

Introduction**What is this unit about?**

This unit is about ensuring and protecting the rights of children and the importance of promoting children's welfare. It includes the child's right to have a voice and to be protected and safeguarded.

Who is this unit for?

This unit is for you if you work with children and have supervisory responsibilities or work unsupervised in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families.

Principles and values

You must work within the principles and values of the sector in order to achieve this unit.

Content of unit

The elements are:

1. Support equality of access
2. Implement strategies, policies, procedures and practice for inclusion
3. Maintain and follow policies and procedures for protecting and safeguarding children

Place in the NVQ/SVQ framework

This is a mandatory unit in the level 3 Children's Care, Learning and Development NVQ/SVQ.

Links to Key and Core Skills

This unit may provide evidence for the following:

Key Skills	Core Skills
Communication: 4.1, 4.3	Communication: Higher
Improving Own Learning and Performance: 3.3	Working with Others: Intermediate 2
Working with Others: 3.1, 3.2, 3.3	Problem Solving: Intermediate 2
Problem Solving: 3.1, 3.2, 3.3	Application of Number: Intermediate 1
Application of Number: 2.1, 2.2, 2.3	

What we mean by some of the words used in this unit	
Access	Opportunities for participation
Anti-discriminatory practice	Taking positive action to counter discrimination: this will involve identifying and challenging discrimination and being positive in your practice about differences and similarities between people
Child abuse	Where a child is suffering or likely to suffer significant harm including: <ul style="list-style-type: none"> • Physical abuse • Emotional abuse • Sexual abuse • Neglect and failure to thrive not based on illness • Bullying and harassment or a combination of the above
Child protection	A basic right of children to be protected from abuse
Children	Children with whom you are working, except where otherwise stated
Disability	A physical or mental impairment which has a substantial and long-term adverse effect on the child's ability to carry out normal day-to-day activities
Disclosure of abuse	When a child tells you they have been abused
Equality of access	Ensuring that discriminatory barriers to access are removed and that information about provision is accessible to all families in the community
Families	Includes parents (fathers and mothers) and carers and extended and chosen families who contribute significantly to the well-being of individual children and who may or may not have legal responsibility
Inclusion	A process of identifying, understanding and breaking down barriers to participation and belonging
Policies	What your organisation has agreed about its practices and procedures and how they should be implemented
Positive images	Accurate, non-stereotypical representations of people, reflecting the wider community
Procedures	Steps your organisation has agreed need to be taken in certain situations
Provision	Includes setting or service: this can be a physical setting or a peripatetic service based in the community or other service
Safeguarding	Includes protecting children from abuse and neglect alongside supporting their welfare
Special educational needs (or equivalent term used in your home country)	Children with special educational needs learn differently from most children of the same age. These children may need extra or different help from that given to other children

CCLD 305**Protect and promote children's rights****The National Standard****Element CCLD 305.1****Promote equality of access****Performance criteria**

To meet the national standard you must:

1. Provide information for children, families and communities that promotes participation and equality of access
2. Implement transparent procedures and information about access to provision to meet the needs of all children
3. Welcome children from all backgrounds, ensuring barriers to participation are identified and removed
4. Seek and respect the views and preferences of children, adapting your practice to the child's age, needs and abilities
5. Involve all relevant local community groups in the setting or service and provide information on local community resources
6. Find appropriate ways to provide information about equality of access to children and families who have found services hard to access
7. Provide information to children about their rights and responsibilities in the context of your setting

The National Standard**Element CCLD 305.2****Implement strategies, policies, procedures and practice for inclusion****Performance criteria**

This is the national standard which you must meet:

1. Use inclusive and anti-discriminatory practice in planning and delivery of provision, according to current guidance
2. Provide an environment, activities and experiences that promote positive images of children and reflect the wider society
3. Assess and contribute to meeting the individual needs of children
4. Organise the provision to facilitate access and participation for disabled children and children with special educational needs
5. Promote all children's entitlement to the full range of activities and learning experiences
6. Monitor by collecting relevant data, and evaluate how effective your provision is in implementing inclusive practice and implement change to improve the service you offer
7. Ensure confidentiality and privacy for children, except where their well-being is at stake

<u>The National Standard</u>	
Element CCLD 305.3	<u>Maintain and follow policies and procedures for protecting and safeguarding children</u>
Performance criteria	
This is the national standard which you must meet:	
<ol style="list-style-type: none"> 1. Maintain and follow organisational procedures for the protection and safeguarding of children 2. Follow policies and procedures for safeguarding children in your local area 3. Recognise indicators of possible child abuse 4. Help children to protect themselves from abuse 5. Respond sensitively to a child's disclosure of abuse 6. Promote an environment of openness and trust, allowing children to express themselves in their chosen way 7. Follow safe working practices that protect children and practitioners 	

What you must know and understand

To be competent in this unit, you must know and understand the following:

K3P233	Legislation covering children's rights and laws covering equality and inclusion within your home country and how these relate to your setting
K3P234	Work with children in the context of the UN Convention on the Rights of the Child, e.g. the child's right to self-expression, play, cultural identity, freedom from exploitation
K3P235	The various forms of discrimination, the groups most likely to experience discrimination and the possible effects of discrimination on the children and families
K3P236	How inequalities are embedded in our society in all geographical areas
K3D237	The negative effects of inequalities on all children: this must include the negative effects on children who are not themselves directly experiencing inequality
K3C238	Difficulties in accessing provision and services that might be experienced by children and families and how procedures and practices can work to overcome these and improve services
K3D239	What barriers to participation might be, e.g. attitudes, language, mobility; lack of information/knowledge of the benefits of children's services, environmental barriers, discrimination and how you would ensure these were recognised and removed
K3D240	The kinds of community resources and support that are available to support equality of access, the scope of opportunities for referral if necessary and sources of information for children and families
K3P241	How to ensure your provision aims to meet current guidance for implementing inclusion and anti-discriminatory practice
K3D242	How to assess and plan for children's needs drawing on available resources and support services
K3D243	That children have a right to high quality provision that meets their individual needs

K3P244	Organisational strategies and practice issues to ensure equal access and compliance with legislation for disabled children and children with special educational needs within your home country
K3P245	Techniques of monitoring (data collection, analysis and evaluation) to assess the effectiveness of provision in implementing inclusive and anti-discriminatory practice
K3P1121	The requirements of legislation, regulation and codes of practice for safeguarding and protecting children relevant to the home country where the setting or service is located. The duty of all within the sector to safeguard children, including: <ul style="list-style-type: none"> ▪ Whistle blowing where there are concerns about colleagues or in other difficult circumstances ▪ Where your concerns may not be seen to be taken seriously or followed through when following normal procedures
K3P247	The importance of monitoring provision and the need for accountability to children, parents, families and other agencies
K3D248	The importance of partnerships with parents and families and how these partnerships can be developed and supported
K3S249	The importance of following procedures without forming premature judgments regarding suspected or actual abuse
K3S250	Understanding what increases a child's vulnerability to abuse and exploitation and the importance of empowerment, confidence and resilience for a child's welfare
K3S251	Recognition of social factors e.g. substance abuse, and the possible behaviours of adults involved in abuse of children
K3S252	Policies, procedures and the lines of reporting in the setting or service concerning suspected or actual abuse
K3S253	Safe working practices that protect children and adults who work with them
K3D254	The importance of promoting children's assertiveness, self confidence and self-esteem to enable children to protect themselves
K3M333	The benefits of a multi-professional, multi-agency approach in maximising the children's experiences and learning, drawing on local communities and external expertise