

H5N1 04 (SCDHSC0317) — Prepare Your Family and Networks Prior to Providing a Home For Babies, Children and Young People

Overview

This standard identifies the requirements when you prepare to provide a home for a baby, child or young person. It is for new foster carers preparing to provide a home for the first time or experienced foster carers offering a new placement. The requirements include obtaining information and using this to help prepare your family and personal networks. It also includes evaluating your home and family situation and developing the skills, knowledge and attitudes you require in order to provide a safe and supportive home for a baby, child or young person.

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 or others who are able to represent the views and best interests of the child or young person.

Where there are language differences, achievement of this standard may require the involvement of interpreters or translation services.

Family members may include people who are biologically and/or legally related to children and young people and those who through relationships have become an accepted part of their family.

Harm and abuse may include neglect; physical, emotional and sexual abuse; financial abuse; bullying; self-harm; reckless behaviour.

Implications may include disruptions and risks. It may also include supporting family members to know the limits of contact and how to enforce these.

Networks may include the extended family, family friends, school friends of siblings.

Others are other people within and outside the placement organising agency who are necessary for you to fulfil your role.

Placement organiser may be a statutory, voluntary or private placing agency. The organiser may be a social work specialising in fostering or a representative of the agency.

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.

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 25 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.

Use information to prepare yourself, your family and your wider networks for your provision of a home to babies, children and young people

	Performance Criteria	Evidence Number where this criteria has been met
1	Acquire information from the placement organiser about the baby, child or young person for whom you will provide a home.	
2	Clarify additional information about the baby, child or young person and their family to help you understand their unique circumstances and specific needs.	
3	Discuss with family members and those in your personal networks the rights, duties and responsibilities of all involved in providing a home for a baby, child or young person.	
4	With your immediate family, networks and others , examine the statutory requirements of acting as a foster parent to a child or young person.	
5	Reflect on the emotional impact that requiring placement in your home may have on the baby, child or young person.	
6	Discuss with family members the likely support needs and other needs of the child or young person.	
7	Clarify with the placement organiser information about any proposed arrangements for the baby, child or young person to have contact with their parents, siblings and other family members.	

Use information to prepare yourself, your family and your wider networks for your provision of a home to babies, children and young people (cont)

	Performance Criteria	Evidence Number where this criteria has been met
8	Consider the implications for the baby, child or young person of having contact with their family.	
9	Consider any implications for your own family of the baby, child or young person having contact with their family.	
10	Confirm information about the support you can expect from the placement organiser while you are providing a home for the baby, child or young person.	

Evaluate your home situation and the care you are able to offer to babies, children and young people

11	Reflect with your family on how your lives and living arrangements will be affected by providing a home for a baby, child or young person.	
12	Agree with family members and others what support the baby, child or young person is likely to need whilst living within your home.	
13	Establish with your family members any additional support they might need themselves to enable them to welcome the child or young person.	
14	Agree with family members and those in your personal networks any changes that will have to be made in order for you to offer a home to the baby, child or young person, to offer care and to keep them safe from harm and abuse .	
15	Encourage family members to express and discuss their feelings, positive perceptions and concerns about providing a home for the baby, child or young person.	
16	Appraise the feelings, perceptions and concerns raised by your family.	

Evaluate your home situation and the care you are able to offer to babies, children and young people (cont)

	Performance Criteria	Evidence Number where this criteria has been met
17	Discuss with others any potential areas of ambivalence within the family.	
18	Set in place strategies to address areas of ambivalence and overcome fears and concerns.	
19	Plan with your family how you will together welcome the baby, child or young person into your home.	

Develop skills and knowledge to provide a home for babies, children and young people

20	Reflect on the skills, knowledge and attitudes you have in relation to caring for and protecting babies, children and young people coming into your home.	
21	Identify with others any areas for development in your skills and knowledge to enable you to meet the needs of babies, children and young people.	
22	Identify development opportunities that will enable you to acquire the skills and knowledge you require.	
23	Access appropriate support and learning opportunities to fill identified gaps in your skills and knowledge.	
24	Reflect on how your learning will impact on your attitudes and enable you to better meet the needs of babies, children and young people.	
25	Plan how to apply your learning when you provide a home for babies, children and young people.	

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

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Legal 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 children and young people have to make complaints and be supported to do so.	

Your practice

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Legislation, codes of practice, standards, frameworks and guidance relevant to your role in providing a home for children and young people.	
7	Your own background, experiences and beliefs that may have an impact on how you carry out your role in providing a home for children and young people.	
8	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
9	The roles, responsibilities and accountabilities of others.	
10	The meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual.	
11	The prime importance of the interests and wellbeing of children and young people.	
12	The child or young person's cultural and language context.	
13	How to build trust and rapport in a relationship.	
14	How to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences.	
15	How to work in partnership with children, young people, key people and others.	
16	How to manage ethical conflicts and dilemmas in your work.	
17	How to challenge poor practice.	
18	How and when to seek support in situations beyond your experience and expertise.	

Theory

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
19	The nature and impact of factors that may affect the health, wellbeing and development of children and young people you care for or support.	
20	Theories underpinning our understanding of child development and factors that affect it.	
21	Theories about attachment and its impact on children and young people.	

Communication

22	The importance of effective communication in your role providing a home for children and young people.	
23	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
24	Methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences.	

Personal and professional development

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

26	Legal requirements for monitoring and maintaining health, safety and security that apply in your role providing a home for children and young people.	
27	Practices for the prevention and control of infection in the context of this standard.	

Safeguarding

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
28	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
29	Indicators of potential or actual harm or abuse.	
30	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
31	What to do if you have reported concerns but no action is taken to address them.	

Handling information

32	Legal requirements and agency policies and procedures that apply for the security and confidentiality of information.	
33	Legal and agency requirements for recording information and producing reports including the use of electronic communication.	
34	Principles of confidentiality and when to pass on otherwise confidential information.	
35	Factors to take account of when deciding what information to divulge to member of your family and personal networks.	

Risk management

36	Factors that cause risks and those that ensure safe and effective care for children and young people.	
37	Frameworks for risk assessment and risk management when providing a home for babies, children and young people.	

Providing a home for babies, children and young people

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
38	How and where to access information and support that can inform your practice when preparing to provide a home for babies, children and young people.	
39	Government reports, inquiries and research relevant to providing a home for babies, children and young people.	
40	Theories about separation and loss and their impact on children and young people.	
41	The importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption.	
42	Models of disability.	
43	Theories and principles that enable you to balance the needs of children and young people and others within your home environment.	
44	How to work in partnership to establish whether the baby, child or young person's needs and preferences can be accommodated within your home and family environment.	
45	How to prepare your family and networks to support babies, children and young people requiring care in your home.	
46	The differing reasons why families and networks may be apprehensive or anxious, how to address their concerns and support the people involved.	
47	The likely effect on family dynamics, relationships and roles when providing a home for babies, children and young people.	
48	Conditions and issues you are likely to face when providing a home for individuals with specific needs.	

Providing a home for babies, children and young people (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
49	How to enable the baby, child or young person to become an integrated member of the household.	
50	Types of support for disabled children, young people and parents.	

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

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

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

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

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

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	