

Enable children and young people to understand their health and well-being

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## Overview

This standard is about the practitioner helping children and young people to understand their situation in relation to their health and well-being. Health and well-being includes the physical, mental and emotional well-being of the child or young person. This will be done during the normal course of the practitioner's work, and may not be achieved in a one off session. The practitioner needs to develop rapport and a respectful, trusting relationship with the child or young person, and this is achieved by involving them in discussing their situation. They are then in a position to explore with them what they feel about the situation, and what they would like to happen to them. This will also include those who are involved in their care, but the child or young person is central to this process. Users of this standard will need to ensure that practice reflects up to date information and policies.

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## Performance criteria

You must be able to:

1. communicate with the child or young person and those involved in their care in a way that is appropriate to their age, understanding, developmental capacity and preferences
2. observe the child or young person's behaviour and note any unexpected changes or concerns
3. discuss with the child or young person their views on their health and well-being and help them:
  - 3.1 to achieve an understanding of the nature of their needs and help them prioritise them
  - 3.2 to identify their health goals and preferences
4. consult with the child or young person, and those involved in their care, on their view of the support they need to understand and manage their situation and promote their own health and well-being
5. explain clearly to the child or young person and those involved in their care the options that are available to them
6. provide the child or young person and those involved in their care with any available evidence based information about the effectiveness, benefits and risks of the different options
7. enable the child or young person to take an active part in decisions affecting them
8. respond sensitively to any issues raised by the child or young person or those involved in their care
9. support the child or young person and those involved in their care to communicate with each other through a partnership based approach
10. provide relevant information about the people, organisations and written resources that can assist them in understanding and promoting their health and well-being
11. provide clear information on how to access the support that they need in order to meet their needs
12. assist the child or young person and those involved in their care to highlight the key issues in relation to their health and well-being
13. encourage them to pursue ways to understand and promote their own health and well-being and discuss any anxieties they have about this
14. make records that are clear, comprehensive, and accurate, and maintain the security and confidentiality of information

Enable children and young people to understand their health and well-being

## Knowledge and understanding

You need to know and understand:

1. legal, organisational and policy requirements relevant to your role and the activities being carried out
2. the nature, extent and boundaries of your work role and its relationship to others in your own and other organisations
3. the roles of other practitioners working with children, young people and families and how they relate between and across agencies
4. the importance of effective multi-agency working
5. the ethical issues, legal requirements and good practice guidelines on consent, including capacity issues and consent for children and young people
6. the principle of confidentiality and the implications for your practice
7. how to recognise and respond to the signs of injury, abuse or neglect and your responsibility in relation to raising concerns with the appropriate person or agency
8. local systems, procedures and protocols for safeguarding children, young people and vulnerable adults
9. the principles of equality, diversity and anti-discriminatory practice and how they are applied
10. the duty to report any acts or omissions in care that could be detrimental to the child or young person
11. the rights of children and young people to make decisions for themselves and to take risks in the context of their own lives, taking into account issues of capacity and your professional responsibility
12. how to engage with and communicate effectively with children and young people, and those involved in their care
13. the need for communication to be modified for different contexts and cultures, including the age, vulnerability, understanding, developmental capacity and communication needs and preferences of the child or young person and those involved in their care
14. the ways in which children and young people communicate non-verbally and through behaviour, as well as through language, and how different forms of behaviour can be interpreted
15. the type of communication and relationship difficulties that can occur, and what to do to overcome communication and relationship difficulties
16. the importance of adopting a child/young person centred approach
17. the conditions and issues affecting children and young people in your area of practice and how they can inter-relate
18. child and young people's development, including emotional, physical, and

- social how they affect one another
19. how the behaviour needs of children and young people may affect others
  20. the effect of parenting capacity, family, environment and cultural influences on the health and wellbeing of children and young people
  21. the importance of working in a facilitative and enabling way and how to do this
  22. the ways in which those involved in the care of the child or young person should be involved in communication in order to deliver the most effective outcome for the child or young person
  23. how children and young people see and experience the world in different ways and the implications of this for the way in which you seek to help them understand their health and well-being
  24. the different ways in which babies and children form attachments and how these may change over time
  25. how to support children and young people with a developmental difficulty or disability, and their families, parents and carers
  26. the information and guidance that is available for children and young people and those involved in their care, and how to access this
  27. other professionals, networks and agencies that are available to support children and young people and those involved in their care, and how to access these
  28. how to motivate and encourage children and young people to achieve their full potential and how to empower and encourage parents and carers to do the same
  29. the value of age-appropriate methods for helping children and young people to understand themselves and the world around them as well as helping them to promote their health and well-being and realise their potential
  30. the possible impact of this work on yourself, and how to access supervision or other support when required
  31. the impact of transitions on child development
  32. how to recognise signs of possible developmental delay, disability, or undiagnosed health conditions, and who to refer the child or young person to for further investigation and diagnosis
  33. the role of parents or carers in promoting the health and well-being of children and young people
  34. different parenting approaches, backgrounds and routines and the implications for helping children, young people and their families to promote their health and well-being
  35. the diversity of children and young people's family, caring and social

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- networks, and the impact of these on their health and well-being
- 36. the factors that contribute to the risk of harm to children and young people
- 37. health promotion strategies and programmes for children, young people and families
- 38. the guidance that is available for your own practice and where to access this
- 39. current issues, research and evidence based practice relevant to your role
- 40. the importance of keeping full and accurate records, and how to do so in line with organisational requirements

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**External Links**

This standard links with the following dimension within the NHS Knowledge and Skills Framework (October 2004):

Dimension: HWB4 Enablement to address health and wellbeing needs

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

**Unit assessed as being complete**

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|--|--|
| <b>Candidate's Name:</b>                       |  |
| <b>Candidate's Signature:</b>                  |  |
| <b>Date submitted to assessor as complete:</b> |  |

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|-----------------------------------|--|
| <b>Assessor's Name:</b>           |  |
| <b>Assessor's Signature:</b>      |  |
| <b>Date assessed as complete:</b> |  |

**Internal Verification —**

to be completed in accordance with centre's IV strategy

| <b>Evidence for this Unit was sampled on the following date/s:</b> | <b>IV's Signature</b> | <b>IV's Name</b> |
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This Unit has been subject to an admin check in keeping with the centre's IV strategy.

| <b>Date of admin check</b> | <b>IV's Signature</b> | <b>IV's Name</b> |
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**Unit completion confirmed**

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| <b>IV's Name:</b>      |  |
| <b>IV's Signature:</b> |  |
| <b>Date complete:</b>  |  |