

<b>UNIT CODE</b>	CHCECE031
<b>UNIT TITLE</b>	Support children's health, safety and wellbeing
<b>APPLICATION</b>	<p>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.</p> <p>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.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Early Childhood Education and Care
<b>UNIT SECTOR</b>	Children's Education and Care

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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.	<p>4.1. Provide opportunities for children to engage in experiences, conversations and routines that promote relaxed and enjoyable mealtimes, healthy lifestyles and good nutrition.</p> <p>4.2. Encourage and support healthy eating and nutrition practices with children during mealtimes.</p> <p>4.3. Check that children have ready access to water and are offered healthy food and drinks regularly.</p> <p>4.4. Implement service food safety policies and procedures when assisting with practical mealtime tasks.</p> <p>4.5. Share information with families that supports a healthy lifestyle.</p>
5. Provide opportunities for sleep, rest and relaxation.	<p>5.1. Use individualised sleep and rest practices that are consistent with approved standards and in consultation with families.</p> <p>5.2. Provide developmentally appropriate restful play activities for children who do not sleep or rest.</p> <p>5.3. Maintain children's right to privacy during any toileting and dressing and undressing times.</p> <p>5.4. Meet individual clothing needs and preferences within the scope of the service requirements for children's health and safety.</p> <p>5.5. Support wellbeing through exchange of information with families about individual child's rest and sleep patterns.</p>
6. Supervise children.	<p>6.1. Follow regulations and implement service policies and procedures for active supervision of children.</p> <p>6.2. Use positive, developmentally appropriate communication when informing children of safety requirements.</p> <p>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.</p> <p>6.4. Exchange information about supervision with colleagues to ensure adequate supervision at all times.</p>
7. Minimise risks in the environment.	<p>7.1. Check safety of buildings, equipment and the general environment according to scope of own role and service policies and procedures.</p> <p>7.2. Use, store and label dangerous products according to manufacturer's instructions, service policies and procedures and regulations.</p> <p>7.3. Implement service procedures and regulations for safe collection of each child, ensuring they are released to authorised people only.</p> <p>7.4. Assist in the supervision of every person who enters the service premises through observation and reporting.</p>
8. Support children to respond to risks.	<p>8.1. Assist children to recognise potential hazards and age appropriate responses.</p> <p>8.2. Develop children's knowledge of personal protective actions appropriate to their developmental stage.</p> <p>8.3. Promote sun safety to children and implement measures to protect children according to service policies and procedures.</p>

9. Provide a safe and healthy environment.	<p>9.1. Check toys and equipment are safe for children and safe to use in their proposed area.</p> <p>9.2. React promptly to incidences of illness or spills of bodily fluids and promptly respond to ensure a hygienic environment.</p> <p>9.3. Liaise with families to ensure children who are unwell are excluded according to service policies and procedures and government guidelines.</p> <p>9.4. Identify children who display signs of illness and take appropriate measures to prevent cross-contamination.</p> <p>9.5. Report incidences of illness, infection or accident according to service policies and procedures and regulatory requirements.</p> <p>9.6. Follow service policies and procedures to ensure that equipment, furnishings and resources are maintained in a hygienic manner.</p>
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<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
<b>SKILLS</b>	<b>DESCRIPTION</b>
Reading skills to:	<ul style="list-style-type: none"> <li>• interpret service hygiene, health and safety procedures</li> <li>• interpret medication administration instructions.</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>• complete forms and reports.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>• interact and engage with children to build rapport.</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>• measure medications and calculate correct times to be administered</li> <li>• interpret food labels.</li> </ul>
Initiative and enterprise skills to:	<ul style="list-style-type: none"> <li>• determine appropriate strategies to support children's individual needs.</li> </ul>
Technology skills to:	<ul style="list-style-type: none"> <li>• record information using digital media according to service policies and procedures.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	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.
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	Assessment Requirements for CHCECE031 Support children's health, safety and wellbeing
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>• follow all hygiene, health and safety procedures on three different occasions for each of the following: <ul style="list-style-type: none"> <li>◦ support a child to wash their hands</li> <li>◦ support one or more children during mealtimes</li> <li>◦ support a child with toileting</li> <li>◦ support a child with dressing or undressing</li> <li>◦ support a child to have their individual sleep needs met</li> </ul> </li> <li>• demonstrate the principles of active supervision to supervise one group of children for a complete activity or play period, according to service procedures</li> <li>• respond appropriately to three situations where health or safety of children may be compromised</li> <li>• perform the activities outlined in the performance criteria of this unit during a period of at least 160 hours of work in a regulated children's education and care service in Australia.</li> </ul>

<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>• requirements of the National Quality Standard and related regulations and laws applicable to this unit including: <ul style="list-style-type: none"> <li>◦ children's health and safety</li> </ul> </li> <li>• service standards, policies and procedures for children's health and safety</li> <li>• communication about health and safety: <ul style="list-style-type: none"> <li>◦ how to communicate with families and children – the types of information typically given and requested: <ul style="list-style-type: none"> <li>- allergies</li> <li>- information regarding long-term medical conditions</li> <li>- information regarding short-term medical needs</li> <li>- information in health management plans</li> </ul> </li> <li>◦ confidentiality and privacy requirements</li> <li>◦ other restrictions around the sharing of information</li> <li>◦ service procedures for communicating information</li> </ul> </li> <li>• health and safety issues associated with the care of children, how these are managed and how to assess for risks and hazards: <ul style="list-style-type: none"> <li>◦ clothing safety and suitability</li> <li>◦ hygiene: <ul style="list-style-type: none"> <li>- meaning of airborne, food-borne and infectious diseases, and ways that individuals can transfer and spread these in children's education and care settings</li> <li>- personal hygiene</li> <li>- importance of service cleanliness</li> </ul> </li> <li>◦ food safety: <ul style="list-style-type: none"> <li>- storage</li> <li>- preparation</li> <li>- cooking/reheating/thawing</li> <li>- service</li> </ul> </li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>◦ personal health: <ul style="list-style-type: none"> <li>- asthma and anaphylaxis</li> <li>- childhood obesity</li> <li>- common childhood medical conditions and their signs, symptoms and characteristics and associated risk management requirements</li> <li>- food allergies and high-risk foods</li> <li>- long term medical conditions</li> <li>- procedures and specifications around administration of medication</li> <li>- nutrition and its role in healthy lifestyle</li> <li>- oral health and its impact on general health: <ul style="list-style-type: none"> <li>▪ causes of tooth decay</li> <li>▪ signs of tooth decay</li> </ul> </li> <li>- importance of adequate and appropriate physical activity</li> <li>- situations requiring the exclusion of children as per service policies and procedures</li> </ul> </li> <li>◦ supervision requirements, different supervision levels, and influencing factors</li> <li>◦ principles of active supervision: <ul style="list-style-type: none"> <li>- awareness of environment</li> <li>- positioning</li> <li>- interaction with children and adults</li> <li>- scanning and listening</li> <li>- awareness of group and individual dynamics</li> </ul> </li> <li>◦ common childhood hazards</li> <li>◦ toys and equipment</li> <li>• recommendations for physical activity for birth to 5-year-olds and 5 to 12-year-olds in the <i>National Physical Activity and Sedentary Behaviour Guidelines for Australians and Australian 24-Hour Movement Guidelines for the Early Years (Birth to 5 years)</i></li> <li>• sleep and rest: <ul style="list-style-type: none"> <li>◦ children's individual requirements</li> <li>◦ features of environments that promote rest and sleep</li> <li>◦ types of restful play activities for those who do not sleep</li> </ul> </li> <li>• recommendations for children's healthy eating as detailed in the following National Health and Medical Research Council sources or their successors: <ul style="list-style-type: none"> <li>◦ <i>Australian Dietary Guidelines</i></li> <li>◦ <i>Australian Guide to Healthy Eating</i></li> </ul> </li> <li>• how to interpret food labels and identify nutrition content and ingredients of concern that may contribute to poor nutrition</li> <li>• features of common types of individual dietary needs and preferences arising from the following, and the implications of not adhering to these: <ul style="list-style-type: none"> <li>◦ culture</li> <li>◦ health</li> <li>◦ religion</li> <li>◦ family belief systems</li> </ul> </li> <li>• principles of infection control: <ul style="list-style-type: none"> <li>- causes of infection</li> <li>- how infections are spread</li> <li>- methods used to prevent infection:</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>▪ handwashing hygiene</li> <li>▪ personal protective equipment (PPE)</li> <li>▪ immunisation</li> <li>- safely dealing with spills</li> <li>• cleaning and infection control procedures for:             <ul style="list-style-type: none"> <li>◦ equipment:                 <ul style="list-style-type: none"> <li>- change mats</li> <li>- prams or strollers</li> <li>- utensils and crockery</li> <li>- equipment storage areas</li> <li>- toileting areas</li> </ul> </li> <li>◦ furnishings:                 <ul style="list-style-type: none"> <li>- soft                     <ul style="list-style-type: none"> <li>▪ bedding</li> <li>▪ cushions</li> </ul> </li> <li>- hard:                     <ul style="list-style-type: none"> <li>▪ cots</li> <li>▪ tables and chairs</li> <li>▪ high chairs</li> <li>▪ change tables</li> </ul> </li> </ul> </li> <li>◦ resources:                 <ul style="list-style-type: none"> <li>- toys</li> <li>- art and craft supplies.</li> </ul> </li> </ul> </li> </ul>
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<p><b>ASSESSMENT CONDITIONS</b></p>	<p>Skills must be demonstrated in a regulated children's education and care service in Australia:</p> <ul style="list-style-type: none"> <li>• the following aspects of the performance evidence must be directly observed by the assessor on at least one occasion:             <ul style="list-style-type: none"> <li>◦ support a child to wash their hands</li> <li>◦ support one or more children during mealtimes</li> <li>◦ support a child with toileting</li> <li>◦ support a child with dressing/undressing</li> </ul> </li> <li>• remaining performance evidence may be collected through authenticated third-party reports</li> <li>• observation and third-party reports must be supplemented by other forms of evidence</li> <li>• interactions with children must be supervised by an approved early childhood educator.</li> </ul> <p>Where there is documented evidence that the service does not permit assistance with toileting or dressing/undressing by individuals who are not staff members, these skills may be demonstrated through simulated activities and scenarios without involvement of a real child. However, all aspects of the process must be clearly demonstrated for assessment.</p> <p>Skills related to responding to situations where the health and safety of children may be compromised may be demonstrated through simulated activities and scenarios.</p> <p>Simulated assessment environments must simulate the real-life working environment where the skills and knowledge within this unit would be utilised, with all the relevant equipment and resources of that working environment.</p>
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	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• eating areas equipped with tables, chairs, utensils</li> <li>• drinking water</li> <li>• handwashing facilities</li> <li>• personal protective equipment</li> <li>• indoor and outdoor play areas</li> <li>• sleeping and rest areas equipped with beds and linen</li> <li>• sun protection materials</li> <li>• toilet facilities</li> <li>• toys and other play equipment</li> <li>• information technology for record keeping and documentation</li> <li>• recommendations for physical activity in the <i>National Physical Activity and Sedentary Behaviour Guidelines for Australians and Australian 24-Hour Movement Guidelines for the Early Years (Birth to 5 years)</i></li> <li>• recommendations for children's healthy eating as detailed in the following sources or their successors: <ul style="list-style-type: none"> <li>◦ <i>Australian Dietary Guidelines</i></li> <li>◦ <i>Australian Guide to Healthy Eating</i></li> </ul> </li> <li>• National Quality Framework: <ul style="list-style-type: none"> <li>◦ Education and Care Services National Regulations</li> <li>◦ National Quality Standard</li> <li>◦ the relevant approved learning framework</li> </ul> </li> <li>• service standards, policies and procedures for children's health and safety</li> <li>• children in a regulated education and care service in Australia.</li> </ul> <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
<b>LINKS</b>	Companion Volume Implementation Guide