

## **H5S0 04 (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.

## 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 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.

**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 33 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.

### Maintain your understanding and awareness of harm, abuse and safeguarding

|   | <b>Performance Criteria</b>  | <b>Evidence Number where this criteria has been met</b> |
|---|--|---|
| 1 | Demonstrate understanding of factors, situations and actions that may cause or lead to <b>harm and abuse</b> .   |   |
| 2 | Demonstrate understanding of signs and symptoms that may indicate that an individual has been, or is in danger of being, harmed or abused.   |   |
| 3 | 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.      |   |
| 4 | Demonstrate understanding of the role of different agencies and the central place of multi-agency working in the <b>safeguarding</b> of individuals.   |   |
| 5 | 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. |   |
| 6 | 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.  |   |
| 7 | 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

|    | <b>Performance Criteria</b>  | <b>Evidence Number where this criteria has been met</b> |
|----|--|---|
| 8  | Monitor actions, behaviours and situations that may lead to harm or abuse.   |   |
| 9  | Monitor significant changes in an individual's emotional or physical health, personal appearance or behaviour.   |   |
| 10 | 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. |   |
| 11 | Keep detailed, accurate, timed, dated and signed records about any changes, events or occurrences that cause concern.  |   |
| 12 | Use supervision and support to consider the impact on yourself and other people of suspected or disclosed harm or abuse.                                       |   |

### Develop relationships that promote safeguarding

|    |   |  |
|----|---|--|
| 13 | Establish <b>relationships</b> that support trust and rapport with the <b>individual</b> and <b>key people</b> .  |  |
| 14 | 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. |  |
| 15 | Use the individual's preferred communication methods and language.  |  |
| 16 | Support the individual to <b>communicate</b> their views and preferences.   |  |
| 17 | Explain to the individual your responsibilities to disclose any information about potential or actual harm or abuse.  |  |
| 18 | Maintain confidentiality within the boundaries of your own role and the safeguarding of individuals.  |  |

## Promote rights and inclusion

|    | Performance Criteria  | Evidence Number where this criteria has been met |
|----|---|--|
| 19 | Provide information to the individual and key people about their rights and responsibilities.                           |  |
| 20 | Work with the individual in ways that respect their dignity, privacy, beliefs, preferences, culture, values and rights. |  |
| 21 | Work with the individual, key people and others to balance rights, responsibilities and risks.                          |  |
| 22 | Ensure your own actions promote equity and inclusion and do not discriminate.   |  |
| 23 | Take appropriate steps when the actions of others are discriminatory.   |  |

## Work in ways that promote wellbeing

|    |  |  |
|----|--|--|
| 24 | Support key people and <b>others</b> to recognise and respect the <b>background</b> and preferences of the individual.       |  |
| 25 | Work with the individual in <b>person centred</b> ways.  |  |
| 26 | Work with the individual in ways that recognise the impact that experiences, losses and life events have had on their lives. |  |
| 27 | Work with the individual in ways that promote their self-esteem, sense of security and belonging.                            |  |
| 28 | Work with the individual in ways that maximise their <b>active participation</b> , independence and responsibility.          |  |
| 29 | Support the individual to maximise their decision-making and control over their lives.                                       |  |

### Support individuals to keep themselves safe

|    | <b>Performance Criteria</b>   | <b>Evidence Number where this criteria has been met</b> |
|----|---|---|
| 30 | Promote the individual's awareness of personal safety.  |   |
| 31 | Promote the individual's awareness of risks associated with the use of <b>electronic communications</b> . |   |
| 32 | Work with the individual, key people and others to challenge practices that may lead to harm or abuse.    |   |
| 33 | Support the individual and key people to express concerns or make complaints.                             |   |

## 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 41 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><br><i>You need to know and understand:</i>            | <b>Evidence Number</b><br><b>where this knowledge</b><br><b>point has been met</b> |
|---|--|--|
| 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.           |  |

## Your practice

|    | <b>Knowledge and Understanding</b><br><i>You need to know and understand:</i>   | <b>Evidence Number where this knowledge point has been met</b> |
|----|---|--|
| 6  | Legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard. |  |
| 7  | Your own background, experiences and beliefs that may have an impact on your practice.  |  |
| 8  | Your own roles, responsibilities and accountabilities with their limits and boundaries.   |  |
| 9  | The roles, responsibilities and accountabilities of others with whom you work.  |  |
| 10 | How to access and work to procedures and agreed ways of working.  |  |
| 11 | The meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual.              |  |
| 12 | The prime importance of the interests and wellbeing of the individual.  |  |
| 13 | The individual's cultural and language context.   |  |
| 14 | How to build trust and rapport in a relationship.   |  |
| 15 | How your power and influence as a worker can impact on relationships.   |  |
| 16 | How to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences.         |  |
| 17 | How to work in partnership with individuals, key people and others.   |  |
| 18 | How to manage ethical conflicts and dilemmas in your work.  |  |
| 19 | How to challenge poor practice.   |  |

### Your practice (cont)

|    | <b>Knowledge and Understanding</b><br><i>You need to know and understand:</i>    | <b>Evidence Number where this knowledge point has been met</b> |
|----|--|--|
| 20 | How and when to seek support in situations beyond your experience and expertise. |  |

### Theory

|    |   |  |
|----|---|--|
| 21 | The nature and impact of <b>factors that may affect the health, wellbeing and development</b> of individuals you care for or support. |  |
| 22 | Theories underpinning our understanding of human development and factors that affect it.  |  |

### Personal and professional development

|    |  |  |
|----|--|--|
| 23 | Principles of reflective practice and why it is important. |  |
|----|--|--|

### Communication

|    |  |  |
|----|--|--|
| 24 | Factors that can affect communication and language skills and their development in children, young people adults.    |  |
| 25 | Methods to promote effective communication and enable individuals to communicate their needs, views and preferences. |  |

### Health and Safety

|    |  |  |
|----|--|--|
| 26 | Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment. |  |
| 27 | Practices for the prevention and control of infection in the context of this standard.                                       |  |

## Safe-guarding

|    | <b>Knowledge and Understanding</b><br><i>You need to know and understand:</i>  | <b>Evidence Number where this knowledge point has been met</b> |
|----|--|--|
| 28 | The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.   |  |
| 29 | Indicators of potential harm or abuse.   |  |
| 30 | How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties. |  |
| 31 | What to do if you have reported concerns but no action is taken to address them.   |  |

## Handling information

|    |  |  |
|----|--|--|
| 32 | Legal requirements, policies and procedures for the security and confidentiality of information. |  |
| 33 | Legal and work setting requirements for recording information and producing reports.             |  |
| 34 | Principles of confidentiality and when to pass on otherwise confidential information.            |  |

## Knowledge that is Specific to this NOS

|    | <b>Knowledge and Understanding</b><br><i>You need to know and understand:</i>                                   | <b>Evidence Number where this knowledge point has been met</b> |
|----|---|--|
| 35 | Legislation and national policy relating to the safeguarding and protection of children and young people.       |  |
| 36 | <b>Types of harm and abuse.</b>   |  |
| 37 | <b>Factors that may make someone more vulnerable</b> to harm or abuse.  |  |
| 38 | Common features of perpetrator behaviour and grooming.  |  |
| 39 | Correct actions to take if harm or abuse is suspected, disclosed or alleged.                                    |  |
| 40 | Local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm and abuse. |  |
| 41 | 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>                |  |