

## 47

# HELP PARENTS AND CARERS TO ACQUIRE AND USE SKILLS TO PROTECT AND TAKE CARE OF CHILDREN AND YOUNG PEOPLE

### Unit overview

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#### Elements of competence

- 47a Identify with parents and carers, the skills they require to protect and take care of their children and young people
- 47b Help parents and carers develop, use and evaluate their interactions, behaviour and parenting skills
- 47c Observe and evaluate parents and carers inter-acting with children and young people

#### About this unit

For this unit you need to help parents and carers to acquire and use skills to protect and take care of their 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.

**Communicate** using: the individual'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.

**Sources of information and advice** could include that from: Social Services Departments; Health Authority; Welfare Rights organisations and agencies; Local Education Departments; voluntary organisations.

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 children and young people, parents, families, carers and others within and outside your organisation.

#### 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 can be found in the principles of care unit 44. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit 44 in your practice and through your knowledge.

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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"

## HELP PARENTS AND CARERS TO ACQUIRE AND USE SKILLS TO PROTECT AND TAKE CARE 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>Abuse</b>	Abuse is causing physical, emotional, financial and/or sexual harm, self harm, bullying or reckless behaviour to an individual and/or failing/neglecting to protect them from harm
<b>Active support</b>	Support that encourages individuals 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>Danger</b>	The possibility of harm and abuse happening
<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>Harm</b>	The effects of an individual being physically, emotionally, financially or sexually injured or abused
<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 step parents of the children and young people
<b>Rights</b>	The rights that children and young people have to: <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

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47a Identify with parents and carers, the skills they require to protect and take care of their children and young people

### Performance criteria

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You need to show that:

- 1 You treat **parents, families** and **carers** with respect and dignity, listening to and taking account of their experiences, expertise and abilities
- 2 You provide **active support** to enable parents and carers to identify and communicate the skills, information and support that is available, any gap and how the gaps could be filled
- 3 You actively support parents and carers to:
  - identify the parenting skills they already have
  - identify gaps in their parenting skills
  - identify any **risks of danger, harm and abuse** that may arise
  - negotiate and agree a plan to help them to develop the skills they need to care for and protect their children
- 4 You work with parents and carers to agree the care and protection required by **children and young people**, identifying unacceptable levels of risk
- 5 You support parents, carers and other relevant people to agree how disagreements, conflict and unacceptable risks will be managed
- 6 You ensure that your behaviour towards the parents and carers is not judgmental and does not discriminate against

## 47 HELP PARENTS AND CARERS TO ACQUIRE AND USE SKILLS TO PROTECT AND TAKE CARE OF CHILDREN AND YOUNG PEOPLE

47b Help parents and carers develop, use and evaluate their interactions, behaviour and parenting skills

### Performance criteria

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You need to show that:

- 1 You support parents and carers to:
  - identify and reinforce interactions, behaviour and skills that positively protect and care for their children and young people
  - help them understand where and when their inter-actions, behaviour and skills are inappropriate for the protection and care of their children and young people
  - negotiate and agree a plan to address the areas where they are having difficulties protecting and caring for their children and young people
  - identify and acquire **information**, support and additional expertise to support their needs
  - identify what they have achieved, and plan how they can continue to develop their confidence and skills
- 2 You support parents and carers to communicate how inappropriate interactions, behaviour and skills can create risks for children and young people
- 3 You negotiate available resources, or find alternative ways of filling gaps, to support the parents and carers when interacting with their children and caring for and protecting them

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47c Observe and evaluate parents and carers inter-acting with children and young people

### Performance criteria

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You need to show that:

- 1 You observe the interactions of parents and carers with children during your work
- 2 You reinforce success and make constructive suggestions to enable parents and carers to change their practices and behaviour where it poses a danger to children and young people
- 3 You analyse your observations and evaluate when interactions are positive, adequate and may be causing unacceptable risks
- 4 You check your observations with **others** involved
- 5 You contribute to identifying risks and additional skills that need developing to enable parents and carers to interact effectively with their children and young people
- 6 You work with parents and carers and others to identify, collate and analyse information on the parents and carers interactions, behaviour and skills towards children and young people
- 7 You identify where there is consensus, where there are differences of opinion and conflict
- 8 You work with parents, carers and others to resolve differences of opinion and conflict
- 9 You keep up-to-date and accurate records and reports of your work with parents, carers and children and young people
- 10 You respond appropriately and within appropriate timescales to requests for explanations and additional information within confidentiality agreements and legal and organisational requirements

## HELP PARENTS AND CARERS TO ACQUIRE AND USE SKILLS TO PROTECT AND TAKE CARE 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 children's and young people'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 with children and young people, their parents and carers

#### 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 helping parents and carers acquire and use appropriate skills to protect and take care 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
  - the protection of children and young people and parents, families and carers from danger, harm and abuse
  - the promotion and safeguarding of children and young people, including whistle blowing procedures
  - your responsibility for keeping yourself, children and young people and others safe
  - promoting secure and permanent relationships for children and young people
  - the rights and responsibilities of parents and carers
  - multi-disciplinary and multi-agency working
  - working in integrated ways with parents, carers and others to promote children and young people's well-being

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## **HELP PARENTS AND CARERS TO ACQUIRE AND USE SKILLS TO PROTECT AND TAKE CARE OF CHILDREN AND YOUNG PEOPLE**

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

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- 7 Frameworks and guidance for children and young people on:
- assessment
  - education
  - health
- 8 Key government initiatives to promote the well-being of children and young people, their parents and carers

### **Theory and practice**

- 9 How and where to access literature, information and support to inform your own practice when helping parents and carers acquire and use appropriate skills to protect and take care of children and young people
- 10 An up-to-date knowledge of:
- the literature related to best practice about the skills, abilities and knowledge parents and carers need to protect and take care of children and young people
  - government reports, inquiries and research relevant to parents and carers acquiring and using appropriate skills to protect and take care of children and young people
  - government reports, inquiries and research into serious failures to protect children and young people, their parents, families and carers
- 11 Theories of:
- human growth and development related to children and young people, parents and carers, including factors and conditions that can benefit and/or inhibit development
  - parenting
  - identity and self-esteem
  - conflicts and dilemmas
  - stress and how it can affect behaviour
  - power relationships and how these can be used and abused when helping parents and carers acquire and use appropriate skills to protect and take care of children and young people
  - motivation
  - inter-personal communication with children and young people, including those whose age or condition requires non-verbal interactions and communications
  - supervision and management in child protection
- 12 Health, social, emotional, financial and environmental factors that affect the well-being of children and young people, families, parents and carers
- 13 Factors that cause risks and those that ensure safe and effective care for children and young people, their parents and carers
- 14 Correct actions to take when you and others suspect danger, harm and abuse and where it has been disclosed, how to record and report incidents and disclosures

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

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- 15 Methods of supporting parents and carers to:
- express their wishes, needs and preferences
  - understand and take responsibility for promoting their own and the health and well-being of their children
  - identify how their needs should be met
  - assess and manage risks to their own and the health and well-being of their children and young people
  - effective communication and engagement of children and young people, their parents, and carers
  - working jointly with others in and outside your organisation and with professionals to promote the well-being of children and young people
- 16 Role modelling to enable parents and carers to work more effectively with children and young people
- 17 The importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption
- 18 Use of observation techniques to identify and record:
- positive aspects of child management displayed by parents
  - emotional, physical and behavioural development of children and young people
- 19 The significance of the bonding between parents and their children
- 20 The types of information likely to be needed by parents and how to communicate it effectively
- 21 Indicators of:
- positive inter-actions with children and young people
  - management and parental self-confidence
  - stereotypical patterns of parenting and different approaches, opportunities, strategies for changing stereotypical parenting practices
- 22 Methods of involving parents and carers in meetings about their children
- 23 Types of support for disabled children, young people and parents
- 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 opinion in records and reports and why it is important to differentiate between these and make clear the source of evidence to readers
- 26 The use of evidence based practice to:
- justify your actions and decisions
  - record and report processes and outcomes of your work