

H5MW 04 (SCDHSC0313) — Work with Children and Young People to Promote Their Own Physical and Mental Health

Overview

This standard identifies the requirements when you enable children and young people to promote their own physical and mental health. This includes supporting them to explore their own health and wellbeing and factors that can affect them. It also includes promoting children and young people's mental health and wellbeing and responding appropriately to specific physical and mental health care needs that arise.

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 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.

Emergencies may relate to fire, security, serious accidents, minor accidents or first aid.

Exploitative behaviour is manipulative behaviour that is abusive and focuses on the vulnerabilities of children and young people.

Harm and abuse may include neglect; physical, emotional and sexual abuse; bullying; self-harm; reckless behaviour. Harm is the effect of being physically or mentally injured or abused.

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.

Others are your colleagues and other professionals whose work contributes to the individual's wellbeing and who enable you to carry out your role.

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger, damage or destruction to the environment and goods; the possibility of injury and harm to people.

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 33 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.

Support children and young people to explore their own health and development and factors affecting these

	Performance Criteria	Evidence Number where this criteria has been met
1	Engage with the child or young person in ways that promote trust and active participation , taking account of their level of development .	
2	Support the child or young person to understand aspects of personal health care, growth, and sexual development consistent with their age, abilities and level of development and understanding.	
3	With the child or young person and key people , examine factors that can promote or hinder healthy physical, emotional and psychological development.	
4	Reinforce to the child or young person the importance of factors which might affect their personal health, growth and development.	
5	Encourage the child or young person to identify and evaluate changes in their physical development and bodily functions.	
6	Encourage the child or young person to communicate any concerns about their physical development and bodily functions.	
7	Communicate with the child or young person about their sexual development and sexuality.	
8	Respond to any issues and concerns they may have about their sexual development and sexuality.	

Support children and young people to explore their own health and development and factors affecting these (cont)

	Performance Criteria	Evidence Number where this criteria has been met
9	Support the child or young person to communicate and agree what types of personal health care they require.	
10	Work with the child or young person to try to resolve any conflicts and tensions in relation to their preferences and needs for health care.	

Promote children and young people’s mental health and wellbeing

11	Contribute to a culture within the work setting that encourages the self-esteem, mental health and wellbeing of children and young people.	
12	Identify signs and symptoms of distress which might have an impact on the emotional and psychological health and wellbeing of the child or young person.	
13	Identify factors that might pose a risk to the mental health and wellbeing of the child or young person.	
14	Support the child or young person to identify risk factors and signs and symptoms of distress in themselves.	
15	Take appropriate action to assess and manage potential risks.	
16	Acquire support, information and advice to resolve difficulties for the child or young person.	
17	Encourage the child or young person to use available resources of help, support and information.	
18	Suggest resolutions where conflicts and tensions arise.	

Respond appropriately to specific needs of children and young people in relation to their health and wellbeing

	Performance Criteria	Evidence Number where this criteria has been met
19	Work with the child or young person, key people and others to meet the physical and mental health care needs of the child or young person, taking account of restrictions placed upon anyone.	
20	Monitor the child or young person's wellbeing and behaviour for signs of change.	
21	Inform the relevant people when you observe changes in the child or young person's behaviour and wellbeing.	
22	Take appropriate action when you see signs and symptoms that may indicate mental or emotional distress.	
23	Take appropriate action when you see signs and symptoms that may indicate harm and abuse or exploitative behaviour .	
24	Take appropriate action when you see signs and symptoms that may indicate use of illegal substances.	
25	Take appropriate action to deal with other specific health care needs of the child or young person, dependent on the level of risk to them.	
26	Acquire information and advice to resolve health care issues with the child or young person.	
27	Summon assistance immediately when the child or young person has a health emergency .	
28	Inform key people, taking account of any restrictions placed upon anyone, when the child or young person has a health emergency.	

Respond appropriately to specific needs of children and young people in relation to their health and wellbeing (cont)

	Performance Criteria	Evidence Number where this criteria has been met
29	Organise appointments to address medical, physical or mental health needs, providing practical support where necessary to enable the child or young person to attend.	
30	Ensure that additional help is accessed when required to address particular physical and mental health care needs.	
31	Contribute to supporting the treatment plan for a child or young person.	
32	Monitor any indications of change in the condition of the child or young person.	
33	Complete records and reports on incidents and treatment, 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 50 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 human 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, codes of practice, 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 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	Theories underpinning our understanding of child development and factors that affect it.	
23	Theories about attachment and its impact on children and young people.	

Communication

24	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
25	Methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences.	

Personal and professional development

26	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
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

29	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
30	Indicators of potential or actual 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 including the use of electronic communication.	
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	How to access records and information on the needs, views, wishes and preferences of children and young people, parents, families and carers.	
37	How and where to access information and support that can inform your practice when supporting children and young people to promote their own physical and mental health needs.	
38	Government reports, inquiries and research reports into serious failures to protect children and young people, especially related to physical and mental health needs.	
39	Theories relevant to the children and young people with whom you work about loss and change.	
40	Theories relevant to the children and young people with whom you work about the effects of stress and distress.	
41	Theories relevant to the children and young people with whom you work, about motivation and its effects on enabling children and young people to deal with their own health and social wellbeing.	
42	Factors that cause risks and those that ensure safe and effective care for children and young people.	
43	The importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption.	
44	Conditions and issues you are likely to face in your work with children and young people and parents, families and carers.	
45	Sources of information, resources and advice available to promote the positive mental health development of children and young people and how to access these.	

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
46	How the children and young people's circumstances, history of social and health care can adversely affect their growth, development, mental health and wellbeing.	
47	The effect that age, stage, development and personal circumstances of children and young people may have on their ability to contribute and make decisions about their own health and social wellbeing.	
48	Factors which constitute a risk to the individual's development, positive health, mental health and wellbeing.	
49	The types of impact that disabilities can have on children and young people's health and social wellbeing.	
50	Factors which define circumstances as being urgent, chronic or routine, and why it is essential that you know the limits of your responsibility and competence.	

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	