

# CWDC Induction Standards

- > For use in Children's Social Care from September 2006
- > To be tested with other parts of the Children's Workforce from Autumn 2006



# Contents

1 > Introduction	page 3
2 > Principles and values statement	page 4
3 > CWDC Induction Standards	page 5
Standard 1: understand the principles and values essential for working with children and young people	page 5
Standard 2: understand your role as a worker (employed or self-employed)	page 6
Standard 3: understand health and safety requirements	page 7
Standard 4: know how to communicate effectively	page 8
Standard 5: understand the development of children and young people	page 9
Standard 6: safeguard children (keep them safe from harm)	page 10
Standard 7: develop yourself	page 11

Please note, Plain English Campaign's Crystal Mark does not apply to the principles and values statement.

# 1 > Introduction

Following an extensive stakeholders consultation early in 2006 we are now pleased to publish a set of Children, Young People and Families Workforce Development Council (CWDC) Induction Standards, together with supporting materials for those involved in the first stage of implementation, which will be in children's social care from September 2006 onwards.

These standards set out clearly what new workers should know, understand and be able to do within six months of starting work.

We are particularly pleased to have been able to reflect what children and young people have told us is most important to them about the people who work with them.

In addition to the standards themselves CWDC is publishing the following supporting documents at the same time.

- > Guidance for social care workers
- > Guidance for those responsible for new social care workers' induction

These are available on the CWDC website at [www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk)

An expanded workbook for new social care workers to plan and record their induction will be available from September 2006.

The standards replace the previous generic social care standards developed by Topss England, but have been designed for wider application, which will be tested through a series of pilots. Other products will be developed to support the wider testing of the standards and will be available from autumn 2006. Further details are available on the CWDC website.

If you have any queries relating to the Induction Standards or their implementation please email [info@cwdcouncil.org.uk](mailto:info@cwdcouncil.org.uk)

# 2 > Principles and values statement

These Principles and Values underpin all the Induction Standards. They apply to all work with children, young people and their families, and should specifically cross-reference to Standard 1: *Understand the principles and values essential for working with children and young people.*

For new staff working at higher levels, awareness of the UN Convention on the Rights of the Child will be important. A statement of inter-professional values is currently being developed by the Children's Workforce Network and, once available, should also further support and extend these principles.

## principles

- > The welfare of the child and young person is paramount.
- > Workers contribute to children's care, learning and development, and safeguarding and this is reflected in every aspect of practice and service provision.
- > Workers work with parents and families who are partners in the care, learning and development and safeguarding of their children recognising they are the child's first and most enduring carers and educators.

## values

- > The needs, rights and views of the child are at the centre of all practice and provision.
- > Individuality, difference and diversity are valued and celebrated.
- > Equality of opportunity and anti-discriminatory practice are actively promoted.
- > Children's health and well-being are actively promoted.
- > Children's personal and physical safety is safeguarded, whilst allowing for risk and challenge as appropriate to the capabilities of the child.
- > Self-esteem and resilience are recognised as essential to every child's development.
- > Confidentiality and agreements about confidential information are respected as appropriate unless a child's protection and well-being are at stake.
- > Professional knowledge, skills and values are shared appropriately in order to enrich the experience of children more widely.
- > Best practice requires a continuous search for improvement and self-awareness of how workers are perceived by others.

# 3 > CWDC Induction Standards

**Standard 1:** understand the principles and values essential for working with children and young people.

Main areas	Outcomes
<b>1 Principles and values</b>	<ul style="list-style-type: none"><li><b>a</b> Show how you promote the principles and values essential for working with children, young people, their families and their carers.</li><li><b>b</b> Know the service standards or codes of practice concerning principles and values relevant to your work</li></ul>
<b>2 Equality, inclusion and anti-discriminatory practice</b>	<ul style="list-style-type: none"><li><b>a</b> Show how you include people and act fairly.</li><li><b>b</b> Support and respect people's differences in your day-to-day work.</li><li><b>c</b> Understand different types of prejudice and discrimination and how they can be challenged.</li></ul>
<b>3 Person-centred approaches</b>	<ul style="list-style-type: none"><li><b>a</b> Explain how your work relates to any of the five outcomes in 'Every Child Matters'.</li><li><b>b</b> Take account of the experiences, preferences, wishes and needs of children and young people, and their families, when providing your service.</li><li><b>c</b> Listen to children's and young people's views about risk and safety, and take these into account in your work.</li></ul>
<b>4 Confidentiality and sharing information</b>	<ul style="list-style-type: none"><li><b>a</b> Understand the importance of confidentiality.</li><li><b>b</b> Understand the limits of confidentiality.</li><li><b>c</b> Know how to apply policies and procedures about sharing information.</li></ul>



# 3 > CWDC Induction Standards

**Standard 2:** understand your role as a worker (employed or self-employed).

Main areas	Outcomes
<b>1 Work role</b>	<ul style="list-style-type: none"> <li><b>a</b> Know your own role and the aims of your work.</li> <li><b>b</b> Know the overall aims of the setting you work in.</li> <li><b>c</b> Know the purpose of organisations you come into contact with during your work.</li> </ul>
<b>2 Legislation, policies and procedures</b>	<ul style="list-style-type: none"> <li><b>a</b> Know about important laws relating to children and young people, and where you can get further information.</li> <li><b>b</b> Understand why it is important for you to follow policies and procedures.</li> <li><b>c</b> Know where to find the policies and procedures relating to the work you do.</li> </ul>
<b>3 Relationships with carers, parents and others</b>	<ul style="list-style-type: none"> <li><b>a</b> Understand the valuable role families and carers play in supporting their children so they can achieve positive outcomes.</li> <li><b>b</b> Understand how you can support children and young people who are carers.</li> </ul>
<b>4 Team working</b>	<ul style="list-style-type: none"> <li><b>a</b> Know who else is working with the children, young people and families you work with.</li> <li><b>b</b> Know who you are accountable to, and who is accountable to you (if appropriate), in your working environment.</li> <li><b>c</b> Know the principles of effective teamwork.</li> </ul>
<b>5 Being organised</b>	<ul style="list-style-type: none"> <li><b>a</b> Show that you are well organised, reliable and dependable in your work.</li> <li><b>b</b> Make sure you provide well-organised and safe activities or environments for the children, young people and families you work with.</li> </ul>
<b>6 Complaints and compliments</b>	<ul style="list-style-type: none"> <li><b>a</b> Know about, and be able to follow, the grievance, complaints, compliments procedures relevant to your work.</li> <li><b>b</b> Know how children, young people and their families can get access to the complaints procedure for your work.</li> <li><b>c</b> Understand what to do if you receive a complaint or compliment from people you work with.</li> <li><b>d</b> Understand how you can support people making complaints.</li> </ul>



# 3 > CWDC Induction Standards

**Standard 3:** understand health and safety requirements.

Main areas	Outcomes
<b>1 Laws, policies and procedures</b>	<ul style="list-style-type: none"> <li><b>a</b> Know about health and safety laws which apply to your working environment.</li> <li><b>b</b> Know your personal responsibility for the health and safety of the children, young people and families you work with.</li> </ul>
<b>2 Moving, lifting and handling people and objects</b>	<ul style="list-style-type: none"> <li><b>a</b> Know about the laws that govern moving, lifting and handling people and objects.</li> <li><b>b</b> Know how to assess risks relating to moving and handling people or objects.</li> <li><b>c</b> Know the safe moving and handling techniques relating to people and objects.</li> </ul>
<b>3 Premises</b>	<ul style="list-style-type: none"> <li><b>a</b> Know the security measures in place in your work environment.</li> <li><b>b</b> Understand how to promote fire safety in your work environment.</li> <li><b>c</b> Understand and apply the safe-working practices of your workplace when visiting other places.</li> </ul>
<b>4 Medication and health-care procedures</b>	<ul style="list-style-type: none"> <li><b>a</b> Know what 'healthy care' means for your work with children and young people.</li> <li><b>b</b> Know about any infection-control needs and allergies of the children and young people you work with, and about any medication they are on.</li> <li><b>c</b> Know how to get or arrange first aid or medical treatment in an emergency.</li> <li><b>d</b> Know what you are not allowed to do, in relation to medication and health-care procedures, at this stage in your learning.</li> </ul>
<b>5 Personal safety and security</b>	<ul style="list-style-type: none"> <li><b>a</b> Know about the range of challenging behaviours presented by particular children and young people you work with.</li> <li><b>b</b> Understand how you manage challenging behaviour.</li> <li><b>c</b> Understand how you encourage positive behaviour.</li> </ul>
<b>6 Risk assessment</b>	<ul style="list-style-type: none"> <li><b>a</b> Identify examples of risks to children and young people in your work environment, and know about appropriate action to reduce or manage the risks.</li> <li><b>b</b> Know how to apply risk-assessment procedures in your work environment.</li> </ul>



# 3 > CWDC Induction Standards

## Standard 4: know how to communicate effectively.

Main areas	Outcomes
<b>1 Encourage communication</b>	<ul style="list-style-type: none"><li><b>a</b> Show that you understand the children and young people you work with, particularly their views and feelings.</li><li><b>b</b> Respond appropriately to what children and young people are communicating to you (in speech, in writing, by body language and so on).</li><li><b>c</b> Communicate with children and young people in clear, jargon-free language, without patronising them.</li><li><b>d</b> Help children and young people to make their own decisions.</li></ul>
<b>2 Knowing about communication</b>	<ul style="list-style-type: none"><li><b>a</b> Know about and describe effective ways of communicating with children, young people and their families.</li><li><b>b</b> Show how you use effective communication in your work.</li><li><b>c</b> Know about the main barriers to communicating with children and young people.</li></ul>
<b>3 Communication with parents and carers</b>	<ul style="list-style-type: none"><li><b>a</b> Know when to provide information to parents and carers.</li><li><b>b</b> Understand how to raise concerns with parents and carers in an appropriate way.</li><li><b>c</b> Respond appropriately to what parents and carers are communicating to you.</li><li><b>d</b> When making decisions about the children and young people you work with, consult their parents and carers (if appropriate).</li></ul>
<b>4 Principles of keeping good records</b>	<ul style="list-style-type: none"><li><b>a</b> Show a basic understanding of the importance of keeping accurate records.</li><li><b>b</b> Know the purpose of each record or report you use in your work.</li><li><b>c</b> Know how to record information that is understandable, relevant, clear and concise, factual, and can be checked.</li><li><b>d</b> Share the information you record with the relevant young people, children, parents and carers (in line with the policy of your work environment).</li><li><b>e</b> Understand and explain the difference between observation, facts, information gained from others, and opinion.</li><li><b>f</b> Know about formally assessing need and the reporting frameworks which apply to your work environment.</li></ul>





# 3 > CWDC Induction Standards

**Standard 5:** understand the development of children and young people.

Main areas	Outcomes
<b>1 Attachment and stages of development</b>	<ul style="list-style-type: none"> <li><b>a</b> Have a basic understanding of how children of all ages form attachments, and how these attachments affect their development.</li> <li><b>b</b> Understand the important developmental needs of the children and young people you work with.</li> </ul>
<b>2 Supporting play, activities and learning</b>	<ul style="list-style-type: none"> <li><b>a</b> Know how to encourage learning and development in the children and young people you work with.</li> <li><b>b</b> Explain how play, hobbies and interests are important in children's and young people's learning and development.</li> <li><b>c</b> Explain the importance of setting appropriate routines for children and young people.</li> </ul>
<b>3 Observation and judgement</b>	<ul style="list-style-type: none"> <li><b>a</b> Know the purpose of observing a child's or young person's behaviour.</li> <li><b>b</b> Understand why children and young people you work with might behave in unexpected ways.</li> </ul>
<b>4 Understanding contexts</b>	<ul style="list-style-type: none"> <li><b>a</b> Understand the importance of seeing a child or young person you work with as part of a wider family, caring or social network.</li> <li><b>b</b> Understand the contribution family, caring and social networks make to the development of children and young people.</li> </ul>
<b>5 Transitions (Transitions are stages in children's lives – some are general, some are individual)</b>	<ul style="list-style-type: none"> <li><b>a</b> Have a broad understanding of what 'transition' means in relation to the children and young people you work with.</li> <li><b>b</b> Understand the significant milestones which mark transition in the lives of the children and young people you work with.</li> <li><b>c</b> Know how the children and young people you work with respond to the social changes they face in their lives.</li> <li><b>d</b> Understand how to support individual children and young people through transition.</li> </ul>
<b>6 Supporting disabled children and children with special educational needs</b>	<ul style="list-style-type: none"> <li><b>a</b> Know what the 'social model of disability' means in relation to your work.</li> <li><b>b</b> Understand the needs of children and young people who are disabled or have learning difficulties.</li> <li><b>c</b> Understand the need to adapt activities and experiences so individual children and young people can take part.</li> <li><b>d</b> Understand how you might support children and young people with special educational needs, and their families, in relation to your work.</li> </ul>



# 3 > CWDC Induction Standards

## Standard 6: safeguard children (keep them safe from harm).

Main areas	Outcomes
<b>1 Laws, policies and procedures</b>	<p><b>a</b> Know about laws and national guidance relating to protecting (safeguarding) children.</p> <p><b>b</b> Describe your workplace's policies and procedures on helping children and young people who have been abused.</p>
<b>2 Providing safe environments</b>	<p><b>a</b> Understand what children and young people want and need to feel safe.</p> <p><b>b</b> Have an awareness of what contributes towards a safe environment for the children and young people you work with.</p>
<b>3 Recognising and responding to abuse</b>	<p><b>a</b> Understand the different ways in which children and young people can be harmed by adults, other children and young people, or through the internet.</p> <p><b>b</b> Understand what is meant by the following.</p> <ul style="list-style-type: none"> <li>• Physical abuse</li> <li>• Domestic abuse</li> <li>• Bullying</li> <li>• Sexual abuse</li> <li>• Faltering growth</li> <li>• Self-harm</li> <li>• Emotional abuse</li> <li>• Institutional abuse</li> </ul> <p><b>c</b> Describe signs and indicators of possible abuse and neglect.</p> <p><b>d</b> Describe the procedure you need to follow if you suspect any child is being abused, neglected or bullied.</p> <p><b>e</b> Understand that parental problems (for example, domestic violence or drug and alcohol abuse) can increase the risk of harm to a child.</p> <p><b>f</b> Describe what emergency action needs to be taken to protect a child, including outside normal office hours.</p>
<b>4 Working with other agencies</b>	<p><b>a</b> Understand what 'multi-agency working' means for you and your work environment.</p> <p><b>b</b> Understand other agencies' roles and responsibilities in keeping children safe from harm.</p> <p><b>c</b> Know about your local Safeguarding Board and any role your agency, organisation or employer has on it.</p>
<b>5 'Whistle-blowing'</b> (reporting failures in duty)	<p><b>a</b> Know when and how to refer a concern you have about child protection.</p> <p><b>b</b> Explain who to consult in relation a child-protection or child-welfare concern.</p> <p><b>c</b> Understand your duty to report the unsafe practice of others.</p> <p><b>d</b> Know what to do if you have followed your own workplace's policies and procedures on reporting concerns, and you are not satisfied with the response.</p> <p><b>e</b> Identify what to do when you do not get a satisfactory response from other organisations or agencies.</p>



# 3 > CWDC Induction Standards

## Standard 7: develop yourself.

Main areas	Outcomes
<b>1 Your role and registration</b>	<ul style="list-style-type: none"><li><b>a</b> Understand the current or planned requirements (if any) for you to be registered with a relevant regulatory body.</li><li><b>b</b> Know what the relevant regulatory body for your work says about your continuing personal and professional development.</li></ul>
<b>2 Using support and supervision to develop your role</b>	<ul style="list-style-type: none"><li><b>a</b> Understand the purpose of staff supervision in your work environment.</li><li><b>b</b> Know the staff support or supervision arrangements available to you.</li><li><b>c</b> Understand how your work may affect you personally, and where you can get support in dealing with this if necessary.</li></ul>
<b>3 Meeting learning needs as part of continuing professional development (CPD)</b>	<ul style="list-style-type: none"><li><b>a</b> Show how your day-to-day work has been influenced by feedback from your colleagues or from children, young people and their families.</li><li><b>b</b> Work with your manager, or other relevant person, to agree and follow a professional development plan.</li><li><b>c</b> Understand the methods you can use to improve your work.</li></ul>
<b>4 Career progression</b>	<ul style="list-style-type: none"><li><b>a</b> Understand the importance of continuing professional development.</li><li><b>b</b> Understand the opportunities for your career to progress and identify who can help you make the most of those opportunities.</li></ul>



For more information please call:

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**Or visit [www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk).**

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