

# **Bradford Children's Services Parenting & Family Support Competency Framework**

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The Competency Framework aligns closely with the Knowledge and Skill Statements (KSS) for Children's Social Workers as it is important that we all work within similar guidance, taking into account, that there will be some differences in accordance with the differing roles, in particular, the statutory responsibilities of Social Workers.

The Competency Framework will be used to measure competency through Self-Assessment and by Managers endorsing practice and discussed in Supervision, Appraisals and development conversations.

In the Competency Framework below: -

- (A) applies to both Parenting Workers and Family Support Workers
- (FS) applies to Family Support Workers only

## **1 Domain: Relationships and effective direct work**

- a) Build effective and supportive relationships which secure engagement with children, young people and parents and challenge appropriately when needed. (A)
- b) Provide tailored evidence based packages of support to meet individual child and family needs. (FS)
- c) Negotiate and challenge other Professionals and Organisations to ensure children access Universal Services to meet their needs. (FS)
- d) Support children and families in transition, including children and young people moving to and between different phases or Education Services. (FS)
- e) Provide support in ways which build resilience in families, in particular how you enable children to manage loss and change. (A)
- f) Keep up to date with recent Theory and Practice relating to working with children/young people/parents. (A)

## **2 Domain: Creative communication**

- a) Communicate clearly and sensitively with children of different ages and abilities, their families and in a range of settings and circumstances. (FS)
- b) Facilitate engagement of children, young people and their families if and when they are reluctant to engage. (A)
- c) Manage tensions confidently within families and remain respectful when people are angry, hostile and/or reluctant to change. (A)
- d) Listen to the views, wishes and feelings of children and help parents and carers understand the ways in which their children communicate through their behaviour. (A)
- e) Help parents to understand how they might communicate more effectively with their children. (A)
- f) Promote speech, language and communication support, identifying children and adults who are experiencing difficulties expressing themselves. (A)
- g) Produce timely written case notes and reports which evidence the voice of the child. (A)
- h) Apply an understanding of the influence of the home learning environment and its impact on early child development and outcomes. (A)

## **3 Domain: Child & Young People's Development**

- a) Observe and talk to children and young people in their environment (e.g. at home, at school, with parents, carers, friends and peers) and adjust this according to their age or other developmental issues. (FS)

- b) Use up-to-date theory and research to recognise the indicators that a child/young person is not meeting developmental milestones, has been harmed or is at risk. (A)
- c) Recognise individual children's cognitive, social, emotional and behavioural development across the whole age range. (A)
- d) Adapt to take account of cultural and social factors on child/young people development and parenting styles. (A)
- e) Assess and respond to a child or young person's specific needs or vulnerabilities in your assessments and plans:
  - Special educational needs
  - Medical or complex health
  - Caring responsibility
  - Disability
  - Gender
  - Sexual orientation
  - Race, ethnicity or cultural
  - Religion or belief
  - Gender(FS)
- f) Seek further advice from relevant Professionals to fully understand a child or young person's needs, development and behaviours. (FS)
- g) Observe and assess interactions between children and their parent/carers and parenting and attachment styles. (A)
- h) Work within an understanding of the impact of adverse childhood experiences (ACE's) on babies (how experiences of mother's affects babies), children, young people and wider communities. (A)
- i) Respond to young people's needs and risk taking behaviours in a way which reflects their developmental stage whilst focusing on safety. (FS)

#### **4 Domain: Adult mental ill health, substance misuse, domestic abuse, physical ill health, learning and physical disability.**

- a) Identify the impact of adult mental ill health, substance misuse, domestic abuse, physical ill health and disability on family functioning and social circumstances and in particular the effect on children and parenting. (A)
- b) Access the help and assistance of other Professionals in the identification and prevention of adult social need and risk, including mental health and/or learning disability Assessments. (A)
- c) Identify & recognise changes in adult behaviours and signs of risk, and act upon these to ensure vulnerable adults are safeguarded, that children are protected and their best interests always prioritised. (A)

- d) Keep abreast of important welfare changes impacting on families and signpost to relevant welfare, finance and debt advice as and when needed. (FS)

## **5 Domain: Abuse and neglect of children**

- a) Share information with partner agencies about children and adults where there is concern about the safety and welfare of children. (A)
- b) Triangulate evidence to ensure robust conclusions are drawn. (A)
- c) Recognise harm and the risk indicators of different forms of harm to children relating to sexual, physical and emotional abuse and neglect. (A)
- d) Assess effects of cumulative and inter-generational harm, particularly in relation to early indicators of neglect. (FS)
- e) Identify child sexual/criminal exploitation, grooming (on and offline), female genital mutilation, enforced marriage and the range of adult behaviours which pose a risk to children, recognising too the potential for children to be perpetrators of abuse. (A)
- f) Evidence direct work with children/young people and families which directly addresses the issues of neglect and effects change in a child's life within the period of the family support. (A)
- g) Represent the voice of the child/young person where necessary by presenting their case in the most appropriate way to best meet their needs. (A)
- h) Work proactively, to interpret and identify warning signs/triggers that suggest danger to children and young people, and act appropriately, seeking advice and following policy and procedure where required. (A)

## **6 Domain: Child and Family Assessment**

- a) Complete an Early Help assessment (or Family Journey) to assess and address risk to children and families and build on strengths with particular emphasis on evidence of positive impact on children/young person's lived experiences. (FS)
- b) Work effectively with children from ages 0-19, consulting with colleagues where required to draw from their areas of expertise (and returning the support as and when requested). (A)
- c) Assess and increase parental capacity and motivation to change. (A)
- d) Use professional curiosity and challenge while maintaining a position of partnership, involving all key family members, including fathers. (FS)
- e) Acknowledge any conflict between parental and children's interest, prioritising the protection of children. (A)

- f) Assess the distinction between parental conflict and domestic abuse and respond accordingly. (A)
- g) Use child observation skills, genograms, eco-maps, chronologies and other evidence-based tools, ensuring active child, family and support network participation in the process. (FS)
- h) Assess to understand social circumstances experienced by children and families, taking account of the relationship between poverty and social deprivation and the effect of stress on family functioning, providing help and support. (A)
- i) Identify individual child and family history and how this might affect the ability of adults and children to engage with services. (A)
- j) Recognise and address behaviours that may indicate resistance to change, ambivalent or selective cooperation with services, and recognise when there is a need for immediate action, as well as what other steps can be taken to protect children. (A)

## **7 Domain: Analysis, decision-making, planning and review**

- a) Always prioritise children/young people's development needs and outcomes whilst also supporting active participation and positive engagement of all family members. (A)
- b) Ensure that children contribute as fully as possible (appropriate to age) to their Assessments, plans and all reviews. (FS)
- c) Test multiple hypotheses about what is happening in families and to children and amend plans accordingly, using evidence, supervision and professional judgment to reach timely conclusions. (FS)
- d) Establish clarity on your and what other professional's role is in respect of what needs to happen, for a child, young person and adult family members. (A)
- e) Make realistic, child-centred, family action plan (taking into consideration any complicating factors) which will directly reduce identified risks and improve the lived experiences of children. (FS)
- f) Ensure sufficient multi-agency contribution and input to the process at all stages. (FS)

## **8 Domain: The Legal and Statutory Framework**

- a) Demonstrate an understanding and working knowledge of arrangements to support families through the wider network of early help services and support across Bradford district. (A)

- b) Demonstrates an understanding of wider services which address adults' needs which can compromise parenting. (A)
- c) Apply local guidance on levels of needs (e.g. step up and down). (A)
- d) Understand and work within the wider context of Social Work support, for example, Children in Need and Child Protection. (A)
- e) Demonstrate an up-to-date working knowledge of safeguarding arrangements and procedures across Bradford district, including Legislation and support around domestic abuse. (A)

## **9 Domain: The role of supervision**

- a) Recognise your own professional boundaries and when to seek advice from a range of sources and disciplines. (A)
- b) Use Supervision to discuss, debate, reflect upon and test hypotheses about what is happening within families, and with children. (A)
- c) Contribute to resolving conflicting or differing professional positions in a way which keeps plans moving forward in a positive and timely way. (FS)
- d) Identify different interventions that will be of help for a specific child or family and the limitations of different approaches working with peers or mentors when helpful. (FS)
- e) Make use of the best evidence from research to inform your judgments and decisions needed to support families and protect children. (A)

## **10 Domain: Organisational Context**

- a) Operate successfully and professionally in your role (e.g. representing your team, service, organisation). (A)
- b) Apply and keep up to date with key policies and processes of relevance to your service area and those which are mandatory. (A)
- c) Challenge discrimination and prejudice following appropriate procedures in this regard. (A)
- d) Maintain effective working relationships with peers, Managers and leaders – within the profession and throughout multi-agency partnerships and public bodies. (A)
- e) Ensure you keep up to date with organisational developments, and contribute to the organisation's objectives. (A)
- f) Tap into the diversity of community assets in Bradford and the wider network of community services and self-help. (A)

- g) Work within all Council health and safety policies and processes to ensure safe working practices for colleagues, employees and customers. (A)