

CHCCHILD401A

Identify and respond to children and young people at risk

Descriptor

This unit describes the knowledge and skills required to address duty of care requirements, working within an ethical framework and applying relevant legislation, policies and procedures in responding to children and young people

Employability Skills

This unit contains Employability Skills

Application

This unit applies to workers involved in delivering services to children and young people including: community services, health, policing, juvenile justice, recreation, family services, education, alcohol and other drugs work and mental health

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Implement work practices which support the protection of children and young people

PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- 1.1 Identify children and young people at risk of harm by observing signs and symptoms, asking non-invasive questions, being aware of protective issues and using *child protection procedures* where appropriate
- 1.2 Respond to disclosure, information or signs and symptoms in accordance with *accepted standards*, techniques, and legislative obligations
- 1.3 Comply with *lawful instructions, regulations* and duty of care in all work activities
- 1.4 Routinely employ *child focused work practices* to uphold the rights of children and young peoples to participate in decision-making where it is age appropriate
- 1.5 Employ communication and information gathering techniques with children and young people in accordance with current recognised good practice
- 1.6 Ensure decisions and actions taken are within own level of responsibility, work role and legislative requirements
- 1.7 Maintain own knowledge and skills as required to work effectively and participate in practice supervision processes
- 1.8 Maintain confidentiality as appropriate
- 1.9 Provide an appropriate *response* as determined by organisation procedures, legal and work role obligations

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- | | |
|---|--|
| 2. Report indications of possible risk of harm | 2.1 Accurately record relevant specific and general circumstances surrounding risk of harm in accordance with organisation procedures, ethics and legal requirements |
| | 2.2 Promptly report risk of harm indicators accordance with statutory and organisation procedures |
| | 2.3 Work collaboratively with relevant agencies to ensure maximum effectiveness of report |
| 3. Apply ethical and nurturing practices in work with children and young people | 3.1 Protect the rights of children and young people in the provision of services |
| | 3.2 Identify and seek supervision support for issues of ethical concern in practice with children and young people |
| | 3.3 Develop ethical and nurturing practices in accordance with professional boundaries when working with children and young people |
| | 3.4 Recognise indicators for potential ethical concerns when working with children and young people |
| | 3.5 Respond to unethical behaviour of others by reporting to the <i>appropriate person</i> |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

- Statutory and policy requirements relating to job role
- Ethical obligations as stated in relevant codes of practice, licensing, accreditation registration to professional bodies, service agreements
- Ethical approaches that incorporate the conventions on the rights of the child, and human rights
- Responsibilities to clearly define worker and client roles and responsibilities in regard to ethical conduct and professional relationship boundaries
- State/territory requirements and processes for notifying suspected abuse and reporting process
- Child protection system: including reporting protocols, responses to reporting, interagency policies
- Organisation guidelines and policies for responding to risks of harm to children and young people
- Duty of care responsibilities
- Ethical obligations as defined by the job specification and employing organisation
- Principles of ethical decision-making
- Recording procedures appropriate to job role
- Common risks to child's safety
- Indicators of the different types and dynamics of abuse including as they apply to age, gender, disability, culture, sexuality
- The different types of abuse: serious psychological, physical, sexual, neglect, domestic violence
- Impact of risk of harm
- Appropriate responses to disclosure
- Overview of legal system and it pertains to the job role
- Outline of common legal issues as relevant to work undertaken with children and young people such as:
 - abuse in all forms
 - domestic and family violence
 - neglect
 - exploitation
 - alcohol and other drugs (AOD) concerns
 - systems abuse

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide an appropriate response to indications of risk of harm

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

- Apply indicators of abuse to make judgements about risks of harm
- Follow procedures and instructions
- Apply principles of ethical decision-making
- Maintain professional boundaries in work with children and young people
- Provide required reports and records, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines
- Use child focused work practices including:
 - communication skills
 - awareness and sensitivity to children and young person's needs
 - inclusiveness of children and young people in participatory decision-making process
 - making special allowances to meet needs of children and young people
 - ways of engaging children and young people
 - observance and presence of children and young people as primary clients
- Distinguish between legal and ethical problems
- Work within a legal and ethical framework
- Apply problem solving and negotiation skills to resolve problems of a difficult nature within organisation protocols

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Lawful instructions and regulation may include:

- Restraining orders
- Supervision and custody orders
- Legislation

Lawful instructions may include instructions received from:

- Licensing authorities
- Organisation supervisor
- Courts of Law
- Police

Child focused work practices

- Legislation
- Policies of organisation
- Client self determination

Child protection procedures will be determined and defined by:

- The specific job role
- Organisation procedures
- Interagency agreements
- Legislation within jurisdictions

Response will be determined by:

- Job role and
- will range from reporting to implementing disciplinary action

Accepted standards include:

- State coordinating bodies
- Interagency agreements and guidelines
- Protocols defined in legislation
- Organisation procedures
- Codes of ethics
- Practice standards
- Licensing and accreditation standards

*The appropriate person to report suspected risk of harm will vary according to the legislation in the State/territory and organisation policies.
The person may be:*

- Ombudsman
- State Child Protection Agency
- Supervisor in the service
- Individual carer
- Individual worker

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Assessment may occur both in the workplace and in off-the-job learning contexts through methods that present workplace practice situations, using case studies, simulations etc.
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes