



Unit 8: Safeguarding in Early Years

Learning aim A: Understand the role of the early years professional in safeguarding and promoting the welfare of children .

- The duty of care of those working with children to protect them from harm and to promote their welfare, with reference to current legislation, statutory guidance and Early Years Foundation Stage .

- Children's right to be safe, with reference to the United Nations Convention on the Rights of the Child, the responsibilities of early years professionals to comply with current legislation and guidance relevant to home country including meeting welfare requirements, having policies for child protection, safe recruitment, information sharing, data protection.

- The importance of passing on concerns about the practice of colleagues, professionals and others that may impact on the welfare of children, including whistle-blowing.

- Putting the needs and welfare of the child at the centre of the care provision.

- Recognising the individual needs of children and barriers to equality.

- The importance of children having their voice heard, listening to them, valuing their contributions, opinions and ideas.

- The importance of recognising children's feelings.

WHAT I'M GOING TO LEARN

Understand the role of the early years professional in safeguarding and promoting the welfare of children

- Explain a child-centred approach toward safeguarding children and promoting their welfare. (P2).
- Analyse the role of the early years professional in safeguarding and promoting the welfare of children of different ages. (M1).
- Evaluate the ways in which early years professionals can most effectively contribute to safeguarding and promoting the welfare of children (D1).
- SYNOPTICITY . EDEXCEL Controlled Assessment - 2 lesson x 3 weeks.**
A total 6 hours work 10th to 29th December 2014
- 2 week Professional Practice Placement (1st to 12th December 2014)**

SKILLS THIS WILL HELP ME TO USE & DEVELOP

- LITERACY** through response in Controlled Assessment
- SYNTHESIS** through using a variety of sources to explain factors which may lead to abusive situations
- COMMUNICATION** skills used through written word in Controlled Assessment
- INDEPENDENT LEARNING** through out the two lessons prior to the Controlled Assessment collect relevant information to support your responses.
- SELF MANAGEMENT** through submission of work and 100% attendance during Controlled Assessment

HOW I'LL KNOW HOW WELL I'M DOING

- LITERACY** through response in Controlled Assessment
- SYNTHESIS** through using a variety of sources to explain factors which may lead to abusive situations
- COMMUNICATION** skills used through written word in Controlled Assessment
- INDEPENDENT LEARNING** through out the two lessons prior to the Controlled Assessment collect relevant information to support your responses.
- SELF MANAGEMENT** through submission of work and 100% attendance during Controlled Assessment

I HAVE ACHIEVED THIS BY...

I HAVE SHOWN THESE SKILLS BY...

MY RESULTS, FEEDBACK & TARGETS



All Children deserve to feel...

