



Australian Government

Department of Education, Employment and Workplace Relations

CHCCHILD404B Support the rights and safety of children and young people

Release: 1

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Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCHILD404A Support the rights and safety of children and young people	CHCCHILD404B Support the rights and safety of children and young people	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Formatting and grammatical corrections. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to address duty of care requirements, working within an ethical framework and applying relevant legislation, codes of conduct, international agreements (such as Convention on the Rights of the Child (CROC)–), policies and procedures in identifying, responding and supporting children's and young people's rights and safety

Application of the Unit

Application

This unit applies to workers involved in delivering services to children and young people, including in community services, health, policing, youth work, recreation, family services, education, alcohol and/or other drugs work (AOD), mental health , youth work and other services to children

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

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

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

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

- 1.1 Comply with *lawful instructions, regulations*, duty of care and boundaries of practice in all work activities
- 1.2 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
- 1.3 Employ communication and *information gathering techniques* with children and young people in accordance with current recognised good practice
- 1.4 Ensure decisions and actions taken are within own level of responsibility, work role and legislative requirements
- 1.5 Maintain own knowledge and skills as required to work effectively and participate in practice supervision processes
- 1.6 Maintain confidentiality as appropriate
- 1.7 Provide an appropriate *response* as determined by organisation procedures, legal and work role obligations

ELEMENT**PERFORMANCE CRITERIA****2. Identify indicators of abuse and act appropriately**

- 2.1 Identify children and young people at risk of harm by routinely implementing *child protection procedures* when appropriate
- 2.2 Respond to disclosure in accordance with *accepted standards*, techniques, and legislative obligations
- 2.3 Gather information about the child and young persons behaviour in order to identify uncharacteristic behaviour or other indicators which may indicate abuse
- 2.4 Monitor the circumstances of children who are identified as highly vulnerable to abuse
- 2.5 Identify indicators of abuse and report indications of possible risk of harm
- 2.6 Accurately record relevant specific and general circumstances surrounding risk of harm in accordance with organisation procedures, ethics and legal requirements
- 2.7 Promptly report risk of harm indicators in accordance with statutory and organisation procedures
- 2.8 Work collaboratively with relevant agencies to ensure the report has maximum effectiveness of report

3. Apply ethical practices and safeguard the rights and interests of 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 practices for implementing professional boundaries consistent with child protection legislation in relevant jurisdiction
- 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 *appropriate person*

Required Skills and Knowledge

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 do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Statutory and policy requirements relating to job role
- Applied knowledge of relevant child protection agencies and purpose
- Role and processes of workers as advocates for children and young peoples rights
- Ethical obligations as stated in relevant codes of practice, licensing, accreditation registration to professional bodies, service agreements and as defined by job specification
- 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 and reporting suspected abuse
- Child protection system, including reporting protocols, responses to reporting and interagency policies
- Organisation guidelines and policies for responding to risks of harm to children and young people
- Duty of care responsibilities when supporting the rights and safety of children and young people
- Recording procedures appropriate to job role
- Common risks to child safety and common risks and dynamics particular to young people including, violence, self-harm, abuse types, AOD use/misuse and health issues
- Indicators of the different types and dynamics of abuse including as they apply to age, gender, disability, culture and sexuality
- The different types of abuse (e.g. emotional, psychological, physical, sexual, neglect and domestic violence)
- Overview of legal system and it pertains to the job role
- Outline of common legal issues when working with children and young people including:
 - abuse in all forms
 - domestic and family violence

REQUIRED SKILLS AND KNOWLEDGE

- neglect
- exploitation
- family members with AOD issues
- family members with mental health concerns
- systems abuse
- refugee status and children who have experienced torture and trauma
- family law issues
- duty of care obligations

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Respond appropriately to disclosure
- Provide an appropriate response to indications of risk of harm
- Apply indicators of abuse to make judgements about risks of harm
- Work with the specific needs of children and young people of vulnerable populations including those with
 - parents/carers with a mental illness, AOD misuse, in prison, or a disability or health concerns
 - experiences of torture and trauma related to refugee status

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- 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 work health and safety (WHS) 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 skills that will require negotiation skills to resolve problems of

REQUIRED SKILLS AND KNOWLEDGE

a difficult nature within organisation protocols

- Demonstrate fair, prompt and consistent performance of duties with all children
- Undertake advocacy for young people and children's rights according to the Declaration on Rights of the child

Evidence Guide

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

EVIDENCE GUIDE

- 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 culturally and linguistically diverse (CALD) environments
 - 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
- Method of assessment may include:*
- 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

Range Statement

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.

Child protection procedures will be determined and defined by:

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

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 (and young person)-focused work practices

- Legislation
- Policies of organisation
- Client self-determination
- Appropriate use of language considering the age and developmental stage of the child/young person
- Surroundings appropriate for a child
- Child and/or young person-directed communication

RANGE STATEMENT

Information gathering techniques may include:

- Observation
- Consultation with appropriate persons including child or young person
- Consulting documentation and records held by the organisation or from third party

Response will be determined by:

- Job role
- Relevant policy and legislation

And will range from reporting to implementing disciplinary action

Response types may include:

- Reporting to relevant child protection authority
- Reporting to police
- Reporting to appropriate supervisor

Accepted standards include:

- State/territory 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/Territory Child Protection Agency
- Supervisor in the service
- Individual carer
- Individual worker

Recording techniques include:

- Written
- Verbal
- Use of multi media
- Completion of appropriate forms and documentation

Unit Sector(s)

Not Applicable