

## Overview

This standard identifies the requirements when leading the safeguarding of individuals and others. This includes supporting the development of practices that support the rights, inclusion and wellbeing of individuals and promotion of safeguarding. The standard covers the development and evaluation of preventative practice and includes acting on cases of harm or abuse.

## Performance criteria

### *You must be able to:*

1. provide access to safeguarding policies and procedures in your workplace
2. provide access to information on the safeguarding requirements and risk assessments for individuals
3. promote a culture that embeds safeguarding into everyday practice
4. encourage others to support the independence, confidence and self-esteem of individuals to maintain their personal safety and decision making
5. promote a culture that empowers individuals to express their needs, thoughts and emotions on personal safety and safeguarding
6. model practice that shows value and respect for opinions, choices and positive risk-taking decisions of individuals to support outcomes
7. procure and support individuals and others to access and use resources, digital tools and devices to support personal safety
8. work in collaboration with individuals and others to identify behaviours, situations and signs that may be harmful or abusive, and take action to minimise or eliminate these risks
9. implement and support others to follow safeguarding policy and procedures when harm or abuse is suspected or disclosed
10. lead on the promotion of working in collaboration with others to safeguard individuals
11. share information and risk assessments to inform safeguarding practices and support others to do so
12. evaluate the effectiveness of safeguarding systems and preventative practices
13. empower individuals and others to contribute to evaluations of safeguarding systems and preventative practices
14. work in collaboration with individuals and others to identify, review and implement any changes required to safeguarding systems and preventative practices
15. complete records and reports required for leading the safeguarding of individuals and others
16. reflect on how you carried out your role and responsibilities to lead the safeguarding of individuals and others

## Knowledge and understanding

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

1. types of harm, abuse, neglect and exploitation
2. what perpetrator behaviour and grooming are, the signs, how it can occur and action to take
3. what bullying is, the signs, how it can occur and action to take
4. the influence of power and how to prevent its misuse by others to hide safeguarding concerns
5. factors that may increase the risk of harm or abuse
6. how to embed neurodivergence and additional needs in safeguarding practice
7. the signs that may indicate individuals or others have been or are at risk of harm or abuse
8. types of actions, omissions, behaviours and situations that may be harmful or abusive, and different perceptions of this
9. transitional phases in the lives of individuals which may increase the risk of harm and abuse
10. the influence of culture, background and spirituality on personal safety and safeguarding
11. the moral and ethical duty to lead practice that promotes the safeguarding individuals, others and wider public protection
12. your lead preventative role in the safeguarding of individuals and others, and the implications of failure to act
13. how to support whistleblowers to come forward
14. the role of risk assessment, risk management and positive risk taking in the safeguarding of individuals and others
15. how to empower others to take correct actions if harm or abuse is suspected or disclosed
16. how to support individuals and others to identify and report harm or abuse, and why it might be difficult for them to do so
17. how to support emotional regulation during safeguarding
18. the role of confidence and self-esteem of individuals and others in maintaining personal safety
19. how to identify and reduce safeguarding risks associated with the use of online digital tools and devices
20. how to support the safeguarding of yourself and others when in a work setting

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or lone working

21. the learning from reviews into serious failures to protect people from harm, abuse, neglect or exploitation, and how to implement learning into practice

22. how to lead on the application of trauma informed principles to safeguard individuals and others

23. how to lead on dignity, kindness and compassion in the safeguarding of individuals and others

24. how to support individuals and others to understand and follow safeguarding information, risk assessments, policies and procedures

25. how to work co-productively with individuals and others to evaluate the effectiveness of safeguarding systems and preventative practices

26. the importance of preserving evidence related to potential harm and abuse and how to support others to do this

27. when you must share information that would otherwise be confidential, and how to support others with this

28. why recording and reporting facts is important in safeguarding, and how to support others to do this

29. what to do if you or others have reported concerns, but no action is taken to address them

30. the records and reports required for leading the safeguarding of individuals and others

31. theories relevant to leading the safeguarding of individuals and others

32. the relevant legal requirements, standards of practice, frameworks and guidance for leading the safeguarding of individuals and others

33. the workplace requirements on equality, diversity, inclusion, and rights when leading the safeguarding of individuals and others

34. how to work in partnership with others to lead the safeguarding of individuals

35. how your personal experiences and unconscious bias may impact leading the safeguarding of individuals and others, and how to address this

36. the role of supervision, reflective practice and learning and development in the safeguarding of individuals and others

## Glossary

The glossary for this National Occupational Standard is available on the Skills for Care and Development website.

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