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## Overview

This standard is about you promoting awareness and understanding amongst children and young people regarding domestic abuse and sexual violence to influence behaviours and support prevention. It includes your ability to communicate effectively and respond to what they say. As part of this standard, you may also need to address any disclosure regarding abuse which might arise.

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## Performance criteria

### *You must be able to:*

1. identify opportunities to raise children and young people's awareness about domestic abuse and sexual violence
2. work in partnership with others to develop initiatives aimed at raising awareness amongst children and young people
3. explore with children and young people the subject of domestic abuse and sexual violence, its impact and the signs of potential abuse
4. hold discussions in safe environments where children and young people are able to participate
5. provide children and young people with appropriate guidance on what they could do if they, or their friends have experienced abuse
6. use different styles and forms of communication and adapt them to meet the needs of individuals
7. inform children and young people of their rights to talk with an independent person
8. inform children and young people about others who may need to know about aspects of their care
9. provide information to others when disclosures of abuse are made in line with organisational policies and procedures
10. evaluate awareness sessions held with children and young people to identify outcomes achieved and inform future sessions
11. maintain up to date records in line with organisational policies and procedures
12. work within all relevant legal requirements and organisational policies and procedures including child protection and safeguarding requirements

## Knowledge and understanding

### *You need to know and understand:*

1. legal, organisational and policy requirements relevant to your role, the role of others in your organisation and the activities being carried out.
2. the relevant national and local guidelines, policies, and procedures available and how and when they should be accessed.
3. the limits of your authority, responsibility and professional competence
4. the range of agencies and services you may work with
5. your organisation's role, remit, objectives, and services for addressing domestic abuse and sexual violence.
6. how the services of other agencies and organisations relate to those provided by your own organisation
7. the rights of children and young people
8. how to create an environment that puts individuals at ease
9. what constitutes domestic abuse and sexual violence, and its prevalence in your local community
10. signs of abuse and the methods used by abusers to gain power and control
11. the impact of abuse upon all of those affected by it
12. national and local initiatives aimed at raising awareness regarding domestic abuse and sexual violence amongst children and young people
13. typical misconceptions and stereotypical viewpoints in the public domain about levels of and causes of abuse
14. the importance of being aware of your own values and beliefs and the impact they may have when working with children and young people
15. how to challenge discriminatory or potentially damaging attitudes and behaviour and the importance of doing so
16. barriers to public understanding and awareness regarding domestic abuse and sexual violence
17. signs of possible abuse in children and young people and how they can be expressed
18. influences on children and young people's perspectives and understanding of domestic abuse and sexual violence
19. the impact of abuse on children and young people's health, safety and wellbeing
20. sources of information and support available to children and young people affected by abuse

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21. how to provide children and young people with guidance on actions they can take in the event of abuse
  22. limits of confidentiality applying to your job role
  23. circumstances where it is necessary to go against children and young people expressed wishes
  24. the importance of ensuring that children and young people understand why their expressed wishes are not being met
  25. different styles and forms of communication and how to adapt them to meet the needs of the individual
  26. common barriers to communication and ways to overcome them
  27. key agencies, partners and stakeholders involved in working with children and young people
  28. the requirements of the education curriculum in relation to raising awareness regarding domestic abuse and sexual violence

## Glossary

### **Domestic Abuse**

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

The abuse can encompass but is not limited to, a combination of psychological, physical, sexual, financial and emotional abuse.

This definition also includes so-called 'honour' based violence, female genital mutilation (FGM) and forced marriage. Children also experience domestic abuse when witnessing domestic abuse.

### **Intersectionality**

The interconnected nature of social categorisations such as race, class, and gender, regarded as creating overlapping and interdependent systems of discrimination or disadvantage

### **Needs led approach**

a way of working to ensure that the support offered to someone experiencing domestic abuse is offered based on their needs and that builds on their strengths and resources available to them. It recognises the knowledge they have of the person who is using abuse. With the rights the non-abusive person can build their independence, recover from the trauma they have experienced and gain their life back and source change that lasts

### **People at risk**

An individual who is defined as in need of special care, support, or protection because of age, disability, risk of abuse or neglect

### **Sexual Abuse**

Undesired sexual behaviour by one person to another. This is often carried out by force or by taking advantage of the other person. This term is generally used when the sexual behaviour is regular or over a prolonged period of time.

### **Sexual Assault**

Any unwanted sexual behaviour that a person has not consented to.

This can range from rape to voyeurism or exhibitionism, to unwanted touching above or under clothes.

### **Sexual Violence**

Similar in nature to Sexual Abuse, but this term is more often used to describe brief or single incidences, such as if sexually assaulted by a stranger.

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**Strength based approach**

Is an approach to working with individuals that recognises their strength to overcome their experiences

**Trauma Informed**

an approach to health and care interventions which is grounded in the understanding that trauma exposure can impact on a person. Practitioners in a way so as to not inadvertently retraumatise impacted individuals; and with an emphasis on client safety, choice, collaboration and empowerment.

SFJBH203

Promote awareness amongst children and young people regarding domestic abuse or sexual violence



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