Children’s Workforce Induction Standards

Guidance for Managers and Supervisors
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Introduction

Being a member of the children and young people's workforce gives workers and volunteers the chance to make a real difference to the lives of children, young people and their families.

However, whilst working with children and young people is highly rewarding, it is also challenging and demanding and it is common for individuals to feel uncertain at first in a new job or volunteer role. The children's workforce induction process and workbook provides a framework for managers and supervisors to support workers and volunteers in carrying out their new roles, building their confidence and making sure they have the knowledge and skills to succeed and are safe to take on the appropriate level of responsibility for the children and families they support.

This induction is an entitlement for every new worker or volunteer as well as those moving from one service setting or user group to another who may also need to cover some or all of the workplace specific induction areas.

Background

By working together to help children and young people develop and succeed, Oldham Children’s Trust is committed to a shared ambition that:

“All children and young people in Oldham have an equal opportunity to thrive within their families and communities; and those at risk of marginalisation, exclusion and underachievement are protected and supported, particularly at times of need and transition”

Both the Children’s Trust Board and the Local Safeguarding Children Board also recognise that a ‘world class’ workforce is the single most important factor in achieving this ambition. The local workforce vision is therefore that everyone who works or volunteers with children and young people in Oldham (whether paid or unpaid, solely working with children and young people or as part of their work, and whether from the statutory, private, independent, voluntary, community or faith sectors) is:

- ambitious for every child and young person
- committed to safeguarding and promoting the welfare of children and doing the best job possible to meet their needs
- highly skilled and excellent in their practice
- involved in appropriate team, partnership and/or integrated working that maximises capacity and is fit for purpose
- respected and valued as professionals
- To work successfully as members of the children and young people's workforce in Oldham, individuals therefore need to:
  - be clear about their own role and aware of the roles of other professionals and volunteers
  - be confident about their own standards and targets and respectful of those that apply to other services; and
  - actively seek the knowledge and input of others who can contribute to delivering best outcomes for children and young people.

To support and enable this multi-agency way of working, the ‘Common Core of Skills and Knowledge for the Children's Workforce’ national framework sets out the basic skills and knowledge needed by everyone whose work brings them into regular contact with children and young people and their families or carers. The skills and knowledge are described under six main headings relating to: effective communication and engagement with children, young people and families; child and young person development; safeguarding and promoting the welfare of the child; supporting transitions; multi-agency working; and sharing information.

The Common Core now forms part of most qualifications for working with children, young people and families or carers and acts as a foundation for training and development programmes run by employers and training organisations. It also provides the framework for the seven ‘Common Induction Standards’ that set out the first things everyone working with children and young people need to know and skills they need to have in order to do their jobs. The seven standards are:

- Understand the principles and values essential for working with children and young people
- Understand your role as a worker
- Understand health and safety requirements
- Know how to communicate effectively
- Understand the development of children and young people
- Safeguard children – keep them from harm
- Develop yourself

In the induction process, workers and volunteers are supported by their managers /supervisors in achieving and being assessed against these seven Common Induction Standards.
Principles and values
The following principles and values underpin the Common Induction Standards and apply to all work with children, young people and their families.

Principles
• The welfare of the child and young person is paramount
• Workers contribute to children’s care, learning and development, and safeguarding; this is reflected in every aspect of practice and service provision
• Workers work with parents and families who are partners in the care, learning and development and safeguarding of their children, recognising they are the child’s first and most enduring carers and educators
• Values
• The needs, rights and views of the child are at the centre of all practice and provision
• Individuality, difference and diversity are valued and celebrated
• Equality of opportunity and anti-discriminatory practice are actively promoted
• Children’s health and well-being are actively promoted
• Children’s personal and physical safety is safeguarded, whilst allowing for risk and challenge as appropriate to the capabilities of the child
• Self-esteem and resilience are recognised as essential to every child’s development
• Confidentiality and agreements about confidential information are respected as appropriate unless a child’s protection and well-being are at stake
• Professional knowledge, skills and values are shared appropriately in order to enrich the experience of children more widely
• Best practice requires a continuous search for improvement and self-awareness of how workers are perceived by others

Links to induction
In addition to the support for this common induction, it is also the responsibility of the manager or supervisor to provide any organisational, workplace and role specific induction that may be necessary to help individuals gain the skills, knowledge and expertise required to operate effectively. Where relevant, the manager/supervisor will also need to explain how the induction programme links to the worker’s probationary period, if there is one, and how it fulfils any legal obligations and meets any professional standards.

Induction is only the beginning of a process which supports individuals throughout their careers. Each year, progress towards agreed targets, which are in line with the job or role description and person specification, will be assessed through an appraisal process. This will also help to identify areas for further professional development. Professional development needs will be addressed through a process of continued professional development within the organisation, which may include accredited qualifications on the Qualifications and Credit Framework (QCF) for the children and young people’s workforce.

Using the induction workbook
The workbook is a self evaluation tool that enables managers and supervisors to assess where workers or volunteers are in relation to meeting the standards. The outcome of this will allow joint reflection on the individual’s current practice and a decision on what further development may be required based on any identified skill or knowledge gaps.

Each of the seven Common Induction Standards is broken down into ‘main areas’ of knowledge or skills, with outcomes under each of these. To help the worker or volunteer meet these outcomes a series of questions accompany each, asking the individual to explore that outcome and provide evidence which can be assessed by the manager/supervisor by an agreed date.

If the individual has worked or volunteered with children and young people in another role and/or undertaken significant professional training prior to commencing the new role, evidence from these experiences can be used in lieu of parts or all of the induction assessment against the standards. Such prior evidence must be produced for joint consideration with the new manager or supervisor before a standard is signed off as having been met. However, workplace specific policies and procedures are likely to need covering every time an individual changes jobs or roles.

The outcomes are designed to be met through planned learning within 24 weeks of joining the workforce. This period allows for different types of employment or voluntary placement arrangement and is a maximum.

The assessment process
Managers are not required to record every part of the assessment process, but must support workers in evidencing their practice. Information gathered is an essential contribution to the workers personal development plan and may form part of evidence for statutory inspections.

Elements of assessment may be carried out by someone other than the immediate line manager or supervisor. However, the manager or supervisor is responsible for enabling the individual being inducted to meet the outcomes under each standard and for signing off each standard when achieved.
Assessment is not an exam but is an ongoing process involving the worker or volunteer and his/her manager or supervisor. The manager or supervisor should structure the assessment to allow the individual to learn in the way that suits him or her best. However, over time, the new worker or volunteer will need to prove that each standard is understood and that understanding can be put into practice.

Assessments may include:
- Observation of practice
- Discussions about information, policies and procedures
- Showing examples of written work e.g. risk assessments, case records
- Having evidence of prior learning activities and achievements
- Newly developed evidence as a result of induction

The methods used will depend on whether it is knowledge or practice skills that are being assessed.

When the manager or supervisor is satisfied that a new worker or volunteer has met all the outcomes within the Common Induction Standards, the induction will be signed off as complete. The individual should not be considered to be ‘safe to leave alone with responsibility’ for the children and young people in his or her care until all the Induction Standards have been signed off.

Learning and developing

As well as assessing against the Induction Standards, the manager or supervisor has a duty to facilitate opportunities for new colleagues to acquire the knowledge and skills to meet each of the Standards and to sign post them to appropriate learning experiences.

There are many ways that people learn and managers/supervisors should use the mix of activities and processes that will best meet the needs of their workers or volunteers. A mixture of formal training, observation and shadowing, discussion, guided reading, e-learning, structured use of supervision, mentoring by a more experienced colleague and practical exercises/tasks may therefore be used as part of the induction process.

Managers or supervisors may choose to access support for induction from their own organisation or to work in partnership with other agencies to provide shared learning opportunities locally. However, managers and supervisors remain the essential support to the induction process even if someone else delivers part of the learning input. He or she has a responsibility to ensure that individuals are given enough time, encouragement and direction to reach successful completion and truly learn from the induction process.

The induction process may reveal the need for additional help in order to meet functional levels of language, literacy, numeracy or IT which are necessary for the job.

Evidence from any learning activities will be recorded in workbook by the worker or volunteer and this evidence will need to be signed off by the manager or supervisor who will work closely with the individual throughout the ongoing assessment to make sure (s)he has understood everything learned.

Summary of manager / supervisor responsibilities

- Enable individuals to understand and learn about the different areas within the Standards.
- Ensure new colleagues know enough to meet the outcomes for each area.
- Provide appropriate opportunities and experiences that will help individuals learn best and assess if they have understood everything learned.
- Assess how the worker/volunteer applies learning to the role and help identify any extra learning or support needed.
- Undertake some or all of the assessment required and use forms of assessment that best suit the work circumstances and individual.
- Ensure the safety and well being of the new colleague.
- Fulfil manager/supervisor obligations as set out in law and in professional standards.
- Support the completion of induction and sign off the Certificate of Successful Completion.
- Ensure that, following successful completion of induction, the worker/volunteer has opportunities to continue to learn.
- Provide any organisational, workplace and/or role specific induction to allow the individual to operate effectively.

Successful completion

The criteria for successful completion are that:
- the responsible manager or supervisor can confirm each area of the Induction Standards has been evidenced
- evidence of learning which has taken place away from the workplace is referenced in the completed induction workbook
- completion of the induction has been within the 24 weeks.

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Children’s Standard 1

Understand the principles and values for working with children and young people

This Standard sets out what you are expected to know about the principles and values underpinning work with children and young people and how you should put them into practice.

You will be expected to show you understand how to promote the values listed in your everyday work in a way which supports and respects difference and diversity.

You will be expected to understand the importance of confidentiality, including what you should keep confidential and what you should not.

You will also be expected to know how to put into practice your group or organisation’s policies and procedures about sharing information with others.

Taking a child or young person-centred approach is at the core of our work and is the key to successful practice. You will be expected to show you understand how to put the individual(s) you are working with at the centre of your work by meeting the outcomes set out in this Standard. This includes understanding the right of individuals you work with to take risks and your role in relation to that risk taking.
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<tr>
<th>Standard</th>
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<th>Sample question</th>
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| **1. Principles and values**<br>(Listed in the introduction to this workbook) | a. Show how you promote the principles and values essential for working with children, young people, their families and their carers. | a. Give an example from your work of how you show the following:  
- that you treat children, young people, their families and their carers with respect;  
- that you treat children, young people, their families and their carers as equals; and  
- that you treat children, young people, family members and their carers as individuals. |
| | b. Know the service standards or codes of practice concerning principles and values relevant to your work. | b. What are the service standards and codes of practice relevant to your work?  
Describe the principles and values they contain. |
| **2. Equality, inclusion and anti-discriminatory practice** | a. Acknowledge that all people have the right to be treated fairly and have protection in Law not to be discriminated against on the grounds of disability, age gender, religion or belief, sexual orientation or race. | a. Name two laws that protect people from discrimination |
| | b. Recognise the need to act in ways that are consistent with the Law, and organisational procedures relating to equality and diversity. | b. Why is it important to treat people fairly and not discriminate? |
| | c. Support and respect people’s differences in your day-to-day work and treat people fairly even if this requires additional effort. | c. Give examples of how you can support and respect people’s differences in your day-to-day work |
| | d. Understand different types of prejudice and discrimination and know how they can be challenged. | d. How many different types of prejudice or discrimination can you name?  
How can you challenge or help other people to challenge them? |
| | e. Support the rights of individuals to express their diversity, culture and values and seek advice when you are having difficulty promoting equality and diversity | e. Who would you speak to if you were having difficulty in supporting a colleague to express his/her diversity, culture or values? |
Suggested answer/evidence/knowledge, skills and experience

a. For example:
   - by putting them at the centre of the planning; involving them in the planning process/meetings; discussing plans with them before putting them into action;
   - by listening to them, showing you value their opinions, talking in jargon-free language, using inclusive strategies, using accessible communication media
   - by acknowledging cultural differences, avoiding labelling and making assumptions.

b. Examples will be specific to the role and setting.

Principle – fixed or predetermined policy or mode of action
Value – a standard or quality considered worthwhile or desirable.

Examples are:

Discussion to include the need to meet legal obligations and the morals and values of treating people fairly and equally.

c. Choice of what eat or wear for children in care; tailoring topics and learning environments to the cultures of children in school; respecting/celebrating appropriate festivals; not stigmatising, treating all as individuals; by asking child or young person, for example, would Asian family want daughter to see female doctor.

d. Age, race, gender, sexuality, religion/belief, ability, economic or social status, etc.
   Treat all as individuals and show respect.
   Discuss issues around discrimination and prejudice; recognise prejudice; be aware of local equality policy; be aware of power status of prejudiced person and its implications.

e. Need to speak with team manager or supervisor.
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<tr>
<td><strong>3. Child and Young Person-centred approaches</strong></td>
<td>a. Explain how your work relates to any of the five outcomes in “Every Child Matters”</td>
<td>a. What are the five outcomes in “Every Child Matters”? How does your work help achieve these outcomes for the children and young people with whom you work?</td>
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<td>b. Take account of the experiences, wishes and needs of children and young people, and their families, when providing a service.</td>
<td>b. Give examples of occasions when you have changed the way you provide a service to take account of the experiences, preferences, wishes or needs of the children, young people and/or families you work with. What difference did it make to you, and them?</td>
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<td>c. Listen to children’s and young people’s views about risk and safety, and take these into account in your work.</td>
<td>c. Describe a situation when you might involve children and young people in discussion about what is safe in a particular situation. What should you do if a child or young person you are working with wants to do something you consider as ‘risky’ or dangerous? What would you say to them?</td>
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<tr>
<td><strong>4. Confidentiality and sharing information</strong></td>
<td>a. Understand the importance of confidentiality</td>
<td>a. What do you understand by the word confidentiality? Why is confidentiality important?</td>
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<td></td>
<td>b. Understand the limits of confidentiality.</td>
<td>b. Give two examples of when and to whom you would disclose information you are given. What would you say to the person who gave you the information before you disclose it to someone else?</td>
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<td>c. Know how to apply policies and procedures about sharing information and gaining consent</td>
<td>c. If for example a GP, teacher, early years’ practitioner, social worker or professional from another organisation asked for information about a child or young person you work with, what would you do? If a relative, friend or neighbour asked for information about a child or young person in your care what would you do?</td>
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</table>
Suggested answer/evidence/knowledge, skills and experience

a. Be Healthy; Enjoy and Achieve; Stay Safe; Make a Positive Contribution; Achieve Economic Well Being;
   Job specific answer needed.

b. When acted on feedback; allowed child to play with specific toys that they were interested in; had
   meetings in home rather than at social care setting or school; avoided religious festival dates for
   meetings and training sessions.

c. Answer will be dependent on service or sector and age of child or young person.

   Explain risks and consequences, have detailed discussion around the issues, allow the young
   person to work through the issues. Consider local risk assessment procedures.

a. Confidentiality – entrusted with a confidence/secret of another.
   Important to engender respect, trust and environment of encouraging open and honest discussion.
   Important because of legislation – data protection, Human Rights Act, etc.

b. When a child is at risk of harm from the actions of parents/carers; or when as risk due to their own
   actions.
   Explain: safeguarding policies and procedures; whether need consent; if action was illegal and
   therefore have to report. Explain who have to report to, what will happen to the information and why.

c. Ask for the purpose and content – refer to local information sharing procedures and protocols; go
   back to parent/carer for permission if appropriate; consult local safeguarding procedures.

   Sharing information with a relative, friend or neighbour would not be appropriate. Respond politely,
   but refuse.

Notes / Other Evidence
Children’s Standard 2

Understand your role as a worker (employed or self-employed)

This Standard sets out what you need to know about your role and conduct as a worker with children and young people in relation to legislation, policies and other workers.

You will be expected to know and understand the legislation, values, policies and procedures relevant to your work.

You will be expected to know how to work well with colleagues from your own and other organisations involved with the children and young people you work with.

You will also be expected to understand the value of and how to work with families and carers.
## Children’s Workforce Induction Standards

### A guide for managers

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<th>Outcome</th>
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<tbody>
<tr>
<td>1. Legislation policies and procedures</td>
<td>a. Know about important laws relating to children and young people, and where you can get further information.</td>
<td>a. What are the important laws relating to children and young people that are important to your job or volunteer role? How will you find out more information about these laws if you need to?</td>
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<td></td>
<td>b. Understand why it is important for you to follow policies and procedures.</td>
<td>b. Explain what is meant by a policy and a procedure? Why do we have them? Pick two of your workplace policies and explain how they affect your work.</td>
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<td>c. Know where to find the policies and procedures relating to the work you do.</td>
<td>c. Where are copies of your workplace policies and procedures kept?</td>
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<td>2. Work Role</td>
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<td>a. Know your own role and the aims of your work.</td>
<td>a. Explain what your job role is and what your key responsibilities are (this is described in your job description)</td>
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<td>b. Know the overall aims of the setting you work in</td>
<td>b. Explain the aims of your service. How does your role help your service achieve its aims?</td>
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<td>c. Know the purpose of organisations you come into contact with during your work</td>
<td>c. List the other organisations and professionals you will be working with and briefly explain their roles. What is the difference between universal, targeted and specialist provision?</td>
</tr>
</tbody>
</table>
Suggested answer/evidence/knowledge, skills and experience

a. The key Law that relates to all children and Young People is ‘The Children Act, 1989’.
   The key Statutory Guidance that relates to all children and young people is ‘Working Together to Safeguard Children’ (2010).
   There will probably also be other sector specific legislation that the manager/supervisor will wish to discuss in relation to the worker or volunteer’s role.
   More information on legislation can be found through your manager/supervisor or on relevant intranet or internet sites for example those of the: GSCC (General Social Care Council); DFE (Department for Education); and Department of Health.

b. Policies give general statements of good practice for specific service areas. Procedures give specific courses of action for your particular service they are specific guidance to follow in certain circumstances within your work.
   Both policy and procedures give a framework of safe acceptable practice in which the service is offered
   Examples could include health and safety and how this influences lone working or equal opportunities and the effect on client services.

c. Policies and procedures are generally located on the intranet or in files located in your workplace. Demonstrate finding a specific policy from this source(s).

a. This will be a very specific description based on reference to the worker’s job description. Knowledge should extend to what this will mean in practical terms.

b. The service aims will relate to the vision, values and practical delivery of the specific service. Links should be made to the relevant strategic and operational plans where relevant.
   The explanation could include how your service supports children to maximise their opportunities and achieve the five Every Child Matters outcomes.

c. This could include schools, voluntary providers, health services, social care, advocacy and legal advisers, police, counselling services, housing etc.
   Universal – offered to all children
   Targeted – additional services to support need. Assessed generally through the CAF (common assessment framework)
   Specialist – additional services to support complex needs usually delivered by multi agency teams
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<tbody>
<tr>
<td><strong>3. Team working</strong></td>
<td>a. Know who else is working with the children, young people and families you work with</td>
<td>a. List other people working with the children young people and families in your care. Choose a case and explain who is involved and how they are working together.</td>
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<td>b. Know who you are accountable to, and who is accountable to you (if appropriate in your working environment)</td>
<td>b. Draw a diagram showing who you report to who supervises you (and if appropriate) who reports to you and who you supervise?</td>
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<td>c. Know the principles of effective teamwork</td>
<td>c. What makes good teamwork?</td>
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<td>d. Know what multi agency working means</td>
<td>d. Give an example of a how you might work in a multi agency way. What would be the effects of a multi agency team not working well together?</td>
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**4. Relationships with carers, parents and others**

| | a. Understand the valuable role families and carers play in supporting their children so they can achieve positive outcomes | a. Think of a child or young person you work with and discuss what the following people contribute to that individual’s care: families or carers advocates significant others (other health and social care professionals, carers and friends). |
| | b. Understand how you can support children and young people who are carers | b. Give examples of ways in which you can work with young people who are carers |
Suggested answer/evidence/knowledge, skills and experience

a. The list may include extended family, local members of the community, the police, childcare providers, debt/substance misuse counsellors, health care workers, teachers or school support staff and so on.

b. This organisational chart will give a clear indication of where the member of staff fits into the hierarchy. Organisational charts can be made available by managers or supervisors, HR or via the intranet and can be adapted for this purpose by the worker/volunteer adding the additional information requested. Links outside the organisation can also be indicated.

c. Examples are: having a shared goal, planning work to offer mutual support, good communication, strong, task focused relationships, clear leadership and support.

d. Example negative effects are: appropriate information not being shared; contradictory information being given to the child or young person and/or the family; resources not being used to best effect; disengagement from the parent and/or child or young person; poor decisions being made; risk to the child or young person increasing.

a. Families/carers – provide the important caring responsibilities to ensure a child achieves his/her full potential and grows up to become a healthy, balanced adult.

Advocates - provide impartial professional advice and support to children and families around complex case issues for example special educational needs, law

Significant others - offer the child or family support on specific issues relating to the child, his/her health and social, emotional and educational wellbeing.

b. Offering additional services to the person requiring the care such as respite provision. Training the carer in his/her caring role and providing support such as counseling support groups, mentoring and respite
## 5. Complaints and Compliments

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<tbody>
<tr>
<td><strong>a.</strong> Know about, and be able to follow, the grievance and complaints and compliments procedures relevant to your work.</td>
<td><strong>a.</strong> Describe the grievance, complaints and compliments procedures relevant to your work. (Access a copy of the policy for reference)</td>
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<tr>
<td><strong>b.</strong> Know how children, young people and their families can get access to the complaints procedure for your work.</td>
<td><strong>b.</strong> How do children, young people and their families using your service find out about the complaints procedure for your work? What would you do if a child or young person wanted to complain about something you or a colleague had done?</td>
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<td><strong>c.</strong> Understand what to do if you receive a compliment from a service user or other agency</td>
<td><strong>c.</strong> What would you do if a service user or other agency complimented you or a colleague?</td>
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<tr>
<td><strong>d.</strong> Understand how you can support people making complaints.</td>
<td><strong>d.</strong> How can you work with someone to make a complaint?</td>
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## 6. Being organised

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<tbody>
<tr>
<td><strong>a.</strong> Show that you are well organised, reliable and dependable in your work.</td>
<td><strong>a.</strong> Give examples which show you are well organised, reliable and dependable in your work. Why is this important? Think of one new way in which you could help yourself become even more organised.</td>
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<tr>
<td><strong>b.</strong> Make sure that the activities and environments that you provide are well organised and safe</td>
<td><strong>b.</strong> What do you do to make activities and environments you provide safe and well organised?</td>
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**Notes / Other Evidence**
Suggested answer/evidence/knowledge, skills and experience

a. Verbal complaints to be investigated and outcome reported to complainant. Complaint put in writing to customer liaison to be acknowledged, investigated and responded to within set timescales. Refer to appropriate policy and procedures and/or support teams.

b. Workers/volunteers should inform service users of the complaints and compliments policy as part of service provision or when an issue arises. Information may also be obtained from an e government helpline if available, service leaflets, the Citizens Advice Bureau, organisation internet sites or from an appropriate advocacy agency.

Help him/her to access the complaints procedure without attempting to change his/her mind about the complaint.

c. Express gratitude for the comment and ask if it can be recorded as a compliment.

d. Signpost him/her to the appropriate person, advocate, or form to make the complaint. Re-assure the person that the complaint will be taken seriously. If appropriate to your role, listen to the complaint and act upon it.

a. Examples could include: planning for a case review and the follow up work to be undertaken; planning for home visits to parents regarding their child’s development; activities planned for groups or individuals reflecting their needs appropriately.

To set a professional standard, maintain the trust of the public. To support people who may have chaotic lives themselves and to organise workload, meet deadlines and ensure expected services are delivered on time and appropriately.

Personal response.

b. Examples are: consult any appropriate policies and procedures; risk assess activity and setting; make sure activity is age and ability appropriate; and take individuals’ needs and levels of understanding into account when planning and leading activities.

Notes / Other Evidence
Children’s Standard 3

Understand health and safety requirements

This Standard is about all the things you need to know to do your job safely and not to put yourself, your colleagues or the children and young people you work with in danger. How your organisation expects you to behave in these areas is governed not only by its policies and procedures but also by laws and regulations.

You will be expected to understand these laws and regulations as they apply to your role. You will be expected to undertake specialist learning or training in some or all of these areas. Current certificates from such training, for example a first aid certificate, are evidence that you have achieved the induction outcomes in the area it covers. However, your manager will want to check that you have understood what you have been taught and can put it into practice.
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<tr>
<th>Standard</th>
<th>Outcome</th>
<th>Sample question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Laws, policies and procedures</td>
<td>a. Know about health and safety laws which apply to your working environment.</td>
<td>a. What health and safety laws apply to your working environment? Give two examples of things which could happen in your working environment which would break these laws.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Know your personal responsibility for the Health and Safety of children, young people and families you work with.</td>
</tr>
</tbody>
</table>
|                                              |                                                                          | b. What are your personal responsibilities for health and safety? (They will be listed in your organisation’s health and safety policy.) How do those responsibilities apply to:  
  • electrical safety  
  • hazardous substances  
  • play equipment? (These are examples only - you can choose other examples which are more relevant to your workplace if you wish). |
|                                              |                                                                          | c. Know the safe moving and handling techniques relating to people and objects.                                                             |
|                                              |                                                                          | c. What are the differences in the risks in moving people compared to objects? Describe and demonstrate how you would safely move an object. Describe and demonstrate, if applicable in your job role, how you would safely move a child or young person |
| 2. Moving, lifting and handling people and objects | a. Know about the laws that govern moving, lifting and handling people and objects. | a. What legislation governs moving and handling tasks?                                                                                      |
|                                              |                                                                          | b. Know how to assess risks relating to moving and handling people or objects.                                                               |
|                                              |                                                                          | b. Describe three risks which you have to assess before beginning a moving and handling task. How would you record you have thought about and assessed these risks? How would you minimise these risks? |
|                                              |                                                                          | c. Know the safe moving and handling techniques relating to people and objects.                                                             |
Suggested answer/evidence/knowledge, skills and experience

a. Awareness of Health and Safety at Work Act 1974, and others specific to workplace
   Examples are: Electrical equipment not maintained; failure to have a fire evacuation plan.

b. Worker or volunteer responsibilities will be listed in organisational policies and guidelines. Examples are: to take reasonable care of own health and safety at all times; to consider the health, safety and welfare of other persons who may be affected by their acts or omissions at work; ensure electrical equipment is correctly used and maintained; ensure hazardous substances are stored according to COSHH guidelines; ensure play equipment is maintained, used and supervised appropriately.


b. Task, individual, load and environment.
   Record on standard risk assessment form for organisation.
   Record, assess, minimise with control measures.

c. People could be resistant, unpredictable, flexible.
   Bend knees, back straight, use aids as appropriate.
   Demonstrated in manual handling training.
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<tr>
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</thead>
</table>
| **3. Premises**        | a. Know the security measures in place in your work environment.         | a. What security measures do you have in your workplace?  
What is your role in maintaining security?  
How do you involve the children and young people you work with in maintaining security? |
|                        | b. Understand how to promote fire safety in your work environment.       | b. Give three examples of fire hazards in your workplace.  
How can you minimize the risks from those hazards? |
|                        | c. Understand and apply the safe-working practices of your workplace when visiting other places. | c. How do your workplace safe working practices apply in relation to outside visits such as going to the cinema or a park, visiting health care facilities or staying in holiday accommodation? |
|                        | b. Know about any infection-control needs and allergies of the children and young people you work with, and about any medication they are on. | b. What basic infection control needs apply to all the children and young people you work with?  
How do you find out about the individual infection control needs, allergies and medication of the children and young people you work with?  
What is your role in meeting those needs? |
|                        | c. Know how to get or arrange first aid or medical treatment in an emergency. | c. What would you do if a child or young person you work with:  
• had an accident?  
• showed symptoms of being seriously ill? |
|                        | d. Know what you are not allowed to do, in relation to medication and healthcare procedures, at this stage in your learning. | d. What emergency first aid are you not allowed to give at this stage in your learning?  
What medication and health care related things are you not allowed to do at this stage of your learning? |
Suggested answer/evidence/knowledge, skills and experience

a. Examples are: door pads, locks, intercoms, fencing, security cameras, organisation policies and procedures.
   Recording in visitors’ books, personal vigilance, ensuring personal safety by following policies and procedures.
   Through, for example, teaching and learning, discussions, explaining, circle time, personal risk assessments.

b. Electrical overload, chemicals, combustibles, smoking.
   Safe storage, wearing appropriate clothing, following policies and procedures, regular testing of electrical appliances and fire extinguishers and sprinklers.

c. For offsite activities consider:
   • policies for outdoor activities
   • risk assessments and minimising risks

   • lone working policies and procedures
   • safety information from off-site venues
   • car insurance for business use and seat belt legislation.

a. Examples are: raising any concerns about neglect, cleanliness, nourishment, substance abuse, physical abuse, etc; raising awareness through learning opportunities; ensuring attendance at regular check-ups, where appropriate.

b. Know about the reportable diseases and what the procedures are.

   Health screening forms and how accessed.
   Refer to individual job description for level of responsibility and, where applicable, the child/young person’s Individual Education Plan.

c. Follow policy and reporting procedure. Involve identified first aider for premises.

d. Emergency first aid for which not yet trained or updated.
   Administration of medication for which not trained and qualified, or given permission to administer.
   Consult permission forms.
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>5. Personal safety and security</td>
<td>a. Know about the range of challenging behaviours presented by particular children and young people you work with.</td>
<td>a. Describe any challenging behaviour presented by the children and young people you work with.</td>
</tr>
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<td></td>
<td>b. Understand how you manage challenging behaviour.</td>
<td>b. What are the steps you would take to manage challenging behaviour directed towards: • yourself • another child or young person • another adult</td>
</tr>
<tr>
<td>6. Risk assessment</td>
<td>a. Identify examples of risks to children and young people in your work environment, and know about appropriate action to reduce or manage the risks.</td>
<td>a. Give examples of different types of risks to children and young people in your work environment e.g. from their own behaviour, from the environment, from other people. What have you/can you do to reduce each risk? Give an example of a way you have managed one of these risks which you could not remove</td>
</tr>
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<td></td>
<td>b. Know how to apply risk assessment procedures in your work environment.</td>
<td>b. Explain how you have applied your workplace risk-assessment procedures in relation to a potential risk to a child or young person you work with. Give an example where a positive challenge for a child or young person might involve an acceptable level of risk. Who would you talk to get a decision about this?</td>
</tr>
</tbody>
</table>

**Notes / Other Evidence**
Suggested answer/evidence/knowledge, skills and experience

a. For example, physical and/or verbal abuse, violence to self, others or property.

b. Refer to risk assessments, team teach programmes, safe environment, interventions (depending on environment).

a. Examples may include: self-harm, substance abuse, physical or verbal abuse, slips and trips, etc.

Examples are: building self-esteem; visitor monitoring; CRB checks for workers and volunteers; maintenance of the environment and health and safety checks; following policies and procedures.

Personalised example, specific to the workplace needed.

An example is, when talking one-to-one with an agitated parent/carer: inform others of details of location and time of meeting; leave door open; sit near door; remove any objects which could cause harm if thrown.

b. Completed risk assessment and put control measures in place to minimize risk to self and others.

An example is where a child has a medical condition such as a heart defect and (s)he is encouraged to participate even though there is an element of risk.

Talk to child/young person and parent/carer, refer to doctor for medical advice etc.

Notes / Other Evidence
Standard 4
Know how to communicate effectively

You will be expected to show that you know about communication, what helps and hinders communication and how to use it effectively.

You will be expected to know about, use, and understand different forms of communication.

You will be expected to understand the importance of good record keeping and how you can make, use and keep records properly.
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<tr>
<th>Standard</th>
<th>Outcome</th>
<th>Sample question</th>
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</thead>
<tbody>
<tr>
<td>1. Encourage communication</td>
<td>a. Show that you understand the children and young people you work with, particularly their views and feelings.</td>
<td>a. Give examples of how you can show empathy with the children and young people you are working with and that you understand their views and feelings. Ask a colleague to watch you whilst you listen to a child or young person. What did they think of the way you acted whilst listening? What was your body language like?</td>
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<td></td>
<td>b. Respond appropriately to what children and young people are communicating to you (in speech, in writing, by body language and so on).</td>
<td>b. How should you respond to a child or young person who is showing, for example, very aggressive behaviour towards you or lying on a floor and refusing to move and you suspect that communication difficulties may be the cause.</td>
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<td></td>
<td>c. Communicate with children and young people in clear, jargon-free language, without patronising them.</td>
<td>c. Think of one piece of jargon related to your work. How can you rephrase it so that a child or young person might understand?</td>
</tr>
</tbody>
</table>
| | d. Help children and young people to make their own decisions. | d. How would you encourage children and young people to make their own decisions? Give examples of phrases you could use which would:  
  • encourage a child/young person to make his or her own decisions  
  • discourage a child/young person from making his or her own decisions. |
Suggested answer/evidence/knowledge, skills and experience

a. Examples are:

Be aware that some children and young people do not communicate verbally and that you need to adapt your style of communication to their needs and abilities.

Build rapport and develop relationships using the appropriate form of communication (for example, spoken language, play, body and sign language).

Be attentive when listening to a child when he/she speaks. Assure the child that his/her point of view/comments are important, reflect back ensuring you’ve got it right. Don’t be judgemental.

b. Be aware of own safety and that of others (exit route). Others may need to be moved to a place of safety.

Identify and remove any risk to keep the child/young person safe.

Ascertain if the child needs to be moved if not consider leaving them there until they are ready to move themselves.

Follow relevant training or guidance provided in your workplace i.e. ‘Team Teach’ training.

Try to identify what the trigger was and what is wrong. It gives you something to either work with a child or avoid.

Be aware of own body language and don’t intrude into personal space.

Give assurances that issues can be addressed but don’t make promises.

Be aware that you may not be the best person to deal with the situation - you may have been the trigger.

Stay calm, patient and understanding.

c. The example chosen and language used will depend on the age, stage of development and individual circumstances of the child and the sector/service of the worker or volunteer. There will be an individual response from the worker or volunteer.

The manager/supervisor might also chose an example of terminology used in the role of the worker or volunteer and ask how this would be explained to a child or young person so that it may be understood.

d. Consult the child or young person from the beginning of the process to identify a range of choices.

Provide the child/young person with as much information as possible, being aware of level of development.

Give details in writing commensurate with chronological age/first language/level of development.

Inform, involve and help the child or young person to assess different courses of action, understand the consequences of each and, where appropriate, agree next steps.

Ensure decision making is not rushed.

Encourage:

What would you like to do?

What would you like to see happen?

Discourage:

This is what is going to happen.

Let me do it for you.

I will decide.
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<tr>
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</thead>
</table>
| **2. Knowing about communication** | a. Know about and describe effective ways of communicating with children, young people and their families. | a. What is meant by effective communication? Describe some effective ways of communicating with:  
- children and young people  
- their families |
| | b. Show how you use effective communication in your work. | b. Think about your strengths in communicating with others.  
- Give examples of how you communicate effectively with your work colleagues.  
- Give an example of how effective communication within your work has made a real difference. |
| | c. Know about the main barriers to communicating with children and young people. | c. What are the main barriers to communication with children and young people and their families?  
Give examples of barriers that you have faced (or might face) in communicating with children and young people you are working with and how you have (or might) overcome them. |
Suggested answer/evidence/knowledge, skills and experience

a. Effective communication is a two way process which involves active listening, questioning, understanding and responding to what is being communicated. It is not just about the words used but also the manner of speaking, body language and, above all, the effectiveness of listening. It is also important to take account of culture and context, for example where English is an additional language.

   Children and young people
   Ensuring that you don't encroach into the child/young person's personal space.
   Awareness of your physical size/presence.
   Providing feedback, reflecting on what is said and clarifying.
   Ensuring the use of basic language.
   Use of mediums such as art, music, play, games to open communication.
   Spending time talking individually with a child/young person.

   Families
   Ensuring that all members present are aware that all opinions will be heard
   Active listening.
   Routinely sharing information.

b. Gaining consent to sharing of information.
   Recording information on case files.
   Engaging in Performance Management/supervision and practice reflection. Designing or delivering services.
   Involving children or young people in decisions which effect them.

c. Lack of trust, empathy, honesty, respect.
   Not listening effectively.
   Different languages/cultures.
   Misunderstandings.
   Breaching confidentiality.
   Lack of engagement/avoidance.

   Disability – could use a signer.
   Learned behaviour patterns – design a package of intervention.
   Parental avoidance – actively seek to engage with parent(s).
   Language difficulties – could use an interpreter.
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</thead>
<tbody>
<tr>
<td><strong>3. Communication with parents and carers</strong></td>
<td>a. Know when to provide information to parents and carers.</td>
<td>a. What information should you pass on to parents and carers</td>
</tr>
<tr>
<td></td>
<td>b. Understand how to raise concerns with parents and carers in an appropriate way.</td>
<td>b. If you had to raise a sensitive subject with a parent or carer, how would you go about it?</td>
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<tr>
<td></td>
<td>c. Respond appropriately to what parents and carers are communicating to you.</td>
<td>c. If you were talking to a parent or carer who was getting quite aggressive, how would you deal with her or him</td>
</tr>
<tr>
<td></td>
<td>d. When making decisions about the children and young people you work with, consult their parents and carers (if appropriate).</td>
<td>d. Give examples of decisions you make regarding the children and young people you work with, about which you would feel it appropriate to consult their parents or carers?</td>
</tr>
</tbody>
</table>
| **4. Principles of keeping good records**    | a. Show a basic understanding of the importance of keeping accurate records. | a. Why is it important to keep accurate records?  
What makes the difference between an accurate and an inaccurate record? |
|                                              | b. Know the purpose of each record or report you use in your work.      | b. Give an example of a record or report that you may have to make use of. Why is this record or report important?  
Who will use the report or record? |
Suggested answer/evidence/knowledge, skills and experience

a. Any information that would help keep the child safe.
   Relevant, accurate information on the welfare of the child.
   Any other information that the child or young person agreed could be shared.

b. Create an environment of trust, emphasising respect for the parent or carer. Ensure that the child or young person knew that this was a subject that the parent/carer would need to be informed about.
   Seek to support the young person in sharing the information himself or herself.
   Ensure a meeting takes place in a safe and confidential environment for all parties.
   Discuss the subject in a way that provides all necessary information in a supportive way that gives access to any necessary support.
   Follow any relevant organisational policy or procedure e.g. safeguarding.

c. Stay calm and remember your safety and that of others is paramount.
   Refer to own organisation’s policy for dealing with such aggression in different circumstances, settings and environments.

d. Health safety and welfare issues.
   Education and training matters/issues.
   Changes to routine.
   Planned activities and outings.

a. Good record keeping is an important part of the accountability of organisations to those who use their services. They enable organisations to keep a summary of decisions made and the reasons for them. They are an essential source of evidence for reviews, investigations and referrals to other agencies.
   Well kept records provide an essential underpinning to good child protection practice. Safeguarding children and young people requires judgements to be made on the basis of this information.
   They also enable a case to be picked up by another person to manage whenever this is necessary.
   Accurate records contain factual information and opinions supported by evidence. They do not contain any comments or opinions which cannot be justified.

b. The Common Assessment Framework (CAF) is a key part of delivering frontline services that are integrated and focused around the needs of children and young people. The CAF is a standardised approach to conducting an assessment of a child’s additional needs and deciding how those needs should be met. Other role or sector specific records or reports may also be given and discussed with the manager or supervisor.
   An individual response is needed relating to people within the organisation or service and/or external agencies.
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<tbody>
<tr>
<td>c. Know how to record information that is understandable, relevant, clear and concise, factual, and can be checked.</td>
<td>c. How do you record information so that it is:</td>
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<tr>
<td></td>
<td></td>
<td>• understandable</td>
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<td>• relevant</td>
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<td>• factual</td>
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<tr>
<td></td>
<td></td>
<td>• clear and concise</td>
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<td></td>
<td>What does a record need to contain so that it can be checked?</td>
</tr>
<tr>
<td>d. Understand and explain the difference between observation, facts, information gained from others and opinion.</td>
<td>d. In relation to writing reports and records, explain what is meant by the following and how they differ from each other:</td>
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<tr>
<td></td>
<td></td>
<td>• Observation</td>
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<tr>
<td></td>
<td></td>
<td>• Fact</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Information from others</td>
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<tr>
<td></td>
<td></td>
<td>• Opinion</td>
</tr>
<tr>
<td>e. Know the timescales for recording information after contact with a child/ young person/ family</td>
<td>e. What are the organisation’s timescales?</td>
<td></td>
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<tr>
<td>f. In line with the policy of the work environment and where appropriate:</td>
<td>f. How would you share the information you record with relevant children, young people, parents and carers?</td>
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<td></td>
<td>How would you explain to the relevant young person or child and parents/ carers how the recorded information will be shared with relevant professionals?</td>
</tr>
</tbody>
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Notes / Other Evidence
Suggested answer/evidence/knowledge, skills and experience

c. Use of:
   - common language understood by all
   - evidence based facts
   - a range of information to give a balanced record
   - electronic information systems of the organisation where appropriate
     File number, name, date of birth, date and time, signature, location.

d. Observation – to watch carefully the way something happens or the way someone does something
   Fact – something which is known to have happened, especially something for which proof exists, or about which there is information
   Information from others - key stakeholders provide information on the history of a given situation
   Opinion – a thought or belief about something or someone

e. Organisation specific response.

f. Where appropriate, show and discuss the content of the recording, encouraging the child, young person, parent and/or carer to write a comment on the document and, where relevant, provide a copy.

   Explain to the child/young person and family/carer openly and honestly, and at the outset, what and how information will, or could be, shared and why. Where appropriate, seek their agreement. Explain that the information will be shared securely and only with those people who need to see it.

   However, fully understand that information may be shared with relevant professionals without the consent of an individual in specific circumstances e.g. where the child/young person is at risk of harm or there is a legal obligation to disclose.

Notes / Other Evidence
Standard 5:
Understand the development of children and young people

This standard sets out what you need to know about the development, behaviour and special needs of the children and young people you volunteer or work with. You will be expected to show that you understand these needs and can work with and promote the child or young person’s learning and development.
<table>
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<tr>
<th>Standard</th>
<th>Outcome</th>
<th>Sample question</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. The attachment and stages of development</strong></td>
<td>a. Have a basic understanding of how children of all ages form attachments and how these attachments affect their development</td>
<td>a. Give examples of how children/young people form attachments at different ages. How does ‘attachment’ affect their development?</td>
</tr>
<tr>
<td></td>
<td>b. Understand the important developmental needs of the children and young people you work with</td>
<td>b. What are the developmental needs of the children and young people you work with?</td>
</tr>
<tr>
<td><strong>2. Supporting play activities and learning</strong></td>
<td>a. Know how to encourage learning and development in the children and young people you work with</td>
<td>a. Describe how you encourage the children and young people you support to learn and develop socially, in their life skills and through education.</td>
</tr>
<tr>
<td></td>
<td>b. Explain how play, hobbies and interests are important in the learning and development of young people</td>
<td>b. Why is it important for the children and young people who you support to be encouraged to participate in play, personal interests and hobbies?</td>
</tr>
<tr>
<td></td>
<td>c. Explain the importance of setting appropriate routines for children and young people</td>
<td>c. Why is it important to set routines for the day to day lives of children and young people? Give some examples of set routines for the children and young people you work with.</td>
</tr>
<tr>
<td><strong>3. Observation and judgement</strong></td>
<td>a. Know the purpose of observing a child’s or young person’s behaviour</td>
<td>a. When you are planning to observe a child or young person, what guidelines do you need to follow? What is the purpose of observing a child or young person?</td>
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<td></td>
<td>b. Understand why children and young people you work with may behave in unexpected ways.</td>
<td>b. Describe some factors which may cause a child or young person you work with to behave in an unexpected way</td>
</tr>
</tbody>
</table>
Suggested answer/evidence/knowledge, skills and experience

a. By seeking to have their basic needs met e.g. comforting a baby crying.
   By making friends at school.
   By allowing parent/carer to comfort them when sad.
   By accepting praise for a job done well.
   If a child has positive responses by a consistent parent/carer during his/her early years especially,
   then (s)he come to regard the world as a place where they can develop their potential and obtain
   satisfactory relationships with others.

b. Need to grow and develop healthily along the five growth strands - physical, emotional, moral, intellectual and social.

Examples may be:
Spending time supporting them with homework and school attendance.
Modelling good relationships and building trust by keeping one's word.
Teaching life skills
Allowing the child relevant opportunities.

b. Developing good self-esteem is essential for children and young people who have suffered poor
   attachments and consequently feel unworthy and unloved. Hobbies and leisure can be used to
   encourage self efficacy and self-worth.

c. Children and young people who have experienced inconsistency of parent/caring need to learn that
   life can be more orderly so they know what to expect and what is expected of them. Routine is a big
   way of communicating security.

a. Use parts of the assessment procedure relevant to the sector and the child's age. X
   To understand the child's history, the child's development and possible reasons for current difficulties
   in the child's life. In some instances it may also be to meet legal obligations.

b. Previous experience of abuse.
   Previous experience of being let down
   Mistrust of current parent/carer/teacher.
   Anxiety.
   Peer pressure.
## Standard 4. Understanding contexts

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<tr>
<th>Outcome</th>
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<tbody>
<tr>
<td>a. Understand the importance of seeing a child or young person you work with as part of a wider family, caring or social network.</td>
<td>a. Explain what is meant by a ‘wider family or social network’. Describe who is included in the networks of one of the children or young people you work with. What benefits are there for the child or young person when considering the wider social network?</td>
</tr>
<tr>
<td>b. Understand the contribution family, caring and social networks make to the development of children and young people.</td>
<td>b. What sort of information can the family/carer give you which will support the development of children and young people?</td>
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## Standard 5. Transitions (Transitions are stages in children’s lives. Some are general, some are individual)

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<thead>
<tr>
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<tbody>
<tr>
<td>a. Have a broad understanding of what ‘transition’ means in relation to the children and young people you work with.</td>
<td>a. What is your understanding of the term ‘transition’ in relation to the children and young people you support?</td>
</tr>
<tr>
<td>b. Understand the significant milestones which mark transition in the lives of the children and young people you work with.</td>
<td>b. List some major milestones which mark transition in the lives of the children and young people you support.</td>
</tr>
<tr>
<td>c. Understand how to support individual children and young people through transition.</td>
<td>c. Where would you gather information from to inform you of how to support a child/young person through a ‘transition’? How would you support a child or young person you work with through these transitions?</td>
</tr>
</tbody>
</table>

## Standard 6. Supporting disabled children and children with special educational needs

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<tr>
<th>Outcome</th>
<th>Sample question</th>
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<tbody>
<tr>
<td>a. Know what the social model of disability means in relation to your work.</td>
<td>a. Identify barriers that prevent disabled children and young people from fully taking part in everyday activity.</td>
</tr>
</tbody>
</table>
Suggested answer/evidence/knowledge, skills and experience

a. Social networks operate at family and extended family level and also through the groups, clubs and other social institutions, school and church that the child or young person may belong to.

Others within the network may be able to provide learning, social experiences and act as supportive, significant others to a child or young person to aid growth and development and to enhance self-esteem.

b. Information about previous development, issues of loss and separation, identity – who is in the family, routines and culture, individual likes and dislikes etc.

Medical history.
Educational attainment.

a. Significant changes in a child’s life. Examples are starting school, birth in the family, father leaving, bereavement, puberty, leaving school, leaving home, leaving care, moving from children’s to adult services,

b. Examples are: starting/ leaving school; coming into/ leaving care; living with a new family; religious event; puberty.

c. Talk to child, parent/carers, social workers, other professionals, extended family and peer group.
Consult teachers and review records and assessments.
Recognising issues of loss and lack of control, ensure that information is shared as fully as possible.
Consult with the child about his/her views and involve the child or young person in the decisions that are being made.

a. Instead of defining disability as an ‘illness’ or individual affliction, understand that the disabled child is a child first and that the social context in which the child lives has a big impact upon the opportunities the child is given to grow and develop to his/ her potential. Refer to inclusive strategies in your workplace.
Children’s Workforce Induction Standards

A guide for managers

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</table>
| b. | Understand the needs of children and young people who are disabled or have learning difficulties | b. Explain the needs of children and young people who are disabled or have learning disabilities in the following areas:  
  - social skills  
  - life skills  
  - communication |
| c. | Understand the need to adapt activities and experiences so individual children and young people can take part. | c. Describe an activity which you have successfully adapted (or might have to adapt) to involve a disabled child or a child with learning difficulties. |
| d. | Understand how you might support children and young people with special educational needs, and their families, in relation to your work | d. How might the need of support for children and young people who are disabled or have a learning difficulty, and their families, differ from that of others in your care? |

Notes / Other Evidence
Suggested answer/evidence/knowledge, skills and experience

b. Extra time and expertise may be required to assess a child's developmental abilities and to understand and communicate, but his or her needs are the same as for any child e.g. for love, warmth, stimulation guidance and boundaries.

   It is important to give children positive experiences taking into account their chronological development, specific communication abilities and the impact on their disability. Ensure you are as inclusive as possible with providing activities in your area of provision.

   There is also the need to counter discrimination faced in our society by those with a disability and the need for help and support in challenging and advocating on a child's behalf.

c. Individual response to be given.

d. Individual response to be given.

Notes / Other Evidence
Standard 6: Safeguard children and young people (keep them safe from harm)

This standard sets out what you need to know and do if you find yourself working or volunteering with a child or young person in danger of harm or neglect. This is a situation in which you will have to make difficult decisions. By achieving the outcomes in this standard, you can be confident that you have the basic skills to support a child or young person you work with in this situation.

You will be expected to show you understand:

- what laws, polices and procedures there are to protect a child or young person from harm
- what harm and neglect are, and how to recognise they may be happening to a child or young person you work with
- what to do if harm or neglect is happening and to whom you should report it
- what to do if the harm or neglect is occurring as a result of the systems of your group or organisation or because of the actions of a colleague or manager/supervisor
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<tr>
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<tbody>
<tr>
<td>1. Laws, policies and procedures</td>
<td>a. Know about laws and national guidance relating to protecting (safeguarding) children.</td>
<td>a. What are the main pieces of legislation that relate to protecting (safeguarding) children?</td>
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<td></td>
<td>b. Describe your workplace policies and procedures on helping children and young people who have been abused.</td>
<td>b. What are your workplace policies on helping children and young people who have been abused? Describe the main points of these policies.</td>
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<td>Do you know where to find the policies?</td>
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<tr>
<td>2. Providing safe environments</td>
<td>a. Understand what children and young people want and need to feel safe.</td>
<td>a. What do you feel children and young people want and need in order to feel safe?</td>
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<td>b. Have an awareness of what contributes towards a safe environment for the children and young people you work with.</td>
<td>b. How can you help meet these needs in your work? How can you contribute to ensuring the children and young people in your care are in a safe environment?</td>
</tr>
<tr>
<td>3. Recognising and responding to abuse</td>
<td>a. Understand the different ways in which children and young people can be harmed by adults, other children and young people, or through the internet</td>
<td>a. Give examples of how children and young people could be harmed by each of the following: Adults Other children or young people Individuals through the internet.</td>
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<td>b. Understand what is meant by the following: Physical abuse Sexual abuse Emotional abuse</td>
<td>b. Give examples of each of the following: Physical abuse Sexual abuse Emotional abuse Neglect</td>
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Children’s Workforce Induction Standards

A guide for managers

Suggested answer/evidence/knowledge, skills and experience

   The Children Act, 2004 - safeguarding level.
   Working Together to Safeguard Children (2010) - how individuals and organisations should work together to safeguard and promote the welfare of children.

b. Child Protection Policy and Procedure of organisation
   Know who the designated person for child protection is within the team/organisation
   Allegations of Professional Abuse Policy and Procedure and role of the Local Authority Designated Officer (LADO)
   Whistle blowing Policy of the organisation
   Main points of each policy/procedure as they relate to the person’s role should be discussed and understood.
   Located on intranet files/in policy folders in own organisation
   Oldham Local Safeguarding Children Board (LSCB) policies and procedures on LSCB website.

a. Need to be aware of the needs of children for physical security, emotional safety, personal wellbeing and sexual health. Includes need for secure attachment to enable child to feel cared for, included and valued. Children need to be communicated with appropriately and effectively.
   Make links to child development and transition stages, safe care policy, transporting young people procedures etc.

b. Examples are: providing wellbeing awareness e.g. around substance misuse; providing a physically safe environment; following appropriate levels of care for the setting e.g. invasive care procedures where appropriate; following appropriate policies and procedures e.g. safe transportation; following safer recruitment, allegations of professional abuse and whistle blowing procedures,

a. Adults - physical violence, sexual assault, not meeting emotional or physical needs, inappropriate use of power/control
   Other children or young people- as above, also bullying,
   Internet - grooming, encouraging access to pornographic material.

b. Examples might include
   Physical - hitting, fabricating illness in a child, accidental / non-accidental injuries
   Sexual - luring children to pornographic sites on the internet, physical acts e.g. rape or making a child engage in fondling or touching genitals
   Emotional - extreme forms of punishment e.g. confinement in a dark room, name-calling or humiliating a child, child witnessing domestic violence
   Neglect - inadequate provision of food or appropriate clothing, denial or delay of medical care, lack of supervision
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| c. | Describe signs and indicators of possible abuse. | c. Give examples of the signs and symptoms you might expect to see in a child or young person suffering from:  
- Physical abuse  
- Sexual abuse  
- Emotional abuse  
- Neglect |
| d. | Understand that parental problems (such as drug or alcohol abuse or domestic violence) can increase the risk of harm to a child or young person. | d. How can significant parental problems increase the risk of harm to a child or young person? |
| e. | Describe the procedure you need to follow if you suspect any child is being abused | e. What would you do if you suspect abuse?  
Who would you consult?  
How does this fit into your workplace procedures? |
| f. | Describe what emergency action needs to be taken to protect a child, including outside normal office hours | f. If a child or young person were at risk of harm what action would you take to protect them?  
How and why may this action be different in and outside of office hours? |

**4. Working with other agencies**

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<tr>
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| a. | Understand what ‘multi-agency working’ means for you and your work environment. | a. What does ‘multi-agency working’ mean for you and for your work environment?  
Name the other agencies involved. |
| b. | Understand the roles and responsibilities of other agencies in keeping children safe from harm | b. Explain how one of these agencies works to protect (safeguard) children and young people and their roles and responsibilities in doing this. |
Suggested answer/evidence/knowledge, skills and experience

c. Examples might include: self harm, soiling, failure to thrive, fearful or aggressive behaviour, bruising or other physical injuries.

b. Reduces parenting capacity and awareness to meet parental responsibilities. Specific examples may be given e.g. problem of parent drug abuse may lead to inappropriate people in the child’s home, needles being left in the reach of young children etc.

e. Follow local procedures in 1(b) above) – describe who you would contact and how e.g. manager, or children’s duty team.

Referrals to Social Care (who, what team? Role of Designated LADO?) must be put in writing with 48 hours. Get support within own organisation e.g. speak to designated person for Safeguarding. Gather information needed for referral such as child’s date of birth and write down verbatim the matters that have lead to the referral e.g. who was at a meeting/incident and what was said.

What not to say – what is more appropriate to say – to the child and family – why do children disclose / why do children not disclose – what could or could not happen after referral – back to LSCB procedures, No Further Action, Initial assessment, Sec 47. Core assessments. Issues of consent.

f. As in (e) above.

Out of hours may not be able to contact the above, but would not risk leaving child vulnerable to further abuse, so would contact Central Duty Team or, if immediate risk, the police.

a. Working with other teams within your organisation and other organisations to ensure the needs of the child are met. Sharing information in an appropriate way. Skills in communication and an understanding roles and responsibilities needed. Refer to ‘Working Together to Safeguard Children’ and to CAF and initial and core assessments – who does what and who has responsibility or leads in each area.

The list may include the police, social workers, childcare providers, debt/substance misuse counsellors, health care workers, teachers or school support staff and so on.

b. Broad description of the work of an agency the worker/volunteer may be expected to liaise with, relevant to the role e. g. Education Welfare, schools, Young People’s Drug and Alcohol Team, Social Care, Community Health.
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<tr>
<td>c. Know about your Local Safeguarding Children Board (LSCB) and any role your agency, organisation or employer has on it.</td>
<td>c. What is your ‘Local Safeguarding Children Board’ (LSCB)? Who is involved in this Board? What role does your agency, organisation or employer have on it, if any?</td>
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<tr>
<td>5. ‘Whistle-blowing’ (reporting failures in duty)</td>
<td>a. Know when and how to refer a concern you have about child protection.</td>
<td>a. If you had a concern regarding child protection when and how would you refer it, including out of hours?</td>
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<td>b. Explain who to consult in relation to a child-protection or child welfare concern.</td>
<td>b. With whom would you discuss any concerns you have in relation to child protection or child welfare?</td>
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<td>c. Understand your duty to report the unsafe practice of others.</td>
<td>c. What would you do if you felt the practice of a colleague was unsafe? Why is it important to report unsafe practice by others? Describe your organisation’s whistle blowing policy.</td>
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<td></td>
<td>d. Know what to do if you have followed your own workplace’s policies and procedures on reporting concerns, and you are not satisfied with the response.</td>
<td>d. What would you do if you had reported abuse or unsafe behaviour by a colleague but no action was taken by the person you reported it to?</td>
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<td></td>
<td>e. Identify what to do when you do not get a satisfactory response from other organisations or agencies.</td>
<td>e. What would you do if you didn’t receive a satisfactory response from another organisation or agency after reporting a child protection or child welfare concern?</td>
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</table>
Suggested answer/evidence/knowledge, skills and experience

c. The role of the Local Safeguarding Children Board (LSCB) is to ensure agencies work together to co-ordinate the assessment, planning, interventions and review of children and young people with complex or additional needs, including compromised parenting or caring, to ensure they are safe and their welfare is promoted.

The Board consists of representatives from the Council’s Children and Young People’s Services, schools, police, housing, probation, Primary Care Trusts, NHS Trusts, Community & voluntary sector agencies and the Council Adult Services.

Information on the Oldham LSCB is found on the LSCB website. An annual training programme is delivered.

a. As soon as possible, to an appropriate person, e.g. designated child protectio worker, or line manager, via established policy/procedure, including following up in writing.

b. Line manager or supervisor. This may include referral to Social Care.

c. Depending on circumstances, discuss with individual, or refer to line manager. It is everyone’s responsibility to take action, not to assume someone else will. Where appropriate, refer to the Local Authority’s Designated Officer (LADO) with responsibility for addressing allegations of professional abuse.

Important to report unsafe practice in order to protect the safety and well being of children and of colleagues.

d. Follow up with the person to whom it has been reported, and if not satisfied, follow organisational guidelines for progressing/escalating the issue.

e. Follow procedures – keep records of action taken when and why. Clarify with agency why action had not been taken – was it an appropriate referral.

If necessary, report to the LSCB for further action.
Standard 7: Develop yourself

This standard aims to help to prepare you to make the most of the support and development opportunities that will be available to you as a worker or volunteer. This is important for your own development and well-being and to help you provide the highest standard of service possible.

You will be expected to show that you know how to access and use information and supervision systems in your group or organisation.

You will be expected to show that you understand the importance of your own learning and development as part of your role and career path.
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</table>
| Standard | 1. Your role and registration                                           | a. Understand the current or planned requirements (if any) for you to be registered with a relevant regulatory body.                           | a. Which regulatory body (if any) is responsible for registering your profession?  
How do you register with that body?  
What are their requirements for you to remain on the register? |
|          |                                                                        | b. Know what the relevant regulatory body for your work says about your continuing personal and professional development                  | b. What do the registering body guidelines and code of conduct say you need to do in terms of continuing professional development?    |
|          |                                                                        |                                                                                                                                   |                                                                                                                                  |
|          | 2. Using support, supervision and performance management to develop your role | a. Understand the purpose of staff supervision and personal performance and development in your work/volunteering environment.            | a. Why is supervision and personal performance and development a necessary part of the work you do?  
What are the aims and objectives of your organisation or group for staff supervision, planned one to one meetings and personal performance and development?  
Give examples of the types of problems or issues you would need to discuss in supervision, planned one to one meetings and/or personal performance and development meetings.  
What do you expect to gain from supervision, planned one to one meetings and/or the personal performance and development arrangements? |
|          |                                                                        | b. Know the staff supervision and personal performance and development arrangements available to you.                               | b. How is supervision and personal performance and development organised and how frequently does it take place in your organisation? |
|          |                                                                        | c. Understand how your work may affect you personally, and where you can get support in dealing with this if necessary.                | c. Give examples of ways in which your work may affect you personally.  
For each example explain where you can get support in dealing with it. |
Suggested answer/evidence/knowledge, skills and experience

a. Will not apply to all workforce. However, examples are: General Teaching Council, General Social Care Council, Professions Allied to Medicine, General Medical Council.

Regular subscription and fulfilling requirements laid down by regulatory body.

Examples are: completion of specific induction period to consolidate professional training undertaken to achieve qualified status; a minimum of a specified number of hours of continuing professional development (CPD); being compliant with the code of practice for the profession.

b. Where applicable to particular workforce groups, examples are: collect and record evidence; create a portfolio; build towards other qualifications; be compliant with the children’s workforce ‘common core of skills and knowledge’.

a. Ensuring job/volunteering role is completed appropriately, discussing values and context of the job/volunteering role and time to reflect and share information.

See individual organisation’s supervision/performance management policy. All are likely to refer to: managing workload; giving feedback on performance and providing relevant support; identifying and meeting training needs; supporting career progression; and addressing individual professional issues or problems.

Personal response here.

Personal response here.

b. In accordance policy with the organisation’s policies.

In many organisations, supervisions or one to one planned meetings usually take place every 4-6 weeks and personal performance and development meetings every 6 months.

c. Possible examples are: complex cases, court appearances, emotional attachment to children, young people, conflict of interests, loss and bereavement,

Examples are: Line manager, colleagues, health professionals, counsellors, occupational health.
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<tbody>
<tr>
<td>3. Meeting learning needs as part of continuing professional development (CPD.)</td>
<td>a. Show how your day-to-day work has been influenced by feedback from your colleagues or from children, young people and their families.</td>
<td>a. Give examples of feedback you have received from the children, young people and families you work with. How did you change the way you work as a result of the feedback you received? If you did not change the way you worked, explain the reasons why not.</td>
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<td></td>
<td>b. Work with your manager, or other relevant person, to agree and follow a professional development plan.</td>
<td>b. What is a professional development plan? How do you and your manager or other relevant person agree your personal development plan (PDP)? Who is responsible for making sure your professional development plan is followed? What is the purpose of the professional development plan? How do you make sure you follow this plan?</td>
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<td></td>
<td>c. Understand the methods you can use to improve your work.</td>
<td>c. Explain methods you can use to improve your work. Which do you think will be most useful in your work and why?</td>
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<tr>
<td>4. Career progression</td>
<td>a. Understand the importance of continuing professional development and accredited qualifications.</td>
<td>a. In your role, why do you need to develop and improve your skills and knowledge? Give examples of any training you are required to update regularly and explain why this is necessary.</td>
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<td>b. Understand the opportunities for your career to progress and identify who can help make the most of those opportunities.</td>
<td>b. Describe the routes your career could take from your current job/volunteer role. What do you need to do to progress in any of these ways? Which people or organisations can help you make the most of these opportunities?</td>
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</tbody>
</table>
Suggested answer/evidence/knowledge, skills and experience

a. Examples may include where children, young people and families have said they have been listened to; the problem has been sorted out; they were included in planning; or they have had discussions and service delivery was amended appropriately.

Personal response here.

There could be a legislative requirement to respond in a certain way.

b. An agreed work plan for each individual worker to develop professionally that has SMART objectives and is relevant to job role and tasks. (S=specific, M=measurable, A=achievable, R=reportable, T=time bound). There may be links to organisational objectives and service business plans.

Joint responsibility held by employee and manager.

Providing a framework for worker/volunteer to work within, identifying any skill gaps and providing opportunities to address them e.g. ‘Common Core of Skills and knowledge’ issues.

Regular reviewing sessions held for issues to be discussed and plan amended if required.

c. Training, assessment, coaching/, shadowing, mentoring.

Personal response here.

a. To keep up to date with current theory, practices and legislation. To enable improved service delivery and practice.

First aid, safeguarding, health and safety. Legislative and organisational requirements.

b. Examples are: from one team to another; to a different service area; to a different role within the children’s workforce; from an operational to a management role; from one agency to another.

Accredit competencies e.g. ‘Common Core of Skills and Knowledge’ requirements and taking additional qualifications and or appropriate training. Use of Integrated Qualifications Framework to provide a pathway.

The worker or volunteer him or herself. Line manager, local colleges and universities, HR and Learning and Development teams.