



Level 2 Health and Social Care: Core

Unit 002 Principles and values
of health and social care
(children and young people)

Legislation, national policies and Code of Conduct and Practice

Introduction

Several key principles underpin health and social care services in Wales. These are:

- The child/young person is at the centre of everything we do.
- Services should be designed around the child/young person's needs.
- Professionals should work together with the child/young person to meet their needs.
- The well-being and protection of the child/young person is paramount.
- Services must always promote diversity, independence, choice, empowerment, identity and safety.



How legislation and national policies underpin health and social care and support for children and young people

- Legislation and Codes of Practice have been developed to ensure these principles underpin the way services are designed and delivered.
- This legislation and the Codes tell workers how they should support the child/young person and how services should be planned, and they should underpin everything we do.
- There are several pieces of relevant legislation and Codes to be looked at. The key piece of legislation is the Social Services and Well-being Act 2014.



Principles and values of Social Services and Well-being (Wales) Act 2014

The Social Services and Well-Being (Wales) Act 2014 changed the way local authority social services and other care services work together in partnership to help and support individuals.

The Act helps ensure that individuals enjoy well-being in every area of their lives, as much as they choose and are able to. The Act brings together and modernises different pieces of existing social care law.

This new legal framework consists of three elements:

- the Act
- the regulations, which provide greater detail about the requirements of the Act
- the codes of practice, which give practical guidance about how it should be implemented in social care settings.



The Act applies to:

- adults - individuals aged 18 or over
- children - individuals under the age of 18
- carers - adults or children who provide care and support.

The Act is made up of 11 parts, consists of five principles and clearly identifies the individuals the Act affects.

The principles or values of the Act are important as they impact on the way services are provided and how we work with and support individuals.

Further Reading

<http://bit.ly/2X8JhOn>

Activity 1

Complete the activity in the handout section.

The Act is built on the following core principles:

- Voice and control, which means putting the individual and their needs at the very centre of their care and support so that they have voice and control over the outcomes that will help meet their needs.
- Prevention and early intervention involves encouraging individuals to ask for help or support when they need it, not when it may be too late.
- Well-being identifies how to support individuals to achieve well-being in every aspect of their lives. This involves all of the relevant services working together to support an individual's health and well-being, for example.
- Co-production is working with individuals, their family, carers and friends to identify and meet their support needs.



The Social Services and Well-being Act and Advocacy

- Children/young people have a right to be supported to express their needs, views and wishes and be able to fully participate in the assessment and planning process and in decisions which affect them.
- Children/young people also have a right to an independent professional advocate provided free of charge if they have difficulties in expressing their views, needs, wishes and preferences.
- Social care, education and health professionals working with children and young people all have a key role to play in supporting young people to have a voice, to speak up for children and young people and make sure their rights are respected and their views, wishes and feelings taken into consideration.
- Advocacy can be provided at different levels, such as by somebody the child chooses, family, relative, friend, teacher or carer. However, there may be occasions where this support is not available or appropriate or there are conflicts of interests in them acting as an advocate and the child needs an independent professional advocate to enable them to engage in and participate in the process.



Principles and values of the Social Services and Well-being (Wales) Act 2014

Visits to looked after children under the Act

There is a duty upon social services to appoint an independent visitor to meet the needs of the child. They must ensure:

- their well-being continues to be safeguarded and promoted
- they feel supported
- they receive advice or information if needed
- engagement with the child about their hopes and aspirations
- personal goals and outcomes are checked
- additional support or services are identified if needed.



Activity 2

Complete the activity in the handout section.

The principles and values of the Children Act (1989 and 2004)

The Children Act 1989 (1989 and 2004) provides a framework for the care and protection of children, centring on the welfare of children up to their 18th birthday. It defines parental or carer responsibility and encourages partnership working with parents/carers. It focuses on putting children and young people at the heart of planning and decision making through co-production and person-centred practice.

The main principles of the Act:

- the welfare of the child is always the main focus
- wherever possible, children should be brought up and cared for within their own families
- parents/carers with children in need should be supported to bring up their children themselves. This support should:
 - be provided in partnership
 - meet each child's identified needs
 - be appropriate to the child's race, culture, religion and language
 - be open to effective independent representations and complaints procedures
 - utilise existing partnerships between the local authority and other agencies, including voluntary agencies.



Use the link below to access further information about the Children Act (1989 and 2004).

Further Reading

<https://bit.ly/2l3Ebhv>

Key legislation

The Human Rights Act 1998 sets out the fundamental rights and freedoms that everyone in the UK is entitled to. The Act incorporates the rights set out in the European Convention on Human Rights (ECHR) into domestic British law.

UN Convention on the Rights of Persons with Disabilities is an international legal agreement, which exists to protect and promote the human rights of disabled individuals.

UN Convention on the Rights of a Child 1990 is an international human rights treaty that grants all children and young people (aged 17 and under) a comprehensive set of rights, regardless of their race, religion or abilities.

The United Nations Convention on the Rights of the Child is an international agreement that protects the human rights of children under the age of 18. The Welsh Assembly Government's seven core aims for children and young people summarise the UN

Convention on the Rights of the Child (UNCRC) and form the basis for decisions on priorities and objectives nationally. They should also form the basis for decisions on strategy and service provision locally.

Welsh Language Act 1993, Welsh Language measure (2011) and Mwy na Geiriau gives the Welsh Language official status in Wales, introduces standards to explain how organisations are expected to use the Welsh Language, increases the use of the Welsh language and makes it easier for individuals to use it in their everyday lives.

The Welsh Government Strategic Framework for the Welsh Language in Health and Social Care (2013) is the Welsh Government's commitment to strengthen Welsh language services to individuals accessing health and social care, and their families.



Equality Act 2010

Legislation, national policies and Codes of Conduct and Practice have been developed over time to support the rights of all individuals.

Activity 3

Complete the activity in the handout section.

Codes of Conduct and Professional Practice

Codes of Conduct and Professional Practice sets standard and guidance, for all care professionals.

In Wales the Code of Practice for Social Care Employers (Employers' Code) sets the standards for employers. Practice guidance gives registered workers guidance related to their role. Other codes include the NHS Wales Code of Conduct for Healthcare Support Workers in Wales, and the Code of Practice for NHS Wales Employers and practice guidance such as the Practice Guidance for Residential Child Care for Workers Registered with Social Care Wales.

The Code of Professional Practice for Social Care consists of a list of statements describing the standards of professional conduct and practice necessary for employees in the social care profession in Wales. The Code plays a key part in raising awareness of these standards. The Code is intended to be a guide for workers, individuals accessing services and managers of services.



In relation to individuals receiving care, the Code will make the individuals aware of how a social care worker should behave towards them, also the role of employers in supporting social care workers to do their jobs well.

Employers of social care workers are expected to promote the use of the Code and take account of it in making any decisions about the conduct and practice of staff.

Activity 4

Complete the activity in the handout section.

Principles of the Social Services and Well-being (Wales) Act 2014 and the Children Act (1989 and 2004) and Supporting Practice

Children and young people must be consulted deciding the support they need and in relation to making decisions about their care and support they are viewed as an equal partner. Children and young people can use an independent professional advocate to help them participate fully in the assessment, care and support planning, review and safeguarding processes. They also have a right to an independent professional advocate provided free of charge if they have difficulties in expressing their views, needs, wishes and preferences.

As a carer working together with a child or a young person, this impacts on the role in terms of care and must now be personalised to the individual through collaboration with them. This may involve support for them from an advocate.

An advocate offers independent support to individuals who might not be heard, to ensure they are taken seriously and that their rights are respected. Advocates also help individuals to access and understand appropriate information and services.

It is important that timely advice and assistance is provided to children and young people to prevent their situation from getting worse. Stepping in early to help individuals is crucial as it can reduce or delay the need for longer term care and support.

Activity 5

Complete the activity in the handout section.

The Code of Practice for NHS Wales Employers and The Code of Professional Practice for Social Care

The Code of Practice for NHS Wales Employers is supported by a Code of Conduct for Health Care Support Workers, which describes the standards workers must follow and comply with. Employers should be understanding and implement the Code of Conduct and ensure staff are supported to achieve the standards.

Both Codes support the basic principles of safety and public protection and must underpin the day to day working practices of NHS Wales in all aspects of service delivery. Employers will need to implement systems and processes to support Healthcare Support Workers to achieve the standards in the Code of Conduct. Employers also need to use the workplace as an opportunity to develop Health Care Support Workers by providing more fulfilling working conditions that help staff carry out their roles safely and effectively, whilst preparing them to progress to new and more challenging roles in the future.

The Code of Professional Practice for Social Care is made up of seven sections.

As a social care worker, you must:

1. Respect the views and wishes and promote the rights and interests of individuals and carers.
2. Strive to establish and maintain the trust and confidence of individuals and carers.
3. Promote the well-being, voice and control of individuals and carers while supporting them to stay safe.
4. Respect the rights of individuals while seeking to ensure that their behaviour does not harm themselves or other individuals.
5. Act with integrity and uphold public trust and confidence in the social care profession.
6. Be accountable for the quality of your work and take responsibility for maintaining and developing knowledge and skills.
7. In addition to sections 1 – 6, if you are responsible for managing or leading staff, you must embed the Code in their work.



Further Reading

<https://bit.ly/2GsrAm9>

The NHS Wales Code of Conduct for Healthcare Support Workers in Wales

The NHS Wales Code of Conduct for Healthcare Support Workers in Wales describes what is expected from Healthcare Support Workers employed by NHS Wales in relation to the standards of conduct, behaviour and attitude expected when they are at work. The Code applies to all Healthcare Support Workers employed in clinical and non-clinical environments within the NHS and will be used to reference job descriptions.

The Code provides confidence and reassurance through a framework for public protection incorporating the provision of guidance and support to Healthcare Support Workers about their practice to ensure they understand what standards of conduct employers, colleagues, service users and the public expect them to follow.

The Code sets out standards, so Healthcare Support Workers can be sure what standards they are expected to meet. Healthcare Support Workers should use the Code to assure themselves they are working to the standard and if not then change the way they are working.

Healthcare Support Workers can use the Code to review their practice and identify possible areas for personal development. The Code supports Healthcare Support Workers to fulfil the requirements of their role, behave in the correct way and follow a duty of care and good practice at all times. This is essential to protect service users, public and others from harm and abuse.



The Code of Conduct for Healthcare Support Workers in Wales

According to the Code of Conduct for Healthcare Support Workers in Wales they must:

- Be accountable by making sure you can always answer for your actions or omissions.
- Promote and uphold the privacy, dignity, rights and well-being of service users and their carers always.
- Work in collaboration with your colleagues as part of a team to ensure the delivery of high quality safe care to service users and their families.
- Communicate in an open, transparent and effective way to promote the well-being of service users and carers.
- Respect a person's right to confidentiality, protecting and upholding their privacy.
- Improve the quality of care to service users by updating your knowledge, skills and experience through personal and professional development.
- To promote equality all service users, colleagues and members of the public are entitled to be treated fairly and without bias.



Further Reading

<https://bit.ly/2Fgd3ZG>

The Practice Guidance for Residential Child Care for Workers Registered with Social Care Wales

The Practice Guidance for Residential Child Care for Workers Registered with Social Care Wales describes what is expected of workers to support a high-quality service in relation to residential child care.

The guidance can also be used by employers to assess whether they have arrangements in place to ensure a professional and safe service is delivered at all times. The guidance covers child-centred care and support, good residential child care practice, safeguarding individuals, health and safety, professional development, learning culture and contributing to the development of others and contributing to the service, including raising concerns. The guidance builds on the 'Code of Professional Practice for Health and Social Care', and failure to follow the guidance could put a worker's registration at risk.



Further Reading

<https://bit.ly/2kgmD7s>

Code of Conduct and Professional Practice for Health and Social Care

Social care workers are responsible for making sure that they work to the standards in the Codes of Conduct and Professional Practice. Workers must ensure that their conduct and practice meet the standards, and that no action or omission on their part harms the safety or well-being of children and young people.

The Codes of Conduct and Professional Practice provide a criteria to guide the workers' practice and gives clarity about the standards of conduct that they are expected to meet. Workers are encouraged to use this guidance to examine and reflect on their own conduct and practice and to identify areas in which they can improve.



Activity 6

Complete the activity in the handout section.

Key elements of a rights-based approach

What is a rights-based approach?

- In relation to the provision of a rights-based approach, underpinning this is the Social Services and Well-Being (Wales) Act 2014. This is an important piece of legislation about how workers should be providing care and support to children and young people accessing services in Wales.
- A rights-based approach is ensuring that each child/young person is supported holistically both in the short and long term. Through using a variety of strategies and co-production working, it ensures that children's rights to health and well-being are being met and that they can fulfil their potential.



A rights-based approach involves service delivery that places principles and values as central to all aspects of service planning, policy and practice. For example, social care workers are expected to treat each child and young person as an individual, respect and promote their individual views and wishes, and support their right to have control in their lives and be able to make informed choices. It is a way of providing care that is centred around the child or young person, not just in relation to their health needs. Individual-centred values and approaches ensure that the rights of individuals are upheld and cover the total care of the child or young person. The child or young person is the centre of their care, so they must be consulted, and their views must always come first.

People's rights

- Choice
- Confidentiality
- Protection
- Equality
- Consultation.

How can we provide a rights-based approach?

- Often carers will be supporting children or young people when they are in a vulnerable position. The quality of care that is received depends on how carers can effectively support and meet the needs of the individual, having a sound knowledge of the individual and what their requirements are.
- A care and support plan, based on a person-centred approach will individualise the care and support each child or young person receives. Person-centred planning involves seeing the child or young individual being supported as the central concern. Carers need to find ways to make care and support individual, not providing the same for everyone.



Activity 7

Complete the activity in the handout section.

How legislation and national policies underpin a rights-based approach

Legislation and national policies underpinning a rights-based approach

Not supporting a child or young person to make choices or have their needs met is an injustice and may have devastating effects.

National legislation, regulations, policies and procedures are in place to promote diversity and to prevent discrimination. They are in place to promote everyone's right to fair and equal treatment, regardless of their differences. For example, the Human Rights Act 1998 covers many different types of discrimination, including some that are not covered by other discrimination laws. Rights under the Act can be used only against a public authority, for example, the police or a local council, and not a private company. However, court decisions on discrimination usually have to take into account what the Human Rights Act says.



To make Britain fairer and strengthen anti-discrimination laws, the Equality Act 2010 provides understandable, practical guidance for employers, service providers and public bodies to ensure that rights to fair treatment are promoted for everyone. The Equality Act 2010 encompasses other acts which all aim to promote fairness and equality and to prevent discrimination.

Implementing legislation and national policies in health and social care

Everyone that works in health and social care must ensure that they follow anti discriminatory practice in their role in working with children and young people. Employees have a duty of care to the individuals they care for, acting in their best interests and challenging any unfair practice, upholding their rights in doing so.

A rights-based approach could include religious and cultural choices being respected and an individual having the rights to practice these and be supported to do so.

The Office of the Children’s Commissioner for Wales has published a framework for working with children, grounded in the United National Conventions of the Rights of the Child (UNCRC). It is a durable approach that withstands social change. It is about placing the UNCRC at the core of a child’s experience of education and at the core of school planning, teaching, decision-making, policies and practice.



Further Reading

<https://bit.ly/2L46EWP>

Activity 8

Complete the activity in the handout section.

How legislation impacts on a rights-based approach in practice

Rights-based approach

Workers must aim to ensure they provide an inclusive and rights-based approach. In other words that their practice promotes equality and diversity, does not discriminate and shows respect for beliefs, choices, cultures, values and preferences.

It is important that workers are aware of their own attitudes and how it may affect their work. If, for example, a worker discriminates against a child or young person due to a religious or cultural belief that differs to their own, this could impact on the care they receive. A worker therefore needs to ensure that every individual is treated with respect and dignity and not judged because their values or beliefs are different.



Workers must keep prejudices to themselves and maintain a positive attitude towards everyone, regardless of their differences. Workers should be respectful in their approach and show children and young people that they value them for who they are.



Workers need to build a rapport with the child or young person, through a positive working relationship. This will ensure that all workers who are working with that individual are fully aware of their beliefs, preferences, needs and values. This co-productive approach will ensure that the individual is receiving a consistent approach to their care.

Increasing their understanding of why individuals think and behave as they do will enable workers to support them appropriately in exercising their rights and meeting their needs.

Workers should be able to implement the policies and procedures in practice in order to meet the needs of individuals, upholding their rights to fair and individualised care and support. By following relevant legislation and codes of practice, a team can work together, alongside other organisations to ensure that each individual is having their specific needs met.

Activity 9

Complete the activity in the handout section.

Advocacy and how it can support a rights-based approach

The role of advocacy

Many children and young people do not have the capacity to express themselves, they may be frightened or lack the confidence to speak up for themselves; they may be ill, confused, not able to communicate effectively; and many children and young people are just simply not aware of their rights or may not be able to express what care they feel they require.

Advocates can be valuable in empowering individuals to be able to express themselves whilst being supported or acting on behalf of the individual with their consent.

Advocacy is the process of speaking up about an issue that is important to the child or young person. This can be either self-advocacy, where the individual speaks on their own behalf, or citizen advocacy, where a volunteer from a local advocacy group speaks on behalf of the child or young person. It could also be a teacher or someone important to them.

Due to the complexity and sensitivity of some issues, advocates would be used within a professional capacity, for example a solicitor or welfare rights consultant. This form of advocacy does not replace the likes of citizen advocacy or self-advocacy but works alongside it, such as where a child or young person wants to live, or who with.



Activity 10

Complete the activity in the handout section.

When an advocate can help

Professionals, organisations and even family carers need to be made aware of advocacy services and how they can support the individual. A child or young person may be living in a care or supported setting, or with their family, and can still avail themselves of an advocate.

In all cases the relationship is confidential to them and their advocate partner, unless there is a risk of harm or concerns. All of these activities contribute to supporting a rights-based approach by ensuring a child or young person's voice is heard, irrespective of their communication needs or abilities.

Ask an older friend or relative how they think their needs and abilities have changed over the years. Do they need any more or less support or help? Would an advocate help them?



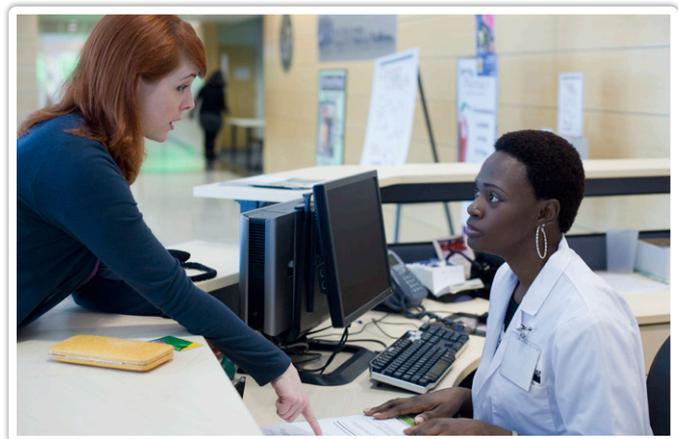
Supporting children and young people and their families or carers to make complaints or express concerns

Complaints and concerns

Health and social care settings, like any other workplace, must be able to adapt and ensuring that individuals have an awareness of and access to a robust complaints and concerns system is crucial.

A complaint is an expression of dissatisfaction about employees' actions, lack of actions or the standard of service provided. A complaint could be one of the following:

- action or lack of action by the organisation affecting a child and young person or group
- an allegation that the organisation has failed to observe proper procedures
- an allegation that there has been an unacceptable delay in dealing with a matter or about how a child and young person has been treated by a member of staff.



Within the health and social care sector a complaint is an expression of dissatisfaction that requires an investigation and a response. Concerns are generally not so accusatory and might suggest how an issue could be improved or resolved.

The benefits of complaints or concerns

Prevention is most definitely better than cure in relation to complaints and concerns. A well-organised setting with sound and effective procedures in place covering a wide range of service delivery and safety expectations will receive fewer complaints and concerns.

Good communication with children and young people, their families or carers ensure the information they need is available and individuals should be aware that they do have the right to complain as they enter the setting and during their time there.

Policies regarding health and safety and care provision will all help the smooth running of a setting. They will also reduce the likelihood of misunderstandings or dissatisfaction leading to complaints or concerns.



Activity 11

Complete the activity in the handout section.

Supporting children and young people and their families or carers to voice complaints or concerns

It is important that care workers have a thorough understanding of their organisation's complaints procedure and their role in this. On occasions, it might be appropriate for the care worker to assist the child or young person to initiate a complaint or concern. This is particularly important if the child or young person has no knowledge of the complaints or concerns procedures or if the child or young individual, their family or carers are disadvantaged by language or disability.

Support is given to try and resolve complaints and concerns at the earliest stage, this could be by offering advocacy or support to the individual if necessary. They will need to provide, if possible, a clear report of the outcome and information on what to do if the individual is not satisfied with the outcome.

Every individual and their family has the right to complain and to be supported to do so. They should not feel uncomfortable in doing so and this should not impact on the care they receive as a result of raising an issue. Allow time in a confidential area for an individual and/or their family to voice their concern. Write down word for word what the issues are. Make sure that once this information is forwarded to the relevant person within the organisation, that the complaint or concern is followed up and that all parties are informed of the outcomes.



The importance of 'child-centred approaches'

Introduction

In health and social care, it is vital that children and young people have the right care to meet their needs, wishes and preferences. It is important that procedures are followed to ensure that needs are met. Children and young people should be at the centre of this process, so they feel that they are actively involved in their own care. Good, effective care planning can ensure the criteria is met. Care and support packages should never be made for the ease or convenience of workers. This is where child-centred approaches apply — by putting the child/young person at the centre of every activity and decision made.



What are child-centred approaches?

A child-centred approach is being able to actively listen to children or young people and to support them to fulfil their aspirations. A co-productive approach, including parents and carers, can support the child to achieve their goals.

A child-centred approach should recognise the needs of the child or young person and the circumstances surrounding them that could impact on them achieving in life. Working together and being aware and respectful of what is important to each child or young person will inform practice of how best to support them.

Beliefs, values, abilities and preferences have to be taken into account when using child-centred approaches when planning to meet an individual's needs.



The terms 'co-production' and 'voice, choice and control'

What is 'co-production'?

Co-production is an approach whereby professionals, children and young people and their families work together as equal partners to plan their care, ensuring that they are key decision makers in this process. Together they can create a meaningful support package that will be beneficial for the individual to make changes in their lives.

Co-production is value-driven and based on the principle that those who use a service are best placed to help design the service.



What is 'voice, choice and control'?

Giving children or young people a voice which enables them to make choices and decisions that are meaningful to them is extremely important. If children and young people are actively listened to, this will establish a positive interpersonal relationship whereby professionals and the individual can plan, implement and evaluate the choices that individual has made.

Children and young people need to have their views and experiences taken into account on an ongoing basis to have 'choice' and 'control' in decisions that affect them; they need to be seen as individuals and be given a 'voice' to express who they are and what they want.

To enable children and young people to have voice, choice and control, interpersonal relationships need to be good between individuals, their parents and carers and health and social care staff, and between the setting and wider health and social care system.



The importance of knowing a child or young person's preferences and background

Understanding a child or young person's preferences and background

In health and social care, a child or young person's background is an important factor to consider as being aware of socioeconomic factors can inform practice and individualise the care required.

It is important that children and young people are at the centre of the care planning process, so they feel that they are actively involved in their own care. Detailed and effective care planning can ensure all of their needs, wishes and preferences are met, and care packages should never be made without the involvement of the child or young person concerned.

Being able to meet the holistic needs of children and young people is key to ensuring that we are not just focussing on one aspect of a child's needs, but ensuring all areas are considered and support is put in place for whatever the needs may be.

The importance of understanding a child or young person's background

Being child-centred is about listening to and learning about what children and young people want from their lives, what they did and enjoyed in the past, and helping them to think about what they want now and in the future.

The child or young person's experience, history, culture, beliefs, preferences, family, relationship, informal networks and community are all key to establishing a way forward and meeting their needs to enable positive progress. Family, friends, professionals and services need to work together with the individual to make this happen.

Ways of working to establish the preferences and background of children and young people

How to identify the preferences and backgrounds of children and young people

When assessing and planning, it is vital that children and young people are involved in the process. Care professionals must remember that children and young people are at the foundation of care planning; it is their body, their discomfort, their life, their future and their care. Care planning which is not child-centred is meaningless and not acceptable. Providing care that health and social care workers think a child or young person needs is not appropriate. Health and social care workers must value an individual's role in this process — this is the best practice. It is essential to empower children and young people in their own care.



When establishing the preferences and backgrounds of children and young people, it is vital to ask the child or young person what they want and what they consider their needs to be. Leading questions should be avoided; for example, 'Your after school arrangements are fully meeting all your needs, aren't they?' This may lead to agreement when it may not actually be the case. Open questions are preferred to closed questions, so instead of asking 'Are you happy?' the question could be rephrased as 'Tell me about how you feel at the moment.'

Activity 12

Complete the activity in the handout section.

How to identify what matters to children and young people and the outcomes that they want

Health and social care workers should meet with children and young people, their family and carers face to face. They should make clear that anything discussed will be confidential. This will reassure the children and young people that it is okay to divulge any necessary information.

Discussions should be in a simple format. Confusing children and young people with acronyms, jargon and technical terminology will not help them to lead the assessment. However, workers should avoid patronising children and young people by using language that is too simplistic. A balance of clear, detailed information is important.

If anything needs repeating, it should be done patiently and clearly. Care workers should clarify and summarise to ensure that everything is understood as well as to minimise mistakes.



Copies of the documents should be given to everyone involved. Where possible, documents should be in a format the child/young person understands, e.g. pictures, video, written. Workers need to ensure the individual understands these and is given the opportunity to ask any questions that they may have.

Behaving towards people with dignity and respect

What does behaving towards children and young people with dignity and respect involve?

Children and young people who access health and social care services place their trust and confidence in health and social care workers and expect to be protected.

Workers should always treat children and young people who use services in the way they would want to be treated themselves. This applies to every part of the workforce and in all settings.

We all expect to be treated with dignity and respect, and children and young people accessing health and social care services are no different.

Behaving with dignity and respect towards children and young people involves respecting their views, their choices and decisions, not making assumptions about how they want to be treated and working with care and compassion.

Those who receive care and support are able to make choices about the care they receive. This includes decisions about their everyday care needs. If children and young people cannot make meaningful choices, or are not supported to make choices, their care needs are not going to be met. Workers must ensure they behave towards children and young people with dignity and respect to ensure they feel valued, regarded as individuals with their own specific needs and can trust that their needs will be identified, listened to and met.

Ways of working that support child-centred approaches

Child-centred approaches

Child-centred approaches are the guiding principles that help to put the interests of the child receiving care or support at the centre of everything we do. They include individuality, independence, privacy, partnership, choice, dignity, respect and rights.

Child-centred approaches consist of working in partnership with the children and young people and their parents and/or carers to plan for their care and support. The child is at the centre of the care planning process and should be in control of all choices and decisions made about their lives. The values of compassion, dignity and respect are important when involving children in their own care. Decisions should be shared decisions, with the child seen as an equal partner in their care, not decisions made by health and social care workers alone.



Child-centred planning is about discovering and acting upon what is important to the child and what matters most to them in their lives.

Activity 13

Complete the activity in the handout section.

Features of child-centred ways of working

Working with the child, their parents and carers to identify the child's strengths and abilities will be the best way to decide about their welfare and help them to make their own decisions. For example, a child may want to make their own decisions about the activities they are able and want to participate in.

The aim is that the child has as much control as possible over the choices they make. The care plan is needs-led, not service-led or staff-led. This means that support is identified to meet the specific needs of the child to make their life better, and not around what is already available or what is easier for staff. For example, the diet planned is what is best for the child, not what is already chosen by others.



Active participation

What is active participation?

Active participation involves enabling children and young people to be included in planning their care and in having a greater say in how they live their lives in the ways that matter to them.

Active participation recognises the child or young person's right to participate in the activities and functions of everyday life as independently as possible. In doing this, the child or young person is an active partner in their own care and support, rather than receiving the care and support others think they need and want. Key benefits to the child or young person as an active partner in their own care or support include physical, psychological and social aspects, and improved well-being.



How can we provide a rights-based approach?

Often workers will be supporting children and young people when they are in a vulnerable position. The quality of care that can be provided will be improved if workers have knowledge of the whole person, not just the current circumstances; for example, knowledge can help to develop a better understanding as to why children/young people behave in the way they do.

Child-centred planning involves seeing the child or young person being supported as the central concern. Workers need to find ways to care for and support the children and young people that are specific to their needs.

A rights-based approach involving child-centred planning is a way of helping children and young people to think about what they want now and in the future. It is about supporting children and young people to plan their lives, work towards their goals and get the right support. It is a collection of tools and approaches based upon a set of shared values that can be used to plan with a child or young person, not for them. Planning should build the child or young person's circle of support and involve all the individuals who are important in that child or young person's life.



Activity 14

Complete the activity in the handout section.

The importance of supporting children and young people's engagement in activities and experiences

Meaningful and enjoyable activities and experiences

Child-centred approaches ensure that everyone has the desire to fulfil their personal potential. It is important to provide a safe, non-judgemental and compassionate place where the child or young person can be supported to think about what is important to them and make the best decisions.

A child or young person's well-being includes their sense of hope, confidence and self-esteem, their ability to communicate their wants and needs, socialising and experiencing pleasure or enjoyment. This can involve the activities and experiences a child or young individual chooses to take part in. To promote a child or young person's well-being, they need to be happy with as many aspects of their life as possible. If the child or young person, their parents or carers think that something would help them to feel better, health and social care workers need to be positive, understanding, empathic and non-judgemental. They should listen to what the child or young individual considers important in their lives and help them to make the changes they want, such as being able to join in particular activities or groups for example.



Activity 15

Complete the activity in the handout section.

How child-centred approaches are used to support active participation and inclusion

Active participation and inclusion

Child-centred approaches will enable professionals to consider how they can help children or young people to access services and facilities, making adaptations where necessary to ensure inclusive practice.

Professionals should work alongside children and young people to find out what they enjoy doing and what is important to them, including their hobbies and interests. As a result of this discussion, steps can be taken to see what can be done to organise this and support the child or young person.



Activity 16
Complete the activity in the handout section.

Establishing consent with a child or young person

What is consent?

Consent involves one individual giving permission to another to do something. In health and social care settings, this generally means that the child or young person, or their parent or carer, gives consent to take part in an activity or to be given care or a treatment. It is a legal requirement that consent is established before any intervention or care-giving activity takes place. Individuals aged 16 or over are entitled to consent to their own treatment, and this can only be overruled in exceptional circumstances.

In relation to the provision of health and social care services, it is important to remember that:

- it is a legal requirement that consent is established before any support is provided
- establishing consent is a way that health and social care workers can demonstrate they respect the child or young person
- the process of establishing consent is a part of the process of developing trust between health and social care workers and the child/ young person
- the child or young person is more likely to want to take part in an activity that they have given permission to do.



Under legislation children under the age of 16 are able to consent to their own treatment if they are considered to have the ability and understanding to fully comprehend what the proposed treatment involves. This is known as being Gillick competent. Otherwise, someone with parental responsibility can consent for them.

Consent can be given in a number of ways. This can be through verbal communication, in writing or through actions. The child or young person might also allow another individual to do something with or to them, perhaps by raising an arm to be supported when dressing, and thereby indicating consent. Informed consent is given when the child or young person understands what they are consenting to.

Parental responsibility

What is parental responsibility?

Most parents have legal rights and responsibilities which are known collectively as 'parental responsibility'. Parental responsibility involves providing a home for a child or young person as well as protecting the child or young person. Parental responsibility also involves legal rights and duties, powers, responsibilities and any authority a parent has for a child or young person and their property.

Parental responsibility is a legal status underpinned by the Children Act 1989. Others, besides parents, can have parental responsibility for a child or young person. For example, a local authority for children and young people in its care, a child or young person's guardian, their stepfather or other relatives will be able to acquire parental responsibility in certain circumstances.

An individual who has parental responsibility for a child or young person has the right to make decisions about their care and upbringing. However, any important decisions in a child or young person's life must be agreed with any other individuals who have parental responsibility.



The purpose of personal plans

What are personal plans?

A personal plan identifies a child or young person's care needs, the types of services they will receive to meet those needs and who will provide the services and when.

The role of the child or young person in their personal care planning has long been recognised as important. It is prioritised as best practice and has been developing as a way forward for all future care planning.

However, the idea has evolved that children/young people requiring care should be involved in every stage of the planning process. This process needs to be a continuous cycle as needs can change. A personal plan meeting a child/young person's holistic needs when implemented may not meet the requirements six months later.



In relation to health, holistic means seeing the whole child/young person, not just their physical health, but also their emotional, sexual, social, intellectual, mental and spiritual health. When we care for someone, we need to consider all these needs, which can be interlinked.

Activity 17

Complete the activity in the handout section.

Equality, diversity, inclusion and discrimination

Introduction

Promoting equality and diversity is about identifying the practical steps health and social care workers can take in daily activities to ensure children and young people are able to make decisions about their own lives.

Health and social care workers must promote equality and diversity in all aspects of their job role, challenging any practice they think does not reinforce this approach.

Through promoting equality and diversity, health and social care workers must ensure an inclusive approach, adapting their approach to meet the needs of children and young people and treating each with fairness and dignity.



What is equality?

In the health and social care sector an understanding of the terms equality, diversity, inclusion and discrimination is vital in ensuring service delivery is inclusive and non-discriminatory.

Equality involves treating children and young people fairly, regardless of their differences, by ensuring that they have access to the same life opportunities as everyone else, meaning that they have equal opportunities.

Life opportunities include:

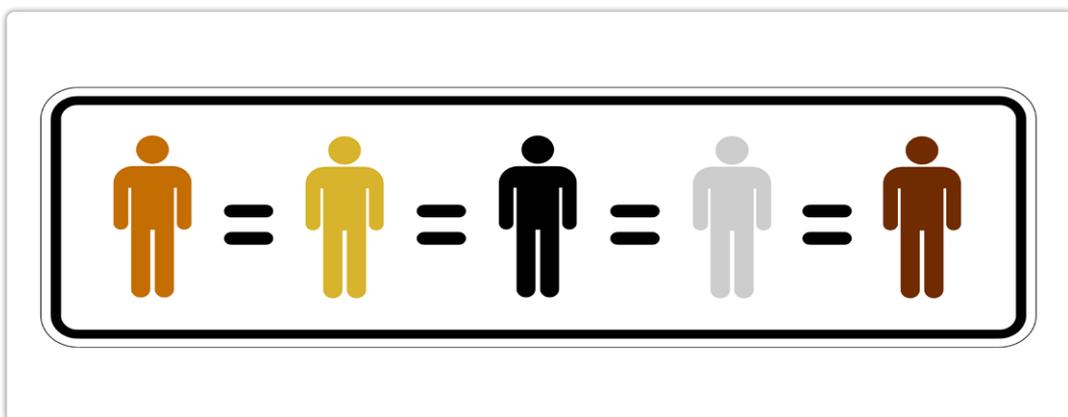
- housing - warmth and shelter are basic human needs
- education and employment
- transport
- health and social care
- the ability to purchase goods and services.



What is diversity?

Diversity means variety. Every high street or shopping centre has a diverse selection of shops, restaurants, banks and bars. Even football teams have a diversity of roles, including full back, goalkeeper, centre forward and winger. We live in a diverse society, where individuals vary in many ways. These diversities can be age, sex, sexual orientation, physical characteristics such as height, weight and skin colour, ability, personal experiences and personal attributes, such as beliefs, values and preferences.

Health and social care settings reflect the diversity of the population. Every child and young person will have their own experiences and may come from a variety of different countries. An individual's preference for food and music for example, will vary from one to another.



Activity 18

Complete the activity in the handout section.

What is inclusion?

Acknowledging individual differences and understanding them helps individuals to develop a sense of belonging, or inclusion, and that disadvantaging individuals because they are different in some way leads to their becoming excluded.

Inclusion is about accepting everyone, regardless of their differences. It is also about being understanding and tolerant of differences and providing help and support where appropriate.

Any organisation or institution, including local authorities, health and social care service providers, educational establishments, the police service, voluntary organisations and workplaces that support and promote inclusion must demonstrate that it values everything about the individuals involved within it. Inclusion brings about a sense of well-being and of confidence in one's own identity and abilities.



What is discrimination?

Discrimination means treating children and young people differently or negatively without having a good reason for doing so. The law states that everyone should be treated as favourably as everyone else and that an individual must not be discriminated against because of a personal characteristic such as religion, gender, age or race.

There are two forms of discrimination, direct and indirect. Direct discrimination occurs when someone is intentionally treated unfairly, for example harassment on the basis of skin colour or religion. Indirect discrimination occurs when rules or guidelines meant to apply to everyone unintentionally affect one group of individuals more than others.

Discrimination can include:

- not including a child or young person in an activity
- paying less attention to one child or young person than another with no good reason.



Ways in which child-centred approaches promote equality, diversity and inclusion

Promoting equality, diversity and inclusion

Child-centred approaches involve developing strategies to ensure that children and young people are not excluded or isolated from any service, treatment or activity.

All children and young people should be welcomed and included and nurture a sense of belonging. Through a range of activities and experiences that are adapted to ensure inclusivity, all children can feel supported in being able to fulfil their potential.

Health and social care workers demonstrate inclusive practice by working in ways that recognise, respect, value and make the most of all aspects of diversity. Having a good understanding and awareness of and responding sensitively to a child or young person's diverse needs supports them in developing a sense of belonging, well-being and confidence in their identity and abilities.



The impact of not promoting equality, diversity and inclusion

Prejudice is an attitude or way of thinking based on an unfounded, unreasonable pre-judgement of an individual, particular group of individuals or situation, rather than on a factual assessment. This approach does not promote equality, diversity and inclusion.

Inclusive practice strives to deter the negative impact that discrimination, inequality and social exclusion can have on a child or young person's physical and mental health. Having such an understanding ensures appropriate, personalised care and support, thereby enabling a child or young person to develop self-respect and maintain a valued role in society.

Individuals who fail to support diversity or promote equality are often not aware of their attitudes and the impact of their behaviour, therefore inclusive practice involves reflecting on and challenging one's own prejudices, behaviours and work practices. It also involves challenging those of colleagues and other service providers, with a view to adapting ways of thinking and working to influence good practice.



How the cultural, religious and linguistic background of children and young people can be valued

Cultural, religious and linguistic backgrounds

Legally, and morally, everyone is entitled access to services which do not discriminate on the grounds of religion, ethnic origin, linguistic background, culture, gender, disability or sexual orientation. This means that services will recognise and respect particular differences and meet their particular needs rather than for them all to be receiving the same service.

Being able to understand the needs, preferences and values of children and young people helps to establish a positive and respectful partnership.

It is illegal to discriminate or offer a poorer quality service to children and young people belonging to the following groups, who are protected by legislation: race, disability, gender, sexual orientation, religion and belief.

Culture has many positive aspects, it gives a pattern and predictability to life which makes children and young people feel settled and secure. It gives individuals a sense of history and of their roots and is important in forming a positive identity. It can help all of us gain knowledge and appreciation of musical, visual and culinary arts.



Holding special events to mark cultural or religious occasions or learning new words in another language are both ways of increasing value and respect for the diverse range of backgrounds children and young people may have.

Health and social care workers demonstrate inclusive practice by working in ways that recognise, respect, value and make the most of all aspects of diversity, including cultural, religious and linguistic backgrounds. Having a deep awareness of and responding sensitively to a child or young person's diverse needs supports them in developing a sense of belonging, well-being and confidence in their identity and abilities. It helps them to achieve their potential and take their rightful place in society.

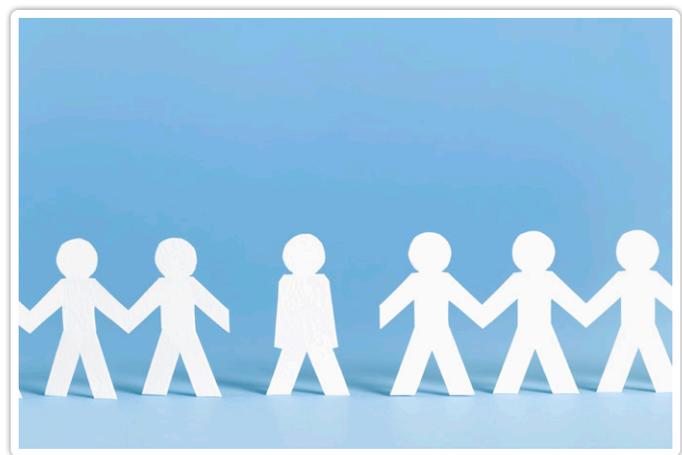
Challenging discrimination or practice that does not support equality, diversity and inclusion

Identifying discriminatory practice

Discriminatory practice, or practice not supportive of equality, diversity and inclusion, can take place in a variety of situations.

For example:

- Within schools or colleges, where children/young people may not be given support and encouragement if it's assumed that their disability or lack of interest affects their ability to learn and achieve.
- During play and interaction with other children/young people.
- In care settings when individuals are persecuted on the basis of their skin colour or sexual preference.



Activity 19

Complete the activity in the handout section.

Challenging discriminatory practice

Health and social care workers have a responsibility to provide a high standard of care, to protect the rights and promote the interests of the children/young people they work with. Anything else would be neglect. Talking to children and young people about discrimination does not ensure that they will change their mindset and, as a consequence, their behaviour. The existence of legislation, policies and procedures and Codes of Practice does not guarantee that children/young people using services receive fair treatment and that their rights are upheld.

Health and social care workers must try to demonstrate and model good practice at all times. In addition to leading by example, they should be prepared to support the equality and rights of children/young people they work with by speaking up on their behalf. Many children or young people don't have the ability to make their own voices heard, for example they may be frightened or lack the confidence to speak up for themselves; they may be ill, confused, not able to communicate effectively; and many children/young people are just simply not aware of their rights.



Health and social care workers should be prepared to talk to their manager, or senior, about the behaviour of others if it fails to promote equality and rights or is discriminatory. They may need to speak to an advocate who could speak up on the child/young person's behalf. Health and social care workers should be open to feedback about their own work practices, acting on this feedback if necessary.

Activity 20

Complete the activity in the handout section.

Positive risk-taking and the importance of being able to take positive risks on the well-being of children and young people

Introduction



Supporting positive risk-taking is key to the implementation of child-centred planning and approaches, which are aimed at increasing inclusion and promoting children and young people's participation in their care and service delivery.

The value of positive risk-taking to children and young people

Managing the risks is an important role within practice. Being able to discuss potential risks and how best to manage them is an area of discussion with children and young people in order for them to make informed choices.

Children and young people must be given the support they need to take the risks they want and to make informed choices. New experiences and greater community involvement potentially involve children and young people taking risks that offer opportunities for the development of independence, confidence, well-being, voice and autonomy.



Activity 21

Complete the activity in the handout section.

Rights of children and young people to make choices and take risks

Making choices and taking risks

Children and young people should be given the support they need to take the risks they want and to make informed choices. This supports their development and promotes a sense of achievement and self-esteem.

Providing real choice and control for individuals accessing health and social care means enabling individuals to take the risks they choose.

Everyone has the right to take risks and make choices however if a child or young person does not consider the potential risk involved they will be ill prepared, therefore being supported to view potential risks and how these can be minimised is an important lesson in being able to understand choices and consequences.



When we look at risks, we should do so in relation to individuals' strengths, abilities and support networks. Everyone should have the right to make choices about their lives, so it is important to work out whether a risk is significant, and whether it is likely to happen.

Health and social care settings must be able to demonstrate that a risk-assessing process, a process of thinking things through properly, involving children and young individuals and others who know them, has taken place. This may or may not result in a formal written risk assessment.

How balancing rights, risks and responsibilities contributes to child-centred approaches

Rights, risks and responsibilities

Everyone is assumed to have capacity unless proven otherwise (Mental Capacity Act, April 2005). Everyone is able to be involved in decision-making, whether they are deemed to have capacity or not. The capacity to consent depends more on a child or young person's ability to understand and weigh up the options rather than on their age.

The following are occasions when a risk assessment should be completed:

- when planning activities, outings and events
- when planning new facilities
- when new work practices are introduced
- when a child or young person has a specific need, or where there is a significant change to their existing needs.

In addition, there should be system for regularly reviewing the risk assessments. No risk assessment should be written without a review date, monthly, quarterly, six monthly or annually, depending upon the need. This practice ensures a child or young individual has full control, responsibility and voice over decisions affecting them, utilising good practice in the form of child-centred approaches.



A risk assessment is carried out, then the child or young person is informed and guided in weighing up the risk with the benefit, or drawbacks, from undertaking the identified activity. Health and social care workers support children and young people to balance their rights, the risks and their responsibilities.

Activity 22

Complete the activity in the handout section.

Considerations needed when supporting children and young people to take positive risks

What to think about when supporting children and young individuals to take positive risks

These days everyone is encouraged to travel, take part in leisure and sporting activities, go to college, develop careers and have families. These are all activities that do not just happen by chance, children and young people have to take risks to achieve their goals. The lives of children and young people accessing health and social care services are no different.

For many children and young people taking risks is a part of everyday life. However, children and young people with a disability or mental health illness, for example, are not always encouraged to take risks. This might be because of their perceived limitations or fear that they or others might be harmed. The same applies for vulnerable children and young people. There are concerns that they do not know about or understand the dangers involved and should not be encouraged to take risks.

Changes in society's attitude towards disability, social care and health issues means that children and young people are being encouraged to increase their independence in their daily activities and decisions about the services they receive. The focus is now more on enhancing children and young people's abilities rather than concentrating on their disabilities and the things they cannot do.

Minimising risk

Risk is often linked to danger, loss, threat, damage or injury. However, regardless of these potentially negative characteristics, risk-taking can have positive benefits for children and young people.

Risk can be minimised by the support of others, but, in promoting independence, responsibility for taking risks must be a balance between safeguarding a child or young person from harm and enabling them to lead a more independent life where they effectively manage risks themselves. A balance has to be achieved between the stage of development and life experiences and wishes of children and young individuals to do everyday activities in line with the duty of care of services, and the legal duties of statutory services.

As well as considering the dangers associated with risk, the potential benefits of risk-taking have to be identified. This should involve everyone affected, children and young individuals accessing services, their families and carers.



Activity 23

Complete the activity in the handout section.

Relationship-centred working

Introduction



Best practice in any work setting is underpinned by effective working relationships, an ability to follow agreed ways of working and an ability to work in partnership with others.

Effective work relationships

In health and social care settings, effective work relationships are based on professionalism and principles of care, which require health and social care workers to respect and promote the rights of everyone they work with.

Relationship-centred working is a personalised, partnership approach of forming and maintaining important relationships, as well as recognising the importance of these relationships in the delivery of effective and safe care and support. This includes team members, colleagues, other professionals, the children

and young people who need care and support and everyone who is important to them. Their families, friends and advocates, for example, are further supported by relationship-centred working.

The relationship-centred approach recognises the importance of the interpersonal and intrapersonal relationships that exist between children and young people and others around them. The relationship forms the context within which care and support takes place.



Activity 24

Complete the activity in the handout section.

The importance of developing a positive relationship with children and young people and their families and carers

Positive relationships

Developing a positive relationship with children and young people, their families and carers in health and social care settings is important. This requires input from team members, colleagues, other professionals who are all stakeholders in meeting the care and support needs of children and young people, their families and their carers. Equally important is the input of the children and young people themselves, their families, friends and advocates. Partnership working through the development of positive relationships ensures a best practice holistic approach in meeting care and support needs.



Positive relationships are based on trust, which is key to ensuring children and young people are safeguarded and receive the care and support they need and request. If a relationship is not positive, children and young people will not feel able to communicate effectively with staff and others, and not able to voice their needs, concerns or preferences.

Professional boundaries and how to balance these with relationship-centred working

Professional boundaries

Relationships are probably the most involved and complicated area of our lives. We start to form relationships when we are born. Effective work relationships are based on professional boundaries, which means that when workers support children and young people with health and care needs, they must:

- show respect for their beliefs, opinions, life experiences and social, cultural and ethnic backgrounds
- shape the way they work around their wishes, expectations and preferences
- support their rights to dignity, choice, privacy, independence, confidentiality, equality and fair treatment
- protect them from harm whilst supporting their right to take risks
- communicate using a method of their choice
- support them in such a way that meets their specific needs.

Balancing these boundaries with the need for relationship-centred working is important in order to achieve effective service delivery. If a child/young person does not feel valued and included, they will not be willing to express their needs, wishes and concerns.

Types of unacceptable practices that may occur within relationships

What are unacceptable practices?

If health and social care workers want to ensure that safe and effective service is provided, it is important to be vigilant and question the things they feel uncomfortable or unsafe with.

Good practice in health and social care involves staff working in a way that puts the needs of the child or young person they are supporting first so that they receive dignified and safe care.

Unacceptable practice involves the child or young person not receiving appropriate care and treatment and that they feel they are being failed by the system.

Another example of unacceptable practice is when individuals are put at risk and denied services that they are entitled to, being unfairly treated and /or discriminated against and not supported to meet their needs. It could involve taking advantage of individuals for financial gain or asking them to undertake duties they are not trained to do.



Workers must remember they are professionals not 'friends' so must act in a professional manner at all times.

Unacceptable practices would include:

- sexual contact with an individual using the service
- causing physical harm or injury to individuals
- making aggressive or insulting comments, gestures or suggestions
- seeking information on personal history where it is neither necessary nor relevant
- watching a child or young person undress where it is unnecessary
- sharing own private or intimate information where it is unnecessary
- inappropriate touching, hugging and caressing
- concealing information about a child or young person from colleagues, for example, not completing records, colluding with criminal acts
- acceptance of gifts and hospitality in return for better treatment
- spreading rumours or hearsay about a child or young person or others close to them
- misusing an individual's money or property
- encouraging a child or young person to become dependent or reliant for the worker's own gain
- giving special privileges for 'favourite children' for example spending excessive time with someone, becoming over involved, or using influence to benefit one child or young person more than others
- providing forms of care that will not achieve the planned outcome
- providing specialist advice or counselling where the worker is **not** qualified to do this
- failing to provide agreed care and support for or rejecting a child or young person, for example, due to negative feeling about a child or young person
- trying to impose own religious, moral or political beliefs on a child or young person
- failing to promote dignity and respect
- any practices specifically prohibited in relevant legislation, statutory regulations, standards and guidance
- taking a child/young person you support to your own home.

Activity 25

Complete the activity in the handout section.

The importance of 'effective communication' for the well-being of children and young people

Introduction



Health and social care workers provide a range of information to children and young people who use services, to enable them to understand the support that is available to meet their needs. Exchanging information is important in order to develop an understanding of the needs of an individual, to support individuals requiring the care and improve the quality of service provision.

Why is clear and effective communication important?

When communicating in health and social care, if the information exchanged is inaccurate, mistakes can be made. For example, a child or young person could be prescribed the wrong medication if the GP did not know they were allergic to it. If information is not shared appropriately, individuals may not feel supported and workers will not be able to carry out their job roles as effectively as they could if information was maintained.

Health and social care workers will establish many different relationships across the sector, some of which will be formal and others more informal. Two-way communication is required to form relationships and establish the boundaries. It will help to ensure that everyone concerned understands the purpose of the relationship and what they are aiming to achieve.



The relationships between workers and children and young people accessing services, and between colleagues, have an impact on the ability to provide effective care and support. Respect for each other can be developed through the use of good communication. Getting to know children and young people by talking and listening to them will enable carers to develop an understanding and awareness which will lead to stronger relationships in the long term.

Positive relationships are developed between workers and children and young people when they communicate effectively, and trust is established. In order to maintain effective support and achieve success, each individual involved in a relationship should know clearly what their responsibilities are and what the other individual's expectations are.

Activity 26

Complete the activity in the handout section.

Key features of effective communication

Features of effective communication

Effective communication means more than just passing on information, it means involving or engaging the other individual or individuals with whom you are interacting.

Verbal communication is an important method of communication between carers and children and young people.

Through regular conversations ideas can be exchanged and decisions can be made through a process of speaking and listening. Communication is therefore a two way process. Ideas can be exchanged, and decisions made there and then.

If there is any confusion about what has been said, this can be clarified at the time so that everyone knows and understands exactly what has happened or is going to happen in the future.

Children and young people will be able to find out about the care or support they need or will be needing in the future. Instructions can be given to other health and social care workers so that they know what their duties are. In addition, activities can be carried out and problems solved, using an appropriate method of communication for the child/young person. Co-production relies upon effective communication within teams.



Activity 27

Complete the activity in the handout section.

Skills that are needed to communicate effectively

How to communicate effectively

Communicating is a two-way process where each individual is trying to understand and interpret, or make sense of, what the other person is saying.

Within health and social care practice we sometimes need to adapt our method of communication to meet the needs of the child or young person we care for. We need to ensure we speak clearly and prevent using jargon or terminology that may be difficult for the individual to understand.

Active listening helps to maximise the communication interaction. It is important to show that workers are listening to the child or young person, and that they have heard and understood what has been said.

Using reassuring smiles and eye contact ensures that children and young people understand that workers are interested in what is being said.

Workers should use open body language and using gestures can also be helpful. Showing interest in what is being said encourages children and young people to communicate more and can improve the level of detail they are prepared to give. Communication should not be rushed, as this may make an individual feel that they are not important, or that there is little respect for them.



Activity 28

Complete the activity in the handout section.

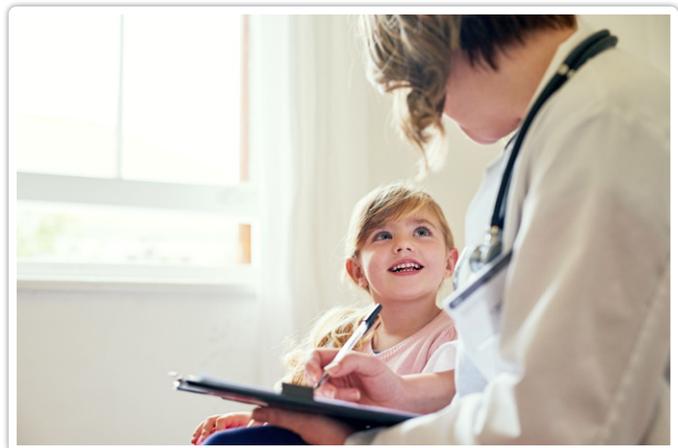
How to find out a child's communication and language needs, wishes and preferences

Communication and language needs, wishes and preferences

Health and social care workers are encouraged to use active listening techniques in order to maximise the communication process and identify children and young people's communication and language needs, wishes and preferences.

Only about ten per cent of our communication is actually spoken, and through this two-way process of communication, health and social care workers are able to work with children and young people and their families in order to ascertain what their needs are and what can be put in place to support them.

During this process, it is important that the child or young person is allowed to speak freely and is not overly questioned as this can be overwhelming. Health and social care workers need to adapt their communication styles and techniques in order to ascertain information without putting the children and young people under stress.



When aiming to discover how a child or young person wishes to communicate, it is important to choose the right moment and the right place. If something needs to be discussed in private with an individual, it is vital to ensure that the choice of venue is private and that no one feels uncomfortable about the possibility of being overheard.

Whilst friends and family can be of assistance, advocacy services can be requested to help in this process.

Activity 29

Complete the activity in the handout section.

How the stage of development of a child or young person will impact upon their communication skills

Stage of development

Although children and young people will progress through their milestones in relation to development, when they do so and how can vary considerably.

Children will learn to communicate by watching and listening to their parents and carers, mimicking their words and actions. The more we communicate with children, the more likely they will develop these skills. To communicate effectively it is important to take account of culture and context, for example where English is an additional language.

Many socioeconomic factors can play a part in a child or young person's development, including parental and environmental influences.



Poor communication skills can result in other areas of development being affected including not being able to socialise therefore making developing and maintaining friendships challenging, struggling with oracy and written tasks, resulting in confidence and self-esteem issues. Becoming frustrated due to being unable to express oneself can also be emotionally upsetting.

Consider the needs of children you work with or know. How has their communication development been affected by different factors?

Potential barriers to effective communication and ways to address these

Barriers to good communication

Whichever way we choose to communicate, we must try to ensure that children and young people who are receiving information can fully understand the information and make appropriate responses demonstrating their understanding. There may be times when a message is misinterpreted because barriers to the communication process have not been addressed. These barriers might include:



- environmental
- language
- sensory loss
- cultural.

At times, communication barriers can be created because children and young people misunderstand or misinterpret messages as they are not confident using different methods of communication. This may be because they haven't been given the opportunity or due to their age and stage of development. For example, it can be easy to misinterpret a letter, telephone call, text message or email as these types of communication don't contain any body language to support and reinforce them. Being able to communicate face to face can provide visual clues of what information is being communicated.

Environmental barriers

A health and social care environment can be noisy, distracting and confusing at times. It is important that health and social care workers recognise this and reduce any background noise to a minimum.

How often are children and young people spoken to in a room full of other very noisy children and young people, for example? Consider the effect you think this will have on their ability to concentrate or converse with others.



Arrangements should be made to have quieter spaces to promote effective communication when necessary. It is also important that the worker ensures that the environment is freely accessible, and that the setting up of play areas encourages children and young people to interact with each other. This will not only encourage conversation between carers and children and young people but will also enable them to socialise with others.

Language and cultural barriers

Successful communication is dependent on how well we listen and respond to others

Language and cultural behaviours that may hinder the communication process:

- if a child or young person dominates the communication process, communicating becomes a one-way process and responses from individuals are hindered
- talking too much about themselves, then the topic or focus of the communication changes
- swearing may be powerful at times, but it does not usually appeal to others
- using jargon: people often use words that belong exclusively to their area of expertise
- using patronising or condescending words, tone or behaviour will make individuals and their families feel angry and defensive
- using threats, implied or explicit to persuade a child or young person into doing something they don't want to do
- being callous, insensitive or unaware of own feelings and the feelings of others.

Activity 30

Complete the activity in the handout section.

Sensory impairment

Some children and young people may have difficulty communicating because of poor eyesight or hearing.

Health and social care workers can assist children and young people who have visual impairment by making sure that their eyesight is tested regularly.

They can assist in supporting the child or young person and their parents and carers to be able to make and attend appointments, ensuring that their spectacles are clean and worn properly, and that their possessions are kept in the same, familiar place.

A worker could also learn the correct way to guide and assist a partially sighted child or young person while they are walking and find out what visual aids are available.



Workers can support children and young people with hearing impairment by making sure their hearing is tested regularly, that their hearing aid is clean and worn properly, and that the battery is not flat. A worker can also learn the correct way to replace a hearing aid battery.

Overcoming barriers to communication

As a health and social care worker it is important to make sure the physical environment is quiet, well lit, warm and comfortable. It is also important to know and understand how children and young people need to communicate and use a form of their own preferred communication. If appropriate, the individual may wish to use communication aids or human aids such as advocates, interpreters, translators and signers.



Health and social care workers should speak clearly, use appropriate body language and actively listen to show that they are interested and are trying to understand what they are being told. It is also important that they check that the child or young person understands them correctly, and that they can confirm that the message has been understood by asking the individual to relay back what was said.

Workers need to become familiar with the needs of children and young people who have different cultural beliefs. They need to ensure that they are well informed of cultural practices and also how to support a child or young person to communicate in their preferred language, making every effort to provide resources and adapt communication methods to meet individual needs.

Activity 31

Complete the activity in the handout section.

Activity 32

Complete the activity in the handout section.

The importance of recognising and supporting Welsh language and culture

Introduction



Recent legislation regarding the Welsh language and developments in language policy in Wales required health and social care providers to ensure that they have appropriate and adequate staffing arrangements in place to provide bilingual Welsh and English services for people who use their services.

Welsh language and culture

It is vital that health and social care staff have good communication skills. Effective communication can make sure that carers have a detailed understanding of individual's needs, so they can provide a high quality and effective service to individuals. Communicating in the individual's language of choice is an important factor to consider when planning and providing care and support.

In order to deliver a service which meets children and young people's individual needs and respects their diversity services must be able to support Welsh language and culture by being able to communicate with people whose first language is Welsh.

Recognising that the ability to speak Welsh is a skill of its own, which should be valued and used in a positive manner in the workplace will ensure that it is seen as a professional skill. In the health and social care sector it is a communication skill that is essential for some jobs and desirable for others. In many instances, as referenced in the **More than Just Words** strategy, it's a vital skill for working with individuals and families.



Legislation and national strategies for Welsh language

Legislation and national strategies

The Welsh Language (Wales) Measure 2011 established the post of Welsh Language Commissioner. Two principles underpin the Welsh Language Commissioner's work:

- in Wales, the Welsh language should be treated no less favourably
- individuals in Wales should be able to live their lives through the medium of the Welsh language if they wish to.

The Welsh Language Act 1993, Welsh Language measure (2011) and Mwy na Geiriau/More Than Just Words introduces standards to explain how organisations are expected to use the Welsh Language. The aim of the legislation is to increase the use of the Welsh language and make it easier for individuals to be supported to speak Welsh in their everyday lives.

The Welsh Government Strategic Framework for the Welsh Language in Health and Social Care (2013) is the Welsh Government's commitment to strengthen Welsh language services to individuals accessing health and social care, and their families.



Visit the link below to read more about Welsh language skills.

Further Reading

<https://bit.ly/2Xp3z9n>

Principles of Mwy na Geiriau / More than Just Words

What is Mwy na Geiriau / More than Just Words?

Mwy na Geiriau / More than Just Words requires health and social care providers to ensure that they have staff with the necessary language skills to care for and support Welsh speaking children and young people who may often be vulnerable.

It is no longer correct for organisations to assume that English is the chosen language when providing services. When providing services to children and young people who usually speak Welsh, providers should assume that they would prefer to speak Welsh when accessing services.

Mwy na Geiriau / More than Just Words states that Welsh speakers should not be required to request a service in Welsh, but the service should be provided in the language normally used by the individual. This could be in Welsh, English, or both. This reflects the principle of the 'Active Offer' now advocated in health, social services and social care, as outlined in the Welsh Government's strategic framework for the Welsh Language. An 'Active Offer' means a service is provided in Welsh without someone having to ask for it.



Activity 33

Complete the activity in the handout section.

The Active Offer

What is the Active Offer?

The aim of Mwy na Geiriau/More than Just Words: A Strategic Framework for Promoting the Welsh Language in Health, Social Services and Social Care was to ensure that organisations recognised that language is an essential part of care provision and that individuals who need services in Welsh get offered them. This is called the 'Active Offer'.

An Active Offer means a service will be provided in Welsh without someone having to ask for it. It is the responsibility of everyone who provides health and social care services for individuals and their families across Wales to deliver the 'Active Offer'. For example, implementing a key worker system ensures 'named' staff members are 'matched' to children and adults who are Welsh-speaking or signage in the service setting supports the orientation of Welsh-speaking users. In addition, Welsh language books, newspapers and other resources are, or can be made, available in a health and social care setting for children and adults who speak Welsh.



Activity 34

Complete the activity in the handout section.

Knowing how positive approaches can reduce restrictive practices in social care

Introduction



Behaviours which challenge services always happen for a reason and might be the only way a child/young person is able to communicate. This behaviour can happen for different reasons, which are specific to the child/young person.

People who display or are at risk of displaying behaviours which could be challenging might need care and support which involves positive behavioural support and some form of restrictive practice or intervention. It is vitally important that it is person-centred, meets a child/young person's needs with dignity and respect and minimises the risks to the child/young person being cared for and the individual carrying out the physical intervention.

What are 'positive approaches'?

Developing good relationships is essential, and positive approaches should be used at all times. They are essential when a child or young person is stressed; distressed; frightened; anxious or angry and at risk of behaving in such a way that is challenging to their safety and / or the safety of others.

Positive approaches are based upon the principles of child-centred care:

- getting to know an individual
- respecting and valuing their histories and backgrounds and understanding:
 - their likes and dislikes
 - their skills and abilities
 - their preferred communication style and support structures
- understanding the impact of their environment upon them and using this to identify ways to support children/ young people consistently in every aspect of the care they receive.



Positive approaches involve working with a child or young person and their support systems to:

- try to understand what someone is feeling and why they are responding in the way they are
- where possible, undertake any required changes and intervene at an early stage to try and prevent difficult situations at all
- understand what needs to be planned and put into place in order to support the child/young person to manage distressed and angry feelings in a way that reduces the need for behaviour that challenges any restrictions.

What are restrictive practices?



Restrictive practices are a wide range of activities that restrict a child or young person's ability to do what they want to do without some form of intervention or encourages them to do things that they don't want to do. They can be very obvious or very subtle. They should be understood as part of continuum, from limiting choice, to reactive response to an incident or an emergency or if an individual is going to seriously harm themselves or others.

Underlying causes that may impact upon behaviour of children and young people

What influences a child or young person's behaviour?

There are many factors which help to explain why children and young people behave differently even when apparently in the same situation and seem to be having the same experiences, for example personal or environmental factors.

Think of some reasons a child/young person may be upset or distressed which could affect their behaviour.

Underlying causes could include:

- chronic or acute pain
- infection or other physical pain
- sensory loss
- an acquired brain injury or other neurological condition
- communication difficulties
- environment
- fear and anxiety
- unhappiness
- boredom
- loneliness
- unmet needs
- demands
- change
- transitions
- recent significant events such as death of a family member
- past events or experiences
- abuse or trauma
- bullying
- over-controlling care
- being ignored.

Positive approaches that can be used to reduce restrictive practices and promote positive behaviour

Positive approaches

When working with children or young people with a particular syndrome, disability or condition, it is important to have a full understanding of the possible effect on behaviour. For example, a child/young person with autism and a learning disability may present behaviour that their family members and support workers find difficult to understand and that they believe to be challenging. A greater understanding of the child/young person will enable workers to be better equipped to know what to do and how to prevent specific responses on other occasions.

It is easier to understand a child/young person's behaviour if workers have a better understanding of their experiences. This may include considering how having a particular syndrome, disability or condition has affected their communication, social interactions and sensory awareness.

What happens in the environment around the child/young person is often under the control of the individuals supporting them. For example, if a child/young person finds being with many other people in a small room difficult, then the impact of this can be reduced simply by ensuring that the child/young person does not spend time in confined spaces with lots of children/young people.

Communication breakdown may contribute to challenging behaviour, so it is important to understand children/young people's approach to communication and work to better understand what they are trying to say or indicate.



Activity 35

Complete the activity in the handout section.

Changes that occur in the course of an individual's life as a result of significant life events or transitions

Introduction



The term 'transition' describes the process of change, planning, preparing and moving from, for example, children's health care to adult health care, or from children's mental health services to adult's mental health services. Transition is a gradual process of change, which gives everyone time to ensure that individuals and their families are prepared and feel ready to make the change.

Significant life events or transitions

For children and young people, there may be changes and disruption to their routine; others may be anxious and distressed.

Significant life events can include:

- important changes in a child's life, both positive and negative
- changes and disruption to routines
- the onset of a deteriorating condition such as sensory loss
- a sudden change to their lives such as loss and bereavement
- a crisis affecting them.



Transitions or change could include children/young people moving into or out of the service provision, births in the family, deaths, marriage of parents, transferring between years in schools or colleges, transferring between education establishments, physical changes such as onset of puberty, moving into adulthood or becoming a carer.

Factors that make changes either positive or negative

What can make change positive or negative?

Change brought about by significant life events or transitions can be positive and negative. For example, a child or young person may move into a residential setting in order to meet their changing care support needs. This can be positive as the individual will get the appropriate support but these changes can also be seen as negative due to loss of independence, loss of their home and some of their belongings in order to meet certain regulatory requirements, e.g. fire regulations.

Transition can be a time of celebration or a time of great anxiety and worry, change and challenges for children and young people. It is a time when the individual is considering and making decisions about their career, their continuing education, their social life and where they will live in the future. The options available to children and young people may not be so readily available as they are for adults and putting in plans in place for the future can be more challenging.

The support in place can make these changes positive or negative. For example, resources may be accessed for a new role as a carer, or there may be increased funds due to a new or first job.

The support available during the change can vary greatly. A child/young person's understanding of the reasons for change can support them throughout.



Supporting young people to develop skills, confidence and knowledge that will prepare them for adult life

Developing skills, confidence and knowledge

One of the key principles in supporting children and young people to prepare for changes is communication. Communication is vital to ascertain what the individual wants and needs, their concerns and fears, and what support they feel will benefit them.

Children and young people will feel more prepared if they have all the necessary information they need and support in place in order for them to embark on new experiences with a positive outlook. Taking time to work with young people on a one to one basis is important. Coaching and mentoring can develop skills such as being able to use initiative and also working within a team, both vital skills within the workplace. Team work is essential in the workplace as many situations they will experience are made up of teams of individuals helping each other achieve a goal. If a young individual works hard to get on with everyone, they will be well on the way to working effectively in a team.



Accompanied visits to college or work settings or volunteering on placement will all support young individuals to develop the essential skills, confidence and knowledge they will need for the future. Other skills include a positive attitude, self-management, a willingness to learn and resilience.

The impact of own attitude and behaviour on children and young people

Introduction



We all have different beliefs, values and life experiences, but when supporting children and young people in the health and social care sector, it is important that these factors do not impact on the practice through personal attitude and behaviour.

What are beliefs, values and life experiences?

Apart from differences in age, sex and gender, physical characteristics, ability, experiences and personal attributes, individuals also differ in respect of their diet, religious beliefs and faith and communication needs and preferences.

Throughout life, beliefs, values and life experiences develop. They shape who an individual becomes. As children, individuals are dependent on close family and carers as they direct and shape the thoughts and behaviour.

Growing up, children and young people become increasingly exposed to society. Preferences, attitudes, values and beliefs develop as a result of new experiences and the influence of factors such as role models, peer groups, education, religious institutions and the media. The personal attributes developed throughout our lives promote the development of identity and the way children and young people want themselves to be seen. This is what makes individuals who they are.



Activity 36

Complete the activity in the handout section.

Personal attitude and behaviour

Working with and getting to know a diverse range of children and young people, such as those accessing services, their friends and family, colleagues and other professionals, enables health and social care workers to develop their knowledge and understanding of different ways of thinking and living and the reasons for different beliefs, values and behaviours. As a consequence, tolerance of and respect for others develop, both of which are important when meeting individual needs and preferences. Having their differences acknowledged and understood helps individuals to develop a sense of belonging, increasing their self-esteem and improving their well-being.



As a result, workers can become more open-minded to new experiences, opportunities and challenges, and are able to develop new relationships.

Activity 37

Complete the activity in the handout section.

Personal attitude and behaviour

While a health and social care worker might not agree with the attitudes and behaviours of the children and young people they work with, nor share their preferences, inclusive work practice involves respecting and promoting:

- the right to freedom of thought and religion
- the right to freedom to express their beliefs as they wish
- the right to freedom of conscience, i.e. to personal values and a sense of right and wrong
- respecting, promoting and responding to personal preferences.

Practice which doesn't demonstrate inclusive practice, for example, denying someone the opportunity to worship in the way that their religion dictates or to choose what to eat or wear, is oppression. Oppressive behaviour denies individuals their freedoms and is a form of abuse.



Activity 38

Complete the activity in the handout section.

Handouts

Activity 1



Watch this video

(<https://www.youtube.com/watch?v=a2KiTnsv5ZM>)

What the does the Act mean for children/young people we support?

Enter answer here...

Activity 2

Putting it into practice - The Act and your role

You have just started working in the health and social care sector. Explain the key points of the Social Services and Well-Being (Wales) Act 2014 as if you were telling a child/young person that you are supporting.

Enter answer here...

Activity 3



Watch this video

(https://www.youtube.com/watch?v=Uuldq_ftQY8)

- identify the rights the Act supports and promote
- write a short summary of how the Act does this.

Enter answer here...

Activity 4

Visit the link below and make a note of 4 requirements for workers explained in the Code for care workers.

Code of Professional Practice for Social Care



Further Reading

<https://bit.ly/2v4cP2m>

Enter answer here...

Activity 5

Arlo is 15 years old, he lives with his parents but has not attended school for 6 weeks. Arlo's parents are both drug and alcohol dependant so struggle to get him to school which results in lateness or long absences. Social services have just become involved.

1. What is the first thing Arlo needs help with?

Enter answer here...

2. How could timely advice and support help Arlo?

Enter answer here...

Activity 6

Social care workers should be supported and encouraged to follow codes of conduct and professional practice. Which of the statements below can help social care workers to follow codes of conduct and professional practice?

Manager support	
Training	
Longer lunch breaks	
Regular team meetings	
Only working shifts with friends	
Being very friendly with children and young people accessing services	

Activity 7

A care and support plan describes in an easy, accessible way the services and support being provided, and should be put together and agreed with the child or young person through the process of care planning. What do you think a care and support plan should include? Think about what you would like people to know about you if you had to go into care. How do you think this should be completed and on what format should it be recorded?

1. What are the differences, and which do you think offers more choices for children or young people?

Enter answer here...

2. Which do you think supports a right based approach most effectively?

Enter answer here...

Activity 8

How do other legislation and national policies underpin a rights-based approach?

Choose one of the following and make notes on the impact you think it has on following a rights-based approach in health and social care.

- Social Services and Well-being (Wales) Act 2014
- Children Act (1989)
- Equality Act 2010
- UN Convention on the Rights of a Child (1990)
- Welsh Language measure (2011) and Mwy na Geiriau
- Framework for the Welsh Language in Health and Social Care (2013)

Enter answer here...

Activity 9

Make a note of all the things that you do and could do to offer children and young people a choice using a rights-based approach. Keep a diary to show how you put them into practice.

Enter answer here...

Activity 10

Think about when an advocate would be used and what they can do to help someone. Make notes on your findings.

Enter answer here...

Activity 11

Complaints or concerns are to raise dissatisfaction in a service. This will benefit the individual as it may highlight an area that a carer was not aware of and can now make changes to accommodate them.

Reflect upon a time when you complained about a service or product you received.

- How did you go about this?
- What was the outcome?
- Were you happy with the outcome?
- What does this tell us about how to deal with complaints?

Enter answer here...

Activity 12

Child-centred approaches are key to health and social care service delivery.

What could be the impact on children and young people if child-centred approaches are not implemented?

Enter answer here...

Activity 13

What is important to you? Is this different to what is important to your friends? If it is different, how would you feel if you were both treated in exactly the same way and your individual needs and preferences were not considered?

Enter answer here...

Activity 14

Research images of care and support plans for children and young people on the internet and compare them.

What are the differences, and which do you think offers more choices for children and young people?

Which do you think supports a rights-based approach most effectively?

Enter answer here...

Activity 15

Why is it important to know what a child or young person's abilities, preferences, wishes and needs are in order for them to engage in activities?

Enter answer here...

Activity 16

Explain how the assessment and planning process or documentation can be adapted to maximise a child or young person's active participation, inclusion and control.

Enter answer here...

Activity 17

Consider an individual you know and, without using names or personal details describe their needs holistically.

Enter answer here...

Activity 18

Think about your family, friends and colleagues. In what ways do they demonstrate diversity?

Enter answer here...

Activity 19

Imagine that you are different in one of the ways that make individuals liable to experience unfair and unjust treatment. Consider, for example, that English is not your first language, or that you are from another country.

Describe how being discriminated against might affect you.

Enter answer here...

Activity 20

Think about any training courses you've attended and the books and manuals you have read that were aimed at improving your work practice.

How did your practice or thinking change as a result?

Enter answer here...

Activity 21

How can risk-taking be a positive thing?

Think of some examples to illustrate this.

Enter answer here...

Activity 22

What are the basic steps involved in carrying out a risk assessment?

Draw up a simple risk assessment form.

Enter answer here...

Activity 23

Using the risk assessment form that you have developed, carry out a short risk assessment of a hazard you have identified in your workplace, or out in the community. Record your findings.

Enter answer here...

Activity 24

Think about the personal relationships you have experienced during your life.

1. Why did the individual become more than an acquaintance?
2. What sort of personal relationship did they become?
3. Which of them have survived?
4. What could be the reasons as to why these relationships might not have survived?

Enter answer here...

Activity 25

Which of these activities is considered as an acceptable practice?

Telling a child or young person about personal religious views	
Safe moving and handling activities	
Telling your friends details about what you do at work	
Referring a child or young person to a counsellor	

Activity 26

Think about the different reasons as to why we communicate and list at least six of them.

Enter answer here...

Activity 27

A colleague has just returned from leave and is not up to speed with what has been going on. They are updated very quickly, due to lack of time, and proceed to carry on with their duties.

Describe two examples of how ineffective communication may affect children and young people.

Enter answer here...

Activity 28

What skills and approaches are required when speaking with children and young people and why are these important?

Enter answer here...

Activity 29

Think about different types of communication methods that could be used with children and young people with all different communication needs.

What methods could be used?

Enter answer here...

Activity 30

Think about a time when you were on holiday or speaking to a person whose first language was not English.

How did you feel?

What changes did you make to your method of communication?

Enter answer here...

Activity 31

Mark has limited communication as he has a hearing impairment.

What approaches can you use to communicate with Mark?

Enter answer here...

Activity 32

You have been asked to complete an initial assessment for a child or young person new to your service. Explain 3 ways you could collect information about their communication needs.

Enter answer here...

Activity 33

Give two reasons why you think it is important that services are provided using the Welsh language.

Enter answer here...

Activity 34

How does the 'Active Offer' improve services for children and young people?

Enter answer here...

Activity 35

Think about a child or young person that you have supported in the past or are supporting now. Can you identify any possible factors that may contribute to them using behaviour that is difficult for individuals to understand and manage or which may cause harm to themselves or other individuals?

Enter answer here...

Activity 36

Think about two health and social care settings for children and young people, such as a school and a nursery.

1. In what ways might the children and young people attending each setting be different from one another?

Enter answer here...

2. Why is it important that workers' own attitudes and behaviours are positive towards the beliefs, values and life experiences of the children and young people?

Enter answer here...

Activity 37

1. Think about the influences on your development, from the past and the present. Who and what have they been and who and what are they now?

Enter answer here...

2. How would you describe yourself now in terms of beliefs, values and preferences?

Enter answer here...

3. How would you like others to see you?

Enter answer here...

4. What cultural customs, traditions and expectations have been handed on to you by your family? Which of them have you abandoned or rejected? Think about why this was.

Enter answer here...

Activity 38

Think about your practice and how you could improve it. Monitor improvements in your practice by checking with the children and young people you support that you are showing respect for their beliefs, values, preferences and cultural background. In other words, that you are developing inclusive work practices, and that your attitude and behaviour demonstrates respect for these individual differences.

Enter answer here...

Answers

Activity 3

Suggested response:

- legally protects individuals from discrimination in the workplace
- legally protects in wider society
- replaces previous anti-discrimination laws with one single Act
- makes the law easier to understand
- strengthens protection in some situations
- protects individuals from discrimination, harassment and victimisation.

Activity 4

Suggested response:

- sets the standard of conduct expected of healthcare support workers and adult social care workers
- outlines the behaviour and attitudes expected from workers
- helps workers to provide safe, guaranteed care and support
- made up of six sections, or seven sections if a worker manages staff, each section relates to key aspects of healthcare support workers and adult social care workers roles.

Activity 5

Suggested response:

1. Activities of daily living e.g. personal hygiene and grooming, eating and drinking, support to return to school, to have a happy and safe home life.
2. The support could help with catching up in school, a consistent routine that is supported between home and school. Monitoring of absences.

Activity 6

Manager support	✓
Training	✓
Longer lunch breaks	
Regular team meetings	✓
Only working shifts with friends	
Being very friendly with children and young people accessing services	

Activity 7

1. NHS Care planning template - examples <https://bit.ly/2HTIZqZ> & NHS Our core care standards <https://bit.ly/2FLWO65>
2. Care plans should be easily read and understood by all parties. Not overly complicated or full of technical terms or jargon. Key points should be easily located and easy to read.

Activity 8

Suggested response:

Welsh Language measure (2011) and Mwy na Geriau – identifies provision in relation to the official status of the Welsh language. Established the office of Welsh Language Commissioner. Commissioner’s aim is to promote and facilitate the use of the Welsh language, working towards ensuring that the Welsh language is treated no less favourably than the English language.

Framework for the Welsh Language in Health and Social Care (2013) – outlines the approach to improve services for those who need or choose to receive their care in Welsh.

Activity 9

Suggested response:

- use clear communication
- find out about an individual's needs, wishes and preferences
- encourage independence
- address the individual using their preferred name
- offer choice as much as possible
- provide positive feedback.

Activity 10

Suggested response:

If an individual finds it difficult to understand their care and support or finds it hard to speak up, there are people who can act as a spokesperson for them. They make sure the individual is heard and are given advocates. Advocates can help an individual:

- understand the care and support process
- talk about how they feel about their care
- make decisions
- challenge decisions about their care and support if they do not agree with them
- stand up for an individual's rights.

Activity 12

Suggested response:

The child or young person does not:

- receive the care and support they want and need
- make the choices they should be involved in
- live the life they should be living
- flourish, grow and develop as they should.

Activity 14

Suggested response:

Look for:

- clear guidance
- clear language
- involvement with the individual
- headings which meet the needs of individuals
- space for review and amendment.

Activity 15

Suggested response:

- to meet needs, wishes and preferences
- to acknowledge the individual's history
- to identify activities which may interest them
- to encourage communication and interaction.

Activity 16

Suggested response:

- clear terminology
- use of symbols/pictures
- level of involvement to be appropriate to their ability
- use of preferred communication methods
- access to venues
- use of interpreters, advocates.

Activity 19

Suggested response:

You might feel angry, threatened, anxious, your self-esteem and confidence may be lowered.

Activity 20

Suggested response:

Practice included new ways of working, involved considering more aspects of service delivery to meet needs and safer ways of working.

Activity 21

Suggested response:

When we think about taking risks, we think of danger, fear and uncertainty. But risk-taking can also have many positive outcomes. For example, if the risk pays off, a child or young person with a disability might gain a huge confidence boost, and a sense of satisfaction which far outweighs the initial risk, or a child or young person can develop skills they did not know they had.

Activity 24

Suggested response:

1. This might be due to becoming friends, change to relationship due to work, socialising.
2. Friends, neighbours, customers.
3. This may be all of them, some of them or none of them.
4. Moving away, change of interests, issues/problems.

Activity 25

Telling a child or young person about personal religious views	
Safe moving and handling activities	✓
Telling your friends details about what you do at work	
Referring a child or young person to a counsellor	✓

Activity 26

Suggested response:

- to interact
- to express thoughts and feelings
- to express pain
- to express happiness/sadness
- to make friends
- to exchange views.

Activity 27

Suggested response:

- needs might not be identified and met
- errors to treatment or service delivery can occur if information is not accurate
- could lead to misunderstanding, loss of confidence, the wrong treatment or care being given
- inaccurate or incorrect information being given or shared, leading to anxiety and stress.

Activity 28

Suggested response:

- listening skills
- eye contact
- time
- use of questioning
- active listening.

Activity 29

Suggested response:

Written, verbal, pictures, videos, braille, computer, objects of reference e.g. pointing to a teapot to mean you would like a cup of tea.

Activity 31

Suggested response:

Speak clearly, slowly, distinctly, but naturally, without shouting or exaggerating mouth movement, face Mark directly, say Mark's name first to gain his attention, keep your hands away from your face so Mark can see what you are saying.

Activity 32

Suggested response:

Ask the child or young person, ask their parents/carers, observe them interacting with others, review approaches used.

Activity 33

Suggested response:

- to promote inclusion and involvement
- to promote independence
- to acknowledge language and culture
- to ensure services are understood by all
- to meet the needs of the Welsh speakers.

Activity 34

Suggested response:

- provision of better outcomes
- user led
- needs led
- inclusion
- provision of Welsh medium without having to request it.

Activity 35

Suggested response:

- a means of communication
- frustration
- anxiety
- pain
- unmet needs
- loss
- transition.

Activity 36

Suggested response:

1. They will all have very different needs, wishes, preferences, abilities and life experiences.
2. To support positive interaction, good quality service delivery and to encourage individuals to communicate and interact.
It is also important to make them feel valued and give them a sense of worth and belonging.

Activity 37

Suggested response:

1. This might include family, friends, carers, colleagues, school friends; the same might apply now or your social network might have changed and now includes people with different views and ideals.
2. Beliefs, values and preferences may be more focussed as we grow up, may be influenced by our family, friends etc.
3. Often we would like others to see us as caring, with good values and belief systems.
4. This can include religious, social or cultural customs, traditions and expectations, for example. You might not want to attend religious ceremonies anymore, for example; or you might choose not to eat meat anymore, but your family continues to do so.

Activity 38

Suggested response:

Changes or improvements could include increasing your knowledge about specific aspects of service delivery. This could be diabetes, autism or cultural aspects. Individuals could give feedback that you are more understanding, or more aware of their individual needs.