HSC44 **Develop practice which promotes the involvement, well-being and protection of children and young people (Children and Young People)**

Elements of Competence

HSC44a Develop and support practice that values and respects children and young people's rights and responsibilities

HSC44b Develop and support practice that enables children and young people to express their views and preferences

HSC44c Promote the protection of children and young people from harm and abuse

About this unit[1]

For this unit you will need to develop, maintain and evaluate systems to promote life chances and well-being of children and young people.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Actions that could adversely affect the use of evidence in future investigations could include: asking inappropriate and/or leading questions; not following organisational and legal procedures; putting undue pressure on individuals.

Communicate using: the child's/young person's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication.

Danger could be: imminent; in the short term; in the medium term; in the longer term.

Harm and abuse within this unit will cover: neglect; physical, emotional and sexual abuse; bullying; self-harm; reckless behaviour.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm; bullying; abuse; reckless behaviour.

Statements that could adversely affect the use of evidence in future investigations: changing information; removing information; adding to information.

Your **knowledge and understanding** for this unit will relate to:

[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

- legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work
- your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service
- the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently
- the need to be able to solve problems and resolve conflicts
- the need to be able to evaluate, assess situations and act appropriately
- systems and processes within your own and across other organisations, and
- the need for you to be able to work in collaboration with individuals, key people and others within and outside your organisation.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They are embedded in this unit and should be applied in your practice and through your knowledge demonstrated in any other standard you are working towards.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

Active support	Working in a way that recognises children and young people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves.
Carers	Any person who cares for the physical, social and mental well-being of the children
Children and young people	Children and young people from birth to 18 years of age who require health and care services and where the children and young people are 'looked after' or still eligible to receive

[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

	children's/ young people's services until they reach 21. If still in educational provision this age range can rise to 25. Where children and young people use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term child/young person within this standard covers children and young people and their advocates and interpreters
Evidence based	Practice that is based on evidence, this may be research based evidence and/or knowledge based evidence
Families	The people who are biologically related to children and young people and those who, through relationships, have become an accepted part of their family
Information	Information will include any plans, care needs assessments, records and reports relevant to the children and young people's needs and preferences
Harm	The short, medium and long term affects of a child/young person being physically or mentally injured or abused
Level of development and understanding	Covers the cognitive, physical, social, emotional and intellectual developmental level of children and young people. It is often related to chronological age, using the broad milestones recognised as being within the parameters of 'typical patterns of development'. Many influences may delay the development of a child or young person to a greater or lesser extent, e.g. illness or conditions which result in disability, detrimental experiences during the formative years, lack of stimulation, low self-esteem.
Life chances	Aspects of children and young people's lives that can inhibit or promote the chance they have to maximise and realise their full potential, educationally and socially
Others	Are other people within and outside your organisation that are necessary for you to fulfil your job role
Parents	The biological and/or step parents of the children and young people
Participation	Participation is the process through which children and young people influence decision making which brings about changes in them, others, their services and their communities

Permanency	Aspects of children and young people's lives that enable them to have stability and be able to plan for the future in the short, medium and long term i.e. until they are 21 or 25 if still in education
Rights	The rights that children and young people have to: • be respected • be treated equally and not be discriminated against • be treated as an individual • be treated in a dignified way • privacy • be protected from danger and harm • be supported and cared for in a way they choose • access information about themselves • communicate using their preferred methods of communication and language
Risks	The likelihood of danger, harm and/or abuse arising from anything or anyone
Role model	When you illustrate best practice through your own behaviour, attitudes, actions and practice. It encourages staff, children and young people and others to emulate your model
Signs and symptoms	Physical, behavioural and emotional indicators which may signify possible danger, harm and abuse.

HSC44a Develop and support practice that values and respects children and young people's rights and responsibilities

Performance Criteria

You need to,

1. use, and support **others** to use, **children and young people's** preferred communication methods and language, taking into account their age, abilities and **level of development and understanding**
2. develop and support practice that:
   - respects children and young people's beliefs, culture, values and preferences
   - treats and values each child/young person as an individual
   - acknowledges the diversity of children and young people, their **parents**, **families** and **carers**
   - respects the dignity and privacy of children and young people, their parents, families and carers
   - takes seriously the children and young people's preferences; taking account of their safety, security and any restrictions placed upon them, their parents, families and carers
   - provides **active support** for children and young people

- provides **information** about children and young people's rights and responsibilities in a form that is appropriate to their age, abilities and level of development and understanding
- promotes the **participation** and **inclusion** of all children and young people

3. provide a positive **role model** that demonstrates respect, reliability and honesty
4. challenge and take action to address discrimination and oppression by individuals and organisations
5. promote children and young people's rights to:
   - complain and you act on complaints in ways that are open, fair and consistent with legal and organisational requirements
   - secure independent advice, support and advocacy when decisions are being made about their lives and futures
6. ensure information is disclosed only to those who have the right and need to know

HSC44b Develop and support practice that enables children and young people to express their views and preferences

Performance Criteria

You need to,

1. provide up to date and accessible information to enable children and young people to make decisions about their views, needs, preferences, aspirations and expectations
2. work in partnership with children and young people, parents, families, carers and people within and outside your organisation to promote the children and young people's rights to be involved in decisions about their lives and well-being
3. develop and support practice to enable children and young people to identify and take account of risks associated with their needs, views, preferences, aspirations and expectations
4. develop and support practice which acknowledges and helps children and young people to address losses, dilemmas and conflicts they are, and have been faced with
5. work with people within and outside your organisation to ensure:
   - that any limitations that have been placed upon parents, families and carers involvement with children and young people are adhered to
   - the contribution of parents, families and carers in meeting the children and young people's needs, views, preferences, aspirations and expectations, taking account of any restrictions placed upon them
   - parents, families and carers receive the support they need to positively contribute to children and young people's health and well-being

6. work actively within inter-agency and partnership agreements, as appropriate to your role, to:
   - support the care, **life chances** and **permanency** needed for children and young people
   - enable children and young people to access agreed services and facilities which promote their health, well-being, life chances and permanency

HSC44c Promote the protection of children and young people from harm and abuse

Performance Criteria

You need to,

1. contribute to creating and maintaining an environment that enables children and young people to feel safe, secure and free from harm and abuse/bullying
2. support parents, families and carers to understand, identify and cope with the effects of limitations and restrictions that are in place to manage identified **risks**
3. support children and young people to identify and understand aspects of their lives, actions and behaviour, and those of others that could pose a risk to their personal safety and may lead to abuse
4. ensure that your own practice, and that of others with whom you work:
   - provides the necessary protection for children and young people
   - recognises the vulnerability of children and young people to visual, written and electronic forms of communication and media
   - challenges and takes appropriate action to recognise dangerous, abusive, discriminatory or exploitative behaviour
5. work with children and young people to understand why it is necessary to set and maintain safe, consistent and understandable boundaries for them and others
6. assess and take action to minimise and deal with risk where children and young people:
   - are likely to become, or are involved in offending and offensive behaviour
   - may be subjected to the offending and offensive behaviour of others
7. contribute to the development of an open environment and relationships in which children and young people are able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution
8. take appropriate and immediate action, following legal and organisational procedures where you or others observe **signs and symptoms** of **danger, harm and abuse** or where this has been disclosed
9. ensure that your own, and the actions of others; whilst giving priority to the protection of the child/young person; avoid actions and statements that could adversely affect the use of evidence in future investigations and court

10. ensure that records and reports are timed, dated and completed:
    - within confidentiality agreements
    - according to legal and organisational requirements
    - avoiding statements that could adversely affect the use of evidence in future investigations and court
11. pass on relevant, accurate, reports and information about suspected abuse within confidentiality agreements and according to legal, organisational, inter-agency and partnership requirements
12. observe, challenge and report on unsafe practice
13. seek advice, information, guidance and specialist support when you are unable to provide the support needed for the protection of individuals, key people and staff
14. provide support to others to enable them to cope with thoughts and feelings about suspected harm and abuse and to develop practice
15. develop strategies and systems to deal with your own thoughts and feelings and reflect on practices

Knowledge Specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.
When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role**.
You need to show that you know, understand and can apply in practice:

Values

1. legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality, sharing of information and the rights of children and young people nationally, and through the UN convention on the Rights of the Child
2. knowledge and practice that underpin the holistic person centred approach which enable you to work in ways that:
    - place the children and young person's preferences and best interests at the centre of everything you do
    - provide active support for the child/young person
    - recognise the uniqueness of the child/young person and their circumstances
    - empower children and young people to take responsibility (as far as they are able and within any restrictions placed upon them), and make and communicate their own decisions about their lives, actions and risks
3. how to ensure that you and others for whom you are responsible protect

the rights and the interests of children and young people taking account of any limitations on the child's/young person's rights and those of parents, families and carers

4. how to manage ethical dilemmas and conflicts for children and young people, those who use services and staff

Legislation and organisational policy and procedures

5. codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of **others** when promoting the choice, well-being and protection of children and young people
6. current local, UK legislation and organisational requirements, procedures and practices for:
   - data protection
   - making and dealing with complaints
   - employment practices
   - child protection
   - the promotion and safeguarding of children and young people, including whistle blowing procedures
   - promoting secure and permanent relationships for children and young people
   - parental rights and responsibilities
   - multi-disciplinary and multi-agency working
   - working in integrated ways to promote children and young people's well- being
7. the philosophy and scope of children's legislation
8. standards of practice, and service standards and guidance about:
   - children and young people, advocates, families, carers, groups and communities
   - the protection of children and young people and parents, families and carers from danger, harm and abuse
   - your responsibility for keeping yourself, children and young people and others safe
9. frameworks and guidance for children and young people on:
   - assessment
   - education
   - health
10. key government initiatives to promote the well-being of children and young people, their families and communities
11. the purpose of and arrangements for you to provide and receive supervision and appraisal
12. how to access, evaluate and influence organisational and workplace policies, procedures and systems
13. how to access and record information, decisions and judgements about children and young people, electronically and manually

Theory and practice

14. how and where to access literature, information and support to inform your own and the practice of others when promoting the choice, well-being and protection of children and young people
15. an up to date knowledge of:
    - the literature related to best practice in promoting the choice, well-being and protection of children and young people
    - government reports, inquiries and research relevant to promoting the choice, well-being and protection of children and young people
    - government reports, inquiries and research into serious failures to protect children and young people, their parents, families and carers
16. theories of:
    - human growth and development related to children and young people, including factors and conditions that can benefit and/or inhibit development
    - identity and self-esteem
    - managing loss and change
    - conflicts and dilemmas
    - stress and how it can affect behaviour
    - power relationships and how these can be used and abused
    - motivation
    - engaging and stimulating children of all ages
    - inter-personal communication with children and young people, including those whose age or condition requires non-verbal inter-actions and communications
    - supervision and management in child protection
17. health, social, emotional, financial and environmental factors that affect the well-being of children and young people, families, groups and communities
18. acting as a mentor to assist staff to develop practice in:
    - effective communication and engagement with children and young people, their parents, families and carers
    - involving children and young people in assessing, planning, implementing, reviewing health and care services and plans, taking into account their needs, views, aspirations and expectations, in ways that are appropriate to the age of the child/young person and their development level and understanding
    - working with parents, families and carers to support the children and young people
    - working with children and young people who have been abused, bullied, persecuted, who are at risk of danger or harm, of becoming involved in offending behaviour
19. the impact of disruption, including placement disruption
20. support for children, young people and parents with additional needs

21. factors that cause risks and those that ensure safe and effective care for individuals
22. signs and symptoms of danger, harm and abuse
23. correct actions to take when you and others suspect danger, harm and abuse and where it has been disclosed and how to record and report incidents and disclosures
24. the types of evidence that is valid in investigations and court, actions and statements that could contaminate the use of evidence
25. the use of evidence, fact and knowledge based opinions in records and reports and why it is important to differentiate between these and make clear the source of evidence to readers
26. how and where Information Communication Technologies can and should be used for carrying out your work activities and recording and reporting