



Australian Government

Department of Education, Employment and Workplace Relations

CHCPROT429A Work collaboratively to maintain a child safe environment

Release: 1

CHCPROT429A Work collaboratively to maintain a child safe environment

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required to work within an interagency framework and agreed protocols to maintain a child safe environment

Application of the Unit

Application

This unit applies to a range of child protection work occurring in an interagency framework of practice

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 principles of child protection practice | 1.1 Perform work requirements according to legal, political and social contexts of child protection work
1.2 Perform duties within requirement of child protection system and <i>roles and responsibilities</i> of key agencies within the system
1.3 Ensure work practices reflect understanding of <i>impacts of child abuse and neglect</i> on processes of investigation and assessment |
| 2. Apply <i>agreed protocols and guidelines for collaborative practice</i> | 2.1 Conduct all work within agreed guidelines of collaborative practice
2.2 Consider experiences of child when supporting <i>needs, rights and interests of the child</i>
2.3 Acknowledge and manage <i>challenges of child protection work in a collaborative practice</i> framework
2.4 Apply <i>effective safe work and self management strategies</i> in child protection work and collaborative practices |

ELEMENT

3. Work collaboratively with children and families from diverse backgrounds

PERFORMANCE CRITERIA

- 3.1 Respond appropriately to children and families with *culturally and linguistically diverse backgrounds*
- 3.2 Develop effective working relationships with agencies supporting children and families from diverse backgrounds
- 3.3 Liaise and consult with other agencies and personnel as appropriate

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:

- Legal, social and political context of child protection work
- Interagency framework and agreed protocols
- Structure and processes of child protection system
- Roles and responsibilities of key agencies and personnel
- Effects of child abuse and neglect and its impact on the process of investigation and assessment
- Agreed protocols
- Rights, needs and interests of children
- Potential impact of personal values and attitudes on the investigation and assessment of child abuse and neglect
- Worker safety and self management principles
- Cultural and linguistic differences

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply a range of collaborative work practices to child protection work
- Conduct interviews with children in a child protection environment according to accepted best practice and agreed protocols

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:

REQUIRED SKILLS AND KNOWLEDGE

- Liaise with child and family
- Demonstrate effective communication and interviewing
- Conduct an interview in child protection context
- Recognise need to adapt questioning strategies to suit situations
- Establish rapport with children as interviewee
- Undertake self reflection and self assessment
- Seek feedback and make changes to improve interviewing techniques

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 of competence must be assessed in the workplace and under the normal range of workplace conditions
- Consistency in performance should consider the complexity of the environment in which workers are expected to participate

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 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
- 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 relevant workplace or simulated realistic workplace setting where assessment may take place
- Method of assessment:*
- Assessment may include observation, questioning and evidence gathered from a workplace environment

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

Key agencies may include:

- Children and families
- Child protection authorities
- Police
- Women's and children's services
- Community and government health services providing a range of services
- Housing agencies
- Education authorities
- Mental health services
- Drug and alcohol services
- Early childhood and/or youth services

Roles and responsibilities may include:

- Child protection assessment
- Criminal investigation psychological and family assessment
- Medical assessment
- Police warrants
- Liaison and referral with other appropriate agencies to support the child and her or his family

RANGE STATEMENT

Impacts of child abuse and neglect may include:

- Consideration of the nature of child abuse or maltreatment being physical and psychological- recognising the insidious and detrimental impact of child neglect
- Psychological maltreatment is embedded in all forms of child maltreatment and exists in discrete forms
- Negative effects of psychological and physical maltreatment on the cognitive, social, physical and psychological development of children include:
 - insecure attachment relationships
 - distorted development and functioning leading to withdrawal, aggression
 - interruption of social competence and social adjustments
 - behavioural difficulties
 - learning difficulties
- Dynamics of abuse and neglect or maltreatment and the increased vulnerability of a child who has experienced abuse and neglect

Agreed protocols and guidelines for collaborative practice in child protection may include:

- UN Convention on the rights of the child 1989
- Child protection legislation
- Relevant interagency guidelines
- Codes of practice in child protection work
- Safety, well being and best interest of the child are paramount considerations
- Listen to the voice of the child
- Need to work in partnership between government, non government agencies and families in taking responsibility for and responding to child abuse and neglect
- Promotion of interagency cooperation and communication to ensure best outcomes for the child and their family.
- Collaborative working agreements that allow for timely, efficient and effective interagency processes to respond to child abuse and neglect.

RANGE STATEMENT

Needs, rights and interests of the child may include:

- Every child has the right to be safe from harm
- Every child has a right to care in a safe and stable environment
- Rights as defined in the UN Convention on the Rights of the Child

Challenges of child protection work in a collaborative practice may include:

- Need for agreements for collaborative practices and the foundation of effective interagency work
- Values and attitudes in relation to children and their families
- Values and attitudes in relation to the role of your own agency
- Values and attitudes in relation to the role of other key agencies
- Organisation values
- Differences between agencies in relation to roles, histories, cultures, powers and priorities, status and perceived power, systems accountability, supervision and responsibilities for decision-making
- Communication issues of information exchange and privacy considerations, communication styles

Effective safe work and self management strategies may include:

- Safe work practices
- Note changes in professional practice
- Appropriate supervision
- Clarity about roles
- Regular multi-disciplinary case reviews
- Multi-disciplinary training
- Physical, psychological and emotional safety plans
- Communication
- Debriefing

RANGE STATEMENT

Culturally and linguistically diverse backgrounds may include:

- Ethnicity
- Race
- Religion
- Traditions
- Language
- Values
- Customs
- Family structures and relationships

Unit Sector(s)

Not Applicable