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## Overview

This standard identifies the requirements associated with supporting individuals who are at risk who have experienced trauma or suffered harm or abuse.

The standard addresses the requirements to establish your understanding of factors to consider when supporting people at risk who have experienced trauma, harm or abuse. It includes identifying and meeting their needs and working in ways that promote their rights, inclusion and well-being.

## Performance criteria

### *You must be able to:*

1. use individuals' preferred communication methods and language appropriate to their needs and level of understanding
2. demonstrate active listening skills when working with those at risk
3. provide opportunities for individuals to tell you about their experiences whilst providing reassurance
4. support individuals to express their fears, anxieties, feelings and concerns
5. check understanding with individuals of what they express and communicate about their experiences, fears, anxieties, feelings and concerns
6. observe and record behaviour to develop an understanding of what people at risk may feel but are unable to express verbally
7. explain to the individuals your duty to pass on any information about harm or abuse and who you need to share this information with
8. respond to disclosures of harm or abuse in line with organisational policies and procedures
9. support the individual to develop positive coping strategies
10. provide advice and guidance on protecting individuals
11. work with others to establish information about individuals circumstances and experience
12. work with relevant others to assess the needs of people at risk
13. seek support where the needs of those at risk are outside your area of expertise, role and responsibility
14. share information with those who need and are entitled to it within confidentiality agreements and according to organisational policies and procedures,
15. provide information to individuals about their rights in ways appropriate to their age, needs and level of understanding
16. acknowledge the individuals background, dignity, privacy, beliefs, culture, values and rights
17. provide an environment that puts individuals at ease
18. work with individuals in ways that maximise their active participation, independence and responsibility
19. support risk to access advocacy where this has been identified as a need
20. develop a plan with the individual and relevant others to meet the assessed needs
21. provide information to support individuals to make informed choices about the care

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and services they receive

22. implement the plan for the individual within your area of responsibility

23. review and evaluate the plan with individuals and relevant others

24. discuss individuals with your supervisor, to help you cope with your thoughts and feelings about the trauma they have experienced

25. maintain accurate and up to date records in line with your organisation's 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. your role in promoting the rights, choices, wellbeing and active participation of individuals
4. range of agencies and services you may work with
5. how to deal with and challenge discrimination
6. the rights that individuals have to make complaints and be supported to do so
7. how your background, experiences and beliefs may have an impact on your practice
  
8. how to access and work to procedures and agreed ways of working
9. the meaning of person-centred working
10. how to build trust and rapport in relationships with people who are at risk
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 and relevant others
13. how to manage ethical conflicts and dilemmas in your work
14. principles of empowerment and how these may be applied
15. how and when to seek support in situations beyond your experience and expertise
16. sources of help and support for yourself in addressing the emotional impact of your work
17. the nature and impact of factors that may affect the health, wellbeing and development of individuals you support
18. different styles and forms of communication and how to adapt them to meet the needs of the individual
19. common barriers to communication and how to overcome them
20. how to explore expectations with individuals, including expectations from the investigative process, the legal process and the court process
21. how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
22. principles of confidentiality and when to pass on otherwise confidential information
23. types of vulnerability and how this should be assessed and catered for

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24. the ways in which feelings are expressed through behaviour
  25. the wider impact an incident may have on the family, peers, networks and support structures of people at risk '
  26. the importance of engaging with and utilising the support of the family, peers, networks and support structures of people at risk
  27. management and types of exit strategies that can be used to disengage when appropriate
  28. methods of approach to raise awareness of advice and advocacy work with those at risk or their stakeholders
  29. how to observe, record and report incidents of possible abuse or violence in line with organisational policies and procedures
  30. how to distinguish between observation, fact, and information gained

## Glossary

### **Domestic Abuse**

A 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 form of advocacy that places the survivor at the centre of interventions and support work. This means listening to their story, concerns and struggles and identifying strengths. It results in the collaborative production of support packages that are specific to survivors' individual needs. A needs-led approach is an empowering endeavour that pays attention to survivors' intersectional circumstances, avoiding the traps of institutional bias or ineffective responses

### **Strength based approach**

Recognising that individuals have strengths. These strengths are recognised and built on as part of aiding recovery.

### **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 Violence (see also definitions below that may be used covering sexual abuse or sexual assault)**

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

### **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.

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### **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.

### **Trauma Informed Practice**

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

SFJGK511

Contribute to the support of individuals who have experienced trauma, harm or abuse



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