

## Children's Play, Learning and Development Knowledge Organiser – Unit 5 Keeping Children Safe

Learning aim A: Investigate legal responsibilities and approaches to health and safety in early years settings	Learning aim B: Explore procedures for prevention and control of infection in early years settings	Learning aim C: Examine how early years professionals safeguard children and respond to concerns that a child has been abused	Learning aim D: Demonstrate how to recognise and assess hazards and risks to children and respond to emergencies in an early years setting
<p><b>Responsibilities to children's health and safety</b></p> <p><b>Children's rights</b></p> <ul style="list-style-type: none"> <li>• Duty of care</li> <li>• Legislation, regulations and guidance relevant to health and safety and safeguarding</li> <li>• The requirements of the statutory early years curriculum relevant to health and safety.</li> <li>• The responsibilities of early years settings</li> </ul> <p><b>Approaches to promoting children's health and safety</b></p> <ul style="list-style-type: none"> <li>• The role of early years professionals in keeping children safe and secure</li> <li>• The importance of child-centred provision. Recognising the individual needs of children and barriers to equality.</li> </ul>	<p><b>Statutory requirements and procedures for infection prevention and control</b></p> <ul style="list-style-type: none"> <li>• Current legislation, regulations and guidance that apply to infection prevention and control</li> <li>• The importance of policy and procedures for infection prevention and control in early years settings.</li> <li>• How infection may be spread</li> <li>• Common childhood infections</li> <li>• Infection prevention and control procedures</li> <li>• Food and kitchen hygiene.</li> <li>• The immunisation programme for children and its role in infection control.</li> <li>• The importance of maintaining accurate records and reporting.</li> </ul>	<p><b>Types and indicators of abuse</b></p> <ul style="list-style-type: none"> <li>• Physical abuse and injury</li> <li>• Neglect</li> <li>• Emotional abuse</li> <li>• Sexual abuse</li> <li>• Domestic abuse</li> </ul> <p><b>Safeguarding children</b></p> <ul style="list-style-type: none"> <li>• Legislation, policies and procedures relevant to child protection in early years, to include safe working practices, whistleblowing.</li> <li>• The role of observation, support and empowerment</li> </ul> <p><b>Responding to concerns about abuse</b></p> <ul style="list-style-type: none"> <li>• How to respond to a child who discloses</li> <li>• How to respond to parents and colleagues</li> <li>• Child protection procedures</li> <li>• How to work with multi-agencies</li> </ul>	<p><b>Risk assessment in early years</b></p> <ul style="list-style-type: none"> <li>• Recognising hazards</li> <li>• How to deal with injuries</li> <li>• How to carry out risk assessments</li> </ul> <p><b>Recognising accidents and emergencies</b></p> <ul style="list-style-type: none"> <li>• How to respond to non-emergency and emergency incidents including calling for assistance</li> <li>• Emergency policies and procedures</li> <li>• How to record, report and share information about illness, injuries, accidents and emergencies</li> </ul>

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Key Words	Wider Reading	Character Traits
Legislation Safeguarding Holistic Transmission Contamination Neglect Hazard Equality Supervision Welfare Observation Empowerment Whistleblowing Coercive Acts of omission Duty of care Immunisation Anaphylaxis	<p><b>Books</b></p> <p><i>'Btec Level 3 National Children's Play Learning and Development Student Book (Early Years Educator)'</i> by P Tassoni and L Burnham</p> <p><b>Websites:</b></p> <p><a href="https://www.unicef.org.uk/what-we-do/un-convention-child-rights/">https://www.unicef.org.uk/what-we-do/un-convention-child-rights/</a>  <a href="https://learning.nspcc.org.uk/safeguarding-child-protection">https://learning.nspcc.org.uk/safeguarding-child-protection</a>  <a href="https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children">https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children</a>  <a href="https://www.sja.org.uk/get-advice/first-aid-advice/paediatric-first-aid/">https://www.sja.org.uk/get-advice/first-aid-advice/paediatric-first-aid/</a></p>	<p><b>Respect:</b> Celebrate the uniqueness of children, and understanding the myriad of factors that affect their development.</p> <p><b>Excellence:</b> Have high expectations of yourself and work hard. Manage your time wisely.</p> <p><b>Resilience:</b> Persist at more challenging topics, such as application of learning theories.</p> <p><b>Self discipline:</b> Manage workload, organisation, attendance and punctuality.</p>
	<h3>Command Verbs</h3>	<p><b>Describe:</b> Give a clear, objective account in own words showing recall, and in some cases application, of the relevant features and information about a subject.</p> <p><b>Discuss:</b> Consider different aspects of a topic, how they interrelate and the extent to which they are important.</p> <p><b>Evaluate:</b> Draw on varied information, themes or concepts to consider aspects such as strengths or weaknesses, advantages or disadvantages, alternative actions, and relevance or significance.</p> <p><b>Explain:</b> Show understanding of the origins, functions and objectives of a subject and its suitability for purpose. Give reasons to support an opinion, view or argument, with clear details.</p> <p><b>Identify:</b> Indicate the main features or purpose of something, and/or are able to discern and understand facts or qualities.</p> <p><b>Justify:</b> Give reasons or evidence to support an opinion or prove something right or reasonable.</p>