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| Overview | This standard identifies the requirements when you lead practice to reduce and prevent the risk of danger, harm and abuse. This includes leading the shared development of plans to reduce and prevent high risk situations and leading the shared evaluation of these plans over time. It also includes evaluating the effectiveness of systems and practices designed to reduce and prevent situations where there is risk of danger, harm and abuse. |

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| **Performance criteria**  You must be able to:  *You must be able to:*  *You must be able to:* | **Lead shared planning to reduce and prevent situations of danger, harm and abuse**   1. develop positive, trusting and sensitive relationships with individuals, key people and others that enable them to communicate their fears and knowledge of potential and actual danger, harm and abuse 2. evaluate your own behaviour and actions to ensure that they do not cause, create or exacerbate situations that may lead to danger, harm and abuse 3. work with the individual, key people and others to identify the types of situations, events and personal crises that make danger, harm and abuse more likely 4. work with the individual to identify any actions and behaviour on their part that may result in danger, harm and abuse to themselves or others 5. work with the individual, key people and others to identify personal strengths and resources they can draw on to reduce and prevent situations of danger, harm and abuse 6. work with the individual to help them avoid and reduce the actions and behaviour identified 7. agree with the individual and key people the steps to follow when situations, events and behaviour occur that could lead to the risk of danger, harm and abuse 8. ensure that planned steps are appropriate to the significance of the perceived and actual risks, are consistent with work setting protection procedures and do not exacerbate the situation 9. refer the situation for specialist advice and assessment where it is outside your competence and role to deal with   **Lead shared evaluation of plans to help individuals manage the risk of danger, harm and abuse**   1. work with the individual and key people to identify how plans to prevent danger, harm and abuse can be monitored and reviewed 2. support the individual and key people to provide feedback about the effectiveness of their own actions, your actions and the actions of others in preventing situations and behaviour that may lead to the risk of danger, harm and abuse 3. support the individual and key people to identify any actions that have been ineffective and need changing 4. support the individual and key people to identify what they have learnt from situations where there was risk of danger, harm and abuse, and the incidents and events that led up to them 5. encourage the individual and key people to recognise benefits and positive outcomes from the plan 6. where necessary, support the individual to identify alternative approaches to manage risks and protect themselves from danger, harm and abuse 7. where necessary, support the individual to use the alternative approaches identified 8. seek additional support to address situations, actions and behaviour that are outside your competence and role to deal with   **Evaluate systems and practices to reduce and prevent situations of danger, harm and abuse**   1. monitor the effectiveness of systems to reduce and prevent situations where there are risks of danger, harm and abuse 2. support the individual and key people to identify the strengths of current systems, where they need improving and where new approaches need to be introduced 3. evaluate where your own practice and that of others is effective and ineffective in relation to reducing and preventing risks of danger, harm and abuse 4. use evidence to suggest changes to systems for reducing and preventing situations of danger, harm and abuse 5. ensure that systems and practices are compliant with legal and work setting requirements for the protection of individuals 6. complete records and reports about systems and practices for reducing and preventing situations of danger, harm and abuse in accordance with legal and work setting requirements |

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| Knowledge and understanding  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  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 6. conflicts and dilemmas that may arise in relation to rights and how to address them   **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/child 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**   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 2. your role in developing the professional knowledge and practice of others 3. how to promote evidence based practice   **Communication**   1. factors that can affect communication and language skills and their development in children, young people adults 2. methods to promote effective communication and enable individuals to communicate their needs, views and preferences   **Health and Safety**   1. legal and statutory requirements for health and safety 2. your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment 3. practices for the prevention and control of infection in the context of this standard   **Safe-guarding**   1. legislation and national policy relating to the safe-guarding and protection of children, young people and adults 2. the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices 3. indicators of potential harm or abuse 4. how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties 5. what to do if you have reported concerns but no action is taken to address them 6. local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse   Multi-disciplinary working   1. the purpose of working with other professionals and agencies 2. the remit and responsibilities of other professionals and agencies involved in multi-disciplinary work   **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 4. how to record written information with accuracy, clarity, relevance and an appropriate level of detail 5. how and where electronic communications can and should be used for communicating, recording and reporting   **Leading practice**   1. theories about leadership 2. standards of practice, service standards and guidance relating to the work setting 3. national and local initiatives to promote the well-being of individuals 4. lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions 5. methods of supporting others to work with and support individuals, key people and others 6. how to contribute to the development of systems, practices, policies and procedures 7. techniques for problem solving and innovative thinking   **Risk management**   1. principles of risk assessment and risk management 2. principles of positive risk-taking   Specific to this NOS   1. how and where to access literature, information and support to inform your own and others’ practice about reducing and preventing situations where there is risk of danger, harm and abuse 2. different perceptions of risks and its management among professionals, in different contexts and communities 3. psychological and social explanations of behaviour that presents a risk to individuals, key people, carers and communities 4. theories about management of risk with individuals, key people and others and the identification and management of risks to organisations 5. knowledge of how the physical, emotional and health conditions of the individuals with whom you work can affect individuals' behaviour 6. methods of supporting others to observe and use best evidence and knowledge based practice in their work 7. different definitions of risk, factors that cause risks and those that ensure safe and effective care for individuals 8. the types of evidence that are valid in investigations and court proceedings and actions and statements that could contaminate the use of evidence 9. the use of evidence, fact and knowledge based opinions in records and reports and why it is important to differentiate between these and make clear the source of evidence 10. methods of mentoring others 11. methods of supporting individuals and key people to take responsibility for promoting their own health and well-being and any associated risks 12. methods of supporting individuals and key people to use their strengths and experience to promote their protection of individuals from danger, harm and abuse 13. methods of supporting individuals and key people to learn new ways of responding to risks of and incidents of danger, harm and abuse |

**Additional Information**

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| 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 an individual 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.  To **communicate** may include using the individual'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  **Danger** is the possibility of harm or abuse happening  **Evidence** may be research based evidence or knowledge based evidence  **Harm and abuse** may include neglect; physical, emotional and sexual abuse; financial abuse; bullying; self harm; reckless behaviour  The **individual** is the adult, child or young person you support or care for in your work  **Key people** are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.  **Others** are your colleagues and other professionals whose work contributes to the individual’s well-being and who enable you to carry out your role  A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger, damage or destruction to the environment and goods; the possibility of injury and harm to people including self-harm, bullying, abuse, reckless behaviour |

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| 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 of individuals** may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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 |

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| 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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| **Developed by** | Skills for Care & Development |
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| Validity | Current |
| Status | Original |
| Originating organisation | Skills for Care & Development |
| Original URN | HSC430 |
| Relevant occupations | Health, Public Services and Care; Health and Social Care; Associate Professionals and Technical Occupations; Health and Social Services Officers; Health Associate Professionals; Personal Service Occupations; Healthcare and Related Personal Services |
| Suite | Health and Social Care |
| Key words | support, identify, manage, monitor |