



Social Work with Children and Families

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Social Work with Children and Families

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Chapter 1

Values and ethics in social work with children and families

Steve O'Loughlin

A C H I E V I N G A S O C I A L W O R K D E G R E E

This chapter will help you begin to meet the following capabilities from the Professional Capabilities Framework:

- **Professionalism**
Identify and behave as a professional social worker committed to professional development.
- **Values and ethics**
Apply social work ethical principles to guide professional practice.
- **Diversity**
Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice.
- **Justice**
Advance human rights and promote social justice and economic well-being.
- **Judgement**
Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse.
- **Critical reflection and analysis**
Apply critical reflection and analysis to inform and provide a rationale for professional decision-making.
- **Contexts and organisations**
Engage with, inform and adapt to changing contexts that shape practice. Operate effectively within your own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional settings.

It will also introduce you to the following academic standards as set out in the 2008 social work subject benchmark statement:

- 5.1.1 Social work services and service users
- 5.1.3 Values and ethics
- 5.5 Problem solving skills
- 5.5.3 Analysis and synthesis
- 5.7 Skills in working with others

Introduction

This chapter will discuss issues that arise in working with children and families in a diverse society. Students will be encouraged to examine their own values and beliefs and the implications these have for practice. The chapter will consider the value requirements for social work practice contained within the Professional Capabilities Framework (PCF) (2012) and the Health and Care Professions Council (HCPC) standards of conduct, performance and ethics (Van der Gaag, 2008) which were the standards being used in 2015 as amended in January 2016. In a review of the Professional Capabilities Framework Final Report, published in August 2015, the College of Social Work reconsidered the framework, however the demise of the College meant that this work was left incomplete. The British Association of Social Workers (BASW), which has its own standards of practice and ethics, had been suggested as a body to continue this work however how this was to be accomplished was unclear. The report also indicated that the HCPC standards of conduct, performance and ethics were themselves to be reviewed in the following two years.

This chapter will consider the scope of the current values and ethics as well as discussing their impact. In addition, it will explore the impact of social differences that affect the position of families in society, for example poverty, class, race, religion, culture, sexuality and gender. The tensions between welfare principles, children's rights and protection and the right to family life will be considered.

Diversity of families

Social work with children and families rarely involves working with one individual. It involves working with families that are complex, diverse and constantly changing. The family may consist of one or more parents or carers. It may consist of relative carers such as grandparents, who may be paternal, maternal or by marriage. The family may consist of non-relative carers such as friends. Additionally, it may consist of parents or carers who share the same race, class, culture, religion and sexuality, or alternatively it may consist of parents or carers who have different race, class, culture, religion or sexuality. There may be one or more children in the family, some of whom may share the race, religion and sexuality of their parents and some who do not. To add to the complexity, people constantly enter and leave families, by birth, marriage, adoption, divorce and death. Millam (2002: 31) describes some of this complexity and diversity when she says that:

Parents are generally the most important and influential people in a child's life and they usually have more information about their child than anyone else. Some children live with both birth parents, some with one parent, some children live with foster carers, some live in residential homes, and a number of children are adopted.

The child and family social worker needs to both understand and value the complex, diverse and different family forms and be able to assess the relative merits of each one they encounter. The child and family social worker also needs to have a clear idea about why she or he is doing what they are doing as well as being aware of some of the

complicated ethical dilemmas which they will encounter. Who is the main focus of the work or intervention: the child or the family? Clearly the child's welfare is paramount but in order to achieve an outcome for the child work will also need to be done with the family. Before you begin to think about who you are working with you will need to have an understanding about what you believe is important. The value or importance that you place on the work you are doing and the ethical or moral stance you take (that is simply whether you feel that the work you are doing is right and proper) are the two areas that we are going to explore. As Beckett and Maynard (2005: 1) have stated: 'Values and ethics do not simply exist at the fringes of social work, but are at the heart of social work practice'. I would go further and state that values and ethics are not only at the heart of social work practice but they constitute the life force that permeates every part of social work practice. Having an understanding of what factors might influence your decisions will help to guide your practice. These factors will include personal values and ethics, professional values and ethics, agency values and ethics, and societal values and ethics. In order to do this you will need to have an understanding of your personal values and ethics.

Developing an understanding of your own starting point

ACTIVITY 1.1

Think about your personal views and assumptions about how children should be cared for while they are growing up. Make a list of those you feel are most important. How do you think you came to choose these?

COMMENT

Your list will be personal to you and many factors will influence your views, for example the experiences you have had as a child or parent, as well as your family's or carers' attitudes, beliefs, religion and cultural backgrounds. This list will almost become an internalised standard by which you judge and will be judged by others, except that you also have to consider that your standards might be challenged as being too high, too low, too narrow or too accepting. They are, after all, exclusive to you. Your standards might even be considered to be appropriate for a certain era, and inappropriate or even wrong for the present. A situation that you might like to consider is whether you should let young children cry or comfort them. Your personal views might be that it is okay to let children cry for a while, but your professional view will be that it depends on how long the child is crying for and whether it is a cry of pain, hunger, discomfort or a cry for attention. Your personal values and beliefs could well mean that you are personally discriminating. It is therefore essential that you also use, understand and adopt some external standard to guide you. You can do this by considering your professional code of practice. This code or standard list will usually contain things that you should and must do if you are to become a more effective, empowering and thoughtful practitioner.

Professional values and ethics

As a professional you will be committed to certain standards of behaviour and conduct towards service users or the children and families you are working with. These are currently (in 2015) outlined in the Professional Capabilities Framework (2012), which describes the values and ethics for workers at various stages or levels of their careers: Principal Social Worker (PSW), Advanced Practitioner, Experienced Social Worker, Social Worker, Assessed and Supported Year in Employment (ASYE), End of last placement, End of first placement and Readiness for practice and Entry to the profession. In addition, from July 2012 the standards for the social work professional body which regulates and registers practitioners, the Health and Care Professions Council (HCPC), should also be followed. The latter currently includes some fourteen points, three of which (relating in the main to clinical interventions) will need some revision for social workers. For example, removing a child from their family is a serious form of intervention, whereas offering advice about childcare is a less serious intervention. Child and family social workers are concerned about risks and safety to both themselves and others but they are not directly concerned about 'infection' as this is a health matter rather than a social care issue. Finally, health will need to be clarified to include a wider definition, which also covers emotional and psychological health (see Van der Gaag, 2008).

In August 2015, just prior to the demise of the College of Social Work, a number of changes to the titles of the different levels within Child and Family Social Work had been proposed. The HCPC were also to undertake work to revise their standards within two years. There is a pressing need for clarity, simplification, consistency and integration so that workers can feel confident that the ethical basis of their profession is being safeguarded.

Values and ethics in the PCF were much more detailed than before and prospective practitioners should be more aware of the impact that their own values and attitudes can have on relationships with others from when they enter the profession. This is sometimes difficult to ascertain as people vary in their level of insight and self-understanding. For example, you might expect a woman to have more insight and understanding about the oppression that women experience than men, but if a man has been brought up in a family that has more female members he may have more insight than a man who has not had the same experiences. The child and family worker should value and be committed to working with children and their families and this should be reflected throughout their careers.

Having obtained a place on a social work course a prospective practitioner's awareness of their personal values is to be further tested before they are allowed to practice. This can be usefully done by engaging prospective practitioners in activities in which their learning is reviewed and where they are given the opportunity to challenge and be challenged in their views and assumptions.

Your first practice placement offers you, as a prospective practitioner, further opportunities to develop, review, understand and learn about your values and ethics and this knowledge should be further consolidated during the last or final placement.

The emphasis will be on understanding and managing the impact of your own values on professional practice and on the ability to identify and (with guidance) manage potentially conflicting values and ethical dilemmas, as well as becoming more knowledgeable, accountable and increasingly autonomous.

Having qualified as a social worker the next stage is to undertake a year being assessed and supported in employment (ASYE) where your ethical reasoning and values are again being tested.

As a qualified social worker the focus on self-understanding continues as you are required to be able to critically reflect on and manage the influence and impact of your own and others' values on professional practice; but equally as a practitioner you are also required to work in partnership with others.

The values and ethics strand of the PCF for the experienced social worker suggests that the worker should be able to demonstrate, model and promote their skills at this stage whereas the advanced practitioner's knowledge and skills should be such that he or she is able to provide advice, guidance and challenge to others.

It is not clear who will be responsible for guiding social workers' ethical practice. Although a Chief Social Worker was appointed for children and families to promote good practice, only time will tell if the values and ethics of practice will continue to be developed and be as prominent as they should be. These values and ethics are vital for those below PSW to follow and aspire to since they should inspire faith and confidence in the leader's knowledge and commitment to working with children and their families. This level of understanding should improve the standard of workers. But how are the current qualified workers to be assessed and supported in having an understanding of the importance of values and ethics as some of the workers undergoing training?

Although the General Social Care Council Codes of Practice (GSCC, 2002) were not described as values or ethics, and are now part of social work history, they did form the basis of the professional values and ethics for social care workers. They informed professional beliefs about what is important and right and they emphasised or championed the rights of service users and were akin to the ethics and values expressed by BASW.

The six main points of the Codes of Practice listed below were divided into sub-sections of between four and eight sub-points. The six main points all began with the statement: 'As a social care worker you must ...'. The HCPC standards also begin with the words: 'You must'. I have attempted to compare and contrast these so that you can see which are currently applicable and which are not.

1. Protect the rights and promote the interests of service users and carers. *This is similar to Standard 1: 'You must act in the best interests of service users', and it uses language which social workers will recognise.*
2. Strive to establish and maintain the trust and confidence of service users and carers. *Trust is not mentioned explicitly, though high standards of personal conduct are, in Standard 3.*

3. Promote the independence of service users while protecting them as far as possible from danger or harm. *The independence of service users is not mentioned, though Standard 1 would apply.*
4. Respect the rights of service users seeking to ensure that their behaviour does not harm themselves or other people. *Standard 1 would apply.*
5. Uphold public trust and confidence in social care services. *This is similar to Standard 13.*
6. You must behave with honesty and integrity and make sure that your behaviour does not damage the public's confidence in your profession.
7. Be accountable for the quality of your work and take responsibility for maintaining and improving your knowledge and skills. *This is similar to Standard 5: 'You must keep your professional knowledge and skills up to date'. (GSCC, 2002: 4 and Van der Gaag, 2008: 3)*

As a children and families social worker you will still be protecting the rights and promoting the interests of children and their families. You will be striving to establish and maintain the trust and confidence of children and their families. You will be promoting the independence of children and their families while protecting them as far as possible from danger or harm, always being aware that the child's interests come first. You will also be respecting their rights while seeking to ensure that their behaviour does not harm themselves or other people. You will also be upholding the public trust and confidence in you and your employer as well as being accountable for your work and taking responsibility for improving your knowledge and skills.

The PCF includes both professional value statements and professional ethical statements, that is, it seeks to outline what social workers should and must do, as well as how they should be and how they should act. You will also be using the code of conduct, performance and ethics from the regulatory body, the Health and Care Professions Council (HCPC) (2012).

The GSCC Codes of Practice also set out what you must not do. The HCPC code currently does not set out what you must not do. Both codes are clear that workers should be accountable for their work and that they should take some responsibility for maintaining and improving their knowledge and skills as well as acting in a professional manner. Rather than the national occupational standards (key roles) you will now be concerned with the PCF's nine domains: professionalism; values and ethics (as discussed above); diversity, which we have begun to explore in the introduction to this chapter; justice; knowledge; judgement; critical reflection and analysis; contexts and organisations; and professional leadership.

In January 2016 the HCPC standards of conduct, performance and ethics were amended to ten main areas that workers should consider. Promote and protect, communicate appropriately and effectively, work within the limits of your knowledge, delegate appropriately, respect confidentiality, manage risk, report concerns about safety, be open when things go wrong, be honest and trustworthy and keep records. This amendment to the standards is much more in keeping with social work values than the previous standards.

ACTIVITY 1.2

Consider the following situation: you have been asked to go to the house of a family following a referral from a family member who wishes to remain anonymous. The family member states that three children, aged 12, 3 and 1, are living in unsatisfactory conditions. List some of the things you might do to meet the PCF and the HCPC code.

COMMENT

In order to maintain the trust and confidence of the family (PCF: demonstrate your professionalism, values and judgement [pvj]) you would need to clearly identify yourself by showing your identity card. You would also respect the family (pvj) by confirming that you have the right family. You would be as honest as you can by explaining the purpose of your visit (pvj) and would protect the rights of children (which includes their welfare and well-being) while respecting the confidentiality of the source of the referral. You would respect the family (pvj) by asking if you could enter their house to discuss the situation. This would also give the family some degree of choice. If they refused you might need to use your authority and explain your legal duty under the Children Act 1989. By acting in a consistent way with all families you would be meeting (using your judgement [j] and critical reflection and analysis skills [cra]) and attempting to uphold the public trust in children and family social workers. You would do this by not being abusive or confrontational but by being polite yet firm.

You are invited to enter the house and are greeted with a living room that looks tidy, clean and well decorated. What goes through your mind? Was the referrer malicious? Do you leave and apologise for wasting the family's time or do you invade their privacy and dignity further by asking to see the children's bedroom? You reach the top of the stairs and are greeted by the smell of urine. You enter the children's bedroom, which has excrement on the floor and holes in the floorboards and in the walls. There are dirty clothes everywhere you look. What decision do you make? Who would you consult with?

As a social worker concerned with protecting children from harm and promoting their welfare, you will not only be making individual professional decisions that will be influenced by a code of conduct but you will also need to follow your agency's policies and procedures. These written policies and procedures, together with the unwritten rules of your agency, will together form your agency's values and ethics to which we shall now turn.

Agency's values and ethics

As a professional you will be expected to both act on your own and work as part of a team and consult with others. You will consult with senior colleagues within your agency about the right course of action. Some agencies will have clearly written guidelines about what you should do and others will leave some things to your discretion.

ACTIVITY 1.3

Can you think of some of the ways your agency might value and support your intervention in the life of this family?

COMMENT

How about having a policy that you went out to referrals with another colleague? How about providing a work mobile phone so that you can consult with your colleagues at base and seek some advice if necessary? How about having a culture within your team that is flexible and supportive rather than individualistic?

The first thing you would have to decide is whether the children are at risk of significant harm or are likely to be at risk of significant harm. You may have already come to an initial decision that the children may be at risk if the situation continues and may want to seek your agency's view about precisely what should be done about the situation. The consultations with your agency colleagues might lead to the suggestion that steps should be taken to improve the living conditions of the children immediately. In making this decision you will have to monitor the situation to see if there is any improvement and, if not, decide whether further action should be taken as well as consider many dilemmas. What are the family's reasons for the current situation? Are there financial issues or nurturing issues (this is how we care for children in our family)? Are there mental ill health issues? Is a parent or carer immobilised by illness? Do any of the parents have some kind of disability? Are there issues concerning how to appropriately control and discipline the children?

ACTIVITY 1.4

Consider your own beliefs/values about how children should be controlled and disciplined. List what you think are appropriate methods.

COMMENT

Social workers need to have an awareness of their own beliefs and how these may impact on their work with service users while promoting core values of respect and empowerment. However, as you are aware that your overriding duty is the welfare of the child you may well be challenging people about behaviours that at one time you accepted without questioning.

Clark (2000) suggests that the core values in social work are concerned with conflict and dilemmas that arise from the dual role of care and control. He identifies eight rules for good social work practice. As well as being personal values these might be some of the core values that your agency expects of you. They are:

- respectfulness;
- honesty and truthfulness;

- being knowledgeable and skilful;
- being careful and diligent;
- being effective and helpful;

and ensuring that work is:

- legitimate and authorised;
- collaborative and accountable;
- reputable and creditable. (Clark, 2000: 49)

Have you taken these into consideration in your intervention with the family? Do your agency colleagues share your evaluation of what is dirty and unacceptable? Some may not share your views, and some will have rigid and inflexible beliefs and attitudes, which may be based on religious, political or ideological opinions. Collectively, the rigidity and inflexibility of your agency's beliefs and attitudes when transformed into certain behavioural practices may well result in institutional discrimination. You will need to think about how your agency operates as an institution. Do the attitudes and values of certain members of the agency unwittingly discriminate against certain people? Finally, is there anything that this family could not do, due to the differences and socially constructed disadvantages that exist in society? It is to the societal values and ethics that we will now turn.

Societal values and ethics

Society places a great deal of importance or value on the care, welfare and well-being of children as can be seen in the government's Every Child Matters (DfES, 2004a) agenda and the legislation and regulations that surround the safeguarding and upbringing of children. Families are generally supported providing they are considered to be deserving and conform to society's norms. This is evident from the benefits that are available to a family, for example, the availability of Child Benefit. However, a significant number of children live below the poverty line and that number has increased over recent years – and Child Benefit (as a universal benefit) is under constant review. But society is changing and evolving; some things 'which were acceptable in the past' are no longer acceptable today. Beckett and Maynard (2005: 18) describe one of the changes that have occurred in how children are supervised. They state:

Forty years ago it was normal for children to be allowed to spend long periods away from their homes without parental supervision, playing with friends. Perhaps due to increasing media coverage of incidents where children have been killed or abducted, children are far more restricted now. Parental behaviour that once was regarded as normal, and even healthy, would now be regarded as neglectful and irresponsible.

This illustrates how society's values have changed from being quite liberal to being restrictive or even repressive. It illustrates how what was considered to be an acceptable way of caring for children has been modified by current circumstances, and the climate of fear that we live in today, thus becoming a questionable way to ensure children's safety.

Beckett and Maynard (2005: 18) also describe some changes in sexual behaviour. They state:

In Britain, there has been a huge shift in the last fifty years in what is regarded as acceptable sexual behaviour. Premarital sex is accepted as the norm. Homosexuality has shifted from being a criminal offence to something which MPs and cabinet ministers openly declare. This shift has not occurred in all societies, however.

This also illustrates how society's attitudes and values have changed. As a child and family social worker consider the following activity.

ACTIVITY 1.5

Jane is 14. She confides in you that she is having a sexual relationship with Luke, who is 18. You are both Jane's and Luke's social worker. What do you do?

COMMENT

From the minimal details given above there are several points you would need to think about: first, there is your working relationship with Jane and Luke; second, there is your knowledge that a criminal offence is being committed; third, there are the consequences for both parties of any action you might take. Consider what influences you in coming to a decision about what action to take. What factors might make a difference to you, for example, if Jane were 10? Or if Luke were 28? What if there were concerns about Child Sexual Exploitation? Or if Jane or Luke had a learning disability, or they both had?

The children and family social worker also needs to be able to take account of the different structural perspectives or social differences that influence society's values and ethics if they are to avoid making errors of judgement. The perspectives of age, disability and sexuality have been explored above, but others, such as those of black, white, gender, class and religion, also need to be considered. Thinking about how these perspectives impact on your practice and your life is probably the hardest thing that you will have to do both as a professional worker and as a person. It will mean that you will have to first accept that you are part of a society, which has created the problem in the first place, and that its collective attitudes and beliefs can influence you. Is one stronger or more powerful than another for you or do they all exert an equally powerful influence? Can you imagine how they might all be an issue for you? In addition, have you realised that you can become both the oppressor and the oppressed? You will need to accept that your learning in this area will always need to be revised and updated.

In Activity 1.2 you went to see a family with three children. No information was given about the parents. What assumptions or pre-judgements did you make about the parents? Were they both white/UK? Was one of them black/UK? Were they two male

parents/carers or were they two female parent/carers? How old did you think they were? Create a picture of the parents in your head and imagine going to see them. Now imagine that the female parent is African Caribbean and her name is Donna Green. Her partner is Ahmed Khan and he is the father of the two youngest children, Tariq aged three and Nadia Khan aged one. The eldest child, Kylie Cole, aged 12, is African Caribbean/white and has learning disabilities. Kylie is from Donna Green's previous relationship with Alan Cole who is aged 28. Kylie has contact with her father.

In order to make a fair assessment of the above family there are many factors that you will have to think and learn more about. By being aware of the different perspectives or structural differences that exist, you will be more aware of the structural oppression which can be inflicted on children and families, and you will have started to adopt an anti-oppressive and anti-discriminatory empowering approach to social work with children and their families. An empowering approach is one that is aware of factors that can negatively impact on families. An empowering approach is one that seeks to promote and enable choice and user self-determination.

ACTIVITY 1.6

Look at the Professional Capabilities Framework (2012). Can you identify links between Clark's eight rules (see page 8) and the PCF?

COMMENT

There are clear links between the two, which reflect anti-oppressive and anti-discriminatory practice. Respect is a factor in both, so is honesty, as is being accountable for the quality of your work and taking responsibility for maintaining and improving your knowledge and skills (PCF: knowledge; diversity; values and ethics; judgement; and critical reflection and analysis).

For the children and family social worker there are no easy solutions. You will have to juggle your personal, professional, agency and societal values and ethics when working with children and their families. Although I have attempted to separate them I think that they are inextricably linked. There will be many conflicts and dilemmas. Throughout the rest of this book you will encounter the Cole/Green family who will present you with further dilemmas. If you think about how the different perspectives might influence the work you are doing with the family, you will have begun the process of becoming a reflective, anti-oppressive and empowering practitioner.

In Chapter 2 you will be introduced to a historical account of the legal basis of social work with children and families. When you are reading this account you will need to think about the value of the legislation and how it has changed the way people now work with children and their families. You will also need to think about how difficult it is to change a person's value base or the way a person views the world of children

and families. Consider what you can do as a child and family social worker to make a difference to the lives of children who suffer abuse. Can strong values and an ethical empowering approach make a difference? This is something that only you can decide.

In Chapter 3 you will encounter the concept of family support. Supporting families makes good economic sense as they will be able to contribute to the economy rather than exist on state benefits; however, this does not take into account either the cost of childcare or people preferring to care for their children themselves. This can pose a dilemma for children and family social workers who may become aware that some families who are experiencing poverty are also committing benefit fraud. Which values are the most important: personal, professional, agency or societal? What is the ethical or right thing to do in this situation? There are no easy answers to this dilemma. Personally, you might have some sympathy with the family. Professionally, and as a member of an agency which has responsibilities of care and control, you have a duty to warn the family that they are committing an offence. Also as a citizen of society you have a duty and responsibility to other citizens, as you do to yourself, as you are also a citizen.

In Chapter 4 you will encounter issues of safeguarding children from harm. Think about how society's values and ethics have changed towards the care and control of children. Corporal punishment was acceptable in schools, but is no longer. However, parents can reasonably chastise their child – it is still lawful to slap a child. It may be acceptable to the parent but is it acceptable to the child? This is a dilemma for children and family social workers, as physical punishment of children has not yet been made illegal. The dilemmas faced by social workers where there is Child Sexual Exploitation also need to be considered and faced in the context of values and beliefs.

In Chapter 5 you will be introduced to direct work with children. This should enable you to think about how your personal and professional values might impact on the work you do with children from birth–10 years, children aged 11–15 years and young people aged 16–20 years. How do the challenges and dilemmas differ in the different age groups? If you have a preference for working with a particular age group, why do you think this is so and what will you need to do to ensure that it does not have a detrimental impact on your practice?

In Chapter 6 you will be presented with ways of undertaking life story work with children. This is an important aspect of work with children and young people that demands sensitivity and imagination. It will also be challenging with many ethical dilemmas, drawing on knowledge of child development, the family, culture and diversity. The practical approach will help you to practice professionally and ethically with looked after children, ensuring those children have a sound understanding of their own life story. It will offer suggestions for approaches that will help you to validate children's own memories and experiences, The exercises will offer an opportunity to explore the impact of the work and to consider some of the challenges.

In Chapter 7 you will encounter the issues around children with disabilities. Think about how society has changed its attitudes towards children/people with disabilities. The provision for children is more inclusive and mainstream than it was in the past, but is it meeting the needs and responding to the wishes of children with disabilities and their carers? The value or importance that society places on children with

disabilities has begun to change. Community care has replaced institutional care and marginalisation has begun to be replaced by inclusivity and openness, but issues of discrimination remain.

In Chapter 8 you will be presented with the dilemma of which type of provision is best for children who cannot live with their parents or carers: foster care, residential or institutional care, or adoption or living with others who have a connection to the child. You will also be presented with the dilemma of who can attend reviews. When considering some of these dilemmas you will need to think about how the structure of society, particularly the way society is divided, can lead to oppressive and discriminatory treatment.

This chapter began with an account of the diversity of families and it is appropriate that it should end by asking you to be aware of the influence that ethnicity/race, class, gender, disability, age, religion and sexual orientation may exert on the work you do with children and families. We have looked at some simple definitions of values and ethics and have considered how personal, professional, agency and societal values and ethics may also influence practice.

We also hope that you will continue learning from the high-profile child abuse cases that have occurred in the past, such as Colwell (DHSS, 1974), Beckford (London Borough of Brent, 1985), and Climbié, (DoH and Home Office, 2003), where social workers have been criticised for their lack of action, and the Cleveland Inquiry (DHSS, 1988). This was appointed because of a perceived overreaction from health and social work professionals. More recently there have been the cases of Baby P (DfE, 2010) and Khyra Ishaq (Birmingham Safeguarding Children Board, 2010) and the report by Professor Jay into Child Sexual Exploitation in Rotherham (Jay, 2014). We hope that you will consider these issues not only while reading the book, but also during your professional social work career.

FURTHER
READING



Beckett, C and Maynard, A (2005) *Values and Ethics in Social Work: An Introduction*. London: Sage.

A very readable introduction to values and ethics in social work with many thoughtful exercises to enable the reader to reflect on practice.

Millam, R (2002) *Anti-Discriminatory Practice* (2nd edition). London: Continuum.

Provides the reader with much valuable information as well as many practical exercises about anti-discriminatory work with children.

Parrot, L (2014) *Values and Ethics in Social Work Practice*. Exeter: Learning Matters.

An easy to understand and thoughtful exploration of values and ethics in social work practice, which will further your understanding.