children and young people to be able to recognise the signs of illness and know what action to take.

The main signs of illness in a child or young person are:

- ▶ poor appetite
- ▶ no energy
- ▶ change in behaviour (unusually quiet, not sleeping well, crying more than usual)
- ▶ constipation or diarrhoea
- ▶ vomiting
- ▶ skin rash
- ▶ raised body temperature
- ▶ a cough, headache, stomach ache, earache or runny nose.

## Signs and symptoms

Young children find it difficult to describe how they feel. They may say that they have 'tummy ache' when they actually feel upset, afraid or worried. Children's **symptoms** can worsen very quickly and they should always be taken seriously and not ignored.

## Key terms

**Asthma:** a non-infectious condition that can be triggered by allergic reactions and causes breathing difficulties

**Meningitis:** a serious infectious disease affecting the meninges around the brain and spinal cord

**Symptoms:** changes in the body caused by an illness

## Over to you!

*In pairs or small groups, make a list of all the childhood illnesses you can think of. Include serious and non-serious conditions, infections and other illnesses.*

*Compare your notes with others in the group.*

## Infectious illnesses

Infectious illnesses are caused by bacteria or viruses and are easily spread, particularly in settings among groups of children or young people. Most infectious diseases start with symptoms like a bad cold, with a slight rise in body temperature, a sore throat and generally feeling unwell. Some infectious diseases, like measles and chicken pox, also produce a rash.

Children will recover completely from most of the common infectious diseases within a few weeks. Others, like meningitis, are more serious. Meningitis affects the protective covering around the brain and spinal cord (meninges) and the most common symptoms are headache, neck stiffness and a high body temperature. It can also cause a blotchy skin rash, which does not fade under pressure. A child or young person should always see a doctor if meningitis is suspected, as it can be a life-threatening condition and may require hospitalisation.



## Non-infectious illnesses

Some illnesses are not infectious but can still cause health problems for children and young people. Conditions like earache, stomach upsets and diarrhoea are often experienced by children, particularly once they start mixing with other children. These are not usually serious unless they continue without improvement, in which case a doctor should always be consulted.

Asthma is a non-infectious condition that causes breathing difficulties for children. It can be triggered by allergic reactions to materials like pollen or animal fur. Asthma can be very successfully managed and treated with specific medicine, which is usually taken by the child using a special inhaler.



## Knowledge Assessment Task

**2.1**

Investigate these common childhood illnesses:

- ▶ measles
- ▶ common cold
- ▶ asthma
- ▶ chicken pox.

Create an information leaflet or web page for parents, highlighting the main symptoms of these illnesses and how each should be treated.

Keep your notes as evidence towards your assessment.

# Dealing with illness and injuries

Being ill or injured can be a frightening experience for both children and young people. It is important to take appropriate action and always respond in a calm and reassuring manner. (See also Chapter 12 (MP 11002) on page xx.)

## Dealing with illness

There will be times when children or young people become ill in your setting, and it is important to know what to do. Make sure you are familiar with the setting's policy about illness and what your responsibilities are. Sick children need to be comfortable and may need to rest in a quiet part of the setting. Young children may find it comforting to listen to a familiar story or watch a DVD. You must always contact their parents or carers, who should come and take the child home or to the doctor if necessary. You may need to stay with the sick child to observe and make notes on their condition.

Most children recover very quickly from illness, but it is important to know when emergency medical help may be needed. You should always seek urgent medical attention or call an ambulance if a child or young person has any of these symptoms:

- ▶ a very high temperature (39°C or above)
- ▶ breathing difficulties
- ▶ a **convulsion** or fit
- ▶ become unconscious
- ▶ very severe or constant diarrhoea and/or vomiting

a purple/red rash that doesn't fade under pressure (sign of meningitis).

## Dealing with injuries

Even with the most reliable policies and procedures in a setting, children will occasionally have accidents and experience injuries. It is very important to know what action to take in these situations as it can save a life.

One of the most important things to remember when dealing with emergency situations is to remain calm and appear confident (even if you don't feel it!). Children and young people often panic when they are injured, and they will look to you for reassurance and support. Every setting must have a first aid policy and at least one qualified first aider on the staff team, who is responsible for first aid treatment.

Many injuries in the work setting will be relatively minor, involving cut fingers and grazed knees, but some injuries will be more serious and may need more involved treatment. (See also Chapter 12 (PEFAP 001) on page xx Chapter 13 (MPII 002) on page xx.)

### Your assessment criteria:

- 2.2** Describe the actions to take when children or young people are ill or injured.
- 2.3** Identify circumstances when children and young people might require urgent medical attention.
- 2.4** Describe the actions to take in response to emergency situations including: fires; security incidents missing children or young people.

### Over to you!

- ▶ *Can you remember being sick as a child? What was it like for you?*
- ▶ *Share your memories with others in your group and compare your experiences.*

### Key terms

**Convulsion:** uncontrollable contraction of muscles in the body, causing jerky movements

### Over to you!

- ▶ *Make a list of all the possible injuries you can think of that might happen to children or young people in your placement or work setting.*
- ▶ *Compare your list with others in your group.*

### Knowledge Assessment Task

**2.2** **2.3**

1. In your placement or work setting, investigate the procedures for dealing with illness and injuries.
  2. Give examples of some of the circumstances when children or young people might need urgent medical attention.
  3. Describe the action you would take in the following situations:
    - a) Salim, aged 7 years, who suffers from asthma and uses an inhaler regularly, has a severe asthma attack.
    - b) Jack, aged 10 months, develops a temperature of 40°C and has a convulsion.
    - c) Suzie, aged 3 years, falls off the climbing frame in the outdoor play area and hits her head on one of the metal bars.
- Keep your notes as evidence towards your assessment.

## Emergency situations

An important part of safeguarding the welfare of children and young people is knowing how to respond in emergency situations. This can include incidents involving fire, evacuation procedures or security issues. The Health and Safety at Work Act (1974), sets out the regulations for safety policies to deal with emergency situations. There can be many different kinds of emergency in working with children and young people and it is important to know what to do, particularly for fires, security incidents or if a child goes missing (see Chapter 4 (MU 2.4) on page xx).

Emergency procedures should be visibly displayed, with clear instructions about the location of emergency exits and assembly points. Regular drills should be carried out to make sure that all staff understand their responsibilities and that children know what to do.

In the case of a child or young person going missing, the parents should always be informed immediately, as well as the local police.

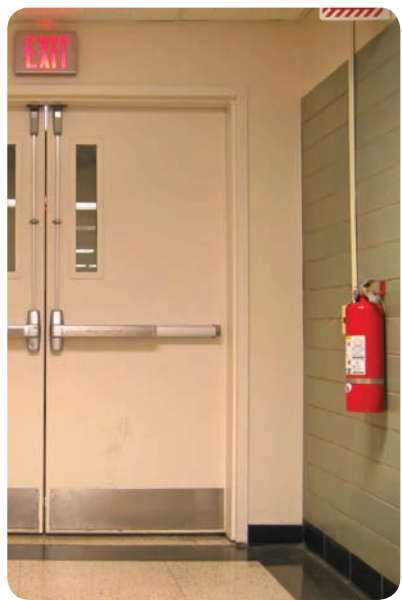
### Knowledge Assessment Task

**2.4**

- Investigate the emergency policies and procedures at your placement or work setting. Describe the action you would take in response to the following situations:
1. a fire in the setting
  2. a security incident involving evacuation of the premises
  3. a child or young person goes missing from the setting.
- Keep your notes as evidence towards your assessment.

### Over to you!

- ▶ *Have you been involved in a fire drill or evacuation exercise in your placement or work setting?*
- ▶ *Do you know where the emergency exits are?*
- ▶ *What would your own role be in an emergency situation, such as an evacuation procedure?*
- ▶ *Compare your ideas with others in the group.*





Are you ready for assessment?

AC	What do you know now?	Assessment task	✓
1.1	The legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety	Page xx	
1.2	The roles of different agencies involved in safeguarding the welfare of children and young people	Page xx	
2.1	Signs and symptoms of common childhood illnesses	Page xx	
2.2 2.3 2.4	Circumstances when children or young people might need medical attention, and what to do when children or young people are ill or injured, including emergency procedures and situations	Page xx	
3.1 3.2	The characteristics of different types of child abuse and the risks and possible consequences for children and young people from the internet and other technologies	Page xx	
3.3 3.5	Actions to take in response to <b>evidence or concerns</b> that a child or young person has been abused, harmed or bullied, including the principles of confidentiality and sharing information	Page xx	
3.4	Actions to take in response to evidence or <b>concerns that a colleague</b> may be failing to comply with safeguarding procedures or harming a child or young person	Page xx	

There is no practical assessment for this unit, but your tutor or assessor may question you about some of the following points.

What can you do now?	✓
Can you apply you knowledge about safeguarding policies and procedures in the real work environment? Do you have any examples as evidence of this?	
Are you clear about your own responsibilities in the case of any evidence or concerns about child abuse in the work environment? Could you tell your assessor about this?	
Can you apply your knowledge about illness, injuries and emergency situations with children and young people in the real work environment? Do you have any examples as evidence of this?	

