

## **H5NC 04 (SCDHS0024) — 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.

## 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 behavior.

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.

## **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

## Performance Criteria — What you do in your job

You must provide evidence to meet all the 29 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

### Clarify your awareness of harm, abuse and safeguarding

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Access information about harm, abuse and <b>safeguarding</b> .	
2	Show that you know factors, situations and actions that may cause or lead to <b>harm and abuse</b> .	
3	Show that you know signs and symptoms that may indicate that an <b>individual</b> has been, or is in danger of being, harmed or abused.	
4	Show that you know your role in safeguarding individuals and how this fits with local procedures and agreements.	
5	Show that you know the role of different agencies and multi-agency working in the safeguarding of individuals.	
6	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.	
7	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.	
8	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

	Performance Criteria	Evidence Number where this criteria has been met
9	Recognise actions, behaviours and situations that may lead to harm or abuse.	
10	Recognise signs that may indicate an individual has been, or is in danger of being, harmed or abused.	
11	<b>Report</b> in accordance with work setting requirements any changes, events or occurrences that cause you concern about the welfare of an individual.	
12	Seek support in situations beyond your experience or expertise.	
13	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

14	Relate to the individual and <b>key people</b> in ways that support trust.	
15	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.	
16	Relate to the individual using the way they prefer to <b>communicate</b> .	
17	Follow work setting requirements whenever you acquire or use information that is confidential.	
18	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 wellbeing of individuals

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
19	Work with the individual to find out about their <b>background</b> and preferences.	
20	Ensure your own actions support the individual in <b>person centred</b> ways.	
21	Ensure your own actions respect the individual's dignity, privacy, beliefs, preferences, culture, values and rights.	
22	Ensure your own actions support the individual's self-esteem, sense of security and belonging.	
23	Ensure your own actions support the individual's <b>active participation</b> , independence and responsibility.	
24	Ensure your own actions support equity and inclusion and do not discriminate.	
25	Take appropriate steps where the behaviour and actions of others do not support the rights, inclusion and wellbeing of the individual.	

## Support individuals to keep themselves safe

26	Support the individual to be aware of personal safety.	
27	Support the individual to be aware of risks associated with the use of <b>electronic communications</b> .	
28	Support the individual, key people and <b>others</b> to challenge any behaviour and actions that may lead to harm or abuse.	
29	Support the individual and key people to make comments and complaints where necessary.	

## Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 47 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

### Rights

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number</b> <b>where this knowledge</b> <b>point has been met</b>
1	Work setting requirements on equality, diversity, discrimination and rights.	
2	Your role supporting rights, choices, wellbeing and active participation.	
3	Your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights.	
4	The actions to take if you have concerns about discrimination.	
5	The rights that individuals have to make complaints and be supported to do so.	

## How you carry out your work

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
6	Codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard.	
7	The main items of legislation that relate to the content of this standard within your work role.	
8	Your own background, experiences and beliefs that may affect the way you work.	
9	Your own roles and responsibilities with their limits and boundaries.	
10	Who you must report to at work.	
11	The roles and responsibilities of other people with whom you work.	
12	How to find out about procedures and agreed ways of working in your work setting.	
13	How to make sure you follow procedures and agreed ways of working.	
14	The meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual.	
15	The prime importance of the interests and wellbeing of children and young people.	
16	The individual's cultural and language context.	
17	How to work in ways that build trust with people.	
18	How to work in ways that support the active participation of individuals in their own care and support.	
19	How to work in ways that respect individuals' dignity, personal beliefs and preferences.	

### How you carry out your work (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
20	How to work in partnership with people.	
21	What you should do when there are conflicts and dilemmas in your work.	
22	How and when you should seek support in situations beyond your experience and expertise.	

### Theory for practice

23	The <b>factors that may affect the health, wellbeing and development of individuals</b> you care for or support.	
24	How these affect individuals and how they may affect different individuals differently.	
25	The main stages of human development.	

### Communication

26	Factors that can have a positive or negative effect on the way people communicate.	
27	Different methods of communicating.	

### Personal and professional development

28	Why it is important to reflect on how you do your work.	
29	How to use your reflections to improve the way you work.	

## Health and Safety

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
30	Your work setting policies and practices for health, safety and security.	
31	Practices that help to prevent and control infection in the context of this standard.	

## Safe-guarding

32	The duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
33	Signs and symptoms of potential harm or abuse.	
34	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
35	What to do if you have reported concerns but no action is taken to address them.	

## Handling information

36	Legal requirements, policies and procedures for the security and confidentiality of information.	
37	Work setting requirements for recording information and producing reports including the use of electronic communication.	
38	How to maintain confidentiality in your work.	
39	When and how to pass on information.	

## Knowledge that is Specific to this NOS

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
40	<b>Types of harm and abuse.</b>	
41	<b>Factors that may make someone more vulnerable</b> to harm or abuse.	
42	Common features of perpetrator behaviour and grooming.	
43	Correct actions to take if harm or abuse is suspected, disclosed or alleged.	
44	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
45	What to do if you have reported concerns but no action is taken to address them.	
46	Key point about local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm and abuse.	
47	How to protect yourself and others from harm and abuse when in a work setting or working alone.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

**Unit assessed as being complete**

<b>Candidate's name</b>	
<b>Candidate's signature</b>	
<b>Date submitted to Assessor as complete</b>	

<b>Assessor's name</b>	
<b>Assessor's signature</b>	
<b>Date assessed complete</b>	

**Internal Verification**

To be completed in accordance with centre's internal verifier (IV) strategy.

<b>Evidence for this Unit was sampled on the following date/s</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

<b>Date of admin check</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

**Unit completion confirmed**

<b>Internal verifier's name</b>	
<b>Internal verifier's signature</b>	
<b>Date completed</b>	