



Australian Government

Department of Education, Employment and Workplace Relations

CHCCN511B Establish and maintain a safe and healthy environment for children

Release: 1

CHCCN511B Establish and maintain a safe and healthy environment for children

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCN511A Establish and maintain a safe and healthy environment for children	CHCCN511B Establish and maintain a safe and healthy environment for children	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required for a worker to establish, manage and monitor the implementation of a safe and healthy environment when working with children

Application of the Unit

Application

The application of skills and knowledge described in this unit relates to the health and safety of children in a variety of child care contexts

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

1. Assess and improve the safety of environments

PERFORMANCE CRITERIA

- 1.1 Assess *environments* for suitability and safety against *relevant criteria* and make decisions
- 1.2 Identify hazards and potential risks in the environment with others involved
- 1.3 Identify and clearly communicate the level of response required to address a hazard
- 1.4 Facilitate strategy development among others involved
- 1.5 Develop, implement and review a plan with others

ELEMENT**PERFORMANCE CRITERIA**

2. Coordinate the response to accidents and emergencies
 - 2.1 Develop, maintain and practise evacuation procedures with all workers and children
 - 2.2 Review steps already taken by workers and implement additional actions required
 - 2.3 Seek medical assistance as required
 - 2.4 Implement *a plan to meet the emotional needs* of children and others in the situation
 - 2.5 Allocate tasks to different people and give directions about how to proceed
 - 2.6 Sensitively and calmly provide accurate information to parents
 - 2.7 Use policies and procedures of the organisation to inform people of actions required of them
 - 2.8 In light of the incident, review service's policies and procedures with others and change as required

3. Plan and monitor supervision
 - 3.1 Develop safety *limits and guidelines* with others involved
 - 3.2 Plan, implement and review appropriate levels of supervision to suit a range of experiences and situations
 - 3.3 Develop strategies for the service which can be used to address specific incidents
 - 3.4 Regularly and carefully monitor implementation of supervision plan and procedures

4. Promote hygiene and safety practices
 - 4.1 Explain and monitor policies for medication administration, storage and documentation
 - 4.2 Monitor and reinforce the safe storage of hazardous materials with workers
 - 4.3 Demonstrate and effectively communicate guidelines for safe food handling and storage
 - 4.4 Promote and demonstrate practices for managing children's hygiene needs

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|--|
| 5. Promote appropriate <i>practices to respond</i> to illnesses | 5.1 Regularly and clearly communicate infection control and medication guidelines to others |
| | 5.2 Suggest specific practices to address situations as they arise |
| | 5.3 Inform parents of infections |
| | 5.4 Develop procedures for responding to sick children |
| | 5.5 Report notifiable diseases/infections to the appropriate <i>government organisation</i> according to <i>guidelines</i> |
| 6. Monitor travel and excursions | 6.1 Establish and communicate <i>procedures for safety</i> in relation to excursions and transport |
| | 6.2 Monitor travel practices in relation to service procedures and regulations |
| | 6.3 Organise responsibilities during excursions |
| 7. Provide guidance to workers when abuse is identified or investigated | 7.1 Explain policies and procedures clearly and calmly |
| | 7.2 Support workers to provide information to appropriate bodies |
| 8. Monitor care provided by others | 8.1 Observe care practices and give specific instruction as required |
| | 8.2 Regularly review care routines with workers |
| | 8.3 Review practices to ensure policies regarding care are met |

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:

- Up to date knowledge of regulations on safety, health and hygiene
- Potential hazards to children, including traffic and the spread of infectious diseases and cross infection
- Strategies to minimise the spread of infectious diseases
- Developmental stage appropriate toys and equipment
- Legal requirements for supervision including worker - child ratios
- Food preparation, cooking and storage of food - temperatures
- Child protection policy of service
- State/territory requirements about abuse and reporting process
- Common childhood illnesses recognition, management strategies
- Incident records
- Indicators of different types of child abuse
- Organisation procedures
- Strategies for developing responsible behaviour by children in cars and buses
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply a thorough understanding of dangers and hazards for specific age groups
- Make informed and appropriate decisions under pressure to ensure the safety of children, including in the home environment, and in particular:
 - personal hygiene to prevent cross infection e.g. handwashing
 - modelling safe behaviours and hygiene practices
 - risk identification in relevant environments
 - risk reduction strategies in that environment
 - risk minimisation strategies in response to specific incidents
 - ways of supervising appropriate to the age of the child

REQUIRED SKILLS AND KNOWLEDGE

- supervision systems e.g. an area/ a group of children/ floater
- Address issues in planning supervision according to the ages of children -
For 5 to 12 year olds:
 - absences of children booked in need to be investigated
 - older children may be able to assist in responding to an incident if directed clearly and supported to do so
 - developing children's capacity to monitor their own safety
 - developing children's capacity to develop strategies with staff
- Assess additional supervision requirements for a child due to - *child's disability:*
 - level of risk taking behaviour
 - age/stage of development of child
 - child's level of competence in the activity selected
 - child's level of responsibility
 - child's familiarity with environment/equipment/materials

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:

- Demonstrate application of skills in:
 - strategies for developing responsible behaviour by children in cars and buses
 - decision-making under pressure

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
- This unit is best assessed in the workplace or in a realistic simulated workplace setting under the normal range of workplace conditions
- Consistency in performance is best assessed for a range of age groups, a range of conditions and over a number of assessment situations

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 a culturally diverse environment
- 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

EVIDENCE GUIDE

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 a range of opportunities, including access to:
 - a childcare workplace
 - children's services, resources and equipment
 - the local environment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects of this unit 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
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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.

RANGE STATEMENT

Environments may be assessed for safety in relation to:

- Hazards
- Noise
- Pollution
- Fences
- Buildings
- Grounds

Relevant criteria for assessing environments may include:

- Regulations
- Policies of organisation
- Industry standards e.g. QA and IS principles
- Work health and safety (WHS) guidelines

Criteria for assessing safety of environments may include:

- Legislation and regulatory requirements
- Safety criteria developed by service
- Own judgement and experience

A plan to meet the emotional needs of people involved in an accident or emergency may include:

- Reassurance/comfort
- Counselling
- 'Debriefing'

Areas where close/additional supervision may be required include:

- Hazards e.g. Water
- Specified equipment
- Areas without fences
- Toilets

Plan for supervision may include:

- Limit setting for children
- Deployment of workers
- Programming
- Separating different aged children
- Placement of equipment
- Staff/child ratio

RANGE STATEMENT

Limits and guidelines related to supervision may include:

- Out of bounds areas
- Rules for safe play

Additional supervision may be required for:

- Excursions
- Boisterous activities e.g. Touch football
- Swimming
- Younger children
- Children with additional needs e.g. ADD

Supervision strategies on excursions include:

- Head counts
- Developing and maintaining group norms that foster safety

Practices to respond to sick children may include:

- One to one care
- Separation from other children
- Contacting parents
- Requesting parent to take child home

Government organisation which may need to be consulted/ notified include:

- Work Cover, if worker situation
- Public health unit

Guidelines for reporting may include:

- Public health guidelines e.g. a number of cases, timeframe for reporting
- Organisation guidelines e.g. who is to write and set report

Procedures for safety in travel may include:

- Regulations are followed e.g. children are appropriately restrained
- Restraints are effectively installed
- Behaviour guidelines and limits for children during travel

Supervision of travel and care practices may be monitored by:

- Observation
- Discussion with worker

Unit Sector(s)

Not Applicable