

## **H5M8 04 (SCDCCLD0331) — Support Children and Families Within the Community**

### **Overview**

This standard identifies the requirements when supporting children and families in the community who are experiencing difficulties for a variety of reasons and require help. This includes establishing developing and maintaining relationships with families. It also includes providing support to families and liaising with colleagues, professionals and agencies when providing support.

## 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.

**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.

**Communication** may include using the individual's 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.

**Community setting** refers to the range of settings in which a worker may have contact with children and families. It can include the home of children and families as well as other settings including community centres, health centres, etc.

**Contact** may take many forms including face to face meetings with children and families as well as telephone contact, etc.

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

## 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.

**Parents** are those (mothers and fathers) who have formally and legally acknowledged parental responsibility for the continuous care and wellbeing of the child in question, whether biologically related or not.

**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

## Performance Criteria — What you do in your job

You must provide evidence to meet all the 31 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

### Establish, develop and maintain relationships with families

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Initiate relationships with <b>families</b> by communicating in a respectful and professional manner, using preferred names and titles.	
2	Make arrangements to have <b>contact</b> with families at a time that is convenient to them, as agreed with the service.	
3	Clearly recognise the rights of families and your responsibilities whether working with them in their home or another <b>community setting</b> .	
4	Negotiate and agree with families what action to take to facilitate understanding when there are communication difficulties.	
5	Demonstrate a non-judgmental attitude that values diversity and recognises cultural, religious and ethnic differences.	
6	<b>Communicate</b> with families using an open and welcoming approach that is likely to promote trust.	
7	Discuss confidentiality issues with families in a way that ensures clarity regarding boundaries, limits and responsibilities.	
8	Reach agreement on how to report and record the details of your contact with families and children, in line with organisational policy.	

### Establish, develop and maintain relationships with families (cont)

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
9	Discretely observe interaction between family members and note any issues that may affect your relationship with the family.	
10	Ensure colleagues are aware of the details and arrangements of the contact.	

### Provide support for families

11	Help families explore their difficulties in order to identify and express their needs.	
12	Demonstrate empathy and sensitivity when encouraging families to discuss their lives.	
13	Encourage the <b>active participation</b> of children and families when exploring options and agreeing the type and level of support required.	
14	Clearly identify and agree roles and responsibilities with families.	
15	Discuss and agree plans for providing support with family members and agree goals.	
16	Help families to access information.	
17	Provide support that enhances self-confidence and independence.	
18	Encourage families to develop personal support networks.	
19	Provide positive encouragement and recognition of families' efforts.	
20	Adapt and amend plans and agreements in line with families' changing circumstances.	

## **Liaise with colleagues, professionals and agencies to support families**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
21	Clearly identify the aims and purpose of the service with colleagues, professionals and agencies.	
22	Discuss details of service delivery with colleagues, professionals and agencies.	
23	Report progress with families to colleagues and managers regularly, in accordance with agreed policy and practice.	
24	Inform families and seek their agreement to share information, within the boundaries of confidentiality and in accordance with agreed policy and practice.	
25	Ensure that information shared with others is accurate and recorded in line with organisational policy.	
26	Refer concerns about families to colleagues and other professionals, in line with organisational policy and practice.	
27	Identify the mechanisms and timescales for reporting concerns.	
28	Contribute to professional support for families within the boundaries and limits of your role and in agreement with all concerned.	
29	Contribute to decisions about the continuation or withdrawal of formal support.	
30	Contribute to evaluating and reviewing the quality of the service delivered.	
31	Use agreed mechanisms to reflect upon your work.	

## Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 50 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

### Rights

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number</b> <b>where this knowledge</b> <b>point has been met</b>
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting children and young people's rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of children and young people.	
4	How to deal with and challenge discrimination.	
5	The rights that key people, children and young people have to make complaints and be supported to do so.	

## Your practice

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
6	Legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	How your own background, experiences and beliefs may have an impact on your practice.	
8	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
9	The roles, responsibilities and accountabilities of others with whom you work.	
10	How to access and work to procedures and agreed ways of working.	
11	The meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual.	
12	The prime importance of the interests and wellbeing of children and young people.	
13	Children and young people's cultural and language context.	
14	How to build trust and rapport in a relationship.	
15	How your power and influence as a worker can impact on relationships.	
16	How to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences.	
17	How to work in partnership with children, young people, key people and others.	
18	How to manage ethical conflicts and dilemmas in your work.	



### Your practice (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
19	How to challenge poor practice.	
20	How and when to seek support in situations beyond your experience and expertise.	

### Theory for practice

21	The nature and impact of <b>factors that may affect the health, wellbeing and development</b> of children and young people you care for or support.	
22	Factors that promote positive health and wellbeing of children and young people.	
23	Theories underpinning our understanding of child development and learning, and factors that affect it.	
24	Theories about attachment and impact on children and young people.	

### Communication

25	The importance of effective communication in the work setting.	
26	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
27	Methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences.	

### Personal and professional development

28	Principles of reflective practice and why it is important.	
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## Health and Safety

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
29	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
30	Practices for the prevention and control of infection.	

## Safeguarding

31	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
32	Indicators of potential or actual harm or abuse.	
33	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
34	What to do if you have reported concerns but no action is taken to address them.	

## Handling information

35	Legal requirements, policies and procedures for the security and confidentiality of information.	
36	Legal and work setting requirements for recording information and producing reports including the use of electronic communication.	
37	Principles of confidentiality and when to pass on otherwise confidential information.	

## Knowledge that is Specific to this NOS

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
38	The <b>transitions</b> that children and young people may go through.	
39	Ways in which children benefit from support for their <b>parents</b> and families.	
40	How children who themselves act as carers might be identified and supported.	
41	How to engage with children and families whilst using interpreters or translation services.	
42	Why it is important to arrange contact to suit families, what action to take if arrangements fail and the possible impact on the development of relationships.	
43	The ethical issues relating to the rights of children and families during contact and your responsibilities in relation to this.	
44	Why it is important to let colleagues know your contact arrangements.	
45	The purpose of contact with individual families in the community and the level and type of support they are likely to require.	
46	Why it is important to plan and agree goals with families and how to approach this.	
47	The type of information families may need to achieve their goals and likely sources of such information.	
48	Ways in which you can provide motivation and encouragement to individual family members.	
49	The importance of supporting families in ways that enhance their self-confidence and how you would do this.	

**Knowledge that is Specific to this NOS (cont)**

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
50	Issues which may give cause for concern during contact and mechanisms for reporting concerns.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

**Unit assessed as being complete**

<b>Candidate's name</b>	
<b>Candidate's signature</b>	
<b>Date submitted to Assessor as complete</b>	

<b>Assessor's name</b>	
<b>Assessor's signature</b>	
<b>Date assessed complete</b>	

**Internal Verification**

To be completed in accordance with centre's internal verifier (IV) strategy.

<b>Evidence for this Unit was sampled on the following date/s</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

<b>Date of admin check</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

**Unit completion confirmed**

<b>Internal verifier's name</b>	
<b>Internal verifier's signature</b>	
<b>Date completed</b>	