

Residential Care Professional Standards 2015

PREAMBLE

Care staff provide the highest standards of care and support within a safe and protective environment which contributes to exceptional outcomes in the education, health and well-being of children and young people. They support students to develop life skills appropriate to their age and abilities in order that they can achieve sustained improvement in their lives.

Care staff act with honesty and integrity and are inspirational, confident and ambitious for all children and young people. They have strong, up to date technical knowledge, are self-reflective, forge positive professional relationships and work in partnership with others in the best interests of the students.

Care staff lead by example, innovate and generate creative ideas to develop and sustain the highest quality care.

PART ONE:

A member of the care team must:

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| <ul style="list-style-type: none"> • establish a safe and stimulating environment for pupils, rooted in mutual respect. • Promote independence of pupils, whilst protecting them as far as possible from danger or harm. • Respect the rights of pupils whilst seeking to ensure their behaviour does not harm themselves or others. • Set goals aligned to the placement/care plan that are innovative, ambitious and challenge pupils of all backgrounds, abilities and dispositions. • Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. • Ensure all pupils aspire to the school's culture of high expectations and aspirations for all pupils. • Ensure all pupils make progress, are safe and achieve their goals. • Use individualised positive behaviour strategies to support pupils | <ul style="list-style-type: none"> • Gets to know each pupil assigned to their care as a person understanding their individual needs, beliefs and preferences • Ensures that any avoidable risks are removed from the environment and repairs or maintenance requirements are reported • Leads by example and acts as a role model at all times • Ensures that all supplies required to provide a stimulating environment are maintained e.g. books, DVDs, games, art supplies, toys or hobby materials appropriate to the age and abilities of the pupil • Enables pupils to demonstrate and build their independence by undertaking tasks themselves whilst managing risks as a responsible parent would • Agrees with the pupil how to turn the placement/care plan into practical actions and encourages implementation |
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Indicators

- Positively reinforces attempts to try new things, giving praise, and encourages pupils to practice the new skill they are building
- Shows the pupil how to achieve different results and gives time for the pupil to try it for themselves e.g. following a recipe
- Refers back to previous successes to give confidence and builds on them to make progress in the activity
- Works with the Teacher to turn classroom lessons into practical exercises e.g. lessons on money reinforced through shopping trips or developing savings plans
- Involves the pupil in building a personal hygiene, health and fitness plan commensurate with their needs and encourages implementation
- Demonstrates/reinforces to each pupil how to keep themselves safe when outside of the school e.g. show them how to safely cross roads; explain about 'stranger danger' and the importance of letting someone at the school know if they are approached; reinforce sex education; and provide information on drugs etc. in anticipation of the information being needed
- Teaches how to use the internet safely in an age/abilities appropriate manner
- Effectively monitors internet usage and explains why it is important to do so
- Teaches the usage of any special communication devices needed and supports the pupils in their usage
- Supports the pupil to attend classes promptly and regularly enabling any difficulties to be overcome
- Supports the pupil to make constructive personal relationships by encouraging them to take an interest in others by listening and suggesting mutually interesting activities either in or out of school
- Dedicates time to discussing with each pupil their progress against their placement and care plans and agreeing next steps
- Listens effectively to any worries or concerns expressed by the pupil and support them in reaching a constructive resolution

Standard 3: Provide a safe and stimulating

residential care environment

Create a safe and positive living environment.

Provide respectful personal care, which could include bathing, toileting, dressing and feeding customised to the needs of individual pupils Provide one-to-one counselling, mentoring and support or group therapy sessions building daily living skills

Provide positive leisure and creative activities in a safe and supportive setting attuned to learning goals and targets.

Act as a learning support assistant/tutor supporting learning plans and objectives/targets

Help resident pupils to deal with personal challenges and to become independent citizens

Knows and understands the indicators that may suggest harm and take appropriate and necessary action in accordance with procedures Builds a culture of openness with resident pupils that enables them to share any safety, or other, concerns they may have creating an open culture of learning and improvement Deals with safeguarding concerns quickly and effectively Protects pupils from bullying, homophobic behaviour, racism and other forms of discrimination.

Aware of and understands the risks posed by adults or young people on the internet to bully, groom or abuse children

Develops risk assessments that are systematically assessed and reviewed to keep pupils safe

Indicators

- Pupils are and feel safe as Care staff provide a robust and proactive response that reduces risk of harm or actual harm to them Encourages pupils to resolve conflicts in a constructive manner Responds to any indications of bullying by involving both sides of the issue in its resolution Acts on the pupil's wishes when providing personal care within the limits a reasonable parent would set Ensures that prescribed medicines have been taken in accordance with instructions and that they are kept safely Enables the pupil to exercise choice over day to day decisions e.g. what to wear, what to have for lunch within the limits a reasonable parent would set Engages pupils in individual and group activities that build daily living skills such as budgeting, shopping, cooking and cleaning Supports the pupil to make and sustain friendships with children in the community by encouraging them to join local activities Spends time with each pupil discussing any concerns and exploring any out of character behaviour - acts on what is discovered Facilitates contact with friends and family in accordance with the placement plan, enabling home visits or visits to friends appropriately. Supports other means of keeping in touch with the pupil's wider circle by encouraging letter writing, telephone calls, or other electronic forms of communication Effectively completes risk assessments taking the position of a reasonable parent in order to manage risk appropriately Supports pupils through fire drills; participates in the review of emergency escape routines Chaperones 'unchecked' visitors Actively searches for any child who is missing working within school procedures

Standard 4: Undertake multi-disciplinary working and communicate effectively especially across boundaries

- Engages in quality communications with all key stakeholders
- Works with health care professionals through a shared knowledge of needs
- Works with children's social care professionals involved with pupils and any other services such as Youth Services and/or Criminal Justice Services
- Regularly updates parents and carers and ensures they are actively involved and engaged in the progress of the pupil
- Understands and appropriately implements the local authority and school's policy in relation to children going missing

Indicators

Communicates effectively with the pupils, their parents, teachers, other Care staff, their supervisor and other support staff etc.
 Shares information appropriately across boundaries e.g. with other members of the team and external professionals
 Work with therapists in school to understand individual pupils needs and to plan a range of appropriate activities to achieve targets Encourages the pupils to follow plans agreed with doctors etc.
 Participates in, and contributes to, multi-disciplinary reviews and conferences
 Liaises with the pupils' families and arranges any home support required
 Prepares pupils for major changes such as changing or leaving school actively participating in agreeing the required pathway to achieving a smooth transition

Standard 5: Adapt support to respond to the strengths and needs of all pupils

Listens to, understands and meets the individual needs of the pupils in their care
 Acts on pupils' views, wishes and feelings unless this is contrary to their interests
 Ensures pupils' know how their views have been taken into account and explains why where they have not been acted upon
 Treats each pupil as an individual in ways that promote positive self-worth and self esteem
 Works closely and collaboratively with colleagues to ensure that each pupil's placement plan is implemented on a day to day basis with the pupil's knowledge and agreement
 Encourages each pupil to build a healthy and positive attitude to differences both in themselves and others.
 Understands the scope of, and limits to, their empowerment Uses individualised positive behaviour strategies to support pupils in

Indicators

Makes every effort to enable the pupil to make a free choice over how to spend their leisure time
 Explains to the pupil why things may not be possible immediately and what, if anything, can be done to make it practicable
 Builds pupils' confidence in expressing their views and always respects differences
 Encourages individuality e.g. allows free choice over things like what to wear in leisure time or what and when to eat within the realms of a 'reasonable parent'
 Builds the pupils' level of tolerance to others and their right to their individuality by encouraging acceptance of their right to express their own personality
 Encourages the pupils to spend time doing things they enjoy and are good at whilst supporting them in building skills in other areas
 Discusses their placement plan with the pupils ensuring they understand what they have agreed to and how it might be implemented

Knows when things can be done and when to ask for approval or permission

<p>developing skills, managing conflict and developing positive relationships</p>	<p>before acting</p> <ul style="list-style-type: none"> • Makes best use of alternative methods of communication to ensure that all pupils can express themselves in a way that can be understood by others • Respects the pupils' need for privacy and their private spaces e.g by knocking and asking to enter their bedroom
<p>Standard 6: Make accurate and productive use of assessment</p>	<p>Indicators</p>
<ul style="list-style-type: none"> • Understands what needs recording and maintains accurate and legible records • Develops high quality individualised care and placement plans and key working files for pupils they are responsible for. • • Ensures records can be accessed by each pupil and other stakeholders whilst maintaining appropriate confidentiality from others • Routinely seeks views and feelings of pupils so that they are consistently and centrally involved in the planning and review of their care • Utilises the placement and care plan on a day to day basis • Takes responsibility for the quality and evidence of the impact of key working and direct work with pupils. 	<ul style="list-style-type: none"> • Maintains the daily log for each pupil in a neat and tidy manner • Plans are up to date, detailed and thorough, meeting the individual needs of the pupil and are regularly reviewed • Accurately records any medical intervention, medication or first aid given at the time • Maintains the accident book appropriately • Maintains confidentiality of records and personal information but knows when to share information across team boundaries with other professionals • Writes clear and easily understood reports e.g. when preparing for multi-disciplinary conferences • Spends time with each pupil discussing the content of their records ensuring they understand the meaning of them and encouraging them to add personal statements • Encourages each pupil to keep an 'activity book' or a 'memory box' that records elements of daily life at the school, significant personal achievements and group successes • Makes an accurate assessment of the impact each activity has with each pupil • Reflects on the contents of the records to self-evaluate personal effectiveness • Set and review termly and annual targets
<p>Standard 7: Manage behaviour effectively to ensure a good and safe learning environment</p>	<p>Indicators</p>
<ul style="list-style-type: none"> • Encourages pupils to take responsibility for their behaviour appropriate to their age and abilities • Uses individualised positive behaviour strategies which are developed to 	<ul style="list-style-type: none"> • Understands and clearly communicates the school's ethos on behaviour • Leads by example with their own behaviour

<p>meet the needs of pupils and to support the development of skills, managing conflicts and developing positive relationships</p> <ul style="list-style-type: none"> • Sets clear boundaries for what is safe and acceptable, understanding the triggers for pupil's behaviour • Effectively implements child protection and safeguarding procedures • Effectively uses de-escalation and behaviour management strategies • Effectively responds to any form of bullying, homophobic behaviour, racism and other forms of discrimination • Appropriately uses effective physical restraint procedures if required. 	<ul style="list-style-type: none"> • Implements rewards and sanctions fairly without favouritism • Openly praises and celebrates examples of wanted behaviour • Privately calls to account any examples of unwanted behaviour • Calmly deals with emotional outbursts or arguments • Respectfully implements any disciplinary sanctions ensuring the pupil(s) understand the reasons for them • Deals with challenging behaviour ensuring the safety of the pupil(s) and staff • Constructively participates in a review of any incident with the pupil reflecting on any lessons that could be learnt in their, your, or other's actions
Standard 8: Fulfil wider professional responsibilities	Indicators
<ul style="list-style-type: none"> • Adheres to school policies and procedures • Leads by example, innovates and generates creative ideas to develop and sustain the highest quality care • Demonstrates commitment to self-evaluation, training and professional development. • Effectively engages in performance management process with personal responsibility for professional development (self and others) • Demonstrates accountability for quality of work and take responsibility for maintaining and improving knowledge and skills • Develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • Makes a positive contribution to the wider life and ethos of the school 	<ul style="list-style-type: none"> • Acts within the spirit of policies and follows all relevant procedures • Keeps knowledge of relevant legislation and protocols up to date • Shows a keenness to take advantage of development opportunities • Has completed any specialist development courses necessary to work with their specific client group • Participates constructively in performance management reviews and professional supervision sessions • Accepts accountability for own actions and builds on constructive feedback • Can demonstrates when they have asked for help and advice from other professionals • Feedback from others confirms they operate effectively as part of a team • Helps out with special events e.g. fetes or other fund raising activities, camps, trips out etc. • Understands and acts on professional obligations to report any suspicion of abuse or other significant harm
Standard 9: Personal and Professional Conduct	Indicators
<p>Demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a care worker's career.</p> <ul style="list-style-type: none"> • Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school 	<ul style="list-style-type: none"> • Maintains professional relationships at all times by knowing when to withdraw and/or refer to specialists • Demonstrates they know when to maintain confidentiality and when to share information with other professionals • Effectively manages their own feelings when presented with challenging

Treat colleagues and pupils with dignity, build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to a care worker's professional position

Have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions

Show tolerance of and respect for the rights of others.

Support fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

Ensure that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

Have proper and professional regard for the ethos, policies and practices of our school, and maintain high standards in their own attendance and punctuality (be a good role model)

Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

behaviour and understands the root cause

Is ambitious, innovative and achieves sustained improvements for pupils By their own actions shows tolerance and appreciation of individual's points of view

Spends time in understanding others' beliefs and values and cultures Keeps their own counsel and does not force their own beliefs or values on others

Demonstrates the Trust and school's values and beliefs Completes all training courses on statutory responsibilities such as Children's Workforce Development Council's Induction, Safeguarding, etc.

- Has completed or is completing the Care Worker's level 3 qualification.