

# 44 DEVELOP PRACTICE WHICH PROMOTES THE INVOLVEMENT, WELL-BEING AND PROTECTION OF CHILDREN AND YOUNG PEOPLE

## Unit overview

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### Elements of competence

- 44a Develop and support practice that values and respects children and young people's rights and responsibilities
- 44b Develop and support practice that enables children and young people to express their views and preferences
- 44c Promote the protection of children and young people from harm and abuse

### About this unit

For this unit you will need to develop, maintain and evaluate systems to promote life chances and well-being of children and young people.

### Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

**Actions that could adversely affect the use of evidence in future investigations** could include: asking inappropriate and/or leading questions; not following organisational and legal procedures; putting undue pressure on individuals.

**Communicate** using: the child's/young person's 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** could be: imminent; in the short term; in the medium term; in the longer term.

**Harm and abuse** within this unit will cover: neglect; physical, emotional and sexual abuse; bullying; self-harm; reckless behaviour.

**Risks** could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm; bullying; abuse; reckless behaviour.

**Statements that could adversely affect the use of evidence in future investigations:** changing information; removing information; adding to information.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work; your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service; the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently; the need to be able to solve problems and resolve conflicts; the need to be able to evaluate, assess situations and act appropriately; systems and processes within your own and across other organisations and the need for you to be able to work in collaboration with individuals, key people and others within and outside your organisation.

**44**

## **DEVELOP PRACTICE WHICH PROMOTES THE INVOLVEMENT, WELL-BEING AND PROTECTION OF CHILDREN AND YOUNG PEOPLE**

### **Unit overview (continued)**

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#### **Values underpinning the whole of the unit**

The values underpinning this unit have been derived from the key purpose statement<sup>1</sup>, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They are embedded in this unit and should be applied in your practice and through your knowledge demonstrated in any other standard you are working towards.

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<sup>1</sup>The key purpose identified for those working in health and social care settings is “to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care”

## DEVELOP PRACTICE WHICH PROMOTES THE INVOLVEMENT, WELL-BEING AND PROTECTION OF CHILDREN AND YOUNG PEOPLE

### Key words and concepts

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This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way.

**Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

<b>Active support</b>	Support that encourages children and young people to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence
<b>Carers</b>	Any person who cares for the physical, social and mental well-being of the children
<b>Children and young people</b>	Children and young people from birth to 18 years of age who require health and care services and where the children and young people are “looked after” or still eligible to receive children’s/ young people’s services until they reach 21. If still in educational provision this age range can rise to 25. Where children and young people use advocates to enable them to express their views, wishes or feelings and to speak on their behalf, the term child/young person within this standard covers the children and young people and their advocate
<b>Evidence based</b>	Practice that is based on evidence, this may be research based evidence and/or knowledge based evidence
<b>Families</b>	The people who are biologically related to children and young people and those who, through relationships, have become an accepted part of their family
<b>Information</b>	Information will include any plans, care needs assessments, records and reports relevant to the children and young people’s needs and preferences
<b>Harm</b>	The short, medium and long term affects of a child/young person being physically or mentally injured or abused
<b>Level of development and understanding</b>	Covers the cognitive, physical, social, emotional and intellectual developmental level of children and young people. It can be related to chronological age but where children and young people have disabilities and form of development may be delayed
<b>Life chances</b>	Aspects of children’s and young people’s lives that can inhibit or promote the chance they have to maximise and realise their full potential, educationally and socially

## DEVELOP PRACTICE WHICH PROMOTES THE INVOLVEMENT, WELL-BEING AND PROTECTION OF CHILDREN AND YOUNG PEOPLE

### Key words and concepts (continued)

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<b>Others</b>	Are other people within and outside your organisation that are necessary for you to fulfil your job role
<b>Parents</b>	The biological and/or step parents of the children and young people
<b>Permanency</b>	Aspects of children's and young people's lives that enable them to have stability and be able to plan for the future in the short, medium and long term ie until they are 21 or 25 if still in education
<b>Rights</b>	<p>The rights that children and young people have to:</p> <ul style="list-style-type: none"> <li>• be respected</li> <li>• be treated equally and not be discriminated against</li> <li>• be treated as an individual</li> <li>• be treated in a dignified way</li> <li>• privacy</li> <li>• be protected from danger and harm</li> <li>• be cared for in a way they choose</li> <li>• access information about themselves</li> <li>• communicate using their preferred methods of communication and language</li> </ul>
<b>Risks</b>	The likelihood of danger, harm and/or abuse arising from anything or anyone
<b>Role model</b>	When you illustrate best practice through your own behaviour, attitudes, actions and practice. It allows staff, children and young people and others to emulate your model
<b>Signs and symptoms</b>	Physical, behavioural and emotional indicators which may signify possible danger, harm and abuse

## 44 DEVELOP PRACTICE WHICH PROMOTES THE INVOLVEMENT, WELL-BEING AND PROTECTION OF CHILDREN AND YOUNG PEOPLE

44a Develop and support practice that values and respects children and young people's rights and responsibilities

### Performance criteria

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You need to show that:

- 1 You use, and support **others** to use, **children's and young people's** preferred communication methods and language, taking into account their age, abilities and **level of development and understanding**
- 2 You develop and support practice that:
  - respects children's and young people's beliefs, culture, values and preferences
  - treats and values each child/young person as an individual
  - acknowledges the diversity of children and young people, their **parents, families and carers**
  - respects the dignity and privacy of children and young people, their parents, families and carers
  - takes seriously the children's and young people's preferences; taking account of their safety, security and any restrictions placed upon them, their parents, families and carers
  - provides **active support** for children and young people
  - provides **information** about children and young people's rights and responsibilities in a form that is appropriate to their age, abilities and level of development and understanding
  - promotes the participation and inclusion of all children and young people
- 3 You provide a positive **role model** that demonstrates respect, reliability and honesty
- 4 You challenge and take action to address discrimination and oppression by individuals and organisations
- 5 You promote children's and young people's rights to:
  - complain and you act on complaints in ways that are open, fair and consistent with legal and organisational requirements
  - secure independent advice, support and advocacy when decisions are being made about their lives and futures
- 6 You ensure information is disclosed only to those who have the right and need to know

## 44 DEVELOP PRACTICE WHICH PROMOTES THE INVOLVEMENT, WELL-BEING AND PROTECTION OF CHILDREN AND YOUNG PEOPLE

44b Develop and support practice that enables children and young people to express their views and preferences

### Performance criteria

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You need to show that:

- 1 You provide up-to-date and accessible information to enable children and young people to make decisions about their views, needs, preferences, aspirations and expectations
- 2 You work in partnership with children and young people, parents, families, carers and people within and outside your organisation to promote the children's and young people's rights to be involved in decisions about their lives and well-being
- 3 You develop and support practice to enable children and young people to identify and take account of risks associated with their needs, views, preferences, aspirations and expectations
- 4 You develop and support practice which acknowledges and helps children and young people to address losses, dilemmas and conflicts they are, and have been faced with
- 5 You work with people within and outside your organisation to ensure:
  - that any limitations that have been placed upon parents, families and carers involvement with children and young people are adhered to
  - the contribution of parents, families and carers in meeting the children's and young people's needs, views, preferences, aspirations and expectations, taking account of any restrictions placed upon them
  - parents, families and carers receive the support they need to positively contribute to children and young people's health and well-being
- 6 You work actively within inter-agency and partnership agreements, as appropriate to your role, to:
  - support the care, **life chances** and **permanency** needed for children and young people
  - enable children and young people to access agreed services and facilities which promote their health, well-being, life chances and permanency

## 44 DEVELOP PRACTICE WHICH PROMOTES THE INVOLVEMENT, WELL-BEING AND PROTECTION OF CHILDREN AND YOUNG PEOPLE

44c Promote the protection of children and young people from harm and abuse

### Performance criteria

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You need to show that:

- 1 You contribute to creating and maintaining an environment that enables children and young people to feel safe, secure and free from harm and abuse/bullying
- 2 You support parents, families and carers to understand, identify and cope with the effects of limitations and restrictions that are in place to manage identified **risks**
- 3 You support children and young people to identify and understand aspects of their lives, actions and behaviour, and those of others that could pose a risk to their personal safety and may lead to abuse
- 4 You ensure that your own practice, and that of others with whom you work:
  - provides the necessary protection for children and young people
  - recognises the vulnerability of children and young people to visual, written and electronic forms of communication and media
  - challenges and takes appropriate action to recognise dangerous, abusive, discriminatory or exploitative behaviour
- 5 You work with children and young people to understand why it is necessary to set and maintain safe, consistent and understandable boundaries for them and others
- 6 You assess and take action to minimise and deal with risk where children and young people:
  - are likely to become, or are involved in offending and offensive behaviour
  - may be subjected to the offending and offensive behaviour of others
- 7 You contribute to the development of an open environment and relationships in which children and young people are able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution
- 8 You take appropriate and immediate action, following legal and organisational procedures where you or others observe **signs and symptoms of danger, harm and abuse** or where this has been disclosed
- 9 You ensure that your own, and the actions of others; whilst giving priority to the protection of the child/young person; avoid actions and statements that could adversely affect the use of evidence in future investigations and court
- 10 You ensure that records and reports are timed, dated and completed:
  - within confidentiality agreements
  - according to legal and organisational requirements
  - avoiding statements that could adversely affect the use of evidence in future investigations and court

## **44 DEVELOP PRACTICE WHICH PROMOTES THE INVOLVEMENT, WELL-BEING AND PROTECTION OF CHILDREN AND YOUNG PEOPLE**

44c Promote the protection of children and young people from harm and abuse

### **Performance criteria (continued)**

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- 11 You pass on relevant, accurate, reports and information about suspected abuse within confidentiality agreements and according to legal, organisational, inter-agency and partnership requirements
- 12 You observe, challenge and report on unsafe practice
- 13 You seek advice, information, guidance and specialist support when you are unable to provide the support needed for the protection of individuals, key people and staff
- 14 You provide support to others to enable them to cope with thoughts and feelings about suspected harm and abuse and to develop practice
- 15 You develop strategies and systems to deal with your own thoughts and feelings and reflect on practices



# 44 DEVELOP PRACTICE WHICH PROMOTES THE INVOLVEMENT, WELL-BEING AND PROTECTION OF CHILDREN AND YOUNG PEOPLE

## Knowledge specification for the whole of this unit

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Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit. When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

### Values

- 1 Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality, sharing of information and the rights of children and young people nationally, and through the UN convention on the Rights of the Child
- 2 Knowledge and practice that underpin the holistic person centred approach which enable you to work in ways that:
  - place the children and young person's preferences and best interests at the centre of everything you do
  - provide active support for the child/young person
  - recognise the uniqueness of the child/young person and their circumstances
  - empower children and young people to take responsibility (as far as they are able and within any restrictions placed upon them), and make and communicate their own decisions about their lives, actions and risks
- 3 How to ensure that you and others for whom you are responsible protect the rights and the interests of children and young people taking account of any limitations on the child's/young person's rights and those of parents, families and carers
- 4 How to manage ethical dilemmas and conflicts for children and young people, those who use services and staff

### Legislation and organisational policy and procedures

- 5 Codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when promoting the choice, well-being and protection of children and young people
- 6 Current local, UK and European legislation and organisational requirements, procedures and practices for:
  - data protection
  - making and dealing with complaints
  - employment practices
  - child protection
  - the promotion and safeguarding of children and young people, including whistle blowing procedures
  - promoting secure and permanent relationships for children and young people
  - parental rights and responsibilities
  - multi-disciplinary and multi-agency working
  - working in integrated ways to promote children and young people's well-being
- 7 The philosophy and scope of children's legislation

## 44 DEVELOP PRACTICE WHICH PROMOTES THE INVOLVEMENT, WELL-BEING AND PROTECTION OF CHILDREN AND YOUNG PEOPLE

### Knowledge specification for the whole of this unit (continued)

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- 8 Standards of practice, and service standards and guidance about:
- children and young people, advocates, families, carers, groups and communities
  - the protection of children and young people and parents, families and carers from danger, harm and abuse
  - your responsibility for keeping yourself, children and young people and others safe
- 9 Frameworks and guidance for children and young people on:
- assessment
  - education
  - health
- 10 Key government initiatives to promote the well-being of children and young people, their families and communities
- 11 The purpose of and arrangements for you to provide and receive supervision and appraisal
- 12 How to access, evaluate and influence organisational and workplace policies, procedures and systems
- 13 How to access and record information, decisions and judgements about children and young people, electronically and manually

### Theory and practice

- 14 How and where to access literature, information and support to inform your own and the practice of others when promoting the choice, well-being and protection of children and young people
- 15 An up-to-date knowledge of:
- the literature related to best practice in promoting the choice, well-being and protection of children and young people
  - government reports, inquiries and research relevant to promoting the choice, well-being and protection of children and young people
  - government reports, inquiries and research into serious failures to protect children and young people, their parents, families and carers
- 16 Theories of:
- human growth and development related to children and young people, including factors and conditions that can benefit and/or inhibit development
  - identity and self-esteem
  - managing loss and change
  - conflicts and dilemmas
  - stress and how it can affect behaviour
  - power relationships and how these can be used and abused
  - motivation
  - engaging and stimulating children of all ages
  - inter-personal communication with children and young people, including those whose age or condition requires non-verbal inter-actions and communications
  - supervision and management in child protection
- 17 Health, social, emotional, financial and environmental factors that affect the well-being of children and young people, families, groups and communities

## DEVELOP PRACTICE WHICH PROMOTES THE INVOLVEMENT, WELL-BEING AND PROTECTION OF CHILDREN AND YOUNG PEOPLE

### Knowledge specification for the whole of this unit (continued)

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- 18 Acting as a mentor to assist staff to develop practice in:
- effective communication and engagement with children and young people, their parents, families and carers
  - involving children and young people in assessing, planning, implementing, reviewing health and care services and plans, taking into account their needs, views, aspirations and expectations, in ways that are appropriate to the age of the child/young person and their development level and understanding
  - working with parents, families and carers to support the children and young people
  - working with children and young people who have been abused, bullied, persecuted, who are at risk of danger or harm, of becoming involved in offending behaviour
- 19 The impact of disruption, including placement disruption
- 20 Support for children, young people and parents with additional needs
- 21 Factors that cause risks and those that ensure safe and effective care for individuals
- 22 Signs and symptoms of danger, harm and abuse
- 23 Correct actions to take when you and others suspect danger, harm and abuse and where it has been disclosed and how to record and report incidents and disclosures
- 24 The types of evidence that is valid in investigations and court, actions and statements that could contaminate the use of evidence
- 25 The use of evidence, fact and knowledge based opinions in records and reports and why it is important to differentiate between these and make clear the source of evidence to readers
- 26 How and where Information Communication Technologies can and should be used for carrying out your work activities and recording and reporting

## DEVELOP PRACTICE WHICH PROMOTES THE INVOLVEMENT, WELL-BEING AND PROTECTION OF CHILDREN AND YOUNG PEOPLE

### Evidence requirements for this unit:

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- Direct observation by assessor and/or an expert witness is required for some of the performance criteria for every element in this unit.
- Prior to commencing the unit you should agree a plan with your assessor regarding the types of evidence to be used.
- You must provide your assessor with evidence for ALL the performance criteria and ALL the knowledge requirements and the relevant parts of the SCOPE as applicable to your workplace.
- The evidence must, at all times, reflect the policies and procedures of the workplaces as linked to current legislation and values and principles for best practice within the Health and Social Care Sector. This will include the National Service Standards for your area of work or client group.
- All evidence should relate to real work activities for ALL elements of this unit.
- Simulation is NOT permitted for this unit.

### Competences can be demonstrated using a variety of types of evidence from the following:

- **Work products:** these can be any record that you would normally use within your normal role eg supervision notes, outline of training plans, policies and procedures and incident reports, etc.
- **Assignments/projects:** you may have already completed a project or assignment (for example from HNC, NC, VRQ, BTec courses, D32, 33, 34, A1 and V1). You could also use evidence of previous in-house training course/programmes you have completed showing professional development.
- **Reflective accounts:** you describing your actions in a particular situation(s) and reflection on the reason(s) for you practicing in that way, in relation to the individuals you work with and their day to day progress.
- **Questioning and professional discussions:** you and your assessor may agree on questions to demonstrate your knowledge and/or performance, to supplement the evidence demonstrated through observations, products and reflective accounts. These can be oral or written but evidence of this must be recorded.
- **Witness testimonies:** these could be from other people who could provide evidence of your ability to develop and support practices that value and protect children and young people.

**NB Confidential records are not required in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**