

431

SUPPORT INDIVIDUALS WHERE ABUSE HAS BEEN DISCLOSED

Unit overview

Elements of competence

- 431a Support individuals who disclose abuse
431b Support individuals who have been abused

About this unit

For this unit you will need to support individuals who have disclosed abuse and who have been abused.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Actions that could adversely affect the use of evidence in future investigations could include: asking inappropriate and/or leading questions; not following organisation and legal procedures; putting undue pressure on individuals.

Communicate using: the individual's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication.

Dangerous acts could be: imminent; in the short term; in the medium term; in the longer term.

Harm and abuse within this unit will cover: neglect; physical, emotional and sexual abuse; financial abuse; bullying; self-harm; reckless behaviour.

Key people include: family; friends; carers; others with whom the individual has a supportive relationship.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm; bullying; abuse; reckless behaviour.

Statements that could adversely affect the use of evidence in future investigations: changing information; removing information; adding to information.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work; your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service; the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently; the need to be able to solve problems and resolve conflicts; the need to be able to evaluate, assess situations and act appropriately; systems and processes within your own and across other organisations and the need for you to be able to work in collaboration with individuals¹, key people and others within and outside your organisation.

¹If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship

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Unit overview (continued)

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement², the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit 44. If you are working with adults they can be found in unit 45. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit 44 or unit 45 in your practice and through your knowledge.

²The key purpose identified for those working in health and social care settings is “to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care”

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Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way.

Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.

Abuse	Abuse is causing physical, emotional and sexual abuse; financial abuse; bullying; self-harm; reckless behaviour to an individual and/or failing/neglecting to protect them from harm
Active support	Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence
Dangerous acts	Acts that could lead to the possibility of harm and abuse happening
Harm	The effects of an individual being physically, emotionally or sexually injured or abused
Evidenced	This may be research based evidence and/or knowledge based evidence
Individuals	The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter
Key people	Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being
Others	Are other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to: <ul style="list-style-type: none"> • be respected • be treated equally and not be discriminated against • be treated as an individual • be treated in a dignified way • privacy • be protected from danger and harm • be cared for in a way that meets their needs, takes account of their choices and protects them • access information about themselves • communicate using their preferred methods of communication and language
Risks	The likelihood of danger, harm or abuse arising from anything or anyone

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431a Support individuals who disclose abuse

Performance criteria

You need to show that:

- 1 You develop working relationships and trust with **individuals** that enable them to feel that they can communicate with you about the **dangerous**, harmful and abusive acts of **key people** and **others**
- 2 You make clear to individuals that anything that is communicated about dangerous, harmful and abusive acts will need to be shared with other people and organisations, according to legal and organisational requirements and procedures
- 3 You support individuals to understand who you need to share any information with and why
- 4 You support individuals to disclose any **harm and abuse** that they have been subjected to, at their own pace and using their own form of communication
- 5 You ensure that your own actions do not adversely affect the use of evidence in future investigations and court, whilst giving priority to the protection of individuals
- 6 You respect individuals' right to privacy and confidentiality when they are disclosing abuse, within legal and organisational confidentiality requirements
- 7 Where you and/or individuals require additional support you access appropriate people and services to meet the individuals' needs and the type of abuse that has been disclosed
- 8 You complete timed and dated **evidenced** records and reports on incidents, disclosures and/or suspicions of harm and abuse, in a format appropriate to any requests, which:
 - clearly distinguish between observed evidence, information provided by individuals and that gathered from other sources
 - are capable of forming the basis of evidence in future investigations and in court
 - avoid statements that could adversely affect the use of evidence in future investigations and court
 - are accurate, legible and comprehensive

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431b Support individuals who have been abused

Performance criteria

You need to show that:

- 1 You seek and acquire information and support to enable you to support individuals who have been abused
- 2 Where past abuse has implications for the individual's behaviour you seek and involve specialists
- 3 Where individuals' behaviour and conditions give cause for concern, you immediately seek advice from appropriate people and organisations
- 4 You work with individuals to identify and agree how you and others can support them to come to terms with, and move on from the distress, fear and anxieties caused by the harm and abuse
- 5 You work in partnership with other agencies and professions, involving appropriate specialists to:
 - provide the best possible support for individuals
 - understand and examine any implications arising from the harm and abuse that individuals have suffered
- 6 You offer continued support to individuals or make arrangements for others to do so
- 7 You work and communicate with individuals who have been harmed and abused avoiding actions and statements that could adversely affect the use of evidence in future investigations and court
- 8 You use supervision to provide support you need to enable you cope with your thoughts and feelings when supporting individuals who have been harmed and abused
- 9 You record, report and pass on information on the processes and outcomes of your work with individuals:
 - avoiding actions and statements that could adversely affect the use of evidence in future investigations and court
 - within confidentiality agreements
 - according to legal, organisational, inter-agency and partnership requirements
- 10 You use supervision to:
 - communicate what happened and discuss your actions
 - help you cope with your thoughts and feelings about the suspected harm and abuse

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Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit. When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

Values

- 1 Legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when supporting individuals where abuse has been disclosed
- 2 Knowledge and practice that underpin the holistic person-centred approach which enable you to work in ways that:
 - place the individual's preferences and best interests at the centre of everything you do
 - provide **active support** for the individuals
 - recognise the uniqueness of individuals and their circumstances
 - empower individuals to take responsibility (as far as they are able and within any restrictions placed upon them), and make and communicate their own decisions about their lives, actions and risks from danger, harm and abuse
- 3 How to ensure that you and others for whom you are responsible protect the rights and the interests of individuals taking account of any limitations on their rights when supporting individuals where abuse has been disclosed
- 4 How to manage ethical dilemmas and conflicts for individuals, those who use services and staff when supporting individuals where abuse has been disclosed
- 5 How you and others for whom you are responsible can and should use relationships to support individuals where abuse has been disclosed
- 6 How to challenge, and support individuals, key people and others to challenge information, documents, systems, structures, procedures and practices that are discriminatory when supporting individuals who have disclosed abuse

Legislation and organisational policy and procedures

- 7 Regulation, codes of practice and conduct relevant to yourself and others codes of practice and conduct, and standards and guidance relevant to your setting and own and the roles, responsibilities, accountability and duties of **others** when supporting individuals where abuse has been disclosed
- 8 Current local, UK and European legislation and organisational requirements, procedures and practices for:
 - data protection
 - health and safety
 - risk assessment and management
 - employment practices
 - disclosure of abuse and the actions to take
 - protecting individuals from danger, harm and abuse
 - making and dealing with complaints and whistle blowing
 - multi-disciplinary and multi-agency working
 - your responsibility for keeping yourself, individuals and others safe
 - the identification and management of risk to individuals, key people and others
 - any special provisions relating to the individuals because of their age or conditions

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Knowledge specification for the whole of this unit (continued)

- 9 Key government initiatives which affect organisational practices when supporting individuals where abuse has been disclosed
- 10 How to access, evaluate and influence organisational and workplace policies, procedures and systems about working with individuals who have disclosed abuse
- 11 How different philosophies, principles, priorities and codes of practice can affect inter-agency and partnership working when supporting individuals where abuse has been disclosed
- 12 The purpose of and arrangements for you to provide and receive supervision
- 13 How to access and record information about risks and incidents of danger, harm and abuse, electronically and manually

Theory and practice

- 14 How and where to access literature, information and support to inform your own and colleague's practice about dealing with individuals where abuse has been disclosed
- 15 An up-to-date knowledge of:
 - the literature related to best practice in dealing with the disclosure of abuse and working with individuals who have been abused
 - government reports, inquiries and research relevant to the disclosure of and dealing with individuals who have disclosed harm and abuse
 - government reports, inquiries and research into serious failures to protect individuals, families, carers and other key people, and of incidents and procedures relating to the disclosure of danger, harm and abuse
- 16 Theories about:
 - abuse, its disclosure and how to support those who have disclosed abuse
 - physical and mental health issues, learning difficulties and age that can make it difficult for you, key people and others recognising harm, danger and abuse to individuals
 - the way relationships can support individuals to enable them to confide what is happening/has happened to them
 - working with individuals who are distressed, fearful and uncertain about what will happen to them
 - how people carrying out abuse can conceal what is happening
- 17 Power relationships and how these can be used and abused, especially in relation to dealing with disclosures of and working with people who have been abused
- 18 Knowledge of the physical, emotional and health conditions of the individuals with whom you and others are likely to work, how conditions can affect the individuals' behaviour and methods of supporting other staff to observe and use best evidence and knowledge based practice in their work with individuals who have been and have disclosed harm and abuse
- 19 Working in integrated ways to support individuals who have been harmed and abused
- 20 Ways of ensuring the management of the risks and future protection of individuals being subjected to further danger, harm and abuse
- 21 Different definitions of risk, factors that cause risks and those that ensure safe and effective care for individuals
- 22 How to identify and what the signs and symptoms of danger, harm and abuse may be generally, and specifically with the individuals with whom you and your colleagues are working
- 23 Range of abuse individuals may experience and the affect this can have on their behaviour and social and emotional well-being
- 24 Ways that are effective when working with individuals who have been harmed and abused, those that are less effective and those that should not be used

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Knowledge specification for the whole of this unit (continued)

- 25 Actions to take, dependent on the processes and outcomes of your work with abused individuals
- 26 Local facilities and refuges for abused individuals and how to acquire information on and access into these for people who have been abused
- 27 The reason why it is important to communicate and ensure that individuals understand the actions you are going to take and the reasons for taking them
- 28 The types of evidence that is valid in investigations and court, actions and statements that could contaminate the use of evidence
- 29 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 to readers
- 30 How and where information communication technologies can and should be used for carrying out your work activities and recording and reporting information relating to the dealing with and supporting individuals through disclosure of harm and abuse

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Evidence requirements for this unit

- Direct observation by assessor and/or an expert witness is required for some of the performance criteria for every element in this unit.
- Prior to commencing the unit you should agree a plan with your assessor regarding the types of evidence to be used.
- You must provide your assessor with evidence for ALL the performance criteria and ALL the knowledge requirements and the relevant parts of the SCOPE as applicable to your workplace.
- The evidence must, at all times, reflect the policies and procedures of the workplaces as linked to current legislation and valued and principles for best practice within the Health and Social Care Sector. This will include the National Service Standards for your area of work or client group.
- All evidence should relate to real work activities for ALL elements of this unit.
- Simulation is NOT permitted for this unit.

Competences can be demonstrated using a variety of types of evidence from the following:

- **Work products:** these can be any record that you would normally use within your normal role eg procedures and policies, minutes of meetings and evidence records and reports, feedback records, supervision notes, etc.
- **Assignment/project:** you may have already completed a project or assignment (for example from HNC, NC, VRQ, BTec courses, D32, 33, 34, A1 and V1). You could also use evidence of previous in-house training course/programmes you have completed showing professional development.
- **Reflective accounts:** you describe your actions in a particular situation(s) and reflect on the reason(s) for you practicing in that way, in relation to individuals and key people and others.
- **Questioning:** you and your assessor may agree on questions to demonstrate your knowledge, to supplement the knowledge demonstrated through observations, products and reflective accounts. These can be oral or written but evidence of this must be recorded.

NB Confidential records are not required in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.