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| 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. | |
| **Performance criteria**  You must be able to:  You must be able to:  You must be able to:  You must be able to: | Enable children to relate to others   1. engage with children in ways that promote trust and active participation, taking into account their abilities and level of development and understanding 2. demonstrate respect and value for views, opinions and feelings of children you work with 3. encourage children to consider and respect the views, opinions and feelings of others 4. encourage children to share and co-operate in joint activities 5. help children to identify the boundaries of acceptable and unacceptable behaviour in themselves and others 6. reflect and acknowledge with children positive aspects of their behaviour and interactions 7. recognise developmentally appropriate behaviour 8. demonstrate respect and value for children's capabilities and strengths 9. value diversity and demonstrate acceptance of similarities and differences   Promote a supportive and challenging environment   1. promote a calm and nurturing environment which allows children to experience and express their feelings safely 2. promote interactions between children and those around them that develop their sense of well-being 3. ensure that your own actions enhance the self-esteem, self-reliance and resilience of children you work with 4. encourage children to try new activities and experiences 5. reward children's efforts and achievements 6. support children in expressing their feelings in ways that are acceptable to themselves and others 7. help children to predict, recognise and accept the consequences of their actions 8. help children support each other through activities and achievements which may test their skills and abilities 9. promote acceptance and respect for children as individuals in their own right 10. demonstrate honesty and openness in interactions with children 11. seek appropriate help when you are unable to deal with any issues raised by children   Enable children to take risks safely   1. carry out risk assessments in line with policies and procedures without limiting opportunities to extend children's skills and abilities 2. encourage children to identify their own strengths and abilities as they develop a positive self-image and self-esteem 3. involve parents in the assessment of their children taking positive risks 4. work in partnership with children to set their own limits within the framework of risk assessment 5. encourage children to assess risks to themselves and others regarding activity and behaviour 6. agree and set boundaries and limits with children and clearly explain the reasons 7. intervene in situations where children are at risk of harm 8. help children manage and monitor their own behaviour 9. help children to consider how the behaviour and actions of others may impact upon themselves and their response 10. supervise children according to legislation and accepted policy and practice in the setting   Encourage children's behaviour towards self reliance, self-esteem and resilience   1. engage with children in a child centred way 2. communicate with children openly and honestly in ways that are not judgmental 3. support the children to understand why different behaviours have positive or negative outcomes 4. direct any comments towards the behaviour demonstrated, not the child 5. help children to choose realistic goals that are challenging but achievable 6. show empathy to children by demonstrating understanding of their feelings and point of view 7. encourage children to take decisions and make choices 8. 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:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand: | **Rights**   1. legal and work setting requirements on equality, diversity, discrimination and rights 2. your role in promoting children and young people’s rights, choices, wellbeing and active participation 3. your duty to report any acts or omissions that could infringe the rights of children and young people 4. how to deal with and challenge discrimination 5. the rights that key people, children and young people have to make complaints and be supported to do so   **Your practice**   1. legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard 2. how your own background, experiences and beliefs may have an impact on your practice 3. your own roles, responsibilities and accountabilities with their limits and boundaries 4. the roles, responsibilities and accountabilities of others with whom you work 5. how to access and work to procedures and agreed ways of working 6. the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual 7. the prime importance of the interests and well-being of children and young people 8. children and young people’s cultural and language context 9. how to build trust and rapport in a relationship 10. how your power and influence as a worker can impact on relationships 11. how to work in ways that promote active participation and maintain children and young people’s dignity, respect, personal beliefs and preferences 12. how to work in partnership with children, young people, key people and others 13. how to manage ethical conflicts and dilemmas in your work 14. how to challenge poor practice 15. how and when to seek support in situations beyond your experience and expertise   **Theory for practice**   1. the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support 2. factors that promote positive health and wellbeing of children and young people 3. theories underpinning our understanding of child development and learning, and factors that affect it 4. theories about attachment and impact on children and young people   **Communication**   1. the importance of effective communication in the work setting 2. factors that can have a positive or negative effect on communication and language skills and their development in children and young people 3. methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences   **Personal and professional development**   1. principles of reflective practice and why it is important   **Health and Safety**   1. your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment 2. practices for the prevention and control of infection   **Safeguarding**   1. the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices 2. indicators of potential or actual harm or abuse 3. how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties 4. what to do if you have reported concerns but no action is taken to address them   **Handling information**   1. legal requirements, policies and procedures for the security and confidentiality of information 2. legal and work setting requirements for recording information and producing reports including the use of electronic communication 3. principles of confidentiality and when to pass on otherwise confidential information   Specific to this NOS   1. how to carry out risk assessments that balance reasonable precautions and provides opportunities for development 2. what is meant by resilience and factors that may affect resilience in children 3. ways to support children's resilience, according to the child's preferences, needs and abilities 4. the link between children's ability to relate to others and their emotional well-being and resilience 5. ways to help children understand, express and manage their feelings 6. the connection between children challenging and testing their abilities and resilience and self-esteem 7. methods to encourage and support children to test and stretch their skills and abilities 8. ways to support children to manage lack of achievement and disappointment 9. the importance of why comments should be directed at behaviour demonstrated by the child rather than at the child themselves 10. how you demonstrate empathy and understanding to children, including the language and expressions you might use 11. how you recognise and manage your own feelings, such as a lack of confidence and feelings of inadequacy |

**Additional Information**

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| 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 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 |

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| 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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