

Ensure systems and procedures for safeguarding children and young people are implemented

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 ensure systems and procedures for safeguarding children and young people are being used correctly by all practitioners and others involved in caring for children and young people, and that these are monitored, reviewed, and improved in the light of any recent developments. 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. regularly review the advice and guidance on safeguarding children and young people
2. identify the systems and procedures for dealing with possible harm or abuse in different settings
3. ensure that the appropriate systems and procedures are in place in the setting to:
 - 3.1 safeguard children and young people
 - 3.2 identify, record and report possible harm or abuse
 - 3.3 provide access to support for practitioners faced with uncertainty in complex situations
 - 3.4 support children and young people and those involved in their care when harm or abuse has been disclosed
4. ensure that all relevant people are aware of their responsibilities for safeguarding children and young people, and know the agencies that need to be involved in the protection of children and young people
5. encourage, support and advise others on policies and procedures for safeguarding children and young people ensure that records of possible abuse are made, maintained and monitored correctly
6. review the use of the systems and procedures at appropriate intervals through the use of appropriate review methods
7. identify any problems with systems and procedures and take appropriate action to address them
8. produce records and reports that are clear, comprehensive and accurate, and maintain the security and confidentiality of information

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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 to children and young people
21. the different forms and extent of harm or abuse that can affect children and young people and their impact on children's development
22. the children and young people who are more vulnerable to harm or abuse
23. indicators of potential harm or abuse including behavioural, emotional, psychological, relational and physical
24. how different interpretations can be placed on indicators of potential harm or abuse and how to analyse objectively
25. the risks which individual abusers, or potential abusers, may pose to children and young people
26. how to obtain information on suspected harm or abuse that might have occurred in different settings used by children and young people
27. where to find reports of incidents, and the rules relating to the confidentiality of reports
28. how to access supervision, advice, support and debriefing for yourself and others
29. the importance of ensuring everyone within the setting is alert to indicators of potential harm or abuse
30. 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
31. how to promote and support environmental, cultural and attitudinal change
32. issues related to aggression, anger and violence, and how people should respond to conflict situations involving adults, peers or the children or young people themselves
33. the role of different people in safeguarding children and young people, including those with statutory responsibilities
34. systems for identifying, recording and reporting possible harm or abuse
35. the need and methods for ensuring everyone in the setting knows, understands and complies with the systems and procedures for safeguarding children and young people
36. how to evaluate the effectiveness of safeguards and act on the outcomes to improve systems and procedures
37. potential problems with systems and procedures and how to respond to these
38. the need for everyone in the setting to know the requirements and limitations of their role in responding to possible harm or abuse
39. the need for prompt action in response to any suspicion of harm or abuse

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- and the importance of following the local safeguarding procedures
- 40. how harm or abuse is investigated in different settings, who leads investigations, and who is involved in investigations
- 41. 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
- 42. how to observe, record and report incidents of possible abuse in line with organisation requirements
- 43. the importance of engaging and working co-operatively with those with parental responsibility
- 44. the guidance that is available for your own practice and where to access this
- 45. current issues, research and evidence based practice relevant to your role

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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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