

## SCDHSC0335

### Contribute to the support of individuals who have experienced harm or abuse



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#### Overview

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

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### Performance criteria

#### Take actions where there are concerns that individuals are at risk of harm or abuse

*You must be able to:*

- P1 monitor significant changes in an **individual's** emotional or physical health, personal appearance or behaviour
- P2 take immediate action where there are concerns that an individual might have been harmed or abused
- P3 take action to deal with any immediate and potential risks that may lead to harm or abuse of the individual, **key people** or **others**
- P4 follow required procedures for reporting concerns about the welfare of an individual and any actions, behaviours or situations that may lead to harm or abuse
- P5 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
- P6 request further support and assistance in situations that are outside your expertise, experience, skills and responsibility
- P7 keep detailed, accurate, timed, dated and signed records about any changes, events or occurrences that cause concern
- P8 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 individuals who disclose harm or abuse

*You must be able to:*

- P9 develop relationships in which individuals can communicate with you about harmful or abusive acts
- P10 explain to the individual your duty to pass on any information about harm or abuse
- P11 support the individual to understand who you need to share the information with and the reasons for this
- P12 support the individual to disclose at their own pace any harm or abuse to which they have been subjected
- P13 respond promptly and calmly to disclosures of harm or abuse
- P14 respect the individual's right to privacy and confidentiality when they are disclosing harm or abuse, within legal and work setting confidentiality requirements
- P15 communicate with the individual in ways that are appropriate to their level of development and understanding
- P16 seek only sufficient information to confirm that there is an allegation

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- or suspicion, avoiding any leading questions or putting pressure on the individual
- P17 seek additional support and services where this is required according to the type of harm or abuse that has been disclosed
- P18 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
- P19 pass information about disclosed harm or abuse within confidentiality agreements and according to legal, work setting, interagency and partnership requirements
- P20 complete detailed, accurate, timed, dated and signed records of the disclosure clearly distinguishing between observed evidence and information provided by the individual
- P21 use supervision to communicate what happened and help you cope with your thoughts and feelings about the disclosed harm or abuse

#### **Support individuals who have experienced harm or abuse**

##### *You must be able to:*

- P22 seek information and support to enable you to work with the individual who has been harmed or abused
- P23 work with the individual, key people and others to understand any implications arising from the harm or abuse they have experienced
- P24 agree how you and others can support the individual to come to terms with, and move on from, the distress, fear and anxieties caused by harm or abuse
- P25 help the individual to come to terms with and move on from any distress, fear and anxieties that may have been caused by the harm and abuse
- P26 support the individual to develop positive coping strategies
- P27 work in partnership with other agencies and professionals, involving advocates or appropriate specialists, to provide the best possible support for the individual within the boundaries of your role
- P28 where the individual's behaviour and condition gives cause for concern, immediately seek advice from others
- P29 keep detailed, accurate, timed, dated and signed records about any changes, events or occurrences that cause concern
- P30 pass on reports and information about changes, events or occurrences within confidentiality agreements and according to legal, work setting, interagency and partnership requirements
- P31 use supervision to reflect on how you are supporting the individual and help you cope with your thoughts and feelings about the harm or abuse

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### 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 individuals' rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of individuals
- K4 how to deal with and challenge discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

#### Your practice

*You need to know and understand:*

- K6 legislation, statutory codes, 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 person as an individual
- K12 the prime importance of the interests and well-being of the individual
- K13 the individual'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 individuals' dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with individuals, 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 and expertise

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### Theory

*You need to know and understand:*

- K21 the nature and impact of **factors that may affect the health, wellbeing and development of individuals** you care for or support
- K22 theories underpinning our understanding of human development and factors that affect it

### Personal and professional development

*You need to know and understand:*

- K23 principles of reflective practice and why it is important

### Communication

*You need to know and understand:*

- K24 factors that can affect communication and language skills and their development in children, young people adults
- K25 methods to promote effective communication and enable individuals to communicate their needs, views and preferences

### Health and Safety

*You need to know and understand:*

- K26 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K27 practices for the prevention and control of infection in the context of this standard

### Safe-guarding

*You need to know and understand:*

- K28 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K29 indicators of potential harm or abuse
- K30 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K31 what to do if you have reported concerns but no action is taken to address them

### Handling information

*You need to know and understand:*

- K32 legal requirements, policies and procedures for the security and confidentiality of information
- K33 legal and work setting requirements for recording information and producing reports
- K34 principles of confidentiality and when to pass on otherwise confidential information

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#### Specific to this NOS

*You need to know and understand:*

- K35 how and where to access information and support that can inform your practice when protecting individuals from danger, harm and abuse
- K36 **types of harm or abuse**
- K37 theories relevant to individuals with whom you work about involving individuals in assessing, planning, implementing, reviewing health and care services and plans
- K38 theories relevant to individuals with whom you work about identity and self-esteem, loss and change
- K39 theories relevant to individuals with whom you work about support for those who have experienced harm and abuse
- K40 the effects of stress and distress on individuals
- K41 the effects of abuse on individuals
- K42 needs and circumstances which make some individuals, their families and carers more vulnerable to harm and abuse
- K43 how to recognise the direct and indirect consequences of allegations and disclosures of abuse
- K44 key terms and legal requirements relating to the investigation of abuse
- K45 legal requirements for evidence and the implications of involving an authorised professional at an early stage of disclosure
- K46 the importance of not pressurising the individual, prompting or asking leading questions
- K47 how to evaluate and present different types of information from various sources
- K48 the importance of distinguishing between directly observed evidence, evidence from reliable sources, opinion and hearsay
- K49 methods and approaches for supporting individuals who have experienced harm and abuse

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#### 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.

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 well-being. 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 well-being 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.

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#### 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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<b>Relevant occupations</b>	Health, Public Services and Care; Health and Social Care; Associate Professionals and Technical Occupations; Health and Social Services Officers; Health Associate Professionals; Personal Service Occupations; Healthcare and Related Personal Services
<b>Suite</b>	Health and Social Care
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