

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Safe and Inclusive Practice in Youth Work

Unit Reference Number: M/652/1668

Level: One (1)

Credit Value: One (1)

Minimum Guided Learning Hours: 8

Unit Summary

This unit provides learners with an awareness of safe and inclusive practice in youth work settings and the importance of safeguarding. This will include recognising possible signs that a young person may be at risk of harm and knowing the appropriate actions to take.

The unit also introduces key principles of inclusive practice.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand safe practice in youth work	1.1 Outline why safe practice is essential in youth work
	1.2 List signs that may indicate a young person is at risk of harm
	1.3 Identify appropriate actions to take if concerned about a young person's safety
	1.4 Describe safe practices relevant to a range of youth work settings
2. Understand inclusive practice in youth work	2.1 Define what is meant by equality, equity, diversity, inclusion, and belonging (EEDIB) in youth work
	2.2 Outline the importance of equality, equity, diversity, inclusion, and belonging (EEDIB) in youth work

Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this

unit. This is the minimum that is expected, but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and the tutor's own professional experience.

When a plural is stated in the assessment criteria, a minimum of two examples must be given – unless stated otherwise.

Safe practice	Learners should understand that safe practice is about protecting the safety and wellbeing of young people. This may include: • Keeping young people safe from harm ○ Preventing abuse, neglect, or unsafe situations ○ Protecting physical, emotional, and mental wellbeing • Creating a safe environment ○ Ensuring activities, spaces, and equipment are safe ○ Following organisational rules and policies • Building trust with young people ○ Facilitating a setting where young people feel secure and supported ○ Encouraging young people to communicate openly • Organisational responsibility ○ Following organisation's policies (safeguarding, health and safety, confidentiality) ○ Understanding the youth worker's role in reporting concerns • Promoting inclusion and fairness ○ Ensuring all young people are treated with dignity and respect ○ Protecting vulnerable or at-risk young people • Supporting positive development ○ Helping young people feel confident, valued, and respected Encouraging healthy relationships and choices
Signs	Youth workers have a duty of care to recognise when a young person might be at risk and to take appropriate action by following safeguarding procedures. Learners must consider the following signs of abuse: • Physical • Behavioural • Emotional • Social • Neglect • Other – such as bullying or unsafe situations/thoughts Learners must ensure they also make references to signs that may change over time, or patterns, rather than one-off events.
Appropriate actions	If learners are working/volunteering within the youth work sector, they should ensure they reference their organisation's safeguarding and child protection procedures. If learners are not working/volunteering within the sector, they should be provided the opportunity to review policies and procedures available via their Local Authority.
Safe practice	Learners must refer to safe working practice. Tutors must include, but are not limited to: • Maintaining professional boundaries

	• Safe physical environment • Safeguarding and confidentiality • Communication and appropriate language • Respect and inclusion • Risk assessments • Consent
Youth work settings	Learners should understand that youth work happens in a variety of settings and situations, depending on the needs of young people. These may include: Formal settings • Schools, colleges, or youth centres. • Structured programmes, workshops, or mentoring sessions. Community settings • Community centres, libraries, sports clubs, faith-based centres. • Activities designed to engage young people locally. Outdoor and recreational settings • Parks, adventure centres, playgrounds, or open spaces. • Activities like team building, outdoor education, or sports. Specialist settings • Hospitals, mental health services, residential care, or services for young people with additional needs. • Programmes focused on wellbeing, support, or development. Detached or outreach settings • Street-based youth work or outreach projects. • Engaging young people who may not attend structured services. Digital or online settings • Social media, online forums, virtual workshops, or digital mentoring. • Offering support and engagement where young people cannot meet in person. Learners should understand that the setting affects how activities are planned and delivered, including considerations for safety, accessibility, and inclusion.
Equality, equity, diversity, inclusion, and belonging	Learners should understand the basic meaning of each concept and how it applies in a youth work context. Equality • Treating all young people fairly • Acknowledging that young people need different support • Ensuring no one is discriminated against because of who they are. Equity • Giving young people the support they need to achieve the same outcomes. • Recognising that some young people may need extra help or adjustments. Diversity • Respecting and valuing differences between young people. • Includes differences in culture, religion, gender, ability, and background. • Celebrating uniqueness

Inclusion

- Ensuring all young people can participate fully.
- Removing barriers that might stop anyone from taking part.
- Creating welcoming environments.

Belonging

- Helping young people feel safe, accepted, and valued in the group.
- Creating a supportive environment where everyone feels part of the community.

Learners must know that EEDIB underpins good youth work practice by ensuring all young people are respected, supported, and able to participate safely.