Overview

This standard identifies the requirements when maintaining effective systems and practice for communication in settings where children or young people are cared for or supported. This includes modelling practice that promotes person centred or child centred communication systems, adapting your own communication in a range of situations and leading the implementation and improvement of systems that promote effective communication. The standard also identifies how to maintain effective practices in communication through the use of recording and reporting.

This Standard is tailored from SCDHSC0041 (Health and Social Care suite of NOS)
SCDCCLD0401
Maintain effective communication systems and practice

Performance criteria

Model practice that promotes child centred communication systems

You must be able to:

P1 implement a culture of active participation that enable children, key people and others to communicate their preferences and needs

P2 ensure that a person centred/child centred approach is used when you and others communicate with children and key people

P3 review the communication and language preferences and needs of children with whom you and others work

P4 evaluate factors which may present barriers to communication and participation

P5 support others to understand and overcome barriers to children’s communication and participation

P6 support others to understand the potential impact of communication styles and methods on short, medium and long-term goals for children

Adapt your own communication in a range of situations

You must be able to:

P7 develop different methods, styles and skills to communicate and engage with children and key people

P8 use different methods, styles and skills to communicate and engage with children and key people

P9 modify the content and structure of your own communication to take account of the purpose of the communication

P10 modify the content and structure of your communication to meet the needs and concerns of children and key people

P11 change environments to improve communication and participation

P12 communicate in ways that respect the rights, views and concerns of children and key people, using the child’s preferred methods of communication and language

Lead the implementation of effective communication systems

You must be able to:

P13 use a range of skills, systems and methods to promote effective communications between your team and children, key people and others

P14 work with others to promote effective communication through the use of specific aids or extra support according to the child’s preferences and needs

P15 support others to change or adapt environments to improve
SCDCCLD0401
Maintain effective communication systems and practice

Maintain effective communication systems and practice

You must be able to:

P16 work with children, key people and others to understand differing views and opinions
P17 work with children, key people and others to address differences
P18 develop an environment in which others are able to discuss their progress and share any concerns or challenges they are facing

Improve the effectiveness of communication systems

You must be able to:

P19 support the active participation of children in evaluating the effectiveness of communication systems
P20 agree the information to be collected for evaluating communication systems and when it needs to be made available
P21 evaluate the effectiveness of communication systems in supporting children and key people
P22 evaluate the effectiveness of communication systems in promoting integrated partnership working
P23 evaluate the effectiveness of communication systems in responding to comments and complaints
P24 make evaluation information available in accessible forms and at appropriate times for it to inform decision-making activities
P25 make recommendations for improvements to communication systems based on the evaluation information collected and other evidence
P26 change systems to enable more effective communication between children, key people and others, where the changes are within the scope of your expertise and responsibility
P27 seek information and advice where changes required are outside the scope of your expertise and responsibility

Ensure effective practice in the use of records or reports for communication

You must be able to:

P28 use legal, work-setting and inter-agency policies and procedures for accessing and completing records and reports
P29 clarify for others the legal, work-setting and inter-agency policies and procedures for accessing and completing records and reports
P30 provide evidence for your judgements and decisions within records and reports, including where this is based on informed opinion
P31 record evidence which clarifies and supports your judgements and decisions
P32 record evidence which conflicts with your judgements and decisions
P33 produce records and reports that encompass best practice, positive
Maintain effective communication systems and practice

achievements and outcomes for children

P34 produce records and reports that are accurate, concise, objective, understandable and legible

P35 ensure that information in records and reports is accessible to children and in a form appropriate to their communication needs and preferences

P36 where records and reports are to be used for decision-making, confirm their accuracy and the accuracy of accompanying evidence with all those they concern

P37 secure any signatures that are required

P38 document any conflicts, disagreements, unmet needs or risks associated with recording and reporting

P39 encourage those who use your records and reports to discuss feedback with you

P40 take action in response to feedback from those who use your records and reports

P41 ensure records and reports are stored and shared within confidentiality agreements and according to legal, work-setting and inter-agency agreements and requirements
Maintain effective communication systems and practice

Knowledge and understanding

You need to know and understand:

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

Rights

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 relationships with others, key people and children and young people
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
Maintain effective communication systems and practice

- **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 for practice**

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** factors that promote positive health and wellbeing of children and young people
- **K24** theories underpinning our understanding of child development and learning, and factors that affect it
- **K25** theories about attachment and its impact on children and young people

**Communication**

You need to know and understand:

- **K26** factors that can affect communication and language skills and their development in children and young people
- **K27** methods to promote effective communication and enable children and young people to communicate their needs, views and preferences

**Personal and professional development**

You need to know and understand:

- **K28** principles of reflective practice and why it is important
- **K29** your role in developing the professional knowledge and practice of others
- **K30** how to use and promote evidence based practice

**Health and Safety**

You need to know and understand:

- **K31** legal and statutory requirements for health and safety
- **K32** your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- **K33** practices for the prevention and control of infection

**Safeguarding**

You need to know and understand:

- **K34** legislation and national policy relating to the safe-guarding and protection of children and young people
Maintain effective communication systems and practice

You need to know and understand:

K35 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
K36 indicators of potential harm or abuse
K37 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
K38 what to do if you have reported concerns but no action is taken to address them
K39 local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse

Handling information

K40 legal requirements, policies and procedures for the security and confidentiality of information
K41 legal and work setting requirements for recording information and producing reports
K42 principles of confidentiality and when to pass on otherwise confidential information
K43 how to record written information with accuracy, clarity, relevance and an appropriate level of detail
K44 how and where ICT can and should be used for communicating, recording and reporting

Multi-disciplinary working

K45 the purpose of working with other professionals and agencies
K46 the remit and responsibilities of other professionals and agencies involved in multi-disciplinary work

Leading practice

K47 theories about leadership
K48 standards of practice, service standards and guidance relating to the work setting
K49 national and local initiatives to promote the well-being of children and young people
K50 lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions
K51 methods of supporting others to work with and support children and young people, key people and others
K52 how to contribute to the development of systems, practices, policies and procedures
SCDCCLD0401
Maintain effective communication systems and practice

K53 techniques for problem solving and innovative thinking

Risk management

K54 principles of risk assessment and risk management
K55 principles of positive risk-taking

Specific to this NOS

K56 different skills, styles and methods to communicate and engage with children and key people
K57 conditions likely to affect communication
K58 specific aids that will enable children with additional needs to receive and respond to information
K59 the use of evidence, fact and knowledge based opinion in records or reports and why it is important to differentiate between these and make clear the source of evidence
K60 communication systems, structures and practice and how to evaluate and improve these
SCDCCLD0401
Maintain effective communication systems and practice

Additional Information

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.

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

Barriers to communication may include those relating to the physical environment; to interpersonal relationships and the emotional environment; to working practices; to the availability of resources including human or other aids or assistance; to the limitations of your own or other people’s communication skills or attentiveness; to cultural contexts; to the specific circumstances of the child or young person, including disability, disadvantage, anxiety or distress.

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

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

Evidence may be based on research; knowledge; quantitative data; qualitative data; facts (times, dates, age, information about conditions etc). Your own opinion should be informed by practice and knowledge and should not go beyond your competence.
Key people are those who are important to a child or young person and who can make a difference to his or her well-being. Key people may include parents, family, friends, carers and others with whom the child or young person has a supportive relationship.

Others are your colleagues and other professionals whose work contributes to the child or young person’s well-being and who enable you to carry out your role.

Person centred/child centred approaches are those that fully recognise the uniqueness of the baby, child or young person and establish this as the basis for planning and delivery of care and support.

Policies and procedures are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.

Specific aids enable babies, children or young people with speaking, sight or hearing difficulties, additional needs or learning disabilities to receive and respond to information.
Maintain effective communication systems and practice

**Scope/range related 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.

**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
## SCDCCLD0401
Maintain effective communication systems and practice

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