

SCDHSC0044

Lead practice that promotes the safeguarding of children and young people



Overview

This standard identifies the requirements associated with safeguarding which must permeate all your work with children and young people. The standard addresses the need to establish your own understanding and that of others about safeguarding and what you and 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 children and young people and staying safe.

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Performance criteria

Maintain your own and others' understanding of harm, abuse and safeguarding

You must be able to:

- P1 work with children and young people, **key people** and **others** to identify factors, situations and actions that may cause or lead to **harm and abuse**
- P2 ensure that others can access and understand information about 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 ensure that others can access and understand information about legal requirements, local procedures and their own accountability where there are concerns that a child or young person has been, or is in danger of being, harmed or abused
- 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 own understanding of the role of different agencies and the central place of multi-agency working in the **safeguarding** of children and young people
- P7 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 children and young people
- P8 ensure that others can access information about and understand who can have access to information about suspected harm or abuse
- P9 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 the child or young person
- P10 access support and training for yourself and others who are involved in safeguarding children and young people
- P11 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

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

You must be able to:

- P12 take immediate action, following organisational procedures where you or others observe signs or symptoms of harm or abuse or where this has been disclosed
- P13 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
- P14 pass on reports and information about suspected or disclosed harm or abuse within confidentiality agreements and according to legal, organisational, interagency and partnership requirements
- P15 monitor the effectiveness of systems to safeguard children and young people and minimise risks of harm or abuse
- P16 work with, key people and others to identify the strengths of current systems for safeguarding and highlight areas that need improving
- P17 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

You must be able to:

- P18 establish **relationships** that support trust and rapport with children and young people and key people
- P19 establish relationships in which children and young people and key people are able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution
- P20 lead on the development of a culture and environment in which children and young people are able to express their fears, anxieties and concerns without worry of ridicule, rejection or retribution
- P21 ensure that others use children and young people's preferred **communication** methods and language
- P22 explain to children and young people and key people your responsibilities and the responsibilities of others to disclose any information about potential or actual harm or abuse
- P23 maintain confidentiality within the boundaries of your own role and the safeguarding of children and young people
- P24 ensure that others maintain confidentiality within the boundaries of

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their own role and the safeguarding of children and young people

Lead practices that promote the rights, inclusion and well being of children and young people

You must be able to:

- P25 lead **child centred** practice in work with children and young people
- P26 lead practice that supports children and young people to maximise their participation, decision making, independence and responsibilities
- P27 provide information about rights and responsibilities to children and young people and key people in a format that is appropriate to their age, abilities and level of development and understanding
- P28 work in partnership with children and young people, key people and others to promote the child or young person's rights to be involved in decisions about their lives and wellbeing
- P29 support children and young people and key people to communicate their views and preferences
- P30 lead practice that recognises and respects children and young people's **background** and preferences
- P31 take appropriate steps when the behaviour and actions of others are discriminatory
- P32 lead practice that supports children and young people, key people and others to work in ways that balance rights, responsibilities and risks
- P33 lead practice that promotes the self esteem, confidence and resilience of children and young people
- P34 develop solutions to deal with conflicts or dilemmas when promoting the rights, responsibilities, inclusion and well-being of children and young people
- P35 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 children and young people to keep themselves safe

You must be able to:

- P36 lead practice that provides the necessary protection for children and young people
- P37 work with children and young people, key people and others to

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- identify situations that may lead to harm or abuse
- P38 lead practice that recognises the vulnerability of children and young people to visual, written and **electronic communications** and media
- P39 work with children and young people, key people and others to identify what needs to be in place to avoid situations that may lead to harm or abuse
- P40 lead practice that sets and maintains fair, safe, consistent and understandable boundaries for children and young people
- P41 lead practice that supports children and young people to understand the causes and impacts of bullying and actions to take if it occurs
- P42 lead practice that supports children and young people to recognise when the behaviour towards them of any child, young person or adult is inappropriate or unacceptable
- P43 lead practice that challenges behaviour or actions that may result in harm or abuse
- P44 support children and young people, key people and others to express concerns or make complaints
- P45 act upon concerns or complaints in ways that are open, fair and consistent within legal and organisational requirements

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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 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
- K6 conflicts and dilemmas that may arise in relation to rights and how to address them

Your practice

You need to know and understand:

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

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people and others

K19 how to manage ethical conflicts and dilemmas in your work

K20 how to challenge poor practice

K21 how and when to seek support in situations beyond your experience and expertise

Theory

You need to know and understand:

K22 The nature and impact of **factors that may affect the health, wellbeing and development** of children or young people you care for or support

K23 theories underpinning our understanding of child development and factors that affect it

K24 theories about attachment and its impact on children and young people

Personal and professional development

You need to know and understand:

K25 principles of reflective practice and why it is important

K26 your role in developing the professional knowledge and practice of others

K27 how to promote evidence based practice

Communication

You need to know and understand:

K28 factors that can affect communication and language skills and their development in children and young people

K29 methods to promote effective communication and enable children and young people to communicate their needs, views and preferences

Health and Safety

You need to know and understand:

K30 legal and statutory requirements for health and safety

K31 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K32 practices for the prevention and control of infection in the context of this standard

Safeguarding

You need to know and understand:

K33 legislation and national policy relating to the safe-guarding and

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- protection of children and young people
- K34 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K35 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K36 what to do if you have reported concerns but no action is taken to address them
- K37 local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse

You need to know and understand:

Multi-disciplinary working

- K38 the purpose of working with other professionals and agencies
- K39 the remit and responsibilities of other professionals and agencies involved in multi-disciplinary work

Handling information

You need to know and understand:

- K40 legal requirements, policies and procedures for the security and confidentiality of information
- K41 legal and work setting requirements for recording information and producing reports
- K42 principles of confidentiality and when to pass on otherwise confidential information
- K43 how to record written information with accuracy, clarity, relevance and an appropriate level of detail
- K44 how and where ICT can and should be used for communicating, recording and reporting

Leading practice

You need to know and understand:

- K45 theories about leadership
- K46 standards of practice, service standards and guidance relating to the work setting
- K47 national and local initiatives to promote the well-being of children and young people
- K48 lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions
- K49 methods of supporting others to work with and support children and young people, key people and others
- K50 how to contribute to the development of systems, practices, policies

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- and procedures
- K51 techniques for problem solving and innovative thinking

Risk management

You need to know and understand:

- K52 principles of risk assessment and risk management
- K53 principles of positive risk-taking

Specific to this NOS

You need to know and understand:

- K54 how and where to access literature, information, advice and support to inform your knowledge and practice to safeguard children and young people
- K55 **types of harm and abuse**
- K56 **factors that may make someone more vulnerable** to harm or abuse
- K57 common features of perpetrator behaviour and grooming
- K58 correct actions to take if harm or abuse is suspected, disclosed or alleged
- K59 how to protect yourself and others from harm and abuse when in a work setting or working alone

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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 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 individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

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 the planning and delivery of care and support

Communication 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

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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 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 may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; foetal alcohol syndrome; family circumstances; discrimination; domestic violence; 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 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 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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