

SCDHSC0046

Advocate with and on behalf of children and young people



Overview

This standard identifies the requirements when you lead independent representation and advocacy with, and on behalf of, children and young people. This includes supporting children and young people to identify how and by whom they wish to be represented, then working with them to represent their needs and wishes. It also includes helping children and young people to understand the outcomes of the representation. The standard includes supporting children and young people to evaluate their experiences of the advocacy support they have used and the systems they have encountered.

Performance criteria

Work with children and young people to identify how and by whom they wish to be represented

You must be able to:

- P1 engage with the **child or young person** in ways that promote their trust and **active participation**, taking account of their **level of development**
- P2 support the child or young person to understand the processes in which they are involved
- P3 support the child or young person to understand how they can make their views known
- P4 support the child or young person to **communicate** their feelings, preferences and needs about **advocacy** and **independent representation**
- P5 seek relevant advice from **key people** close to the child and young person, with the child or young person's consent
- P6 provide the child or young person with all relevant information about advocacy and independent representation
- P7 support the child or young person to interpret and understand the information provided
- P8 ensure that it is the child or young person who determines whether in specific situations they participate and communicate for themselves; with an advocate to speak for them; or jointly with an advocate
- P9 support the child or young person to understand the choices they have regarding decisions being made about them and any restrictions placed upon them and others
- P10 keep records of meetings with the child or young person which show how their active participation has been promoted
- P11 where you are unable to help, work with **others** to refer the child or young person on to another appropriate source of help

Work in partnership with children and young people to represent their preferences and needs

You must be able to:

- P12 support the child or young person to make informed decisions about how you should represent them
- P13 provide information in an accessible and understandable format and language that gives the child or young person appropriate power and an effective voice
- P14 support the child or young person to communicate what they want you to say on their behalf
- P15 communicate to the child or young person what you are going to say and check that this reflects their preferences and needs
- P16 support the child or young person to understand what others who

- P17 are challenging their representation may say and how you might have to change what you say in response to their comments
- P17 defend the rights of all children and young people to express their views
- P18 act only with the express permission and instructions of the child or young person, even when you disagree
- P19 treat the child or young person fairly, equally and with respect, valuing them as individuals and challenging discrimination
- P20 ensure that the activities you undertake on behalf of the child or young person have specified and achievable timescales
- P21 where deadlines for processes slip, inform the child or young person of this and the possible consequences
- P22 assure the child or young person that you will remain as their advocate unless there is a good reason for change
- P23 following the end of each contact, agree any follow-up action with the child or young person
- P24 where there are differences between your own and the child or young person's view, communicate the differences and identify the best way forward with the child or young person, key people and others
- P25 use **evidence** to record what has been done, how it was done and why
- P26 give the child or young person the opportunity to see, understand and challenge the records to ensure that their views and wishes are documented and understood

Help children and young people to understand the outcomes of the representation

You must be able to:

- P27 clarify whether the child or young person has understood the proceedings and the implications of what was said and decided for and about them
- P28 support the child or young person to understand the outcomes from the representation
- P29 give the child or young person any documents that they are able to read, checking that their understanding of them is correct and clarifying issues and matters arising
- P30 provide information about the processes and outcomes from the representation in an understandable and accessible form for the child or young person
- P31 assure the child or young person that their privacy will be respected at all times and that nothing will be disclosed outside the service without their agreement, unless it is necessary to prevent significant harm and abuse to them or to someone else, or if disclosure is required by a court
- P32 enable the child or young person to understand any future action that may be taken, how they may be involved in this and any likely

effects this may have on their life

Support children and young people to evaluate their experiences of the advocacy support and the systems they have encountered

You must be able to:

- P33 support the child or young person to evaluate their experiences of the advocacy and the systems to support it
- P34 ensure that the child or young person is aware of complaints procedures and how to use these
- P35 involve the child or young person in identifying changes that need to be made to advocacy services, indicating how such their suggestions could help other children and young people and prompt decision-makers to make changes more urgently
- P36 work collaboratively with those within and outside your work setting who share similar concerns and objectives to promote children's and young people's rights and wishes
- P37 work with others to ensure that every child or young person can access advocacy services and participate effectively regardless of disability, age, gender, race, culture, religion, language, sexuality or nationality
- P38 support the child or young person to raise concerns and follow the complaints procedures when they are not happy with the service
- P39 use evidence to record what has been done, how it was done and why
- P40 give the child or young person the opportunity to see, understand and challenge the records to ensure that their views and wishes are documented and understood

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 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 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 a relationship
- 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

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

Theory

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 theories underpinning our understanding of human development and factors that affect it
- K24 theories about attachment and its impact on children and young people

Personal and professional development

You need to know and understand:

- K25 principles of reflective practice and why it is important
- K26 your role in developing the professional knowledge and practice of others
- K27 how to promote evidence based practice

Communication

You need to know and understand:

- K28 factors that can affect communication and language skills and their development in children and young people
- K29 methods to promote effective communication and enable children and young people to communicate their needs, views and preferences

Health and Safety

You need to know and understand:

- K30 legal and statutory requirements for health and safety
- K31 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K32 practices for the prevention and control of infection in the context of this standard

Safeguarding

You need to know and understand:

- K33 legislation and national policy relating to the safe-guarding and protection of children and young people
- K34 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K35 indicators of potential harm or abuse
- K36 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

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K37 what to do if you have reported concerns but no action is taken to address them

K38 local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse

Multi-disciplinary working

You need to know and understand:

K39 the purpose of working with other professionals and agencies

K40 the remit and responsibilities of other professionals and agencies involved in multi-disciplinary work

Handling information

You need to know and understand:

K41 legal requirements, policies and procedures for the security and confidentiality of information

K42 legal and work setting requirements for recording information and producing reports

K43 principles of confidentiality and when to pass on otherwise confidential information

K44 how to record written information with accuracy, clarity, relevance and an appropriate level of detail

K45 how and where electronic communications can and should be used for communicating, recording and reporting

Leading practice

You need to know and understand:

K46 theories about leadership

K47 standards of practice, service standards and guidance relating to the work setting

K48 national and local initiatives to promote the well-being of children and young people

K49 lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions

K50 methods of supporting others to work with and support children and young people, key people and others

K51 how to contribute to the development of systems, practices, policies and procedures

K52 techniques for problem solving and innovative thinking

Risk management

You need to know and understand:

K53 principles of risk assessment and risk management

K54 principles of positive risk-taking

Specific to this NOS

You need to know and understand:

- K55 ways to 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
- K56 how to access, evaluate and influence organisational and workplace policies, procedures and systems for advocacy
- K57 how and where to access literature, information and support to inform your own and the practice of others when advocating for children and young people
- K58 current literature related to best practice in advocacy for children and young people
- K59 theories relevant to the children and young people with whom you work about loss and change
- K60 theories relevant to the children and young people with whom you work about the effects of stress and distress
- K61 theories of engagement, stimulation and motivation related to the children and young people with whom you work
- K62 inter-personal communication with children and young people, including those whose age or condition requires non-verbal interactions and communications
- K63 methods of involving children and young people in assessing, planning, implementing, and reviewing their advocacy needs and preferences, in ways that are appropriate to the age of the child/young person and their level of development and understanding
- K64 methods of working with children and young people who have been abused, bullied, persecuted, who are at risk of harm or danger, of becoming involved in offending behaviour
- K65 the different types of decision-making forums with which children and young people might be involved, how they operate and how to promote the child/ young person's understanding of the way decisions are made at the forums
- K66 the different forms of advocacy and the contribution they can make in supporting children and young people to express their views
- K67 factors to take account of and ways of working with children and young people when reviewing and evaluating the outcomes of advocacy with them
- K68 factors involved in and which must be considered when negotiating and agreeing changes to advocacy
- K69 factors that cause risks and those that ensure safe and effective care for children and young people
- K70 types of support for disabled children, young people and parents
- K71 the use of evidence based practice to justify your actions and decisions
- K72 the use of evidence based practice to record and report processes

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- and outcomes of your work
- K73 methods that are effective to enable you to work in age appropriate ways when advocating for children and young people
- K74 the types of evidence that are valid in investigations and court, actions and statements that could contaminate the use of evidence
- K75 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

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 an individual 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 individual.

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

Advocacy is where a person represents the exact views of the child/young person and speaks on their behalf

The **child or young person** from birth to 18 years of age who requires health and care services; also to 21 where the child or young person is still eligible through legislation or policy to receive children and young people's services

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, other non verbal forms of communication, human and technological aids to communication

Evidence is the supporting rationale and materials that underpin decisions and actions. It should clearly differentiate between fact, informed opinion, evidence and knowledge based evidence

Independent representation is where the child or young person is represented by someone who is independent of others involved in their health and care

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

Level of development includes the cognitive, linguistic, physical, social, emotional and intellectual level of the child or young person

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

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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 that may be applicable to your role, and the principles and values that underpin your work setting including the rights of children and adults. These include the rights that individuals have:

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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