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## Overview

This standard is about engaging effectively and supporting children and young people affected by domestic abuse or sexual violence. It includes your ability to listen, question, understand and respond to what they say. As part of this standard you will take relevant supportive actions and recovery work towards managing the risk of ongoing harm arising from abuse.

## Performance criteria

### *You must be able to:*

1. communicate with children and young people in safe and supportive environments in line with organisational policies and procedures
2. work with children and young people in ways that suit their needs and abilities and:
  - 2.1 encourages questions
  - 2.2 checks for understanding
  - 2.3 uses active listening techniques
3. explore personal circumstances with children and young people which are relevant to establishing the nature of abuse
4. help children and young people to explore their feelings in ways which encourage positive outcomes, and:
  - 4.1 respond constructively to initial disclosure of abuse
  - 4.2 address any feelings of guilt
  - 4.3 identify their hopes to achieving the best possible conclusion
5. check you are accompanied and observed by another colleague in all interactions with children and young people
6. assess signs of possible domestic abuse or sexual violence affecting children and young people in line with available guidance
7. explore concerns and information from relevant others about the safety, health and wellbeing of children and young people
8. discuss with children, young people and their parents or carers, factors that may affect their safety, health and wellbeing
9. involve children and young people in decisions affecting them, in ways appropriate for their age, ability, wishes and feelings
10. make considered judgements and actions about safeguarding and protection needs of children and young people in line with organisational policies and procedures
11. explore with children, young people and their families and carers different courses of action and their relative consequences
12. respond constructively to any concerns about safeguarding actions from children, young people and their family and carers
13. obtain consent of children, young people and their family and carers for agreed actions in line with organisational requirements
14. summarise situations to promote understanding for children and young people, taking into account their age, ability, wishes and feelings

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15. obtain information relevant to supporting children and young people affected by abuse including:
    - 15.1 identify any information gaps
  16. agree with others who will provide information and by when in line with organisational policies and procedures
  17. assess available information relevant to support children and young people
  18. make information about children and young people available to those who need and are entitled to receive it
  19. explain to children, young people and their family and carers what information may have to be shared with others and why
  20. obtain consent of children, young people and their families and carers to share their information with others in line with organisational policies and procedures
  21. share information with others in line with organisational policies and procedures
  22. make referrals to other professionals as appropriate to meet the needs of children and young people
  23. maintain records of information and outcomes in line with organisational policies and procedures

## 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. your organisation's role, remit and services for addressing abuse, including the provision of support to children, young people, their families and carers
5. the limits of your authority, responsibility and professional competence
6. what constitutes domestic abuse and sexual violence, and its prevalence in your local community
7. signs of abuse and the methods used by abusers to gain power and control
8. the impact of abuse upon all of those affected by it,
9. different ways in which children and young people might be harmed
10. how children and young people may be used by abusers as part of their abuse
11. what is meant by safeguarding
12. types of information and support sought by those affected by domestic or sexual abuse
13. sources of information and support available to those affected by abuse
14. the role of external support agencies who provide referrals and support to children and young people in your area
15. arrangements and procedures for safeguarding and child protection in your area
16. typical viewpoints within the public domain regarding the levels of and causes of abuse
17. how cultural, social and gender related aspects impact upon abuse
18. the importance of sharing information with relevant agencies in the context of children and young people's safety, health and wellbeing
19. the importance of ensuring understanding and avoiding assumptions
20. methods of verifying and corroborating information
21. methods and techniques for distinguishing between and identifying:
  - 21.1 directly observed evidence
  - 21.2 evidence from reliable sources
  - 21.3 hearsay
  - 21.4 prejudice

- 21.5 opinions that are backed by evidence
22. how to create an environment that puts children and young people at ease
23. how to apply trauma informed practice in your area of practice
24. different trauma responses and their impact
25. how to apply a needs led, strength based approach specific to meet the needs of the individual
26. how inference or interpretation can result in a difference between what is said and what is understood and how to address this
27. principles governing when young people are considered sufficiently mature to give informed consent to share their information with other parties
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. signs of possible abuse in children and young people and how they can be expressed including through:
  - 30.1 play therapy
  - 30.2 artwork
  - 30.3 relationships with other children and adults
31. actions available to you where disclosure of abuse is identified
32. the information needs of other agencies, organisations and individuals and when they need information
33. the differences between information sharing at individual, organisational and professional levels
34. circumstances where it is necessary to go against children and young people's expressed wishes
35. the importance of ensuring that children and young people understand why their expressed wishes are not being met
36. the importance of and methods for building trust and empathy with children and young people
37. different styles and forms of communication and how to adapt them to meet the needs of the individual
38. how different cultures use and interpret body language in different ways
39. how and when to use active listening techniques when working with children, young people and their families and carers
40. common barriers to communication and ways to overcome them
41. the importance of being aware of your own values and beliefs, and the impact your own values and beliefs may have when working with survivors
42. how intersectionality impacts on how an individual experiences services

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

## 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.

SFJBI402

Engage with and support children and young people affected by domestic abuse or sexual violence



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