

CCSCCS17

Contribute to safeguarding children, young people and vulnerable adults



Overview

This unit is about the role you have in ensuring that children, young people and vulnerable adults can take part in activities in a safe and supportive environment which is free from harassment, bullying, threats or other forms of abuse. Maltreatment of this kind may come from other participants, leaders, facilitators, parents or other adults present during activities and can have a very negative effect on the individual's confidence, self-esteem and attitude to their activity. It is recognised that to maintain the integrity of the activity there are occasions when appropriate contact is necessary. You must also ensure that your own conduct does not have a negative impact or lead to accusations of abuse.

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Performance criteria

Ensure you and the people you work with behave appropriately with young and vulnerable people

You must be able to:

- P1 present a positive role model to children, young people and vulnerable adults at all times
- P2 establish and develop a relationship of mutual trust and respect with children, young people and vulnerable adults people
- P3 communicate with children, young people and vulnerable adults in a way that is appropriate to their age and stage of development
- P4 if appropriate, interact with children, young people and vulnerable adults in an open environment where others are present
- P5 maintain a safe and appropriate distance from children, young people and vulnerable adults
- P6 avoid physical contact that may be seen as intimate or abusive
- P7 promote positive interaction and help children, young people and vulnerable adults enjoy their activity
- P8 give children, young people and vulnerable adults constructive and positive feedback
- P9 take action in a way that is sensitive to the age and stage of development of the children, young people and vulnerable adults

Identify and assess possible risks to children, young people and vulnerable adults

You must be able to:

- P10 monitor interactions between other people and children, young people and vulnerable adults, where possible
- P11 identify words and behaviour by other people that may be seen as poor practice/abusive
- P12 assess whether words and behaviour may be causing harm or distress to the children, young people and vulnerable adults
- P13 identify and prevent any attempts to visually record children, young people and vulnerable adults which have not been authorised by organisational guidelines
- P14 monitor activity conditions and assess their impact on children, young people and vulnerable adults

Respond to risks to young and vulnerable people

You must be able to:

- P15 stop activities temporarily if you assess there is an immediate risk to the children, young people and vulnerable adults
- P16 check that your understanding of the situation is correct and distinguish between fact and opinion
- P17 take appropriate action against people engaging in the poor practice/abusive behaviour

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- P18 follow your organisation's procedures for reporting poor practice/abusive behaviour
- P19 take appropriate action when you judge that activities or conditions present an unacceptable level of risk to children, young people and vulnerable adults

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Knowledge and understanding

You need to know and understand:

- K1 why it is important to safeguard children, young people and vulnerable adults and understand the impact that abuse can have on their welfare and development
- K2 basic requirements of relevant legislation covering child protection and their implications for your role
- K3 the requirements and procedures of your organisation in relation to child protection as they apply to your role
- K4 the principles of the duty of care in relation to children, young people and vulnerable adults
- K5 the importance of behaving appropriately with children, young people and vulnerable adults in order to safeguard them, and protect you from possible accusations of abuse
- K6 how children, young people and vulnerable adults experience activities and interact with other people
- K7 why it is important to present a positive role model to children, young people and vulnerable adults and what constitutes a positive role model
- K8 how to develop a relationship of mutual trust and respect with children, young people and vulnerable adults and why this is important
- K9 how to communicate with children, young people and vulnerable adults, taking account of their age and stage of development and why this is important
- K10 communication difficulties that some children, young people and vulnerable adults may experience
- K11 the impact of body language when communicating with children, young people and vulnerable adults and how to use body language in a way that is not intimidating
- K12 why it is important to promote positive interaction to children, young people and vulnerable adults
- K13 how to give constructive and positive feedback to children, young people and vulnerable adults
- K14 why it is important to be sensitive to the stage of development of the children, young people and vulnerable adults when taking actions against behaviour
- K15 words and behaviour that could represent abuse to children, young people and vulnerable adults
- K16 the dangers of other people making visual records of children, young people and vulnerable adults
- K17 the procedures you should follow when you assess that children, young people and vulnerable adults are at risk from abuse
- K18 reporting procedures within your organisation and externally when you witness abuse or have concerns about possible abuse

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Suite Community Arts; Community Arts Management; Event Security Operations; Cultural & Heritage Venue Operations;

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