

## **H5S8 04 (SCDHSC0335) — Contribute to the Support of Individuals Who Have Experienced Harm or Abuse**

### **Overview**

This standard identifies the requirements when you contribute to the support of individuals who have experienced harm or abuse. The standard addresses the need to take action where there are concerns that individuals are at risk of harm or abuse and how to support those who make a disclosure. It also includes supporting individuals when they have experienced harm or 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 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.

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.

## **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.

### **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 31 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.

### Take actions where there are concerns that individuals are at risk of harm or abuse

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Monitor significant changes in an <b>individual's</b> emotional or physical health, personal appearance or behaviour.	
2	Take immediate action where there are concerns that an individual might have been harmed or abused.	
3	Take action to deal with any immediate and potential risks that may lead to harm or abuse of the individual, <b>key people</b> or <b>others</b> .	
4	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.	
5	Avoid actions and statements that could adversely affect the use of evidence in future investigations or court, whilst giving priority to the protection of the individual.	
6	Request further support and assistance in situations that are outside your expertise, experience, skills and responsibility.	
7	Keep detailed, accurate, timed, dated and signed records about any changes, events or occurrences that cause concern.	

**Take actions where there are concerns that individuals are at risk of harm or abuse (cont)**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
8	Pass on reports and information about suspected or actual harm or abuse within confidentiality agreements and according to legal, work setting, interagency and partnership requirements.	

**Support individuals who disclose harm or abuse**

9	Develop relationships in which individuals can communicate with you about harmful or abusive acts.	
10	Explain to the individual your duty to pass on any information about harm or abuse.	
11	Support the individual to understand who you need to share the information with and the reasons for this.	
12	Support the individual to disclose at their own pace any harm or abuse to which they have been subjected.	
13	Respond promptly and calmly to disclosures of harm or abuse.	
14	Respect the individual's right to privacy and confidentiality when they are disclosing harm or abuse, within legal and work setting confidentiality requirements.	
15	Communicate with the individual in ways that are appropriate to their level of development and understanding.	
16	Seek only sufficient information to confirm that there is an allegation or suspicion, avoiding any leading questions or putting pressure on the individual.	

### Support individuals who disclose harm or abuse (cont)

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
17	Seek additional support and services where this is required according to the type of harm or abuse that has been disclosed.	
18	Avoid actions and statements that could adversely affect the use of evidence in future investigations or court, whilst giving priority to the protection of the individual.	
19	Pass information about disclosed harm or abuse within confidentiality agreements and according to legal, work setting, interagency and partnership requirements.	
20	Complete detailed, accurate, timed, dated and signed records of the disclosure clearly distinguishing between observed evidence and information provided by the individual.	
21	Use supervision to communicate what happened and help you cope with your thoughts and feelings about the disclosed harm or abuse.	

## Support individuals who have experienced harm or abuse

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
22	Seek information and support to enable you to work with the individual who has been harmed or abused.	
23	Work with the individual, key people and others to understand any implications arising from the harm or abuse they have experienced.	
24	Agree how you and others can support the individual to come to terms with, and move on from, the distress, fear and anxieties caused by harm or abuse.	
25	Help the individual to come to terms with and move on from any distress, fear and anxieties that may have been caused by the harm and abuse.	
26	Support the individual to develop positive coping strategies.	
27	Work in partnership with other agencies and professionals, involving advocates or appropriate specialists, to provide the best possible support for the individual within the boundaries of your role.	
28	Where the individual's behaviour and condition gives cause for concern, immediately seek advice from others.	
29	Keep detailed, accurate, timed, dated and signed records about any changes, events or occurrences that cause concern.	
30	Pass on reports and information about changes, events or occurrences within confidentiality agreements and according to legal, work setting, interagency and partnership requirements.	
31	Use supervision to reflect on how you are supporting the individual and help you cope with your thoughts and feelings about the harm or abuse.	

## 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 49 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	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> <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> <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 of individuals</b> 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.	
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### 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> <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> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
35	How and where to access information and support that can inform your practice when protecting individuals from danger, harm and abuse.	
36	<b>Types of harm or abuse.</b>	
37	Theories relevant to individuals with whom you work about involving individuals in assessing, planning, implementing, reviewing health and care services and plans.	
38	Theories relevant to individuals with whom you work about identity and self-esteem, loss and change.	
39	Theories relevant to individuals with whom you work about support for those who have experienced harm and abuse.	
40	The effects of stress and distress on individuals.	
41	The effects of abuse on individuals.	
42	Needs and circumstances which make some individuals, their families and carers more vulnerable to harm and abuse.	
43	How to recognise the direct and indirect consequences of allegations and disclosures of abuse.	
44	Key terms and legal requirements relating to the investigation of abuse.	
45	Legal requirements for evidence and the implications of involving an authorised professional at an early stage of disclosure.	
46	The importance of not pressurising the individual, prompting or asking leading questions.	

### Knowledge that is Specific to this NOS (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>
47	How to evaluate and present different types of information from various sources.	
48	The importance of distinguishing between directly observed evidence, evidence from reliable sources, opinion and hearsay.	
49	Methods and approaches for supporting individuals who have experienced 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**

<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>	