

H5N7 04 (SCDHSC0325) — Contribute to The Support of Children and Young People Who Have Experienced Harm or Abuse

Overview

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

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

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

Key people are those who are important to a child or young person and who can make a difference to his or her wellbeing. Key people may include family, friends, carers and others with whom the child or young person has a supportive relationship.

Others are your colleagues and other professionals whose work contributes to the child or young person'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 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 may include:

adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; family circumstances; foetal alcohol syndrome; 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 children and young people are at risk of harm or abuse

	Performance Criteria	Evidence Number where this criteria has been met
1	Monitor significant changes in a child or young person's emotional or physical health, personal appearance or behaviour.	
2	Take immediate action where there are concerns that a child or young person might have been harmed or abused.	
3	Take action to deal with any immediate and potential risks that may lead to harm and abuse of the child or young person, key people or others .	
4	Follow required procedures for reporting concerns about the welfare of the child or young person 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 child or young person.	
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 children and young people are at risk of harm or abuse (cont)

	Performance Criteria	Evidence Number where this criteria has been met
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 children and young people who disclose harm or abuse

9	Develop relationships in which children or young people can communicate with you about harmful or abusive acts.	
10	Explain to the child or young person your duty to pass on any information about harm or abuse.	
11	Support the child or young person to understand who you need to share information with and the reasons for this.	
12	Support the child or young person 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 child or young person's right to privacy and confidentiality when they are disclosing harm or abuse, within legal and work setting confidentiality requirements.	
15	Communicate with the child or young person 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 child or young person.	

Support children and young people who disclose harm or abuse (cont)

	Performance Criteria	Evidence Number where this criteria has been met
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 child or young person.	
19	Pass on 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 child or young person.	
21	Use supervision to communicate what happened and help you cope with your thoughts and feelings about the disclosed harm or abuse.	

Support children and young people who have experienced harm or abuse

22	Seek information and support to enable you to work with the child or young person who has been harmed or abused.	
23	Work with the child or young person, 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 child or young person to come to terms with, and move on from, the distress, fear and anxieties caused by harm or abuse.	
25	Help the child or young person to come to terms with and move on from any distress, fear and anxieties that may have been caused by the harm and abuse.	

**Support children and young people who have experienced harm or abuse
(cont)**

	Performance Criteria	Evidence Number where this criteria has been met
26	Support the child or young person 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 child or young person within the boundaries of your role.	
28	Where the child or young person's behaviour or condition give 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 child or young person and to 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 54 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 <i>You need to know and understand:</i>	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 children and young people's rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of children and young people.	
4	How to deal with and challenge discrimination.	
5	The rights that children and young people have to make complaints and be supported to do so.	

Your practice

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Legislation, codes of practice, 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 child or young person as an individual.	
12	The prime importance of the interests and wellbeing of children and young people.	
13	The child or young person'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 children and young people's dignity, respect, personal beliefs and preferences.	
17	How to work in partnership with children, young people, key people and others.	
18	How to manage ethical conflicts and dilemmas in your work.	

Your practice (cont)

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

Theory for practice

21	The nature and impact of factors that may affect the health, wellbeing and development of children and young people you care for or support.	
22	Theories underpinning our understanding of child development and factors that affect it.	
23	Theories about attachment and its impact on children and young people.	

Communication

24	The importance of effective communication in the work setting.	
25	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
26	Methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences.	

Personal and professional development

27	Principles of reflective practice and why it is important.	
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Health and Safety

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
28	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
29	Practices for the prevention and control of infection in the context of this standard.	

Safeguarding

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

Handling information

34	Legal requirements, policies and procedures for the security and confidentiality of information.	
35	Legal and work setting requirements for recording information and producing reports including the use of electronic communication.	
36	Principles of confidentiality and when to pass on otherwise confidential information.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
37	How and where to access information and support that can inform your practice when protecting children and young people from danger, harm and abuse.	
38	Types of harm or abuse.	
39	Theories relevant to children and young people with whom you work about involving children and young people in assessing, planning, implementing, reviewing health and care services and plans.	
40	Theories relevant to children and young people with whom you work about the family and society.	
41	Theories relevant to children and young people with whom you work about identity and self-esteem, loss and change.	
42	Theories relevant to children and young people with whom you work about support for those who have experienced harm and abuse.	
43	The effects of stress and distress on children and young people.	
44	The effects of abuse on children and young people.	
45	The impact on children and young people of disruption, including placement disruption.	
46	Support available for children, young people and parents with additional needs.	
47	Needs and circumstances which make some children and young people, their parents, families and carers more vulnerable to harm and abuse.	
48	How to recognise the direct and indirect consequences of allegations and disclosures of abuse.	

Knowledge that is Specific to this NOS (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
49	Key terms and legal requirements relating to the investigation of abuse.	
50	Legal requirements for evidence and the implications of involving an authorised professional at an early stage of disclosure	
51	The importance of not pressurising the child, prompting or asking leading questions	
52	How to evaluate and present different types of information from various sources	
53	The importance of distinguishing between directly observed evidence, evidence from reliable sources, opinion and hearsay	
54	Methods and approaches for supporting children and young people 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

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	