312 SUPPORT THE SOCIAL, EMOTIONAL AND IDENTITY DEVELOPMENT OF CHILDREN AND YOUNG PEOPLE

Unit overview

Elements of competence

312a Identify, and help children and young people to assess their social, emotional and identity needs
312b Support children and young people to develop a positive self image, enhance their self-esteem and improve self-reliance
312c Observe, assess and take action to promote children and young people’s social, emotional and identity development

About this unit

For this unit you will work directly with children and young people, helping them to develop socially and emotionally.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using: the child/young person’s preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm and abuse.

Your knowledge and understanding for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (eg whether you have responsibility to support the work of others); children and young people, parents, families, carers and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit 34. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit 34 in your practice and through your knowledge.

¹The key purpose identified for those working in health and social care settings is “to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care”
### Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>Active support</strong></td>
<td>Support that encourages children and young people to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence</td>
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<tr>
<td><strong>Carer</strong></td>
<td>Any person who cares for the physical, social and mental well-being of the children</td>
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<tr>
<td><strong>Children and young people</strong></td>
<td>Children and young people from birth to 18 years of age who require health and care services; also where the children and young people are still eligible through legislation or policy to receive children’s/young people’s services, until they reach 21. Where children and young people use advocates/interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term child/young person within this standard may cover the children and young people and their advocate/interpreter</td>
</tr>
<tr>
<td><strong>Families</strong></td>
<td>Include the people who are legally related to children and young people and those who through relationships have become an accepted part of their family</td>
</tr>
<tr>
<td><strong>Level of development and understanding</strong></td>
<td>Covers the physical, social, emotional and intellectual level of children and young people</td>
</tr>
<tr>
<td><strong>Others</strong></td>
<td>Are other people with whom the child/young person has a supportive relationship</td>
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<tr>
<td><strong>Parents</strong></td>
<td>People with legal parental responsibility</td>
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### Key words and concepts (continued)

#### Rights

The rights that children and young people have to:
- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

#### Risks

The likelihood of danger, harm and/or abuse arising from anything or anyone
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312a Identify, and help children and young people to assess their social, emotional and identity needs

Performance criteria

You need to show that:

1. You gain the trust of children and young people and encourage and enable them to express their feelings and thoughts about:
   - themselves
   - their past experiences, current circumstances and plans they have for the future
   - aspects of their lives which they think are good and those that are not
   - their relationships with parents, families, carers and others

2. You ensure that any special requirements that children and young people have do not disadvantage or exclude them from any activities

3. You use naturally occurring opportunities to enable children and young people to communicate about their social, emotional and identity needs

4. You provide active support to enable children and young people to:
   - understand, assess and identify their own social, emotional and identity needs
   - identify and communicate any activities or support they think could meet their social, emotional and identity needs

5. You respond sensitively, calmly and positively when the child/young person becomes emotional

6. You seek appropriate help where you are unable to deal with any issues raised or disclosed by the child/young person
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312b Support children and young people to develop a positive self-image, enhance their self-esteem and improve self-reliance

Performance criteria

You need to show that:

1. You provide active support to enable children and young people to communicate the impact of their personal circumstances on their self-image.

2. You use planned activities and other naturally occurring learning opportunities, to help children and young people to understand issues about their self-image, self-esteem and identity.

3. You work with children and young people in ways that are appropriate, taking account of their age, abilities and level of development and understanding.

4. You use resources and networks in the local community to introduce positive role models.

5. You encourage children and young people to identify with, and take pride in their own self-image and ethnic, cultural and sexual identity.

6. You encourage children and young people to identify their abilities to help them to develop a positive self-image, self-esteem and identity.

7. You provide opportunities for children and young people to make their own decisions and accept responsibility for their actions, taking account of the risks and benefits.

8. You reward achievements and efforts towards self-reliance which enhance the children and young people’s self-confidence and self-esteem.
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312c Observe, assess and take action to promote children and young people’s social, emotional and identity development

**Performance criteria**

You need to show that:

1. You observe children and young people in a variety of environments, whilst interacting and relating to others and when they carry out activities alone and within a group

2. You identify positive and negative aspects of the children and young people’s social, emotional and identity development

3. You work with children and young people to:
   - build upon positive aspects of their social, emotional and identity development
   - find ways and activities that will help them to address negative aspects of their social, emotional and identity development

4. You observe and assess any changes in children and young people’s social and emotional well-being

5. You take opportunities to explore any changes with the children and young people and with their parents, families and carers

6. You seek advice and support to help resolve children and young people’s identity issues and develop a positive sense of identity
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Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit. When using this specification it is important to read the knowledge requirements in relation to expectations and requirements of your job role.

Values

1. Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality, sharing of information and the rights of children and young people nationally, and through the UN convention on the Rights of the Child
2. How to provide active support and place the preferences and best interests of children and young people at the centre of everything you do when supporting their social, emotional and identity development
3. How to ensure that you protect the rights and the interests of children and young people taking account of any limitations on the child/young person's rights, those of parents, family members, carers and others
4. How to work in partnership with children and young people, parents, families, carers and those within and outside your organisation to enable the children and young people's needs, wishes and preferences to be met
5. Dilemmas between:
   • the children and young people's views, preferences, aspirations and expectations about their social, emotional and identity development, and your role and responsibilities in supporting them to develop a positive sense of self
   • your own values and those of the children and young people, their parents, families, carers and key people
   • your own professional values and those of others within and outside your organisation
   • methods that are effective in promoting equality and diversity and dealing with and challenging discrimination when supporting children and young people to develop and maintain supportive relationships
6. The development of self-image and identity in children, and the additional needs regarding the development of identity which children from minority racial groups and cultures, bilingual children, and children of mixed racial origins may have
7. Stereotypical assumptions based on gender, race, culture, disability, educational experience etc and how these, unchallenged, can limit the development of positive self-esteem, self-image and identity
8. Your own and the roles, responsibilities, accountability and duties of others when supporting the social, emotional and identity development of children and young people
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Knowledge specification for the whole of this unit (continued)

Legislation and organisational policy and procedures

9 Current local, UK and European legislation and organisational requirements, procedures and practices for:
   • data protection, including recording, reporting, storage, security and sharing of information
   • developing and maintaining supportive relationships
   • health and safety and protection of children and young people from danger, harm, abuse and offending behaviour
   • supporting the social, emotional and identity development of children and young people
   • the promotion and safeguarding of children and young people
   • parental rights and responsibilities

10 Frameworks and guidance:
   • assessment
   • education
   • health

11 Practice and service standards relevant to your work setting when supporting the social, emotional and identity development of children and young people

Theory and practice

12 How and where to access information and support that can inform your practice when supporting the social, emotional and identity development of children and young people

13 Government reports, inquiries and research reports into serious failures to protect children and young people

14 Theories relevant to the children and young people with whom you work, about:
   • human growth and development related to children and young people, including factors and conditions that can benefit and/or inhibit development
   • personal, social, emotional, identity, intellectual and language development and factors that might enhance and inhibit these
   • developmental stages associated with children and young people and how changing care environments can have an impact on their social, emotional and identity development
   • loss and change
   • conflicts and dilemmas
   • power, and how it can be used and abused when preparing children and young people for adulthood citizenship and independent living
   • the effects of stress and distress

15 Working in integrated ways that promote children and young people’s well-being the responsibilities and limits of your relationships with children and young people

16 Role of relationships and support networks in promoting the well-being of the children and young people with whom you work

17 Factors that affect the health, well-being, behaviour, skills, abilities and development of children and young people and parents, families and carers
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Knowledge specification for the whole of this unit (continued)

18 Methods of:
   • effective communication and engagement of children and young people, their parents, families and carers
   • working with parents, families and carers to support the children and young people
   • 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

19 Factors that cause risks and those that ensure safe and effective care for children and young people

20 The importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption

21 Type of support for disabled children, young people and parents

22 How to work with, and resolve conflicts that you are likely to meet

23 Methods of developing positive identity, self-esteem and self-reliance in children and young people

24 Methods of engaging and sustaining the child/young person’s interest and involvement when working on social, emotional and identity development

25 Reasons for emotional outbursts or negative reactions to work on identity

26 The type of opportunities that occur naturally that can be used to:
   • help children to communicate, control their feelings and to develop socially and emotionally
   • reinforce positive aspects of children and young people’s social, emotional, identity, self-esteem and self-reliance

27 Difficulties which may be experienced by young people who have been abused, neglected or are otherwise defined as “in need” in developing socially and emotionally

28 Planning, provision and evaluation of activities to explore issues of social, emotional and identity development
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Evidence requirements for this unit

- Prior to commencing the unit you should agree a plan with your assessor regarding the type of evidence to be used.
- You must provide your assessor with evidence for ALL the performance criteria, the relevant parts of the scope as they apply to your work area and ALL the knowledge specification.
- All the evidence should relate to real work activities for ALL elements of this unit.
- The evidence must at all times, reflect the policies and procedures of the work as linked to current legislation and the values and principles for best practice within the Health and Social Care Sector. This will include the National Service Standards for your area of work or client group.
- Simulation is NOT permitted for this unit.

The following forms of evidence are required:
- Direct observation by your assessor and/or expert witness, in a real work situation is required for some of each element of this unit.
- Observation of work products, eg records showing evidence of observing children.

Competence of performance and knowledge can also be demonstrated using a variety of evidence from the following:
- Reflective account or professional discussion such as how you have supported social, emotional and identity development.
- Diary evidence of day to day practice.
- Case studies/assignments eg helping young people to develop self-esteem.
- Questioning to demonstrate your knowledge and supplement knowledge demonstrated through performance evidence.
- Witness testimony, from people such as your link worker, social worker, colleagues, line manager, and other professionals to provide evidence of your work in supporting the social and emotional development of children and young people.

**NB** Confidential records are not required in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.