

SCDHSC0024

Support the safeguarding of individuals



Overview

This standard identifies the requirements associated with safeguarding which must permeate all your work with individuals. The standard addresses the need to clarify your own understanding about safeguarding and what you must do in cases of actual or potential harm or abuse. The requirements also include relating to people in ways that promote safeguarding, working in ways that support the rights, inclusion and wellbeing of individuals and supporting individuals to keep themselves safe.

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Performance criteria

Clarify your awareness of harm, abuse and safeguarding

You must be able to:

- P1 access information about harm, abuse and **safeguarding**
- P2 show that you know factors, situations and actions that may cause or lead to **harm and abuse**
- P3 show that you know signs and symptoms that may indicate that an **individual** has been, or is in danger of being, harmed or abused
- P4 show that you know your role in safeguarding individuals and how this fits with local procedures and agreements
- P5 show that you know the role of different agencies and multi-agency working in the safeguarding of individuals
- P6 show that you know the actions you need to take when harm or abuse is suspected or has been disclosed, in line with the responsibilities of your role and local procedures
- P7 show that you know the actions you must take and those you must avoid, taking account of any future investigation into possible harm or abuse
- P8 ensure your own actions and attitudes do not contribute to situations, actions or behaviour that may be harmful or abusive

Support practices that help to safeguard individuals from harm or abuse

You must be able to:

- P9 recognise actions, behaviours and situations that may lead to harm or abuse
- P10 recognise signs that may indicate an individual has been, or is in danger of being, harmed or abused
- P11 **report** in accordance with work setting requirements any changes, events or occurrences that cause you concern about the welfare of an individual
- P12 seek support in situations beyond your experience or expertise
- P13 use supervision and support to deal with your own reactions to possible harm or abuse, within confidentiality requirements

Relate to individuals and key people in ways that support safeguarding

You must be able to:

- P14 relate to the individual and **key people** in ways that support trust
- P15 relate to the individual and key people in ways that help them feel able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution
- P16 relate to the individual using the way they prefer to **communicate**

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- P17 follow work setting requirements whenever you acquire or use information that is confidential
- P18 support the individual to understand when and why you may sometimes need to share information that would otherwise be confidential

Work in ways that support the rights, inclusion and well being of individuals

You must be able to:

- P19 work with the individual to find out about their **background** and preferences
- P20 ensure your own actions support the individual in **person centred** ways
- P21 ensure your own actions respect the individual's dignity, privacy, beliefs, preferences, culture, values and rights
- P22 ensure your own actions support the individual's self esteem, sense of security and belonging
- P23 ensure your own actions support the individual's **active participation**, independence and responsibility
- P24 ensure your own actions support equity and inclusion and do not discriminate
- P25 take appropriate steps where the behaviour and actions of others do not support the rights, inclusion and well being of the individual

Support individuals to keep themselves safe

You must be able to:

- P26 support the individual to be aware of personal safety
- P27 support the individual to be aware of risks associated with the use of **electronic communications**
- P28 support the individual, key people and **others** to challenge any behaviour and actions that may lead to harm or abuse
- P29 support the individual and key people to make comments and complaints where necessary

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Knowledge and understanding

You need to know and understand:

Rights

- K1 Work setting requirements on equality, diversity, discrimination and rights
- K2 Your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

How you carry out your work

You need to know and understand:

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of children and young people
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work

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- K22 how and when you should seek support in situations beyond your experience and expertise

Theory for practice

You need to know and understand:

- K23 the **factors that may affect the health, wellbeing and development of individuals** you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

Communication

You need to know and understand:

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

Personal and professional development

You need to know and understand:

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

Health and Safety

You need to know and understand:

- K30 your work setting policies and practices for health, safety and security
- K31 practices that help to prevent and control infection in the context of this standard

Safe-guarding

You need to know and understand:

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of potential harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K35 what to do if you have reported concerns but no action is taken to address them

Handling information

You need to know and understand:

- K36 legal requirements, policies and procedures for the security and confidentiality of information

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- K37 work setting requirements for recording information and producing reports including the use of electronic communication
- K38 how to maintain confidentiality in your work
- K39 when and how to pass on information

Specific to this NOS

You need to know and understand:

- K40 **types of harm and abuse**
- K41 **factors that may make someone more vulnerable** to harm or abuse
- K42 common features of perpetrator behaviour and grooming
- K43 correct actions to take if harm or abuse is suspected, disclosed or alleged
- K44 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K45 what to do if you have reported concerns but no action is taken to address them
- K46 key point about local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm and abuse
- K47 how to protect yourself and others from harm and abuse when in a work setting or working alone

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 statement required for achievement of the NOS.

Note: Where an individual 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 individual.

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 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.

A person's **background** is the individual's unique mix of personal experiences, history, culture, beliefs, preferences, family relationships, informal networks and community

To **communicate** may include using the individual'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

Electronic communications may include the use of mobile phones and the internet, including social networking sites

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

The **individual** is the person you support or care for in your work

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.

Others are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role

Person centred approaches are those that fully recognise the uniqueness of the individual and establish this as the basis for the planning and delivery of care and support

Relationships may include those developed over a period of time or those

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established in a situation where immediate care or support is required

Safeguarding is working with individuals, children, young people and their families to take all reasonable measures to ensure that the risks of harm are minimised; and where there are concerns about the welfare of individuals or children and young people, appropriate action is taken to address those concerns working to National policies and guidance and to agreed local policies and procedures in full partnership with local agencies

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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 statement 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 of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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

Types of harm and abuse may include physical abuse, emotional abuse, sexual abuse, financial abuse, neglect, institutional abuse, bullying, abuse relating to social networking media.

Factors that may make someone more vulnerable may relate to the individual, to their personal circumstances including family issues or disrupted relationships, to the work setting or to particular ways of working.

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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