

# National safeguarding training, learning and development standards



This document was written by **All Wales People First for Social Care Wales**. It is an easy read version of [National safeguarding training, learning and development standards](#).



# How to use this easy read version



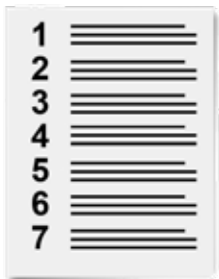
This is an easy read version. The words and what they mean should be easy to understand.



If you need help to read this document, you can ask someone you know well for help.



Some words might be harder to read or understand. These will be in **blue writing**.



All the words in **blue writing** are explained in a list at the end of this document on **page 75**.



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# Thank you

## **Groups we want to thank for helping to develop the national safeguarding training, learning and development standards:**

- Association of Directors of Education in Wales (ADEW)
- Association of Directors of Social Services Cymru
- All Wales Training Manager group
- Cardiff and Vale Regional Safeguarding Board
- Care Inspectorate Wales
- Cwm Taf Morgannwg Regional Safeguarding Board
- Dyfed Powys Police on behalf of the Four Force areas in Wales
- Early Years Wales
- Gwent Regional Safeguarding Board
- Health Education Improvement Wales
- HM Prison and Probation Services
- Hywel Dda University Health Boards
- M and D Care / Care Forum Wales
- Mid and West Wales Regional Safeguarding Board
- National Adult Safeguarding Leads Group
- National Children Safeguarding Leads Group
- National Safeguarding Team (NHS Wales)
- North Wales Regional Safeguarding Board
- National Youth Advocacy Service
- PACEY Cymru
- Pobl Group
- Public Health Wales
- Social Care Wales
- Violence Against Women, Domestic Abuse and Sexual Violence
- Wales Council for Voluntary Action
- Welsh Government
- Western Bay Safeguarding Board



We would like to thank the Chairs of the Regional **Safeguarding** Boards and the National Independent **Safeguarding** Board for their support and endorsement of this work.



We would also like to thank all the other sub-groups, sector groups and the professional representatives' group that have had input into this work

# Introduction



**Safeguarding** is anything that is done to help keep a person safe from **abuse**, **harm** or **neglect**.



The **national safeguarding training, learning and development standards** are a list of things people need to know or do in their role to keep others safe from **harm**.



The standards will be the same across Wales.

The standards will help organisations:



- Know who they must tell about **safeguarding**.



- Know what they must tell each person about **safeguarding**.



- Know about the **Wales Safeguarding Procedures** which say what each person must do if they think someone is at risk of **abuse**, **harm** or **neglect**.



**Safeguarding** includes children, young people up to 18 years old and adults at risk of **abuse**, **harm** or **neglect**.

# The different groups



In the **safeguarding** standards, the word **practitioner** is used to describe the people being trained.



A **practitioner** is anyone who is paid or a volunteer.



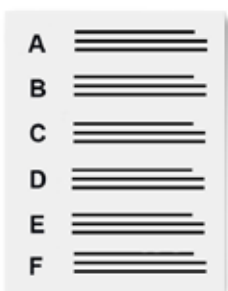
Not all **practitioners** will need to know the same information about **safeguarding**.



Some **practitioners** will need to know basic information.



Some **practitioners** will need to know a lot.



In the **national safeguarding training, learning and development standards, practitioners** have been put into 6 groups – A, B, C, D, E and F.



## The Groups



**Group A** includes all staff and volunteers from:

- Social care
- Health
- Local authority departments
- Education - Nurseries, schools and colleges
- Police and Probation Service
- Charities, 3rd sector organisations
- Others given money from local authorities or health services to work with people



**Group B** includes everyone who meets children, young people or members of the public in their job. This group will include:

- Support workers
- Teachers and support assistants
- **Advocacy** workers



**Group C** includes people whose paid job asks them to keep people safe. This will include **practitioners** working with children, families and adults to:

- Check if there is a risk of **harm, abuse** or **neglect**.
- Plan to stop **harm** from happening.
- Meeting with other workers to make sure everyone is working to keep the person is safe.



**Group D** includes people who work for **statutory services** who make decisions about **safeguarding**. This includes people who work for the area **safeguarding** team.



**Group E** are people who are experts in an area of **safeguarding** and have the final say on **safeguarding** decisions.



**Group F** are people who are in charge of organisations. For example, the Board of Directors or Council Leaders.

# About the safeguarding training, learning and development standards



The standards show what each person must know or be able to do for their role.



Everyone must know the same as Group A. Groups B, C, D, E and F will need extra to do their job.



Some people will be asked to do the training again after a time. This is called **refresher training**.



The standards have been written by Social Care Wales and people from different organisations who work to keep people safe.



The standards follow the laws in Wales and the UK. The standards also follow guidance about **safeguarding**.



In Wales, there are 2 ideas or **principles** that everyone must follow for **safeguarding**:



1. **Safeguarding** is everybody's responsibility.



2. Everybody must put the child or person at the centre of the work they do.



At the start of each group's information there is a list of the most important things this group should know or do. These are called **memorable principles**.

## Group A



Group A includes all staff and volunteers from:

- Social care
- Health
- Local authority departments
- Police and Probation Service
- Education - nurseries, schools and colleges
- Charities, 3rd sector organisations
- Others given money from local authorities or health services to work with people



### Memorable principles:

- I know what the term **safeguarding** means.
- I know what to look out for.
- I know who to report to.

There are 3 parts to the information Group A must know:



1. How to work in ways that keep people safe from **abuse, harm** and or **neglect**.



2. The factors, situations and actions that could mean someone is **abused, harmed** and or **neglected**.



3. How to respond, report and record if you think someone is at risk of or is being **abused, harmed** and or **neglected**.

## 1. How to work in ways that keep people safe from **abuse**, **harm** and or **neglect**.



- Know what is meant by the word '**safeguarding**'.



- Understand the different types of **abuse** and **neglect**. These are described in the Social Services and Well-being Act.



- Know the things you might see or notice that show someone is being **abused**, **harmed** and or **neglected**.



- Know about other ways someone could be at risk of **abuse**, **harm** and or **neglect**. For example:
  - on the internet
  - seeing people in your family hurt by another family member. This is called domestic **abuse**
  - bullying, mate or hate crime.



- Know what laws are part of **safeguarding** and how these are used in real life situations.



- Understand how the law supports people's right to be safe from **abuse**, **harm** and or **neglect**.



- Know the roles others might have in keeping someone safe. This includes health, social services, schools, **advocacy** and other people in different places the person might be.



- Know what each **practitioner** must do.



- Make sure the rights of families, carers and other people are also thought about.



## 2. The factors, situations and actions that could mean someone is **abused**, **harmed** or **neglected**.



- Understand why some people could be more at risk from **abuse**, **harm** or **neglect**.



- Understand how some things about a person or things that have happened to them might lead to **abuse**, **harm** and or **neglect**.



- Understand why people might not talk about **abuse**, **harm** or **neglect**.

3. How to respond, report and record if you think someone is at risk of or is being **abused**, **harmed** or **neglected**.



- Know why it is important to report it if you think someone is at risk of or being **abused**, **harmed** and or **neglected**. **Everyone must report it.**



- Know how and when to report it.



- Know what you should and should not do if you think someone is being **abused**, **harmed** and or **neglected**.



- Know what to do if you have reported **abuse**, **harm** and or **neglect** and you think it is still happening.



- Know what you should report and write down, when you should do this and how the information should be kept.



- Know about **confidentiality**. What you must and must not share about **safeguarding**.



- Understand what might stop someone from reporting or sharing a **concern** about **safeguarding**. And how you can help more people raise **concerns**.



- Know what is meant by **whistleblowing**.

## Group B



Group B includes everyone who meets children, young people or members of the public in their job.



### Memorable principles:

- I am a key part of the **safeguarding** process.
- I know when, how and who to report to.
- I will make sure the person's voice is heard.



On the next page is a list of things the **safeguarding** standards say Group B **practitioners** should know about **safeguarding**. Some is the same as Group A but with more detail.

There are 4 parts to the information:



1. What the law and national rules say about **safeguarding**.



2. How to work in ways that keep people safe from **abuse, harm** and or **neglect**.



3. The factors, situations and actions that could mean someone is **abused, harmed** and or **neglected**.



4. How to respond, report and record if you think someone is at risk of or is being **abused, harmed** and or **neglected**.

## 1. What the law and national rules say about **safeguarding**.



- Understand the different types of **abuse** and **neglect**. These are described in the Social Services and Wellbeing Act.



- Know the things you might see or notice that show someone is being **abused**, **harmed** and or **neglected**.



- Understand other ways someone could be at risk of **abuse**, **harm** and or **neglect**. For example:
  - on the internet
  - seeing people in your family hurt by another family member. This is called domestic **abuse**, bullying, mate or hate crime.



- Know how the law supports a worker's right to be safe from **abuse**, **harm** and or **neglect**.



- Know the roles others might have in keeping someone safe. This includes health, social services, schools, **advocacy** and other people in different places the person might be.



- Know how to do what the law, national guidance, and rules about **safeguarding** say.



- Understand how the law protects people from **abuse, harm** and or **neglect**.



- Be open and honest with people if things go wrong or could have gone wrong. This is called '**duty of candour**'.

2. How to work in ways that keep people safe from **abuse, harm** and or **neglect**.



- Know the role and responsibilities of **practitioners** in **safeguarding**.



- Understand the role of **advocacy** in **safeguarding**.



- Know how to build friendly and trusting relationships with the person, their family and carers.



- Know how to work in a **person centred** or **child centred** way so the **practitioner** is following the **safeguarding** rules.





- Help people make decisions and be in control of their lives so they can live the life they want.



- Promote the the person's voice at all times.



- Support people to balance their rights and their responsibilities. And doing this in a way that does not put the person in danger.



- Know how to work so the person can say how they feel and what they are worried about. The person should not feel:
  - silly
  - rejected
  - like something bad will happen
  - not believed.



- Help the person know how to keep themselves safe from **abuse**, **harm** and or **neglect**.



- Make people aware of the risks of using social media, the internet, and mobile phones.



- Work in ways to keep other **practitioners** and people safe from **abuse**, **harm** and or **neglect**.



- Use time with a manager and other support networks to think about how good a **practitioner** is at keeping people safe from **abuse**, **harm** and or **neglect**.



- Know where to go for advice and support if needed.

### 3. The factors, situations and actions that could mean someone is **abused**, **harmed** or **neglected**.



- Understand why some people could be more at risk from **abuse**, **harm** and or **neglect**.



- Understand how some things about a person or things that have happened to them might lead to **abuse**, **harm** and or **neglect**.



- Understand why people might not talk about **abuse**, **harm** and or **neglect**.



- Know the actions, behaviours or situations that make **abuse**, **harm** and or **neglect** more likely to happen.



- Understand the ways a **perpetrator** might behave. This includes:
  - Bullying.
  - Controlling behaviour.
  - Making the person agree to things they do not really want to do. This is called **coercive behaviour**.



- Learn from reviews and reports of when someone died or was seriously hurt from **abuse, harm** or **neglect** and services did not stop it.

#### 4. How to respond, report and record if you think someone is at risk of or being **abused, harmed** and or **neglected**.



- Know why it is important to report it if you think someone is at risk of or being **abused, harmed** and or **neglected**. **Everyone must report it.**



- Know how and when to report it.



- Know what you should and should not do if you think someone is being **abused, harmed** and or **neglected**.



- Know what to do if you have reported **abuse, harm** and or **neglect** and you think it is still happening.



- Know what you should report and write down, when you should do this and how the information should be kept.



- Know how to record written information correctly. It should be:
  - accurate. This means the facts, like dates and times are right and not what a person thinks.
  - clear and easy to understand,
  - with enough detail.



- Understand the difference between:
  - Fact. What actually happened.
  - Opinion. What you think happened.
  - Judgement. What you think about what happened.



Any reports or records are a legal document and could be used by the police or in a court.



- Understand **confidentiality** and when **practitioners** should and should not share information.



- Understand what might stop someone from reporting or sharing a concern about **safeguarding**. And how you can help more people raise **concerns**.



- Know what is meant by **whistleblowing**.

## Group C



Group C only includes people whose paid job asks them to keep people safe. This will include **practitioners** working with children, families and adults.

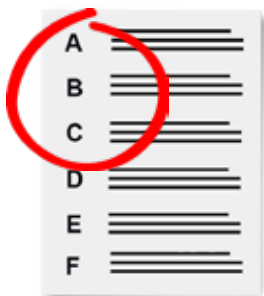


### Memorable principles

- I understand that giving people voice and control is an essential part of decision making.
- I understand everyone's roles and responsibilities in the **safeguarding** process.
- I am able to make clear and balanced decisions.



On the next page is a list of things the **safeguarding** standards say Group C **practitioners** should know about **safeguarding**.



Group C will also need to know the same information as Group A and Group B.



There are 11 parts to the information. Each part has a list of things the **practitioner** should know or do:



1. Rules and laws about **safeguarding**.



2. How to work in ways that **safeguard** people.



3. The factors, situations and actions that could lead to **abuse, harm or neglect**.



4. How to report, respond and record **concerns, disclosures and allegations**.



5. Being **person centred**.



6. Taking part in **safeguarding** processes.



7. Supporting others to **safeguard** people.



8. Working with others to **safeguard** people.



9. Being professional.



10. Working with children and young people.



11. Working with adults.

## 1. Rules and laws about **safeguarding**.

Group C



- Know what laws and rules apply to **safeguarding** and how they are used in real life.



- Understand how the Mental **Capacity** Act is used in **safeguarding**.



- Know how to assess if someone can make a decision. This is called **capacity**.



- Understand how the law protects people from **abuse, harm** and **neglect**.



- Know the different roles and agencies involved in **safeguarding**.



- Be open and honest when things go wrong or could go wrong.

## 2. How to work in ways that **safeguard** people.



- Know the different roles **practitioners** have in **safeguarding**.



- Know about the different types of **advocacy**.



- Build trusting relationships with people, families and carers.



- Let people make decisions about their life as much as possible. Explain decisions they dislike or disagree with.



- Support people's rights whilst doing your job. Make sure people can take risks.



- Help people to share their worries and feelings.



- Help people know how to keep themselves safe.



- Help people know about the risks of using the internet, social media, and mobile phones.



- Work in ways that keep you and other workers safe. Work safely when alone.



- Think about how you work and talk to your manager about things you can do better.



- Know where to go for advice and support if you need it.

3. The factors, situations and actions that could lead to **abuse, harm** or **neglect**.



- Understand why some people could be more at risk of **abuse, harm** or **neglect**.



- Understand how a person's life experiences or how they live can mean they are more likely to experience **abuse, harm** or **neglect**.



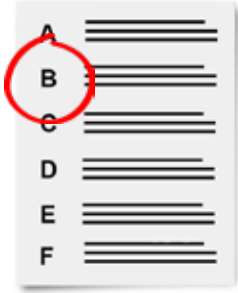
- Understand why people may not talk about **abuse, harm** or **neglect**.



- Understand how the behaviour of a parent or carer can make it more likely someone experiences **abuse, harm** or **neglect**.



- Learn from reviews and reports when things go wrong in **safeguarding**.



4. How to report, respond and record **concerns, disclosures and allegations.**

- These are the same as group B.

5. Being **person centred.**



- Create workplaces that include everyone and use what people are good at.



- When you work with a family to see if any **harm, abuse** and or **neglect** is happening, you should think about their religion and culture.

For example, the clothes people wear might be different to the way you dress.





- Work with the person, the people close to them and other workers to make a plan to keep the person safe.



- Assess if the person has **capacity** to make decisions about risk. You must balance this with their rights and responsibilities.



- Work with others to assess or find out if **abuse**, **harm** and or **neglect** is happening. This is called an **enquiry**.



- Look at the information gathered in an **enquiry** and work out the risk to the person, the people around them and the wider community.



- Talk to the person about the risk and record their wishes and views.



- Make a plan with the person and others, on the best way to keep the person safe. The plan should help the person get the best outcome.



- Think about and plan for changes in the person's life. This might include leaving school, leaving home, becoming a parent, getting older.



- If children or young people miss appointments, are not picked up or you are stopped from seeing them, you must do something about it. It could be a sign that they are being **abused**, **harmed** and or **neglected**.

## 6. Taking part in **safeguarding** processes.



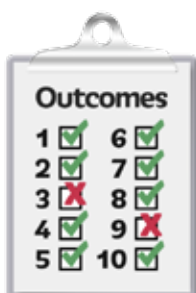
- Take part in reviews.



- Follow the law when presenting information at meetings and in written reports.



- Understand the ways you would find out if a child or adult is known to people working in social care or other agencies.



- All **safeguarding** should be to get the best outcome for the person. **Practitioners** should understand how different agencies work together.



- Understand and help to measure how well services **safeguard** people.



- Know what to do if someone accuses a **practitioner** in a position of trust of **abuse**. This should include going to managers higher up and asking for help.

## 7. Supporting others to **safeguard** people.



- Support others to do what they have to do to keep people safe.



- Know when to ask for help or when to offer help in a work place.



- Understand how it might affect you and other workers when **safeguarding** people.



- Create and support a workplace where people can get better at **safeguarding**.



- Take part in talking about your work with a manager.



- Take part in talking with people you manage about their work.



- Talk with other people you work with about work.



- Give advice about what information you can and cannot share.

## 8. Working with others to **safeguard** people.



- Work with others to do things that reduce the risk of **abuse**, **harm** and or **neglect**.



- Look for risks and find ways of reducing the risks – this is called a risk assessment.



- Work with others when there are **safeguarding concerns**. Use what you know and your experience to manage the risks and help people to stay safe.



- Be aware that you have more power than the people and families you are working with.



- Know when you should work with others to assess and manage **safeguarding** planning.



- Let your managers know if there is not enough money, staff, or another problem stopping you from giving safe care and support.

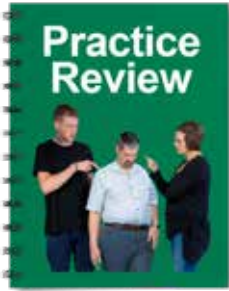


- Take part in or lead reviews of other worker's practice. Take part in or lead meetings with other professionals.



- Know where and when to ask for help.

## 9. Being professional



- Understand what a **practice review** is and how they happen.



- Review your own and other's **safeguarding** work regularly.



- Change how you work to be better at **safeguarding** people based on what you learn from reviews.



- Understand **information sharing, consent** and **confidentiality**.



- Know what a Regional **Safeguarding** Board is and what they do.





- Understand the links between **safeguarding** and the **Criminal Justice System**.



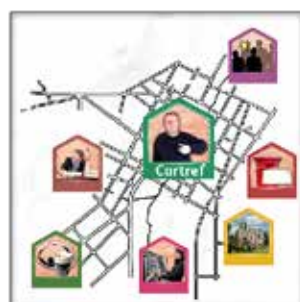
- Understand the different types of witnesses.



- Understand the **principles** of **safeguarding** supervision and support from people in similar jobs to you.



- Understand national and local frameworks for assessing risk and **harm**.



- Keep up to date with what is available to help families.

## 10. Working with children and young people



- Understand what you should do and what the law says about children who are looked after and children who have been in care. You only need to know enough to do your job.



- Understand when a child or adult needs another person with them to keep them safe. This is called a **chaperone**.



- Understand what should happen when a child or young person dies unexpectedly.



- Know that some people will say a child has an illness when they do not. And some people will make a child unwell on purpose.



- Know about **consent** and **confidentiality** for children and young people under 16.



- Know how to check if a child can give **consent**.

## 11. Working with adults.



- Know what to do if an adult dies and there might be **concerns** about **abuse**, **harm** and or **neglect**.



- Understand **consent** and **confidentiality** for adults.



- Know about and put into action the Mental **Capacity** Act 2005 when keeping people safe from **abuse**, **harm** and or **neglect**.

## Group D



Group D includes people who work for **statutory services** and who make decisions about **safeguarding**.

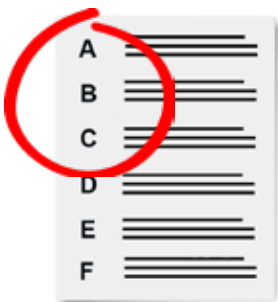


This includes people who work for the area **safeguarding** team.



### Memorable principles

- I will lead the organisation's **safeguarding** agenda.
- I will make sure people's voices are heard at each stage of the process.
- I will use my knowledge and expertise to make **safeguarding** practice better.



Everyone in Group D will need to know everything in Groups A, B and C.



This is a list of the extra information Group D will need. There are 6 parts to Group D information:



1. How to work in ways that **safeguard** people.



2. How to promote **child centred** or **person centred** practice.



3. Taking part in **safeguarding** processes.



4. Supporting others to **safeguard** people.

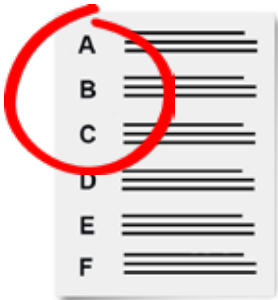


5. Working with others to **safeguard** people.



6. Being professional.

1. How to work in ways that **safeguard** people

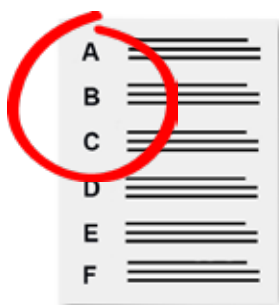


The things on this list are the same as Group A, B and C.



Group D **practitioners** will take the lead and be in charge of these things happening.

## 2. How to promote **child centred** or **person centred** practice.



The things on this list are the same as Group A, B and C.



Group D **practitioners** are in charge of making these things happen.

## 3. Taking part in **safeguarding** processes



- Look at how others work together and assess **safeguarding** to get better results for people.



- Lead your organisation's checks on the quality of **safeguarding**.



- Lead or help to update your organisation's rules and ways of working.



- Make sure your organisation is following the laws about **safeguarding**.



- Understand how people can raise **concerns** about **abuse**, **harm** or **neglect** in your organisation.



- Understand how these **concerns** are dealt with at all levels in your organisation.

#### 4. Support others to **safeguard** people



- Group D **practitioners** must make sure that Group C **practitioners** and other people in their team have enough support to **safeguard** people and follow the rules.



## 5. Working with others to **safeguard** people



- Help make decisions about people who are very high risk of **abuse**, **harm** or **neglect** or of causing **abuse**, **harm** or **neglect**.



- Work with others to **safeguard** people at risk.



- Help Group E and Group C know who to involve in **safeguarding** decisions.



- Contact other agencies if they do not help to **safeguard** people and deal with **disputes**.



- Take part in and chair reviews and other meetings.



- Get help from experts when needed.



- Give advice about rules and ways of working.



- Help with learning and update information.



- Follow the rules about **co-operating**.

## 6. Being professional



- Understand why we hold **practice reviews** and how to lead them.



- Check through **safeguarding reviews**. Look for lessons that could be learnt.



- Make sure you and your team can support each other with **safeguarding**.



- Use what you learn to improve plans for how risk and **harm** is assessed.



- Be the leader for showing how **safeguarding** should be done.

## Group E



This is a list of things the **safeguarding** standards say Group E **practitioners** should know, understand or do about **safeguarding**.

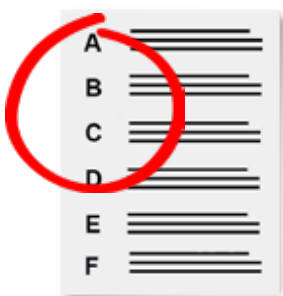


**Group E** are people who are experts in **safeguarding** and have the final say in decisions.

### Memorable Principles



- I have oversight of every **safeguarding** matter in the organisation.
- I will aim to make sure we have enough money and staff to meet the organisation's **safeguarding** duties.
- I will use my knowledge and experience to make **safeguarding** better locally and in Wales.



Group E **practitioners** should know everything Groups A, B, C and D should know.

There are 5 parts to the information for Group E **practitioners**:



1. What Group E practitioners must be able to do to lead on **safeguarding**.



2. What Group E practitioners must be able to do to carry out their specialist role.



3. Knowledge



4. Skills



5. Beliefs and values

1. What they must be able to do to lead on **safeguarding**.



- Group E **practitioners** are in charge of all **safeguarding** activity. They may not do **safeguarding** themselves. They may ask others to do it. But, they are responsible for making sure all the things on this list happen.



- Know the same as Groups A to D.



- Make sure everyone in their organisation has regular time with their manager. This is called supervision. During supervision their manager will check they are working in the right way to safeguard people.



- Make sure staff have the right training. This should include learning from **practice reviews**.



- Make sure that the same training is offered to people in groups B, C and D from all types of organisations, so they can train together



- Check that **safeguarding** is good and getting better.



- Be in charge of **safeguarding** in an organisation.

## 2. What Group E practitioners must be able to do to carry out their specialist role.



- Keep up to date with their specialist area.



- Give advice and guidance to the organisation so **safeguarding** services help people stay safe from **abuse, harm** and or **neglect**.



- Give advice and guidance to Group F on **safeguarding** matters. This will include how services are checked.



- Give advice and guidance to people who ask other organisations to do things on their behalf.

### 3. What they must know.



- Have in-depth knowledge of how Wales, UK and world laws and rules affect **safeguarding**.



- Know when to ask for legal advice and decide how to use the advice.



- Lead on putting national rules into place in the organisation. And checking how well they are working.



- Know who other Group E people are and what their specialist role is.



## 4. Skills.



- Lead, or ask someone else to lead, their organisation's part in a **safeguarding review**. At the review they will look at what has been done well or not so well. They will decide what action to take.



- Provide supervision, appraisal and support to Group D **practitioners**.



- Lead, or ask someone else to lead, reviews of people from different types of organisations. This might include people who work in health, schools or volunteers.



- Work out what rules need to change in their organisation when changes happen in the UK or across the world.



- Deal with complaints about **safeguarding** and help colleagues agree on **safeguarding**.



- Be the person who deals with the media.



- Work out what **safeguarding** services are needed now and in the future.



- Help the leaders of the organisation to know how much **safeguarding** services cost. And work out where more or less money is needed.



- Lead and work with others who work in **safe guarding** across Wales.



- Give presentations to organisation leaders.



- Work with other Group E and Group D **practitioners** on projects across Wales.

## 5. Beliefs and values



Group E **practitioners** must behave in the same way Group D **practitioners** behave and treat people.

## Group F



Group F are people who are in charge of organisations. For example, the Board of Directors or Council Leaders.

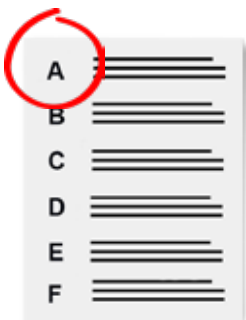


They do not work with people to keep them safe from **abuse**, **harm** and or **neglect** but they are in charge of organisations that do.



### Memorable Principles

- I provide leadership that embraces **safeguarding** public services and promotes working with other agencies.
- I understand the main areas of **safeguarding** and why it is important.
- I will be guided by Group E **practitioners** when someone is at risk of **abuse**, **harm** and or **neglect**.



People in Group F should know the same as people in Group A.



They also need to do or know extra information.  
There are 2 parts to the information for people in Group F:



**1. What Group F Practitioners must do.**



**2. Knowledge and behaviours .**

### 1. What Group F Practitioners must do.



People in Group F are part of meetings that oversee the running of large organisations. They must make sure the things on this list are happening in their organisation.



The organisation is following the rules in Wales and the UK for **safeguarding**.



- Choose a director to lead on **safeguarding**.



- Make sure the organisation is **safeguarding** and protecting people well.



- Make sure **safeguarding** training and the plan to support staff has enough money to work well.



- Make sure staff in the organisation know they should be working with and sharing information with people in their own and other organisations to keep people safe.



- Make sure that the people who are responsible for running the organisation well, for example the Board of Directors, get the right information and are making good decisions. This is called governance.



- Make sure the organisation's **safeguarding** rules and ways of working with children and with adults work well together.

## 2. Knowledge and behaviours



- Understand what **gross negligence** is. Know why it might happen and what would happen if a court found they had grossly **neglected** their duties.



- Understand who is involved in **safeguarding** and what each person must do. They must also know why it's important for people to work together.



- Understand their organisation's duty to be involved, take part in and put into action the things learnt at reviews.



- Understand why they must provide training so staff know how to ask other organisations to **safeguard** people.





- Understand why it is important to check new staff and staff already working in the organisation are safe to work with children and adults. This includes using the **vetting and barring** service.



- Understand the **regulation and inspection** processes.



- Understand that if their organisation has asked another organisation to provide a service, they must check regularly that service is **safeguarding** people well.



- Understand that people in Group F must make sure their organisation has fast and good ways of working in place if a serious **safeguarding** incident happens.



- There are rules about who must be told and by when. If the organisation does not follow these rules, people in Group F will be legally responsible.



- Understand that people in Group F need to have specialist people they can ask about **safeguarding**.

# List of difficult words

## Abuse

Abuse is when a child or adult is treated in a bad way or in a way that makes them feel frightened or unhappy, is harmed, hurt or exploited.

## Advocacy

Speaking up for yourself, or having someone speak up for you, to get your views known.

## Allegation

Saying that someone has done something wrong.

## Capacity

Capacity is being able to understand and remember information long enough to make a decision for yourself.

## Chaperone

An approved person who looks after a child or children during activities. The chaperone must look after the child as if it were their own child.

## Child centred

Listening to the child's words and behaviour and respecting their views and wishes. Making sure the child's voice and control is central to decisions.

## Coercive behaviour

Doing things to a person to control them. Usually it involves threats, hurting the person or making them feel bad.

## Concerns

Thinking that someone is being abused, harmed or neglected.

## Confidentiality

Keeping information about a person secret unless information is shared to keep the person safe.

## Consent

Saying yes to something.

## Co-operating

Working with others and doing what is asked of you. In safeguarding cooperating means doing what you need to do in the safeguarding process.

## Criminal Justice Service

Any service that deals with people after they have been arrested. This can include:

- Police
- Courts
- Prisons
- Youth Offending Teams
- Probation services
- The Home Office

## Disclosure

When someone says they have been abused, harmed or neglected.

## **Dispute**

When 2 or more people or organisations do not agree about a decision.

## **Duty of candour**

Being open and honest with people when things go wrong.

## **Enquiry**

Asking questions and gathering information after a concern or disclosure to find out if someone needs to be kept safe.

## **Gross negligence**

Doing something very bad in work or failing to do something serious in work.

## **Harm**

Hurting a person's body or causing them to feel bad about themselves.

## **Information sharing**

Giving information to another person in your organisation or to another organisation. In safeguarding there are rules about who you must share information with and when.

## **Memorable principles**

The most important ideas to remember.

## **Neglect**

Not doing something to take care of a person either on purpose or accidentally. For example, not giving them medication, leaving them home alone when it is not safe or not helping them to stay clean and healthy.

## **Perpetrator**

A person who causes abuse, harm or neglect.

## **Person centred**

Listening to the person and respecting their views and wishes. Making sure the person's voice and control is central to decisions.

## **Practice review**

A look back at what practitioners did in a safeguarding process.

## **Practitioner**

Anyone paid or a volunteer who works with people.

## **Principles**

Ideas that guide how you work or do things.

## **Regulation and inspection**

Services have rules about how they should treat and care for people. The rules are called regulations. Inspections are when checks are made to make sure a service is following the rules.

## **Safeguarding**

Safeguarding is anything that is done to protect people from abuse, harm or neglect.

## **Safeguarding review**

Looking back at what was done or is being done to safeguard a person. Checking if anything could have been done better and that the rules were followed.

## **Safeguarding training, learning and development standards**

A list of things people should know or be able to do in their role to safeguard people.

## **Statutory services**

Services that the government runs for the good of people in the area. This can include

- Police
- National Health Service
- Social services

## **Vetting and barring**

Checks that are done to see if a person has been found guilty of a crime or of abusing, harming or neglecting someone.

People who have been found guilty of abuse, harm or neglect cannot work with children or adults at more risk of abuse, harm or neglect.

## **Whistleblowing**

When a worker thinks another worker or the organisation is doing something wrong. This is usually if someone is in danger, or a law has been broken.