



RESIDENTIAL CHILD CARE TOOLKIT

*Improving emotional well-being
for care experienced children in
Wales*



WORKSHOP OVERVIEW

- The Social Care Institute for Excellence (SCIE) and Social Care Wales are working together to support day to day practice of residential child care workers supporting care experienced children
- We want to offer a toolkit which could help workers meet the needs of children set out in the SSWB (Wales) 2014



social care
institute for excellence



Gofal Cymdeithasol Cymru
Social Care Wales

Learning overview

- Context
- Legal framework
- Draft toolkit
- Next steps
- Workshop activity

So what is well-being?

Young person's summary of what well-being is which is not only about being healthy; it means:

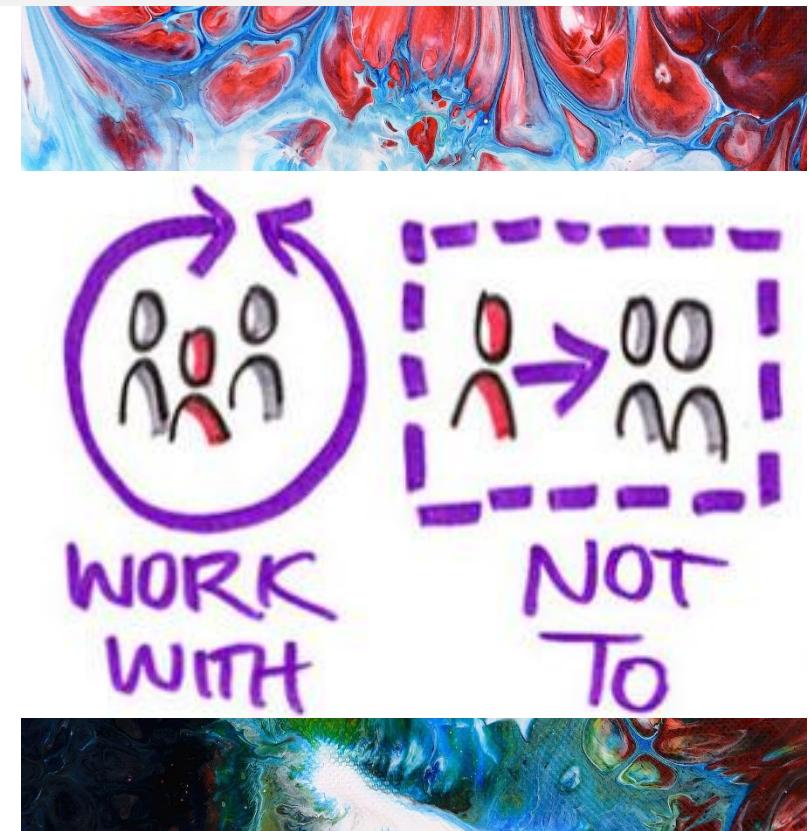
- being well in your emotions;
- feeling safe where you live;
- having every chance to do well at school;
- having friends;
- being a part of good, strong communities;
- being safe from violence; and lots more.

Young people's summary – extracted from Social Services and Well-Being (Wales) Act 2014



LEGISLATION AND GUIDANCE

- United Nations Convention on the Rights of the Child
- Social Services and Well-Being (Wales Act) 2014
- The national outcomes framework for people who need care and support and carers who need support (Welsh Government, 2016a) and What Matters Conversation
- The Well-being of Future Generations (Wales) Act 2015
- Practice guidance for residential child care workers registered with Social Care Wales.



ACTIVITIES TO DATE

“Keep the people you trust. Protect and respect helps me with my emotions”.

Young Person, Forum 3, NSPCC, 2018



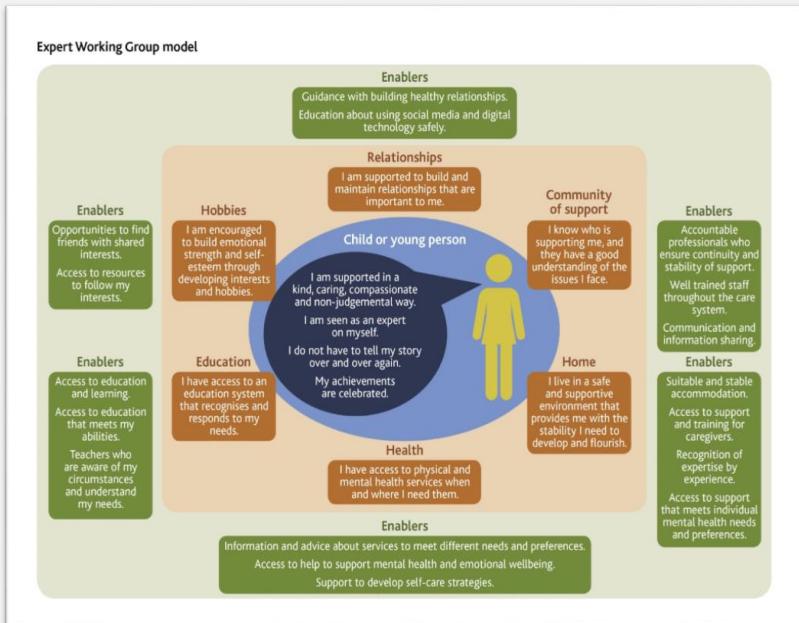
2016-17



Department
for Education



Department
of Health



2018

1. Rapid Review of evidence
2. Consultation
- Universities
- Voices from Care alongside NSPCC Cymru
- Residential Children's Task Force
- ExChange Conference

2019

Publication
&
Feedback



WHAT IS THE TOOLKIT

- Child-centred practice which places the child in the middle, with access to support that meets the individual child's needs and journey through care.
- Building relationships over ticking boxes.
- Consultation with children and young people, and the wider sector.
- It sets out how professionals can support children and young people with meeting their **mental health and emotional wellbeing** needs

The toolkit covers 6 areas

- Relationships
- Network of Professionals
- Health
- Home
- Education
- Hobbies

RESIDENTIAL CHILD CARE WORKER TOOLKIT

For consultation

Role of residential worker

Contact needs careful planning which is arranged by the young person's social worker. Show respect to family members and significant others in child's life. It is paramount to balance the risk of safeguarding when supporting children develop relationships in their life that are important to them.

Relationships (enablers)

- Guidance with building healthy relationships
- Support to maintain relationships with existing family and friends
- Education about using social media and digital technology safely

Relationships

I have help to make and keep relationships and friendships that are important to me.

Hobbies (enablers)

- Opportunities to find peers with shared interests
- Access to resources to follow my interests
- Support young people to participate in activities which help boost their self-esteem
- It is important to create a culture of participation in society and support the child to access forums to express their views and wishes.

Role of residential worker

Ensure children are able to flourish in care. There are many helpful resources and services that provide opportunities for children to develop in their specified areas of interest. Where there is restrictions on children participating in activities, ensure this is explained to them. Empower children to participate in activities to improve their overall well-being needs.

Health (enablers)

- Information and advice about services to meet different needs and preferences
- Access to help to support mental health and emotional wellbeing
- Support to develop self-care strategies
- Emotional well-being, mental and physical health are treated as equally important

Role of residential worker

Ensure your practice actively promotes and supports good health and wellbeing, and responds to concerns of the child or young person. Talking to the young person about how they feel and their health is often a good way of showing your relationship and care. You have to be responsive to a wide variety of needs.

Health

I can get help and support to keep me happy and healthy when and where I need it.

Child or young person

- I am supported in a kind, caring, compassionate and non-judgemental way
- I am recognised as an expert on myself
- I do not have to tell my story over and over again
- My achievements are celebrated



Hobbies

I am encouraged to build emotional strength through developing interests and hobbies.

Role of residential worker

It is essential to create a homely, warm, kind, friendly, non-clinical/non-institutional environment. The importance of keeping young people safe requires staff to concentrate safeguard. Having these professional concerns can sometimes prevent you from hearing the concerns of young people. You need to listen to (hear and act on) their feelings and fears. It is your responsibility to ensure the child or young person understands your professional role in their life and your limits, including maintaining healthy professional boundaries. Risk assessment for child and that each home has a behavioural management policy.

Home (enablers)

- Suitable, homely and stable accommodation
- Providing children with the basics of life (e.g. food, clothing and resources)
- Supporting higher level needs such as safety, belonging, relationships
- Freedom and space to do what I need to support my mental health and emotional well-being.
- Access to support that meets individual mental health needs and preferences
- Access to residential child care staff who are supported through good training and management

Education (enablers)

- Encouragement and guidance setting goals
- Access to education that meets my abilities
- Support the young persons' teachers to understand the circumstances and understand the needs

Role of residential worker

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'.

Role of residential worker

Ensure children are informed about how information may be shared, and make sure they understand what is happening and they understand. Communication amongst other colleagues is very important to keeping the child safe. Effective team work is the responsibility of all team members and not just the manager or senior staff. You should know how to access independent advocates, interpreters or communicators.

Professional network (enablers)

- Information shared in a way I need it recognising that children and young people use different tools for communication
- Professionals who are clear with me about what I can expect next, and how long things will take
- Knowledge of who is responsible for what, and how to hold key professionals accountable, and access to advocacy services
- Support from well-trained staff throughout the whole care system
- Access to an Independent Visitor

Sample animation



Relationships

I am supported to build and maintain relationships that are important to me.

Home

I live in a safe and supportive environment that provides me with the stability I need to develop.

Health

I have access to physical and mental health services when and where I need them.

Child or young person

- I am supported in a kind, caring, compassionate and non-judgemental way
- I am recognised as an expert on myself
- I do not have to tell my story over and over again
- My achievements are celebrated



Hobbies

I am encouraged to build emotional strength through developing interests and hobbies. It is important I get my say.

Education

I have access to an education system that recognises and responds to my needs.

Professional network

I know who is supporting me, and they have a good understanding of the issues I face.



Home (enablers)

- Suitable and stable accommodation
- Access to residential staff who are supported through good training and management
- Providing children with the basics of life (e.g. food, clothing and resources)
- Freedom and space to do what I need to support my mental health.



Role of residential worker

It is essential to create a homely, warm, kind, friendly, non-clinical environment. The importance of safeguarding young people requires staff to concentrate, for example, on 'risk' and 'child protection'. Know your professional boundaries.

Why is this important to
children and young people?

Exercise



Why is this important for children in residential child care?

- It is important to remember that many children in residential settings are very vulnerable, have experienced abuse and other traumas and have not been able to form or sustain strong attachments. This can make them feel insecure or unsafe.
- Children's right to life and protection from harm are set out in **Article 6** and **Article 19** of the United Nations Convention on the Right of the Child and there is a specific duty under **Article 34** of the UNCRC to protect children from all forms of sexual abuse and exploitation (UNCRC, 1991).
- Under the **Social Services and Well-being Act 2014**, all care experienced children can expect to get all the help and support they need to have a place to live.
- From a young person's perspective, group dynamics and bullying occur, and in some instances, staff have difficulty addressing this. Young people report not having choice in who they live with.
- Young people describe feeling scared and unsafe when moving to a new placement because they do not know where they were going and whom they would be living with.



An exercise suggestion

Look at the list. Can you decide which of these areas: a) children worry about b) staff worry about?

- Bullying from peers
- Verbal bullying by adults' hurtful remarks
- Being out alone in the dark
- Drugs and drug dealers
- Risk of sports injury
- Being mugged or attacked
- High crime areas
- Identifying and preventing abuse, including child sexual abuse
- Identifying and preventing child neglect
- Preventing self-harm
- Children who misuse drugs
- Internet/chat rooms

You may be surprised at the list of things that worry young people and make them feel apprehensive. Children and young people may have many insecurities, and this almost certainly reflects their worries in situations where they have little or no control and unexpected things can happen.



Feedback / Suggestion

Name:

Feedback:

Feedback / Suggestion goes here.

Rating: 

SEND



Search

Enter word





References

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Elliott, M. Scourfield, J. (2017). Identifying and understanding inequalities in child welfare intervention rates: comparative studies in four UK countries. Single country quantitative study report: Wales. Nuffield Foundation; Cardiff University. Available at: <http://sites.cardiff.ac.uk/cascade/files/2017/02/Child-Welfare-Inequalities-Project-Wales-Country-Report.pdf>. [Accessed 10 January 2018]

WORKSHOP ACTIVITY

On your tables, you have been assigned a well-being area to explore in more detail: **home, health, education, relationship, hobbies or professional network.**



There is a case study: Ali, a 15 year old boy in residential child care in Wales.

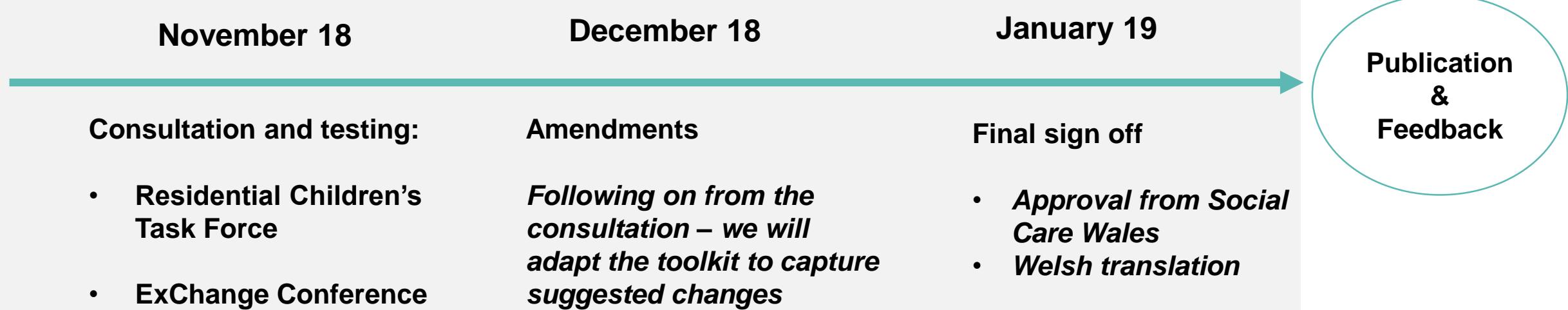
I want you to think about how you would help Ali using the toolkit and the exercise suggestion provided to help you as a residential child care worker talk about Ali's emotional well-being. Can you discuss as a group and one person on each table capture the group's comments to feedback.

1. Do you think the exercise suggestion would be helpful in Ali's situation?
2. What is positive about the exercise suggestion?
3. What is missing?
4. What do we need to add?
5. Any general comments about the emotional well-being.



WORKSHOP ACTIVITY - FEEDBACK

NEXT STEPS



*“Mental health awareness, act more and talk less, e.g. outdoor therapy!
Want ideas - not just trying one thing, work with the young people and
show them more than one type of therapy”.*

Young Person, Forum 1, NSPCC and Social Care Wales, 2018

THANK YOU

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