

SCDCCLD0422

Lead the monitoring of procedures, policies and practice in partnership with families to benefit children's care, learning and development



Overview

This standard identifies the requirements when leading the monitoring of procedures, policies and practice. It requires you to facilitate partnership-working with families, in order to establish procedures for effective practice. It also requires you to take the lead when dealing with family issues, grievances or complaints

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Performance criteria

Establish and monitor procedures and practices for work with families

You must be able to:

- P1 lead colleagues in the most effective way of communicating with **families**, and in a way that encourages **participation**
- P2 model good practice by hands-on work with children and families within the provision
- P3 work with **colleagues** to identify changes that may be required in procedures and practices
- P4 lead in the planning of procedures and practices that involve families in the care, learning and development of their children
- P5 develop policies and procedures that value diversity and that recognise cultural, religious and ethnic differences
- P6 review procedures and practices on a regular basis, to take account of changing government legislation and registration requirements
- P7 review procedures and practices on a regular basis to include **quality assurance** and **risk assessments**
- P8 observe the practice of colleagues when they are working with families and children
- P9 evaluate the procedures and practices offered, in terms of their suitability, personalisation and differentiation, to meet the needs of the children and their families
- P10 evaluate procedures and practices within the provision, in terms of making a secure and safe environment for practitioners, families and children
- P11 use research-based **evidence** for developing procedures and practices within the provision
- P12 advise colleagues on continuous professional development opportunities
- P13 support colleagues in continuous professional development opportunities
- P14 encourage reflective practice by modelling reflective skills

Implement policies and procedures for work with families

You must be able to:

- P15 lead colleagues in implementing **policies and procedures**
- P16 support colleagues in implementing change and improvement
- P17 involve families and children in ways that encourage them to be involved in policy making
- P18 ensure that colleagues know that policies and procedures are working documents

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- P19 ensure that policies and procedures are widely communicated.
- P20 ensure policies are regularly monitored
- P21 ensure policies are regularly reviewed, to reflect national and local guidance and registration requirements
- P22 lead in developing policies and procedures for the **safeguarding** of children
- P23 observe how policies and procedures are implemented when practitioners are working with families and children
- P24 sensitively discuss with practitioners any changes that might be required
- P25 support colleagues in implementing change and improvement

Deal with family issues, grievances and complaints

You must be able to:

- P26 use policies and procedures to guide your decision-making
- P27 support colleagues involved in difficult or sensitive situations
- P28 support families involved in difficult or sensitive situations
- P29 resolve conflicts and issues arising from interactions of practitioners with families
- P30 record any explanations and accounts given to you by practitioners about incidents that might lead to complaints from families
- P31 record and report the issue, complaint or grievance, according to procedures
- P32 ensure families are able to contact you and speak confidentially and openly about their grievances
- P33 listen carefully and record comments, accounts and grievances from families
- P34 work with all parties to help resolve differences
- P35 discuss matters arising from the issue, complaint or grievance and, when possible, offer appropriate solutions
- P36 resolve the issue, complaint or grievance as positively as possible
- P37 assess the support given to children when issues, complaints and grievances impact on them directly

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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

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- people and others
- 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

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- protection of children and young people
- 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

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You need to know and understand:

- and procedures
- K53 techniques for problem solving and innovative thinking

Risk management

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

You need to know and understand:

Specific to this NOS

- K56 the **transitions** that children and young people may go through
- K57 key sector principles of working collaboratively and in partnership with families
- K58 the meaning and rationale and processes involved in for extending participation of children and families
- K59 the range of family structures and backgrounds represented in your setting and the importance of respecting and valuing diversity
- K60 how family beliefs, attitudes and values may affect behaviour, self-reliance and identity
- K61 how to communicate with all families represented in your setting or service, including those with communication barriers or difficulties
- K62 local contacts for translating literature and information into families' home languages
- K63 how to deal with conflicts between practitioners and families in ways that are fair to both parties
- K64 the importance of training and supporting practitioners in your setting or service, to work effectively with families whose beliefs, attitudes and values may be different
- K65 how to deal with discriminatory and stereotyped attitudes that may be exhibited by family members in terms of the care and provision for their children

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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 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.

Colleagues Other people who work with you in your provision: they can be working at the same level, line managers, volunteers, casual workers, paid or unpaid

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

Families includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the well-being of babies, children or young people and who may or may not have legal responsibility

Participation is the process by which children and young people influence decision making which brings about changes in them, others, their services and their communities

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.

Quality assurance Based on best practice (in addition to minimum standards)

Risk assessments are documents that identify actual and potential risks and specify actions to address these

Safeguarding is working with individuals, children, young people and their families to take all reasonable measures to ensure that the risks of harm are minimised and where there are concerns about the welfare of individuals or children and young people, appropriate action is taken to address those concerns working to National policies and guidance and to agreed local policies and procedures in full partnership with local agencies

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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

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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