SCDCCLD0401
Maintain effective communication systems and practice

Overview

This standard identifies the requirements when maintaining effective systems and practice for communication in settings where children or young people are cared for or supported. This includes modelling practice that promotes person centred or child centred communication systems, adapting your own communication in a range of situations and leading the implementation and improvement of systems that promote effective communication. The standard also identifies how to maintain effective practices in communication through the use of recording and reporting.

This Standard is tailored from SCDHSC0041 (Health and Social Care suite of NOS)

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Performance criteria

Model practice that promotes child centred communication systems

You must be able to:

P1   implement a culture of **active participation** that enable **children**, **key people** and **others** to **communicate** their preferences and needs

P2   ensure that a **person centred/child centred** approach is used when you and others communicate with children and key people

P3   review the communication and language preferences and needs of children with whom you and others work

P4   evaluate factors which may present **barriers to communication** and participation

P5   support others to understand and overcome barriers to children's communication and participation

P6   support others to understand the potential impact of communication styles and methods on short, medium and long-term goals for children

Adapt your own communication in a range of situations

You must be able to:

P7   develop different methods, styles and skills to communicate and engage with children and key people

P8   use different methods, styles and skills to communicate and engage with children and key people

P9   modify the content and structure of your own communication to take account of the purpose of the communication

P10   modify the content and structure of your communication to meet the needs and concerns of children and key people

P11   change environments to improve communication and participation

P12   communicate in ways that respect the rights, views and concerns of children and key people, using the child's preferred methods of communication and language

Lead the implementation of effective communication systems

You must be able to:

P13   use a range of skills, systems and methods to promote effective communications between your team and children, key people and others

P14   work with others to promote effective communication through the use of **specific aids** or extra support according to the child's preferences and needs

P15   support others to change or adapt environments to improve

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communication and participation

P16   work with children, key people and others to understand differing views and opinions

P17   work with children, key people and others to address differences

P18   develop an environment in which others are able to discuss their progress and share any concerns or challenges they are facing

Improve the effectiveness of communication systems

P19   support the active participation of children in evaluating the effectiveness of communication systems

P20   agree the information to be collected for evaluating communication systems and when it needs to be made available

P21   evaluate the effectiveness of communication systems in supporting children and key people

P22   evaluate the effectiveness of communication systems in promoting integrated partnership working

P23   evaluate the effectiveness of communication systems in responding to comments and complaints

P24   make evaluation information available in accessible forms and at appropriate times for it to inform decision-making activities

P25   make recommendations for improvements to communication systems based on the evaluation information collected and other **evidence**

P26   change systems to enable more effective communication between children, key people and others, where the changes are within the scope of your expertise and responsibility

P27   seek information and advice where changes required are outside the scope of your expertise and responsibility

Ensure effective practice in the use of records or reports for communication

P28   use legal, work-setting and inter-agency **policies and procedures** for accessing and completing records and reports

P29   clarify for others the legal, work-setting and inter-agency policies and procedures for accessing and completing records and reports

P30   provide evidence for your judgements and decisions within records and reports, including where this is based on informed opinion

P31   record evidence which clarifies and supports your judgements and decisions

P32   record evidence which conflicts with your judgements and decisions

P33   produce records and reports that encompass best practice, positive

achievements and outcomes for children

P34 produce records and reports that are accurate, concise, objective, understandable and legible

P35 ensure that information in records and reports is accessible to children and in a form appropriate to their communication needs and preferences

P36 where records and reports are to be used for decision-making, confirm their accuracy and the accuracy of accompanying evidence with all those they concern

P37 secure any signatures that are required

P38 document any conflicts, disagreements, unmet needs or risks associated with recording and reporting

P39 encourage those who use your records and reports to discuss feedback with you

P40 take action in response to feedback from those who use your records and reports

P41 ensure records and reports are stored and shared within confidentiality agreements and according to legal, work-setting and inter-agency agreements and requirements

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Knowledge and understanding

Rights

You need to know and understand:

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

K6 conflicts and dilemmas that may arise in relation to rights and responsibilities and how to address them

Your practice

You need to know and understand:

K7 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K8 your own background, experiences and beliefs that may have an impact on your practice

K9 your own roles, responsibilities and accountabilities with their limits and boundaries

K10 the roles, responsibilities and accountabilities of others with whom you work

K11 how to access and work to procedures and agreed ways of working

K12 the meaning of person-centred/child centred working and the importance of knowing and respecting each child and young person as an individual

K13 the prime importance of the interests and well-being of children and young people

K14 the child and young person's cultural and language context

K15 how to build trust and rapport in relationships with others, key people and children and young people

K16 how your power and influence as a worker can impact on relationships

K17 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences

K18 how to work in partnership with children and young people, key people and others

K19   how to manage ethical conflicts and dilemmas in your work

K20   how to challenge poor practice

K21   how and when to seek support in situations beyond your experience and expertise

Theory for practice

You need to know and understand:

K22   the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support

K23   factors that promote positive health and wellbeing of children and young people

K24   theories underpinning our understanding of child development and learning, and factors that affect it

K25   theories about attachment and its impact on children and young people

Communication

You need to know and understand:

K26   factors that can affect communication and language skills and their development in children and young people

K27   methods to promote effective communication and enable children and young people to communicate their needs, views and preferences

Personal and professional development

You need to know and understand:

K28   principles of reflective practice and why it is important

K29   your role in developing the professional knowledge and practice of others

K30   how to use and promote evidence based practice

Health and Safety

You need to know and understand:

K31   legal and statutory requirements for health and safety

K32   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K33   practices for the prevention and control of infection

Safeguarding

You need to know and understand:

K34   legislation and national policy relating to the safe-guarding and protection of children and young people

K35   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K36   indicators of potential harm or abuse

K37   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K38   what to do if you have reported concerns but no action is taken to address them

K39   local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse

Handling information

You need to know and understand:

K40   legal requirements, policies and procedures for the security and confidentiality of information

K41   legal and work setting requirements for recording information and producing reports

K42   principles of confidentiality and when to pass on otherwise confidential information

K43   how to record written information with accuracy, clarity, relevance and an appropriate level of detail

K44   how and where ICT can and should be used for communicating, recording and reporting

Multi-disciplinary working

You need to know and understand:

K45   the purpose of working with other professionals and agencies

K46   the remit and responsibilities of other professionals and agencies involved in multi-disciplinary work

Leading practice

You need to know and understand:

K47   theories about leadership

K48   standards of practice, service standards and guidance relating to the work setting

K49   national and local initiatives to promote the well-being of children and young people

K50   lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions

K51   methods of supporting others to work with and support children and young people, key people and others

K52   how to contribute to the development of systems, practices, policies and procedures

K53   techniques for problem solving and innovative thinking

Risk management

You need to know and understand:

K54   principles of risk assessment and risk management
K55   principles of positive risk-taking

Specific to this NOS

You need to know and understand:

K56   different skills, styles and methods to communicate and engage with children and key people
K57   conditions likely to affect communication
K58   specific aids that will enable children with additional needs to receive and respond to information
K59   the use of evidence, fact and knowledge based opinion in records or reports and why it is important to differentiate between these and make clear the source of evidence
K60   communication systems, structures and practice and how to evaluate and improve these

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Additional Information

Scope/range relating 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 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

Barriers to communication may include those relating to the physical environment; to interpersonal relationships and the emotional environment; to working practices; to the availability of resources including human or other aids or assistance; to the limitations of your own or other people's communication skills or attentiveness; to cultural contexts; to the specific circumstances of the child or young person, including disability, disadvantage, anxiety or distress

Children or young people are the children and/or young people you support and care for in your work

To **communicate** may include using the child or young person's preferred spoken language; the use of signs; the use of symbols or pictures, writing, objects of reference, communication passports; the use of touch; other non verbal forms of communication; human and technological aids to communication

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

Key people are those who are important to a child or young person and who can make a difference to his or her well-being. Key people may include parents, family, friends, carers and others with whom the child or young person has a supportive relationship

Others are your colleagues and other professionals whose work contributes to the child or young person's well-being and who enable you to carry out your role

Person centred/child centred approaches are those that fully recognise the uniqueness of the baby, child or young person and establish this as the basis for planning and delivery of care and support

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

Specific aids enable babies, children or young people with speaking, sight or hearing difficulties, additional needs or learning disabilities to receive and respond to information

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Scope/range related 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

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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