

SCDHSC0313

Work with children and young people to promote their own physical and mental health



Overview

This standard identifies the requirements when you enable children and young people to promote their own physical and mental health. This includes supporting them to explore their own health and wellbeing and factors that can affect them. It also includes promoting children and young people's mental health and wellbeing and responding appropriately to specific physical and mental health care needs that arise.

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Performance criteria

Support children and young people to explore their own health and development and factors affecting these

You must be able to:

- P1 engage with the **child or young person** in ways that promote trust and **active participation**, taking account of their **level of development**
- P2 support the child or young person to understand aspects of personal health care, growth, and sexual development consistent with their age, abilities and level of development and understanding
- P3 with the child or young person and **key people**, examine factors that can promote or hinder healthy physical, emotional and psychological development
- P4 reinforce to the child or young person the importance of factors which might affect their personal health, growth and development
- P5 encourage the child or young person to identify and evaluate changes in their physical development and bodily functions
- P6 encourage the child or young person to **communicate** any concerns about their physical development and bodily functions
- P7 communicate with the child or young person about their sexual development and sexuality
- P8 respond to any issues and concerns they may have about their sexual development and sexuality
- P9 support the child or young person to communicate and agree what types of personal health care they require
- P10 work with the child or young person to try to resolve any conflicts and tensions in relation to their preferences and needs for health care

Promote children and young people's mental health and wellbeing

You must be able to:

- P11 contribute to a culture within the work setting that encourages the self-esteem, mental health and wellbeing of children and young people
- P12 identify signs and symptoms of distress which might have an impact on the emotional and psychological health and well-being of the child or young person
- P13 identify factors that might pose a **risk** to the mental health and well-being of the child or young person
- P14 support the child or young person to identify risk factors and signs and symptoms of distress in themselves
- P15 take appropriate action to assess and manage potential risks
- P16 acquire support, information and advice to resolve difficulties for the

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- child or young person
- P17 encourage the child or young person to use available resources of help, support and information
- P18 suggest resolutions where conflicts and tensions arise

Respond appropriately to specific needs of children and young people in relation to their health and wellbeing

You must be able to:

- P19 work with the child or young person, key people and **others** to meet the physical and mental health care needs of the child or young person, taking account of restrictions placed upon anyone
- P20 monitor the child or young person's well-being and behaviour for signs of change
- P21 inform the relevant people when you observe changes in the child or young person's behaviour and well being
- P22 take appropriate action when you see signs and symptoms that may indicate mental or emotional distress
- P23 take appropriate action when you see signs and symptoms that may indicate **harm and abuse** or **exploitative behaviour**
- P24 take appropriate action when you see signs and symptoms that may indicate use of illegal substances
- P25 take appropriate action to deal with other specific health care needs of the child or young person, dependent on the level of risk to them
- P26 acquire information and advice to resolve health care issues with the child or young person
- P27 summon assistance immediately when the child or young person has a health **emergency**
- P28 inform key people, taking account of any restrictions placed upon anyone, when the child or young person has a health emergency
- P29 organise appointments to address medical, physical or mental health needs, providing practical support where necessary to enable the child or young person to attend
- P30 ensure that additional help is accessed when required to address particular physical and mental health care needs
- P31 contribute to supporting the treatment plan for a child or young person
- P32 monitor any indications of change in the condition of the child or young person
- P33 complete records and reports on incidents and treatment, within confidentiality agreements and according to legal and work setting requirements

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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 human 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 to access records and information on the needs, views, wishes and preferences of children and young people, parents, families and carers
- K37 how and where to access information and support that can inform your practice when supporting children and young people to promote their own physical and mental health needs
- K38 government reports, inquiries and research reports into serious failures to protect children and young people, especially related to physical and mental health needs
- 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 theories relevant to the children and young people with whom you work, about motivation and its effects on enabling children and young people to deal with their own health and social well-being
- K42 factors that cause risks and those that ensure safe and effective care for children and young people
- K43 the importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption
- K44 conditions and issues you are likely to face in your work with children and young people and parents, families and carers
- K45 sources of information, resources and advice available to promote the positive mental health development of children and young people and how to access these
- K46 how the children and young people's circumstances, history of social and health care can adversely affect their growth, development, mental health and well-being
- K47 the effect that age, stage, development and personal circumstances of children and young people may have on their ability to contribute and make decisions about their own health and social well-being
- K48 factors which constitute a risk to the individual's development,

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- positive health, mental health and well-being
- K49 the types of impact that disabilities can have on children and young people's health and social well-being
- K50 factors which define circumstances as being urgent, chronic or routine, and why it is essential that you know the limits of your responsibility and competence

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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

Emergencies may relate to fire, security, serious accidents, minor accidents or first aid

Exploitative behaviour is manipulative behaviour that is abusive and focuses on the vulnerabilities of children and young people

Harm and abuse may include neglect; physical, emotional and sexual abuse; bullying; self-harm; reckless behaviour. Harm is the effect of being physically or mentally injured or abused

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

Others are your colleagues and other professionals whose work contributes to the individual's well-being 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

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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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