

SCDCCLD0308

Promote children's well-being and resilience



Overview

This standard identifies the requirements when promoting children's well-being and resilience. It is concerned with how you provide an environment that supports, affirms and values children and helps them to manage their own feelings and their relationships with others. This includes enabling children to relate to others, providing a supportive and challenging environment, enabling children to take risks safely and encouraging children's self-reliance, self-esteem and resilience.

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Performance criteria

Enable children to relate to others

You must be able to:

- P1 engage with children in ways that promote trust and **active participation**, taking into account their abilities and level of development and understanding
- P2 demonstrate respect and value for views, opinions and feelings of children you work with
- P3 encourage children to consider and respect the views, opinions and feelings of others
- P4 encourage children to share and co-operate in joint activities
- P5 help children to identify the boundaries of acceptable and unacceptable behaviour in themselves and others
- P6 reflect and acknowledge with children positive aspects of their behaviour and interactions
- P7 recognise developmentally appropriate behaviour
- P8 demonstrate respect and value for children's capabilities and strengths
- P9 value diversity and demonstrate acceptance of similarities and differences

Promote a supportive and challenging environment

You must be able to:

- P10 promote a calm and nurturing environment which allows children to experience and express their feelings safely
- P11 promote interactions between children and those around them that develop their sense of **well-being**
- P12 ensure that your own actions enhance the **self-esteem, self-reliance** and **resilience** of children you work with
- P13 encourage children to try new activities and experiences
- P14 reward children's efforts and achievements
- P15 support children in expressing their feelings in ways that are acceptable to themselves and others
- P16 help children to predict, recognise and accept the consequences of their actions
- P17 help children support each other through activities and achievements which may test their skills and abilities
- P18 promote acceptance and respect for children as individuals in their own right
- P19 demonstrate honesty and openness in interactions with children
- P20 seek appropriate help when you are unable to deal with any issues raised by children

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Enable children to take risks safely

You must be able to:

- P21 carry out **risk assessments** in line with **policies and procedures** without limiting opportunities to extend children's skills and abilities
- P22 encourage children to identify their own strengths and abilities as they develop a positive self-image and self-esteem
- P23 involve **parents** in the assessment of their children taking positive risks
- P24 work in partnership with children to set their own limits within the framework of risk assessment
- P25 encourage children to assess risks to themselves and others regarding activity and behaviour
- P26 agree and set boundaries and limits with children and clearly explain the reasons
- P27 intervene in situations where children are at risk of harm
- P28 help children manage and monitor their own behaviour
- P29 help children to consider how the behaviour and actions of others may impact upon themselves and their response
- P30 supervise children according to legislation and accepted policy and practice in the setting

Encourage children's behaviour towards self reliance, self-esteem and resilience

You must be able to:

- P31 engage with children in a **child centred** way
- P32 communicate with children openly and honestly in ways that are not judgmental
- P33 support the children to understand why different behaviours have positive or negative outcomes
- P34 direct any comments towards the behaviour demonstrated, not the child
- P35 help children to choose realistic goals that are challenging but achievable
- P36 show **empathy** to children by demonstrating understanding of their feelings and point of view
- P37 encourage children to take decisions and make choices
- P38 work with colleagues and other professionals as required, to encourage children's self-esteem and resilience

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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 key people, 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 how your own background, experiences and beliefs 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 all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people'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 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

Communication

You need to know and understand:

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

You need to know and understand:

Personal and professional development

- K28 principles of reflective practice and why it is important

You need to know and understand:

Health and Safety

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

You need to know and understand:

Safeguarding

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 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:

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

You need to know and understand:

- K38 how to carry out risk assessments that balance reasonable precautions and provides opportunities for development
- K39 what is meant by resilience and factors that may affect resilience in children
- K40 ways to support children's resilience, according to the child's preferences, needs and abilities
- K41 the link between children's ability to relate to others and their emotional well-being and resilience
- K42 ways to help children understand, express and manage their feelings
- K43 the connection between children challenging and testing their abilities and resilience and self-esteem
- K44 methods to encourage and support children to test and stretch their skills and abilities
- K45 ways to support children to manage lack of achievement and disappointment
- K46 the importance of why comments should be directed at behaviour demonstrated by the child rather than at the child themselves
- K47 how you demonstrate empathy and understanding to children, including the language and expressions you might use
- K48 how you recognise and manage your own feelings, such as a lack of confidence and feelings of inadequacy

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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.

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

Child centred approaches are those that fully recognise the uniqueness of the child or young person and establish this as the basis for planning and delivery of care and support

Empathy is the ability to see things from another person's perspective and gain insight into their feelings

Policies and procedures are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.

Resilience is the ability to manage normal everyday disappointments, hurts and assaults on one's confidence without it affecting self-esteem

Risk assessments are documents that identify actual and potential risks and specify actions to address these

Self-esteem is confidence in one's self as a valued person

Self reliance is personal autonomy and independence, ability to solve own

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problems

Well-being is physical, social and emotional good health, resulting in a positive outlook and feelings of happiness

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Scope/range relating 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

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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