

H5MT 04 (SCDHSC0311) — Support Children and Young People to Develop and Maintain Supportive Relationships

Overview

This standard identifies the requirements when enabling children and young people to develop and maintain constructive relationships with their parents, carers, families and others. This includes enabling children and young people to identify their own contact and relationship needs, working with them to maintain appropriate contact and relationships and supporting them to develop appropriate and supportive relationships.

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.

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 or others who are able 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 all individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.

The **child or young person** from birth to 18 years of age who requires health and care services; also to 21 where the child or young person is still eligible through legislation or policy to receive children and young people's services.

To **communicate** may include using the child or young person's preferred spoken language, the use of signs, the use of symbols or pictures, writing, objects of reference, communication passports, other non-verbal forms of communication, human and technological aids to communication.

Danger is the possibility of harm and abuse happening.

Harm and abuse may include neglect; physical, emotional and sexual abuse; financial abuse; bullying; self-harm; reckless behaviour.

Key People are those who are important to an individual and who can make a difference to his or her wellbeing. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

Level of development includes the cognitive, linguistic, physical, social, emotional and intellectual level of the child or young person.

Life chances are the chances children and young people have to maximise and realise their full potential, educationally and socially.

Offending behaviour may include drug and alcohol abuse.

Scope/range related to Knowledge and Understanding

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.

All knowledge statements must be applied in the context of this standard.

Factors that may affect the health, wellbeing and development may include: adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; family circumstances; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse.

Values

Adherence to codes of practice or conduct that may be applicable to your role, and the principles and values that underpin your work setting including the rights of children and adults. These include the rights that individuals have:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

Performance Criteria — What you do in your job

You must provide evidence to meet all the 26 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 and young people to identify their own contact and relationship needs

	Performance Criteria	Evidence Number where this criteria has been met
1	Access records to understand any limitations that have been placed upon relationships and contact with a child or young person .	
2	Engage with the child or young person in ways that promote active participation appropriate to their age, abilities and level of development .	
3	Communicate with the child or young person in ways that are appropriate to their age, abilities and level of development and understanding.	
4	Enable the child or young person to understand why and how some relationships are beneficial to their health and social wellbeing.	
5	Enable the child or young person to understand why and how some relationships are detrimental to their health and social wellbeing.	
6	Support the child or young person to identify the people and groups with whom they wish to have contact.	
7	Support the child or young person to identify the benefit of forming relationships within groups where people share their interests and talents.	
8	Support the child or young person to identify the type of people and groups with whom it would be detrimental to remain in contact.	

Enable children and young people to identify their own contact and relationship needs (cont)

	Performance Criteria	Evidence Number where this criteria has been met
9	Use documents, materials, naturally occurring events and specific individual and group activities to help the child or young person to communicate their contact and relationship needs.	

Work with children and young people to maintain appropriate relationships with key people

10	Provide the child or young person with practical support and opportunities to maintain constructive contact and relationships with key people , taking account of any restrictions placed upon anyone.	
11	Encourage the child or young person to keep in contact with key people, communicating the benefits of such contacts and highlighting any limitations.	
12	Enable the child or young person to use the most appropriate form of contact to maintain constructive relationships with key people.	
13	Monitor any visits to safeguard the child or young person, providing supervision where necessary.	
14	Enable the child or young person to understand why any restrictions have been placed on contact with specific groups and people.	
15	Encourage the child or young person and key people to be involved in activities within and outside the children and young person's environment, taking account of any restrictions placed upon anyone.	
16	Take sensitive and appropriate action where you consider the child or young person's contacts and relationships may be harmful and abusive for them.	

Work with children and young people to maintain appropriate relationships with key people (cont)

	Performance Criteria	Evidence Number where this criteria has been met
17	Take sensitive and appropriate action where you consider the child or young person's contacts and relationships may lead to offending behaviour .	
18	Take sensitive and appropriate action where you consider the child or young person's contacts and relationships may lead to the harm and abuse of others.	

Enable children and young people to develop new relationships

19	Enable the child or young person to develop appropriate relationships when they have just moved into a new environment, and whilst living there.	
20	Respect the child or young person's wishes and rights for privacy and confidentiality when they select and invite friends into a specific place.	
21	Enable the child or young person to avoid new relationships that are abusive and could lead to risks of danger, harm and abuse to themselves and others.	
22	Enable the child or young person to identify and report abusive relationships.	

Support children and young people to address relationship issues

	Performance Criteria	Evidence Number where this criteria has been met
23	Enable the child or young person to cope with distress when contacts or relationships end.	
24	Observe and take action to support the child or young person when they have relationship problems or become isolated.	
25	Access specialist help for anyone with specific relationship problems, taking account of the confidentiality needs of the child or young person.	
26	Complete records and reports on relationship issues, within confidentiality agreements and according to legal and work setting requirements.	

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 49 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 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, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	Your own background, experiences and beliefs that 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 each child or young person as an individual.	
12	The prime importance of the interests and wellbeing of children and young people.	
13	The child or young person'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 (cont)

	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

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	Theories underpinning our understanding of human development and factors that affect it.	
23	Theories about attachment and its impact on children and young people.	

Personal and professional development

24	Principles of reflective practice and why it is important.	
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Communication

25	Factors that can affect communication and language skills and their development in children and young people.	
26	Methods to promote effective communication and enable children and young people to communicate their needs, views and preferences.	

Health and Safety

27	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
28	Practices for the prevention and control of infection in the context of this standard.	

Safeguarding

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
29	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
30	Indicators of potential harm or abuse.	
31	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
32	What to do if you have reported concerns but no action is taken to address them.	

Handling information

33	Legal requirements, policies and procedures for the security and confidentiality of information.	
34	Legal and work setting requirements for recording information and producing reports.	
35	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
36	Dilemmas that may arise between the child or young person's views, preferences, aspirations and expectations for relationships, and your role and responsibilities in supporting them to avoid relationships that may result in the risk of danger, harm, abuse and/or offending behaviour.	
37	How stereotypes can limit the child/young person's ability to develop and maintain supportive relationships.	
38	How and where to access information and support that can inform your practice when supporting children and young people to develop and maintain supportive relationships.	
39	Theories relevant to the children and young people with whom you work about identity and self-esteem.	
40	Theories relevant to the children and young people with whom you work about loss and change.	
41	How power can be used and abused when supporting children and young people to manage their lives.	
42	The effects of stress and distress on children and young people.	
43	The role of relationships and support networks in promoting the wellbeing of the children and young people with whom you work.	
44	Methods of working with children and young people who have been abused, bullied, persecuted, who are at risk of harm or danger, of becoming involved in offending behaviour.	

Knowledge that is Specific to this NOS (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
45	Factors affecting the child or young person's ability to maintain existing relationships, move on from old relationships, form and maintain new relationships and avoid contact with those people and groups where limitations have been placed upon them.	
46	Issues that are likely to arise when supporting children and young people to develop, maintain and move on from relationships and how to support the child or young person to deal with these.	
47	Factors to take account of when deciding how much and what type of information to divulge to children and young people.	
48	The different reasons why limitations may be placed upon the children and young people's contact and relationships with specific individuals and groups.	
49	The different forms which family patterns and relationships may take.	

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	