

H5TB 04 (SCDHSC0395) — Contribute to Addressing Situations Where There is Risk of Danger, Harm or Abuse

Overview

This standard identifies the requirements when you contribute to addressing situations where there is risk of danger, harm and abuse. This includes contributing to the assessment of situations where the risk of danger, harm or abuse has been identified or disclosed, and acting to minimise and deal with the immediate danger. It also includes supporting individuals to review situations and actions when the immediate danger has passed.

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.

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.

Danger is the possibility of harm or abuse happening.

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 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.

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger, damage or destruction to the environment and goods; the possibility of injury and harm to people including self-harm, bullying, abuse, reckless behaviour.

Signs and symptoms may include physical, behavioural and emotional indicators.

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 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.

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 29 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.

Contribute to assessing situations where there is risk of danger, harm or abuse

	Performance Criteria	Evidence Number where this criteria has been met
1	Maintain up to date knowledge and awareness of situations and actions that might lead to danger, harm and abuse for an individual, key people and others .	
2	Maintain positive, honest, trusting and sensitive relationships which enable individuals, key people and others to communicate any fears or information they have about potential and actual danger, harm and abuse.	
3	Identify signs and symptoms that indicate there is imminent risk of danger, harm or abuse.	
4	Where the risk of danger, harm or abuse is disclosed rather than observed, check that you understand the situation correctly before responding appropriately.	
5	Work promptly with the individual, key people and others to assess the risk of danger, harm or abuse.	
6	Ensure that your interactions with the individual, key people and others avoid actions and statements that could adversely affect the use of evidence in future investigations and court proceedings, making clear your role and responsibilities for sharing information in accordance with legal and work setting requirements.	
7	Seek immediate support and assistance where the situation is beyond your competence to deal with.	

Contribute to assessing situations where there is risk of danger, harm or abuse (cont)

	Performance Criteria	Evidence Number where this criteria has been met
8	Complete accurate, timed and dated records and reports on actions to assess the risk of danger, harm and abuse, within confidentiality agreements and according to legal and work setting requirements.	
9	Ensure that your records and reports avoid any statements that could adversely affect the use of evidence in future investigations and court proceedings.	

Contribute to minimising the immediate risk of danger, harm or abuse

10	Work within legal and work setting requirements and the boundaries of your own role and responsibilities when addressing immediate risk of danger, harm or abuse.	
11	Take action to minimise immediate risks to yourself, the individual, key people and others in the vicinity.	
12	Take steps to de-fuse and reduce the actions of the individual, key people and others that are dangerous and likely to cause harm.	
13	Promptly request further support and assistance in situations that are outside your expertise, experience, skill and responsibility to deal with.	
14	Take steps to respond to the needs of the individual, key people and others when and if it is safe to do so.	
15	Make the environment as safe as possible, removing all dangerous substances and materials while ensuring that any evidence which may be used in an investigation is preserved.	

Contribute to minimising the immediate risk of danger, harm or abuse (cont)

	Performance Criteria	Evidence Number where this criteria has been met
16	Where the risk of danger, harm or abuse has been disclosed rather than observed, offer the discloser reassurance and support to identify what they would like to happen in response to their disclosure.	
17	Inform relevant people and organisations about any disclosures, according to legal and work setting requirements.	
18	Complete accurate, timed and dated records and reports on actions taken to minimise the risk of danger, harm and abuse, within confidentiality agreements and according to legal and work setting requirements.	
19	Ensure that your records and reports avoid any statements that could adversely affect the use of evidence in future investigations and court proceedings.	
20	Seek support for your personal emotional reactions to the situation of immediate risk and to any disclosures made.	

Contribute to reviewing situations and actions after immediate risk has passed

	Performance Criteria	Evidence Number where this criteria has been met
21	Offer appropriate reassurance and support to the individual after the immediate risk has passed.	
22	Interact with the individual in ways that recognise their needs, respect their rights and help them to recognise their responsibilities.	
23	Support the individual to identify the factors that led up to behaviour and situations that were dangerous and likely to cause harm.	
24	Reflect on your own actions and behaviour to evaluate whether they might have contributed to creating dangerous situations and behaviour.	
25	Contribute to supporting those involved in dangerous and harmful situations and behaviour to recognise the consequences of their behaviour.	
26	Contribute to helping those involved in dangerous and harmful situations and behaviour to seek help, advice and assistance.	
27	Contribute to helping those involved to take steps to prevent further dangerous, harmful and abusive situations and behaviour from arising.	
28	Complete accurate, timed and dated records and reports on the review of situations and actions, within confidentiality agreements and according to legal and work setting requirements.	
29	Ensure that your records and reports avoid any statements that could adversely affect the use of evidence in future investigations and court proceedings.	

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 59 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.	

Your practice

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
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)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
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 individuals 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

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
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 specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
35	The purpose of, and arrangements for your supervision when dealing with dangerous, harmful and abusive incidents and the disclosure of such incidents by individuals and key people.	
36	How and where to access information and support that can inform your practice when contributing to the assessment of, and actions to deal with the risk of danger, harm and abuse.	
37	The ways in which danger, harm and abuse in the short, medium and long term can affect the wellbeing of individuals.	
38	Stereotypical assumptions based on gender, race, culture, disability, educational experience, etc that affect the perception of danger, harm and abuse to individuals, key people and others both as recipients and perpetrators contributing to assessing and act upon risk of danger, harm and abuse.	
39	How power and influence can be used and abused by those wishing to harm, abuse and exploit individuals.	
40	How individuals who have been harmed and abused are vulnerable to exploitation and the ways such exploitation can be prevented.	
41	How people who harm and abuse individuals conceal what is happening.	
42	How to work in partnership with individuals, key people and those within and outside your work setting to support individuals who you and others suspect are in danger of harm and abuse and for individuals who have been harmed and abused.	
43	What to do if you suspect or have evidence that the person responsible for harm and abuse is a colleague.	

Knowledge 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
44	How to protect yourself, individuals, key people and others with whom you work from danger, harm and abuse.	
45	Different views on what is harmful, dangerous and abusive and how they relate to your role and tasks.	
46	Factors that may lead to danger, harm and abuse.	
47	Signs and symptoms of danger, harm and abuse and the correct actions to take when you suspect that danger, harm and abuse has been disclosed.	
48	The effects of being at risk of harm, in danger or abused and their impact on the behaviour of individuals, yourself and others involved.	
49	how to work with individuals who are distressed, fearful and uncertain about what will happen to them and how to support others to do so.	
50	The types of evidence that are valid in investigations and court.	
51	How to ensure that your actions and statements do not contaminate evidence or prejudice investigations.	
52	The way that supportive relationships can help individuals and other people involved to cope with what has happened to them.	
53	The actions to take when individuals and key people disclose abuse.	
54	How to contribute to assessing levels of risk and the appropriate action to take to reduce or remove risk.	
55	How to work with individuals whose behaviour is likely to cause, or is causing, risks to themselves or others, and how to support others to do so.	

Knowledge 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
56	How to work effectively when there is a crisis that involves potential or actual harm and abuse, and how to support others to do so.	
57	How to carry out your role within plans to manage the risk or to prevent further danger, harm or abuse.	
58	How to work with others outside your work setting who are involved in any review of risks or any action to be taken.	
59	How to reflect upon and evaluate how your behaviour and actions could contribute to incidents of danger, 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	