

UNIT CODE	CHCECE031
UNIT TITLE	Support children's health, safety and wellbeing
APPLICATION	<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 and individual medical requirements. It requires the ability to minimise risk and ensure appropriate supervision at all times.</p> <p>This unit applies to educators who work according to established policies and procedures and under the guidance of others in children's education and care services.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.</p>
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Early Childhood Education and Care
UNIT SECTOR	Children's Education and Care

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Follow hygiene and health procedures.	1.1 Follow health and hygiene regulatory requirements and service procedures. 1.2 Support children to learn personal health and hygiene practices through discussion and role-modelling. 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 families. 2.2 Maintain confidentiality in relation to children's individual health needs. 2.3 Follow service risk-management strategies for children with long-term medical conditions. 2.4 Identify service and legislative 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 families according to service policies and procedures.

3. Promote physical activity.	<p>3.1 Organise and encourage regular movement and participation in physical experiences as part of the program for all children.</p> <p>3.2 Participate with children in their physical activity.</p> <p>3.3 Promote physical activity through providing planned and spontaneous opportunities appropriate for each child.</p> <p>3.4 Discuss with children how their bodies work and the importance of physical activity to people's health and wellbeing.</p>
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 Follow service food safety 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 age-appropriate quiet play activities for children who do not sleep or rest.</p> <p>5.3 Maintain children's needs for 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 about individual children's rest and sleep patterns.</p>
6. Supervise children.	<p>6.1 Follow service procedures for active supervision of children.</p> <p>6.2 Engage with children around supervision requirements using positive communication.</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.</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 the safety of buildings, equipment and the general environment according to scope of own role and service procedures.</p> <p>7.2 Use, store and label dangerous products according to manufacturer's instructions and service procedures.</p> <p>7.3 Follow service procedures for the safe collection of each child, ensuring they are released to authorised people.</p> <p>7.4 Assist in the supervision of every person who enters the service premises through observation and reporting.</p>

8. Assist children to respond to risks.	<p>8.1 Promote sun safety to children and implement measures to protect children according to service procedures.</p> <p>8.2 Check toys and equipment are safe for children and safe to use in their proposed area.</p> <p>8.3 Identify potential hazards and remove immediately or secure the area to prevent children accessing the hazard.</p>
9. Provide a safe and healthy environment	<p>9.1 React promptly to incidences of illness or spills of bodily fluids and promptly respond to ensure a hygienic environment.</p> <p>9.2 Liaise with families to ensure children who are unwell are excluded according to service policies and procedures.</p> <p>9.3 Identify children who display signs of illness and take appropriate measures to prevent cross-contamination.</p> <p>9.4 Report incidences of illness, infection or accident according to service policies and procedures and legislative requirements.</p> <p>9.5 Follow service policies and procedures to ensure that equipment, furnishings and resources are maintained in a hygienic manner.</p>

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:	<ul style="list-style-type: none"> interpret and follow service hygiene, health and safety procedures interpret medication administration instructions
Writing skills to:	<ul style="list-style-type: none"> complete forms and reports
Oral communication skills to:	<ul style="list-style-type: none">
Numeracy skills to:	<ul style="list-style-type: none">
Learning skills to:	<ul style="list-style-type: none">
Problem-solving skills to:	<ul style="list-style-type: none">
Initiative and enterprise skills to:	<ul style="list-style-type: none">
Teamwork skills to:	<ul style="list-style-type: none">
Planning and organising skills to:	<ul style="list-style-type: none">

Self-management skills to:	■
Technology skills to:	■
UNIT MAPPING INFORMATION	No equivalent unit.
LINKS	

TITLE	Assessment Requirements for CHCECE031 Support children's health, safety and wellbeing
PERFORMANCE EVIDENCE	<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"> ■ follow all hygiene, health and safety procedures on three different occasions for each of the following: <ul style="list-style-type: none"> ◦ support a child to wash their hands ◦ assist one or more children during mealtimes ◦ assist a child with toileting ◦ assist a child with dressing / undressing ◦ assist a child to have their individual sleep needs met ■ demonstrate the principles of active supervision to supervise one group of children for a complete activity or play period, according to service procedures ■ respond appropriately to three situations where health or safety of children may be compromised ■ perform the activities outlined in the performance criteria of this unit during a period of at least 160 hours of work in a children's service of which 120 hours must be in a regulated education and care service in Australia.

KNOWLEDGE EVIDENCE	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> ■ requirements of the National Quality Standard(s) and related regulations and laws applicable to this unit including: <ul style="list-style-type: none"> ◦ health and safety ■ communication about health and safety: <ul style="list-style-type: none"> ◦ how to communicate with families and children – the types of information typically given and requested: <ul style="list-style-type: none"> ● allergies ● information regarding long-term medical conditions ● information regarding short-term medical needs ◦ confidentiality and privacy requirements ◦ other restrictions around the sharing of information ◦ service procedures for communicating information ■ health and safety issues associated with the care of children, how these are
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managed and how to assess for risks and hazards:

- clothing safety and suitability
- hygiene and food safety:
 - meaning of airborne, food-borne and infectious diseases, and ways that individuals can transfer and spread these
 - personal hygiene
 - importance of service cleanliness
- personal health:
 - childhood obesity
 - common childhood medical conditions and their signs, symptoms and characteristics and associated risk management requirements
 - food allergies and high-risk foods
 - procedures and specifications around administration of medication
 - nutrition and its role in healthy lifestyle
 - oral health and its impact on general health
 - causes of tooth decay
 - signs of tooth decay
 - physical activity
 - situations requiring the exclusion of children as per service policies and procedures
- supervision requirements, different supervision levels, and influencing factors
- principles of active supervision
 - awareness of environment
 - positioning
 - interaction with children and adults
 - scanning and listening
 - awareness of group and individual dynamics
- toys and equipment
- recommendations for physical activity for birth to 5-year-olds and 5 to 12-year-olds in the *National Physical Activity and Sedentary Behaviour Guidelines for Australians* and *Australian 24-Hour Movement Guidelines for the Early Years (Birth to 5 years)*
- sleep and rest:
 - children's individual requirements
 - features of environments that promote rest and sleep
 - types of quiet play activities for those who do not sleep
- recommendations for children's healthy eating as detailed in the following National Health and Medical Research Council sources or their successors:
 - *Australian Dietary Guidelines*
 - *Australian Guide to Healthy Eating*
- how to interpret food labels and identify nutrition content and ingredients of concern that may contribute to poor nutrition
- features of common types of individual dietary needs and preferences arising from the following, and the implications of not adhering to these:
 - culture
 - health
 - religion
- principles of infection control
 - causes of infection
 - how infections are spread
 - methods used to prevent infection
 - PPE
 - immunisation
 - safely dealing with spills

- cleaning and infection control procedures for:
 - equipment
 - change mats
 - prams or strollers
 - utensils and crockery
 - equipment storage areas
 - toileting areas
 - Furnishings
 - soft
 - bedding
 - cushions
 - hard
 - cots
 - tables and chairs
 - high chairs
 - Change tables
 - resources
 - toys
 - art and craft supplies

ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in a regulated education and care service in Australia:</p> <ul style="list-style-type: none"> ■ 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"> ○ support a child to wash his/her hands ○ assist one or more children during mealtimes ○ assist a child with toileting ○ assist a child with dressing / undressing ■ observation must be supplemented by third party reports and other forms of evidence ■ interactions with babies, toddlers or children must be supervised by a qualified early childhood educator. <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>Assessment must ensure access to:</p> <ul style="list-style-type: none"> ■ eating areas equipped with tables, chairs, utensils ■ drinking water ■ handwashing facilities ■ indoor and outdoor play areas ■ sleeping and rest areas equipped with beds and linen ■ sun protection materials ■ toilet facilities ■ toys and other play equipment ■ service standards, policies and procedures for: <ul style="list-style-type: none"> ○ health and safety ■ 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> ■ recommendations for children's healthy eating as detailed in the following sources or their successors: <ul style="list-style-type: none"> ○ <i>Australian Dietary Guidelines</i> ○ <i>Australian Guide to Healthy Eating</i> ○ <i>Infant Feeding Guidelines</i> ■ National Quality Framework for Early Childhood Education and Care <ul style="list-style-type: none"> ○ Education and Care Services National Regulations ○ National Quality Standard ○ the relevant approved national learning framework ■ children in a regulated education and care service. <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.</p>
LINKS	

