
Overview

This standard is about you identifying children and young people who are at risk of domestic abuse or sexual violence. As part of this standard, you will identify and agree interventions.

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

Performance criteria

You must be able to:

1. observe children and young people to identify indicators of stress which could suggest abuse including;
 - 1.1 unexpected changes in behaviour
 - 1.2 use of inappropriate language
 - 1.3 improper behaviour
2. identify any injuries sustained by children and young people including injuries which:
 - 2.1 have no or poor explanation
 - 2.2 lead to suspicion about potential abuse or violence
3. discuss indicators of stress and injuries with children and young people which suggest potential abuse in line with organisational policies and procedures
4. explore with children and young people their perception and rationale for stress indicators and injuries which they are exhibiting
5. provide children and young people with an appropriate and safe environment and opportunities to describe their circumstance including use of support materials
6. communicate with children and young people in ways which meet their needs and abilities in line with organisational policies and procedures
7. respond to children and young peoples' wishes for confidentiality in line with organisational policies and procedures
8. identify information regarding children and young people which needs to be shared with relevant others in line with organisational policies and procedures
9. take steps to ensure you are accompanied and observed by another colleague in discussions with children and young people in line with organizational policies and procedures
10. agree interventions with children and young people to meet their needs and circumstances
11. make referrals to other professionals and services when support and interventions required is outside your role and responsibilities
12. assess information received using professional judgement to determine the levels of risk to children and young people
13. determine factors which can cause changes in behaviour of children and young people's as well as injuries in line with available guidance
14. identify and arrange for additional enquiries and assessments if required
15. keep records about interventions which protect children and young people
16. work with other organisations to protect children and young people at risk in line

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Agree interventions to protect children and young people at risk of domestic abuse or sexual violence



with partnership arrangements

17. maintain confidentiality in line with legislative and organisational 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. range of agencies and services you may work with
4. the limits of your authority, responsibility and professional competence
5. sources of support available to you as a practitioner and how to access these including peer networks and clinical supervision
6. what is meant by safeguarding
7. different ways in which children and young people might be harmed
8. signs of abuse and methods used by abusers to gain power and control
9. the impact upon all of those affected by domestic abuse or sexual violence including victims, survivors and children
10. how dependents may be used by abusers as part of their abuse
11. how cultural, societal and gender related aspects impact upon domestic abuse and sexual violence
12. the role of external support agencies in providing referrals and support for children and young people who have been affected by domestic abuse or sexual violence
13. multi-agency arrangements for providing referrals and for children and young people who are victims and survivors of domestic abuse or sexual violence
14. misconceptions and stereotypical viewpoints about levels and causes of abuse indicators of domestic abuse and sexual violence and how these can be expressed including through:
 15. play and artwork
 16. relationships with other children and adults
 17. the subtle nature of some indicators
 18. actions required where disclosure of abuse is identified
 19. types of information and areas of support sought by children and young people affected by domestic abuse or sexual violence
 20. sources of information available to children and young people affected by domestic abuse or sexual violence
 21. circumstances where it is necessary to go against children and young peoples expressed wishes

22. the importance of ensuring that children and young people understand why their expressed wishes may not be met
23. methods of verifying and corroborating information
24. methods and techniques for distinguishing between and identifying; directly observed evidence and:
 25. evidence from reliable sources
 26. hearsay
 27. prejudice
28. when and how to discuss concerns regarding abuse with parents and carers
29. factors that can affect parenting and increase the risk of abuse
30. how to create an environment that puts children and young people at ease
31. how to apply trauma informed practice in your area of practice
32. understand different trauma responses and their impact
33. how to apply a needs led, strength based approach specific to meet the needs of the individual
34. the importance of sharing information with other relevant agencies in the context of children and young people's safety, health and wellbeing
35. principles governing when young people are considered sufficiently mature to give informed consent to share their information with other parties
36. the information needs of other entitled agencies, organisations and individuals and when they need information
37. the organizational policies and procedures for information sharing
38. the importance of and methods for building trust and empathy with children and young people
39. different styles and forms of communication and how to adapt them to meet the needs of the individual
40. how different cultures use and interpret body language in different ways
41. the importance of non-verbal communication
42. common barriers to communication and ways to overcome them
43. how intersectionality impacts on how an individual experiences services
44. how to create an environment that puts individuals at ease
45. how to apply trauma informed practice in your area of work
46. different trauma responses and their impact
47. how to apply a needs led, strength based approach specific to meet the needs of the individual
48. the importance of being aware of your own values and beliefs and the impact they

can have when working on individuals

49. how to challenge discriminatory or potentially damaging attitudes and behaviour and the importance of doing so

50. limits of confidentiality relevant to your job role

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.

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.

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