

<b>Title:</b>	Understanding Safety and Wellbeing for Children
<b>Level:</b>	Entry Level 3
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Unique Reference Number:</b>	A/652/0176
<b>Sector Subject Area:</b>	14.1 Foundations for Learning and Life
<b>Aim:</b>	The aim of this unit is to provide learners with the skills and knowledge to be able to introduce learners to safety, wellbeing, and reporting in children's healthcare settings.
<b>Assessment Type:</b>	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
<b>Assessment Guidance:</b>	Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

## Learning outcomes

*The learner will:*

1. Be able to recognise hazards and risks.

### **Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to identify potential risks in children's healthcare settings.

The learner must:

- 1.1 Identify **hazards** in children's healthcare settings.
- 1.2 State simple **safety rules** in children's healthcare settings.

2. Be able to understand children's wellbeing.

### **Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise basic emotional and social needs.

The learner must:

<p>2.1 Identify the <b>needs</b> of children in healthcare settings.</p> <p>2.2 Describe why <b>children’s wellbeing</b> is important in healthcare settings.</p>
<p>3. Be able to understand reporting procedures.</p>
<p><b>Delivery content:</b></p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to know who to report concerns to in children’s healthcare settings.</p> <p>The learner must:</p> <p>3.1 Identify <b>staff to report concerns</b> to in children’s healthcare settings.</p> <p>3.2 Outline why reporting is <b>important</b>.</p>

<p><b>Scope of Training</b></p> <p>The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.</p>
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<p><b>Requirements</b></p>	
<p><b>Hazards</b></p>	<p><b>Definition:</b></p> <p>Hazards are things in the environment that could cause harm, injury, or illness to children or staff.</p> <p><b>Teaching must include:</b></p> <p>Learners should be able to identify hazards such as:</p> <ul style="list-style-type: none"> <li>• Slips, trips, and falls (e.g., wet floors, toys on the floor)</li> <li>• Sharp objects (e.g., scissors, medical equipment)</li> <li>• Infection risks (e.g., unwashed hands, bodily fluids)</li> <li>• Electrical hazards (e.g., exposed wires, equipment)</li> <li>• Unsafe furniture or equipment</li> </ul> <p>Learners must identify at least three hazards in children’s healthcare settings.</p> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Picture prompts of different healthcare areas to spot hazards</li> </ul>

	<ul style="list-style-type: none"> <li>• Group discussion: “What could happen if this hazard is not managed?”</li> <li>• Simple worksheet: match hazard &gt; risk</li> </ul>
<p><b>Safety Rules</b></p>	<p><b>Definition:</b> Safety rules are basic instructions to keep children and staff safe while in a healthcare setting.</p> <p><b>Teaching must include:</b> Learners should state rules such as:</p> <ul style="list-style-type: none"> <li>• Wash hands before and after contact with children</li> <li>• Keep floors clear of spills and obstacles</li> <li>• Use equipment safely and as instructed</li> <li>• Wear protective equipment when required (gloves, aprons)</li> <li>• Follow instructions from staff and supervisors</li> </ul> <p>Learners must state at least two safety rules.</p> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Scenario discussions: “What safety rules would you follow here?”</li> <li>• Role-play demonstrating safe behaviour</li> <li>• Posters or visual prompts in a healthcare setting</li> </ul>
<p><b>Needs</b></p>	<p><b>Definition:</b> Children have physical, emotional, and social needs that must be met when receiving healthcare.</p> <p><b>Teaching must include:</b> Learners should be able to identify needs such as:</p> <ul style="list-style-type: none"> <li>• Physical needs – hygiene, nutrition, rest, treatment</li> <li>• Emotional needs – reassurance, comfort, feeling safe</li> <li>• Social needs – play, interaction, maintaining routines</li> <li>• Safety needs – protection from harm, infection control</li> </ul> <p>Learners must identify at least three needs of children in healthcare settings.</p> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Group discussion: “What does a child need when in hospital or clinic?”</li> </ul>

	<ul style="list-style-type: none"> <li>• Case study: identifying needs of a child receiving treatment</li> <li>• Matching activity: need &gt; example of support</li> </ul>
<p><b>Children’s Wellbeing</b></p>	<p><b>Definition:</b> Children’s wellbeing is important because it affects their comfort, recovery, and willingness to cooperate with care.</p> <p><b>Teaching must include:</b> Learners should describe reasons such as:</p> <ul style="list-style-type: none"> <li>• Reduces stress and anxiety – children feel safe and cared for</li> <li>• Supports recovery – physical and emotional wellbeing affects healing</li> <li>• Encourages cooperation – children participate in treatment when supported</li> <li>• Promotes confidence and independence – children feel valued and respected</li> </ul> <p>Learners must describe at least two reasons why wellbeing is important.</p> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Scenario discussion: “How might a child feel if their needs are not met?”</li> <li>• Reflection: “What can staff do to support wellbeing?”</li> <li>• Videos demonstrating good practice in children’s healthcare</li> </ul>
<p><b>Staff to Report Concerns</b></p>	<p><b>Definition:</b> Reporting concerns means telling the appropriate staff when something may harm a child, or a child’s wellbeing is at risk.</p> <p><b>Teaching must include:</b> Learners should be able to identify staff such as:</p> <ul style="list-style-type: none"> <li>• Nurse in charge / senior nurse</li> <li>• Doctor / paediatrician</li> <li>• Safeguarding officer / designated safeguarding lead</li> <li>• Healthcare assistant supervisor</li> <li>• Play specialist or team lead (if relevant)</li> </ul>

	<p>Learners must identify at least two staff members to report concerns to.</p> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Discussion: “Who would you tell if you were worried about a child?”</li> <li>• Scenario role-play: practising reporting concerns</li> <li>• Simple poster of reporting lines in a healthcare setting</li> </ul>
<p><b>Important</b></p>	<p><b>Definition:</b></p> <p>Reporting is important because it ensures children are protected, risks are managed, and care is safe and appropriate.</p> <p><b>Teaching must include:</b></p> <p>Learners should outline reasons such as:</p> <ul style="list-style-type: none"> <li>• Protects children from harm or abuse</li> <li>• Ensures staff can take appropriate action</li> <li>• Helps maintain a safe environment</li> <li>• Ensures concerns are dealt with promptly and correctly</li> </ul> <p>Learners must outline at least two reasons why reporting is important.</p> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Case studies showing what happens when concerns are reported vs ignored</li> <li>• Discussion linking reporting to safeguarding and safety</li> <li>• Role-play of safe reporting procedures</li> </ul>