H5PJ 04 (SCDHSC0045) — Lead practice That Promotes the Safeguarding of Individuals

Overview

This standard identifies the requirements associated with safeguarding which must permeate all your work with individuals. 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 supporting the development of relationships that promote safeguarding and leading practices that support 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 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.

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.

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

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 or abuse may include physical abuse, emotional abuse, sexual abuse, financial abuse, neglect, institutional abuse, bullying, abuse relating to social networking media.

Factors 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 44 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 own and others understanding of harm, abuse and safeguarding

	Performance Criteria	**Evidence Number where this criteria has been met**
1	Work with **individuals, key people** and **others** to identify factors, situations and actions that may cause or lead to **harm and abuse**.	
2	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.	
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	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.	
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 own understanding of the role of different agencies and the central place of multi-agency working in the **safeguarding** of individuals.	

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

	Performance Criteria	Evidence Number where this criteria has been met
7	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.	
8	Ensure that others can access information about and understand who can have access to information about suspected harm or abuse.	
9	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.	
10	Access support and training for yourself and others who are involved in safeguarding individuals.	
11	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.	

Lead practices that help to safeguard individuals from harm or abuse

	Performance Criteria	Evidence Number where this criteria has been met
12	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.	
13	Take immediate action, following organisational procedures where you or others observe signs or symptoms of harm or abuse or where this has been disclosed.	
14	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.	
15	Pass on reports and information about suspected or disclosed harm or abuse within confidentiality agreements and according to legal, organisational, interagency and partnership requirements.	
16	Monitor the effectiveness of systems to safeguard people and minimise risks of harm or abuse.	
17	Work with individuals, key people and others to identify the strengths of current systems for safeguarding and highlight areas that need improving.	
18	Use supervision and support to consider the impact on yourself and other people of suspected or disclosed harm or abuse.	

Lead practices that support the development of relationships that promote safeguarding

	Performance Criteria	Evidence Number where this criteria has been met
19	Establish **relationships** that support trust and rapport with individuals and key people.	
20	Establish relationships in which individuals and key people are able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution.	
21	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.	
22	Ensure that others use individuals' preferred **communication** methods and language.	
23	Explain to individuals your responsibilities and the responsibilities of others to disclose any information about potential or actual harm or abuse.	
24	Maintain confidentiality within the boundaries of your own role and the safeguarding of individuals.	
25	Ensure that others maintain confidentiality within the boundaries of their own role and the safeguarding of individuals.	

Lead practices that promotes the rights, inclusion and wellbeing of individuals

	Performance Criteria	Evidence Number where this criteria has been met
26	Lead **person centred** practice in work with individuals.	
27	Lead practice that supports individuals to maximise their decision making and control over their lives.	
28	Lead practice that maximises the **active participation**, independence and responsibility of individuals.	
29	Provide information that supports individuals and key people to make informed choices about the care and services they receive.	
30	Work in partnership with individuals, key people and others to promote the individual's choice about the care and services they receive.	
31	Support individuals to communicate their views about their priorities, preferences, needs and factors that affect their health and wellbeing.	
32	Lead practice that recognises and respects individuals' **background** and preferences.	
33	Take appropriate steps when the behaviour and actions of others are discriminatory.	
34	Lead practice that supports individuals, key people and others to work in ways that balance rights, responsibilities and risks.	
35	Lead practice that promotes the self-esteem, sense of security and belonging of individuals.	
36	Develop solutions to deal with conflicts or dilemmas when promoting the rights, responsibilities, inclusion and wellbeing of individuals.	
37	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 practice that supports individuals to keep themselves safe

	Performance Criteria	Evidence Number where this criteria has been met
38	Work with individuals, key people and others to identify situations that may lead to harm or abuse.	
39	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.	
40	Lead practice that challenges behaviour or actions that may lead to harm or abuse.	
41	Support key people, individuals and others to provide feedback about the effectiveness of their own and your actions in preventing situations that may have led to harm or abuse.	
42	Support individuals, key people and others to identify any actions that were ineffective and need changing.	
43	Support individuals, key people and others to express concerns or make complaints.	
44	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 60 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 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 for practice

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.	
24	Theories of discrimination and inclusion.	

Personal and professional development

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

Communication

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

Health and Safety (cont)

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

Safe-guarding

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

Multi-disciplinary working

39	The purpose of working with other professionals and agencies.	
40	The roles 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
41	Legal requirements, policies and procedures for the security and confidentiality of information.	
42	Legal and work setting requirements for recording information and producing reports.	
43	Principles of confidentiality and when to pass on otherwise confidential information.	
44	How to record written information with accuracy, clarity, relevance and an appropriate level of detail.	
45	How and where ICT can and should be used for communicating, recording and reporting.	

Leading practice

46	Theories about leadership.	
47	Standards of practice, service standards and guidance relating to the work setting.	
48	National and local initiatives to promote the wellbeing of individuals.	
49	Lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions.	
50	Methods of supporting others to work with and support individuals, key people and others.	
51	How to contribute to the development of systems, practices, policies and procedures.	
52	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**
53	Principles of risk assessment and risk management.	
54	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
55	How and where to access literature, information, advice and support to inform your knowledge and practice to safeguard children and young people.	
56	**Types of harm and abuse.**	
57	**Factors that may make someone more vulnerable** to harm or abuse.	
58	Common features of perpetrator behaviour and grooming.	
59	Correct actions to take if harm or abuse is suspected, disclosed or alleged.	
60	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

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	