

## **H7LH 04 (SCDLMCB1) — Lead and Manage Practice that Promotes the Safeguarding of Individuals**

### **Overview**

This standard identifies the requirements associated with safeguarding which must permeate all your work with individuals and in managing others. 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 ensuring the development of relationships that promote safeguarding and leading and managing practices that promote the rights, inclusion and wellbeing of individuals and keeping 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 statements required for achievement of the NOS.

**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.

**Critically analyse** is to examine something closely such as a policy, procedure, theory, complex situation, problem or an approach to practice — identifying the parts or issues that contribute to the whole product, situation or idea and determining how these different parts affect the quality of the whole product or how the individual issues affect the overall situation.

Critical analysis involves a weighing-up of the factors concerned, for their contribution of strengths/weaknesses or advantages/disadvantages of a product or in a situation. Critical analysis is part of the process of understanding issues and developing original and creative responses.

**Development opportunities** may include a blend of educational programmes, training activities, mentoring, coaching, shadowing, induction, supervision, guided reading, research, action learning sets, peer group discussions.

**Electronic communication** 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.

**Manage the performance of workers** would include: safe recruitment and selection; providing effective induction; providing development opportunities; promoting and ensuring compliance with all organisational policies and procedures and external codes of practice that apply; providing regular supervision and routine performance reviews.

**Others** are workers that you manage, 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. In relation to all knowledge statements you need to know and understand the specified areas of knowledge and be able to critically apply the knowledge and understanding in your leadership and management practice.**

**Critically analyse** is to examine something closely such as a policy, procedure, theory, complex situation, problem or an approach to practice — identifying the parts or issues that contribute to the whole product, situation or idea and determining how these different parts affect the quality of the whole product or how the individual issues affect the overall situation.

Critical analysis involves a weighing-up of the factors concerned, for their contribution of strengths/weaknesses or advantages/disadvantages of a product or in a situation. Critical analysis is part of the process of understanding issues and developing original and creative responses.

**Critically evaluate** is to weigh arguments for and against something, assessing all evidence, this could relate to factors such as models of care service delivery, policy development, theories, approaches to practice.

Critical evaluation requires a weighing up and making judgements on factors such as currency, relevance, validity, outcomes, cost, sustainability, risk, and fitness-for-purpose of a product or a service against other products, services or ideas, using relevant criteria to frame the evaluation and inform decision-making.

**Employment practices** should include recruitment, performance management, disciplinary procedures, grievance procedures.

**Evidence based practice** uses systems, processes and ‘practice wisdom’ that has been proved to be effective in supporting the achievement of positive outcomes. Evidence may have been drawn from a variety of sources: research, both formal and informal, and the views and opinions of individuals, key people and those involved in the delivery of care services.

**Factors that may affect the health, wellbeing and development** may include adverse circumstances or trauma before or during birth; autistic spectrum disorder; 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.

**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.

**Leadership** is the ability to provide strategic direction and a sense of purpose. Effective leaders create a sense of trust, confidence and belief, inspiring people to adopt the values and behaviours they promote. They are innovative, creative and motivating.

**Management** is the ability to set the operational direction and organise the effective running of the service provision to meet the overall service needs including ethical, legislative, regulatory and organisational requirements. Effective managers facilitate and organise resources in order to optimise the performance of others, allowing them to carry out tasks and achieve goals efficiently and effectively. They provide clarity and accountability that enable teams to meet their objectives.

**Outcomes** are the changes or differences that individuals or care services are trying to achieve. Hard outcomes are changes that are clear and obvious, or those that involve a visible change in people's behaviour or circumstances. Soft outcomes are changes that are less easy to observe and measure, or those that involve more subtle changes inside people such as a change in someone's attitude, sense of wellbeing or how they see or feel about themselves.

**Outputs** are the tangible products, services or facilities that are a result of organisational activities or the activities of those involved in the delivery of the service provision. Outputs may be used to achieve outcomes.

**Personalisation** can be defined as 'changing the power balance so that each person really does have choice and control over the care services that they want. From being a recipient of services, individuals become involved in selecting and shaping the services they use'. Personalisation is a social care approach that encompasses citizen-directed support; self-directed support; the use of direct payments or personal budgets; the provision of accessible information and advice on care and support and the promotion of independence and self-reliance amongst individuals and communities.

Depending on how it is used the **power and influence** of leaders and managers may have either a positive or negative effect upon relationships.

**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 54 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 and manage compliance with legislative, regulatory, registration and inspection requirements that support the safeguarding of individuals from harm or abuse

	Performance Criteria	Evidence Number where this criteria has been met
1	Implement systems, procedures and practice that enable workers to comply with legislative, regulatory, registration and inspection requirements.	
2	Routinely assess the service provision to ensure compliance with legislative, regulatory, registration and inspection requirements.	
3	Lead the management of improvements to the service provision to meet legislative, regulatory, registration and inspection requirements.	
4	<b>Manage the performance of workers</b> to meet legislative, regulatory, registration and legislative requirements.	

### Maintain your own and others understanding of harm, abuse and safeguarding

5	Ensure that you and others work with <b>individuals, key people</b> and <b>others</b> to identify factors, situations and actions that may cause or lead to <b>harm and abuse</b> .	
6	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.	

**Maintain your own and others understanding of harm, abuse and safeguarding (cont)**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
7	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.	
8	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.	
9	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.	
10	Demonstrate own understanding of the role of different agencies and the central place of multi-agency working in the <b>safeguarding</b> of individuals.	
11	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.	
12	Ensure that others can access information about and understand who can have access to information about suspected harm or abuse.	
13	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.	
14	Access <b>development opportunities</b> for yourself and others who are involved in safeguarding individuals.	

## Maintain your own and others understanding of harm, abuse and safeguarding (cont)

	Performance Criteria	Evidence Number where this criteria has been met
15	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.	

## Manage practice that helps to safeguard individuals from harm or abuse

16	Implement systems, procedures and practice for the safeguarding of individuals from harm or abuse in the context of legislative, regulatory and organisational requirements.	
17	Ensure that you and others 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.	
18	Ensure that you and others take immediate action, following organisational procedures where you or others observe signs or symptoms of harm or abuse or where this has been disclosed.	
19	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.	
20	Pass on reports and information about suspected or disclosed harm or abuse within confidentiality agreements and according to legal, organisational, interagency and partnership requirements.	
21	Monitor the effectiveness of systems to safeguard people and minimise risks of harm or abuse.	
22	<b>Critically analyse</b> the effectiveness of systems, procedures and practice for the safeguarding of individuals from harm or abuse.	

### Manage practice that helps to safeguard individuals from harm or abuse (cont)

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
23	Interpret analysis of systems, procedures and practice to report on areas of good practice and areas that need improvement.	
24	Use supervision and support to consider the impact on yourself and other people of suspected or disclosed harm or abuse.	

### Lead and manage practice that supports the development of relationships that promote safeguarding

25	Ensure that you and others establish <b>relationships</b> that support trust and rapport with individuals and key people.	
26	Manage relationships in which individuals and key people are able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution.	
27	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.	
28	Ensure that others use individuals' preferred <b>communication</b> methods and language.	
29	Explain to individuals your responsibilities and the responsibilities of others to disclose any information about potential or actual harm or abuse.	
30	Maintain confidentiality within the boundaries of your own role and the safeguarding of individuals.	
31	Ensure that others maintain confidentiality within the boundaries of their own role and the safeguarding of individuals.	

## Lead and manage practice that promotes the rights, inclusion and wellbeing of individuals

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
32	Implement systems, procedures and practice that promote the rights, inclusion and wellbeing of individuals in the context of legislative, regulatory and organisational requirements.	
33	Lead the management of <b>person centred</b> practice in work with individuals.	
34	Lead the management of practice that supports individuals to maximise their decision making and control over their lives.	
35	Lead the management of practice that maximises the <b>active participation</b> , independence and responsibility of individuals.	
36	Provide information that supports individuals and key people to make informed choices about the care and services they receive.	
37	Work in partnership with individuals, key people and others to promote the individual's choice about the care and services they receive.	
38	Ensure that individuals are supported to communicate their views about their priorities, preferences, needs and factors that affect their health and wellbeing.	
39	Lead the management of practice that recognises and respects individuals' <b>background</b> and preferences.	
40	Take appropriate steps when the behaviour and actions of others are discriminatory.	
41	Lead the management of practice that supports individuals, key people and others to work in ways that balance rights, responsibilities and risks.	

**Lead and manage practice that promotes the rights, inclusion and wellbeing of individuals (cont)**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
42	Lead the management of practice that promotes the self-esteem, sense of security and belonging of individuals.	
43	Develop solutions to deal with conflicts or dilemmas when promoting the rights, responsibilities, inclusion and wellbeing of individuals.	
44	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 and manage practice that supports individuals to keep themselves safe**

45	Ensure that you and others work with individuals, key people and others to identify situations that may lead to harm or abuse.	
46	Lead the management of practice that recognises the vulnerability of individuals to visual, written and <b>electronic communication</b> and media.	
47	Ensure that you and others 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.	
48	Lead the management of practice that challenges behaviour or actions that may lead to harm or abuse.	
49	Lead the management of practice that supports individuals to recognise when the behaviour towards them or others is inappropriate or unacceptable.	
50	Lead the management of practice that sets and maintains fair, safe, consistent and understandable boundaries for individuals.	

**Lead and manage practice that supports individuals to keep themselves safe (cont)**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
51	Ensure that key people, individuals and others are supported to provide feedback about the effectiveness of their own, yours and workers' actions in preventing situations that may have led to harm or abuse.	
52	Ensure that individuals, key people and others are supported to identify any actions that were ineffective and need changing.	
53	Ensure that individuals, key people and others are supported to express concerns or make complaints.	
54	Act upon concerns or complaints in ways that are open, fair and consistent within legal and organisational 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 103 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 point has been met</b>
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in developing and maintaining systems, procedures and practices which promote 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 <b>critically evaluate</b> and take informed action against discrimination.	
5	The rights that individuals have to make complaints and be supported to do so.	
6	How to ensure that individuals are informed about the service they can expect to receive.	
7	Your role in developing and maintaining systems, procedures and practices which ensure that individuals have access to information about themselves in a format they can understand.	
8	Conflicts and dilemmas that may arise in relation to rights and how to address them.	

## 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>
9	Legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
10	Your own background, experiences and beliefs that may have an impact on your practice.	
11	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
12	The roles, responsibilities and accountabilities of others with whom you work.	
13	How to access and work to procedures and agreed ways of working.	
14	The meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual.	
15	The prime importance of the interests and wellbeing of the individual.	
16	The individual's cultural and language context.	
17	How to build trust and rapport in a relationship.	
18	How your <b>power and influence</b> as a leader and manager can impact on relationships.	
19	The role of independent representation and advocacy for individuals.	
20	How to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences.	
21	How to work in ways that achieve positive outcomes for individuals.	

## 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>
22	How to manage resources to deliver services that meet targets and achieve positive outcomes for individuals.	
23	How to distinguish between <b>outputs</b> and <b>outcomes</b> .	
24	How to work in partnership with individuals, key people and others.	
25	How to identify and manage ethical conflicts and dilemmas in your work.	
26	How to challenge and address poor practice.	
27	How to address concerns and complaints.	
28	How and when to seek support in situations beyond your experience and expertise.	
29	The nature and impact of <b>factors that may affect the health, wellbeing and development of individuals</b> you care for or support.	
30	Theories underpinning our understanding of human development and factors that affect it.	

## Personalisation and resources

31	How to critically evaluate evidence and knowledge based theories and models of good practice about empowerment and citizen directed services.	
32	How to identify and promote the potential of individuals to use their personal strengths and resources to achieve change.	
33	The value and role of family networks, communities and groups in achieving positive outcomes, and ways to develop them.	

### Personalisation and resources (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>
34	The nature of <b>personalisation</b> and personalised services, including self-directed support.	
35	The range of resources available within informal networks, within the wider community, through formal service provision and through innovation.	
36	How assistive technology can be used to support the independence of individuals.	
37	How to lead, manage and support others to plan, deliver and review personalised services with individuals.	

### Continuing professional development

38	Principles of reflective practice and why it is important.	
39	Your role in developing the professional knowledge and practice of others.	
40	How to promote <b>evidence based practice</b> .	
41	Methods of managing performance to meet targets and achieve positive outcomes.	
42	How to assess performance.	
43	How to provide constructive feedback to others on their practice and performance.	
44	How to address performance that does not meet required standards.	
45	How to use supervision to support the practice and performance of others.	
46	How to use appraisal to support the practice and performance of others.	

## Continuing professional development

	<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	Systems, procedures and practices for managing workloads.	
48	Methods for delegating work.	

## Communication

49	Factors that can affect communication and language skills and their development in children, young people or adults.	
50	Methods to promote effective communication and enable individuals to communicate their needs, views and preferences.	
51	Factors that can affect communication within and between organisations.	
52	Methods to promote effective communication within and between organisations.	

## Health and Safety

53	Legal and statutory requirements for health and safety.	
54	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	

## Safe-guarding

55	Legislation and national policy relating to the safe-guarding and protection of children, young people and adults.	
56	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
57	Indicators of potential harm or abuse.	

### Safe-guarding (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>
58	How and when to report any concerns about harm or abuse, poor or discriminatory practice, resources or operational difficulties.	
59	What to do if you have reported concerns but no action is taken to address them.	
60	Local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse	
61	How to support others who have expressed concerns about harm or abuse.	

### Multi-disciplinary working

62	The purpose of working with other professionals and agencies.	
63	The remit and responsibilities of other professionals and agencies involved in multi-disciplinary work.	
64	Features of multi-disciplinary and interagency communication.	
65	How different philosophies, principles, priorities and codes of practice can affect partnership working.	

### Handling information

66	Legal requirements, policies and procedures for the security and confidentiality of information.	
67	Legal and work setting requirements for recording information and producing reports within timescales.	
68	Principles of confidentiality and when to pass on otherwise confidential information.	

### Handling information (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>
69	How to support the effective sharing of information to achieve positive outcomes for individuals.	
70	How to record written information with accuracy, clarity, relevance and an appropriate level of detail.	
71	How to use evidence, fact and knowledge-based opinion to support professional judgements in records and reports.	
72	How and where electronic communications can and should be used for communicating, recording and reporting.	

### Leading and managing practice

73	How to <b>critically analyse</b> theories about <b>leadership</b> and <b>management</b> .	
74	Standards of practice, service standards and guidance relating to the work setting.	
75	National and local initiatives to promote the wellbeing of individuals.	
76	Models of practice for the use of early interventions.	
77	Lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions.	
78	Methods of supporting others to work with and support individuals, key people and others.	
79	How to lead and manage practice that achieves positive outcomes for individuals.	
80	Methods of supporting others to recognise and take informed action against discrimination.	

### Leading and managing 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>
81	How to develop systems, practices, policies and procedures.	
82	How to implement, monitor and evaluate systems, practices, policies and procedures.	
83	How to promote the services and facilities of your work-setting.	
84	Techniques for problem solving and innovative thinking.	
85	How to motivate others.	
86	How to critically evaluate evidence and knowledge based theories and models of good practice about change management.	
87	How to use change management techniques.	

### Risk management

88	How to critically evaluate principles and frameworks of risk assessment and risk management.	
89	Principles of positive risk-taking.	
90	How to lead others to develop practice that supports positive risk-taking.	

### Managing people

91	Legal and work-setting requirements for <b>employment practices</b> .	
92	Internal and external governance arrangements for the work-setting.	
93	Factors that can lead to pressures on the service, individual and team performance.	

### Managing people (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>
94	How to manage time, resources and workload of self and others.	
95	How to manage team dynamics.	
96	How to create a culture that promotes openness, creativity and problem solving.	
97	How to create a culture that supports people to embrace change.	

### Knowledge that is Specific to this NOS

98	How and where to access literature, information, advice and support to inform your and others' knowledge and practice to safeguard children, young people and adults.	
99	<b>Types of harm and abuse.</b>	
100	<b>Factors that may make someone more vulnerable</b> to harm or abuse.	
101	Common features of perpetrator behaviour and grooming.	
102	Correct actions to take if harm or abuse is suspected, disclosed or alleged.	
103	How to manage systems, procedures and practice 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>	