Australian Government

CHCECE002 Ensure the health and safety of children

Release: 2

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Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

Application

This unit describes the skills and knowledge to ensure the health and safety of children.

This unit applies to educators working in a variety of education and care services.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Support each child's health needs	1.1 Communicate with families about children's health needs 1.2 Maintain confidentiality in relation to children's individual health needs 1.3 Assist others to implement appropriate practices when

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administering medication

1.4   Check the written authorisation form to administer medication from the parent or guardian

1.5   Check the medication does not exceed the use-by date, is supplied in its original packaging and displays the child's name

1.6   Store medication appropriately

2. Provide opportunities to meet each child's need for sleep, rest and relaxation	2.1 Ensure sleep and rest practices are consistent with approved standards and meet children's individual needs
	2.2 Provide appropriate quiet play activities for children who do not sleep or rest
	2.3 Respect children's needs for privacy during any toileting and dressing and undressing times
	2.4 Ensure children's and families' individual clothing needs and preferences are met, to promote children's comfort, safety and protection within the scope of the service requirements for children's health and safety
	2.5 Share information about individual children's rest and sleep with families as appropriate

3. Implement effective hygiene and health practices	3.1 Consistently implement hygiene practices that reflect advice from relevant health authorities
	3.2 Support children to learn personal hygiene practices
	3.3 Implement the service health and hygiene policy and procedures consistently
	3.4 Ensure that service cleanliness is consistently maintained
	3.5 Observe and respond to signs of illness and injury in children and systematically record and share this information with families
	3.6 Consistently implement the service policies for the exclusion of ill children
	3.7 Discuss health and hygiene issues with children

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4. Supervise children to ensure safety	4.1 Supervise children by ensuring all are in sight or hearing distance at all times
	4.2 Adjust levels of supervision depending upon the area of the service and the skill, age mix, dynamics and size of the group of children, and the level of risk involved in activities
	4.3 Exchange information about supervision with colleagues to ensure adequate supervision at all times
5. Minimise risks	5.1 Assist in the implementation of safety checks and the monitoring of buildings, equipment and the general environment
	5.2 Consistently implement policy and procedures regarding the use and storage and labelling of dangerous products
	5.3 Follow service procedures for the safe collection of each child, ensuring they are released to authorised people
	5.4 Assist in the supervision of every person who enters the service premises where children are present
	5.5 Discuss sun safety with children and implement appropriate measures to protect children from over-exposure to ultraviolet radiation
	5.6 Check toys and equipment are safe for children and safe to use in their proposed area
	5.7 Remove any hazards immediately or secure the area to prevent children accessing the hazard
6. Contribute to the ongoing management of allergies	6.1 Identify and recognise signs, symptoms and key characteristics of allergies and anaphylaxis
	6.2 Apply organisational risk-management strategies for children with severe allergies
	6.3 Follow organisational policies and legislative requirements in relation to medication for anaphylaxis
7. Contribute to the ongoing management of asthma	7.1 Identify signs, symptoms and triggers of asthma
	7.2 Identify children who have an asthma management plan and follow that plan

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	7.3 Follow organisational policies and legislative requirements in relation to medication for asthma

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Reading – in order to accurately read and interpret medication packaging and dosage instructions

Numeracy – in order to correctly calculate medication dosages for common measurements including milligrams (mg) and millilitres (ml)

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53