

H5R9 04 (SCDHSC0431) — Support Individuals Who Have Experienced Harm or Abuse

Overview

This standard identifies the requirements when you support individuals who have experienced harm or abuse. The standard includes responding to individuals at the time they make a disclosure, leading support for those who have experienced abuse and evaluating with them the support provided.

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.

Actions and statements that could adversely affect the use of evidence in future investigations may include asking inappropriate questions; asking leading questions; putting undue pressure on the individual; not following legal and other agreed procedures; changing information; removing information; adding information.

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.

Evidence may be research based evidence or knowledge based evidence.

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

The **individual** is the adult, child or young person you support or care for in your work.

Key people are those who are important to an individual 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 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.

Respond to individuals who disclose harm or abuse

	Performance Criteria	Evidence Number where this criteria has been met
1	Establish a culture and environment in which individuals are able to express their fears, anxieties and concerns without fear of ridicule, rejection or retribution.	
2	Develop relationships in which individuals can communicate with you about harmful or abusive acts.	
3	Ensure that individuals understand the duty that you and others have to pass on any information about harm and abuse .	
4	Where a disclosure is made, support the individual to disclose at their own pace any harm or abuse which they have experienced.	
5	Communicate with the individual in ways that take account of the stress and distress they may be experiencing.	
6	Respect the individual's right to privacy and confidentiality, within legal and work setting requirements.	
7	Support the individual to understand who you need to share information with and the reasons for this.	
8	Seek sufficient information to confirm that an allegation or suspicion is being expressed.	

Respond to individuals who disclose harm or abuse (cont)

	Performance Criteria	Evidence Number where this criteria has been met
9	Provide immediate support and reassurance in ways appropriate to the individual and the circumstances, taking account of actions and statements that could adversely affect the use of evidence in future investigations.	
10	Seek additional support and services where required for the type or level of harm or abuse that has been disclosed.	
11	Complete evidence based records and reports on disclosures of harm and abuse in an appropriate format and in ways that comply with legal, work setting and multi-agency requirements.	
12	Ensure that your records and reports conform with requirements to make them capable of forming the basis of evidence in any future investigations or court proceedings.	
13	Share records and reports within confidentiality agreements and according to legal, work setting, interagency and partnership requirements.	
14	Ensure that you and others 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.	
15	Use supervision to help you reflect on what has happened, the actions taken and your thoughts and feelings about the disclosed harm or abuse.	
16	Provide appropriate support for others who are aware of the incident, disclosure or suspicion, taking account of legal and other requirements and constraints.	

Lead support for individuals who have experienced harm or abuse

	Performance Criteria	Evidence Number where this criteria has been met
17	Seek information and support to enable you to work with individuals who have been harmed or abused.	
18	Work in partnership with other agencies and professionals, including advocates or specialists as appropriate, to provide the best possible support for the individual.	
19	Work with the individual, key people and others to examine implications arising from the harm or abuse the individual has experienced.	
20	Support the individual to express what they want to happen as a result of intervention.	
21	Work with the individual and others to agree actions that should be taken to achieve desired outcomes.	
22	Work with the individual to identify how you and others can support them to come to terms with and move on from the distress, fear and anxiety that may have been caused by harm or abuse.	
23	Work with others in agreed ways to provide continuing support for the individual.	
24	Where the individual's behaviour and condition give cause for concern, immediately seek advice from appropriate people and organisations.	
25	Complete records and reports about support for the individual, in accordance with legal and work setting requirements.	
26	Share records and reports within confidentiality agreements and according to legal, work setting, interagency and partnership requirements.	
27	Use supervision to discuss how you are supporting the individual and help you cope with your thoughts and feelings about the harm or abuse.	

Evaluate support for individuals who have experienced harm or abuse

	Performance Criteria	Evidence Number where this criteria has been met
28	Work with the individual, key people and others to evaluate whether desired outcomes have been achieved through intervention.	
29	Work with the individual, key people and others to identify what could have improved the effectiveness of actions taken.	
30	Work with the individual, key people and others to evaluate how far systems and processes helped to achieve desired outcomes.	
31	Work with the individual, key people and others to make recommendations for changes to systems and processes to support interventions.	
32	Reflect on your own practice in relation to the intervention, identifying areas of good practice and areas for improvement.	
33	Identify further support, training or learning needed for yourself and others as a result of the evaluation.	

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 71 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 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 <i>You need to know and understand:</i>	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/child 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 <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
21	How and when to seek support in situations beyond your experience and expertise.	

Theory

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.	

Personal and professional development

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

Communication

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

Health and Safety

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

Safe-guarding

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

Multi-disciplinary working

38	The purpose of working with other professionals and agencies.	
39	The remit and responsibilities of other professionals and agencies involved in multi-disciplinary work.	

Handling information

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
40	Legal requirements, policies and procedures for the security and confidentiality of information.	
41	Legal and work setting requirements for recording information and producing reports.	
42	Principles of confidentiality and when to pass on otherwise confidential information.	
43	How to record written information with accuracy, clarity, relevance and an appropriate level of detail.	
44	How and where information technology can and should be used for communicating, recording and reporting.	

Leading practice

45	Theories of leadership.	
46	Standards of practice, service standards and guidance relating to the work setting.	
47	National and local initiatives to promote the wellbeing of individuals.	
48	Lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions.	
49	Methods of supporting others to work with and support individuals, key people and others.	
50	How to contribute to the development of systems, practices, policies and procedures.	
51	Techniques for problem solving and innovative thinking.	

Risk management

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
52	Principles of risk assessment and risk management.	
53	Principles of positive risk-taking.	

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
54	How and where to access literature, information and support to inform your own and others' practice about supporting individuals who have experienced harm and abuse.	
55	Types of harm and abuse.	
56	Factors that may make someone more vulnerable to harm or abuse.	
57	Theories about abuse, its disclosure and how to support those who disclose abuse.	
58	Theories about how and why harm and abuse can be difficult to recognise in individuals, and factors that can contribute to this.	
59	Methods of supporting others to observe individuals while working with them.	
60	Common features of perpetrator behaviour and grooming.	
61	Correct actions to take if harm or abuse is suspected, disclosed or alleged.	
62	The importance of identifying what outcomes individuals wish to achieve when they disclose harm and abuse.	
63	How you and others for whom you are responsible can use positive relationships to support individuals where abuse has been experienced or disclosed.	
64	Methods of supporting staff to use evidence based practice in their work with individuals who have experienced harm and abuse.	
65	Ways of ensuring the management of risk and the future protection of individuals.	

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
66	How to make adjustments to take account of the processes and outcomes of work with individuals who have experienced harm and abuse.	
67	Local facilities and services for those who have experienced harm and abuse and how to access them.	
68	Why it is important to ensure individuals understand the actions you take in response to disclosures and the reasons for them.	
69	Types of evidence that are valid in investigations and court and actions and statements that could contaminate future evidence.	
70	The use of evidence, fact and knowledge based opinion in records and reports and why it is important to differentiate between these and make clear the source of evidence.	
71	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	