# Dimension 3 | Engagement, Containment and Communication

<b>→</b>	Informed →	Skilled ->	Enhanced →	Specialist
Relationship-based Practice				
Knowledge	Understand that all behaviour is communication  Be aware of the importance of safe, confiding, reliable relationships for good mental health and wellbeing  Be aware of the concept of 'one good adult' and the basis of nurture approaches	Be aware of the importance of having a good relationship with a child or young person based on trust and openness while also maintaining professional boundaries  Be aware that professional boundaries can be challenged by an urge to be overly involved with and/or avoidant of a child or young person	Understand what makes an effective therapeutic alliance including unconditional positive regard and the importance of therapeutic boundaries  Be aware of the types of things that can negatively impact a therapeutic alliance including being distant, distracted, overly rigid or critical or making inappropriate self-disclosure	Understand multiple theories underlying the therapeutic alliance for example, psychodynamic, systems and attachment theories
Skills	Be present and listen actively and reflectively  Be reliable, doing what you say you'll do  Demonstrate empathy, 'feeling with'  Use active listening demonstrating undivided attention, eye contact, facial expression, and non-verbal encouragement  Work in a way that empowers and takes account of the necessary changes in language for example relating to care experienced young people and how young people self-identify	Be flexible and allow the child or young person to discuss issues which are important to them being respectful, warm, friendly and affirming  Be open and trustworthy demonstrating honesty through self-reflection  Demonstrate genuine interest in the child or young person's activities and friendships, including the sense they are making of their identity, sexuality and cultural/spiritual beliefs	Maintain a good therapeutic relationship within a protocoldriven intervention, such as cognitive behaviour therapy informed approaches  Be able to recognise and address threats to the therapeutic alliance including being able to manage rupture and repair  Be able to make sense of and use process issues in therapy, for example transference and countertransference	Work to understand what barriers children, young people and their families face in accessing services and support, and design interventions to identify and implement potential solutions  Contribute to, or lead, multidisciplinary/agency assessments, share information confidentially, and provide advocacy for families from ethnic, cultural, disability and LGBT+ minorities to ensure equitable standards of care

## Relationship-based Practice continued

Be able to work with children and young people to meet their developmental needs which may be at a different level to their chronological age

Work in a culturally sensitive manner, being respectful and valuing diversity and difference of experiences, approaches and opinions

Listen to, and acknowledge, children and young people's experiences of stigma and discrimination

Be able to work in a trauma informed way, that recognises the potential impact of trauma and adversity on a child or young person's ability to form trusting healthy relationships Assess how differences in language, literacy, culture and disability may affect the relationship with the practitioner and consider how to manage this, and be able to arrange appropriate support, for example, interpreting services, where appropriate

Be able to help children and young people who may struggle to disclose their difficulties within their community, taking this into account when accessing interpreting services or groups which provide support to people from a particular cultural, ethnic, religious or disability background

Provide support that accepts each person for who they are regardless of age, disability, gender identity, race, ethnic or national origin, religion or belief, sexual orientation or socioeconomic background

Incorporate an awareness of issues relating to stigma surrounding mental health concerns into sensitive and respectful communication

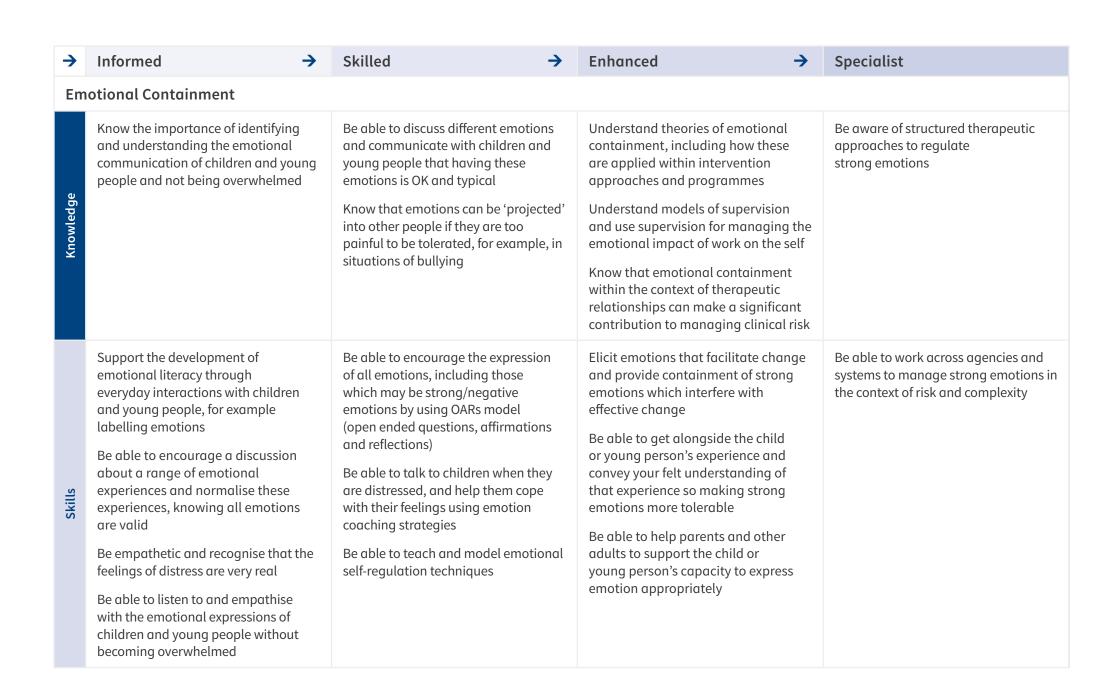
Demonstrate responsibility by challenging unhelpful language and myths

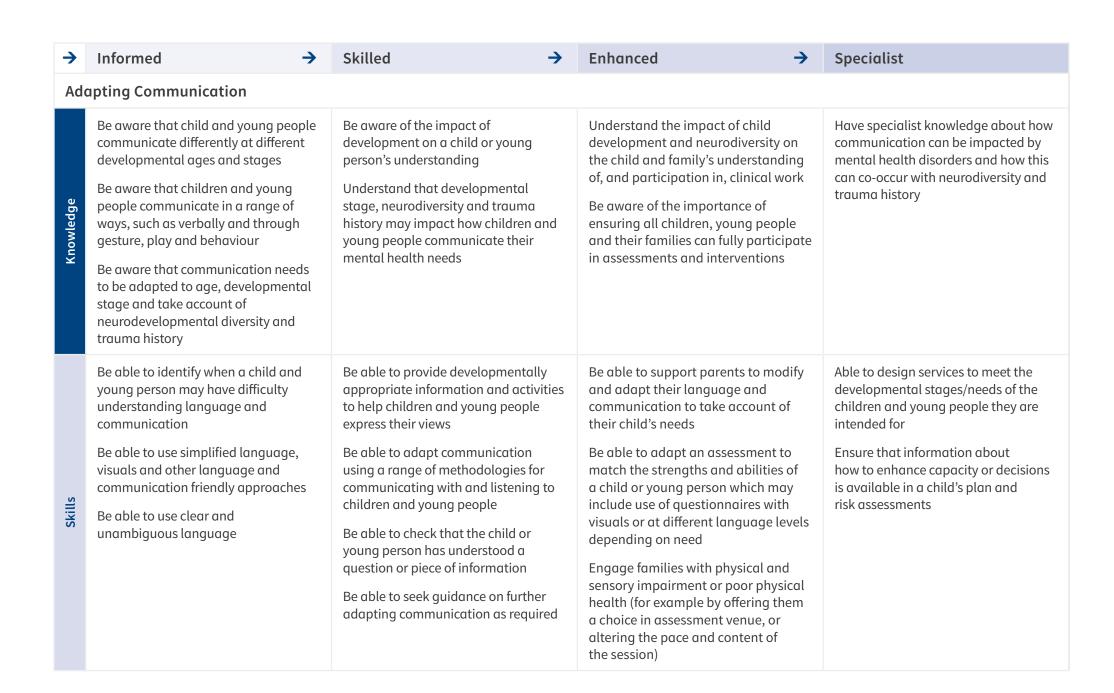
Take steps to reduce the power imbalance where possible

Consider ways that access to and use of services could be facilitated to allow for engagement for example, home visiting, flexible working, linking families with community resources

Empower children, young people and their families by using collaborative working practice

Be able to conduct assessments and therapy sessions via interpreters or advocates when this will aid engagement and communication with a child or young person and their family





#### Informed



Skilled



#### **Enhanced**



# **Specialist**

## Confidentiality, Consent and Capacity

Be aware of children, young people and their parent's right to privacy and confidentiality

Be aware that children and young people may have difficulty giving informed consent due to underlying language or communication difficulties that are not readily evident

Understand GIRFEC policies on confidentiality and information sharing both within teams and between different agencies

Be aware of parental rights and responsibilities and how these relate to rights and responsibilities and how this relates to information sharing, for example when parental rights and responsibilities have been moved to the local authority

Know about GDPR and follow rules put in place by your organisation to comply with this

Be aware that withholding information could place a person at risk of significant harm

Know the legal definitions of consent to an intervention, for example that consent must be freely given, the young person must be suitably informed, and that consent can be withdrawn at any time

Understand capacity, for example, that young people age 16 or over are presumed to have capacity to give or withhold consent, and unless there is evidence to the contrary, that a child under 16, who can understand and make their own decisions, can give or refuse consent

Know that capacity and competence are functional (not dependent on age) such that a child with sufficient capacity and intelligence to understand the nature and consequences of what is proposed is deemed competent to give consent

Be aware of parental rights and responsibilities, including the right to consent to an intervention on behalf of a child who does not have capacity

Be aware of the Mental Health Act and the different levels of restrictions within the act and the least restrictive alternative

Be aware of the young person's and named person's legal rights within the Mental Health Act

Be aware of advocacy available to ensure young people have access to an independent representative Understand that a child or young person's capacity to give or withhold consent is not absolute, and varies with the complexity of the intervention and perceptions of risks versus benefits, for example, a young person may be judged able to consent to relaxation training but not an admission to an in-patient unit

Be aware of the Deprivation of Liberty Safeguards and its impact on consent

