

SCDHSC0035 Promote the safeguarding of individuals

[From the Skills for Care & Development NOS. Formerly also known as DANOS AA6/HSC 35.]

For this unit you are expected to develop relationships that promote safeguarding, promote rights and inclusion, work in ways that promote wellbeing and support individuals to keep themselves safe.

Name of applicant:

I confirm that I am the line manager / supervisor for the above named.

I have assessed the applicant's competence in relation to each of the numbered items listed overleaf and have placed my initials against each numbered item to indicate my satisfaction that the applicant has demonstrated the competence to which it refers (see notes below).

My assessment of the applicant's competence in this unit is based on the following (see notes below):

Name:

Signed:

Date:

Notes

You should 'sign off' the applicant's competence in relation to each of the items listed below only where you have *clear evidence* that they have demonstrated the appropriate knowledge or skills in *real life* settings. Your assessment should be based on one or more of the following: observation of the applicant's practice, your supervision of the applicant, evidence provided by an appropriate third party (such as clients / colleagues / previous supervisor/line manager). Note - completion of a training course does NOT itself provide evidence of competence in a particular area.

In some cases the applicant will not have the opportunity within their existing position to demonstrate all of the required competences. Where this is the case arrangements will need to be made for their competence to be assessed in an alternative setting (such as on placement), or, where applicable, for it to be confirmed by a supervisor / line manager from a previous post.

Performance criteria

To perform to the standard you must ensure that:

1. you demonstrate understanding of factors, situations and actions that may cause or lead to harm and abuse
2. you demonstrate understanding of signs and symptoms that may indicate that an individual has been, or is in danger of being, harmed or abused
3. you demonstrate understanding of legal requirements, local procedures and your own accountability where there are concerns that an individual has been, or is in danger of being, harmed or abused
4. you demonstrate understanding of the role of different agencies and the central place of multi-agency working in the safeguarding of individuals
5. you 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
6. you demonstrate understanding of actions you must take and those you must avoid in order to protect the integrity of evidence relating to possible harm or abuse
7. you 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
8. you monitor actions, behaviours and situations that may lead to harm or abuse
9. you monitor significant changes in an individual's emotional or physical health, personal appearance or behaviour
10. you 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
11. you keep detailed, accurate, timed, dated and signed records about any changes, events or occurrences that cause concern
12. you use supervision and support to consider the impact on yourself and other people of suspected or disclosed harm or abuse
13. you establish relationships that support trust and rapport with the individual and key people
14. you establish relationships in which the individual and key people are able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution
15. you use the individual's preferred communication methods and language
16. you support the individual to communicate their views and preferences
17. you explain to the individual your responsibilities to disclose any information about potential or actual harm or abuse
18. you maintain confidentiality within the boundaries of your own role and the safeguarding of individuals
19. you provide information to the individual and key people about their rights and responsibilities
20. you work with the individual in ways that respect their dignity, privacy, beliefs, preferences, culture, values and rights
21. you work with the individual, key people and others to balance rights, responsibilities and risks
22. you ensure your own actions promote equity and inclusion and do not discriminate
23. you take appropriate steps when the actions of others are discriminatory
24. you support key people and others to recognise and respect the background and preferences of the individual
25. you work with the individual in person centred ways

26. you work with the individual in ways that recognise the impact that experiences, losses and life events have had on their lives
27. you work with the individual in ways that promote their self esteem, sense of security and belonging
28. you work with the individual in ways that maximise their active participation, independence and responsibility
29. you support the individual to maximise their decision-making and control over their lives
30. you promote the individual's awareness of personal safety
31. you promote the individual's awareness of risks associated with the use of electronic communications
32. you work with the individual, key people and others to challenge practices that may lead to harm or abuse
33. you support the individual and key people to express concerns or make complaints

Knowledge and Understanding

To perform competently in this unit, you need to know and understand:

Rights

1. legal and work setting requirements on equality, diversity, discrimination and rights
2. your role in promoting individuals' rights, choices, wellbeing and active participation
3. your duty to report any acts or omissions that could infringe the rights of individuals
4. how to deal with and challenge discrimination
5. the rights that individuals have to make complaints and be supported to do so

Your practice

1. legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
2. your own background, experiences and beliefs that may have an impact on your practice
3. your own roles, responsibilities and accountabilities with their limits and boundaries
4. the roles, responsibilities and accountabilities of others with whom you work
5. how to access and work to procedures and agreed ways of working
6. the meaning of person-centred working and the importance of knowing and respecting each person as an individual
7. the prime importance of the interests and well-being of the individual
8. the individual's cultural and language context
9. how to build trust and rapport in a relationship
10. how your power and influence as a worker can impact on relationships
11. how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences
12. how to work in partnership with individuals, key people and others
13. how to manage ethical conflicts and dilemmas in your work
14. how to challenge poor practice

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

Theory for practice

1. the nature and impact of factors that may affect the health, wellbeing and development of individuals you care for or support
2. theories underpinning our understanding of human development and factors that affect it

Personal and professional development

1. principles of reflective practice and why it is important

Communication

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

Health and Safety

1. your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
2. practices for the prevention and control of infection in the context of this standard

Safe-guarding

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

Handling information

1. legal requirements, policies and procedures for the security and confidentiality of information
2. legal and work setting requirements for recording information and producing reports
3. principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

1. legislation and national policy relating to the safeguarding and protection of children and young people
2. types of harm and abuse
3. factors that may make someone more vulnerable to harm or abuse
4. common features of perpetrator behaviour and grooming
5. correct actions to take if harm or abuse is suspected, disclosed or alleged
6. local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm and abuse

FDAP Drug & Alcohol Professional Certification
Workplace Assessment

7. how to protect yourself and others from harm and abuse when in a work setting or working alone