

H5WE 04 (SCDCCLD 0422) — 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.

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 wellbeing 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.

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

Performance Criteria — What you do in your job

You must provide evidence to meet all the 37 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 and monitor procedures and practices for work with families

	Performance Criteria	Evidence Number where this criteria has been met
1	Lead colleagues in the most effective way of communicating with families , and in a way that encourages participation .	
2	Model good practice by hands-on work with children and families within the provision.	
3	Work with colleagues to identify changes that may be required in procedures and practices.	
4	Lead in the planning of procedures and practices that involve families in the care, learning and development of their children.	
5	Develop policies and procedures that value diversity and that recognise cultural, religious and ethnic differences.	
6	Review procedures and practices on a regular basis, to take account of changing government legislation and registration requirements.	
7	Review procedures and practices on a regular basis to include quality assurance and risk assessments .	
8	Observe the practice of colleagues when they are working with families and children.	
9	Evaluate the procedures and practices offered, in terms of their suitability, personalisation and differentiation, to meet the needs of the children and their families.	

Establish and monitor procedures and practices for work with families (cont)

	Performance Criteria	Evidence Number where this criteria has been met
10	Evaluate procedures and practices within the provision, in terms of making a secure and safe environment for practitioners, families and children.	
11	Use research-based evidence for developing procedures and practices within the provision.	
12	Advise colleagues on continuous professional development opportunities.	
13	Support colleagues in continuous professional development opportunities.	
14	Encourage reflective practice by modelling reflective skills.	

Implement policies and procedures for work with families

15	Lead colleagues in implementing policies and procedures .	
16	Support colleagues in implementing change and improvement.	
17	Involve families and children in ways that encourage them to be involved in policy making.	
18	Ensure that colleagues know that policies and procedures are working documents.	
19	Ensure that policies and procedures are widely communicated.	
20	Ensure policies are regularly monitored.	
21	Ensure policies are regularly reviewed, to reflect national and local guidance and registration requirements.	
22	Lead in developing policies and procedures for the safeguarding of children.	

Implement policies and procedures for work with families (cont)

	Performance Criteria	Evidence Number where this criteria has been met
23	Observe how policies and procedures are implemented when practitioners are working with families and children.	
24	Sensitively discuss with practitioners any changes that might be required.	
25	Support colleagues in implementing change and improvement.	

Deal with family issues, grievances and complaints

26	Use policies and procedures to guide your decision-making.	
27	Support colleagues involved in difficult or sensitive situations.	
28	Support families involved in difficult or sensitive situations.	
29	Resolve conflicts and issues arising from interactions of practitioners with families.	
30	Record any explanations and accounts given to you by practitioners about incidents that might lead to complaints from families.	
31	Record and report the issue, complaint or grievance, according to procedures.	
32	Ensure families are able to contact you and speak confidentially and openly about their grievances.	
33	Listen carefully and record comments, accounts and grievances from families.	
34	Work with all parties to help resolve differences.	

Deal with family issues, grievances and complaints (cont)

	Performance Criteria	Evidence Number where this criteria has been met
35	Discuss matters arising from the issue, complaint or grievance and, when possible, offer appropriate solutions.	
36	Resolve the issue, complaint or grievance as positively as possible.	
37	Assess the support given to children when issues, complaints and grievances impact on them directly.	

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 65 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 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.	
6	Conflicts and dilemmas that may arise in relation to rights and responsibilities and how to address them.	

Your practice

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

Your practice (cont)

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

Theory for practice

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

Communication

26	Factors that can affect communication and language skills and their development in children and young people.	
27	Methods to promote effective communication and enable children and young people to communicate their needs, views and preferences.	

Personal and professional development

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
28	Principles of reflective practice and why it is important.	
29	Your role in developing the professional knowledge and practice of others.	
30	How to use and promote evidence based practice.	

Health and Safety

31	Legal and statutory requirements for health and safety.	
32	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
33	Practices for the prevention and control of infection.	

Safeguarding

34	Legislation and national policy relating to the safeguarding and protection of children and young people.	
35	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
36	Indicators of potential harm or abuse.	
37	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
38	What to do if you have reported concerns but no action is taken to address them.	
39	Local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse.	

Handling information

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
40	Legal requirements, policies and procedures for the security and confidentiality of information.	
41	Legal and work setting requirements for recording information and producing reports.	
42	Principles of confidentiality and when to pass on otherwise confidential information.	
43	How to record written information with accuracy, clarity, relevance and an appropriate level of detail.	
44	How and where ICT can and should be used for communicating, recording and reporting.	

Multi-disciplinary working

45	The purpose of working with other professionals and agencies.	
46	The remit and responsibilities of other professionals and agencies involved in multi-disciplinary work.	

Leading practice

47	Theories about leadership.	
48	Standards of practice, service standards and guidance relating to the work setting.	
49	National and local initiatives to promote the wellbeing of children and young people.	
50	Lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions.	
51	Methods of supporting others to work with and support children and young people, key people and others.	

Leading practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
52	How to contribute to the development of systems, practices, policies and procedures.	
53	Techniques for problem solving and innovative thinking.	

Risk management

54	Principles of risk assessment and risk management.	
55	Principles of positive risk-taking.	

Knowledge that is Specific to this NOS

56	The transitions that children and young people may go through.	
57	Key sector principles of working collaboratively and in partnership with families.	
58	The meaning and rationale and processes involved in for extending participation of children and families.	
59	The range of family structures and backgrounds represented in your setting and the importance of respecting and valuing diversity.	
60	How family beliefs, attitudes and values may affect behaviour, self-reliance and identity.	
61	How to communicate with all families represented in your setting or service, including those with communication barriers or difficulties.	

Knowledge that is Specific to this NOS (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
62	Local contacts for translating literature and information into families' home languages.	
63	How to deal with conflicts between practitioners and families in ways that are fair to both parties.	
64	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.	
65	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.	

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	