

SCDHSC0047

Support parents and carers to acquire skills to care for and protect babies, children and young people



Overview

This standard identifies the requirements when you support parents or carers to acquire and use skills to protect and take care of babies, children and young people in their care. The standard includes working with parents and carers to identify the skills they require to protect and take care of the child, supporting them to use and develop these skills and reviewing the support provided and the progress achieved.

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Performance criteria

Work with parents and carers to identify the skills required to care for and protect babies, children and young people

You must be able to:

- P1 affirm the experience, expertise and abilities of the **parents** or **carers** in caring for and protecting the **child**
- P2 clarify with the parents or carers your role in supporting their skills
- P3 ensure that your interactions with the parents or carers are not judgemental or discriminatory and that you **communicate** in their preferred ways
- P4 work with the parents or carers to achieve a shared understanding of what is required to ensure that babies, children and young people are cared for and protected
- P5 work with the parents or carers to achieve a shared understanding of **risks** that are incompatible with the protection of babies, children and young people
- P6 work in ways that promote **active participation** to enable the parents or carers to identify the parenting skills they already have
- P7 support the parents or carers to identify areas for development in their parenting skills
- P8 work with the parents or carers to identify **information and support** that would assist them in their role
- P9 agree how feedback will be given to support the development of their skills
- P10 agree with the parents or carers and **others** how risks will be managed
- P11 agree with the parents or carers and others how disagreements will be addressed
- P12 agree with the parents or carers a plan to help develop the skills they need to care for and protect the child

Support parents and carers to develop their skills in caring for and protecting babies, children and young people

You must be able to:

- P13 observe the parents or carers interacting with and caring for the child
- P14 offer feedback to the parents or carers about their skills and areas for improvement
- P15 reinforce interactions, behaviour and skills that positively care for and protect the child
- P16 support the parents or carers to understand when their behaviour and skills are insufficient for the care and protection of the child

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- P17 discuss with the parents or carers any **concerns** that arise
- P18 negotiate with the parents or carers a plan to address areas where there are difficulties in caring for and protecting the child
- P19 encourage the parents or carers to practise positive caring and protection skills in accordance with the agreed plan, helping them to think through their actions and understand the consequences of them
- P20 work with the parents or carers to raise their awareness of where their actions and interactions have not met the plan
- P21 support the parents or carers in actively adjusting their actions and interactions where necessary
- P22 acquire additional information, expertise and resources to support the parents or carers' skills development where it is beyond your remit
- P23 encourage the parents or carers to recognise and articulate what they have achieved
- P24 plan with the parents or carers how they can continue to develop their confidence and skills

Review support for parents and carers in caring for and protecting babies, children and young people

You must be able to:

- P25 analyse your observations of the parents or carers interacting with their child
- P26 evaluate where actions and interactions are positive and where there are remaining concerns or risks
- P27 check your observations with the parents or carers and others involved
- P28 work with the parents or carers and others to agree what progress has been made and what additional work needs to be carried out
- P29 respond appropriately and within appropriate timescales to requests for explanations and additional information, within confidentiality agreements and legal and work setting requirements
- P30 report to the **appropriate authority** where risks are incompatible with the care and protection of the child
- P31 keep up to date and accurate records and reports of your work with parents and carers in accordance with legal and work setting requirements, identifying areas where there is consensus and areas where there are differences of opinion

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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 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
- K6 conflicts and dilemmas that may arise in relation to rights and how to address them

Your practice

You need to know and understand:

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

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- K19 how to manage ethical conflicts and dilemmas in your work
- K20 how to challenge poor practice
- K21 how and when to seek support in situations beyond your experience and expertise

Theory

You need to know and understand:

- K22 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K23 theories underpinning our understanding of human development and factors that affect it
- K24 theories about attachment and its impact on children and young people

Personal and professional development

You need to know and understand:

- K25 principles of reflective practice and why it is important
- K26 your role in developing the professional knowledge and practice of others
- K27 how to promote evidence based practice

Communication

You need to know and understand:

- K28 factors that can affect communication and language skills and their development in children and young people
- K29 methods to promote effective communication and enable children and young people to communicate their needs, views and preferences

Health and Safety

You need to know and understand:

- K30 legal and statutory requirements for health and safety
- K31 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K32 practices for the prevention and control of infection in the context of this standard

Safeguarding

You need to know and understand:

- K33 legislation and national policy relating to the safe-guarding and protection of children and young people

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- K34 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K35 indicators of potential harm or abuse
- K36 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K37 what to do if you have reported concerns but no action is taken to address them
- K38 local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse

Multi-disciplinary working

You need to know and understand:

- K39 the purpose of working with other professionals and agencies
- K40 the remit and responsibilities of other professionals and agencies involved in multi-disciplinary work

Handling information

You need to know and understand:

- K41 legal requirements, policies and procedures for the security and confidentiality of information
- K42 legal and work setting requirements for recording information and producing reports
- K43 principles of confidentiality and when to pass on otherwise confidential information
- K44 how to record written information with accuracy, clarity, relevance and an appropriate level of detail
- K45 how and where electronic communications can and should be used for communicating, recording and reporting

Leading practice

You need to know and understand:

- K46 theories about leadership
- K47 standards of practice, service standards and guidance relating to the work setting
- K48 national and local initiatives to promote the well-being of children and young people
- K49 lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions
- K50 methods of supporting others to work with and support children and young people, key people and others
- K51 how to contribute to the development of systems, practices, policies

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and procedures

K52 techniques for problem solving and innovative thinking

Risk management

You need to know and understand:

K53 principles of risk assessment and risk management

K54 principles of positive risk-taking

Specific to this NOS

You need to know and understand:

- K55 how and where to access literature, information and support to inform your own practice when helping parents and carers acquire and use appropriate skills to protect and take care of babies, children and young people
- K56 theories regarding the importance of identity and self-esteem
- K57 theories regarding stress and how it can affect behaviour
- K58 theories on motivation
- K59 methods for good inter-personal communication with children and young people, including those whose age or condition requires non-verbal interactions and communications
- K60 the impact of poverty on health and well-being
- K61 the importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption
- K62 the use of observation techniques to identify and record, and the importance of recording observations
- K63 the significance of the bonding between parents and their children
- K64 methods of involving parents and carers in meetings about their children
- K65 types of support for disabled children, young people and parents
- K66 the types of evidence that is valid in investigations and court, actions
- K67 knowing your role boundaries regarding evidence gathering in issues of safeguarding
- K68 the importance of evidence, fact and knowledge based records and reports and clarity about the source of the evidence
- K69 the use of evidence based practice to justify your actions

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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

The **appropriate authority** may be your supervisor, a social worker, the police or other designated authority

Carers are those other than parents who have a responsibility to care for the physical, social and mental well-being of the baby, child or young person

The **child** is the baby, child or young person who is to be cared for and protected by the parents or carers. The term should be understood to cover situations where there is more than one child.

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

Concerns may range from actions where there is immediate risk of harm to the child, through to patterns of behaviour which while not presenting immediate danger could become serious if left unchecked (eg avoiding play with the child, avoiding interaction with the child)

Information and support may come from the local authority, voluntary agencies, health agencies, welfare rights agencies and others; and may relate to benefits, advice and guidance, practical support, self help techniques etc

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

The **parents** are those who are the biological, adoptive or step parents of the

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baby, child or young person

A **risk** takes account of the likelihood of harm occurring and includes the possibility of injury and harm to the baby, child or young person

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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 where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

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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