

SCDHSC0038

Support children and young people to manage aspects of their lives



Overview

This standard identifies the requirements when you support children and young people to manage aspects of their lives. This includes working with and providing advice for children and young people about their clothes, appearance and pocket money. It also includes supporting children and young people to identify and develop their talents, interests and abilities and supporting them to participate in social activities.

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Performance criteria

Support children and young people to manage their personal environment, appearance and pocket money

You must be able to:

- P1 take account of the **child or young person's level of development** when supporting them to manage aspects of their life
- P2 support the child or young person to **communicate** their preferences and needs about the care, organisation and decoration of their own space within the **environment**, taking account of their right to privacy
- P3 communicate with the child or young person about their personal appearance and clothing, offering advice if requested
- P4 support the **active participation** of the child or young person in shopping for, choosing and buying their own clothes
- P5 provide advice and support to the child or young person on learning how to manage their pocket money
- P6 where a child or young person is managing their pocket money ineffectively or inappropriately, take appropriate action to help them deal with this

Support children and young people to develop their interests, talents and abilities

You must be able to:

- P7 support the child or young person to communicate about their interests, talents and abilities in ways that develop their self-image and esteem
- P8 encourage the child or young person to participate in activities in which they are interested, for which they have the talent and ability and which adhere to their spiritual and religious beliefs
- P9 provide opportunities for the child or young person to take forward their interests, talents and abilities
- P10 secure resources to support the child or young person to take forward their interests, talents and abilities
- P11 encourage the child or young person to participate in activities that help them extend their interests, talents and abilities
- P12 praise the successes of the child or young person
- P13 encourage **key people** to praise and celebrate such successes
- P14 support the child or young person to identify how they could use their interests, talents and abilities to better their **life chances**

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Support children and young people to participate in social activities

You must be able to:

- P15 work with the child or young person to communicate the type of **social activities** they are interested in
- P16 acquire information and support about activities that the child or young person expresses an interest in and that would be beneficial to their health and well-being
- P17 provide opportunities for the child or young person to participate in social activities of their choice
- P18 secure resources to support the child or young person to participate in social activities of their choice
- P19 encourage the child or young person to take part in social activities that will help them grow and develop, making practical arrangements where necessary
- P20 praise and celebrate the successes of the child or young person in any social activity they undertake
- P21 encourage key people to praise and celebrate such successes
- P22 support the child or young person through any difficulties they encounter with social activities
- P23 encourage the child or young person to invite other children and young people to participate in social activities in which they are interested, providing practical support where necessary
- P24 encourage the child or young person to invite other children and young people to visit and become friends with them, taking account of their protection and any restrictions placed upon them and others with whom they wish to be friends

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Knowledge and understanding

You need to know and understand:

Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that children and young people have to make complaints and be supported to do so

Your practice

You need to know and understand:

- K6 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs that may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 the child or young person's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

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Theory

You need to know and understand:

- K21 re and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 theories underpinning our understanding of human development and factors that affect it
- K23 theories about attachment and its impact on children and young people

Personal and professional development

You need to know and understand:

- K24 principles of reflective practice and why it is important

Communication

You need to know and understand:

- K25 factors that can affect communication and language skills and their development in children and young people
- K26 methods to promote effective communication and enable children and young people to communicate their needs, views and preferences

Health and Safety

You need to know and understand:

- K27 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K28 practices for the prevention and control of infection in the context of this standard

Safeguarding

You need to know and understand:

- K29 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K30 indicators of potential harm or abuse
- K31 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K32 what to do if you have reported concerns but no action is taken to address them

Handling information

You need to know and understand:

- K33 legal requirements, policies and procedures for the security and confidentiality of information
- K34 legal and work setting requirements for recording information and producing reports

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K35 principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

You need to know and understand:

- K36 how and where to access information and support that can inform your practice when supporting children and young people to manage their lives
- K37 theories relevant to the children and young people with whom you work about identity and self-esteem
- K38 theories relevant to the children and young people with whom you work about loss and change
- K39 the effects of stress and distress on children and young people
- K40 factors that cause risks and those that ensure safe and effective care for children and young people
- K41 the importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption
- K42 types of support for disabled children, young people and parents
- K43 how to work with and resolve conflicts that you are likely to meet
- K44 the role of recreational activities, relationships, support networks and recognition and praise of talent and abilities in promoting the well-being of children and young people
- K45 constructive ways of providing advice that will enable children and young people to manage their own money, environment and appearance
- K46 types of activities and advice that can be beneficial when supporting the child or young person to communicate their interests, talents and abilities
- K47 the importance, benefits and methods of ensuring the child or young person understands and has confidence in their own interests, talents and abilities
- K48 the ways to encourage children and young people to pursue their interests and those activities that enhance their talents and abilities
- K49 the role which recreation and leisure play in the health and social well-being of children and young people

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 all 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

The **environment** is the place where the child or young person is living; it could include a foster parent's home or a residential setting

Key People are those who are important to an individual and who can make a difference to his or her well being. 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

Life chances are the chances children and young people have to maximise and realise their full potential, educationally and socially

Social activities may include any leisure or social pursuits that children or young people wish to be involved in

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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 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

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