

# SCDCCLD0331

## Support children and families within the community



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### Overview

This standard identifies the requirements when supporting children and families in the community who are experiencing difficulties for a variety of reasons and require help. This includes establishing developing and maintaining relationships with families. It also includes providing support to families and liaising with colleagues, professionals and agencies when providing support.

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### Performance criteria

#### Establish, develop and maintain relationships with families

*You must be able to:*

- P1 initiate relationships with **families** by communicating in a respectful and professional manner, using preferred names and titles
- P2 make arrangements to have **contact** with families at a time that is convenient to them, as agreed with the service
- P3 clearly recognise the rights of families and your responsibilities whether working with them in their home or another **community setting**
- P4 negotiate and agree with families what action to take to facilitate understanding when there are communication difficulties
- P5 demonstrate a non-judgmental attitude that values diversity and recognises cultural, religious and ethnic differences
- P6 **communicate** with families using an open and welcoming approach that is likely to promote trust
- P7 discuss confidentiality issues with families in a way that ensures clarity regarding boundaries, limits and responsibilities
- P8 reach agreement on how to report and record the details of your contact with families and children, in line with organisational policy
- P9 discretely observe interaction between family members and note any issues that may affect your relationship with the family
- P10 ensure colleagues are aware of the details and arrangements of the contact

*You must be able to:*

#### Provide support for families

- P11 help families explore their difficulties in order to identify and express their needs
- P12 demonstrate empathy and sensitivity when encouraging families to discuss their lives
- P13 encourage the **active participation** of children and families when exploring options and agreeing the type and level of support required
- P14 clearly identify and agree roles and responsibilities with families
- P15 discuss and agree plans for providing support with family members and agree goals
- P16 help families to access information
- P17 provide support that enhances self-confidence and independence
- P18 encourage families to develop personal support networks
- P19 provide positive encouragement and recognition of families' efforts
- P20 adapt and amend plans and agreements in line with families'

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changing circumstances

*You must be able to:*

### **Liaise with colleagues, professionals and agencies to support families**

- P21 clearly identify the aims and purpose of the service with colleagues, professionals and agencies
- P22 discuss details of service delivery with colleagues, professionals and agencies
- P23 report progress with families to colleagues and managers regularly, in accordance with agreed policy and practice
- P24 inform families and seek their agreement to share information, within the boundaries of confidentiality and in accordance with agreed policy and practice
- P25 ensure that information shared with others is accurate and recorded in line with organisational policy
- P26 refer concerns about families to colleagues and other professionals, in line with organisational policy and practice
- P27 identify the mechanisms and timescales for reporting concerns
- P28 contribute to professional support for families within the boundaries and limits of your role and in agreement with all concerned
- P29 contribute to decisions about the continuation or withdrawal of formal support
- P30 contribute to evaluating and reviewing the quality of the service delivered
- P31 use agreed mechanisms to reflect upon your work

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### Knowledge and understanding

*You need to know and understand:*

#### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

*You need to know and understand:*

#### Your practice

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience

and expertise

### Theory for practice

*You need to know and understand:*

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

### Communication

*You need to know and understand:*

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

*You need to know and understand:*

### Personal and professional development

- K28 principles of reflective practice and why it is important

### Health and Safety

*You need to know and understand:*

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

### Safeguarding

*You need to know and understand:*

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

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### Handling information

*You need to know and understand:*

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

### Specific to this NOS

*You need to know and understand:*

- K38 the **transitions** that children and young people may go through
- K39 ways in which children benefit from support for their **parents** and families
- K40 how children who themselves act as carers might be identified and supported
- K41 how to engage with children and families whilst using interpreters or translation services
- K42 why it is important to arrange contact to suit families, what action to take if arrangements fail and the possible impact on the development of relationships
- K43 the ethical issues relating to the rights of children and families during contact and your responsibilities in relation to this
- K44 why it is important to let colleagues know your contact arrangements
- K45 the purpose of contact with individual families in the community and the level and type of support they are likely to require
- K46 why it is important to plan and agree goals with families and how to approach this
- K47 the type of information families may need to achieve their goals and likely sources of such information
- K48 ways in which you can provide motivation and encouragement to individual family members
- K49 the importance of supporting families in ways that enhance their self confidence and how you would do this
- K50 issues which may give cause for concern during contact and mechanisms for reporting concerns

### 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.

The use of the terms 'child' or 'children' in this standard may refer to your work on an individual or group basis.

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 individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.

**Communication** may include using the individual's 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

**Community setting** refers to the range of settings in which a worker may have contact with children and families. It can include the home of children and families as well as other settings including community centres, health centres, etc.

**Contact** may take many forms including face to face meetings with children and families as well as telephone contact, etc.

**Families** includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the well-being of babies, children or young people and who may or may not have legal responsibility

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### Scope/range relating to knowledge and understanding

#### All knowledge statements must be applied in the context of this standard.

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.

**Factors that may affect the health, wellbeing and development** may include: family circumstances; folic acid during pregnancy; a healthy diet; positive mental health; physical health; strong social networks; supportive family structure; adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); physical disability; poverty; profound or complex needs; sensory needs; social deprivation; and substance misuse

**Parents** are those (mothers and fathers) who have formally and legally acknowledged parental responsibility for the continuous care and well-being of the child in question, whether biologically related or not.

**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

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**Suite** Children's Care Learning and Development

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