

SCDHSC0323

Contribute to child care practice in group living



Overview

This standard identifies the requirements when you contribute to child care practice in group living. This includes contributing to planning, implementing and reviewing daily living programmes with children and young people, working with groups to promote individual growth and development and helping to promote group care as a positive experience.

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Performance criteria

Contribute to planning daily living programmes for children and young people

You must be able to:

- P1 contribute to planning daily living programmes which are appropriate to the **level of development of children and young people**
- P2 contribute to planning daily living programmes which allow the needs and personal preferences of the children and young people to be met flexibly
- P3 contribute to planning daily living programmes which take account both of group needs and of the preferences of each individual child or young person
- P4 participate in assessing the strengths and weaknesses of the provision's programmes
- P5 support children and young people to meet with you and **others** both individually and in groups, to **communicate** their views on the running of the provision and the quality of care and support
- P6 promote the **active participation** of the children and young people in planning activities

Contribute to implementing daily living programmes for children and young people

You must be able to:

- P7 carry out your role in implementing daily living programmes, in ways which are appropriate to the level of development of the children and young people
- P8 work in ways which allow the needs and personal preferences of the children and young people to be met flexibly within the group
- P9 contribute to ensuring that daily living programmes are implemented in ways which take account of group needs and the preferences of each individual child or young person
- P10 contribute to the continuity of care and support by providing information at handover meetings about the outcomes from daily events and any successes or issues that have emerged

Work with groups to promote individual growth and development

You must be able to:

- P11 work with children and young people to promote the development of a positive group atmosphere
- P12 promote the active participation of children and young people in implementing group work activities that they feel would be beneficial to the group

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- P13 assess the opportunities for children and young people to achieve positive outcomes within **self-established groups** and from the group as a whole
- P14 contribute to planning how goals for individual growth and development can be met by groups within the provision and from the group as a whole
- P15 contribute to evaluating how far goals for individual growth and development are met in practice
- P16 take sensitive and appropriate action to moderate any adverse effects on a child or young person that arise from belonging to groups within the provision, or from the group living experience as a whole

Contribute to promoting group living as a positive experience

You must be able to:

- P17 work in ways that promote active participation to enable the child or young person to evaluate the outcomes from group activities
- P18 take sensitive and appropriate action to address conflict, crisis and tensions in group living
- P19 take sensitive and appropriate action where there is a **risk of danger, harm and abuse**
- P20 ensure that each child or young person within the group is safe and protected from danger, harm and abuse
- P21 support children and young people to work constructively with group dynamics
- P22 contribute to maintaining a culture in which group experiences are positively valued and promoted
- P23 encourage children and young people to be actively involved in decisions about group living experiences and how these can be improved and promoted
- P24 complete records and reports on the effectiveness of the provision in promoting group living as a positive experience, in accordance with legal and work setting requirements

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Knowledge and understanding

You need to know and understand:

Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and human rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that children and young people have to make complaints and be supported to do so

Your practice

You need to know and understand:

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs that may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 the child or young person's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

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Theory

You need to know and understand:

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 theories underpinning our understanding of child development and factors that affect it
- K23 theories about attachment and its impact on children and young people

Communication

You need to know and understand:

- K24 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K25 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

Personal and professional development

You need to know and understand:

- K26 principles of reflective practice and why it is important

Health and Safety

You need to know and understand:

- K27 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K28 practices for the prevention and control of infection in the context of this standard

Safeguarding

You need to know and understand:

- K29 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K30 indicators of potential or actual harm or abuse
- K31 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K32 what to do if you have reported concerns but no action is taken to address them

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Handling information

You need to know and understand:

- K33 legal requirements, policies and procedures for the security and confidentiality of information
- K34 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K35 principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

You need to know and understand:

- K36 how to access records and information on the needs, views, wishes and preferences of children and young people, parents, families and carers
- K37 how and where to access information and support that can inform your practice when supporting children and young people in group care
- K38 theories relevant to the children and young people with whom you work about loss and change
- K39 theories relevant to the children and young people with whom you work about the effects of stress and distress
- K40 factors that cause risks and those that ensure safe and effective care for children and young people
- K41 the importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption
- K42 the impact that group living experiences can have on the behaviour and developmental outcomes of children and young people
- K43 the impact that programmes for daily living in residential care have on behaviour and optimum developmental outcomes
- K44 group work methods and dynamics related to working with children and young people who have been abused, persecuted, are at risk of significant harm, or are at risk of becoming involved in offending behaviour
- K45 group work methods and dynamics related to meeting the developmental needs of children and young people through daily living programmes
- K46 group work methods and dynamics related to the development of social and behavioural skills which reduce the risk of behaviour that is harmful to self or others and develop skills for independent living and citizenship

Additional Information

Scope/range related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS

Note: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the child or young person

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services

Active participation is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible

Children and young people from birth to 18 years of age who require health and care services; also to 21 where a child or young person is still eligible through legislation or policy to receive children and young people's services

To **communicate** may include using the child or young person's preferred spoken language, the use of signs, symbols, pictures, writing, objects of reference, communication passports, other non verbal forms of communication, human and technological aids to communication

Danger is the possibility of harm or abuse happening

Harm and abuse may include neglect; physical, emotional and sexual abuse; bullying; self-harm; reckless behaviour. Harm is the effect of being physically or mentally injured or abused

Level of development includes the cognitive, linguistic, physical, social, emotional and intellectual level of the child or young person

Others are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger, damage or destruction to the environment and goods; the possibility of injury and harm to people

Self-established groups are those which are set up by children and young people themselves within the overall provision

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Scope/range related to knowledge and understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS

All knowledge statements must be applied in the context of this standard.

Factors that may affect the health, wellbeing and development may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; family circumstances; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse

Values

Adherence to codes of practice or conduct that may be applicable to your role, and the principles and values that underpin your work setting including the rights of children and adults. These include the rights that individuals have:

To be treated as an individual

To be treated equally and not be discriminated against

To be respected

To have privacy

To be treated in a dignified way

To be protected from danger and harm

To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them

To communicate using their preferred methods of communication and language

To access information about themselves

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