

H5MV 04 (SCDHSC0312) — Support Children and Young People to Develop a Positive Identity and Emotional Wellbeing

Overview

This standard identifies the requirements when you support children and young people to develop a positive identity and thereby promote their social and emotional wellbeing. This includes helping children and young people to assess their social, emotional and identity needs and supporting them to develop a positive self-image, enhance their self-esteem and improve their self-reliance. It also includes observing, assessing and taking action to ensure that children and young people's social, emotional and identity needs are addressed.

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.

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.

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 25 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 assess their social, emotional and identity needs

	Performance Criteria	Evidence Number where this criteria has been met
1	Engage with the child or young person in ways that promote their trust and active participation , taking account of their level of development .	
2	Enable the child or young person to communicate their feelings and thoughts about themselves, their past experiences, current circumstances and future plans.	
3	Enable the child or young person to express their feelings and thoughts about aspects of their lives which they think are good and not good.	
4	Enable the child or young person to express their feelings and thoughts about their relationships with key people.	
5	Use spontaneous opportunities to enable children and young people to communicate about their social, emotional and identity needs.	
6	Support the child or young person to understand, assess and identify their own social, emotional and identity needs.	
7	Support the child or young person to identify any activities or support they think could help to meet their social, emotional and identity needs.	
8	Seek appropriate help where you are unable to deal with any issues raised by the child or young person.	

Support children and young people to develop a positive self-image, self-esteem and self-reliance

	Performance Criteria	Evidence Number where this criteria has been met
9	Support the child or young person to communicate the impact of their personal circumstances on their self-image.	
10	Use planned activities to help the child or young person understand issues about their self-image, self-esteem and identity.	
11	Use spontaneous learning opportunities to help the child or young person understand issues about their self-image, self-esteem and identity.	
12	Ensure your own actions enhance the self-esteem and self-reliance of the child or young person.	
13	Use resources and networks in the local community to introduce positive role models that relate to the child or young person's identity.	
14	Encourage the child or young person to identify with and take pride in their own self-image and ethnic, cultural and sexual identity.	
15	Encourage the child or young person to identify their own strengths and abilities for developing a positive self-image, self-esteem and identity.	
16	Provide opportunities for the child or young person to make their own decisions and accept responsibility for their actions, taking account of the risks and benefits.	
17	Reward achievements and efforts towards self-reliance which enhance the child or young person's self-confidence and self-esteem and their social, emotional and identity development.	

Promote children and young people’s social, emotional and identity development

	Performance Criteria	Evidence Number where this criteria has been met
18	Observe the child or young person in a variety of environments, when they are relating to others and when they carry out activities alone and within a group.	
19	Identify positive aspects of the child or young person’s social, emotional and identity development.	
20	Identify scope for further positive development of the child or young person’s social, emotional and identity development.	
21	Work with the child or young person to build upon positive aspects of their social, emotional and identity development.	
22	Work with the child or young person to find ways and activities that will help them to address aspects of their social, emotional and identity development that create challenges for them.	
23	Assess observed changes in the child or young person’s social and emotional wellbeing.	
24	Take opportunities to explore any changes with the child or young person and key people .	
25	Seek advice and support to help resolve the child or young person’s identity concerns and help them develop a more positive sense of identity.	

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 52 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, 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 and where to access information and support that can inform your practice when supporting the social, emotional and identity development of children and young people.	
37	The development of self-image and identity in children, and the additional needs regarding the development of identity which children from minority racial groups and cultures, bilingual children, and children of mixed racial origins may have.	
38	Stereotypical assumptions based on gender, race, culture, disability, educational experience etc. and how these, unchallenged, can limit the development of positive self-esteem, self-image and identity.	
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	The role of relationships and support networks in promoting the wellbeing of the children and young people with whom you work.	
42	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.	
43	Factors that cause risks and those that ensure safe and effective care for children and young people.	
44	The importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption.	

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	Type of support to promote the abilities of children, young people and parents.	
46	Methods of developing positive identity, self-esteem and self-reliance in children and young people.	
47	Methods of engaging and sustaining the child/young person's interest and involvement when working on social, emotional and identity development.	
48	Reasons for distress when working on identity issues with young person.	
49	The type of opportunities that occur naturally that can be used to help children to communicate, and deal positively with, their feelings to develop socially and emotionally.	
50	The type of opportunities that occur naturally that can be used to reinforce positive aspects of children and young people's social, emotional, identity, self-esteem and self-reliance.	
51	Difficulties which may be experienced by young people who have been abused, neglected or insufficiently supported to develop socially and emotionally.	
52	Planning, provision and evaluation of activities to explore issues of social, emotional and identity development.	

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	