



Australian Government

CHCECE031 Support children's health, safety and wellbeing

Release: 1

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Modification History

Release 1. CHCECE031 Support children's health, safety and wellbeing supersedes and is not equivalent to CHCECE002 Ensure the health and safety of children, CHCECE003 Provide care for children and CHCECE004 Promote and provide healthy food and drinks.

Application

This unit describes the performance outcomes, skills and knowledge to support and promote children's health, safety and wellbeing in relation to physical activity, healthy eating, sleep, rest and relaxation and individual medical requirements.

This unit applies to educators who work according to established policies and procedures and under the guidance of others in regulated children's education and care services in Australia.

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

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Early Childhood Education and Care

Unit Sector

Children's Education and Care

Elements and Performance Criteria

ELEMENTS

PERFORMANCE CRITERIA

Elements describe the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Implement hygiene and health procedures.
 - 1.1. Follow health and hygiene regulatory requirements and service policies and procedures.
 - 1.2. Support children to learn personal health and hygiene practices through discussion, modelling and repeated experience.
 - 1.3. Identify practices that are not consistent with requirements and procedures and take corrective action within level of responsibility.
2. Support each child's health needs.
 - 2.1. Maintain knowledge of children's health needs by seeking and sharing information with colleagues and families.
 - 2.2. Maintain confidentiality in relation to children's individual health needs.
 - 2.3. Implement service risk-management strategies for children with long-term medical conditions.
 - 2.4. Identify service and regulatory requirements and procedures for short and long-term medication administration.
 - 2.5. Observe and respond to signs of illness and injury in children and systematically record and share this information with colleagues and families according to service policies and procedures and regulatory requirements.
3. Promote physical activity.
 - 3.1. Encourage children to participate in regular movement and physical experiences.
 - 3.2. Participate with children in their physical activity.
 - 3.3. Promote physical activity through providing planned and spontaneous opportunities appropriate for each child.
 - 3.4. Discuss with children how their bodies work and the importance of physical activity to people's health and wellbeing.
4. Promote healthy and safe eating.
 - 4.1. Provide opportunities for children to engage in experiences, conversations and routines that promote relaxed and enjoyable mealtimes, healthy lifestyles and good nutrition.
 - 4.2. Encourage and support healthy eating and nutrition practices with children during mealtimes.
 - 4.3. Check that children have ready access to water and are offered healthy food and drinks regularly.
 - 4.4. Implement service food safety policies and procedures when assisting with practical mealtime tasks.
 - 4.5. Share information with families that supports a healthy lifestyle.

5. Provide opportunities for sleep, rest and relaxation.
 - 5.1. Use individualised sleep and rest practices that are consistent with approved standards and in consultation with families.
 - 5.2. Provide developmentally appropriate restful play activities for children who do not sleep or rest.
 - 5.3. Maintain children's right to privacy during any toileting and dressing and undressing times.
 - 5.4. Meet individual clothing needs and preferences within the scope of the service requirements for children's health and safety.
 - 5.5. Support wellbeing through exchange of information with families about individual child's rest and sleep patterns.
6. Supervise children.
 - 6.1. Follow regulations and implement service policies and procedures for active supervision of children.
 - 6.2. Use positive, developmentally appropriate communication when informing children of safety requirements.
 - 6.3. 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 and play.
 - 6.4. Exchange information about supervision with colleagues to ensure adequate supervision at all times.
7. Minimise risks in the environment.
 - 7.1. Check safety of buildings, equipment and the general environment according to scope of own role and service policies and procedures.
 - 7.2. Use, store and label dangerous products according to manufacturer's instructions, service policies and procedures and regulations.
 - 7.3. Implement service procedures and regulations for safe collection of each child, ensuring they are released to authorised people only.
 - 7.4. Assist in the supervision of every person who enters the service premises through observation and reporting.
8. Support children to respond to risks.
 - 8.1. Assist children to recognise potential hazards and age appropriate responses.
 - 8.2. Develop children's knowledge of personal protective actions appropriate to their developmental stage.
 - 8.3. Promote sun safety to children and implement measures to protect children according to service policies and procedures.
9. Provide a safe and healthy environment.
 - 9.1. Check toys and equipment are safe for children and safe to use in their proposed area.
 - 9.2. React promptly to incidences of illness or spills of bodily fluids and promptly respond to ensure a hygienic environment.
 - 9.3. Liaise with families to ensure children who are unwell are excluded according to service policies and procedures and

government guidelines.

- 9.4. Identify children who display signs of illness and take appropriate measures to prevent cross-contamination.
- 9.5. Report incidences of illness, infection or accident according to service policies and procedures and regulatory requirements.
- 9.6. Follow service policies and procedures to ensure that equipment, furnishings and resources are maintained in a hygienic manner.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret service hygiene, health and safety procedures • interpret medication administration instructions.
Writing skills to:	• complete forms and reports.
Oral communication skills to:	• interact and engage with children to build rapport.
Numeracy skills to:	• measure medications and calculate correct times to be administered • interpret food labels.
Initiative and enterprise skills to:	• determine appropriate strategies to support children's individual needs.
Technology skills to:	• record information using digital media according to service policies and procedures.

Unit Mapping Information

Release 1. CHCECE031 Support children's health, safety and wellbeing supersedes and is not equivalent to CHCECE002 Ensure the health and safety of children, CHCECE003 Provide care for children and CHCECE004 Promote and provide healthy food and drinks.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>