

## **H5WK 04 (SCDHSC 0047) — Support Parents and Carers to Acquire Skills to Care for and Protect Babies, Children and Young People**

### **Overview**

This standard identifies the requirements when you support parents or carers to acquire and use skills to protect and take care of babies, children and young people in their care. The standard includes working with parents and carers to identify the skills they require to protect and take care of the child, supporting them to use and develop these skills and reviewing the support provided and the progress achieved.

## 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.

**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.

The **appropriate authority** may be your supervisor, a social worker, the police or other designated authority.

**Carers** are those other than parents who have a responsibility to care for the physical, social and mental wellbeing of the baby, child or young person.

**The child** is the baby, child or young person who is to be cared for and protected by the parents or carers. The term should be understood to cover situations where there is more than one child.

**To communicate** may include using individuals' 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.

**Concerns** may range from actions where there is immediate risk of harm to the child, through to patterns of behaviour which while not presenting immediate danger could become serious if left unchecked (eg avoiding play with the child, avoiding interaction with the child).

**Information and support** may come from the local authority, voluntary agencies, health agencies, welfare rights agencies and others; and may relate to benefits, advice and guidance, practical support, self-help techniques, etc.

**Others** are your colleagues and other professionals whose work contributes to the individual's wellbeing and who enable you to carry out your role.

**The parents** are those who are the biological, adoptive or step parents of the baby, child or young person.

A **risk** takes account of the likelihood of harm occurring and includes the possibility of injury and harm to the baby, child or young person.

## **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 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.

### Work with parents and carers to identify the skills required to care for and protect babies, children and young people

	Performance Criteria	Evidence Number where this criteria has been met
1	Affirm the experience, expertise and abilities of the <b>parents</b> or <b>carers</b> in caring for and protecting the <b>child</b> .	
2	Clarify with the parents or carers your role in supporting their skills.	
3	Ensure that your interactions with the parents or carers are not judgemental or discriminatory and that you <b>communicate</b> in their preferred ways.	
4	Work with the parents or carers to achieve a shared understanding of what is required to ensure that babies, children and young people are cared for and protected.	
5	Work with the parents or carers to achieve a shared understanding of <b>risks</b> that are incompatible with the protection of babies, children and young people.	
6	Work in ways that promote <b>active participation</b> to enable the parents or carers to identify the parenting skills they already have.	
7	Support the parents or carers to identify areas for development in their parenting skills.	
8	Work with the parents or carers to identify <b>information and support</b> that would assist them in their role.	

**Work with parents and carers to identify the skills required to care for and protect babies, children and young people (cont)**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
9	Agree how feedback will be given to support the development of their skills.	
10	Agree with the parents or carers and <b>others</b> how risks will be managed.	
11	Agree with the parents or carers and others how disagreements will be addressed.	
12	Agree with the parents or carers a plan to help develop the skills they need to care for and protect the child.	

**Support parents and carers to develop their skills in caring for and protecting babies, children and young people**

13	Observe the parents or carers interacting with and caring for the child.	
14	Offer feedback to the parents or carers about their skills and areas for improvement.	
15	Reinforce interactions, behaviour and skills that positively care for and protect the child.	
16	Support the parents or carers to understand when their behaviour and skills are insufficient for the care and protection of the child.	
17	Discuss with the parents or carers any <b>concerns</b> that arise.	
18	Negotiate with the parents or carers a plan to address areas where there are difficulties in caring for and protecting the child.	
19	Encourage the parents or carers to practise positive caring and protection skills in accordance with the agreed plan, helping them to think through their actions and understand the consequences of them.	

**Support parents and carers to develop their skills in caring for and protecting babies, children and young people (cont)**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
20	Work with the parents or carers to raise their awareness of where their actions and interactions have not met the plan.	
21	Support the parents or carers in actively adjusting their actions and interactions where necessary.	
22	Acquire additional information, expertise and resources to support the parents or carers' skills development where it is beyond your remit.	
23	Encourage the parents or carers to recognise and articulate what they have achieved.	
24	Plan with the parents or carers how they can continue to develop their confidence and skills.	

**Review support for parents and carers in caring for and protecting babies, children and young people**

25	Analyse your observations of the parents or carers interacting with their child.	
26	Evaluate where actions and interactions are positive and where there are remaining concerns or risks.	
27	Check your observations with the parents or carers and others involved.	
28	Work with the parents or carers and others to agree what progress has been made and what additional work needs to be carried out.	
29	Respond appropriately and within appropriate timescales to requests for explanations and additional information, within confidentiality agreements and legal and work setting requirements.	

**Review support for parents and carers in caring for and protecting babies, children and young people (cont)**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
30	Report to the <b>appropriate authority</b> where risks are incompatible with the care and protection of the child.	
31	Keep up to date and accurate records and reports of your work with parents and carers in accordance with legal and work setting requirements, identifying areas where there is consensus and areas where there are differences of opinion.	



## 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 69 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 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 how to address them.	

## 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>
7	Legislation, codes of practice, 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 or young person as an individual.	
13	The prime importance of the interests and wellbeing of children and young people.	
14	The child or young person's cultural and language context.	
15	How to build trust and rapport in a relationship.	
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, young people, key people and others.	
19	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>
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 <b>factors that may affect the health, wellbeing and development</b> of children and young people you care for or support.	
23	Theories underpinning our understanding of human development and factors that affect it.	
24	Theories about attachment and its impact on children and young people.	

### Personal and professional development

25	Principles of reflective practice and why it is important.	
26	Your role in developing the professional knowledge and practice of others.	
27	How to promote evidence based practice.	

### Communication

28	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
29	Methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences.	

## 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>
30	Legal and statutory requirements for health and safety.	
31	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
32	Practices for the prevention and control of infection in the context of this standard.	

## Safeguarding

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

## Multi-disciplinary working

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

## Handling information

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

## Leading practice

46	Theories about leadership.	
47	Standards of practice, service standards and guidance relating to the work setting.	
48	National and local initiatives to promote the wellbeing of children and young people.	
49	Lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions.	
50	Methods of supporting others to work with and support children and young people, key people and others.	
51	How to contribute to the development of systems, practices, policies and procedures.	
52	Techniques for problem solving and innovative thinking.	

## Risk management

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
53	Principles of risk assessment and risk management.	
54	Principles of positive risk-taking.	

## Knowledge that is Specific to this NOS

55	How and where to access literature, information and support to inform your own practice when helping parents and carers acquire and use appropriate skills to protect and take care of babies, children and young people.	
56	Theories regarding the importance of identity and self-esteem.	
57	Theories regarding stress and how it can affect behaviour.	
58	Theories on motivation.	
59	Methods for good inter-personal communication with children and young people, including those whose age or condition requires non-verbal interactions and communications.	
60	The impact of poverty on health and wellbeing.	
61	The importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption.	
62	The use of observation techniques to identify and record, and the importance of recording observations.	
63	The significance of the bonding between parents and their children.	
64	Methods of involving parents and carers in meetings about their children.	

### 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>
65	Types of support for disabled children, young people and parents.	
66	The types of evidence that is valid in investigations and court, actions.	
67	Knowing your role boundaries regarding evidence gathering in issues of safeguarding.	
68	The importance of evidence, fact and knowledge based records and reports and clarity about the source of the evidence.	
69	The use of evidence based practice to justify your actions.	

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>	