

CS19 Develop relationships with children and young people

OVERVIEW

This standard is about the practitioner developing relationships with children and young people to help them understand their situation. This will be done during the normal course of the practitioner's work, and is not something that can be achieved in a one-off session. The practitioner needs to develop rapport and a respectful, trusting relationship with the child or young person. It is important also that the practitioner uses play and other methods to develop their relationship according to the age of the child or young person. Users of this standard will need to ensure that practice reflects up to date information and policies. Version No 1

KNOWLEDGE AND UNDERSTANDING

You will need to know and understand:

- 1.the legislation which relates to working with children and young people including; confidentiality and information sharing, the provision of services, children's rights, anti-discriminatory practice, informed consent and child protection
- 2.the statutory and professional standards and codes of practice for your area of work and how to interpret and apply these
- 3.how to manage your responsibilities as a professional with organisational and contractual requirements
- 4.the nature, extent and boundaries of your work role and its relationship to others in your own and other organisations
- 5.the roles of other practitioners working with children, young people and families and how they relate between and across agencies
- 6.the importance of working within your own sphere of competence and when you should refer to others
- 7.the ethics concerning consent and confidentiality, and the tensions which may exist between an individual's rights and the organisation's responsibility to individuals
- 8.the law and good practice guidelines on consent, including capacity issues and consent in childhood
- 9.the situations when consent may not be required (e.g. when the child or young person is at risk of harm)
- 10.the rights of individuals to make decisions for themselves and to take risks in the context of their own lives
- 11.how to deal with issues of confidentiality and who has the right of access to

- information and images that have been recorded
12. how to communicate effectively with children and young people
 13. the importance and methods of establishing rapport and respectful, trusting relationships with children and young people
 14. the benefits of day to day contact in establishing effective relationships
 15. the importance of working in a facilitative and enabling way and how to do this
 16. the importance of focusing on the child or young person as an individual
 17. the ways in which communication can be modified and altered for different needs, contexts and beliefs, including the age, understanding and communication preferences of the child or young person
 18. the ways in which children and young people communicate by behaviour, as well as through language, and how different forms of behaviour can be interpreted
 19. the effects of environments and contexts on communication (particularly institutional settings)
 20. the extent of your own role and responsibilities in relation to working with children and young people
 21. the types of question that children and young people might ask about your work
 22. the type of communication and relationship difficulties that can occur, and what to do to overcome communication and relationship difficulties
 23. the information and guidance that is available for children and young people and how to access this
 24. other professionals, networks and agencies that are available to support children and young people and how to access these
 25. the possible impact of this work on yourself, and how to access counselling, supervision or other support when required
 26. the key government policies relating to the health and well-being of children and young people
 27. the main issues and debates relating to the health and well-being of children and young people
 28. the framework for the assessment of children and young people's needs
 29. the guidance that is available for your own practice, and the sources of the guidance
 30. evidence based practice, and its role in improving services
 31. child development, including emotional, physical, intellectual, social, moral and character growth, and how they all affect one another
 32. different parenting approaches, backgrounds and routines and the potential impact of these on the health and well-being of children and young people
 33. the impact of family and environment on the health and well-being of children and young people
 34. how the needs of children and young people may affect others
 35. the contributing factors that increase the risk of harm to children and young people and the triggers for reporting incidents or unexpected behaviour
 36. national and local policy and guidelines for individuals' records, their storage, retrieval and transfer, and confidentiality of information
 37. the information recorded on individuals' records; how to access and use this information; and your responsibilities for maintaining records

PERFORMANCE CRITERIA

You must be able to do the following:

- 1.introduce yourself to the child or young person and explain your role in relation to their care
- 2.communicate with the child or young person in a way that is appropriate to their age, understanding and preference
- 3.identify and respect the child's or young person's privacy and confidentiality wishes
- 4.comply with all the relevant legal, professional, and organisational requirements and guidelines
- 5.ensure that the child or young person is made to feel comfortable and understands that their needs are important and are being addressed
- 6.respond to any concerns that the child or young person might have about their situation
- 7.encourage the child or young person to ask questions and to seek clarification on any issues
- 8.demonstrate active listening throughout the communication process
- 9.respond sensitively to any issues raised by the child or young person and ensure that they are addressed
- 10.ensure that all interactions show respect for the experience, knowledge, and background of the child or young person
- 11.attempt through play and other methods to establish a rapport with the child or young person that enables a good relationship to develop
- 12.provide honest information to the child or young person in a way that enables them to discuss options for the future and make their own informed decisions
- 13.summarise information using different words, phrases, and expressions to assist the child's or young person's understanding
- 14.direct the child or young person to further sources of information, advice or support as appropriate to their needs
- 15.clarify and agree with the child or young person the information which may be shared with others
- 16.obtain appropriate support where there are communication or relationship issues
- 17.provide clear information on how to contact you to obtain assistance if required
- 18.make records that are clear, comprehensive, and accurate, and maintain the security and confidentiality of information

ADDITIONAL INFORMATION

This National Occupational Standard was developed by Skills for Health. This standard links with the following dimension within the NHS Knowledge and Skills Framework (October 2004): Dimension: Core 1 Communication