

## SCDCCLD0401

# Maintain effective communication systems and practice



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### 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)

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### Performance criteria

*You must be able to:*

#### Model practice that promotes child centred communication systems

- 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

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communication and participation

- 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

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- 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

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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
- K6 conflicts and dilemmas that may arise in relation to rights and responsibilities 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 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

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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 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

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- 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

*You need to know and understand:*

- 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

*You need to know and understand:*

- 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

*You need to know and understand:*

- 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

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K53 techniques for problem solving and innovative thinking

### **Risk management**

*You need to know and understand:*

K54 principles of risk assessment and risk management

K55 principles of positive risk-taking

### **Specific to this NOS**

*You need to know and understand:*

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



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### Additional Information

#### Scope/range relating 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.

**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

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**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

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### 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

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<b>Developed by</b>	Skills for Care & Development
<b>Version number</b>	1
<b>Date approved</b>	March 2012
<b>Indicative review date</b>	December 2014
<b>Validity</b>	Current
<b>Status</b>	Tailored
<b>Originating organisation</b>	Skills for Care & Development
<b>Original URN</b>	HSC0041
<b>Relevant occupations</b>	Childcare and Related Personal Services; Child Development and Well Being; Direct learning support; Education and training; Education Workers; Health, Public Services and Care; Public Service and Other Associate Professionals; Teachers; Working with Young Children
<b>Suite</b>	Children's Care Learning and Development
<b>Key words</b>	Maintain, communication, systems