

## SCDHSC0312

# Support children and young people to develop a positive identity and emotional wellbeing



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### 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.

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### Performance criteria

#### Enable children and young people to assess their social, emotional and identity needs

*You must be able to:*

- P1 engage with the **child or young person** in ways that promote their trust and **active participation**, taking account of their **level of development**
- P2 enable the child or young person to **communicate** their feelings and thoughts about themselves, their past experiences, current circumstances and future plans
- P3 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
- P4 enable the child or young person to express their feelings and thoughts about their relationships with key people
- P5 use spontaneous opportunities to enable children and young people to communicate about their social, emotional and identity needs
- P6 support the child or young person to understand, assess and identify their own social, emotional and identity needs
- P7 support the child or young person to identify any activities or support they think could help to meet their social, emotional and identity needs
- P8 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

*You must be able to:*

- P9 support the child or young person to communicate the impact of their personal circumstances on their self-image
- P10 use planned activities to help the child or young person understand issues about their self-image, self-esteem and identity
- P11 use spontaneous learning opportunities to help the child or young person understand issues about their self-image, self-esteem and identity
- P12 ensure your own actions enhance the self-esteem and self-reliance of the child or young person
- P13 use resources and networks in the local community to introduce positive role models that relate to the child or young person's identity
- P14 encourage the child or young person to identify with and take pride in their own self-image and ethnic, cultural and sexual identity

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- P15 encourage the child or young person to identify their own strengths and abilities for developing a positive self-image, self-esteem and identity
- P16 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
- P17 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**

#### *You must be able to:*

- P18 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
- P19 identify positive aspects of the child or young person's social, emotional and identity development
- P20 identify scope for further positive development of the child or young person's social, emotional and identity development
- P21 work with the child or young person to build upon positive aspects of their social, emotional and identity development
- P22 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
- P23 assess observed changes in the child or young person's social and emotional well-being
- P24 take opportunities to explore any changes with the child or young person and **key people**
- P25 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

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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, codes of practice, 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

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and expertise

### Theory for practice

*You need to know and understand:*

- K21 the nature 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 child development and factors that affect it
- K23 theories about attachment and its impact on children and young people

### Communication

*You need to know and understand:*

- K24 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K25 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### Personal and professional development

*You need to know and understand:*

- K26 principles of reflective practice and why it is important

### 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 or actual 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

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### 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 including the use of electronic communication
- 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 the social, emotional and identity development of children and young people
- K37 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
- K38 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
- K39 theories relevant to the children and young people with whom you work about loss and change
- K40 theories relevant to the children and young people with whom you work about the effects of stress and distress
- K41 the role of relationships and support networks in promoting the well-being of the children and young people with whom you work
- K42 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
- K43 factors that cause risks and those that ensure safe and effective care for children and young people
- K44 the importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption
- K45 type of support to promote the abilities of children, young people and parents
- K46 methods of developing positive identity, self-esteem and self-reliance in children and young people
- K47 methods of engaging and sustaining the child/young person's interest and involvement when working on social, emotional and identity development
- K48 reasons for distress when working on identity issues with young person
- K49 the type of opportunities that occur naturally that can be used to

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- help children to communicate, and deal positively with, their feelings to develop socially and emotionally
- K50 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
- K51 difficulties which may be experienced by young people who have been abused, neglected or insufficiently supported to develop socially and emotionally
- K52 planning, provision and evaluation of activities to explore issues of social, emotional and identity development

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### 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 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

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



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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 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

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