

324

PROCESS INFORMATION RELATING TO CHILDREN AND YOUNG PEOPLE'S OFFENDING BEHAVIOUR

Unit overview

Elements of competence

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| 324a | Receive and evaluate information relating to children and young people's offending behaviour |
| 324b | Obtain and verify information from children and young people about their offending behaviour |
| 324c | Obtain and verify information from others about children and young people's offending behaviour |
| 324d | Record information relating to children and young people's offending behaviour |

About this unit

For this unit you need to obtain, verify and record information relating to children and young people's offending behaviour.

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 the number of options stated below.

Arrangements: appointment time and length; location; others who need to be present (evidence of your performance needs to cover all aspects of these).

Communicating: verbal and non-verbal communication; writing; electronic media (evidence of your performance needs to cover one of these).

Context of their behaviour: experience of violence, discrimination, oppression, abuse or other traumatic events; family background; triggers to the offending behaviour of the child/young person; the relationship of the child/young person to their victims (evidence of your performance needs to cover all aspects of these).

Information relating to: the child/young person's behaviour; the effects of the child/young person's behaviour on victims and others; the child/young person's personal circumstances; the context of the child/young person's behaviour (evidence of your performance needs to cover all aspects of these).

Information: in writing; verbally; electronically (evidence of your performance needs to cover all aspects of these).

People from whom information is obtained: people who are significant to the individual and/or who are affected by the offending behaviour; people and records within the worker's agency; partner agencies in the community justice system; people in other relevant agencies and services (evidence of your performance needs to cover all aspects of these).

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Unit overview (continued)

Personal circumstances: people and relationships significant to the child/young person and their responsibility to those people; accommodation; educational experience and achievements (including basic skill levels, employment and income); physical and mental health; the use of drugs and alcohol by the child/young person (evidence of your performance needs to cover all aspects of these).

Recording information: electronically; in writing (evidence of your performance needs to cover one of these).

Records: written; electronic (evidence of your performance needs to cover one of these).

Risk to: the public, including actual and potential victims of crime and people significant to the child or young person; people working with the child or young person; the child or young person him/herself; property (evidence of your performance needs to cover all aspects of these).

Specific factors: the nature of the behaviour; the personal circumstances of the child or young person; the effects of the behaviour on others; the context of the behaviour; motivation of the child or young person to attend and provide information; communication differences between the different parties which may need interpreting services (evidence of your performance needs to cover all aspects of these).

Taking appropriate precautions in relation to: who might overhear or oversee the information; who might access the information (evidence of your performance needs to cover all aspects of these).

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Key words and concepts

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.

Others

Are other people within and outside your organisation that are necessary for you to fulfil your job role

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324a

Receive and evaluate information relating to children and young people's offending behaviour

Performance criteria

You need to show that:

- 1 Identify the potential level of risk of the case and the priority it should be given
- 2 Identify the information which needs to be gathered and verified from different sources
- 3 Establish the specific factors which need to be taken into account when gathering information on the case
- 4 Make arrangements for gathering and verifying information which are consistent with the priority of the case and the specific factors which need to be taken into account
- 5 Complete records accurately and clearly and store them according to agency requirements

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324b Obtain and verify information from children and young people about their offending behaviour

Performance criteria

You need to show that:

- 1 Explain clearly the worker's role and responsibility to children and young people
- 2 Inform children and young people of the type of information which will be entered in their records, how the records will be stored and who will have the right of access to them
- 3 Communicate with children and young people throughout the process in a manner which:
 - is appropriate to them
 - encourages an open exchange of views and information
 - minimises any constraints to communication
 - is free from discrimination and oppression
- 4 Encourage children and young people to explore:
 - their behaviour and any patterns associated with it
 - their beliefs and attitudes about themselves and others
 - their personal circumstances
 - the context of their behaviour
- 5 Evaluate the behaviour of children and young people against the information they are presenting for any further insights it may offer
- 6 Summarise the information received from children and young people, reflect it back to them for verification and challenge any inconsistencies
- 7 Challenge attitudes and behaviour which are aggressive, abusive or discriminatory while taking account of personal safety
- 8 Balance the information obtained from the child/young person against the overall information available and develop hypotheses about their behaviour
- 9 Explore and assess the risk associated with the offending behaviour of the child/young person and identify any immediate action which needs to be taken
- 10 Seek advice and support promptly when team discussion and supervision are appropriate

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324c Obtain and verify information from others about children and young people's offending behaviour

Performance criteria

You need to show that:

- 1 Explain clearly the worker's role and responsibility to the people from whom they wish to obtain the information
- 2 Explain clearly to people:
 - the information which is needed
 - why it is needed
 - when it is needed
 - how it will be used
 - how it will be verified
 - who will have the right of access to it
- 3 Communicate with people in a manner which:
 - is appropriate to them
 - encourages an open exchange of views and information
 - minimises any constraints to communication
 - is free from discrimination and oppression
 - is designed to develop rapport and acknowledges their role, work context and area of expertise
- 4 Encourage people to provide information at the appropriate time and to alert the worker to anything which needs immediate attention
- 5 Summarise the information obtained, confirm with the people who gave it that it is relevant, accurate and current, and that the worker has interpreted it correctly
- 6 Balance new information against all the information available to test hypotheses about the behaviour of the child/young person
- 7 Seek advice and support promptly when team discussion and supervision are appropriate

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324d

Record information relating to children and young people's offending behaviour

Performance criteria

You need to show that:

- 1 Record information:
 - accurately, promptly and concisely
 - in a way which is consistent with the promotion of the rights of children and young people
 - so that it clearly distinguishes facts and opinions
- 2 Structure information in ways which allow other workers to use it easily
- 3 Maintain the confidentiality of information:
 - consistent with the requirements of legislation and agency policy
 - so that it safeguards individual rights
 - so that it is only disclosed to those who have the right and need to know it once proof of identity has been obtained
 - through taking appropriate precautions during handling and storage
 - through deciding when it is not appropriate to communicate it

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Knowledge specification for the whole of this unit

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 How they have applied the principles of equality, diversity and anti-discriminatory practice to their work
- 2 The ways in which individual's culture and gender influence the worker's practice
- 3 The ways in which stereotyping and discrimination might affect risk assessment and how to guard against this

Legislation and organisational policy and procedures

- 4 The specific legislation (National and European) which relates to the work being undertaken - both the context and the individual - and the impact of this on the work
- 5 Any particular factors relating to the agency's policies and practices which have affected the work undertaken
- 6 The particular confidentiality issues which are likely to arise in the systems and structures for which the worker holds responsibility and how they have tackled these
- 7 The ways in which it is necessary to alter communication when working with different individuals and representatives of different agencies

Theory and practice

- 8 Methods of evaluating their own competence, determining when further support and expertise are needed and the measures taken to improve own competence in this area of work
- 9 The impact of crime on victims and their need for protection, respect, recognition and information
- 10 The ways in which the physical, social, psychological and emotional development and functioning of children and young people affects their behaviour and its associated patterns
- 11 Relevant research into the relationship between known factors which influence offending behaviour and evidence of effective practice in tackling these factors and how the worker has applied these in their work
- 12 Current definitions of risk and the purpose of risk assessment and management
- 13 Issues involved in risk identification and prediction including the use of different predictive methods
- 14 What is meant by the concepts of validity, reliability, sufficiency and currency in relation to data collection and analysis and how to use different data collection methods validly and reliably

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Evidence requirements for this unit

- Prior to commencing this unit you should agree and complete an assessment plan with your assessor which details the assessment methods you will be using, and the tasks you will be undertaking to demonstrate your competence.
- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the scope that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care Sector. This will include the National Service Standards for your areas of work and the individuals you care for.
- All evidence must relate to your own work practice.
- Simulation is NOT allowed for any part of this unit.

The following forms of evidence are required:

- Direct observation: your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit.
- Reflective account/professional discussion: these will be a description of your practice in particular situations.

Competence of performance and knowledge can also be demonstrated by using a variety of types of evidence from the following:

- Questioning/professional discussion: may be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition the assessor/expert witness may also ask questions to clarify aspects of your practice.
- Expert witness: a designated expert witness may provide direct observation of practice, questioning, professional discussion and feedback on reflective accounts.
- Witness testimony: can be a confirmation or authentication of the activities described in your evidence which your assessor has not seen. This could be provided by a work colleague or service user.
- Products: these can be records and reports and may also be diary evidence of day to day practice in relation to your knowledge and supplement knowledge demonstrated through performance evidence.

NB You need not put confidential records in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If you do include them in your portfolio they should be anonymised to ensure confidentiality.