

## **H5N2 04 (SCDHSC0318) — Provide a Home For Children and Young People**

### **Overview**

This standard identifies the requirements when you provide a home for a child or young person, where the child or young person's level of development and understanding enables them to explore to some extent their feelings, views and preferences. The standard includes welcoming the child or young person into your home, helping them to settle in and exploring their needs, backgrounds and experiences and the impact of these on family life. The standard goes on to consider how you support your own family and networks to adjust to family life with the addition of the child or young person and how you support the child or young person to thrive while they live with you. Finally the standard addresses the need to review the placement and evaluate how well it meets the needs of the 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.

**Agreed boundaries** will reflect the child or young person's age and abilities; and the degree of autonomy agreed by social services and/or parents.

A **care or support plan** is a formal plan that must be developed and agreed with the child or young person. It addresses the holistic needs of the child or young person and contains information on all aspects of their care requirements. The care or support plan must be adhered to.

**Communication methods** may include using the preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non-verbal forms of communication; human and technological aids to communication.

**Danger** is the possibility of harm or abuse happening.

**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** is the effect of being physically or mentally injured or abused.

**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.

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger, damage or destruction to the environment and goods; the possibility of injury and harm to people including self-harm, bullying, abuse, reckless behaviour.

**Safety devices and procedures** may include stair gates, smoke alarms, first aid kit, locked medicine cupboard, fenced gardens, policy and procedures for health and safety required by the placement organiser.

**Ways which they find helpful** may include conversations, drawing, play.

## **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 42 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.

### Welcome children and young people into your home

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Consider information provided about the needs, background and experiences of the child or young person for whom you are providing a home.	
2	Welcome the child or young person into your home.	
3	Engage with the child or young person by using language and <b>communication methods</b> that they can understand.	
4	Take practical steps to help the child or young person feel welcome and valued.	
5	Introduce the child or young person to your family and <b>networks</b> in ways that the child or young person can understand.	
6	Encourage your family and networks to provide a supportive welcome, appropriate to the child or young person's age and level of development and understanding.	

## Support children and young people to settle into your home

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
7	Help the child or young person to settle into your home, taking account of their distress and anxiety and giving them time, space and support.	
8	Ensure that the child or young person knows that items that are personal, special and provide comfort to them are accommodated within your home and available for their use.	
9	Support the child or young person to orientate themselves around the house and know where things are.	
10	Reinforce to the child or young person where there is space which is personal to them and where they can store their personal belongings.	
11	Support the child or young person to understand how your family and living arrangements work.	
12	Support the child or young person to understand any ground rules for living in your home.	
13	Agree with <b>others</b> any sanctions that will apply if ground rules and boundaries are broken.	
14	Establish patterns of contact with the child or young person's own parents, siblings and other <b>family members</b> .	
15	Implement the requirements of the child or young person's <b>care or support plan</b> , taking account of aspects that might affect family members as well as the child or young person	
16	Support the child or young person in ways that help them feel safe and protected in your home.	

**Explore the needs, background and experiences of children and young people and their impact on family life**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
17	Support the child or young person to understand what confidentiality means and when otherwise confidential information may need to be passed on.	
18	Make time and opportunity for the child or young person to tell you about their needs, background, experiences, wishes, preferences, interests and aspirations in <b>ways which they find helpful</b> .	
19	Encourage the child or young person to speak about their relationships with their parents, families and friends.	
20	Support the child or young person to explore how their background, experiences and wishes may affect them and your family while they are living with you.	
21	Evaluate with your family how these considerations may affect your family and home and may provide both challenges and opportunities.	
22	Discuss with your family how the needs, background, experiences, wishes, preferences, interests and aspirations of the child or young person will be accommodated within your home.	
23	Plan how you, the child or young person and your family can address and manage any challenges presented.	

**Support your own family and networks to adjust to family life with the addition of children and young people**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
24	Encourage your family and social networks to accept the child or young person as a family member through including them in family and network activities.	
25	Encourage your family and social networks to help the child or young person to settle in.	
26	Support your own family members to understand how their needs will continue to be met as well as the needs of the child or young person.	
27	Balance the needs of family members and those of the child or young person living in your home.	
28	Assess the impact of the outworking of the child or young person's care plan on your own family members.	
29	Address any conflicts and disagreements sensitively and openly, seeking support from others where necessary.	
30	Set in place strategies to protect your own family where the child or young person's behaviour causes a <b>risk</b> to themselves or family members.	



## Support children and young people to thrive while they live in your home

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
31	Explore with the child or young person the benefits of living in your home, both for themselves and for your family.	
32	Ensure that appropriate <b>safety devices and procedures</b> are used within your home to keep the child or young person safe from <b>danger</b> or <b>harm</b> without overprotecting them.	
33	Support the child or young person to be creative and explore their talents, by creating opportunities appropriate to their age and stage of development.	
34	Stimulate the child or young person to develop socially and intellectually.	
35	Support the child or young person to retain and develop friendships and friendship groups.	
36	Encourage the child or young person to make their own decisions within their abilities and <b>agreed boundaries</b> .	
37	Monitor how visits with their own parents and family cause the child or young person to feel.	
38	Report any serious incidents or causes for concern immediately to others.	

## Evaluate the placement of children and young people

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
39	Assess with the child or young person how well they have settled into your home and family life.	
40	Assess the family's progress in welcoming the child or young person into the family.	
41	Contribute to evaluating how well the placement is meeting the needs of the child or young person.	
42	Contribute to agreeing the continued suitability of the placement for the child or young person and any changes needed.	

## 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 56 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 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

	<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 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 for 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>
19	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.	
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.	
----	--	--

## 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

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
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	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 children and young people.	

## Providing a home for children and young people

	<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	How and where to access information and support that can inform your practice when providing a home for children and young people.	
39	The purpose of and arrangements for your own support when providing a home and family environment for children and young people.	
40	How to access records and information on children and young people for whom you are likely to provide a home.	
41	Government reports, inquiries and research relevant to providing a home for children and young people.	
42	Theories about separation and loss and their impact on children and young people.	
43	The importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption.	
44	Models of disability.	
45	Theories and principles that enable you to balance the needs of children and young people and others within your home environment.	
46	How to work in partnership to establish how the child or young person's needs and preferences can be accommodated within your home and family environment.	
47	How to support your family and networks to help support children and young people requiring care in your home.	
48	The differing reasons why families and networks may be apprehensive or anxious, how to address their concerns and support the people involved.	

**Providing a home for children and young people (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>
49	The likely effect on family dynamics, relationships and roles when providing a home for children and young people.	
50	Issues that are likely to arise when the child or young person first moves in and how to support the child or young person to deal with these.	
51	Situations when family and network members may be at risk and how to assess and deal with these.	
52	The importance of openly acknowledging potential difficulties and conflicts.	
53	The importance of discussing with family and network members, issues that have and might arise from the child or young person living in your own home and how their needs for support can best be met.	
54	How to enable the child or young person to become an integrated member of the household.	
55	Conditions and issues you are likely to face when providing a home for a child or young person with specific needs.	
56	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**

<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>	