

Overview

This standard is about engaging effectively with children and young people who are victims of domestic violence and abuse. It includes your ability to listen, question, understand and respond to what they say. As part of this standard you will take relevant supportive actions and recovery work towards managing the risk of ongoing harm arising from abuse.

This standard is for practitioners who support those experiencing domestic abuse, which may include instances of sexual violence and abuse in a domestic violence context.

It is recognised that abuse can occur without physical violence, yet can be equally damaging to those affected. Throughout this standard, where the term 'abuse' is used it is taken to include instances also involving physical violence.

Domestic abuse is frequently perceived as a gendered crime perpetrated by men against women; however this standard is intended for practitioners who support those experiencing domestic violence within any intimate or family relationship, regardless of their social background, age, gender, religion, sexuality or ethnicity.

In some organisations, the terms 'victim' and 'survivor' may be used individually or interchangeably.

There are three elements

- 1 Build empathy with children and young people who are victims of abuse
- 2 Take action towards safeguarding and promoting the welfare of children and young people who are victims of abuse
- 3 Share information with those who need it

**Performance
criteria**
Build empathy with children and young people who are victims of abuse

- You must be able to:**
- P1 communicate with children and young people in safe and supportive environments, and:
 - P1.1 hold discussions at an appropriate time and place
 - P1.2 use appropriate forms and styles of communication
 - P1.3 meet the needs and abilities of children and young people
 - P2 work with children and young people in a manner and at a pace which meets their needs and abilities, and:
 - P2.1 encourages questions
 - P2.2 checks for understanding
 - P2.3 avoids interpretation of their meaning
 - P2.4 avoids leading them
 - P2.5 avoids incorrect conclusions which may be reached by leading them
 - P2.6 uses active listening techniques
 - P3 explore with children and young people their personal circumstances which are relevant to establishing the nature of abuse
 - P4 provide children and young people with safe places and opportunities to describe their circumstances
 - P5 help children and young people to explore their feelings in ways which encourage positive outcomes, and:
 - P5.1 respond constructively to initial disclosure of abuse
 - P5.2 address any feelings of guilt
 - P5.3 identify their hopes to achieving the best possible conclusion
 - P6 take steps to make sure you are accompanied and observed by appropriate colleagues in all discussions with children and young people

Take action towards safeguarding and promoting the welfare of children and young people

- You must be able to:**
- P7 assess signs of possible domestic and sexual abuse affecting children and young people in line with available guidance
 - P8 explore concerns and information from relevant others about the safety, health

and wellbeing of children and young people

- P9 discuss with children, young people and their parents or carers, factors that may affect their safety, health and wellbeing
- P10 involve children and young people in decisions affecting them, when appropriate for their age, ability, wishes and feelings
- P11 make considered judgements about safeguarding and protection needs of children and young people in line with your role, responsibilities and level of experience
- P12 explore with children, young people and their families and carers different courses of action and their consequences
- P13 respond constructively to any concerns about safeguarding actions from children, young people and their family and carers
- P14 obtain consent of children, young people and their family and carers for agreed actions in line with organisational requirements
- P15 explain to children, young people and their family and carers what information may have to be shared with others and why
- P16 summarise situations in ways which promotes understanding for children and young people, taking into account their background, age and personality
- P17 take actions which safeguard and protect the safety, health and wellbeing of children and young people who are victims and survivors of abuse
- P18 maintain accurate and up to date records in line with organisational policies and procedures

Share information with those who need it

- You must be able to:**
- P19 obtain information relevant to supporting children and young people who are victims of abuse including:
 - P19.1 identify any information gaps
 - P19.2 determine how information required will be obtained
 - P19.3 agree with relevant others who is to provide information and by when
 - P20 assess available information relevant to supporting children and young people including:
 - P20.1 relevance and status of information
 - P20.2 distinguish between observation, opinion, prejudice or hearsay

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- P21 make required information available to relevant others, including with:
 - P21.1 those who are entitled to information
 - P21.2 those who need information
 - P22 share information with others in ways which;
 - P22.1 are clear and unambiguous
 - P22.2 encourage questions
 - P22.3 check for understanding
 - P23 obtain consent of children, young people and their families and carers to share their information with others in line with legislation and organisational requirements
 - P24 make referrals to other professionals as appropriate to meet the needs of children and young people
 - P25 maintain accurate and up to date records of information and outcomes in line with organisational procedures

Knowledge and understanding

Legislative, regulatory and organisational requirements

You need to know and understand:

- K1 legal and organisational requirements which relate to working with children and young people who are victims of abuse, and their impact for your area of operations
- K2 relevant legislation applicable to your area of work
- K3 relevant others you may need to work with including:
 - K3.1 agencies and partner organisations
 - K3.2 children and young people
 - K3.3 families and carers
 - K3.4 colleagues
 - K3.5 community representatives
 - K3.6 stakeholders
- K4 your organisation's role, remit and services for addressing abuse, including the provision of support to:
 - K4.1 victims and survivors
 - K4.2 children and young people, their families and carers
- K5 the limits of your authority and responsibility and actions to take if exceeded

Key, general requirements for addressing domestic violence and abuse

You need to know and understand:

- K6 what constitutes abuse, and its prevalence in your local community
- K7 signs of abuse and the methods used by abusers to gain power and control
- K8 the impact of abuse upon all of those affected by it, including victims, survivors and children
- K9 different ways in which children and young people might be harmed
- K10 how children and young people may be used by abusers as part of their abuse
- K11 what is meant by safeguarding
- K12 types of information and support sought by those affected by domestic and sexual abuse
- K13 sources of information and support available to those affected by abuse
- K14 the role of external support agencies who provide referrals and support to children and young people in your area

- K15 arrangements and procedures for safeguarding and child protection in your area
- K16 typical viewpoints apparent within the public domain regarding the levels of abuse and the causes of abuse
- K17 how cultural, social and gender related aspects impact upon abuse

Requirements particular to engaging with and supporting children and young people

You need to know and understand:

- K18 how children and young people see and experience the world in different ways and the impact when communicating with them
- K19 the importance of sharing information with other relevant agencies in the context of children and young people's safety, health and wellbeing
- K20 the importance of ensuring understanding and of avoiding assumptions
- K21 methods of verifying and corroborating information
- K22 methods and techniques for distinguishing between and identifying:
 - K22.1 directly observed evidence
 - K22.2 evidence from reliable sources
 - K22.3 hearsay
 - K22.4 prejudice
 - K22.5 opinions that are backed by evidence
- K23 how inference or interpretation can result in a difference between what is said and what is understood and how to address this
- K24 principles governing when young people are considered sufficiently mature to give informed consent to share their information with other parties
- K25 when and how to discuss concerns regarding abuse with parents and carers
- K26 factors that can affect parenting and increase the risk of abuse
- K27 signs of possible abuse in children and young people and how they can be expressed including through:
 - K27.1 play therapy
 - K27.2 artwork
 - K27.3 relationships with other children and adults
- K28 actions available to you where disclosure of abuse is identified
- K29 the information needs of other entitled agencies, organisations and individuals

and when they need information

- K30 the differences between information sharing at individual, organisational and professional levels

Requirements relating to communicating with victims and survivors

You need to know
and understand:

- K31 limits of confidentiality applying to your job role
- K32 circumstances where it is necessary to go against victims and survivors expressed wishes
- K33 the importance of ensuring that victims and survivors understand why their expressed wishes are not being met and why
- K34 the importance of and methods for building trust and empathy with victims
- K35 appropriate styles and forms of communication when working with children and young people, including:
- K35.1 non-verbal communication
 - K35.2 body language
 - K35.3 pictures and artwork
 - K35.4 play therapy
- K36 how different cultures use and interpret body language in different ways
- K37 how and when to use active listening techniques when working with children, young people and their families and carers
- K38 barriers to communication including:
- K38.1 their causes
 - K38.2 feelings and reactions victims may have
 - K38.3 ways to overcome them
- K39 the importance of being aware of your own values and beliefs,
- K40 the impact your own values and beliefs may have when working with victims
- K41 how to challenge discriminatory or potentially damaging attitudes and behaviour and the importance of doing so

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