

# SCDCCLD0336

## Promote childcare practice in group living



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### Overview

This standard identifies the requirements when promoting group care as a positive experience, in order for children and young people to feel valued and safe. It covers promotion of the planning, implementation and review of daily living programmes for children and young people, as well as working with groups to promote individual growth and development. You will be able to promote group care as a positive experience.

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### Performance criteria

#### **Promote the planning, implementation and review of daily living programmes for children and young people**

*You must be able to:*

- P1 you promote the planning and implementation of daily living programmes that are appropriate to the abilities and level of development and understanding of **children and young people**
- P2 allow the personal preferences and needs of children and young people to be met flexibly
- P3 balance group needs against the preferences of individual children and young people
- P4 participate in assessing the strengths and weaknesses of the provision's programmes
- P5 take part and encourage children and young people to meet regularly with you and other staff to obtain their views on the running of the provision
- P6 promote the continuity of care provision for children and young people by providing information at handover meetings about the outcomes from daily events
- P7 promote the continuity of care provision for children and young people by providing information at handover meetings about any problems or issues that have emerged
- P8 promote the planning and carrying out of care programmes, taking account of the overall needs and preferences of the children and young people

#### **Work with groups to promote individual growth and development**

*You must be able to:*

- P9 support the development of a positive and appropriate culture for groups of children and young people
- P10 support children and young people to be involved in identifying and implementing group work activities that they feel would be beneficial to the group
- P11 assess and balance the opportunities for children and young people to achieve positive outcomes within self-established groups and from the group as a whole
- P12 promote the identification, planning and evaluation of how individual growth and development can be met by groups within the provision
- P13 take action to moderate any adverse effects on the children and young people from belonging to groups within the provision

#### **Promote group care as a positive experience**

*You must be able to:*

- P14 work with children and young people to evaluate the outcomes from group activities
- P15 work with children and young people to identify and take action to address conflict, crises and tensions in group living

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- P16 work with children and young people to identify and take action where there is a **risk of danger, harm and abuse**
- P17 ensure group members are safe and protected from danger, harm and abuse
- P18 work constructively with group dynamics
- P19 contribute to maintaining a culture in which group experiences are positively valued and promoted
- P20 encourage children and young people to be involved in decisions about group care experiences and how these can be improved and promoted
- P21 record and report on the effectiveness of the provision to promote group care as a positive experience within confidentiality agreements and according to legal and organisational 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 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 key people, children and young people have to make complaints and be supported to do so

*You need to know and understand:*

#### Your practice

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs 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 all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people'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 for practice

*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 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

*You need to know and understand:*

### Communication

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

*You need to know and understand:*

### Personal and professional development

- K28 principles of reflective practice and why it is important

### Health and Safety

*You need to know and understand:*

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

*You need to know and understand:*

### Safeguarding

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

### Handling information

*You need to know and understand:*

- K35 legal requirements, policies and procedures for the security and

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confidentiality of information

K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication

K37 principles of confidentiality and when to pass on otherwise confidential information

*You need to know and understand:*

#### **Specific to this NOS**

K38 the **transitions** that children and young people may go through

K39 how to manage group dynamics

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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.

The use of the terms 'child' or 'children' in this standard may refer to your work on an individual or group basis.

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 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.

**Abuse** is causing physical, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm

**Children and young people** are the children and/or young people you support and care for in your work

**Danger** is the possibility of harm and abuse happening

**Harm** The effects of a baby or child being physically or mentally injured or abused

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-harm, bullying, abuse, reckless behaviour

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### Scope/range relating to knowledge and understanding

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

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.

**Factors that may affect the health, wellbeing and development** may include: family circumstances; folic acid during pregnancy; a healthy diet; positive mental health; physical health; strong social networks; supportive family structure; adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); physical disability; poverty; profound or complex needs; sensory needs; social deprivation; and substance misuse

**Transitions** may include starting nursery for the first time, moving from nursery to school, moving home, the birth of a sibling, other changes affecting the child or young person

### 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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**Suite** Children's Care Learning and Development

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