![OCR Oxford Cambridge and RSA logo]

Unit Title:	**Understand how to safeguard and protect children and young people in residential childcare**
OCR unit number:	2
Sector unit number:	RCC 3.2
Level:	3
Credit value:	7
Guided learning hours:	63
Unit reference number:	T/506/8363

Unit aim and purpose

This unit provides the knowledge and understanding required to safeguard and protect children and young people in residential childcare settings.

Learning Outcomes	Assessment Criteria	Additional guidance
The Learner will:	**The Learner can:**	
1 Understand the context of safeguarding and protection of children and young people	1.1 Define the term safeguarding in relation to children and young people 1.2 Explain how child protection relates to safeguarding 1.3 Outline current legislation, national guidelines and policies affecting the safeguarding and protection of children and young people	
2 Understand policies and practices for the protection of children and young people and the adults who work with them	2.1 Explain why it is important to ensure children and young people are protected from harm and abuse 2.2 Explain how findings from official inquiries and serious case reviews are used to inform practice 2.3 Identify **policies and procedures** that are in place to protect children and young people and the adults who work with them 2.4 Analyse how **working practices** with children	**Policies and procedures for safe working** e.g. those relating to: • Working in an open and transparent way • Listening to children and young people • Duty of care • Whistleblowing • Power and positions of trust • Propriety and behaviour • Physical contact • Intimate personal care • Off site visits • Photography and video • Use of social media • Sharing concerns and recording/ reporting

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	and young people reflect national and local guidelines, policies and procedures for safeguarding 2.5 Explain how following procedures helps protect team members from allegations and complaints as well as protecting children and young people from harm and abuse 2.6 Explain the importance of building positive, trusting and consistent relationships with children and young people who are vulnerable to harm or abuse 2.7 Describe systems and practices to ensure children and young people can voice allegations, concerns and complaints and be confident these will be addressed	incidents • Child sexual exploitation **Working practices** e.g. • Ensuring the voice of the child or young person is heard (e.g. providing advocacy services) • Supporting children and young people and others who may be expressing concerns • Risk assessment
3 Understand the nature of abuse that can affect children and young people in residential childcare	3.1 Describe **types of abuse** that a child or young person may experience 3.2 Describe signs and indicators associated with each type of abuse 3.3 Describe factors which increase the vulnerability of children and young people in residential childcare 3.4 Summarise common myths about people who harm and abuse children and young people 3.5 Describe known characteristics of **perpetrators and their behaviours** that can make it difficult for children and young people to report	**Types of abuse** may be: • Physical • Emotional • Sexual • Financial • Bullying • Self harm • Neglect • Exploitation by gangs and groups **Perpetrators and their behaviours** e.g. • Position of power in the community or organisation • Celebrity status • Fellow resident/peer • Grooming (of the child or young person and those around them) • Threats of reprisals • Promises of rewards • Denial of behaviour as abusive • Targeting boys and

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	harm or abuse and for others to recognise and address abusive activity	young men (in relation to sexual abuse)
4 Understand how to address concerns about abuse	4.1 Outline the actions to be taken in line with policies and procedures if abuse is suspected 4.2 Explain the importance of early identification of abuse 4.3 Explain why warning signs may be mis-interpreted or ignored 4.4 Explain reasons why a child or young person may not recognise that they are being abused or exploited 4.5 Explain reasons why a child or young person may not disclose that they are being abused or exploited	
5 Understand policies, procedures and practices to address bullying	5.1 Explain the effects of different types of **bullying** on children and young people 5.2 Outline the policies and procedures that should be followed in response to concerns or evidence of bullying 5.3 Explain why policies and procedures regarding bullying are necessary 5.4 Explain how to support a child or young person when bullying is suspected or alleged	**Bullying** e.g. • Physical (Pushing, kicking, hitting, pinching and other forms of violence or threats) • Verbal (Name-calling, insults, sarcasm, spreading rumors, persistent teasing) • Emotional (tormenting, ridicule, humiliation, excluding) • Cyberbullying (the use of technology, particularly mobile phones and the internet, deliberately to upset someone else) • Child on child/child on adult/adult on child • Specific types of bullying which can relate to all the above such as homophobic or gender based, racist, relating to special educational needs and disabilities

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6 6. Understand principles for e-safety	6.1 Explain the risks and possible consequences for children and young people from • social networking • internet use • buying and selling online • electronic communication devices 6.2 Describe ways of reducing risk to children and young people from: • social networking • internet use • buying and selling online • electronic communication devices	
7 Understand how to minimise risk of harm to a child or young person who goes missing from care	7.1 Describe the risks to a child or young person who goes missing from care 7.2 Outline actions to be taken in line with policies and procedures when a child or young person goes missing 7.3 Explain the importance of prompt and persistent action when a child or young person goes missing	
8 Understand child sexual exploitation	8.1 Define child sexual exploitation and its relationship to human trafficking 8.2 Describe how child sexual exploitation differs from non-abusive sexual activity 8.3 Outline different patterns of child sexual exploitation in relation to • Gangs • Groups • Solo perpetrators 8.4 Describe typical behaviour patterns of those who sexually exploit children and young people	

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	8.5 Describe the support that should be offered to a child or young person who has been the victim of child sexual exploitation 8.6 Explain the role of **key partners** in protecting children and young people from sexual exploitation	**Key Partners** include • Sexual Health Services, • Police, Crown Prosecution Service • Youth Offending Services, • Probation Services, • Housing Services, • Drug and Alcohol Services, • Mental Health Services, including Child and Adolescent Mental Health (CAMHS), • Community Health Services, including GPs, • Hospital Trusts, • Education Services, • Voluntary and Community sector • family and carers
9 Understand the concept of multi-agency working to safeguard children and young people	9.1 Explain what is meant by multi-agency working in the context of safeguarding 9.2 Identify **multi agency forums** which coordinate the safeguarding of children and young people locally 9.3 Describe the roles and responsibilities of the different organisations that may be involved in situations where • harm or abuse is suspected or disclosed • a child or young person has been abused or harmed • a child or young person has gone missing from care	**Multi agency forums** eg • Local Safeguarding Children's Boards • Multi Agency Safeguarding Hubs
10 Understand how to empower children and young people to develop strategies to protect their own safety and well being	10.1 Explain the importance of building children and young people's resilience, self-confidence and self-esteem	

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	10.2 Describe ways to work with children and young people to enable them to develop protective strategies	
	10.3 Describe ways of empowering children and young people to make informed choices that support their safety	
11 Understand process and procedures when there are concerns about practice	11.1 Explain how to report concerns about practice in the work setting	
	11.2 Describe ways in which whistleblowers are protected in the work setting	
	11.3 Explain why those whose practice is being questioned are also protected and how this is achieved	
	11.4 Explain the process of escalating concerns about practice if they are not being addressed	

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Assessment decisions for competence based learning outcomes (e.g. those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

National Occupational Standards (NOS) mapping/signposting

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It is a requirement for new staff working in residential childcare to be working towards these qualifications from 01/01/15. It is directly relevant to the needs of employers and

relates to national occupational standards developed by Skills for Care and Development. As such, the unit may provide evidence for SCDHSC0034.

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		**Mathematics**		**ICT**	
Speaking and Listening	X	Representing		Use ICT systems	
Reading	X	Analysing		Find and select information	
Writing	X	Interpreting		Develop, present and communicate information	

Additional information

We do not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

The Centre Handbook contains important information for anyone delivering this unit which is part of the residential childcare qualifications.

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications'* on our website www.ocr.org.uk *.*