

The Residential Child Care Worker

Practice Guidance for Residential Child Care Workers registered with the
Care Council for Wales



The Code of Professional Practice for Social Care

The Care Council for Wales expects residential child care workers, to meet the *Code of Professional Practice for Social Care* and may take action if workers fail to do so.

Employers of residential child care workers are expected to take account of the Code in making decisions about the conduct and practice of their staff.

Residential child care workers must:

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



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Cover design adapted from "Ideal Care Worker" by children and young people

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About this Practice Guidance

This Practice Guidance is for residential child care workers (workers) registered with the Care Council for Wales (Care Council).

The guidance, which builds on the *Code of Professional Practice for Social Care*, (the *Code*) aims to:

- Describe what is expected of workers;
- Provide a practical tool, helping workers in their practice;
- Provide guidance which supports workers to deliver a high quality service;
- Provide the basis for more detailed explanatory guidance on some topics.

The guidance also contains links to other information intended to support workers in their practice.

The guidance has been developed with reference to the National Occupational Standards (NOS) for Health and Social Care. The views expressed by children and young people in a range of engagement activities have also been incorporated throughout this Practice Guidance.

This document will be reviewed and updated from time to time. It is not intended to cover all situations or areas of practice. Workers are expected to use their professional judgement, applying the general principles of the guidance and the *Code* and taking advice from managers, where necessary. Workers must adhere to requirements on them in their organisation's Statement of Purpose and policies, legislation and statutory regulations.

The Care and Social Services Inspectorate Wales (CSSIW) may take this guidance into account when registering settings and during inspections when making an assessment of the quality of staffing and the care provided.



How this guidance applies to you

- 1 This guidance is for residential child care workers in Wales. It is also relevant to employers and can be used to assess whether arrangements are in place to ensure a professional and safe service. It can be used as a basis to let children and young people, families and the public know what they can expect from workers. It is the worker's responsibility to be familiar with and follow the guidance. Workers must use their professional judgement to apply the guidance in different situations or seek advice from managers or colleagues, if required.

If a worker is responsible for leading, supervising, mentoring or supporting other residential child care workers, they should promote these same expectations in these staff and address any concerns.

The Code of Professional Practice for Social Care is the main document setting out the principles around which allegations of misconduct or impaired fitness to practise are framed. This guidance may be used to illustrate a potential failure to uphold the standards in the *Code*. Serious or persistent failure to follow this guidance may therefore put your registration at risk.

In the guidance the terms 'you must' and 'you should' are used in the following ways:

- 'You must' is an overriding principle.
- 'You should' is used when providing an explanation of how you will meet an overriding principle.
- 'You should' is also used where the principle will not apply in all situations, or where there are factors outside your control that affect how you can follow the guidance.

Residential child care workers

- 2 Residential child care workers undertake a professional role: safeguarding and promoting the rights and well-being of children and young people and providing care and support to enable children and young people to develop their full potential. Utilising theories of human behaviour, child development and social systems the worker intervenes and cares for children who require care away from their families for short or longer periods in their lives.

You must be registered with the Care Council in order to practise in a residential home for children and young people in Wales (mandatory registration introduced 1 March 2008). Residential child care workers who do not hold the required qualification at the time of registration are registered on the basis of having completed the Social Care Induction Framework and with a training requirement to complete the required qualification before renewal of registration. Each registration period is for three years. The qualification should be started as soon as possible after completing Induction and evidence of completing the qualification must be submitted to the Care Council within the first three years of registration.

Everyone on the Register of Social Care Workers will have shown that they are suitable for work in social care by satisfying the Care Council that they: have the necessary qualifications¹; are physically and mentally fit; are of good character and agree to comply with the *Code*.

Child-centred care and support

3 Child-centred care and support means ensuring that children and young people receive care and support that responds to their individual needs. It includes a strong commitment to the rights of children and young people and involving children and young people in matters and decisions that affect them. It includes a commitment to child-centred planning: putting the child / young person at the heart of the planning process. High standards of conduct and practice and good communication skills are essential to a child-centred approach.

Standards of conduct

4 The *Code of Professional Practice for Social Care* describes the standards of professional conduct and practice required of workers. The *Code* ensures that employers, colleagues, children and young people, families and the public know what they can expect of workers. You must ensure that you meet the standards set out in the *Code*.

You should use the *Code* to:

- a.** reflect on your own conduct and practice, identifying areas in which you can improve;
- b.** promote high standards of conduct and practice with colleagues;
- c.** challenge poor conduct and practice; and
- d.** inform children and young people about the standards they can expect.

¹ www.ccwales.org.uk/qualifications/



United Nations Convention on the Rights of the Child

5 The *Human Rights Act 1998* applies to children and young people and adults. There are associated United Nations conventions for specific groups (see paragraph 11 below). Working with children and young people, it is essential that you recognise their distinct needs and specific rights that may be different to those that apply to adults. In particular, you must familiarise yourself with and apply the *United Nations Convention on the Rights of the Child (UNCRC)*² to your practice. This is in order for children and young people receiving services to get the support they need to enjoy the levels of well-being experienced by other children.

The seven core aims developed by the Welsh Government summarise the UNCRC and form the basis for decisions on national priorities. They should also form the basis for decisions on services and practice locally. The seven core aims are that children and young people:

1. have a flying start in life;
2. have a comprehensive range of education and learning opportunities;
3. enjoy the best possible health and are free from abuse, victimisation and exploitation;
4. have access to play, leisure, sporting and cultural activities;
5. are listened to, treated with respect, and have their race and cultural identity recognised;
6. have a safe home and a community which supports physical and emotional wellbeing;
7. are not disadvantaged by poverty.

Good communication

6 Good communication with children and young people is an essential part of your practice. It involves child centred communication skills, the ability to establish trust and rapport and adapting communication to suit the age / ability of the person and the situation.

To communicate effectively you must:

- a.** take account of language preference and need;
- b.** take account of preferred methods of communication including use of technology;
- c.** use specific alternative communication techniques for those children and young people with access requirements

² www.childcom.org.uk/en/uncrc-childrens-rights/

- d.** get to know, listen to children and young people, ask for and respect their views;
- e.** know how to respond appropriately if a child / young person is angry, distressed or upset;
- f.** share with and explain information sensitively to children and young people and in a way they can understand;
- g.** support children and young people to understand their rights and to represent their views and wishes;
- h.** respond to children and young people's questions and concerns; and
- i.** make sure children and young people are informed about how information may be shared. You should know how to access independent advocates, interpreters or communicators, where necessary.

Good communication is also essential for working with families, colleagues and managers.

Responding to Welsh language needs

- 7** Social services in Wales focus on caring for children and young people as individuals, placing them at the centre of their care. Many children and young people can only communicate their needs effectively through the medium of Welsh. Services have a responsibility to meet these needs.

Welsh language legislation³ means that public organisations have a duty to treat English and Welsh on an equal basis, ensuring language choice for users. In social care, it is important to recognise that the child / young person using services is not always in a position to express their choice. Children and young people are often vulnerable, and not confident to ask for services in Welsh. This means moving the responsibility from the person to ask for services through the medium of Welsh, to the service to make an 'active offer'. The 'active offer' is a key principle in *More than Just Words*⁴, the Welsh Government Framework for Welsh language in health and social care. You should support your employer to implement the 'active offer' of services in Welsh.

Confidentiality

- 8** You must treat a person's personal information with discretion, recognising the negative impact on a child or young person of sharing information unnecessarily. Personal information includes all formats (spoken, written, technological, photographs, etc).

You must be familiar with and abide by your organisation's policies on confidentiality and information sharing. You should not share information unless the law permits it.

You should ensure you know when you are required to share information and with whom, e.g. where there are safeguarding concerns. If necessary, you should seek advice from managers and colleagues.

³Welsh Language Act 1993 and Welsh Language Measure (Wales) 2011

⁴More than Just Words: Strategic Framework for Welsh Language Services in Health, Social Services and Social Care, Welsh Government, 2012



Family members

- 9** You must show respect to family members and others significant to the child or young person using the service. You should be sensitive and responsive in providing information and support.

You should know the rights of children, parents and others to maintain contact. Where appropriate, and taking account of the views and wishes of the child or young person, you should support constructive contact, including being encouraging and welcoming. You should know when and how to encourage family members to take part in activities and special events. You should work in accordance with the agreed care or placement plan.

You should ensure that you are aware of and adhere to any restrictions on contact, any requirements for monitoring contact and arrangements for supervision of visits. You should take advice from managers, where necessary.

You should identify and address any difficulties related to working with family members, including seeking appropriate advice and support.

Appropriate relationships and personal boundaries

- 10** The quality of the relationship between the worker and the child or young person in their care is critical to good residential child care practice (see Good residential child care practice, section 12). It is essential to create a homely, warm, kind, friendly, non-clinical environment. Sometimes, however, the 'closeness' between the worker and the child or young person can lead to a blurring of professional boundaries which creates difficulties. Examples of difficulties include workers sharing inappropriate personal information; taking on inappropriate tasks; inappropriate lending and borrowing; inappropriate use of social media, etc.

It is your responsibility to ensure the child or young person understands your professional role in their life and your limits. To maintain your own professional boundaries you must:

- a.** practise in accordance with the *Code of Professional Practice for Social Care*;
- b.** ensure you clearly understand your role, responsibilities and accountabilities and limits on these;
- c.** adhere to organisational policies and procedures on professional boundaries;
- d.** use professional supervision to reflect on the quality of your relationships with children and young people;
- e.** bring to your manager's attention any potential blurring or crossing of professional boundaries;
- f.** ensure that all your actions are transparent and open for discussion in professional supervision.

Some practices will clearly breach acceptable professional boundaries. Whilst not an exhaustive list, unacceptable practices include:

- a. pursuing a sexual or other improper relationship with a young person using the service or someone close to them;
- b. expressing to children and young people using the service personal beliefs, including political, religious or moral beliefs, in ways that exploit their vulnerability or are likely to cause them distress;
- c. acting in any way which exploits or harms a child or young person.

The consent of the child or young person is never a defence for any of these practices.

Legislation and guidance

- 11** You must familiarise yourself and comply with organisational policies and procedures, relevant legislation and guidance, including the *Equality Act 2010*; *Human Rights Act 1998*, and associated conventions such as the *UN Convention on the Rights of the Child* and the *UN Convention on the Rights of Persons with Disabilities*.

You must not unfairly discriminate against a person because of protected characteristics they have. *The Equality Act 2010* covers the following protected characteristics – age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity.

Good residential child care practice

- 12** Good residential child care practice is based on a child-centred approach. As well as carrying out care tasks, the quality of your relationship with children and young people is critical, contributing to quality of life, sense of security and belonging. Children and young people need nurturing, making it essential to create a homely, warm, positive, friendly, 'non-clinical' environment.

Your relationship with a child or young person may continue over long periods of time. You may be supporting them through challenging and difficult situations and life changes. You will be party to intimate details about their strengths, needs and circumstances. Children and young people expect you to be caring, supportive, kind, reliable, fair, patient, objective, flexible, trustworthy, non-judgemental and a positive role model.

You must be willing to recognise and work within the limits of your competence, taking advice from managers and colleagues, as appropriate. You must seek assistance if you are not able to carry out an aspect of work, or if not sure how to proceed. You should be willing to learn and undertake the full range of tasks for your role (see also section on Developing yourself).

If you make a mistake you must be open and honest about it, including providing a full and prompt explanation to your manager of what has happened. You should be willing to reflect on and learn from mistakes.



Planning for individual needs and preferences

13 As appropriate, you should contribute to developing an individual placement plan for children and young people that fully involves them and reflects their strengths, needs and desired outcomes. You should understand the plan and your role within it. You should make every effort to work constructively with others involved in the plan such as social workers and other professionals.

You should play your part implementing the plan in day to day care.

You should contribute to an effective review of the placement plan, including highlighting progress, achievements and any difficulties.

Quality of life

14 Providing for quality of life is central to good residential child care practice and to achieving the Welsh Government seven core aims (see section 5). You must actively promote quality of life, doing all that you can in your role to ensure that children and young people:

- live in a homely environment;
- have appropriate information about their care and support;
- receive individual care and support;
- have identified needs met, e.g. due to impairments or health conditions;
- have their identity, culture, beliefs and sexuality respected;
- are protected from bullying;
- have respect for their privacy and personal space;
- have security for their money and belongings;
- have a voice including being involved in decisions about the running of the residential home, as appropriate;
- are supported to develop and maintain contacts, friendships, talents, interests and hobbies;
- receive support for their education and to learn daily living skills, appropriate risk taking, social and life skills and citizenship;
- enjoy purposeful activities, meaningful to them, in the home and community;
- receive extra care and support when necessary, e.g. on admission to the service, during transitions and significant life events;
- know how to access independent advocacy e.g. to enable a truly independent view, wish or feeling to be appropriately expressed;
- know how to raise concerns or make a complaint about their care and support.

Note: the above list is not exhaustive but gives examples of promoting quality of life.

Health and education

15 It is essential that the health and education needs of children and young people in residential care are met and you have a key role to play in ensuring this. You must implement your organisation's policies regarding health and education needs.

You should ensure that your practice actively promotes and supports good health and responds to concerns: this includes physical, emotional and sexual health. You should be familiar with and able to respond appropriately to the particular health needs of a child or young person in your care.

Regarding education, you must fulfil your role by supporting the child or young person. This may include, as appropriate, liaising with schools; supporting attendance; providing support for studying and homework and providing support for extra-curricular activities.

If you are a designated link worker, you should carry out your role as set out in regulations and in *Towards a Stable Life and a Brighter Future*⁵.

Planning for the future

16 Young people regard preparation for the future as an essential aspect of being in care: preparation for life, living independently and reaching full potential. Young people need information and support in areas such as housing options, employment and training, living in the community, combating loneliness, benefits and independent living skills. Young people should be fully involved in planning and not "done to".

As appropriate, you should contribute to developing an individual transition plan for a young person preparing for independent living. You should understand the plan and carry out your role within it.

Keeping in contact with young people leaving care

17 You must comply with your organisation's policy regarding keeping in contact with young people after they leave care. You should adhere to agreed ways of keeping in contact and be open and transparent about your actions at all times. This includes contact with a young person still receiving services and when the person is an adult no longer receiving services.

You should continue to be respectful to young people after they leave care, and their families, if you have any further planned or unplanned contact.

⁵ Towards a Stable Life and a Brighter Future: Guidance and Regulations on measures to strengthen arrangements for the: I. placement, health, education and well-being of looked after children and young people; and II. Responsible Commissioner for secondary health care for vulnerable children placed away from home. Welsh Government, 2007



Working in teams

- 18** Effective team work is the responsibility of all team members and not just the manager or senior staff. When working in a team, including a multi-disciplinary team, you must:
- a.** make every effort to understand roles and responsibilities of colleagues;
 - b.** communicate effectively;
 - c.** promote the rights of children and young people;
 - d.** take account of the wishes and feelings of children and young people;
 - e.** respect the skills and contributions of your colleagues;
 - f.** be willing to raise concerns about practice;
 - g.** try to manage disagreements constructively; and
 - h.** prepare for and contribute positively to meetings.

You should use agreed communication channels such as staff meetings, notice boards and recording systems to support a well-coordinated and safe service for children and young people.

You should comply with handover procedures to your colleagues, thereby ensuring good continuity of service for children and young people.

Records and reports

- 19** Children and young people have a right to expect that information about them is recorded and reported accurately and used appropriately. You must ensure that you adhere to agreed policies and procedures for completing records and reports. You should ensure that records and reports produced by yourself:
- a.** are accurate, clear, complete and up-to-date;
 - b.** contain an appropriate level of detail to support decisions made;
 - c.** reflect the child or young person's views and perspective;
 - d.** can be understood by those who have a right to see them;
 - e.** comply with legal and organisational requirements;
 - f.** are presented to others who need to make decisions or take actions;
 - g.** are stored, shared and retained in accordance with organisational requirements, including data protection requirements.

You must not falsify, manipulate or backdate records or reports.

Comments and complaints about services

20 You should ensure that children and young people have information on how to comment and complain about services. This includes both the residential care home's process and the placing authority's complaints process.

If there is a complaint about your practice, you should co-operate with the investigation. You should be open to reflect on and learn from comments and complaints about your practice.

If you are responsible for investigating complaints, you must treat the complaints / complainants in a fair way and follow proper procedures for investigation.

You should ensure that children and young people understand the role of, and know how to access, independent advocacy to help them with their complaint.

You should be familiar with the role of the Children's Commissioner for Wales. The Commissioner has legislative powers to provide assistance to children and young people, parents, carers and all professionals working to support looked after children.

You should encourage and support children and young people to take part in initiatives to give views and comments about their services, as appropriate.

Safeguarding individuals

21 Safeguarding is about protecting children and adults from abuse or neglect and educating those around them to recognise the signs and dangers. Residential child care workers have a key role to play safeguarding the welfare of children, young people and vulnerable adults, e.g. young adults leaving care. Good practice includes knowing the actions you should take in cases of actual or potential harm or abuse. It includes supporting children and adults to keep themselves safe. Workers need to be aware of and know how to respond to a range of potential risks: neglect, abuse, sexual exploitation, bullying and cyber bullying.

The Welsh Government issues statutory guidance on the safeguarding of children and adults (see Additional information section). *The Social Services and Well-being (Wales) Act 2014* introduces a strengthened, robust and effective partnership approach to safeguarding.

One of the most important principles of safeguarding is that it is everyone's responsibility. Each professional and organisation must do everything they can to ensure that children and adults at risk are protected from abuse.

Workers are expected to work within all-Wales policy and procedures developed in response to statutory guidance and local policy and procedures.



Understanding safeguarding

22 You must be familiar with:

- a. the factors that may lead to harm, abuse or exploitation;
- b. the signs of potential harm or abuse;
- c. local procedures;
- d. your responsibility where a child / young person has been harmed or abused, or is in danger of harm or abuse.

You must report any concerns you have about the safety of a child or vulnerable adult.

Supporting children and young people to keep themselves safe

23 You must practise residential childcare that supports people to stay safe. This will include:

- a. promoting child-centred care and support;
- b. contributing to assessing the child or young person's capacity to make decisions about risk;
- c. working with other professionals to develop and implement risk management plans;
- d. supporting children and young people to recognise when behaviour towards them is inappropriate or unacceptable, where possible;
- e. supporting children and young people to develop their ability to keep themselves safe;
- f. supporting and guiding children and young people to develop relationships that are safe and supportive;
- g. supporting children and young people to access independent advocacy;
- h. supporting children and young people to express concerns or make complaints;
- i. acting on concerns or complaints in a prompt, open, honest and fair manner.

Health and safety

24 Your employer has a range of responsibilities to support health, safety and well-being and to minimise unacceptable risk to you and others. You have a responsibility to cooperate with your employer on health and safety.

Compliance with health, safety and security requirements

25 You must familiarise yourself with and comply with statutory and organisational health, safety and security requirements including, amongst others, the *Health and Safety at Work Act 1974*.

Safety and well-being and resilience

26 You must take steps to ensure safety where there is risk of harm to you or others. This includes working with your employer as they carry out their duty of care to you, ensuring that you are aware of and implement relevant organisational policies and procedures such as incident reporting, first aid, lone working, managing behaviour and violence against staff.

You should recognise the effect that challenging work situations may have on your overall well-being and practice. You should identify and implement ways to support your well-being and develop your resilience: this includes accessing relevant support offered by your manager and employer.

Supporting positive behaviour

27 You should practise in a way that supports the development of positive behaviour. This includes complying with policies, procedures and practice that support child-centred approaches to the development of positive behaviour. It includes contributing, as appropriate, to the development and implementation of behaviour support plans and preventative strategies.

Despite preventative approaches, children and young people can sometimes present challenging behaviour that places themselves or others at serious risk of harm. Responding to this behaviour requires a range of strategies and may involve the need for restrictive physical intervention .

If you are required to use restrictive physical intervention you must:

- a.** comply with your organisation's policies and guidance on restrictive physical intervention⁶;
- b.** undertake training, including refresher training, on restrictive physical intervention arranged by your employer;
- c.** only use professionally recognised methods and techniques appropriate to the child or young person affected;
- d.** use the minimum intervention (in terms of force and time) necessary to prevent harm and reduce damage;
- e.** following any incident of restrictive physical intervention, inform the child's key worker and your manager;
- f.** record the incident in accordance with your organisation's recording procedures;
- g.** contribute constructively to post incident de-briefs;
- h.** use professional supervision to reflect on and learn from incidents.

⁶ Restrictive physical intervention is defined as "direct physical contact between persons where reasonable force is positively applied against resistance, either to restrict movement or mobility or to disengage from harmful behaviour displayed by an individual", Framework for Restrictive Physical Intervention Policy and Practice, Welsh Government, 2005



You must not:

- a.** use restrictive physical intervention methods reliant on pain to gain submission or compliance;
- b.** restrain a child or young person in a face down position;
- c.** threaten restrictive physical intervention to punish, humiliate, degrade or discriminate.

You must comply with organisational policies about joint working with the police, taking advice from managers and colleagues, as necessary.

Medication

- 28** You must familiarise yourself with and abide by your organisation's policies and procedures for the safe administration, recording, handling, safekeeping and disposal of medication. This includes both prescription and non-prescription "household" medication.

Supporting effective health, safety and security practice

- 29** You should work in partnership with your employer to monitor, review and improve health, safety and security policies and procedures.

Developing yourself

- 30** Continuous learning and development of knowledge and skills is essential to improving practice and outcomes for children and young people. You are responsible for your efforts to achieve the required qualification for your role, engage in mandatory training and to undertake on-going relevant learning and development.

Keeping up to date

- 31** You must keep your knowledge, skills and competence up to date, working with your employer to seek out development opportunities that will meet your learning and development needs.

You should:

- a.** routinely review and update knowledge of practice, legislation, regulations, standards, policy and research;
- b.** listen and learn from others including other professionals, children and young people and families;
- c.** seek assistance with gaps in your knowledge and skills;
- d.** reflect on and use your learning to support the improvement of practice and services;
- e.** keep a record of your learning in accordance with post registration training and learning requirements.

You should make use of a variety of methods of keeping up to date such as reading, attending training, contributing to team meetings, professional groups and seminars. You should keep up to date with information about local services and resources that may be relevant to the children and young people you are working with.

Supervision and appraisal

32 You must use the supervision and appraisal opportunities available to you to:

- a.** identify your work and personal development objectives;
- b.** seek advice on and support for your work;
- c.** agree actions to be taken;
- d.** seek constructive feedback; and to
- e.** reflect on and improve your practice.

You should prepare for, attend and contribute to regular supervision and periodic appraisal with a positive attitude.

You should meet your responsibilities set out in your employer's supervision and appraisal policy.

You should raise any urgent concerns or issues with your manager, not wait for a supervision meeting.

Contributing to the development of others

33 As well as addressing your own learning needs, all residential child care workers have a responsibility to contribute to the learning and development of others. This can be achieved in a variety of ways, ranging from sharing information, mentoring new workers, contributing to team meetings and discussions to more formal activities such as delivering training or an assessor role.

Learning culture

34 You should do all that you can to promote a learning culture in the workplace. You should contribute to an environment where all have the opportunity to share good practice, learning and ideas; access research; learn from mistakes; reflect on practice and to be creative.



Supporting the learning of colleagues

35 Supporting the learning, training and assessing of colleagues is crucial for services now and in the future. This includes those undertaking induction and qualifications. You should be willing to contribute to these activities and, if you are involved, to develop the necessary competence.

Delegating tasks to others

36 Delegation involves asking a colleague to undertake a task on your behalf. In the right circumstances, delegation can support service delivery and contribute to staff development. Although you will not be accountable for the decisions and actions of those to whom you delegate, you will still be responsible for the overall management of the task, and accountable for your decision to delegate. When you delegate a task you must be satisfied that delegating the task complies with legal, regulatory and organisational requirements. You should:

- a.** be satisfied that you have the authority to delegate the task;
- b.** be satisfied that the benefits of delegating the task outweigh any risks;
- c.** be satisfied that the person to whom you delegate has the qualifications, experience, knowledge and skills required;
- d.** pass on sufficient information about the task to the person to whom you are delegating;
- e.** ensure that the person to whom you are delegating has access to appropriate supervision;
- f.** ensure that consent is gained from the individual using services, where necessary;
- g.** monitor practice and intervene if the person to whom you have delegated is not able to carry out the task safely.

Contributing to the service

37 Residential child care workers may contribute to a range of tasks to ensure a safe and effective service for children and young people. These may include, for example, developing policies; contributing to planning; managing resources and contributing to review and evaluation. When performing such tasks, you are responsible for maintaining high standards and the quality of work in these areas. You must inform your employer if you do not feel competent to carry out a task.

Service development

- 38** You should contribute to the development of an effective residential child care service. In contributing to development, you should:
- a.** uphold social care values, promoting the *Code of Professional Practice for Social Care*;
 - b.** ensure your contribution is focused on quality and improvement, in particular the rights, safety and well-being of children and young people using the service; and
 - c.** use feedback from children and young people using the service to inform the task.

Resources

- 39** You should contribute to identifying the resources required to deliver quality, safe and effective services. You should minimise waste. You should be mindful of your responsibility to make effective use of limited resources.

Raising concerns

- 40** You must inform your manager or employer if you have concerns about ineffective policies, procedures or practices, or gaps in these.

Similarly, you must act on any concerns, for example, about poor systems, available resources, work overload, bullying or harassment, facilities and equipment, team skills, breaches of regulatory standards or codes, poor or unlawful conduct or practice. You should be familiar with relevant policies and procedures for reporting concerns, e.g. Harassment and Bullying at Work Policy, Safeguarding Policy, Whistleblowing Policy.

If your manager or employer does not take adequate action, you should seek independent advice from an appropriate regulatory or advisory body such as the Care and Social Services Inspectorate Wales (CSSIW), the Care Council or Public Concern at Work⁷. You should record your concerns and the steps you have taken to try and resolve them.

Probity

- 41** Probity means being honest and trustworthy, and acting with integrity. It requires you to conduct yourself at all times in a way that justifies the trust children and young people, families and the public place in you.

Professional registration

- 42** You must maintain your professional registration and comply with post-registration training and learning and fitness to practise requirements.

⁷ A charity that provides free, confidential advice to people who are not sure whether, or how, to raise concerns about practices at work – www.pcaaw.org.uk



You should inform the Care Council without delay about any matters which may call into question your suitability to work in residential child care, including (but not limited to):

- a.** pending criminal proceedings;
 - b.** cautions, fixed penalties or convictions;
 - c.** disciplinary proceedings pending or taken;
- and / or
- d.** any change in your physical or mental health condition that may affect your ability to undertake your work in social care.

Note: telling the Care Council about these matters will not necessarily prevent you from being registered, or affect an existing registration. Legislation⁸ states that it is no longer necessary to declare certain old and minor convictions. Full information about the protected cautions and convictions is available on the Disclosure and Barring Service (DBS) website. www.gov.uk/government/publications/filtering-rules-for-criminal-record-check-certificates

To maintain your registration the Care Council must be able to contact you. You should inform the Care Council about any changes to your contact details including name, title, home address, work address, e-mail and your employment details.

Gifts and donations

43 You must not encourage children and young people using the service or their families to lend or give property, money or gifts that will directly or indirectly benefit you personally.

You must not put pressure on children and young people using the service or their families to make donations to other people or organisations.

You must comply with relevant organisational policies and statutory regulations concerning gifts, donations and bequests.

Conduct and social media sites

44 It is recognised that workers may communicate with colleagues through social media sites online such as Facebook, LinkedIn or Twitter. These sites can provide a helpful source of support and information-sharing. However, you must not discuss or post comments on line about individuals connected with your work. This is in the interests of protecting all parties' confidentiality, and personal and professional integrity.

You should not communicate with the children and young people in your care using your personal social media accounts.

You should also carefully consider how you represent yourself on social media sites and how online presence may be perceived by others, including children and young people, members of the public and other professionals.

⁸The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2013

Additional information

The following information can be used to support compliance with the practice guidance:

Children and young people

Children's Commissioner for Wales - www.childcom.org.uk/

Welsh Government - www.wales.gov.uk

Engaging with children and young people

National Standards for Children and Young People's Participation -

www.wales.gov.uk/topics/childrenyoungpeople/publications/participationstandards/?lang=en

Equalities

Equality and Human Rights Commission - www.equalityhumanrights.com

Welsh Government - www.wales.gov.uk

Health and safety

Health and Safety Executive - www.hse.gov.uk

National Occupational Standards

Care Council for Wales - www.ccwales.org.uk

Regulation of services

Care and Social Services Inspectorate for Wales - www.wales.gov.uk/cssiwsite/newcssiw

Regulation of the workforce

Care Council for Wales - www.ccwales.org.uk

Rights and entitlements

My Planner, published by the Children's Commissioner for Wales, provides a reference to be aware of the rights and entitlements that should be made available to looked after children and young people.

www.issuu.com/childcomwales/docs/myplanner/1?e=3726591/5862469

Safeguarding

Welsh Government - www.wales.gov.uk

Service development

National Institute for Social Care and Health Research -

www.wales.nhs.uk/sites3/home.cfm?orgid=952

Social Care Institute for Excellence - www.scie.org.uk

Welsh language

Welsh Language Commissioner - www.comisiynyddygybraeg.org

Workforce development

Care Council for Wales - www.ccwales.org.uk