



Gofal Cymdeithasol **Cymru**  
Social Care **Wales**

# All Wales induction framework for health and social care: **Workbook two**

Principles and values of health and  
social care (children and young people)

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Copies also available in Welsh.

# All Wales Induction Framework for Health and Social Care

## workbook 2:

### Principles and values of health and social care (children and young people)

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This workbook will help you explore the principles and values that underpin the practice of health and social care **workers**. You can use the completed workbook activities evidence towards achievement of the All Wales Induction Framework for Health and Social Care (Induction Framework). It can also be counted towards the qualification that you will need to complete later for your practice.

# Contents:

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2.1	Legislation, national policies and codes of conduct and professional practice . . . . .	5
2.2	How rights-based approaches relate to health and social care . . . . .	6
2.3	How to use child centred approaches. . . . .	9
2.4	Equality, diversity and inclusion . . . . .	13
2.5	Positive risk taking . . . . .	15
2.6	Positive relationships and professional boundaries . . . . .	17
2.7	Communication . . . . .	20
2.8	Welsh language and culture . . . . .	23
2.9	Positive approaches to reduce restrictive practices in health and social care . . . . .	25
2.10	Change and transitions in health and social care. . . . .	27
2.11	Reflection . . . . .	28
2.12	Workbook reflection . . . . .	29
2.13	Policies and procedures . . . . .	30
2.14	Practice placement reflection. . . . .	31

# 2.1 Legislation, national policies and codes of conduct and professional practice

This section will help you develop an awareness of the principles and values of health and social care that have been built into **legislation, national policies** and **codes of conduct and professional practice**. It will also help you think about how you can apply these in your day-to-day work. We will look at different aspects of **legislation and national policy** throughout the workbooks as they underpin and guide the way we should work to support children, young people and adults in a safe and respectful manner.

For use by qualification assessors

## Learning activity

The Social Services and Well-Being (Wales) Act 2014 is an important piece of legislation about how we should be providing care and support to those who need it throughout Wales. Look at the Social Services and Well-Being (Wales) Act workbook 'What the Act means to me'<sup>1</sup> for health and social care workers. This will help you understand the principles and values of health and social care. It provides practical examples of how the principles and values can be put into practice when working with children and young people.

The Act workbook is split into five sections, one for each principle. You should complete at least two learning activities for each principle- these are varied and range from case studies to listening to sound bites or watching short film clips.

The evidence you record in the Act workbook can then be used as evidence towards the learning outcomes in this section. Make sure that you also complete the personal development action plan at the end as this will help you think about what you have learnt and how you can put this into practice.

Use the space below to make notes about of any other important learning from the Act workbook.

## Workbook notes

## Manager feedback

<sup>1</sup> [https://socialcare.wales/cms\\_assets/hub-downloads/Workbook-What-does-the-Act-mean-for-me.pdf](https://socialcare.wales/cms_assets/hub-downloads/Workbook-What-does-the-Act-mean-for-me.pdf)

## 2.2 How rights-based approaches relate to health and social care

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In your role as a health and social care worker, you will be supporting children and young people who come from different backgrounds, religions and cultures. This work is underpinned by the principles and values you learnt about in the last section along with the rights:

- to be treated as an individual
- to be treated equally and not 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 protects them
- to communicate using their preferred methods of communication and language
- to access information about themselves

*For use by qualification assessors*

These rights will be explored throughout this workbook and this section will help you learn about how rights-based approaches relate to health and social care.

## Learning activity

The United Nations Convention on the Rights of the Child (UNCRC) 1989 underpins legislation and national policy in relation to children and young people. These include making sure that children and young people are safe, have what they need to develop and have a say in decisions that affect their lives. Useful information can be found on the [Children's Commissioner for Wales' website<sup>2</sup>](#)

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Answer the questions about rights based approaches in the space below.

### Workbook notes

1. List five rights from the UNCRC.

2. Select one of the rights identified above and give an example of how this would look as a 'rights-based approach' when working with children and young people.

3. Identify three other pieces of legislation or national policy that would support a rights based approach.

<sup>2</sup> <https://www.childcomwales.org.uk/uncrc-childrens-rights/uncrc/>

## Learning activity

**Advocacy** underpins all of the principles of the Social Services and Well-Being (Wales) Act and is an important tool to support the voice and control and well-being of children and young people. Advocacy can help children and young people access information about services, be involved in decisions about their lives, explore choices and options and make their needs and wishes known.

In the space below, briefly describe how you would support children, young people, their families or carers to make a complaint or express concerns about a service and how contribution advocacy may be able to help.

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## Workbook notes

## Learning activity

Talk to your line manager or mentor about how you can apply rights based approaches in your daily work and record the important points in the space below. If you are not yet employed, leave this space blank and return to it later.

## Workbook notes

# 2.3 How to use child-centred approaches

Child-centred approaches are at the heart of care and support for children and young people. This section will build on what you have learnt so far and help you think about how these can be applied in your practice.

For use by qualification assessors

## Learning activity

In the space below, describe what is meant by the term 'child-centred approaches', why these are important and ways of working that support them.

## Workbook notes

## Learning activity

Read the case study below and think about why it is important to know about a child's preferences and background and how you would find out about the preferences and backgrounds of children and young people and what matters to them.

### Case study - Daniel

Daniel, aged 12, has a visual impairment and was placed in a children's home following a violent attack on his mother by her partner. The family have been known to health and social services in the past when his mum Donna, suffered with clinical depression and struggled to care for Daniel and his younger sisters. At the time she had received support from the local family centre and health visitor. Following the violent attack, Daniel's mother was admitted to hospital with serious head injuries. She has said that she cannot cope with looking after the children anymore and is refusing to leave her partner. His grandmother is caring for his younger sisters. Her home is very small and she has several health issues and did not feel able to care for the all three children. She lives 20 miles away from the children's home and does not drive.

Daniel comes from a Welsh speaking home and attends a Welsh school; none of the other children living in the home speak Welsh. He is very reserved, and the staff team are concerned about his well-being. Daniel's key worker has tried to engage him by playing board games and going for walks, but he has become more withdrawn. Contact was made with Daniel's father to find out whether he has parental responsibility. Daniel was upset when he heard they had been in touch with his father, whom has not been a part of his life since he was 3 years old. Daniel is afraid that he will be made to live with his father.

Eleri works at the children's home on weekends, although not confident in her language skills, she speaks Welsh with Daniel and he responds positively and slowly starts talking to her. He tells her that he misses his mother and sisters as well as his friends as he now only sees them in school. He has not made friends with the other children in the home. He finds it difficult to understand them sometimes and they keep calling him stupid four eyes because he wears thick glasses. He is also worried about his mother and what will happen to her. He says that he does not trust his social worker because she contacted his father behind his back.

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## Learning activity

### Workbook notes

1. What are Daniel's rights here?
2. How might Daniel be feeling?
3. What would have helped the situation?
4. What would co-production and voice and control mean in this situation?
5. How could the workers have found out what was important to Daniel and what matters to him?

6. How could a **personal plan** help both Daniel and the workers make sure that his needs are being met and that he is being supported to achieve what matters to him?

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7. What is meant by the term '**active participation**'?

8. How could Daniel be helped to actively participate and be included in life in the home and activities that are important to him?

9. Why would this be important?

10. What is meant by the term '**parental responsibility**' and why is it important to find out whether Daniel's father has this?

11. What is meant by '**establishing consent with a child or young person when providing care or support**'?

12. Why would it be important for Daniel to be involved in any decisions about contact with his father?

## Learning activity

The principle of dignity is at the heart of supporting and working with any child or young person. It is important that health and social care workers understand what dignity means and how this can be built into practice.

Answer some questions on dignity and respect in the space below.

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### Workbook notes

1. What is meant by ‘behaving towards children and young people with dignity and respect’?

2. Why is this central to the role of the health and social care worker?

## Learning activity

In this section, you have learnt about the importance of using child-centred approaches. Ask someone that you are working with, another worker or your manager, to give you some feedback on:

- how you embed child-centred approaches in your practice
- how you support children and young people to engage in activities and experiences that reflect their preferences and are meaningful and enjoyable
- how you ensure the best interest of children and young people are paramount.

If you are not yet employed, leave this space blank and come back to it later.

### Workbook notes

# 2.4 Equality, diversity and inclusion

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You have thought about a rights based approach and some aspects of equality, diversity and inclusion in sections 1 – 3, this section will help you explore how to promote equality, diversity and inclusion in your day to day work.

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qualification  
assessors*

## Learning activity

In the space below answer the questions to show your understanding of equality, diversity, inclusion and discrimination.

### Workbook notes

1. What is meant by the following terms:

- equality
- diversity
- inclusion
- discrimination

2. Give an example of how working in a person-centred way promotes:

- equality
- diversity
- inclusion

**3. Thinking about the case study on Daniel or a child that you support, consider how their cultural and/or language preference should be valued.**

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**4. How can you learn from this for your own practice?**

**5. When you work in health and social care, there may be times when discrimination happens and you have to challenge this. Give an example of how a child may be discriminated against and how you could challenge this.**

## **Learning activity**

Talk to your line manager about what equality and diversity means to you and ways that your practice respects and promotes this. Record important points in the space below. If you are not yet employed, leave this blank and come back to it later.

## **Workbook notes**

# 2.5 Positive risk taking

This section will focus on how positive risk taking can support well-being, voice, choice and control. However, whilst it is important to support children and young people to make their own choices, there are times when this may include putting themselves at risk. It is therefore essential that workers know how to work with children and young people to balance their rights, risks and responsibilities.

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assessors

## Learning activity

Read the case study below about Sara and answer the questions.

Sara is a young girl aged 14 years old who has been in foster care for 3 months. Sara is unable to live at home with her mother because of the chaotic life her mother leads as a result of alcohol and drug dependency. Sara's 18 year old brother also uses substances and is often violent towards his mother and sister. Since being in her foster home, Sara has been self-harming and can at times display some challenging and **aggressive** behaviour. She finds it difficult to have boundaries, including being expected to go to school or a set time to come home in the evening.

Within the last month she has started to self-harm and has used her pocket money to buy blades to cut herself. Her foster carers are very concerned and feel she should be supervised when out in the community, including how she spends her pocket money. Sara disagrees and wants to go out, meet friends and spend her own money as she wishes.

### Workbook notes

1. What should her foster carers consider when making decisions about Sara?
2. What are Sara's rights reflecting her stage of development and experiences?

**3. Who should be involved in deciding how to support Sara to keep herself safe and minimise the risks?**

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assessors*

**4. Explain the importance of being able to take positive risks on the well-being of children and young people.**

**5. Give three other examples of positive risk taking.**

## **Learning activity**

Have a discussion with your manager and ask them to record how they have observed you using risk assessments to support children and young people to take positive risks. If you are not yet employed, leave this blank and come back to it later.

## **Workbook notes**

# 2.6 Positive relationships and professional boundaries

You will need to work in partnership with the children and young people you support and their families and carers in your role. Part of a successful working relationship is maintaining professional boundaries whilst developing a caring relationship.

*For use by qualification assessors*

## Learning activity

What is ‘relationship centred’ working and why is this important?

## Workbook notes

## Learning activity

Read pages 1 and 2 of the Social Care Wales publication '**Professional boundaries: a resource for managers**'<sup>3</sup> and answer the questions in the space below.

## Workbook notes

1. Explain what is meant by ‘professional boundaries’ and why these are important for health and social care workers.

<sup>3</sup> <https://socialcare.wales/learning-and-development/professional-boundaries-a-resource-for-managers>

2. Look at the list below and tick which of these would be **unacceptable practices**.

- A. Watching a child with physical disabilities undress before bathing even though they don't need any help with this, just getting in and out of the bath
- B. Asking a young person if they would like a hug because they are very upset and crying following supervised contact with their parents
- C. Accepting a birthday card with £20 in it from the parent of a child that you support
- D. Staying in the room whilst a child with physical disabilities is undressing as they need help with some of this before bathing
- E. Lying on the sofa to have a cwtch with a young person while watching TV
- F. Refusing to take a child to church on Sunday because you don't believe in God
- G. Accepting a Christmas card from a family member that thanks you for all of your care for their child
- H. Persuading a child to go to the Salvation Army church because this is the one that you go to even though they would normally go to chapel

Give three examples of other '**unacceptable practices**' with children and young people, their families and carers

## Learning activity

Read the case study below and answer the questions:

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### Case study

Rebecca is a teenager who lives in the care home for children where you work. She has recently asked one of the support workers, Paul, to be her friend on Facebook. Rebecca has opened up to Paul about her feelings since the death of her friend and says that Paul really listens to her. They both share a passion for music and Rebecca would like to share their interest in music through Facebook, which she thinks will help her recovery from the death of her friend. She also suggests exchanging mobile phone numbers: if she has a problem with her care she thinks that Paul will sort it out quicker than anyone else. This is the first time she has shown any real interest in getting on with life since her friend's death.

### Workbook notes

1. What are the risks in this situation?

2. What are the potential benefits?

3. What advice would you give Paul regarding professional boundaries?

4. Who else should be involved in these discussions?

# 2.7 Communication

You will need good communication skills as a health and social care worker to develop positive relationships and share information with children and young people using services.

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## Learning activity

Complete the questions below to show your understanding of the importance of good communication.

### Workbook notes

1. What is meant by the term 'effective communication' and what are the key features? e.g. listening carefully and not interrupting someone
  
2. What skills will you need as a health and social care worker to support effective communication? e.g. speaking clearly and not too quickly
  
3. Why is effective communication important for positive relationships with
  - children and young people
  - families and **carers**
  
4. Outline three barriers to effective communication and ways to address these.

Barrier e.g. Noisy environment		Ways to address e.g. Find a quiet space
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## Learning activity

Read the case study about Dafydd answer the questions.

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### Case study

Dafydd has limited verbal communication skills. It is difficult to understand his speech and he does not have a wide vocabulary. You often take Dafydd to a café for tea and he likes to order and pay for his own meal. This has always worked well as there is usually the same member of staff in the café who has got to understand Dafydd over time. On this occasion, the usual member of staff is not working and there is a new person serving. When Dafydd tries to order his food they cannot understand him. Dafydd gets frustrated and upset and the café assistant tries to talk to you rather than him.

### Workbook notes

1. What could you do to help Dafydd and the café assistant to communicate effectively?
  
2. Why is important to do this?
  
3. How do you find out about a child or young person's communication and language needs, wishes and preferences?
  
4. Give three examples of how a child or young person's stage of development will impact on their communication skills.

Ask your manager to observe your communication with a child that you are working with and give you some feedback on your practice. Ask your manager to record this feedback in the space below. If you are not yet employed, leave this blank and come back to it later.

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### **Workbook notes**

## **Learning activity**

How has this observation and feedback helped you to think about your practice? What did you learn about the way that you communicate? If you are not yet employed, leave this blank and come back to it later.

### **Workbook notes**

# 2.8 Welsh language and culture

The children and young people that you work with will come from many different backgrounds. Recognising and meeting their language needs is connected to good quality care and support outcomes. There are a range of resources available to help you develop your knowledge and understanding of this in relation to Welsh language and culture.

For use by qualification assessors

## Learning activity

Watch the film clips 'delivering the active offer videos'<sup>4</sup> on the working in Welsh pages on the Social Care Wales website. Look at some of the other resources that we have there before answering the questions in the space below.

### Workbook notes

1. Why is it important to recognise and support Welsh language and culture in health and social care? You can refer to the previous case study on Daniel.
2. What legislation and national strategies aim to support this?
3. Outline the principles of Mwy na Geriau / More than just words.
4. Outline the meaning of the Active Offer.

<sup>4</sup> <https://socialcare.wales/learning-and-development/more-than-just-words-and-the-active-offer>

## **Learning activity**

Talk to your manager about how you are able to use the principles of Mwy na Geriau / More than just words in your work and record important points in the space below. If you are not yet employed, leave this blank and come back to it later.

## **Workbook notes**

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# 2.9 Positive approaches to reduce restrictive practices in social care

Working in health and social care can be very rewarding. However, like any job, at times, it can be difficult and demanding too. Offering care and support to vulnerable people, who may be distressed, frightened, angry, stressed, confused and who can display behaviours that challenge us, can leave us feeling powerless, frightened, angry, anxious and out of our depth. It is important to reflect on what is happening around you at these times, how you are feeling and what support you need.

For use by qualification assessors

Feeling that what you say has been heard and understood, and being in control of your life will have a massive impact on your behaviour. It is when this is not the case, you are more likely to feel powerless and distressed and engage in behaviour that challenges others.

This will mirror the feelings of those that you offer care and support to. Because of their individual circumstances, they too, may at times feel powerless to make changes in their lives. It is therefore important to always treat children and young people with the same compassion, dignity, kindness and understanding that you would expect for your own family and yourself.

This section will help you develop an awareness of how positive approaches can reduce **restrictive practices** in health and social care.

## Learning activity

Read section 1.3 and 1.4 of 'Positive approaches: Reducing Restrictive Practices in Social Care'<sup>5</sup> and answer the questions in the space below.

## Workbook notes

1. Outline what is meant by the terms 'positive approaches' and 'restrictive practices'.

<sup>5</sup> <https://socialcare.wales/learning-and-development/positive-approaches-reducing-restrictive-practice-in-social-care>

2. Give three examples of **underlying causes** that may impact upon the behaviour of children and young people.

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qualification  
assessors*

3. Outline how positive approaches can be used to reduce restrictive practices.

## Learning activity

Talk to your manager about how you use positive approaches in your practice, ask them to give you some feedback and record the key points in the space below. If you are not yet employed, leave this blank and come back to it later.

## Workbook notes

# 2.10 Change and transitions in health and social care

This section will help you think about how change and transitions impact on children and young people.

*For use by qualification assessors*

## Learning activity

Think about the case study of Daniel and Sara, and reflect on how the changes that they were experiencing may have been impacting upon them. Record some important points in the space below.

## Workbook notes

## Learning activity

Outline the types of change that may happen in a child or young person's life as a result of **significant life events** or **transitions** in the space below. Give three examples of factors that would make these changes either positive or negative.

## Workbook notes

## Learning Activity

Outline how you would support young people to develop the skills, confidence and knowledge that will prepare them for adult life in the space below.

## Workbook notes

# 2.11 Reflection

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This section will help you think about how your own beliefs, values and life experiences can affect your attitude and behaviour towards children and young people and carers.

*For use by  
qualification  
assessors*

## Learning activity

It is human nature to react to the way that people behave towards us, for example, if someone smiles at us, we usually smile back but if someone is rude to us, we can become cross or angry. What do you think the impact of your own attitude and behaviour might be on children and young people? Reflect on this and record your thoughts in the space below.

## Workbook notes

# 2.12 Workbook reflection

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## Learning activity

Reflection is an essential part of health and social care practice. In the space below, identify three things that you have learnt from completing this workbook and how you will put this into practice.

## Workbook notes

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## 2.13 Policies and procedures

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If you are already working for an organisation, your **employer** will have some **policies and procedures** that are relevant to this section. In the space below, make a list of these.

*For use by  
qualification  
assessors*

### Workbook notes

# 2.14 Practice placement reflection

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Talk to a manager in your work placement about how you have put the values and principles of health and social care into practice. Write a short reflective account and ask the manager to record a summary in the space below.

*For use by  
qualification  
assessors*

## Workbook notes

## Manager feedback

Use the space below to record any discussions between you and your qualifications assessor.

### Qualification assessor discussion notes

*For use by  
qualification  
assessors*

If evidence from the workbook is being used towards the qualification the assessor must complete the declaration below.

*For use by  
qualification  
assessors*

### **New worker declaration**

I confirm that the evidence listed for the workbook is authentic and a true representation of my own work.

Learner signature

Date

### **Manager declaration**

I confirm that the new worker has achieved all the requirements of the workbook with the evidence submitted

Manager signature

Date

### **Qualification assessor declaration**

I confirm that the learner has achieved all the requirements of the workbook with the evidence submitted. Assessment was conducted under the specified conditions and is valid, authentic, reliable, current and sufficient.

Qualification assessor signature

Date