

H5M4 04 (SCDCCLD0327) — Support Children who Have Experienced Trauma

Overview

This standard identifies the requirements associated with supporting children who have experienced trauma. The standard addresses the requirements to establish your own understanding of factors to consider when supporting a child who has experienced trauma, identifying and meeting their needs and working in ways that promote their rights, inclusion and wellbeing.

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 and young people as active partners in their own care or support rather than passive recipients. Active participation recognises each child and young person's right to participate in the activities and relationships of everyday life as independently as possible.

A child or young person's **background** is their unique mix of personal experiences, history, culture, beliefs, preferences, family relationships, informal networks and community.

Children are those with whom you are working, except where otherwise stated.

Communication may include using the child'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.

Inclusion/inclusive. A process of identifying, understanding and breaking down barriers to participation and belonging.

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

Others are your colleagues and other professionals whose work contributes to the child or young person'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, self-harm, bullying, abuse, reckless behaviour.

Trauma is a physical or emotional shock, damage or hurt that may have severe long-term effects. It can be caused by traumatic experiences or situations that can range from being exposed to domestic or criminal violence, being abused, being in an armed conflict, fleeing violence or terror and coming to a new country as a refugee.

Scope/range related to Knowledge and Understanding

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

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.

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

Transitions may include starting nursery for the first time, moving from nursery to school, moving home, the birth of a sibling, other changes affecting the child or young person

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- ◆ 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.

Identify the needs of children who have experienced trauma

	Performance Criteria	Evidence Number where this criteria has been met
1	Use children's preferred communication methods and language in a manner appropriate to their age and level of understanding.	
2	Support children to tell you about their experiences.	
3	Support a child to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution.	
4	Check understanding with a child of what they are expressing and communicating about their experiences, fears, anxieties, feelings and concerns.	
5	Observe behaviour to develop an understanding of what a child may be feeling but is unable to express verbally.	
6	Record behaviour to develop an understanding of what a child may be feeling but is unable to express verbally.	
7	Work with key people and others to establish information about a child's experience.	
8	Work with key people and others to establish information about a child's present circumstances.	
9	Work with key people and others to assess the needs of a child.	

Identify the needs of children who have experienced trauma

	Performance Criteria	Evidence Number where this criteria has been met
10	Seek support where the needs of a child are outside your own area of expertise, role and responsibility.	
11	Use supervision to help cope with thoughts and feelings about the trauma experienced by children.	
12	Keep detailed, accurate, dated and signed records about the needs of children.	
13	Pass on information within confidentiality agreements and according to legal, organisational, interagency and partnership requirements.	

Work in ways that promote the rights, inclusion and wellbeing of children who have experienced trauma

14	Provide information to children about their rights in a format that is appropriate for their age and level of understanding.	
15	Take action where a child is not able to exercise their rights.	
16	Work with children in ways that respect their background , dignity, privacy, beliefs, culture, values and rights.	
17	Ensure that your own actions promote equity and inclusion and do not discriminate.	
18	Take appropriate steps when the actions of others are discriminatory.	
19	Work with children, key people and others to balance rights, responsibilities and risks .	
20	Work with children in ways that recognise the impact that experiences, losses and life events have had on their lives.	

Work in ways that promote the rights, inclusion and wellbeing of children who have experienced trauma (cont)

	Performance Criteria	Evidence Number where this criteria has been met
21	Provide an environment that is as familiar as possible for children.	
22	Reassure the children that they are safe and secure within the setting.	
23	Work with children in ways that promote their self-esteem, sense of security and belonging.	
24	Work with children in ways that maximise their active participation , independence and responsibility.	
25	Support children to access advocacy where this has been identified as a need.	

Carry out own role and responsibility in meeting the needs of children who have experienced trauma

26	Work with a child, key people and others to develop a plan to meet the assessed needs.	
27	Provide information to support a child to make informed choices about the care and services they receive.	
28	Carry out own role and responsibilities in implementing the plan for a child.	
29	Support a child to express their feelings as the plan is implemented.	
30	Work with a child, key people and others to review and evaluate the plan.	
31	Use supervision to discuss how you are supporting a child to help you cope with your thoughts and feelings about the trauma.	

Carry out own role and responsibility in meeting the needs of children who have experienced trauma

	Performance Criteria	Evidence Number where this criteria has been met
32	Keep detailed, accurate, dated and signed records about the plan, its implementation, review and evaluation.	
33	Pass on information within confidentiality agreements and according to legal, organisational, interagency and partnership 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 42 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	Factors that promote positive health and wellbeing of children and young people.	
23	Theories underpinning our understanding of child development 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	The transitions that children and young people may go through.	
39	The role of an advocate for children or families.	
40	The impact of fear on children and ways this can be expressed.	
41	The impact of exposure to, or enforced participation in, violence and conflict on children and ways this may be expressed.	
42	The ways in which feelings are expressed through behaviour.	

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	