



ISLINGTON

Adult and community learning

NCFE Level 1 Working with Children

Online rules

- During this session classes, we agree:
- We will behave towards each other as we would in a physical classroom.
- No personal details given within the group – can speak to me on a one to one afterwards
- Turn your video on for the session
- Mute your audio unless you need to speak
- Use protocols such as hands up if you wish to speak
- Children should not be in the background whilst the session is active – if you need to communicate with your child turn your video off
- If you need to leave temporarily – send a message to the tutor

Safe sites- lock and key

Not sharing passwords

Filters and blockers

Beware of spam and fake emails

Here you can find information about how to stay safe online.



ZIP IT

Keep your personal stuff private and think about what you say and do online.



BLOCK IT

Block people who send nasty messages and don't open unknown links and attachments.



FLAG IT

Flag up with someone you trust if anything upsets you or if someone asks to meet you offline.

Group Agreement

How do we wish to work as a group so everyone can successfully complete the course in this environment

Example:

Everyone listening to each other with out interrupting

- Respect our differences and different opinions
- Treat everyone equally and fairly
- Feel able to ask questions even if seem bit basic
- Acknowledge each other's contribution – body language
- Not to be in a noisy environment
- Accept comments and ideas in spirit of learning and improvement
- Be open to new ideas
- To pay attention and not multitask –limit distraction
- Feeling comfortable
- Supportive environment
- Have fun
- Confidentiality
- Safeguard self and others
- Punctuality
- Everyone has a voice

Learning Outcomes

Session 8

By the end of the session you will be able to:

- Unit 4 cont
- Recognise potential barriers for children
- Unit 2
- Identify the purpose of risk assessment
- Recognise how to deal with emergency procedures

Potential barriers which
may be faced by children with additional
needs
2.1 & 2.2

- **Race, Religion and Culture**
- **English as an Additional Language** (and speech delay)
- **Physical Disability** (the equipment and access)
- **Special educational needs** (the equipment & resources, support)
- **Gender & Personal choices** (male, female)

Learning outcome 2.1 & 2.2

For each of these additional needs

Think about the barriers these children may be face in their lives

Consider: **DO NOT answer these as questions – just make a list of the barriers –the questions are here just to enable you to think of what to cover**

- What they may experience from other children or adults
- How they may be seen in society
- How they may feel about themselves because of this
- Access to getting around
- What long term effect they may have

Unit 2

Unit 2

Create a safe environment for Children

Why is safety an important part of the child's environment?

March 2009

Just Learning was ordered to pay more than £140,000 in fines and costs when a local authority investigation into the nursery's policies and procedures found health and safety failings.

The investigation was launched after ten-month-old Georgia Hollick died from asphyxiation after choking on a piece of apple April 2006.



August 2012

A 22-month-old girl died after choking on a raw jelly cube during a messy play session.

The nursery's registration was suspended pending an investigation by the Health and Safety Executive into the incident and the nursery's operational procedures.



September 2012

A three-year-old girl died in hospital after becoming entangled in play equipment in the outdoor area.

October 2012

A nine-month-old baby died at the nursery in Greater Manchester after choking.

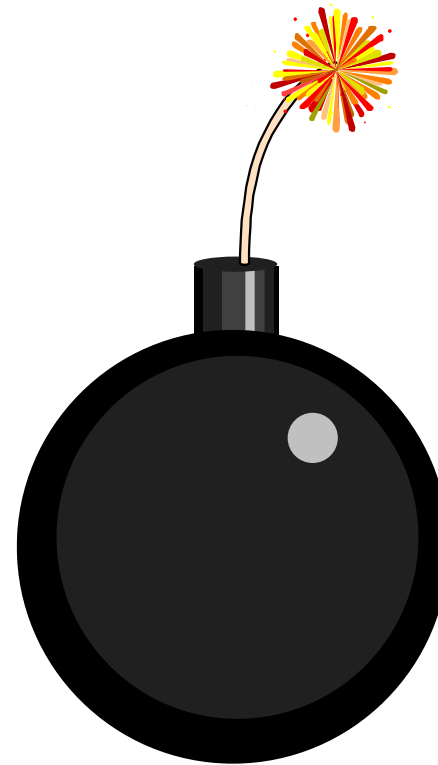
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How do we safeguard
children from
risk within the
environment ?

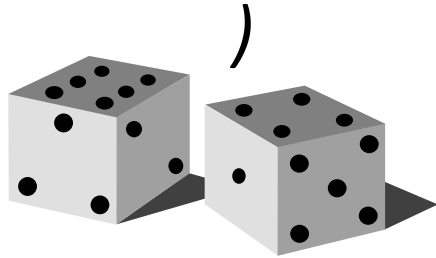
Hazard

Anything that
may cause harm



Risk

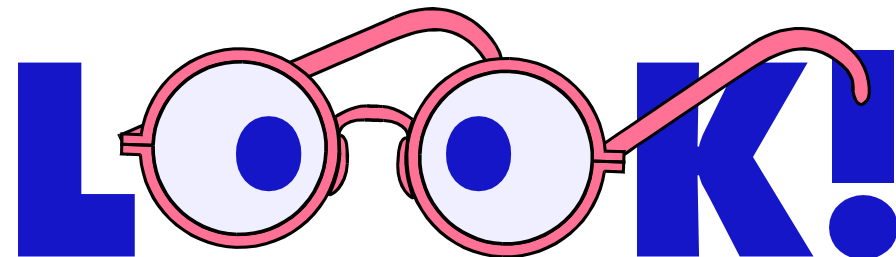
The likelihood of harm occurring



5 Steps To Risk Assessment

Step One

Identify the hazards



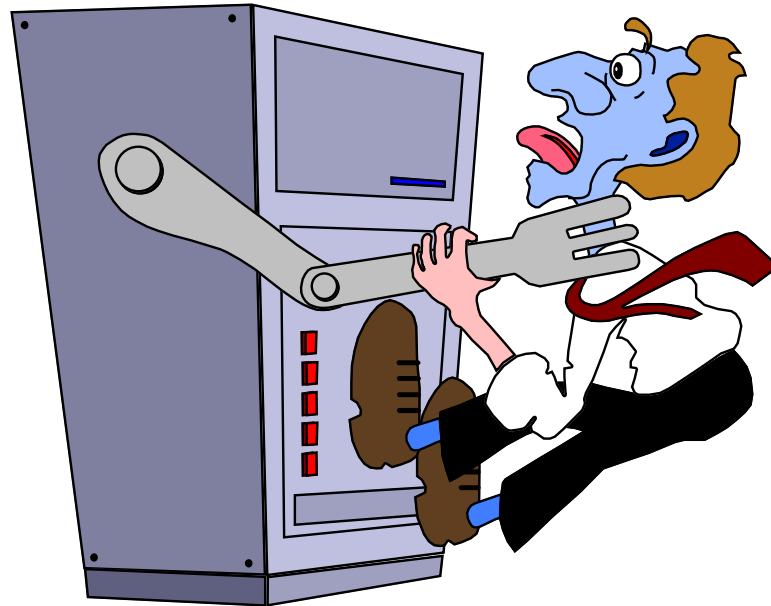
Step Two



**Identify who
might be
harmed**

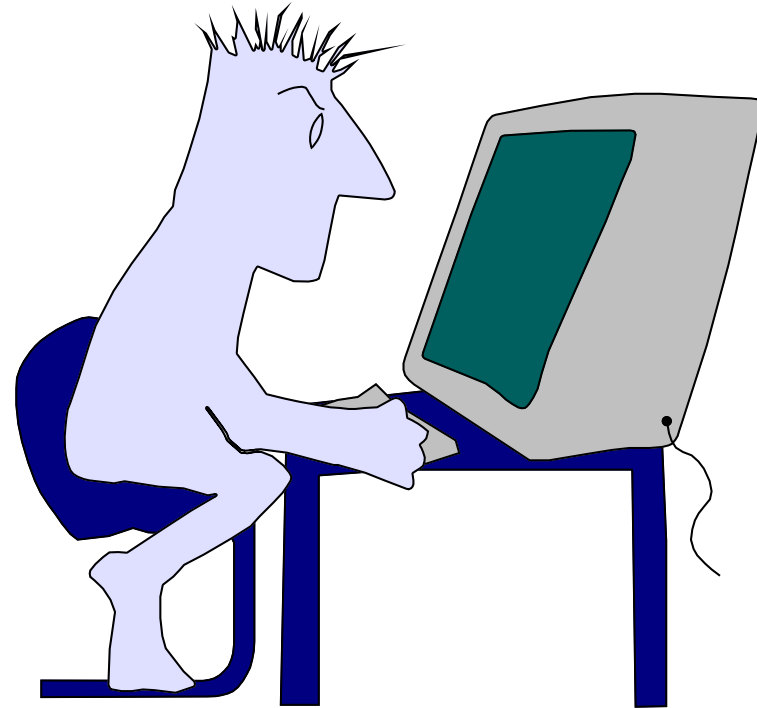
Step Three

Evaluate the risks



Step Four

**Record your
findings**



Step Five

Review the risk



Unit 2 Assessment Learning Outcomes

1.1 & 1.4



1.1

What is the hazard- (state clearly the actual source)

What is the consequence of this hazard (state clearly what is likely to happen)

1.4

Complete as stated on the assessment sheet



Children's safe play space



Assessment 1.2

Design a play space- you can use an example from a provider you are familiar with or make up your own.

**DON'T FORGET TO ANSWER THE
QUESTIONS BELOW**

Respond to emergencies

Unit 2

Assessment Tasks- 2.1, 2.2, 2.4

Class discussion

Childhood Illnesses

Home work for next week

**Research Signs and symptoms of
childhood illnesses**

**Complete section on signs and
symptoms ONLY**

Common Childhood Illnesses



Assessment Task- 3.1, 3.2

Complete signs and symptoms for
each illness

Class discussion- Hygiene Issues