

## Improve awareness of the potential harm or abuse of children and young people

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### Overview

This standard is about the need to provide environments that are safe for children and young people where the risk of harm and abuse is minimised, and all appropriate actions are taken to address any concerns about children and young people's welfare in accordance with agreed local policies and procedures.

An important way of achieving this is to raise the awareness of other people to the risk of harm and abuse. However, practitioners need to be proactive, and in effect create a constant dialogue with all those involved in the care of children and young people. It is important that all those involved in the care of children and young people are fully aware of the different forms of harm and abuse that exist. Users of this standard will need to ensure that practice reflects up to date information and policies.

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### Performance criteria

You must be able to:

1. comply with all the relevant legal, professional, and organisational requirements and guidelines
2. identify the risk of harm or abuse in relation to the setting and the different needs of children and young people within the setting
3. identify the relevant people that need to be aware of the concerns of harm or abuse of children and young people
4. explore with children, young people, and other relevant people their current level of awareness about their vulnerability to risk of harm or abuse
5. identify a range of awareness raising methods to inform children, young people, and other relevant people of the type of harm or abuse that they might encounter
6. consult with children, young people, and other relevant people on how to create environments that safeguard children and young people from harm or abuse
7. provide appropriate information to enable children, young people, and other relevant people to recognise indicators of potential harm or abuse
8. identify ways in which inappropriate or abusive behaviour can be reported and challenged without risk to children and young people or those reporting the harm or abuse
9. provide examples of good practice to demonstrate how instances of harm and/or abuse can be reduced
10. work in partnership with children and young people, and those involved in their care, to develop and maintain a safe environment and reduce the risk of harm or abuse

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## Knowledge and understanding

You need to know and understand:

1. legal, organisational and policy requirements relevant to your role and the activities being carried out
2. the nature, extent and boundaries of your work role and its relationship to others in your own and other organisations
3. the roles of other practitioners working with children, young people and families and how they relate between and across agencies
4. the importance of effective multi-agency working
5. the ethical issues, legal requirements and good practice guidelines on consent, including capacity issues and consent for children and young people
6. the principle of confidentiality and the implications for your practice
7. how to recognise and respond to the signs of injury, abuse or neglect and your responsibility in relation to raising concerns with the appropriate person or agency
8. local systems, procedures and protocols for safeguarding children, young people and vulnerable adults
9. the principles of equality, diversity and anti-discriminatory practice and how they are applied
10. the duty to report any acts or omissions in care that could be detrimental to the child or young person
11. the rights of children and young people to make decisions for themselves and to take risks in the context of their own lives, taking into account issues of capacity and your professional responsibility
12. how to engage with and communicate effectively with children and young people, and those involved in their care
13. the need for communication to be modified for different contexts and cultures, including the age, vulnerability, understanding, developmental capacity and communication needs and preferences of the child or young person and those involved in their care
14. the ways in which children and young people communicate non-verbally and through behaviour, as well as through language, and how different forms of behaviour can be interpreted
15. the importance of adopting a child/young person centred approach
16. the conditions and issues affecting children and young people in your area of practice and how they can inter-relate
17. child and young people's development, including emotional, physical, and social how they affect one another
18. how the behaviour needs of children and young people may affect others

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19. the effect of parenting capacity, family, environment and cultural influences on the health and wellbeing of children and young people
20. the factors that contribute to the risk of harm or abuse to children and young people
21. the guidance that is available for your own practice and where to access this
22. current issues, research and evidence based practice relevant to your role
23. the different forms and extent of harm or abuse that can affect children and young people and their impact on children's development
24. the children and young people who are more vulnerable to harm or abuse
25. indicators of potential harm or abuse including behavioural, emotional, psychological, relational and physical
26. how different interpretations can be placed on indicators of potential harm or abuse and how to analyse objectively
27. the risks which abusers, or potential abusers, may pose to children and young people
28. how to obtain information on suspected harm or abuse that might have occurred in different settings used by children and young people
29. where to find reports of incidents, and the rules relating to the confidentiality of reports
30. the importance of sharing information in the context of children's well-being and safety, how it can help and the dangers of not doing so
31. how to record and report incidents of possible harm or abuse in line with organisational procedures
32. the importance of engaging and working co-operatively with those with parental responsibility
33. issues related to aggression, anger and violence, and how to respond to conflict situations involving adults, peers or the children or young people themselves
34. how to evaluate the effectiveness of safeguards
35. the role of different people in safeguarding children and young people, including those with statutory responsibilities
36. how harm or abuse is investigated in different settings, who leads investigations, and who is involved in investigations
37. how to access supervision, advice, support and debriefing for yourself and others
38. what type of environment needs to be created to safeguard children and young people and how to explain this to others
39. what actions can be taken to safeguard children and young people from harm or abuse

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- 40. the type of methods that are useful for raising awareness in different people
- 41. the type of methods that have proved most effective
- 42. types of assumptions, values and discriminatory attitudes that can influence practice and prevent some children and young people from having equality of opportunity and equal protection from harm or abuse
- 43. how to promote and support environmental, cultural and attitudinal change
- 44. the impact of parenting capacity on the well-being and safety of children and young people
- 45. risks to parenting capacity and how to support parents in developing their parenting skills
- 46. local sources of health and well-being information, advice and support for children and young people, and those involved in their care
- 47. the importance of keeping full and accurate records, and how to do so in line with organisational requirements

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### External Links

This standard links with the following dimension within the NHS Knowledge and Skills Framework (October 2004):  
Dimension: HWB3 Protection of health and wellbeing

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