

## SCDHSC0311

# Support children and young people to develop and maintain supportive relationships



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### Overview

This standard identifies the requirements when enabling children and young people to develop and maintain constructive relationships with their parents, carers, families and others. This includes enabling children and young people to identify their own contact and relationship needs, working with them to maintain appropriate contact and relationships and supporting them to develop appropriate and supportive relationships.

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### Performance criteria

#### Enable children and young people to identify their own contact and relationship needs

*You must be able to:*

- P1 access records to understand any limitations that have been placed upon relationships and contact with a **child or young person**
- P2 engage with the child or young person in ways that promote **active participation** appropriate to their age, abilities and **level of development**
- P3 **communicate** with the child or young person in ways that are appropriate to their age, abilities and level of development and understanding
- P4 enable the child or young person to understand why and how some relationships are beneficial to their health and social well being
- P5 enable the child or young person to understand why and how some relationships are detrimental to their health and social well being
- P6 support the child or young person to identify the people and groups with whom they wish to have contact
- P7 support the child or young person to identify the benefit of forming relationships within groups where people share their interests and talents
- P8 support the child or young person to identify the type of people and groups with whom it would be detrimental to remain in contact
- P9 use documents, materials, naturally occurring events and specific individual and group activities to help the child or young person to communicate their contact and relationship needs

#### Work with children and young people to maintain appropriate relationships with key people

*You must be able to:*

- P10 provide the child or young person with practical support and opportunities to maintain constructive contact and relationships with **key people**, taking account of any restrictions placed upon anyone
- P11 encourage the child or young person to keep in contact with key people, communicating the benefits of such contacts and highlighting any limitations
- P12 enable the child or young person to use the most appropriate form of contact to maintain constructive relationships with key people
- P13 monitor any visits to safeguard the child or young person, providing supervision where necessary
- P14 enable the child or young person to understand why any restrictions have been placed on contact with specific groups and people
- P15 encourage the child or young person and key people to be involved

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- in activities within and outside the children and young person's environment, taking account of any restrictions placed upon anyone
- P16 take sensitive and appropriate action where you consider the child or young person's contacts and relationships may be harmful and abusive for them
  - P17 take sensitive and appropriate action where you consider the child or young person's contacts and relationships may lead to **offending behaviour**
  - P18 take sensitive and appropriate action where you consider the child or young person's contacts and relationships may lead to the harm and abuse of others

#### Enable children and young people to develop new relationships

*You must be able to:*

- P19 enable the child or young person to develop appropriate relationships when they have just moved into a new environment, and whilst living there
- P20 respect the child or young person's wishes and rights for privacy and confidentiality when they select and invite friends into a specific place
- P21 enable the child or young person to avoid new relationships that are abusive and could lead to risks of **danger, harm and abuse** to themselves and others
- P22 enable the child or young person to identify and report abusive relationships

#### Support children and young people to address relationship issues

*You must be able to:*

- P23 enable the child or young person to cope with distress when contacts or relationships end
- P24 observe and take action to support the child or young person when they have relationship problems or become isolated
- P25 access specialist help for anyone with specific relationship problems, taking account of the confidentiality needs of the child or young person
- P26 complete records and reports on relationship issues, 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 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 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 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
- K35 principles of confidentiality and when to pass on otherwise confidential information

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#### Specific to this NOS

*You need to know and understand:*

- K36 dilemmas that may arise between the child or young person's views, preferences, aspirations and expectations for relationships, and your role and responsibilities in supporting them to avoid relationships that may result in the risk of danger, harm, abuse and/or offending behaviour
- K37 how stereotypes can limit the child/young person's ability to develop and maintain supportive relationships
- K38 how and where to access information and support that can inform your practice when supporting children and young people to develop and maintain supportive relationships
- K39 theories relevant to the children and young people with whom you work about identity and self-esteem
- K40 theories relevant to the children and young people with whom you work about loss and change
- K41 how power can be used and abused when supporting children and young people to manage their lives
- K42 the effects of stress and distress on children and young people
- K43 the role of relationships and support networks in promoting the well-being of the children and young people with whom you work
- K44 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
- K45 factors affecting the child or young person's ability to maintain existing relationships, move on from old relationships, form and maintain new relationships and avoid contact with those people and groups where limitations have been placed upon them
- K46 issues that are likely to arise when supporting children and young people to develop, maintain and move on from relationships and how to support the child or young person to deal with these
- K47 factors to take account of when deciding how much and what type of information to divulge to children and young people
- K48 the different reasons why limitations may be placed upon the children and young people's contact and relationships with specific individuals and groups
- K49 the different forms which family patterns and relationships may take

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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 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

**Danger** is the possibility of harm and abuse happening

**Harm and abuse** may include neglect; physical, emotional and sexual abuse; financial abuse; bullying; self harm; reckless behaviour

**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

**Offending behaviour** may include drug and alcohol abuse

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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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<b>Relevant occupations</b>	Health, Public Services and Care; Health and Social Care; Associate Professionals and Technical Occupations; Health and Social Services Officers; Health Associate Professionals; Personal Service Occupations; Healthcare and Related Personal Services
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