SCDHSC0035
Promote the safeguarding of individuals

Overview

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

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Maintain your understanding and awareness of harm, abuse and safeguarding

You must be able to:

P1   demonstrate understanding of factors, situations and actions that may cause or lead to **harm and abuse**

P2   demonstrate understanding of signs and symptoms that may indicate that an individual has been, or is in danger of being, harmed or abused

P3   demonstrate understanding of legal requirements, local procedures and your own accountability where there are concerns that an individual has been, or is in danger of being, harmed or abused

P4   demonstrate understanding of the role of different agencies and the central place of multi-agency working in the **safeguarding** of individuals

P5   demonstrate understanding of the actions you need to take when harm or abuse is suspected or has been disclosed, in line with local procedures and the responsibilities and boundaries of your role

P6   demonstrate understanding of actions you must take and those you must avoid in order to protect the integrity of evidence relating to possible harm or abuse

P7   reflect on your own behaviour and values to ensure that they do not contribute to situations, actions or behaviour that may be harmful or abusive

Implement practices that help to safeguard individuals from harm or abuse

You must be able to:

P8   monitor actions, behaviours and situations that may lead to harm or abuse

P9   monitor significant changes in an individual's emotional or physical health, personal appearance or behaviour

P10   follow required procedures for reporting concerns about the welfare of an individual and any actions, behaviours or situations that may lead to harm or abuse

P11   keep detailed, accurate, timed, dated and signed records about any changes, events or occurrences that cause concern

P12   use supervision and support to consider the impact on yourself and other people of suspected or disclosed harm or abuse

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Develop relationships that promote safeguarding

P13	establish **relationships** that support trust and rapport with the **individual** and **key people**
P14	establish relationships in which the individual and key people are able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution
P15	use the individual's preferred communication methods and language
P16	support the individual to **communicate** their views and preferences
P17	explain to the individual your responsibilities to disclose any information about potential or actual harm or abuse
P18	maintain confidentiality within the boundaries of your own role and the safeguarding of individuals

Promote rights and inclusion

You must be able to:

P19	provide information to the individual and key people about their rights and responsibilities
P20	work with the individual in ways that respect their dignity, privacy, beliefs, preferences, culture, values and rights
P21	work with the individual, key people and others to balance rights, responsibilities and risks
P22	ensure your own actions promote equity and inclusion and do not discriminate
P23	take appropriate steps when the actions of others are discriminatory

Work in ways that promote well-being

You must be able to:

P24	support key people and **others** to recognise and respect the **background** and preferences of the individual
P25	work with the individual in **person centred** ways
P26	work with the individual in ways that recognise the impact that experiences, losses and life events have had on their lives
P27	work with the individual in ways that promote their self esteem, sense of security and belonging
P28	work with the individual in ways that maximise their **active participation**, independence and responsibility
P29	support the individual to maximise their decision-making and control over their lives

Support individuals to keep themselves safe

You must be able to:

P30	promote the individual's awareness of personal safety

P31 promote the individual's awareness of risks associated with the use of **electronic communications**

P32 work with the individual, key people and others to challenge practices that may lead to harm or abuse

P33 support the individual and key people to express concerns or make complaints

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Knowledge and understanding

You need to know and understand:

Rights

K1	legal and work setting requirements on equality, diversity, discrimination and rights
K2	your role in promoting individuals' rights, choices, wellbeing and active participation
K3	your duty to report any acts or omissions that could infringe the rights of individuals
K4	how to deal with and challenge discrimination
K5	the rights that individuals have to make complaints and be supported to do so

Your practice

You need to know and understand:

K6	legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
K7	your own background, experiences and beliefs that may have an impact on your practice
K8	your own roles, responsibilities and accountabilities with their limits and boundaries
K9	the roles, responsibilities and accountabilities of others with whom you work
K10	how to access and work to procedures and agreed ways of working
K11	the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual
K12	the prime importance of the interests and well-being of the individual
K13	the individual's cultural and language context
K14	how to build trust and rapport in a relationship
K15	how your power and influence as a worker can impact on relationships
K16	how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences
K17	how to work in partnership with individuals, key people and others
K18	how to manage ethical conflicts and dilemmas in your work
K19	how to challenge poor practice
K20	how and when to seek support in situations beyond your experience and expertise

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Theory for practice

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safe-guarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to address them

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

You need to know and understand:

K35	legislation and national policy relating to the safeguarding and protection of children and young people
K36	**types of harm and abuse**
K37	**factors that may make someone more vulnerable** to harm or abuse
K38	common features of perpetrator behaviour and grooming
K39	correct actions to take if harm or abuse is suspected, disclosed or alleged
K40	local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm and abuse
K41	how to protect yourself and others from harm and abuse when in a work setting or working alone

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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

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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