**Section 2**: **Principles and values of health and social care (children and young people)**

**Introduction to the section:**

This sections explores the principles and values which underpin the practice of health and social care workers, with reference to the legal framework for practice; the Code of Conduct for Healthcare Support Workers and the Code of Professional Practice for Social Care.

The principles of well-being, voice, choice and control are themes which run through this section and new workers are introduced to what it means to work in child centred ways.

It also includes:

* Rights based approaches
* Equality, diversity and inclusion
* Positive risk taking
* Positive relationships and professional boundaries
* Communication
* Welsh language and culture
* Positive approaches to reduce restrictive practices
* Change and transitions
* Reflection

Useful resources:

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| ‘Professional boundaries: a resource for managers’  |
| Learning Hub for Social Services and Well-Being Act |
| The Code of Professional Practice for Social Care and associated resources |
| Positive Approaches: Reducing Restrictive Practices in Social Care |

**2.1** **Legislation, national policies and Codes of Conduct and Practice**

**How legislation, national policies and Codes of Conduct and Practice underpin health and social care and support for individuals**

| **2.1a Core knowledge learning outcomes**  | **Evidence used** | **Assessed by whom and when**  | **Signatures**  |
| --- | --- | --- | --- |
| Describe the principles and values of the Social Services and Well-Being (Wales) Act |  |  |  |
| Describe why these principles are important for health and social care and support and how they underpin practice |  |  |  |
| Outline what the **Codes of Conduct and Professional Practice** are, who these apply to and how they can be used |  |  |  |
| Explain how the Code of Conduct and the Code of Professional Practice underpin the principles and values of health and social care and support |  |  |  |
| **2.1b: Additional H&SCIF learning outcomes** | **Evidence used** | **Assessed by whom and when**  | **Signatures**  |
| You are able to show how you relate the principles and values of the Social Services and Well-Being (Wales) Act to your practice |  |  |  |

**2.2 How rights based approaches relate to health and social care**

**How rights based approaches relate to health and social care**

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| **2.2a Core knowledge learning outcomes**  | **Evidence used** | **Assessed by whom and when**  | **Signatures**  |
| Explain the meaning of a rights based approach |  |  |  |
| Outline how legislation and national policies underpin a rights based approach to include:* Social Services and Well-Being (Wales) Act 2014
* Future Generations (Wales) Act 2015
* Children Act 1989 and 2004
* Equality Act 2010;
* Human Rights Act 1998 and associated Conventions and Protocols such as the UN Convention on the Rights of the Child, UN Convention on the Rights of Persons with Disabilities;
* Mental Health Act (1989), Code of Practice for Wales (2008) and the Mental Health (Wales) Measure (2010)
* Mental Capacity Act 2005 and associated Code of Practice;
* Deprivation of Liberty Safeguards;
* Welsh Language Act 1993; Welsh language measure (2011) and Mwy na Geriau, Welsh Government Strategic Framework for the Welsh Language in Health and Social Care (2103)
 |  |  |  |
| Outline what this legislation means in practice |  |  |  |
| Describe how advocacy can support a rights based approach |  |  |  |
| **2.2b: Additional H&SCIF learning outcomes** | **Evidence used**  | **Assessed by whom and when**  | **Signatures**  |
| You are able to demonstrate a rights based approach in your work |  |  |  |

**2.3 Child centred approaches**

How to use child centred approaches

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| --- | --- | --- | --- |
| **2.3a Core knowledge learning outcomes** | **Evidence used** | **Assessed by whom and when**  | **Signatures**  |
| What is meant by the term ‘child centred approaches’ |  |  |  |
| Explain why child centred approaches are important |  |  |  |
| Describe what is meant by the term ‘co-production’ when working with children and young people and their families |  |  |  |
| Give examples of what is meant by ‘voice, choice and control’ |  |  |  |
| Explain the importance of knowing a child or young person’s preferences and background (the unique mix of a child’s experience, history, culture, beliefs, preferences, family relationships, informal networks and community) |  |  |  |
| Give examples of ways of working to establish the preferences and backgrounds of children and young people, what matters to them and the outcomes they want |  |  |  |
| What is meant by the term ‘treating children with dignity and respect’ and why this is central to the role of the health and social care worker |  |  |  |
| Give examples of ways of working that support child centred approaches |  |  |  |
| Explain what is meant by the term ‘Active participation’ |  |  |  |
| Describe how child centred approaches are used to support active participation and inclusion |  |  |  |
| Explain why it is important to support engagement in activities that are meaningful and enjoyable |  |  |  |
| Explain what is meant by establishing consent with a child or young person when providing care or support and why this is important |  |  |  |
| Describe what is meant by ‘parental responsibility’ |  |  |  |
| **2.3b** **Additional H&SCIF learning outcomes** | **Evidence used** | **Assessed by whom and when** | **Signatures** |
| You are able to demonstrate child centred approaches in your practice |  |  |  |
| You are able to show how you support children and young people to engage in activities that reflect their preferences and are meaningful and enjoyable |  |  |  |
| You are able to demonstrate how you understand the duty to make the best interests of the child paramount and demonstrate this in your practice |  |  |  |

**2.4 Equality, diversity and inclusion**

**How to promote equality and diversity**

| **2.4a Core knowledge learning outcomes**  | **Evidence used**  | **Assessed by whom and when**  | **Signatures**  |
| --- | --- | --- | --- |
| What is meant by the terms ‘equality, diversity, inclusion and discrimination’ |  |  |  |
| Give examples of how child centred approaches promote equality, diversity and inclusion |  |  |  |
| Give examples of how cultural, religious and linguistic backgrounds of children and young people can be valued |  |  |  |
| Give examples of ways in which discrimination or practice that does not support equality, diversity and inclusion can be challenged |  |  |  |
| **2.4b** **Additional H&SCIF learning outcomes** | **Evidence used** | **Assessed by whom and when** | **Signatures** |
| You are able to demonstrate practice that respects and promotes equality and diversity |  |  |  |

**2.5 Positive risk taking**

**How positive risk taking supports well-being, voice, choice and control**

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| **2.5a Core knowledge learning outcomes** | **Evidence used** | **Assessed by whom and when** | **Signatures** |
| What is meant by the term ‘positive risk taking’ |  |  |  |
| Explain the importance of being able to take positive risks on the well-being of children and young people |  |  |  |
| Explain the rights of children and young people to make choices and take risks |  |  |  |
| Give examples of how balancing rights, risks and responsibilities contributes to child centred approaches |  |  |  |
| Outline what to consider when supporting children and young people to take positive risks including their stage of development and life experiences |  |  |  |
| **2.5b: Additional H&SCIF learning outcomes** |  |  |  |
| You are able to demonstrate that you know how to balance a child or young person’s normal need to experiment and take some risks with your duty to keep them safe |  |  |  |
| You are able to demonstrate that you know how risk assessments are used in your work setting to support children and young people to take positive risks |  |  |  |

**2.6 Positive relationships and professional boundaries**

**How to develop positive relationships with children and young people and their families and carers in the context of ‘professional boundaries’**

| **2.6a: Core knowledge learning outcomes** | **Evidence used**  | **Assessed by whom and when**  | **Signatures**  |
| --- | --- | --- | --- |
| Describe what relationship centred working means |  |  |  |
| Explain the importance of developing a positive relationship with children and young people and their families and carers and how these relate to professional boundaries |  |  |  |
| Give examples of unacceptable practices in relationships with children and young people, their families and carers. |  |  |  |

**2.7 Communication**

**The importance of effective communication in health and social care**

| **2.7a Core knowledge learning outcomes**  | **Evidence used** | **Assessed by whom and when**  | **Signatures**  |
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| What is meant by the term ‘effective communication’ |  |  |  |
| Outline key features of effective communication |  |  |  |
| Outline the skills that are needed to communicate effectively |  |  |  |
| Explain why effective communication is important for the well-being of children and young people and positive relationships with families and carers and others |  |  |  |
| Outline how to find out a child’s communication and language needs, wishes and preferences |  |  |  |
| Explain how the stage of development of a child or young person will impact upon their communication skills |  |  |  |
| Outline barriers to effective communication |  |  |  |
| Give examples of ways to address barriers to effective communication |  |  |  |
| **2.7b** **Additional H&SCIF learning outcomes** | **Evidence used**  | **Assessed by whom and when**  | **Signatures**  |
| You are able to show how you identify and use a range of communication methods to meet the needs and preferences of the children and young people that you support |  |  |  |

**2.8 Welsh language and culture**

The importance of Welsh language and culture for children and young people

| **2.8a Core knowledge learning outcomes**  | **Evidence used** | **Assessment by whom and when**  | **Signatures**  |
| --- | --- | --- | --- |
| Explain the importance of recognising and supporting Welsh language and culture |  |  |  |
| Outline legislation and national policies for Welsh language |  |  |  |
| Outline the principles of Mwy na Geriau / More than just words |  |  |  |
| Explain the meaning of the Active Offer |  |  |  |
| **2.8b Additional H&SCIF learning outcomes** | **Evidence used**  | **Assessed by whom and when**  | **Signatures**  |
| You are able to show how you implement the principles of Mwy na Geriau in your work |  |  |  |

**2.9 Positive approaches to reduce restrictive practices in health and social care**

**How positive approaches can be used to reduce restrictive practices in social care**

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| **2.9a Core knowledge learning outcomes**  | **Evidence used** | **Assessed by whom and when**  | **Signatures**  |
| Explain the meaning of the terms ‘positive approaches’ and ‘**restrictive practices’** |  |  |  |
| Give examples of potential underlying causes that impact on the behaviour of children and young people |  |  |  |
| Explain how positive approaches can be used to reduce restrictive practices and promote positive behaviour |  |  |  |
| **2.9b Additional H&SCIF learning outcomes** | **Evidence used**  | **Assessed by whom and when**  | **Signatures**  |
| You are able to show how you demonstrate the use of positive approaches in your work  |  |  |  |

**2.10 Change transitions in health and social care**

**Know how change and transitions impact upon children and young people**

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| --- | --- | --- | --- |
| **2.10a Core knowledge learning outcomes**  | **Evidence used** | **Assessed by whom and when**  | **Signatures**  |
| Outline types of change that may occur in the course of a child or young person’s life as a result of **significant life events** or **transitions** |  |  |  |
| Give examples of factors that make these changes either positive or negative |  |  |  |
| Explain how to support young people to develop the skills, confidence and knowledge that will prepare them for adult life |  |  |  |

**2.11 Reflection**

**How own beliefs, values and life experiences can affect attitude and behaviour towards children and young people**

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| --- | --- | --- | --- |
| **2.11a Core knowledge learning outcomes** | **Evidence used**  | **Assessed by whom and when**  | **Signatures**  |
| Describe the impact of own attitude and behaviour on children and young people |  |  |  |
| **2.11b Additional H&SCIF learning outcomes** | **Evidence used**  | **Assessed by whom and when**  | **Signatures**  |
| You are able to show how you reflect on how your attitude and behaviour impact on the children and young people you support |  |  |  |

**Glossary**

**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 or young person’s right to participate in the activities and relationships of everyday life as independently as possible according t their age and stage of development.

The **Codes of Conduct and Practice** should include The Code of Professional Practice for Social Care; The NHS Wales Code of Conduct for Healthcare Support Workers in Wales, and the Code of Practice for NHS Wales Employers and any additional practice guidance issued by either NHS Wales or the regulators of health or social care in Wales e.g. The Practice Guidance for Residential Child Care for Workers Registered with the Care Council for Wales.

**Planning process** would include identifying goals or outcomes and enabling participation in activities; monitoring, reviewing and evaluating plans.

**Restrictive practices** are a wide range of activities that stop children and young people from doing things that they want to do or encourages them do things that they don’t want to do. They can be very obvious or very subtle. They should be understood as part of a continuum, from limiting choice, to a reactive response to an incident or an emergency, or if a child or young person is going to seriously harm themselves or others.

**Significant life events** would include important changes in a child’s life both positive and negative. For some they may be changes and disruption to routines or the onset of a deteriorating condition such as sensory loss; for others they may be a sudden change to their lives such as loss and bereavement); and for others it may be a crisis affecting them.

**Transitions** could include: children or young people moving into or out of the service provision, births, deaths, transferring between years in schools or colleges, transferring between education establishments, physical changes such as the onset of puberty, moving into adulthood.

**Additional Information:**

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| **Related Qualifications** |
| Level 2 award social care induction in Wales |
| Level 3 diploma health and social care (children and young people) |
| Level 2 diploma in clinical healthcare support |
| Level 3 diploma in clinical healthcare support |
| Level 3 diploma in dietetic support |
| Level 3 maternity and paediatric support |
| Level 3 diploma in occupational therapy support |
| Level 3 diploma in physiotherapy support |
| Level 3 diploma in podiatry support for podiatry assistants and technicians |
| Level 3 diploma in speech and language therapy support |
| Level 3 diploma in primary care support |
| Level 3 rehabilitation support worker |
| Level 3 allied health profession support |
| Level 2 diploma in clinical healthcare support |
| Level 3 diploma in clinical healthcare support |
| Level 3 diploma in dietetic support |

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| **Related units** | **Level** | **Knowledge or competence** |
| Induction to the principles and values of care when working with children and young people in Wales | 3 | K |
| Induction to communication within a social care context in Wales | 2 | K |
| CYP M3.7: Understand how to support positive outcomes for children and young people | 3 | K |
| SCMP 2: Promote the well-being and resilience of children and young people | 3 | C |
| SCMP 3: Professional practice in children and young people’s settings | 3 | C  |
| CYPM3.5: Develop positive relationships with children, young people and others in their care | 3 | C  |
| SHC23: Introduction to equality and inclusion in health and social care | 2 | C |
| SHC33: Promote equality and inclusion in health and social care | 3 | C |
| HSC3033: Support individuals during a period of change | 3 | C |
| SHC021: Introduction to communication in health, social care or children’s and young people’s settings | 2 | C |
| SHC031: Promote communication in health, social care or children’s and young people’s settings | 3 | C |
| HSC 028: Handle information in health and social care | 2 | C |
| HSC 038: promote good practice in handling information in health and social care settings | 3 | C |

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| **Related National Occupational Standards** |
| SCDHSC0024: Support the safeguarding of individuals |
| SCDHSC0034: Promote the safeguarding of children and young people |
| SCDHSC0035: Promote the safeguarding of individuals |
| SCDHSC0234: Uphold the rights of individuals |
| SCDHSC3111: Promote rights and diversity |
| SCDHSC0382: Support individuals to manage change in their lives |
| SCDHSC0021: Support effective communication  |
| SCDHSC0031: Promote effective communication  |
| SCDCCLD0325: Support children and young people through major transitions |
| SCDCCLD0308: Promote children’s well-being and resilience |