Gofal Cymdeithasol **Cymru**
Social Care **Wales**

All Wales induction framework for health and social care

Glossary - Adult, children and young people

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Noddir gan
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Glossary - Adults

Actions, behaviours or situations that increase the risk of harm or abuse could include:

- Asylum seeking
- Criminalisation
- Different types of bullying
- Domestic abuse
- Female Genital Mutilation
- Forced marriages
- Hate crime
- Homelessness
- Human trafficking / modern slavery
- Learning disability
- Mental ill-health
- Radicalisation
- Self-neglect
- Sexual exploitation
- Substance misuse.

Active participation[1] is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.

Advocacy - The Social Services and Well-Being (Wales) Act 2014 defines "Advocacy services" as: services which provide assistance (by way of representation or otherwise) to persons for purposes relating to their care and support.

Advocacy supports and enables people who have difficulty representing their interests, to exercise their rights, express their views, explore and make informed choices and could include:

- Self-advocacy
- Informal advocacy
- Collective advocacy
- Peer advocacy
- Citizen advocacy
- Independent volunteer advocacy
- Formal advocacy
- Independent professional advocacy.

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1   National Occupational Standards for Health and Social Care

Additional support needs could be physical, emotional, psychological, social, learning.

Aggressive behaviour can cause physical or emotional harm to others. It may range from verbal abuse to physical abuse. It can also involve harming personal property, in the context of security in the work setting this relates to aggressive behaviour from members of the public rather than individuals.

Best interest decision occurs if someone does not have the mental capacity to make legal, healthcare, welfare or financial decisions for themselves. It is one of the principles of the Mental Capacity Act. The decision can only be made after an assessment has deemed the individual does not have capacity. Strict principles and codes of practice should be followed to carry out the assessment as set out in the Mental Capacity Act.

Carers would include any person over 18 who provides or intends to provide care or support to another adult who needs care. This includes emotional care and support as well as physical. A person who is paid to provide care or does so as a voluntary worker is not considered a carer.

The **Codes of Conduct and Professional Practice** should include The Code of Professional Practice for Social Care; The NHS Wales Code of Conduct for Healthcare Support Workers in Wales, and the Code of Practice for NHS Wales Employers and any additional practice guidance issued by either NHS Wales or the regulators of health or social care in Wales e.g. The Practice Guidance for Residential Child Care for Workers Registered with the Social Care Wales.

Digital competency may be known as digital literacy or information communication technology.

Duty of candour as set out in:

Openness and honesty when things go wrong: the professional duty of candour Explanatory guidance for social care professionals registered with Social Care Wales.

Employer in the case of foster carers or adult placement / shared lives carers, this would be the agency. In the case of personal assistants, this would the person employing them to provide care and support.

Factors that can contribute to falls would include:

- Balance problems
- Muscle weakness
- Poor vision
- Long term health conditions such as heart disease, dementia or low blood pressure that can lead to dizziness and brief loss of consciousness
- Environmental factors such as wet floors; dim lighting; rugs or unsecured carpets; clutter; reaching for storage areas; going up or down stairs; rushing to get to the toilet or answer door.

Factors that may affect the health, wellbeing and development of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse.

Hand washing technique using current national and international guidelines.

Holistic development - A holistic approach to child development focuses on the whole child, such as mental, physical, and emotional wellbeing, and how these factors work together towards overall well-being. Rather than focusing strictly on academic achievements or individual elements of development in isolation. The importance of the Holistic Approach is that children learn different things at different stages, e.g. walking, talking, fine motor skills etc. Taking this approach assures a child centred, individual approach.

The **individual**[2] is the person you support or care for in your work. This could be a child or an adult.

Job Description. This is a list of the responsibilities that you have, the duties that you are expected to carry out in your work and who you report to. Approved adult placement / shared lives carers, foster carers and personal assistants may not have a job description; they will however have a contract, placement agreement or agreement that sets out how they are expected to undertake their role**.**

Key relevant legislation that relates to health and safety would include:

- The Health and Safety at Work Act 1974
- The Management of Health and Safety at Work Regulations 1999
- Workplace (Health, Safety and Welfare) Regulations 1992
- Manual Handling Operations Regulations 1992
- Provision and Use of Work Equipment Regulations 1998
- Lifting Operations and Lifting Equipment Regulations 1998
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Personal Protective Equipment (PPE) at Work Regulations 1992
- Control of Substances Hazardous to Health (COSHH) Regulations 2002.

Key legislation and standards related to infection prevention and control can be found at http://www.wales.nhs.uk/sitesplus/888/page/75726

Legislation, national policies and **Codes of Conduct and Professional Practice** that relate to the safeguarding of individuals:

- Adults - In Safe Hands 2000: Implementing Adult Protection Procedures in Wales
- Adults - Deprivation of Liberty Standards
- Adults - Wales Interim Policy and Procedures for the Protection of Vulnerable Adults from Abuse 2010
- Children - United Nations Convention on the Rights of the Child 1989
- Children - Children Act 1989 and 2004
- Children - All-Wales Child Protection Policy and Procedures 2008
- Children - Working Together under the Children Act 2004
- Generic - Data Protection Act 1998

2   National Occupational Standards for Health and Social Care

- Generic - Human Rights Act 1998

- Generic - Mental Health Act revision 2007

- Generic - Mental Capacity Act 2005

- Generic - Equality Act 2010

- Generic - Safeguarding of Vulnerable Groups Act 2006

- Generic - Social Services and Well-being (Wales) Act 2014

- Generic - Violence against Women, Domestic Abuse and Sexual Violence (Wales) 2015 Act.

Lone working - Lone workers are those who work by themselves without close or direct supervision for example:

- People who work from home

- People working alone for long periods

- People who work outside of normal working hours

- Health and social care workers visiting other premises.

Legislation and national policies (for section 1 principles and values (adults) to include:

- Social Services and Well-Being (Wales) Act 2014

- Equality Act 2010

- Human Rights Act 1998 and associated Conventions and Protocols such as, UN Convention on the Rights of Persons with Disabilities and UN Principles for Older Persons 1991, Declaration of rights of older people in Wales (2014)

- Mental Health Act (1989), Code of Practice for Wales (2008) and the Mental Health (Wales) Measure (2010)

- Mental Capacity Act 2005 and associated Code of Practice

- Deprivation of Liberty Safeguards

- Welsh Language Act 1993; Welsh language measure (2011) and Mwy na Geriau, Welsh Government Strategic Framework for the Welsh Language in Health and Social Care (2103)

Legislation and national policies (for section 2 principles and values (children and young people) to include:

- Social Services and Well-Being (Wales) Act 2014

- Equality Act 2010;

- Human Rights Act 1998 and associated Conventions and Protocols such as, UN Convention on the Rights of Persons with Disabilities, the UN Convention on the Rights of the Child 1990 and the Welsh Assembly Government's Seven core aims for children and young people (2000)

- Welsh Language Act 1993; Welsh language measure (2011) and Mwy na Geriau, Welsh Government Strategic Framework for the Welsh Language in Health and Social Care (2103).

Others would include colleagues, other workers or professionals and families or carers that you may come into contact with when caring for and supporting an individual.

Personal plans[3] set out how the care of an individual will be provided. They are based on assessment information and care and support plans and will cover the personal wishes, aspirations and care and support needs of the individual.

Personal plans will provide:

- Information for individuals and their representatives of the agreed care and support and the manner in which this will be provided

- A clear and constructive guide for staff about the individual, their care and support needs and the outcomes they would like to achieve

- A basis for on-going review

- A means for individuals, their representatives and staff to measure progress and whether their personal outcomes are met.

Planning process would include identifying goals or outcomes and enabling participation in activities; monitoring, reviewing and evaluating plans.

Policies and procedures are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.

Positive approaches[4] are based upon the principles of person centred care:

- Getting to know an individual

- Respecting and valuing their histories and backgrounds and understanding:
  – Their likes and dislikes
  – Their skills and abilities
  – Their preferred communication style and support structures

- Understanding the impact of their environment upon them and using this to identify ways to support people consistently in every aspect of the care that they receive.

Developing good relationships is fundamental, and positive approaches should be used at all times. They are essential when someone is stressed; distressed; frightened; anxious or angry and at risk of behaving in such a way that is challenging to their safety and / or the safety of others.

Positive approaches involve working with an individual and their support systems to:

- Try to understand what someone is feeling and why they are responding in the way they are

- Where possible, undertake any required changes and intervene at an early stage to try and prevent difficult situations at all

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3   Statutory guidance for service providers and responsible individuals on meeting service standard regulations (Welsh Government 2017)
4   Positive Approaches: Reducing Restrictive Practices in Social Care (Social Care Wales publication)

- Understand what needs to be planned and put into place to support the individual to manage distressed and angry feelings in a way that reduces the need for behaviour that challenges any restrictions.

Restrictive practices[5] are a wide range of activities that stop individuals from doing things that they want to do or encourages them do things that they don't want to do. They can be very obvious or very subtle. They should be understood as part of a continuum, from limiting choice, to a reactive response to an incident or an emergency, or if a person is going to seriously harm themselves or others.

Reflective practice is being able to reflect on actions and learn from them to improve practice.

Safe practice to ensure security in the work setting to include:
- Lone working
- Advising of whereabouts
- Access to work settings
- Dealing with incidents of **aggressive behaviour.**

Significant life events[6] would include important changes in an individual's life both positive and negative. For individuals with some conditions they may be changes and disruption to their routines; for others they may be the onset of a deteriorating condition such as sensory loss or dementia; for others they may be a sudden change to their lives such as stroke, accidents, loss and bereavement); and for others it may be a crisis affecting them.

Tokenism is the practice of making only a perfunctory or symbolic effort to do a particular thing.

Transitions[7] could include: people moving into or out of the service provision, births, deaths, marriages, employment, redundancy, retirement, transferring between years in schools or colleges, transferring between education establishments, physical changes such as the onset of puberty, moving into adulthood, becoming a carer.

Unacceptable practices would include[8]:
- Sexual contact with an individual using the service
- Causing physical harm or injury to individuals
- Making aggressive or insulting comments, gestures or suggestions
- Seeking information on personal history where it is neither necessary nor relevant
- Watching an individual undress where it is unnecessary
- Sharing own private or intimate information where it is unnecessary
- Inappropriate touching, hugging or caressing
- Concealing information about individuals from colleagues, for example, not completing records, colluding with criminal acts

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5   Positive Approaches: Reducing Restrictive Practices in Social Care (Social Care Wales publication)
6   National Occupational Standards for health and social care
7   National Occupational Standards for health and social care
8   Professional boundaries: A resource for managers (Social Care Wales publication)

- Acceptance of gifts and hospitality in return for better treatment;
- Spreading rumours or hearsay about an individual or others close to them
- Misusing an individual's money or property
- Encouraging individuals to become dependent or reliant for the worker's own gain
- Giving special privileges to 'favourite individuals' for example spending excessive time with someone, becoming over involved, or using influence to benefit one individual more than others
- Providing forms of care that will not achieve the planned outcome
- Providing specialist advice or counselling where the worker is not qualified to do this
- Failing to provide agreed care and support for or rejecting an individual, for example, due to negative feelings about an individual
- Trying to impose own religious, moral or political beliefs on an individual
- Failing to promote dignity and respect
- Any practices specifically prohibited in relevant legislation, statutory regulations, standards and guidance.

Underlying causes[9] could include:

- Chronic or acute pain
- Infection or other physical health issues
- Sensory loss
- An acquired brain injury or other neurological condition
- Communication difficulties
- Environment
- Fear and anxiety
- Unhappiness
- Boredom
- Loneliness
- Unmet needs
- Demands
- Change
- Transitions
- Recent significant events such as death of a family member
- Past events or experiences
- Abuse or trauma
- Bullying
- Over-controlling care
- Being ignored.

Workplace would be a setting in which care and support is provided e.g. residential child care, individuals own home, foster care etc.

Worker would be the person providing care and support or services to individuals.

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9   Positive Approaches: Reducing Restrictive Practices in Social Care (Social Care Wales publication)

Glossary - Children and young people

Active participation is a way of working that regards children and young people as active partners in their own care or support rather than passive recipients. Active participation recognises each child or young person's right to participate in the activities and relationships of everyday life as independently as possible according t their age and stage of development.

Advocacy - The Social Services and Well-Being (Wales) Act 2014 defines "Advocacy services" as: services which provide assistance (by way of representation or otherwise) to persons for purposes relating to their care and support.

Advocacy supports and enables people who have difficulty representing their interests, to exercise their rights, express their views, explore and make informed choices and could include:

- Self-advocacy
- Informal advocacy
- Collective advocacy
- Peer advocacy
- Citizen advocacy
- Independent volunteer advocacy
- Formal advocacy
- Independent professional advocacy.

Additional support needs could be physical, emotional, psychological, social, learning.

Aggressive behaviour can cause physical or emotional harm to others. It may range from verbal abuse to physical abuse. It can also involve harming personal property, in the context of security in the work setting this relates to aggressive behaviour from members of the public rather than individuals

Areas pertinent to health well-being to include:

- Substance misuse
- Alcohol misuse
- Smoking
- Sex education and positive relationships
- Sexual health
- Protection from prejudice, bullying and abuse
- Mental health
- Self-harm
- Eyesight
- Dental care

- Diet / healthy eating

- Physical exercise

- Gambling

- Debts.

The **Codes of Conduct and Professional Practice** should include The Code of Professional Practice for Social Care; The NHS Wales Code of Conduct for Healthcare Support Workers in Wales, and the Code of Practice for NHS Wales Employers and any additional practice guidance issued by either NHS Wales or the regulators of health or social care in Wales e.g. The Practice Guidance for Residential Child Care for Workers Registered with the Social Care Wales.

Child development includes children from 0 – 19 years of age.

Different types of play would include:

- Creative play

- Physical play

- Imaginative play

- Environmental play

- Structured play

- Unstructured play

- Self directed play

- Adult led play.

Digital competency may be known as digital literacy or information communication technology.

Employer in the case of foster carers or adult placement / shared lives carers, this would be the agency. In the case of personal assistants, this would the person employing them to provide care and support.

Factors that can affect nutrition and hydration can include:

- Culture and religion

- Individual preferences and habits

- Physical factors – positioning, oral hygiene etc.

- Psychological factors – depression, eating disorders etc.

- Income, lifestyle and social convention

- Advertising and fads

- Family and peer group influences

- Ethics, morals and political beliefs

- Neglect.

Factors that may affect the health, wellbeing and personal, physical, social and emotional development of children and young people may include adverse circumstances or trauma before or during birth; attachment; autistic spectrum condition; family circumstances; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; placement disruption; poverty; profound or complex needs; sensory needs; stability; social deprivation; substance misuse.

Hand washing technique using current national and international guidelines.

Holistic development - A holistic approach to child development focuses on the whole child, such as mental, physical, and emotional wellbeing, and how these factors work together towards overall well-being. Rather than focusing strictly on academic achievements or individual elements of development in isolation. The importance of the Holistic Approach is that children learn different things at different stages, e.g. walking, talking, fine motor skills etc. Taking this approach assures a child centred, individual approach.

Job Description - Personal Assistants or approved adult placement / shared lives carers and foster carers may not have a job description, they will however have a contract, placement agreement or agreement that sets out how they are expected to undertake their role.

Lone working - Lone workers are those who work by themselves without close or direct supervision for example:

- People who work from home
- People working alone for long periods
- People who work outside of normal working hours
- Health and social care workers visiting other premises.

Others would include colleagues, other workers or professionals and families or carers that you may come into contact with when caring for and supporting an individual.

Personal care routines would include personal hygiene, bathing, cleaning teeth, menstruation.

Personal plans[10] set out how the care of a child or young person will be provided. They are based on assessment information and care and support plans and will cover the personal wishes, aspirations and care and support needs of the individual.

Personal plans will provide:

- Information for individuals and their representatives of the agreed care and support and the manner in which this will be provided
- A clear and constructive guide for staff about the individual, their care and support needs and the outcomes they would like to achieve
- A basis for ongoing review
- A means for individuals, their representatives and staff to measure progress and whether their personal outcomes are met.

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10   Statutory guidance for service providers and responsible individuals on meeting service standard regulations (Welsh Government 2017)

Planning process would include identifying goals or outcomes and enabling participation in activities; monitoring, reviewing and evaluating plans.

Policies and procedures are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.

Range of agencies would include those from the statutory sector, voluntary sector and schools and education provision in providing advice and support.

Restrictive practices[11] are a wide range of activities that stop children and young people from doing things that they want to do or encourages them do things that they don't want to do. They can be very obvious or very subtle. They should be understood as part of a continuum, from limiting choice, to a reactive response to an incident or an emergency, or if a person is going to seriously harm themselves or others.

Significant life events would include important changes in a child's life both positive and negative. For some they may be changes and disruption to routines or the onset of a deteriorating condition such as sensory loss; for others they may be a sudden change to their lives such as loss and bereavement); and for others it may be a crisis affecting them.

Tokenism is the practice of making only a perfunctory or symbolic effort to do a particular thing.

Transitions could include: children or young people moving into or out of the service provision, births, deaths, transferring between years in schools or colleges, transferring between education establishments, physical changes such as the onset of puberty, moving into adulthood.

Unacceptable practices would include[12]:

- Sexual contact with a child using the service or a family member;
- Causing physical harm or injury to individuals
- Making aggressive or insulting comments, gestures or suggestions;
- Seeking information on personal history where it is neither necessary nor relevant
- Watching a child or young person undress where it is unnecessary
- Sharing own private or intimate information where it is unnecessary
- Inappropriate touching, hugging or caressing;
- Concealing information about children or young people from colleagues, for example, not completing records, colluding with criminal acts;
- Acceptance of gifts and hospitality in return for better treatment;
- Spreading rumours or hearsay about a child or young person or others close to them;
- Misusing a child or young person's money or property;
- Encouraging children or young people to become dependent or reliant for the worker's own gain;

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11   Positive Approaches: Reducing Restrictive Practices in Social Care (Social Care Wales publication)
12   Professional boundaries: A resource for managers (Social Care Wales publication)

- Giving special privileges to 'favourite children' for example spending excessive time with them, becoming over involved, or using influence to benefit one child or young person more than others;
- Providing forms of care that will not achieve the planned outcome;
- Providing specialist advice or counselling where the worker is not qualified to do this;
- Failing to provide agreed care and support for or rejecting a child or young person, for example, due to negative feelings about a child or young person;
- Trying to impose own religious, moral or political beliefs on a child or young person;
- Failing to promote dignity and respect;
- Any practices specifically prohibited in relevant legislation, statutory regulations, standards and guidance.

Underlying causes[13] could include:
- Chronic or acute pain
- Infection or other physical health issues
- Sensory loss
- An acquired brain injury or other neurological condition
- Communication difficulties
- Environment
- Fear and anxiety
- Unhappiness
- Boredom
- Loneliness
- Unmet needs
- Demands
- Change
- Transitions
- Recent significant events such as death of a family member
- Past events or experiences
- Abuse or trauma
- Bullying
- Over-controlling care
- Being ignored.

Workplace would be a setting in which care and support is provided e.g. residential child care, individuals own home, foster care etc.

Worker would be the person providing care and support or services to individuals.

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13   Positive Approaches: Reducing Restrictive Practices in Social Care (Social Care Wales publication)