Promoting human rights and addressing inequalities: assessment, surveillance and intervention

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Health visitors are ideally placed to identify, highlight and address health inequalities due to their unique reach into every family. They actively seek to uphold the human rights of all of those they engage with while recognising that all families are unique and have individual needs. They advocate on behalf of those who are vulnerable or unable to speak up for themselves.

School nurses are in a unique position to advocate for the rights of all school-aged children and young people, including those who may be vulnerable but not visible to other services or agencies. They seek to address health inequalities in school-aged children and young people, and their families. They consider the impact of the home dynamic and complex family
situations on school-aged children and young people, and the impact of their educational experiences on their health, wellbeing and future life prospects.

Occupational health nurses use their specialist knowledge to recognise the value of work to health and wellbeing, and the impact of health on work. Using their knowledge and experience of wider socio-economic influences on health and work, they create services and plan interventions that contribute to addressing inequalities by increasing accessibility to and an improved experience of work for all.

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At the point of registration, the registered SCPHN HV, SN, OHN and SCPHN PHN will be able to:

C.1critically analyse the factors that may lead to inequalities in health outcomes and health inequity and take appropriate action to mitigate their impact on people, communities and populations

C.2demonstrate compassionate leadership in applying human rights, equality, diversity and inclusion, to improve the health and wellbeing of people, communities and populations

C.3appreciate the legal, ethical, moral and spiritual needs and challenges that may be faced when promoting population health, helping to mitigate barriers to enable people and families to live to their full potential

C.4assess the impact of complexity and comorbidity and their impact on people, communities and populations, in order to share knowledge and lead on person-centred public health approaches

C.5develop, promote and support opportunities to educate individuals on the risks to themselves and others of the abuse of tobacco, alcohol and other substances and potentially addictive behaviours

C.6conduct, interpret and evaluate health assessment and screening, surveillance and profiling checks and interventions, and immunisation and vaccination programmes for people, communities and populations

C.7ensure equitable and accessible services for all through improved health literacy communication and networking

C.8consult with, listen to and support people, communities and populations when assessing, planning and co-

roducing public health interventions

C.9use models, evidence and concepts to plan, conduct and evaluate population level interventions to address specific ublic health issues

C.10apply understanding of determinants of health to develop culturally responsive and inclusive public health nterventions with people, communities and populations

C.11lead on identifying vulnerable people, families, communities and populations and take action to support, safeguard nd protect them, and coordinate timely care and other responsive support when needed.

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At the point of registration, the SCPHN health visitor will be able to:

C.HV1critically analyse and apply evidence-based knowledge of the determinants of health, intergenerational cycles of deprivation and health inequalities that affect the mental, physical, cognitive, behavioural, social, and spiritual health nd wellbeing of children, parents, carers and families

C.HV2provide support to parents, carers and families in understanding what is needed to secure healthy development nd wellbeing of infants and children

C.HV3continually assess and skilfully adapt to different environments and complex situations in order to identify and dvocate for those families most at risk, while at all times safeguarding the welfare of the child and others at risk

C.HV4play a significant role in promoting mental health for parents, families, infants and children during the perinatal eriod and in the assessment and early identification of perinatal mental ill health

C.HV5provide care and support to infants, children, parents and families where appropriate and facilitate access to pecialist mental health services according to the level of need

C.HV6promote infant mental health and early identification of infant distress, providing support to families to enable hem to prioritise and respond to their infant's needs

C.HV7initiate appropriate evidence-based person-centred interventions to promote healthy relationships and minimise isks of domestic violence, child maltreatment and other forms of abuse within the family and the developmental impact f parental conflict on children

C.HV8use their professional judgement to observe, recognise and respond to signs of abuse and neglect across the life ourse, recognising that individual safeguarding needs will differ.

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At the point of registration, the SCPHN school nurse will be able to:

C.SN1proactively promote, support and improve the health and wellbeing of school-aged children and young people, ecognising the rights of the child at all times

C.SN2evaluate the relationship between school, life, mental and physical health and ill health and lead on proactive pproaches to promote and protect the health and wellbeing of school-aged children and young people in and outside f school

C.SN3lead evidence-based interventions that are holistic, inclusive and responsive to the needs of school-aged hildren and young people

C.SN4evaluate the impact of intergenerational cycles of dependency and adversity on school-aged children and young eople, and how protective factors, early help, and interventions improve health outcomes

C.SN5apply an evidence-based approach to identify vulnerability and inequality within the school-aged population, dentifying those needing support and those at risk

C.SN6safeguard and prioritise support for school-aged children and young people most at risk, escalating concerns and provide specialist expertise for safeguarding and child protection pathways

C.SN7use specialist evidence-based knowledge of capacity, consent, and confidentiality to safely manage challenges and potential conflicts when applying safeguarding and child protection pathways to individual school-aged children and young people

C.SN8assess the risk for vulnerability in school-aged children and young people and families that are impacted by changes to their circumstances, to maximise access and support from relevant services

C.SN9foster positive relationships and facilitate inclusion, recognising the potential impact of stigma, bias and assumptions that people may make about school-aged children and young people

C.SN10demonstrate knowledge and understanding of the factors that influence identity and support school-aged children and young people to develop their identity.

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At the point of registration, the SCPHN occupational health nurse will be able to:

C.OHN1synthesise their specialist knowledge and experience to appraise the impact of socio-economic and political issues on work and health to implement occupational health interventions

C.OHN2critically examine the relationship between worklessness and health and their association with health inequalities that affect people, familiesand communities

C.OHN3lead an occupational health service that is open, holistic, inclusive and responsive to wider socio-economic and health concerns including but not limited to safeguarding and abuse within and outside the workplace

C.OHN4evaluate the relationship between work, life, mental and physical health and ill health to lead on proactive organisational approaches to promote and protect health and wellbeing within and outside the workplace

C.OHN5apply their specialist professional knowledge and judgement to identify individuals who may be vulnerable or at risk of direct and indirect abuse or harm within or outside the workplace, appropriately escalating and referring to other professionals and agencies

C.OHN6lead the development, delivery and evaluation of inclusive, multifunctional occupational health services that meet the diverse needs of employees and organisations, adopting a life course approach

C.OHN7apply specialist knowledge and skills to identify emerging health issues, and signpost to available support for access to health and care services and other agencies to balance individual health and wellbeing with employment obligations.