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## Overview

This standard is about communicating and engaging with children, young people and their families or carers to collaborate with them to inform design of service delivery.

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It includes listening to questions, understanding and responding to what they say, and involving them in the design and delivery of services that affect them. This includes helping them to understand actions being taken and reasons for this.

## Performance criteria

### *You must be able to:*

1. use appropriate forms and styles of communication suited to the needs and abilities of children, young people, their families or carers
2. create a suitable environment for discussions with children, young people, their family or carers
3. explain situations to children, young people and their families or carers whilst setting out what has happened or will happen next and the reasons for the action taken
4. encourage questions and check for understanding
5. inform, involve and support the child or young person, their families or carers, to assess different courses of action and to understand the consequences of each
6. identify what the child, young person, their family or carers, hope to achieve in reaching the best possible outcomes
7. listen and respond constructively to any concerns from others
8. obtain the consent of the child or young person, their family or carers to agreed course of action
9. explain to the child or young person, their family or carers, what information you may have to share with others and the reasons why
10. summarise situations to promote understanding for the child or young person taking account of their age, ability, wishes and feelings
11. identify and assess signs of possible abuse or neglect affecting a child or young person
12. verify any concerns and information gained from others
13. consult with the child, young person, their family or carer, over factors that may be hindering achievement of their potential or impairing their health and well-being
14. involve the child or young person, their family or carers, in decisions affecting them, whilst considering their age, ability, wishes and feelings
15. take action to safeguard and protect the welfare of children and young people in line with legal and organisational policies and procedures
16. agree with the appropriate others how information will be obtained, including who is to provide it and by when
17. assess the relevance and status of information, distinguishing between observation or opinion
18. make information available to those identified as entitled to needing and receive

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it in line with legal and organisational policies and procedures

19. maintain up to date records of the information provided and the outcomes

## Knowledge and understanding

### *You need to know and understand:*

1. relevant legislation and organisational policies and procedures that apply to your own organisation for the work being undertaken
2. the importance of building trust and empathy with children, young people, their families or carers and the methods for achieving this
3. different styles and forms of communication and how to adapt
4. the importance of non-verbal communication, and how different cultures use and interpret body language in different ways
5. possible barriers to communication, their causes, and ways to overcome them
6. the role and value of families and carers as partners in supporting children and young people to achieve positive outcomes
7. why it is important to involve the child or young person, their families or carers in the process and how to do this
8. how children and young people see and experience the world in different ways, and the impact of this in communicating and engaging with them
9. why it is important to check understanding and to avoid assumptions and the limits applying to your job role
10. what is meant by safeguarding, and the different ways in which children and young people might be harmed,
11. the key roles of families and carers in safeguarding and promoting the welfare of children and young people
12. different forms and extent of abuse, and their impact upon children's development
13. signs of possible abuse, and how these can be expressed in play, artwork and how children and young people approach relationships with other children or adults
14. when and how to discuss concerns with families and carers, and factors that can affect relationships and increase the risk of abuse
15. the boundaries of your own personal competence and responsibility
16. when to involve others and how to obtain advice and support
17. how assumptions, values and discrimination can influence practice, and may prevent children and young people from having equality of opportunity and equal protection from harm
18. policies that govern the identification and assessment of children and young people's needs, and how to apply them

19. the roles of other agencies
20. the importance of information sharing in the context of children and young people's well-being and safety
21. how inference or interpretation can result in a difference between what is said and what is understood, and how to address this
22. different sources for relevant information
23. the importance of seeking consent, from the child or young person, their family or carer, for the sharing of information and why it is not always required
24. requirements regarding confidentiality and how such procedures may apply in different contexts
25. when to act upon information received regardless of whether
26. confidentiality is requested
27. different trauma responses and their impact on children and young people
28. the importance of adhering to professional codes or standards of practice
29. additional support needs in children and young people and where to go for up-to-date support and advice
30. child development including physical, cognitive, emotional, social, and communication skills
31. how to promote diversity, equality and inclusion through work with children and young people
32. how to model pro social behaviour when working with individuals

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**Developed by** Skills for Justice

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**Originating Organisation** Skills for Justice

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**Relevant Occupations** Youth Justice Manager, Youth Justice Officer, Youth Justice Practitioner, Youth Offending Team Manager, Youth Offending Team Officers, Youth Offending Team Worker, Youth Workers

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**Suite** Resettlement of Offenders, Youth Justice

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**Keywords** Communicate; engage; children; youth; family; carers

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