

H5LK 04 (SCDCCLD0308) — Promote Children’s Well-being and Resilience

Overview

This standard identifies the requirements when promoting children’s wellbeing and resilience. It is concerned with how you provide an environment that supports, affirms and values children and helps them to manage their own feelings and their relationships with others. This includes enabling children to relate to others, providing a supportive and challenging environment, enabling children to take risks safely and encouraging children’s self-reliance, self-esteem and resilience.

Additional Information

Scope/range related to Performance Criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

The use of the terms 'child' or 'children' in this standard may refer to your work on an individual or group basis.

NOTE: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Active participation is a way of working that regards children as active partners in their own care or support rather than passive recipients. Active participation recognises each child's right to participate in the activities and relationships of everyday life as independently as possible.

Child centred approaches are those that fully recognise the uniqueness of the child or young person and establish this as the basis for planning and delivery of care and support.

Empathy is the ability to see things from another person's perspective and gain insight into their feelings.

Policies and procedures are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.

Resilience is the ability to manage normal everyday disappointments, hurts and assaults on one's confidence without it affecting self-esteem.

Risk assessments are documents that identify actual and potential risks and specify actions to address these.

Self-esteem is confidence in one's self as a valued person.

Self-reliance is personal autonomy and independence, ability to solve own problems.

Wellbeing is physical, social and emotional good health, resulting in a positive outlook and feelings of happiness.

Performance Criteria — What you do in your job

You must provide evidence to meet all the 38 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

Enable children to relate to others

	Performance Criteria	Evidence Number where this criteria has been met
1	Engage with children in ways that promote trust and active participation , taking into account their abilities and level of development and understanding.	
2	Demonstrate respect and value for views, opinions and feelings of children you work with.	
3	Encourage children to consider and respect the views, opinions and feelings of others.	
4	Encourage children to share and co-operate in joint activities.	
5	Help children to identify the boundaries of acceptable and unacceptable behaviour in themselves and others.	
6	Reflect and acknowledge with children positive aspects of their behaviour and interactions.	
7	Recognise developmentally appropriate behaviour.	
8	Demonstrate respect and value for children's capabilities and strengths.	
9	Value diversity and demonstrate acceptance of similarities and differences.	

Promote a supportive and challenging environment

	Performance Criteria	Evidence Number where this criteria has been met
10	Promote a calm and nurturing environment which allows children to experience and express their feelings safely.	
11	Promote interactions between children and those around them that develop their sense of wellbeing .	
12	Ensure that your own actions enhance the self-esteem, self-reliance and resilience of children you work with.	
13	Encourage children to try new activities and experiences.	
14	Reward children's efforts and achievements.	
15	Support children in expressing their feelings in ways that are acceptable to themselves and others.	
16	Help children to predict, recognise and accept the consequences of their actions.	
17	Help children support each other through activities and achievements which may test their skills and abilities.	
18	Promote acceptance and respect for children as individuals in their own right.	
19	Demonstrate honesty and openness in interactions with children.	
20	Seek appropriate help when you are unable to deal with any issues raised by children.	

Enable children to take risks safely

	Performance Criteria	Evidence Number where this criteria has been met
21	Carry out risk assessments in line with policies and procedures without limiting opportunities to extend children's skills and abilities.	
22	Encourage children to identify their own strengths and abilities as they develop a positive self-image and self-esteem.	
23	Involve parents in the assessment of their children taking positive risks.	
24	Work in partnership with children to set their own limits within the framework of risk assessment.	
25	Encourage children to assess risks to themselves and others regarding activity and behaviour.	
26	Agree and set boundaries and limits with children and clearly explain the reasons.	
27	Intervene in situations where children are at risk of harm.	
28	Help children manage and monitor their own behaviour.	
29	Help children to consider how the behaviour and actions of others may impact upon themselves and their response.	
30	Supervise children according to legislation and accepted policy and practice in the setting.	

Encourage children's behaviour towards self-reliance, self-esteem and resilience

	Performance Criteria	Evidence Number where this criteria has been met
31	Engage with children in a child centred way.	
32	Communicate with children openly and honestly in ways that are not judgmental.	
33	Support the children to understand why different behaviours have positive or negative outcomes.	
34	Direct any comments towards the behaviour demonstrated, not the child.	
35	Help children to choose realistic goals that are challenging but achievable.	
36	Show empathy to children by demonstrating understanding of their feelings and point of view.	
37	Encourage children to take decisions and make choices.	
38	Work with colleagues and other professionals as required, to encourage children's self-esteem and resilience.	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 48 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

Rights

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting children and young people's rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of children and young people.	
4	How to deal with and challenge discrimination.	
5	The rights that key people, children and young people have to make complaints and be supported to do so.	

Your practice

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	How your own background, experiences and beliefs may have an impact on your practice.	
8	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
9	The roles, responsibilities and accountabilities of others with whom you work.	
10	How to access and work to procedures and agreed ways of working.	
11	The meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual.	
12	The prime importance of the interests and wellbeing of children and young people.	
13	Children and young people's cultural and language context.	
14	How to build trust and rapport in a relationship.	
15	How your power and influence as a worker can impact on relationships.	
16	How to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences.	
17	How to work in partnership with children, young people, key people and others.	
18	How to manage ethical conflicts and dilemmas in your work.	

Your practice

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
19	How to challenge poor practice.	
20	How and when to seek support in situations beyond your experience and expertise.	

Theory for practice

21	The nature and impact of factors that may affect the health, wellbeing and development of children and young people you care for or support.	
22	Factors that promote positive health and wellbeing of children and young people.	
23	Theories underpinning our understanding of child development and learning, and factors that affect it.	
24	Theories about attachment and impact on children and young people.	

Communication

25	The importance of effective communication in the work setting.	
26	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
27	Methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences.	

Personal and professional development

28	Principles of reflective practice and why it is important.	
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Health and Safety

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
29	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
30	Practices for the prevention and control of infection.	

Safeguarding

31	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
32	Indicators of potential or actual harm or abuse.	
33	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
34	What to do if you have reported concerns but no action is taken to address them.	

Handling information

35	Legal requirements, policies and procedures for the security and confidentiality of information.	
36	Legal and work setting requirements for recording information and producing reports including the use of electronic communication.	
37	Principles of confidentiality and when to pass on otherwise confidential information.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
38	How to carry out risk assessments that balance reasonable precautions and provides opportunities for development.	
39	What is meant by resilience and factors that may affect resilience in children.	
40	Ways to support children's resilience, according to the child's preferences, needs and abilities.	
41	The link between children's ability to relate to others and their emotional wellbeing and resilience.	
42	Ways to help children understand, express and manage their feelings.	
43	The connection between children challenging and testing their abilities and resilience and self-esteem.	
44	Methods to encourage and support children to test and stretch their skills and abilities.	
45	Ways to support children to manage lack of achievement and disappointment.	
46	The importance of why comments should be directed at behaviour demonstrated by the child rather than at the child themselves.	
47	How you demonstrate empathy and understanding to children, including the language and expressions you might use.	
48	How you recognise and manage your own feelings, such as a lack of confidence and feelings of inadequacy.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name			
Candidate's signature			
Date submitted to Assessor as complete			

Assessor's name			
Assessor's signature			
Date assessed complete			

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	