

Overview

This standard identifies the requirements when you lead independent representation and advocacy with, and on behalf of, children and young people. This includes supporting children and young people to identify how and by whom they wish to be represented, then working with them to represent their needs and wishes. It also includes helping children and young people to understand the outcomes of the representation. The standard includes supporting children and young people to evaluate their experiences of the advocacy support they have used and the systems they have encountered.

Performance criteria

You must be able to:

1. engage with children or young people, and encourage their participation based on their level of development
2. encourage children or young people to access and discuss information on the processes
3. empower children or young people to communicate their feelings, needs, and choices about advocacy and representation
4. provide children or young people accessible information about advocacy
5. involve others in discussions with the consent of children or young people
6. make sure children or young people can decide whether to speak for themselves, use an advocate, or do both
7. work in collaboration with children or young people to identify what others might say in response to their views and how this may affect their representation
8. act on the instructions of children or young people and respect their right to express their views
9. lead and model practice which treats children or young people with respect
10. ensure actions taken on behalf of children or young people have agreed timeframes, and keep them informed of delays and their impact
11. work in collaboration with children or young people and others to agree on any follow-up actions at the end of each contact
12. discuss any differences of views and decide on the best way forward together
13. provide children or young people access to records, ensuring they understand them and can challenge inaccuracies
14. support children or young people with decisions made about them, their implications, and any next steps
15. lead and model practice which respects the privacy and confidentiality of children or young people
16. work in partnership with children or young people to evaluate their experience of advocacy and the support systems in place
17. work in collaboration with children or young people to improve advocacy services, and show how their input benefits others and influences decision-makers
18. work with others to promote the rights of children or young people and ensure equal access to advocacy services
19. complete records and reports on the advocacy with and on behalf of children or

young people

20. reflect on how you carried out your roles and responsibilities to advocate with and on behalf of children or young people

Knowledge and understanding

You need to know and understand:

1. how to ensure information is accessible to children and young people and others
2. ways to empower children and young people to make and communicate their own decisions
3. strategies for communication with children and young people, including those who use non-speaking communication
4. how to lead on dignity, kindness, and compassion in advocating with and on behalf of children and young people
5. the range of local and national advocacy resources and services and how to access these
6. the principles and methods of advocacy
7. how to present evidence and information to different audiences in a range of formats, including digital
8. how to lead on the application of trauma informed principles to advocate with and on behalf of children and young people
9. the different types of decision-making forums with which children and young people might be involved
10. approaches to evidence-based practice
11. how behaviour can communicate stress and distress
12. the influence of neurodivergence and additional needs on the advocacy services required for children and young people
13. how to manage requests for advocacy in a way that supports emotional regulation
14. the influence of culture and background on the advocacy services children and young people request and require
15. how to receive, monitor and evaluate feedback about advocacy services
16. how to support children and young people to raise concerns and use complaints procedures
17. factors which must be considered when negotiating and agreeing changes to advocacy
18. theories relevant to advocating with and on behalf of children and young people
19. the relevant legal requirements, standards of practice, frameworks and guidance for advocating with and on behalf of children and young people
20. the workplace requirements on equality, diversity, inclusion, and rights when

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advocating with and on behalf of children and young people

21. how your personal experiences and unconscious bias may impact when advocating with and on behalf of children and young people, and how to address this

22. the role of supervision, reflective practice and learning and development when advocating with and on behalf of children and young people

Glossary

The glossary for this National Occupational Standard is available on the Skills for Care and Development website.

Advocate with and on behalf of children and young people

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