SCDHSC0045
Lead practice that promotes 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 establish your own understanding and that of others about safeguarding and what you or others must do in cases of actual or potential harm or abuse. The requirements also include supporting the development of relationships that promote safeguarding and leading practices that support the rights, inclusion and wellbeing of individuals and keeping themselves safe.

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Performance criteria	**Maintain your own and others understanding of harm, abuse and safeguarding**

You must be able to:

P1   work with **individuals**, **key people** and **others** to identify factors, situations and actions that may cause or lead to **harm and abuse**

P2   ensure that others can access and understand information about 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   ensure that others can access and understand information about legal requirements, local procedures and their own accountability where there are concerns that an individual has been, or is in danger of being, harmed or abused

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

P7   ensure that others can access information about and understand the role of different agencies and the central place of multi-agency working in the safeguarding of individuals

P8   ensure that others can access information about and understand who can have access to information about suspected harm or abuse

P9   ensure that others can access information about and understand how to avoid actions and statements that could adversely affect the use of evidence in future investigations or court whilst giving priority to the protection of individuals

P10   access support and training for yourself and others who are involved in safeguarding individuals

P11   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

Lead practices that help to safeguard individuals from harm or abuse

You must be able to:

P12   work with individuals, key people and others to agree the procedures to follow if situations, events and behaviour occur that could lead to harm or abuse

P13   take immediate action, following organisational procedures where

you or others observe signs or symptoms of harm or abuse or where this has been disclosed

P14 ensure that records and reports are detailed, accurate, timed, dated and signed, are within confidentiality agreements and written according to organisational procedures and legal requirements, avoiding the use of statements that could adversely affect the use of evidence in future investigations and in court

P15 pass on reports and information about suspected or disclosed harm or abuse within confidentiality agreements and according to legal, organisational, interagency and partnership requirements

P16 monitor the effectiveness of systems to safeguard people and minimise risks of harm or abuse

P17 work with individuals, key people and others to identify the strengths of current systems for safeguarding and highlight areas that need improving

P18 use supervision and support to consider the impact on yourself and other people of suspected or disclosed harm or abuse

Lead practices that support the development of relationships that promote safeguarding

You must be able to:

P19 establish **relationships** that support trust and rapport with individuals and key people

P20 establish relationships in which individuals and key people are able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution

P21 lead on the development of a culture and environment in which individuals are able to express their fears, anxieties and concerns without worry of ridicule, rejection or retribution

P22 ensure that others use individuals' preferred **communication** methods and language

P23 explain to individuals your responsibilities and the responsibilities of others to disclose any information about potential or actual harm or abuse

P24 maintain confidentiality within the boundaries of your own role and the safeguarding of individuals

P25 ensure that others maintain confidentiality within the boundaries of their own role and the safeguarding of individuals

Lead practices that promotes the rights, inclusion and well being of individuals

P26 lead **person centred** practice in work with individuals

P27 lead practice that supports individuals to maximise their decision making and control over their lives

P28 lead practice that maximises the **active participation**, independence and responsibility of individuals

P29 provide information that supports individuals and key people to make informed choices about the care and services they receive

P30 work in partnership with individuals, key people and others to promote the individual's choice about the care and services they receive

P31 support individuals to communicate their views about their priorities, preferences, needs and factors that affect their health and well being

P32 lead practice that recognises and respects individuals' **background** and preferences

P33 take appropriate steps when the behaviour and actions of others are discriminatory

P34 lead practice that supports individuals, key people and others to work in ways that balance rights, responsibilities and risks

P35 lead practice that promotes the self esteem, sense of security and belonging of individuals

P36 develop solutions to deal with conflicts or dilemmas when promoting the rights, responsibilities, inclusion and well-being of individuals

P37 seek support when there are conflicts or dilemmas that are outside the scope of your responsibility and competence or where these cannot be resolved

Lead practice that supports individuals to keep themselves safe

You must be able to:

P38 work with individuals, key people and others to identify situations that may lead to harm or abuse

P39 work with individuals, key people and others to identify what needs to be in place to avoid situations that may lead to harm or abuse

P40 lead practice that challenges behaviour or actions that may lead to harm or abuse

P41 support key people, individuals and others to provide feedback about the effectiveness of their own and your actions in preventing situations that may have led to harm or abuse

P42 support individuals, key people and others to identify any actions that were ineffective and need changing

P43 support individuals, key people and others to express concerns or make complaints

P44 act upon concerns or complaints in ways that are open, fair and

consistent within legal and organisational requirements

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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

K6   conflicts and dilemmas that may arise in relation to rights and how to address them

Your practice

You need to know and understand:

K7   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K8   your own background, experiences and beliefs that may have an impact on your practice

K9   your own roles, responsibilities and accountabilities with their limits and boundaries

K10   the roles, responsibilities and accountabilities of others with whom you work

K11   how to access and work to procedures and agreed ways of working

K12   the meaning of person-centred working and the importance of knowing and respecting each person as an individual

K13   the prime importance of the interests and well-being of the individual

K14   the individual's cultural and language context

K15   how to build trust and rapport in a relationship

K16   how your power and influence as a worker can impact on relationships

K17   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K18   how to work in partnership with individuals, key people and others

K19   how to manage ethical conflicts and dilemmas in your work

K20   how to challenge poor practice

K21   how and when to seek support in situations beyond your experience and expertise

Theory for practice

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You need to know and understand:

K22 the nature and impact of **factors that may affect the health, wellbeing and development of individuals** you care for or support

K23 theories underpinning our understanding of human development and factors that affect it

K24 theories of discrimination and inclusion

Personal and professional development

You need to know and understand:

K25 principles of reflective practice and why it is important

K26 your role in developing the professional knowledge and practice of others

K27 how to promote evidence based practice

Communication

You need to know and understand:

K28 factors that can affect communication and language skills and their development in children, young people adults

K29 methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

You need to know and understand:

K30 legal and statutory requirements for healthy and safety

K31 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K32 practices for the prevention and control of infection in the context of this standard

Safe-guarding

You need to know and understand:

K33 legislation and national policy relating to the safeguarding and protection of children, young people and adults

K34 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K35 indicators of potential harm or abuse

K36 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K37 what to do if you have reported concerns but no action is taken to address them

K38 local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm and abuse

Multi-disciplinary working

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You need to know and understand:

K39   the purpose of working with other professionals and agencies

K40   the roles and responsibilities of other professionals and agencies involved in multi-disciplinary work

Handling information

You need to know and understand:

K41   legal requirements, policies and procedures for the security and confidentiality of information

K42   legal and work setting requirements for recording information and producing reports

K43   principles of confidentiality and when to pass on otherwise confidential information

K44   how to record written information with accuracy, clarity, relevance and an appropriate level of detail

K45   how and where ICT can and should be used for communicating, recording and reporting

Leading practice

You need to know and understand:

K46   theories about leadership

K47   standards of practice, service standards and guidance relating to the work setting

K48   national and local initiatives to promote the well-being of individuals

K49   lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions

K50   methods of supporting others to work with and support individuals, key people and others

K51   how to contribute to the development of systems, practices, policies and procedures

K52   techniques for problem solving and innovative thinking

Risk management

You need to know and understand:

K53   principles of risk assessment and risk management

K54   principles of positive risk-taking

Specific to this NOS

You need to know and understand:

K55   how and where to access literature, information, advice and support to inform your knowledge and practice to safeguard children and young people

K56   **types of harm and abuse**

K57	**factors that may make someone more vulnerable** to harm or abuse
K58	common features of perpetrator behaviour and grooming
K59	correct actions to take if harm or abuse is suspected, disclosed or alleged
K60	how to protect yourself and others from harm and abuse when in a work setting or working alone

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Additional Information

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

Communication 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
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 or abuse may include physical abuse, emotional abuse, sexual abuse, financial abuse, neglect, institutional abuse, bullying, abuse relating to social networking media.

Factors 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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