

Competency and Capability Framework for Family Support Workers

better together for children in Walsall

Context

Everyone who works with children, including Early Years professionals have a prime responsibility to safeguard children – ‘the action we take to protect the welfare of children and protect them from harm – is everyone’s responsibility.’ Working Together 2013.

Responsibility is defined as:

- Protecting children and young people from maltreatment
- Preventing impairment of children and young people’s health or development
- Ensuring that children and young people grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children and young people to have the best outcomes

Key Principles

Three key principles underpin a central role in improving outcomes for all children and young people. The Working Together document emphasises the importance of effective safeguarding arrangements in every local area:

- Safeguarding is **everyone’s** responsibility: for services to be effective **each individual and organisation** must play their full part;
- A Child Centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children.
- Equality and diversity is embedded throughout the service: all interactions with children, young people and their families will be carried out fairly and sensitively in line with current equality and diversity legislation, policy and procedures.

As part of this child centred approach, children, young people and families in Walsall have been consulted on their needs and views. The outcome is a list of 8 top tips for practitioners to use when working with children and young people to assist in achieving positive outcomes.

8 Top Tips for Practitioners

Tip	Apply by
Listen	Young people and families are quite aware when people just appear to be listening. It is always good to double check that you both understand what has been discussed
Build Trust and Respect	Young people and families feel that staff expect them to open up straight away. They want time to build a relationship first, learn to trust the staff and believe it is only fair that you earn their respect. This takes time.
Stick it through	<p>Commit to achieve the best outcome with young people and families and in planning for this make sure that goals are realistic and achievable. Young people and families often work better on the short term. They need to see the improvements. They don't want things to fail because they are not pitched at the right pace.</p> <p>In addition young people and families like consistent support were possible, so they don't have to repeat their story and build up the trust again. They also want you to keep on believing in them.</p>
Whose outcomes is it anyway?	<p>It is understood that your service will need to achieve certain targets – e.g. increased GCSE's, additional days/hours in education, a job or further education placement, fill a programme. But make sure you don't lose sight of the journey travelled and also the priority for the young person/family as well as what they want to achieve long term.</p> <p>Gaining 5 GCSE's might not be a young person's aim, but knowing they attended most of the school day is. Or if a young person really wants to do ICT, don't try to change their mind because you are finding it hard to find a suitable course.</p> <p>Remember whose outcome you are aiming for!</p>

Tip	Apply by
Work in our time	<p>Young people and families live in the here and now and lose focus if things take too long to happen. Little steps might need to be considered in order to gain long term progress.</p> <p>Think one day, one week before you start aiming for monthly, 6 monthly, yearly goals.</p>
Be flexible	<p>Young people and families do not live their lives between 9 and 5, Monday to Friday. They are coping with challenges all the time.</p> <p>As services we need to consider how we can give the best flexible support to ensure families feel continuously supported as and when they need it.</p>
One size doesn't fit all	<p>You may use a number of tried and tested tools, activities and ways of working – however don't forget all young people are different.</p> <p>What works for one may not work for another – be sure to treat each young person as an individual.</p>
Make it fun!	<p>Try to enjoy the work you do with young people – they pick up quite quickly when an adult is not enjoying their work!</p> <p>And wherever possible – make your interactions with young people fun!</p>

The Munro Report (2011) also highlights that effective professional relationships make a real difference in improving outcomes for children and young people; for that reason, it is the human relationships that are at the heart of the delivery of effective services. However, research has shown that Practitioners require a range of skills, knowledge and experience to achieve this.

About this Framework

The Family Support Worker role within the Children's Centres in Walsall has evolved over a period of time with staff coming from a range of backgrounds such as Health and Social Care and Early Years bringing with them different strengths and experience. The remit of the role has become increasingly diverse and is now pivotal in the support of children, young people and families as part of Walsall's early intervention and family support strategy. For consistency, this framework has been developed so that the Family Support Worker can assess their skills and identify areas for development to ensure they are delivering a professional, competent and effective service for children, young people and families.

This document sets out the competency and capability framework, the purpose of which is to define the key aspects of effective professional practice and the competencies required to achieve them, in order to improve outcomes for children, young people and families.

The framework has been developed in consultation with a group of Family Support Workers, Health and Family Support Co-Ordinator, Centre Manager and Workforce Development in Children's Services. The structure and layout is based on the Action for Children's model 'Skills Framework for developing effective relationships with vulnerable parents to improve outcomes for children and young people'.

The support of the organisation is key to the development of effective practitioners and should not be underestimated in the process and a list of desired organisational qualities is outlined in the overview.

The framework is structured to identify 3 key areas for a practitioner

Being	practitioner qualities and experience
Doing	practitioner skills
Knowing	practitioner knowledge

Throughout the framework the following terminology is used: -

- **Key People** = professionals and members of the wider community
- **Practitioner** = Family Support Worker

References

HM Government (2013) Working Together to Safeguard Children
Munro (2011) Final Report A Child-Centred System
8 Top Tips is part of the 'Walsall Outcomes' DVD produced by IYPSS

Family Support Worker Competency and Capability Framework Overview

Qualities and experience	
<ul style="list-style-type: none"> • Child-focused • Warm, respectful and sensitive • Action-focused 	<ul style="list-style-type: none"> • Engage and build trust • Support and challenge • Reflective
Skills	Knowledge
1. Communication Skills for direct work with children, young people and families	Technical and professional expertise
2. Empower and enable children, young people and families to address and take ownership of issues	Knowledge, understanding and application of equality and diversity issues
3. Planning Skills	Understanding family context
4. Decision-making and problem solving skills	Knowledge of support available
5. Provide a flexible and non prescriptive approach to delivery	Knowledge of self awareness and reflective practice
6. Engage and work with other services	
7. Interact positively and build relationships with children, young people and families	
8. Support health and wellbeing for children, young people and families	
9. Support the care and development of babies and children	
10. Promote positive behaviour in children and young people by working alongside parents	
11. Support children and young people who have experienced stressful/negative situations	
12. Support children and young people through life changes	
13. Promote children and young people's well being and resilience	
14. Support children and young people to develop a positive identify/self image, self esteem and emotional well being	

15.Support children and young people to promote their own physical and mental health	
16.Record Keeping	

Organisational Qualities

Organisational Level	Delivery Level	Family Level
Strong management commitment and ethos	Team development and support	Supporting service accountability
Practitioner training and development	Flexible delivery according to the needs of children, young people and families	Strong assessment process
Effective Supervision	Facilitating multi agency services	Making other services accountable
Creating a welcoming environment	Consistency in approach to working with parents	

Family Support Worker qualities and experience

When working with children, young people and children, young people and families to improve outcomes for children and young people, practitioners should always be

Quality	Experience
Child Focused	<p>Keeping a clear focus on the outcomes that family support is aiming to achieve for children and young people.</p> <p>Having the ability to make difficult decisions to meet the needs of children and young people</p>
Warm, respectful and sensitive	<p>Listening to what children, young people and families need.</p> <p>Open and non judgemental.</p> <p>Showing understanding and empathy.</p>
Action Focused	<p>Clearly focused on addressing needs and achieving outcomes for children, young people and families.</p> <p>Keeping up the momentum of support</p> <p>Quickly addressing practical or pertinent issues hindering family engagement and support</p>
Engage and build trust	<p>Engaging on a person to person level and be down to earth.</p> <p>Demonstrating a genuine interest in the children, young people and families</p> <p>Empathising in a realistic way, avoid patronising responses</p> <p>Reliable – do what you say you will do</p>

Quality	Experience
<p>Support and challenge</p>	<p>Helping parents understand, recognise and take ownership of issues and solutions.</p> <p>Making clear assessments about child protection concerns.</p> <p>Direct about concerns and the consequences of safeguarding disclosures</p> <p>Offering ideas and solutions</p> <p>Realistic about what can be achieved and clear about what support is on offer.</p> <p>Assertive and consistent</p> <p>Challenging parental resistance to positive solutions and ideas.</p> <p>Recognising positive achievements and build confidence</p>
<p>Reflective</p>	<p>Reflecting on actions taken and the impact of the outcomes.</p> <p>Identifying strengths and weaknesses of actions taken.</p> <p>Sharing best practice with others.</p> <p>Using lessons learned to develop and improve personal skills to provide better outcomes for children and young people</p>

Family Support Worker Skills

1. Communication Skills for direct work with children, young people and families

Communicate in a way that children, young people and families understand

Practitioners need to

General Communication Skills

1.1	Identify and use the preferred style of communication of children, young people and families.
1.2	Access specialist communication services when required to meet the needs of the children, young people and families.
1.3	Communicate with children, young people and families, and key people in a respectful manner
1.4	Confidently challenge offensive remarks/language
1.5	Maintain confidentiality at all times (except in a safeguarding situation)
1.6	Deal with information requests in line with organisational procedures
1.7	Adapt the environment to encourage open communication and participation
1.8	Concentrate completely on what the children, young people and families are saying – engage in active listening
1.9	Recognise ineffective communication
1.10	Enable Children, young people and families to be able to express views and feelings in a non judgemental manner
1.11	Interact with individuals in a manner that respects their beliefs, culture and preferences

Listening and Questioning Skills

1.12	Observe children, young people and families' non-verbal communication
1.13	Avoid interrupting
1.14	Ask open questions
1.15	Prompt, explore and summarise conversations
1.16	Use body language and gestures to show attention
1.17	Value what the children, young people and families are saying without necessarily believing everything they say
1.15	Clarify information to make sure there is mutual understanding

1.16	Determine the needs of a child according to their age and understanding by observing their language, action and behaviour
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2. Empower and enable children, young people and families to take ownership of issues

Work in partnership with children, young people and families to address and take ownership of their issues

Practitioners need to

2.1	Focus on increasing children, young people and families independence and self reliance
2.2	Help children, young people and families to define the outcomes that they want to achieve
2.3	Work with children, young people and families to build skills and resilience, supporting them to overcome challenges
2.4	Provide opportunities and support for children, young people and families to practice new skills or behaviour
2.5	Be clear about expectations of children, young people and families –seek commitment
2.6	Allow choice where appropriate

3. Planning Skills

Work with children, young people and families to identify and assess needs

Practitioners need to

Assessment Skills

3.1	Make sure assessments are child/young people centred using the assessment framework
3.2	Focus on strengths of children, young people and families as well as areas for improvement
3.3	Deal with personal information in a sensitive manner
3.4	Recognise children, young people and families' existing skills/knowledge
3.5	Use observations and experience to pick up more subtle messages from children, young people and families – read, understand and analyse the

	situation
3.6	Get behind the labels that stereotype children, young people and families to avoid making hasty judgements and acknowledge when initial judgements and decisions are wrong
3.7	Signpost or contact specialist support services as needs of children, young people and families are identified
3.8	Carry out planning alongside children, young people and families, where possible, to ensure commitment.

Goal and target setting, monitoring and reviewing progress

3.9	Work with children, young people and families to identify realistic goals/targets
3.10	Ensure that improving child outcomes are central to all goals/targets set
3.11	Set clear timescales for achieving goals/targets
3.12	Regularly review family progress against goals/targets
3.13	Introduce new goals/targets if needed
3.14	Discuss unresolved family issues via supervision/line management
3.15	Measure and evidence the outcomes achieved for children, young people and families

Planning for exit and step down

3.16	Consider the potential risks and implication of ending support
3.17	Consider the need for ongoing support to meet outstanding family issues – drawing in support from other services where needed
3.18	Agree an exit strategy/step down, making sure children, young people and families are prepared for the support to end
3.19	Celebrate successes and outcomes achieved with children, young people and families

4. Decision making and problem solving skills

Work through problems with children, young people and families and make the right decisions (in sometimes difficult and challenging circumstances) in order to meet family needs and improve outcomes

Practitioners need to

4.1	Work with children, young people and families to prioritise and generate options for dealing with issues
4.2	Work with children, young people and families to make joint decisions (where appropriate and possible)
4.3	Recognise when safeguarding action is needed and work with others to implement effective arrangements to keep children and young people safe
4.4	Provide new information or a different way of looking at situations to help children, young people and families to move forward
4.5	Signpost to or contact specialist support services as necessary.

5. Provide a flexible and non-prescriptive approach to delivery

Tailor support for children, young people and families to make sure that needs are met, engagement in support is sustained and outcomes for children, young people and families are achieved.

Practitioners need to

5.1	Develop relationships with children, young people and families to build trust and respect
5.2	Identify suitable support to meet children, young people and families' needs
5.3	Provide support that puts children, young people and families at the centre, with a clear understanding of how support will lead to improved outcomes
5.4	Promptly respond to emerging issues and tailor support accordingly
5.5	Be flexible in the location and timings for support, considering the children, young people and families' needs and circumstances
5.6	Set timescales for support but with in-built flexibility
5.7	Have high expectations of children, young people, families, other services and practitioners

6. Engage and work with other services

Draw in support from other services to meet children, young people and families' needs

Practitioners need to

6.1	Identify professionals, agencies and services which can provide help and support to children, young people and families that meets their needs
6.2	Work in partnership and co-ordinate support across services
6.3	Recognise professional and service boundaries
6.4	Address any barriers, issues or communication difficulties that could affect multi agency working
6.5	Share appropriate information on children, young people and families with other services in line with organisational policies and procedures
6.6	Appropriately signpost and refer children, young people and families to other services
6.7	Support children, young people and families in accessing other services, advocating where necessary
6.8	Keep up the momentum of support through ongoing liaison with other services

7. Interact positively with children and young people

To understand the impacts of support on children, young people and families and build positive relationships

Practitioners need to

7.1	Engage positively with children and young people when working with parents
7.2	Use experience and knowledge of child development to interact with children and young children, and families
7.3	Observe and evidence the outcomes of parental support on children and young people.
7.4	Develop positive relationships with children, young people and families that promote mutual trust and respect. whilst maintaining professional boundaries

8.Support the Health and Wellbeing of children, young people and families

Promote healthy living for children, young people and families enabling them to identify their health living options and work with others to support them to implement healthy living.

Practitioners need to

8.1	Work in partnership with children, young people and families including other key people to help them understand the long and short term health implications of different lifestyles for adults and children
8.2	Promote programmes and activities that demonstrate aspects of healthy living and assist children, young people and families to identify realistic opportunities to change their lifestyle
8.3	Provide information to children, young people and families to raise awareness of healthy living options, including the importance of good nutrition and hydration; facilitate change and where to access assistance when required.
8.4	Work with children, young people and families to assist in active participation in their own health care
8.5	Reflect on what children, young people and families are saying when you are listening to their views on health and lifestyle
8.6	Identify and promote healthy eating strategies with parents for their children.
8.7	Be aware of the health indicators for the local area and promote programmes to address these issues – e.g. breast feeding, immunisation take up, smoking, obesity, drugs and alcohol abuse.

9.Support the care and development of babies and children

Support the care and development of babies and children through observation, promote learning development activities and help to identify children, young people and families in need of early intervention and support

Practitioners need to

9.1	Work with parents to promote routines that recognise and respect the value of attachments to the emotional security of the baby or child.
9.2	Support parents to understand the importance of bonding with, relating to and understanding their baby and positively reinforce their actions when they do this.
9.3	Support parents in the physical care of their baby or child including feeding, breast feeding, introducing solid foods, infant nutrition, nappy changing, washing and clothing.
9.4	Support parents to provide an environment for their baby or child that is safe, secure and free from danger, harm and abuse.
9.5	Reinforce professional advice to the parents on the care of their baby or child
9.6	Support parents to recognise and respond promptly to signs of emotional distress in the baby or child, signs of illness including physical signs and changes in behaviour and when it is necessary to obtain medical assistance.
9.7	Support parents to understand the importance of checking their baby is safe before leaving them unattended at home and outside or leaving them only with people who are known to be safe and able to take care of the baby.
9.8	Use different sources of information, including observation, to identify or validate concerns about the physical, emotional or developmental issues, including disabilities, special needs, speech and language, of children, young people and families.
9.9	Work with others to refer children, young people and families you have concerns about to relevant agencies
9.10	Use up to date organisational policies and procedures to enable you to work in the best interests of children, young people and families.
9.11	Promote with parents a range of play activities for the baby or child that are appropriate to their level of development and provide them with stimulation and fun that can be included in their daily routines.
9.12	Work with key people and others to promote a supportive environment where families are able to discuss aspects of their child's health, well being and developmental progress.
9.13	Promote information about available resources and organisations able to provide additional support for their child's health, well being and developmental progress

9.14	Support families of children and young people with disabilities. Promote and signpost to relevant professionals and agencies as needs are identified.
9.15	Agree the roles and responsibilities of families which will support their child's health, well being and developmental progress
9.16	Promote and be involved in the delivery of relevant parenting programmes to support children, young people and families.

10.Promote positive behaviour in children and young people

Promote positive behaviour in children and young people by working with parents to understand the reasons for and consequences of their child's behaviour and implement proactive strategies to encourage positive behaviour

Practitioners need to

10.1	Work with parents, key people and others to examine why their child behaves in a certain way and the factors associated with this and to identify situations, events, environments actions, people or behaviour of others that may trigger challenging behaviour in their child and how to avoid them.
10.2	Support parents to understand the effects of their child's behaviour on themselves and others and to understand the possible consequences of behaviour that is unacceptable or illegal. and identify any suitable sanctions that may be applied.
10.3	Support parents to access specialist support to help them understand their child's behaviour.
10.4	Work with parents, key people and others to agree assessments and plans for promoting positive behaviour and responding to incidents of challenging behaviour
10.5	Support parents to identify the boundaries of acceptable and unacceptable behaviour in their child and to help them explain to their child why different behaviours have positive or negative outcomes
10.6	Support parents to reflect and acknowledge the positive aspects of their child's behaviour and interactions and to direct any comments toward the behaviour, not the child
10.7	Work with the child or young person, parents, key people and others to ensure that any agreed boundaries are regularly discussed and consistently applied and if necessary refer to a relevant parenting programme.
10.8	Review and evaluate the impact of any interventions such as a parenting programme.
10.9	Support parents to find positive ways of expressing thoughts and feelings for their child
10.10	Take opportunities to promote positive behaviour through praise and reinforcement

11. Support children and young people who have experienced stressful/negative situations

Support children and young people who have experienced the stressful situation and identify their needs

Practitioners need to

11.1	Work with the child or young person and family who have experienced the stressful situation, key people and others to assess the needs of the child
11.2	Seek relevant support where the needs of the child or young person are outside your own area of expertise, role and responsibility
11.3	Personally make use of support available to you to help cope with thoughts and feelings about the stressful situation experienced by the child or young person
11.4	Keep detailed accurate, dated and signed records about the needs of the child or young person.
11.5	Agree roles and responsibilities with key people to continue to support the child or young person as required.

12. Support children and young people through life changes

Recognise major life events and changes that affect children and young people and provide relevant support

Practitioners need to

12.1	Identify the change that the child or young person is going through and recognise that this situation is unique to them by reflecting on the situation and the associated changes without any pre judgements.
12.2	Assess emotions and behaviours which identify indicators of resilience or distress and help them identify what strengths they have to help them through the situation.
12.3	Identify evidence of any risks to the child or young person's well being due to the life event or change.
12.4	Explain truthfully to the child or person what information you may have to share with others and why and share concerns with agreed key people with their knowledge dependent upon their age and understanding
12.5	Confirm with the child, young person and agreed key people the limits,

	boundaries and protocols that govern your role in supporting them and seek assistance if you are unsure or if it's outside your area of responsibility.
12.6	Work with parents to plan how they can support their child to manage changes in a positive way and how they can help them get through the life event or change to achieve a positive outcome and clarify and agree their role as practitioner in the process
12.7	Discuss in partnership with the parents and child or young person what other supports are available and how to access them.

13.Promote children and young people's well being and resilience

Promote children and young people's well being and resilience by encouraging behaviour towards self reliance, self- esteem and enabling them to relate to others

Practitioners need to

13.1	Engage with children and young people in a child centred way that promotes trust and active participation, taking into account the abilities and level of development and understanding
13.2	Show empathy to children and young people by demonstrating, via active listening, an understanding of their feelings and points of view
13.3	Encourage children and young people to take decisions and make choices depending on their age and to promote opportunities for them to make their own decisions and accept responsibility for their actions, taking account of the risks and benefits.
13.4	Work with the child or young person to understand that they have a voice and the right to express their wishes and feelings.
13.5	Work with colleagues and key people, as required, to encourage children and young people's self esteem and resilience
13.6	Show respect and value for views, opinions and feelings of children and young people and encourage them to do likewise.

14. Support children and young people to develop a positive identity/self image, self esteem and emotional well being

Support children and young people to develop a positive identity/self image and emotional wellbeing by promoting their social, emotional, cultural and religious identity development

Practitioners need to

14.1	Encourage the child or young person in ways that promote their trust and active participation, taking into account their level of development.
14.2	Encourage the child or young person to express their feelings and thoughts about aspects of their lives which they think are good and not good and their relationships with key people.
14.3	Support the child or young person to identify any activities or support they think could help to meet their social, emotional, cultural and religious identity needs
14.4	Seek appropriate help and advice where you are unable to deal with any issues raised by the child or young person.
14.5	Support the child or young person to communicate the impact of their personal circumstances on their self image
14.6	Promote activities to help the child or young person to understand issues about their self image, self esteem, cultural and religious identity.
14.7	Use resources and networks in the local community to introduce positive role models that relate to the child or young person's identity whilst ensuring your own actions enhance their self esteem and self reliance.
14.8	Support the child or young person to identify with and take pride in their self image and their sexual, ethnic, cultural and religious identity.
14.9	Support the child or young person to identify and build upon their key strengths

15.Support children and young people to promote their own physical and mental health

Work with children and young people to promote their own physical and mental health and support them to explore their own health and development and factors affecting these.

Practitioners need to

15.1	Support the child or young person to understand aspects of personal health care, growth and sexual development consistent with their age, abilities and level of development and understanding.
15.2	Work with the child or young person to understand the factors that might affect their personal health, growth, development and emotional wellbeing
15.3	Respond to concerns the child, young person and their parents might have about their physical health and development and refer to relevant agencies if necessary.
15.4	Identify signs of distress which might have an impact on the emotional and psychological health and well being of the child or young person and any factors that might pose a risk to their mental health and well being.
15.5	Support parents to make use of available resources, information and advice to help resolve difficulties for the child or young person
15.6	Inform relevant key people if a change in the child or young person's behaviour and well being is observed that raises concern.
15.7	Support children and young people to recognise symptoms of bullying and refer to relevant agencies for help.

16. Record Keeping

Record and maintain accurate records to support and evidence work carried out with children, young people and families that contribute to achieving positive outcomes.

Practitioners need to

16.1	Record and update records, both manual and electronic, of interventions with children, young people and families that are accurate and timely
16.2	Keep records safe and secure in line with data protection and confidentiality requirements
16.3	Record details of assessments in line with the assessment framework/procedures
16.4	Disclose/share information with other professionals/agencies as relevant in line with data protection policies and procedures.

Family Support Worker Knowledge

Legislative knowledge and professional expertise

The knowledge and understanding required by practitioners to perform effectively in their role

Practitioners need to

K1.1	Understand relevant law and policy areas relating to safeguarding and child protection and promote the welfare of children and young people and how it is applied in the organisation
K1.2	Understand what is meant by safeguarding and child protection and the different ways children and young people may be harmed
K1.3	Understand their role in safeguarding and child protection and when information can be shared
K1.4	Understand the ages and stages of child development
K1.5	Understand the child or young person's position in a family and the importance of parental engagement in achieving outcomes
K1.6	Have the appropriate legislative knowledge for the practitioner role and strive to develop and enhance this knowledge on an ongoing basis
K1.7	Understand and keep up to date with the range of parenting programmes that are available – Solihull Approach – Understanding your Child, Mellow Parenting, Triple P, Strengthening Families, Strengthening Communities etc.
K1.8	Maintain and refresh knowledge on mandatory training as required –e.g. Safeguarding, Early Help Assessment etc.
K1.9	Understand human rights legislation and how this relates to children and young people
K1.10	Understand data protection and confidentiality legislation and how it relates to record keeping, data storage and information sharing

Knowledge, understanding and application of equality and diversity

Understand how issues of equality and diversity may influence support

Practitioners need to

K2.1	Understand relevant laws and the organisational policy and procedures relating to equality and diversity
K2.2	Be able to identify and reflect on diversity issues to promote best practice
K2.3	Understand and be sensitive to children, young people and families in their wider family, cultural and religious context
K2.4	Reflect on own stereotypes and attitudes to ensure that this does not have a negative impact on support and outcomes
K2.5	Consider how the gender, cultural and religious background of practitioners may influence engagement with children, young people and families.

Understanding of family context and needs

Understand how different family needs and context may influence engagement and the type of support provided

Practitioners need to

K3.1	Use knowledge of family need and context to tailor support accordingly
K3.2	Recognise that the relationship with children, young people and families will be influenced by a number of factors – nature of problems, culture, religion, historical experience, personal qualities, interpersonal skills, socio-economic circumstances and willingness to engage.
K3.3	Understand the impact of extended family within a local area.

Knowledge of support available

Have knowledge of other services that are available to support children, young people and children, young people and families

Practitioners need to

K4.1	Have a sound awareness of local services available to support children, young people and families
K4.2	Understand how the roles, remits and type of support offered by other professionals/agencies may assist own practice
K4.3	Actively seek opportunities to build knowledge of other services
K4.4	Develop effective working relationships with other professionals and agencies
K4.5	Regularly review, monitor and discuss any specialist interventions being provided by other professionals/agencies to promote best practice

Knowledge of self awareness and reflective practice

An awareness of how a practitioner's own experience, feelings and behaviours may influence relationships with children, young people and families

Practitioners need to

K5.1	Accept and reflect on own strengths and areas of improvement to continue to develop and improve practice.
K5.2	Constantly learn, evaluate and refine practice with children, young people and families
K5.3	Reflect on own beliefs and attitudes and how these might impact on relationships with children, young people and families
K5.4	Undertake on-going self reflection of the power balance between practitioners and children, young people and children, young people and families
K5.5	Be aware of factors that may influence the parent-practitioner relationship (e.g. ethnicity, socio-economic background, how parents present themselves, previous experience etc.)
K5.6	Understand the purpose and importance of regular supervision, acknowledge it is a two way process and that engagement is essential.
K5.7	Understand the boundaries and be aware of your own limits when working with children, young people, families, other professionals and agencies