Overview

This standard identifies the requirements associated with safeguarding which must permeate all your work with children and young people. The standard addresses the requirement to establish your own understanding about safeguarding and what you must do in cases of actual or potential harm or abuse. The requirements also include developing relationships that promote safeguarding, promoting rights and inclusion, working in ways that promote wellbeing and supporting children and young people to keep themselves safe.
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Performance criteria

Maintain your understanding and awareness of harm, abuse and safeguarding

You must be able to:

P1 demonstrate understanding of factors, situations and actions that may cause or lead to harm and abuse
P2 demonstrate understanding of signs and symptoms that may indicate that a child or young person has been, or is in danger of being, harmed or abused
P3 demonstrate understanding of legal requirements, local procedures and your own accountability where there are concerns that a child or young person has been, or is in danger of being, harmed or abused
P4 demonstrate understanding of the role of different agencies and the central place of multi-agency working in the safeguarding of children and young people
P5 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
P6 demonstrate understanding of actions you must take and those you must avoid in order to protect the integrity of evidence relating to possible harm or abuse
P7 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

Implement practices that help to safeguard children and young people from harm or abuse

You must be able to:

P8 monitor actions, behaviours and situations that may lead to harm or abuse
P9 monitor significant changes in a child or young person’s emotional or physical health, personal appearance or behaviour
P10 follow required procedures for reporting concerns about the welfare of a child or young person and any actions, behaviours or situations that may lead to harm or abuse
P11 keep detailed, accurate, timed, dated and signed records about any changes, events or occurrences that cause concern
P12 use supervision and support to consider the impact on yourself and other people of suspected or disclosed harm or abuse
Develop relationships that promote the safeguarding of children and young people

You must be able to:

P13  establish relationships that support trust and rapport with children and young people and key people
P14  establish relationships in which children, young people and key people are able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution
P15  use the child or young person’s preferred communication methods and language
P16  support the child or young person to communicate their views and preferences, according to their age, ability and level of development
P17  explain to the child or young person your responsibilities to disclose any information about potential or actual harm or abuse, according to their age, ability and level of development
P18  maintain confidentiality within the boundaries of your own role and the safeguarding of children and young people

Promote rights and inclusion with children and young people

You must be able to:

P19  provide information to children, young people and key people about their rights and responsibilities
P20  work with the child or young person in ways that respect their dignity, privacy, beliefs, preferences, culture, values and rights
P21  work with the child or young person, key people and others to balance rights, responsibilities and risks
P22  ensure your own actions promote equity and inclusion and do not discriminate
P23  take appropriate steps when the actions of others are discriminatory

Work in ways that promote the well-being of children and young people

You must be able to:

P24  support key people and others to recognise and respect the background and preferences of the child or young person
P25  work with the child or young person in child centred ways
P26  work with the child or young person in ways that recognise the impact that experiences, losses and life events have had on their lives
P27  work with the child or young person in ways that promote their self esteem, sense of security and belonging
P28  work with the child or young person in ways that maximise their active participation, independence and responsibility
P29  support the child or young person to maximise their decision-
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You must be able to:

Support children and young people to keep themselves safe

P30 promote the child or young person’s awareness of personal safety, according to their age, ability and level of development
P31 promote the child or young person’s awareness of risks associated with the use of electronic communications, according to their age, ability and level of development
P32 work with the child or young person to help them understand bullying and the action to take if it occurs, according to their age, ability and level of development
P33 support the child or young person to recognise when the behaviour towards them of any child, young person or adult is inappropriate or unacceptable, according to their age, ability and level of development
P34 work with the child or young person, key people and others to challenge practices that may lead to harm or abuse, according to their age, ability and level of development
P35 support the child or young person and key people to express concerns or make complaints, according to their age, ability and level of development
Knowledge and understanding

You need to know and understand:

Rights

K1 legal and work setting requirements on equality, diversity, discrimination and rights
K2 your role in promoting children and young people’s rights, choices, wellbeing and active participation
K3 your duty to report any acts or omissions that could infringe the rights of children and young people
K4 how to deal with and challenge discrimination
K5 the rights that children and young people have to make complaints and be supported to do so

Your practice

You need to know and understand:

K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
K7 your own background, experiences and beliefs that may have an impact on your practice
K8 your own roles, responsibilities and accountabilities with their limits and boundaries
K9 the roles, responsibilities and accountabilities of others with whom you work
K10 how to access and work to procedures and agreed ways of working
K11 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
K12 the prime importance of the interests and well-being of children and young people
K13 the child or young person’s cultural and language context
K14 how to build trust and rapport in a relationship
K15 how your power and influence as a worker can impact on relationships
K16 how to work in ways that promote active participation and maintain children and young people’s dignity, respect, personal beliefs and preferences
K17 how to work in partnership with children, young people, key people and others
K18 how to manage ethical conflicts and dilemmas in your work
K19 how to challenge poor practice
K20 how and when to seek support in situations beyond your experience
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and expertise

Theory for practice

You need to know and understand:

K21 the nature and impact of factors that may affect the health, wellbeing and development of children and young people you care for or support
K22 theories underpinning our understanding of child development and factors that affect it
K23 theories about attachment and its impact on children and young people

Communication

You need to know and understand:

K24 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
K25 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

Personal and professional development

You need to know and understand:

K26 principles of reflective practice and why it is important

Health and Safety

You need to know and understand:

K27 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
K28 practices for the prevention and control of infection in the context of this standard

Safeguarding

You need to know and understand:

K29 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
K30 indicators of potential harm or abuse
K31 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
K32 what to do if you have reported concerns but no action is taken to address them
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Handling information

You need to know and understand:

K33  legal requirements, policies and procedures for the security and confidentiality of information
K34  legal and work setting requirements for recording information and producing reports including the use of electronic communication
K35  principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

You need to know and understand:

K36  legislation and national policy relating to the safeguarding and protection of children and young people
K37  types of harm and abuse
K38  factors that may make someone more vulnerable to harm or abuse
K39  common features of perpetrator behaviour and grooming
K40  correct actions to take if harm or abuse is suspected, disclosed or alleged
K41  local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm and abuse
K42  how to protect yourself and others from harm and abuse when in a work setting or working alone
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 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.

**Active participation** is a way of working that regards children and young people as active partners in their own care or support rather than passive recipients. Active participation recognises each child and young person’s right to participate in the activities and relationships of everyday life as independently as possible. A child or young person’s **background** is their unique mix of personal experiences, history, culture, beliefs, preferences, family relationships, informal networks and community. **Child centred** approaches are those that fully recognise the uniqueness of the child or young person and establish this as the basis for planning and delivery of care and support. To **communicate** may include using the child or young person’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. **Electronic communications** 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. **Key people** are those who are important to a child or young person and who can make a difference to his or her well-being. 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 well-being and who enable you to carry out your role. **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.
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

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

### Factors that may make someone more vulnerable

Factors that may make someone more vulnerable may relate to the child or young person, to their personal circumstances including family issues or disrupted relationships, to the work setting or to particular ways of working

### Types of harm or abuse

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
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