



# The CredU Way

## Practice Handbook



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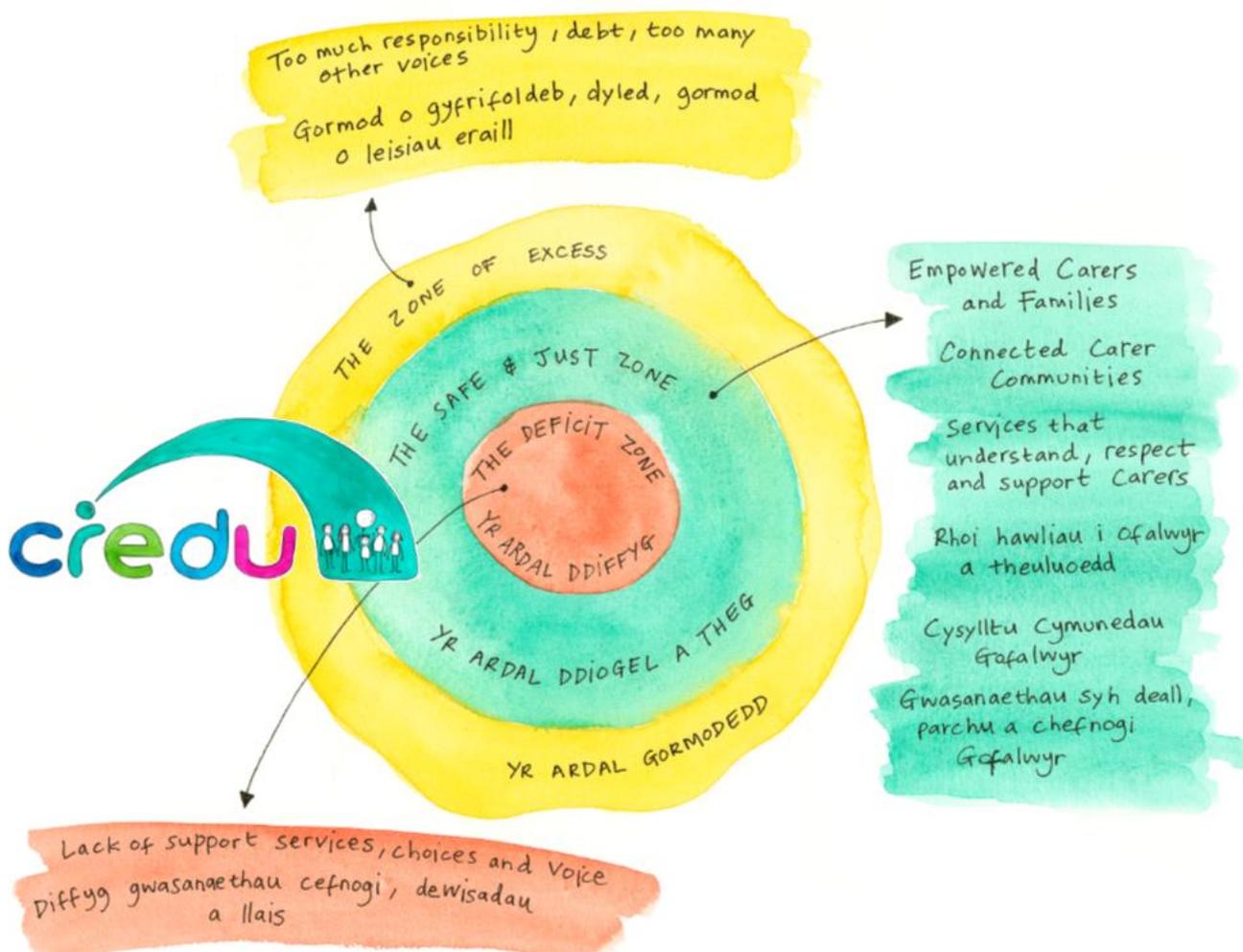
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## Introduction: The purpose of this handbook and the 'Credu Way'

*We hope that this practice handbook is a supportive resource to all staff and volunteers in Credu. Within these pages you will find our strategy, our purpose and our principles along with principles for different aspects of our mission. We hope this will be an enabling 'handrail' as you work with Carers and communities. So long as we constantly seek to work to purpose and principle, we have lots of freedom to respond in the best way we can to each person and context.*

**The Credu Way spells out our ethos which underpins everything we do.**

*The Credu Way is not an instruction on how the organisation expects its staff, trustees and other volunteers to act when representing Credu. We hope The Credu Way will be a consideration of kindness, one that will help you to develop personally and professionally, that will help you work together, grow together and support each other to make Credu the kind, caring, inclusive and effective organisation that each of us want it to be and are proud to be a part of.*

*We hope you will consider The Credu Way in every aspect of your work for Credu, when writing emails, whether internal or external; speaking on the phone; speaking to colleagues; creating policy; communicating with external organisations and officers, and of course when supporting or discussing our carers.*

**YOU are the Most Important Person in Your Life**



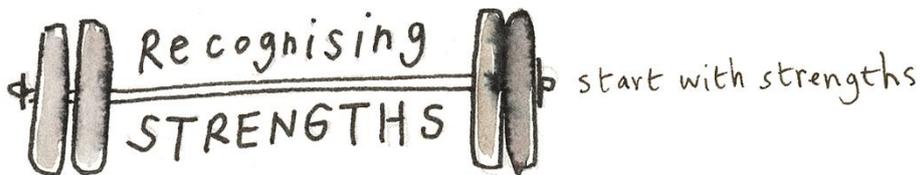
*Before you can be kind to others you must know, or learn, how to be kind to yourself. Please make some time to regularly learn about self-compassion and how you can take better care of yourself, consider yourself, and be kind to yourself.*

*We are all sometimes guilty of putting other people or responsibilities before thinking of ourselves. When you feel as if you're struggling it can help to take some time for you, to really think of yourself, to perhaps support and counsel yourself as you would your adult child or a much loved friend. If someone you cared for approached you complaining of feeling fatigued and stressed you'd make time for them, probably tell them to try to do something to relax, to go to bed earlier, be sure to have breakfast in the morning, to turn the monitor off and have a proper break at lunchtime. If they were stressed because they were struggling with work, you'd probably want to put your arm around them, tell them to try not to worry too much, and tell them that they should discuss the situation with their line manager. How often when we face a problem do we engage in a tug of war with it, when we could just drop the rope, find a quiet space, think about the issue and counsel ourselves in the way we'd talk to a friend or family member.*

## Make Kindness a Priority

In recent years we talk more and more about wellbeing in the workplace, being gentle with ourselves and being gentle with each other. We hope The Credu Way will help us achieve these objectives.

Taking the time to show support and appreciation to others need only take a moment but can easily be forgotten. The pace and pressure of work making us oblivious to what is happening around us, we can become unintentionally isolated from colleagues and take them and their contributions for granted. Taking a moment to perform an act of kindness has a positive effect on the giver, who immediately feels better about him or herself, and the receiver, who will undoubtedly be lifted by getting some appreciation for his or her efforts. It can be something as simple and personal as sharing a smile, or a short email to say 'Thank you, I appreciate what you do' to a shared gift such as bringing in flowers or a cake accompanied by a note to say 'Thank you all for what you do'. Small acts of kindness are infectious and can have a wonderful, uplifting effect on the organisation and everyone involved.



## This is where you belong

We at Credu sincerely care about your happiness, health, and your wellbeing. We hope that by being kind and considerate to yourselves and each other, by making The Credu Way a consideration in all you do, you will help create the kind, caring, effective and inclusive organisation that we are all proud to be a part of, an organisation where you feel sense of value, wellbeing, and appreciation, an organisation where we can all say 'I belong'.



*“Thankyou I've found such positive empowering support in Credu!! It's a wonderful empowering platform I would love to advocate to every carer in Powys that having a voice not only enhance how we feel about ourselves but how much better we can care for our loved ones!! Credu's commitment to carers has been live changing giving us a voice a platform a purpose to dare to look forward and believe again in ourselves and that tomorrow is a new day and Credu will be there for us !! a cuppa a chat a friendly ear some support and positive direction a platform to services wonderful therapeutic sessions .I know longer feel like I'm a tick box problem I feel like H again Thankyou Credu 🙏😊”*



Feedback from a Parent Carer



## Valuing every person in the way we think, speak and act

*We recognise by the way we think, speak and act that people, all of them, matter. That they possess intrinsic value and are worth caring about and prizing. That they have strengths, gifts, the potential to grow and contribute, the right to make their own choices and have their voices heard.*

<b>Ways to value every person?</b>	<b>How to Make a Difference?</b>	<b>Alternatives &amp; Counterfeits</b>
<b>1. Being Valued, Prized &amp; Appreciated</b>	<ul style="list-style-type: none"> <li>-Being person-centred and constantly checking-in with 'good motivation'</li> <li>-Recognising that valuing every person is an end not a means and being constantly vigilant in protecting that belief</li> <li>Truly noticing unique strengths and gifts and reflecting them back in a timely thoughtful manner</li> </ul>	<ul style="list-style-type: none"> <li>-Judging people</li> <li>-Defining People as inadequate</li> <li>-Sanctioning, Punishing and Blaming people</li> <li>-Engaging with people for the problems they cause, not the problems that they face</li> <li>- Dehumanising people</li> </ul>
<b>2. Demonstrating a genuine interest and a real desire to help</b>	<ul style="list-style-type: none"> <li>-Do what matters when it matters</li> <li>- Understanding people for the problems that they face, not the problems that they cause</li> <li>Not solutions they are the experts</li> </ul>	<ul style="list-style-type: none"> <li>-We can only help you in ways that we define and suit us.</li> <li>-Can we find a reason to disqualify you from our help - the 'not for us game' of resource protection</li> <li>-Jurisdictional disputes with other professionals</li> <li>-We are trying to solve the problems that you cause for society</li> <li>-We must avoid the risk of being blamed if things go wrong</li> </ul>
<b>3. Understanding how people see their lives, the World around them and their options for the future</b>	<ul style="list-style-type: none"> <li>-Listen to Understand with curiosity</li> <li>-Empathy</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to Respond</li> <li>-Tell people how we see their lives, the World around them and our preferred options for their future</li> </ul>
<b>4. Accepting the person's right to have their own opinions, ideas and to make their own choices</b>	<ul style="list-style-type: none"> <li>-Non-judgementalism, giving person the space/time and the confidence to explore and express their agency</li> </ul>	<ul style="list-style-type: none"> <li>-Instructing people what to do</li> <li>-Coercing people to act according to our desires</li> <li>-Demanding Compliance</li> </ul>
<b>5. Recognising people's ability to grow, heal, understand their own situations and create the outcomes that they desire</b>	<ul style="list-style-type: none"> <li>-Encourage and appreciate people's efforts and where necessary to assist and fund people to overcome the problems that they find insurmountable</li> <li>-Being Strength &amp; Outcome Focused</li> </ul>	<ul style="list-style-type: none"> <li>-Writing people-off</li> <li>-Being Deficit focused</li> <li>-Being service-orientated - experts will solve this, not you.</li> <li>-Once you are in our system, you will never escape</li> <li>-Rescuing people</li> </ul>
<b>6. Belonging, participating, sharing &amp; contributing in reciprocal relationships</b>	<ul style="list-style-type: none"> <li>-Guiding, Introducing, and creating opportunities for reciprocal relationships</li> <li>-Encouraging Interdependence not Independence</li> <li>-Accept that helping relationships are temporary and people will grow out of the relationship</li> <li>-Creating Opportunities for Voluntary Association &amp; Mutual Aid</li> </ul>	<ul style="list-style-type: none"> <li>-You belong to 'us' and your relationship will be with us.</li> <li>-You must protect your independence, privacy and confidentiality at all costs</li> <li>-Community action is dangerous and threatening and action should be taken to prevent it unless it is on our terms e.g. organised and registered volunteering</li> </ul>

## Credu's Purpose

For all young and adult carers to enjoy a good quality of life and wellbeing as they define it, be recognised and valued and have choices, voice and influence



Our triple mission is supported by an enabling Culture

Supporting Systems

Mutual Respect

Mindful Impact

## Credu's Triple Mission

**Empowered carers and families that feel listened to, understood, able to make informed choices and able to move towards the life enhancing outcomes** *We will work to help achieve this by:*

- Listening to understand carers and their families from the very first point of contact and in every conversation we have with carers
- Making sure carers have access to information that matters to them in a format that works for them

*We know we are succeeding when Carers say they are moving towards / achieving their desired outcomes*

**Connected caring communities that are supportive and enabling of carers and their families.** *We will work to help achieve this by:*

- Raising awareness of Young Carers and Adult Carers in our communities
- Building support for Carers and their families of all ages within our communities
- Empowering Carers to connect with their communities and peers where they want to
- Empowering Carers to take the lead on things that matter to them in their community where they want to

*We know we are succeeding when Carers say they feel more connected and valued*

**Carers have a strong voice in services that impact upon their lives.** *We will work to achieve this by:*

- We help build and support local and county wide Carers forums
- We support Young Carers / Carer involvement in strategic partnerships and groups
- We advocate with Carers / support Carers to self-advocate
- We support organisations that carers come into contact with to understand, respect and support Carers

*We know we are succeeding when Carers say they have more of a say on the services that impact on their lives*

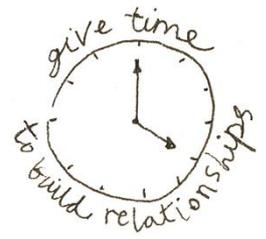
## Our guiding principles

- To **value every person** in the way we think, speak and act. We make **kindness** a priority.
- To **listen** to understand
- To focus on **strengths** of every person and **enable** people to use and share their gifts where they want to
- To focus on the **outcomes** that matter to the individuals we support, their families and communities
- To do what matters when it matters
- To value **relationships** and networks built on **trust**
- To be **brave** and do what is right, not what is easy

# Mission 1: Person and family centred, 'assessments' and outcome focused support

## Purpose

We are committed to listen to understand what is important to people and enable them to move forward on their unique outcomes in a way that works for them.



## Principles

Informed choices, information, (we know stuff that is useful for carers)

### 1. People are the experts in their own lives.

We recognise each person's ability to grow, heal, understand their own situations and create the outcomes that they desire.

### 2. Create sense of time, space and calm

When we are supporting someone we offer freedom from rush or urgency and create the opportunity for people to think aloud for themselves.

### 3. Listen with warmth and empathy.



### 4. Listen with curiosity to really understand and reflect back:

- **Strengths** (this generates hope, sense of possibility and confidence)
- **Concerns and barriers**
- **Outcomes** that the carer is working to articulate (n.b. remember an outcome is not a service, it is what the Carer wants to be better for themselves in their own words).
- **Options** they want to explore
- **Actions** they want to take for themselves and what they want of others to achieve their outcome
- **Do what matters when it matters** we work to Carers priorities and timescales

## EXAMPLES OF OUTCOMES

"I can ensure my daughter gets to school, I can show her the love I feel through hugs and reading at bedtime I can manage stress without drinking and let my family know when I need help"

"I can reduce the stress on my daughter and stay at home whilst maintaining a link with my friend"

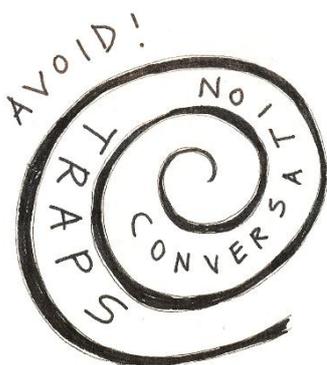
"I can reduce my family's fears and anxiety whilst also spending time on my own and having time in the garden I love"

"I will have come to terms with the loss and the sadness and I will be focussing more on the positives"

"I will be feeling more confident that I can take care of myself and I know the people I can call on if I feel worried or



BUILD TRUST  
‡  
TRUSTWORTHINESS



Watch out for these conversational traps:

Interruption trap / Expert trap / Power trap / Problem solving trap / Question and answer trap / 'Yes-but....' Trap / Blaming trap / Labelling / judgement trap / Confrontation trap

## How to do it?

- We meet/engage where, when and how often taking the lead from the person/family we are meeting.
- In the most human way we can, we make sure that every person and family knows that
  - all our discussions are confidential unless we learn that someone is in danger, in which case we are obliged to let others know.
  - That we keep a confidential record of what we have discussed so that we can follow through on actions that we have promised, reflect on whether we are being useful and so that we can learn from our work



- We listen and reflect using the above principles and The Heart of the Matter approach shared in the Collaborative Communication Training. We do not follow a menu of what we can offer, we listen and find out what matters to the person/family using the above principles.
- With Young Carers, Saul Becker's MACA and PANOC can be used if the conversation hasn't already given a picture of caring responsibilities and the impact of those responsibilities.



Looking at the Whole picture

## How to record

- The Heart of the Matter (refer to Collaborative Communication Training and Charity Log recording)
  - Situation / background / dilemma
  - Outcome
  - Strengths
  - Priority risk / concerns
  - Way forward
  - Immediate next steps
- We use Charity Log as a recording data base to capture our work with an individual and families. The purpose is to help us follow through on actions, reflect and learn on the effectiveness of the support for people staff and funders.
- We record with the knowledge that the person we are working with can see what we are writing at any time.
- We record what is factual with no assumptions or judgement
- We track progress against outcomes (which we check continuously) - this enables us to pull off reports that show progress and impact.



## Reflective Questions to ask ourselves to keep on track

- Am I working to the principles above?
- How are the family experiencing this conversation?
- Does the person/family have an outcome yet?
- What is the reason we are meeting?
- Am I falling into any of the conversational traps?
- Am I ok? Do I need to reflect on this case?

## Links to internal and external resources

- Social Care Wales info on collaborative communication *insert links*
- Collaborative Communication Resources in Share Point

- What matters conversation template/conversational trap info sheet
- Charity log guidance
- A Way of Being, Carl Rogers
- Time to Think, Nancy Kline

## Mission 2: Building Carer Aware and Supportive Communities

### a) Building Carer Awareness

#### Purpose

The more awareness we generate about caring in a community, the better recognised, valued and supported Carers will be.

#### Principles

- **We raise awareness alongside Carers and they steer what matters to them.**

- Our approach is always Carer-focused and led. Co-production is key to all our campaigns. We not only involve Carers but we allow them to lead and steer the direction as they best believe Carers should be heard and represented.

COLLABORATION  
with other workers, allies, volunteers,  
family.

- **Our messaging reflects our approach and practice**

- We proudly share our belief that people are the experts in their own lives and that we aim to support people to achieve the outcomes they desire.

We are BIGGER  
than the sum  
of our parts

- **We appreciate that Carer's are part of a larger community**

- Place is associated with connection, relationships and a sense of identity.
- We work alongside Carers and community members as allies and equals.

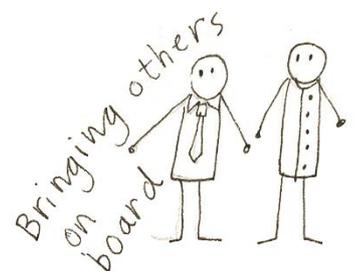
- **We aspire to make caring visible**

- We aim to make the caring visible - rather than hidden and taboo.
- **There are many ways to engage and communicate Carer-led messages**
- We provide various options for Carers to engage with us. We provide platforms that allow Young and Adult Carers to share their voice, influence, joys, challenges, unique strengths and gifts.
- **The diversity of caring matters**
- We reflect a diverse range of caring roles - not just relying on caring stereotypes.



### 3. How to do it?

- Reflective practice holds as much value in community engagement as it does at an individual level.
- We maintain a consistency in our messaging throughout - we act with professionalism and kindness when representing Carers and indeed Credu. We orientate our messaging to support and encourage communities to distinguish between unpaid caring and care workers.
- We network, offer training and build ties with local professionals, agencies, councils and individual influencers within a community. We share their strengths and gifts all with the aim of making communities more carer aware.
- When we engage with active curiosity, we learn that everyone has been or knows someone who looks after someone. We leverage this emotional and personal connection to caring as a way to build support within the community and make caring less invisible and more personal.
- Carer led messages and sentiment is reflected consistently and professionally across our various communication and promotional channels, i.e.: professional meetings; training workshops; Carer groups; general branding; website; social media; videos; animations; promotional materials; email etiquette; video conferencing and publications such as the Carers Chat Magazine.
- We provide a healthy mix of online and offline platforms for Carers to use their voice how they choose to within their community.



- We strive to use local hubs and infrastructure when raising awareness, offering information sessions and engaging communities. This helps us ensure that we place a priority on place-based engagement as Carers live and/or work within a given community.



#### 4. *How we record*

- We use Charity Log as a recording data base to capture our engagements within local communities.
- We reflect on our achievements and learnings through our quarterly reports. We use this not only to record but also to learn and innovate so they continually look to improve our approach to raising awareness.
- More importantly, we capture the needs and voices of Young and Adult Carers with a view to sharing this within our communities as part of furthering the Carer's movement.
- When recording or promoting Carer's voices, the person we are working with needs to consent and also sanction the article, voice over and/or video. All promotional work is performed with integrity, dignity and kindness.

#### 5. *Links to internal and external resources*

- Our various partners (design/video/production/printing) are involved and feel valued for their contributions and work with us. They feel a part of what we do as Credul.
- Our partners help to guide us in their professional capacity to best represent Carer's and the use of various technologies to enable us to be professional and mindful of our brand.

#### 6. *Questions to ask ourselves to keep on track:*

- Is our promotional activity or engagement being led by Young and Adult Carers?
- Are we seeing a community as a system made up of various interconnected parts?
- Are we acknowledging the collective and individual strengths in a community?
- Do we acknowledge that place matters and local solutions are key to furthering the Carer's movement?
- What is the reason for our promotional activity? Are we purpose led and are Carers involved?
- Are we acting with kindness in our communities?

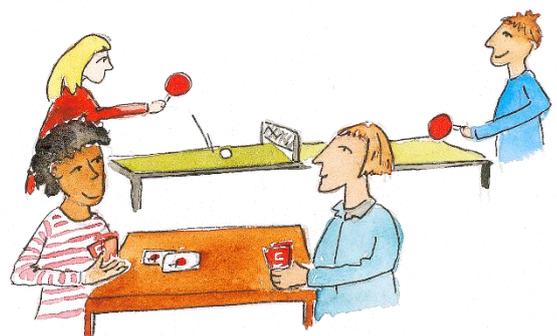
### b) Building supportive communities and groups

#### Young Carer Groups

##### Purpose

Social connection - with other young carers, peers with shared experiences.

Respite from caring role and responsibilities



## Principles

1. **Young Carer led** (support Young Carers to make collective decisions on what activities, discussions, rules, trips focus the group will have). The young carers are pivotal to the direction, focus and delivery of group activities.
2. **The group is a safe** (both physically and emotionally) place to talk to get peer support and staff support.
3. **Each group member feels valued, included and respected no matter what their background** and there is a focus on the strengths and development of each person.
4. **Encouragement of a spirit of mutual support**
5. **Group facilitators have a focus on facilitating, empowering and enabling, seeing young carers both as teachers and learners / participants and leaders in the group process**
6. **Support positive group dynamics and positive conflict resolution**
7. **Ongoing reflection, evaluation and learning that involves young carers.**



### How we do it:

We have a venue, day, time that suits most young carers, ideally in consultation with young carers.

ORW have completed risk assessments on the venue and activities

We communicate what we have planned to do with the parents before each session if they need to wear coats, or outdoor clothes, old clothes...

We agree group rules suggested by, agreed by and signed by young carers and review termly or when a new member arrives

We have a safe number of staff/volunteers to run the session and extra to access the community.

We run regular planning sessions led by the young carers to plan the term's activities in group and out of group, fundraising ideas, trips, community volunteering, trips, Awareness raising.

We reflect on groups sessions, what young carers are experiencing / what we are learning / how we can be even better.

### How to record

The parents are asked if their child is able to attend if they need transport and young carer are asked to sign in on arrival.

Charity log needs to be completed to record attendance at the group 'groups and trips and name of group tick off the names of young carers that were there and note any that were not able to attend for different reasons. Make a note in the 'Notes' section about what you did in group, how it went, any area of improvement, noticed a change in dynamics, confidence, friendships. Activities that worked and those that didn't and why.

Note also any issues in group without naming names in group section. Make a greater note in the individual's case file about the issue or altercation, arriving late/going early for whatever reason of concern any particular improvement noticed in attitude, behaviour, confidence, co-operation, friendships, improvement in skills and concentration and any comments made by parents before after group. (Useful for feedback). Remembering that any notes made in case files can be viewed by parents/ child in the future, write facts what you have seen heard).

If you need to discuss any issues with parents do so at a time that won't compromise their confidentiality, won't place other staff at risk with fewer staff to cover group. Or choose to follow up later with a phone call.

### Links to internal or external resources

Pinterest group games, craft ideas

Dynamix: Participation, Spice it Up! (ask office to order you a copy)

### Reflective questions to ask ourselves to keep on track?

- How are we doing against our principles?
- Is the session working for most of the young carers most of the time?
- Is the staff ratio safe considering the mix of the group and their needs?
- What are we learning and how can we improve?
- What areas of upskilling/learning would benefit some/all of the group?
- Are they having fun, enjoying coming to the session?



## Mission 3: Young and Adult Carers and a strong voice and influence

### Purpose

For young and adult carers to have organising support to act together and have a strong voice and take action on issues that matter to them.

### Guiding principles to facilitating Voice and Influence



1. **Everyone's voice matters** even though everyone has a different way of saying what outcome they want and what they feel strongly enough about to take action on.
2. **Participatory, inclusive and engaging:** build and connect with a range of engagement methods to enable different people to participate in a way that works for them
3. **Shine a light on strengths** each person brings
4. **Enable self-advocacy and carer leadership** as far as Carers can and want to
5. **Carers are supported with voice and influence skills / knowledge / contacts / resources**
6. **Support Carers to take action for the common good.**
7. **Our support is as free as possible from conflicts of interest**
8. **Documented engagement with feedback and follow-through**

Some examples of method:

1. **Individual voice and influence (informal advocacy):** enabling people to have control over their lives and be involved in decisions that affect them. This relates (usually) to access to services in their own lives.
2. **Participatory approaches to decision making (e.g. Young Carers Group planning)**
3. **Representative approaches (supporting Carers to be representatives on boards and committees)**
4. **Collective voice and influence (through active Carers Groups / Carers Forum / Engage to Change)**
5. **Carers Campaigns (Organise, listen, plan, act, negotiate) / Connect with Carers Wales / Carers Trust and organisations with 'lobbying capacity and capability).**

Open Questions  
"What has been happening?"  
"What would better look like?"

### How do I do it

- Create a variety of spaces to enable young / adult carers to share their voice with each other and with stakeholders that are relevant to them; this including individual advocacy right the way through to local groups, county forums, strategic service boards to national influencing opportunities.
- Listen to the young / adult carers using a range of methods and help them identify their goals and what action they want to take. We get alongside the Carer, we are flexible and work with what the Carer would like to say supporting the Carer to say it.
- Support every carers to recognise and use their strengths and support a culture of seeing the strengths in each other and valuing each other's contributions.
- Support Carers of all ages to listen to and reflect the priorities of their peers that do not attend forums
- Help provide opportunities to have their voices choices views heard in a variety of forums.
- As soon as is practical give the running of forums over to young / adult carers
- We give opportunities for Carers to feel supported and prepared to give have their voice listened to.

- We hold forums for Carers to get together and have a collected and personal voice. Being a Carers Representation or representing themselves.
- We work with local authorities and services to ensure that they understand, respect and support Carers.

**How to record it**

On Charity log young can set up a group for forum members for that county and add each young carer to the group. You can write brief notes on the session.

Support Young Carers to have a record of each meeting and decisions made (minutes / notes)

If a young carer has been involved in a training session an additional note on their file and keep a track of volunteer hours.

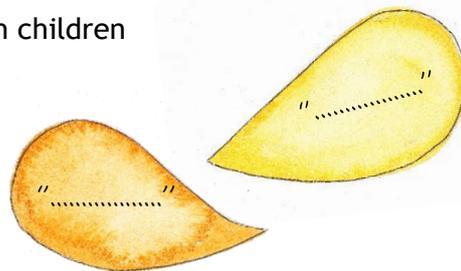
**Links to internal and external resources**

Participation Spice it Up by Dynamix

The right way A Children’s rights approach to working with children  
UN Convention on the rights of a child.

Wellbeing of future generations Act 2015

Social services and Wellbeing (wales) Act 2014



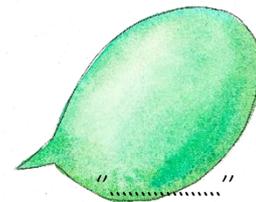
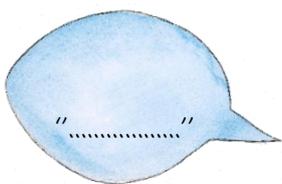
**track**

**Reflective questions to ask ourselves to keep on**

Do young carer have influence in Credu ...?

Can we encourage more participation in decision making in running the organisation, recruitment service objectives?

Are young carers meeting their objectives within the Forum? If not how can we facilitate /encourage this?



**YOUR SPACE FOR REFLECTIONS, COMMENTS / THOUGHTS ABOUT ANYTHING IN THIS HANDBOOK / ANYTHING YOU FEEL COULD BE ADDED**

# CREDU LEADERSHIP PRINCIPLES

*Everyone is a leader*

*Leadership is to help each other or invite people understand Credu's purpose and principles, which are:*

**PURPOSE:** For all young and adult carers to enjoy a good quality of life and wellbeing as they define it, be recognised and valued and have choices, voice and influence

## **PRINCIPLES:**

- To **value every person** in the way we think, speak and act. We make **kindness** a priority.
- To **listen** to understand
- To focus on **strengths** of every person and **enable** people to use and share their gifts where they want to
- To focus on the **outcomes** that matter to the individuals we support, their families and communities
- To do what matters when it matters
- To value **relationships** and networks built on **trust**
- To be **brave** and do what is right, not what is easy



*We support people to:*

- *use their gifts and strengths to contribute to purpose and principles*
- *be autonomous (for each person to reflect, find direction, take action and learn)*
- *to be and feel competent and confident*

*We support autonomy by creating space and time and support:*

