H5R8 04 (SCDHSC0430) — Lead Practice to Reduce and Prevent the Risk of Danger, Harm and Abuse

Overview

This standard identifies the requirements when you lead practice to reduce and prevent the risk of danger, harm and abuse. This includes leading the shared development of plans to reduce and prevent high risk situations and leading the shared evaluation of these plans over time. It also includes evaluating the effectiveness of systems and practices designed to reduce and prevent situations where there is risk of danger, harm and abuse.

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 statements 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.

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.

Danger is the possibility of harm or abuse happening.

Evidence may be research based evidence or knowledge based evidence.

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

The **individual** is the adult, child or young 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 wellbeing. 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 wellbeing and who enable you to carry out your role.

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger, damage or destruction to the environment and goods; the possibility of injury and harm to people including self-harm, bullying, abuse, reckless behaviour.

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 statements 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.

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 23 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.

Lead shared planning to reduce and prevent situations of danger, harm and abuse

	Performance Criteria	Evidence Number where this criteria has been met
1	Develop positive, trusting and sensitive relationships with **individuals, key people** and **others** that enable them to **communicate** their fears and knowledge of potential and actual **danger, harm and abuse**.	
2	Evaluate your own behaviour and actions to ensure that they do not cause, create or exacerbate situations that may lead to danger, harm and abuse.	
3	Work with the individual, key people and others to identify the types of situations, events and personal crises that make danger, harm and abuse more likely.	
4	Work with the individual to identify any actions and behaviour on their part that may result in danger, harm and abuse to themselves or others.	
5	Work with the individual, key people and others to identify personal strengths and resources they can draw on to reduce and prevent situations of danger, harm and abuse.	
6	Work with the individual to help them avoid and reduce the actions and behaviour identified.	
7	Agree with the individual and key people the steps to follow when situations, events and behaviour occur that could lead to the **risk** of danger, harm and abuse.	

Lead shared planning to reduce and prevent situations of danger, harm and abuse (cont)

	Performance Criteria	Evidence Number where this criteria has been met
8	Ensure that planned steps are appropriate to the significance of the perceived and actual risks, are consistent with work setting protection procedures and do not exacerbate the situation.	
9	Refer the situation for specialist advice and assessment where it is outside your competence and role to deal with.	

Lead shared evaluation of plans to help individuals manage the risk of danger, harm and abuse

10	Work with the individual and key people to identify how plans to prevent danger, harm and abuse can be monitored and reviewed.	
11	Support the individual and key people to provide feedback about the effectiveness of their own actions, your actions and the actions of others in preventing situations and behaviour that may lead to the risk of danger, harm and abuse.	
12	Support the individual and key people to identify any actions that have been ineffective and need changing.	
13	Support the individual and key people to identify what they have learnt from situations where there was risk of danger, harm and abuse, and the incidents and events that led up to them.	
14	Encourage the individual and key people to recognise benefits and positive outcomes from the plan.	
15	Where necessary, support the individual to identify alternative approaches to manage risks and protect themselves from danger, harm and abuse.	
16	Where necessary, support the individual to use the alternative approaches identified.	

Lead shared evaluation of plans to help individuals manage the risk of danger, harm and abuse (cont)

	Performance Criteria	**Evidence Number where this criteria has been met**
17	Seek additional support to address situations, actions and behaviour that are outside your competence and role to deal with.	

Evaluate systems and practices to reduce and prevent situations of danger, harm and abuse

18	Monitor the effectiveness of systems to reduce and prevent situations where there are risks of danger, harm and abuse.	
19	Support the individual and key people to identify the strengths of current systems, where they need improving and where new approaches need to be introduced.	
20	Evaluate where your own practice and that of others is effective and ineffective in relation to reducing and preventing risks of danger, harm and abuse.	
21	Use **evidence** to suggest changes to systems for reducing and preventing situations of danger, harm and abuse.	
22	Ensure that systems and practices are compliant with legal and work setting requirements for the protection of individuals.	
23	Complete records and reports about systems and practices for reducing and preventing situations of danger, harm and abuse in accordance with legal and work setting requirements.	

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 66 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

	Knowledge and Understanding *You need to know and understand:*	**Evidence Number where this knowledge point has been met**
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting individuals' rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of individuals.	
4	How to deal with and challenge discrimination.	
5	The rights that individuals have to make complaints and be supported to do so.	
6	Conflicts and dilemmas that may arise in relation to rights and how to address them.	

Your practice

	Knowledge and Understanding *You need to know and understand:*	Evidence Number where this knowledge point has been met
7	Legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
8	Your own background, experiences and beliefs that may have an impact on your practice	
9	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
10	The roles, responsibilities and accountabilities of others with whom you work.	
11	How to access and work to procedures and agreed ways of working.	
12	The meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual.	
13	The prime importance of the interests and wellbeing of the individual.	
14	The individual's cultural and language context.	
15	How to build trust and rapport in a relationship.	
16	How your power and influence as a worker can impact on relationships.	
17	How to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences.	
18	How to work in partnership with individuals, key people and others.	
19	How to manage ethical conflicts and dilemmas in your work.	
20	How to challenge poor practice.	

Your practice (cont)

	Knowledge and Understanding *You need to know and understand:*	Evidence Number where this knowledge point has been met
21	How and when to seek support in situations beyond your experience and expertise.	

Theory

22	The nature and impact of **factors that may affect the health, wellbeing and development of individuals** you care for or support.	
23	Theories underpinning our understanding of human development and factors that affect it.	

Personal and professional development

24	Principles of reflective practice and why it is important.	
25	Your role in developing the professional knowledge and practice of others.	
26	How to promote evidence based practice.	

Communication

27	Factors that can affect communication and language skills and their development in children, young people adults.	
28	Methods to promote effective communication and enable individuals to communicate their needs, views and preferences.	

Health and Safety

	Knowledge and Understanding *You need to know and understand:*	Evidence Number where this knowledge point has been met
29	Legal and statutory requirements for health and safety.	
30	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
31	Practices for the prevention and control of infection in the context of this standard.	

Safe-guarding

32	Legislation and national policy relating to the safe-guarding and protection of children, young people and adults.	
33	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
34	Indicators of potential harm or abuse.	
35	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
36	What to do if you have reported concerns but no action is taken to address them.	
37	Local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse.	

Multi-disciplinary working

38	The purpose of working with other professionals and agencies.	
39	The remit and responsibilities of other professionals and agencies involved in multi-disciplinary work.	

Handling information

	Knowledge and Understanding *You need to know and understand:*	Evidence Number where this knowledge point has been met
40	Legal requirements, policies and procedures for the security and confidentiality of information.	
41	Legal and work setting requirements for recording information and producing reports.	
42	Principles of confidentiality and when to pass on otherwise confidential information.	
43	How to record written information with accuracy, clarity, relevance and an appropriate level of detail.	
44	How and where electronic communications can and should be used for communicating, recording and reporting.	

Leading practice

45	Theories about leadership.	
46	Standards of practice, service standards and guidance relating to the work setting.	
47	National and local initiatives to promote the wellbeing of individuals.	
48	Lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions.	
49	Methods of supporting others to work with and support individuals, key people and others.	
50	How to contribute to the development of systems, practices, policies and procedures.	
51	Techniques for problem solving and innovative thinking.	

Risk management

	Knowledge and Understanding *You need to know and understand:*	**Evidence Number where this knowledge point has been met**
52	Principles of risk assessment and risk management.	
53	Principles of positive risk-taking.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding *You need to know and understand:*	**Evidence Number where this knowledge point has been met**
54	How and where to access literature, information and support to inform your own and others' practice about reducing and preventing situations where there is risk of danger, harm and abuse.	
55	Different perceptions of risks and its management among professionals, in different contexts and communities.	
56	Psychological and social explanations of behaviour that presents a risk to individuals, key people, carers and communities.	
57	Theories about management of risk with individuals, key people and others and the identification and management of risks to organisations.	
58	Knowledge of how the physical, emotional and health conditions of the individuals with whom you work can affect individuals' behaviour.	
59	Methods of supporting others to observe and use best evidence and knowledge based practice in their work.	
60	Different definitions of risk, factors that cause risks and those that ensure safe and effective care for individuals.	
61	The types of evidence that are valid in investigations and court proceedings and actions and statements that could contaminate the use of evidence.	
62	The use of evidence, fact and knowledge based opinions in records and reports and why it is important to differentiate between these and make clear the source of evidence.	
63	Methods of mentoring others.	

Knowledge that is Specific to this NOS (cont)

	Knowledge and Understanding *You need to know and understand:*	**Evidence Number where this knowledge point has been met**
64	Methods of supporting individuals and key people to take responsibility for promoting their own health and wellbeing and any associated risks.	
65	Methods of supporting individuals and key people to use their strengths and experience to promote their protection of individuals from danger, harm and abuse.	
66	Methods of supporting individuals and key people to learn new ways of responding to risks of and incidents of danger, harm and abuse.	

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

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

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

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

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

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	