

SCDCCLD0327

Support children who have experienced trauma



Overview

This standard identifies the requirements associated with supporting children who have experienced trauma. The standard addresses the requirements to establish your own understanding of factors to consider when supporting a child who has experienced trauma, identifying and meeting their needs and working in ways that promote their rights, inclusion and well being

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Performance criteria

Identify the needs of children who have experienced trauma

You must be able to:

- P1 use **children's** preferred **communication** methods and language in a manner appropriate to their age and level of understanding
- P2 support children to tell you about their experiences
- P3 support a child to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution
- P4 check understanding with a child of what they are expressing and communicating about their experiences, fears, anxieties, feelings and concerns
- P5 observe behaviour to develop an understanding of what a child may be feeling but is unable to express verbally
- P6 record behaviour to develop an understanding of what a child may be feeling but is unable to express verbally
- P7 work with **key people** and **others** to establish information about a child's experience
- P8 work with key people and others to establish information about a child's present circumstances
- P9 work with key people and others to assess the needs of a child
- P10 seek support where the needs of a child are outside your own area of expertise, role and responsibility
- P11 use supervision to help cope with thoughts and feelings about the **trauma** experienced by children
- P12 keep detailed, accurate, dated and signed records about the needs of children
- P13 pass on information within confidentiality agreements and according to legal, organisational, interagency and partnership requirements

Work in ways that promote the rights, inclusion and wellbeing of children who have experienced trauma

You must be able to:

- P14 provide information to children about their rights in a format that is appropriate for their age and level of understanding
- P15 take action where a child is not able to exercise their rights
- P16 work with children in ways that respect their **background**, dignity, privacy, beliefs, culture, values and rights
- P17 ensure that your own actions promote equity and **inclusion** and do not discriminate
- P18 take appropriate steps when the actions of others are discriminatory
- P19 work with children, key people and others to balance rights, responsibilities and **risks**
- P20 work with children in ways that recognise the impact that

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- experiences, losses and life events have had on their lives
- P21 provide an environment that is as familiar as possible for children
 - P22 reassure the children that they are safe and secure within the setting
 - P23 work with children in ways that promote their self esteem, sense of security and belonging
 - P24 work with children in ways that maximise their **active participation**, independence and responsibility
 - P25 support children to access advocacy where this has been identified as a need

Carry out own role and responsibility in meeting the needs of children who have experienced trauma

You must be able to:

- P26 work with a child, key people and others to develop a plan to meet the assessed needs
- P27 provide information to support a child to make informed choices about the care and services they receive
- P28 carry out own role and responsibilities in implementing the plan for a child
- P29 support a child to express their feelings as the plan is implemented
- P30 work with a child, key people and others to review and evaluate the plan
- P31 use supervision to discuss how you are supporting a child to help you cope with your thoughts and feelings about the trauma
- P32 keep detailed, accurate, dated and signed records about the plan, its implementation, review and evaluation
- P33 pass on information within confidentiality agreements and according to legal, organisational, interagency and partnership 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 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

You need to know and understand:

Your practice

- 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

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

Personal and professional development

You need to know and understand:

- K28 principles of reflective practice and why it is important

Health and Safety

You need to know and understand:

- 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

Safeguarding

You need to know and understand:

- 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 the **transitions** that children and young people may go through
- K39 the role of an advocate for children or families
- K40 the impact of fear on children and ways this can be expressed
- K41 the impact of exposure to, or enforced participation in, violence and conflict on children and ways this may be expressed
- K42 the ways in which feelings are expressed through behaviour

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

A child or young person's **background** is their unique mix of personal experiences, history, culture, beliefs, preferences, family relationships, informal networks and community.

Children are those with whom you are working, except where otherwise stated

Communication may include using the child'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

Inclusion/inclusive A process of identifying, understanding and breaking down barriers to participation and belonging

Key people are those who are important to a child or young person and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the child or young person has a supportive relationship.

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Others are your colleagues and other professionals whose work contributes to the child or young person'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, self-harm, bullying, abuse, reckless behaviour

Trauma is a physical or emotional shock, damage or hurt that may have severe long-term effects. It can be caused by traumatic experiences or situations that can range from being exposed to domestic or criminal violence, being abused, being in an armed conflict, fleeing violence or terror and coming to a new country as a refugee

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Scope/range related 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 needs; sensory needs; social deprivation; substance misuse

Transitions may include starting nursery for the first time, moving from nursery to school, moving home, the birth of a sibling, other changes affecting the child or young person

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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