**Section 6: Safeguarding individuals**

**Introduction to the section**

This section introduces workers to their responsibilities in relation to safeguarding, through consideration of the legislative framework for practice; national policies and the Codes of Conduct and Professional Practice. It also includes:

* Working in ways safeguard individuals form harm, abuse and neglect
* Factors, situation and actions that could lead or contribute to harm, abuse and neglect
* Responding , recording and reporting concerns, disclosures or allegations related to safeguarding

**Useful resources**

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| All Wales Safeguarding Training Pack |

**6.1 Legislative frameworks for safeguarding**

**The purpose of legislation, national policies and Codes of Conduct and Practice in relation to the safeguarding of individuals**

| **6.1a Core knowledge learning outcomes**  | **Evidence used** | **Assessment by who and when** | **Signatures**  |
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| What is meant by the term ‘safeguarding’ |  |  |  |
| Identify the main categories of abuse and neglect  |  |  |  |
| Describe common signs and symptoms associated with harm, abuse and neglect |  |  |  |
| Outline legislation, national policies and **Codes of Conduct and Practice** that relate to the safeguarding of **individuals** – both adults and children and young people and what these mean in practice |  |  |  |
| Explain how legislative frameworks support the rights of individuals to be protected from harm, abuse and neglect  |  |  |  |
| Describe how concerns or incidences should be recorded and reported |  |  |  |
| **6.1b Additional H&SCIF learning outcomes**  | **Evidence used**  | **Assessed by whom and when** | **Signatures**  |
| You are able to show that you know your local and organisational policies and procedures are for safeguarding individuals  |  |  |  |

**6.2 Safeguarding individuals from harm, abuse or neglect**

**How to work in ways that safeguard individuals form harm, abuse and neglect**

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| **6.2a Core knowledge learning outcomes**  | **Evidence used** | **Assessment by whom and when** | **Signatures**  |
| Describe the role and responsibilities of health and social care workers in safeguarding |  |  |  |
| Outline the role of **advocacy** in relation to safeguarding |  |  |  |
| Describe the importance of establishing relationships that support trust and rapport with individuals |  |  |  |
| Describe the importance of person/child centred practice in safeguarding |  |  |  |
| Describe the importance of working in ways that uphold the rights of individuals |  |  |  |
| Outline how to ensure that individuals can express fears, anxieties, feelings and concerns without worry of ridicule, rejection, retribution or not being believed  |  |  |  |
| Describe how to make individuals aware of how to keep themselves safe |  |  |  |
| Outline how to make individuals aware of the risks associated with the use of social media, internet use and mobile phones  |  |  |  |
| **6.2b Additional H&SCIF learning outcomes**  | **Evidence used** | **Assessment by whom and when**  | **Signatures**  |
| You are able to show how you demonstrate person/child centred practice in your work |  |  |  |

**6.3 Factors, situations and actions that could lead or contribute to harm, abuse or neglect**

**The factors, situation and actions that could lead or contribute to harm, abuse and neglect**

| **6.3a Core knowledge learning outcomes**  | **Evidence used** | **Assessment by whom and when**  | **Signatures**  |
| --- | --- | --- | --- |
| Explain why some individuals could be more at risk from harm, abuse or neglect |  |  |  |
| Explain why abuse may not be disclosed by adults, children and young people, family, friends, workers and volunteers |  |  |  |
| Outline actions, behaviours or situations that may lead to harm or abuse |  |  |  |
| Give examples of different types of bullying and its potential impact |  |  |  |
| Domestic abuse |  |  |  |
| Features of perpetrator behaviour and grooming  |  |  |  |
| Criminalisation  |  |  |  |
| Human trafficking / modern slavery |  |  |  |
| Sexual exploitation  |  |  |  |
| Radicalisation  |  |  |  |
| Hate crime |  |  |  |
| Female Genital Mutilation |  |  |  |
| Forced marriages |  |  |  |
| Asylum seeking |  |  |  |
| Explain how to learn from reviews and reports into serious failures to protect individuals from harm, abuse or neglect  |  |  |  |
| **6.3b Additional H&SCIF learning outcomes**  | **Evidence used**  | **Assessment by whom and when**  | **Signatures**  |
| You act in such a way that does not lead or contribute to the harm, abuse or neglect of individuals |  |  |  |

**6.4 Reporting and recording in relation to safeguarding**

**How to respond, record and report concerns, disclosures or allegations related to safeguarding**

| **6.4a Core knowledge learning outcomes**  | **Evidence used** | **Assessment by whom and when**  | **Signatures**  |
| --- | --- | --- | --- |
| Explain how to respond to suspected, disclosed or alleged harm, abuse or neglect |  |  |  |
| Outline boundaries of confidentiality in relation to safeguarding and information that must be shared |  |  |  |
| Describe actions to take if harm, abuse or neglect is suspected, disclosed or alleged |  |  |  |
| Describe actions to avoid if harm, abuse or neglect is suspected, disclosed or alleged, taking account of any future investigations that may take place |  |  |  |
| Explain what is meant by the term ‘whistleblowing’  |  |  |  |
| Explain why it is important to report any concerns about possible harm, abuse or neglect and the duty that everyone has to do this |  |  |  |
| Outline potential barriers to reporting or raising concerns |  |  |  |
| Outline actions to be taken where there are ongoing concerns about harm, abuse or neglect or where concerns have not been addressed after reporting |  |  |  |
| Describe what should be reported and recorded, when this should happen and how this information is stored |  |  |  |
| Explain how to record written information with accuracy, clarity, relevance and an appropriate level of detail |  |  |  |
| Explain the difference between fact, opinion and judgement and why understanding this is important when recording and reporting information |  |  |  |
| **6.4b** **Additional H&SCIF learning outcomes** | **Evidence used** | **Assessment by whom and when**  | **Signatures**  |
| You are able to show that you know your work settings policies and procedures for recording and reporting concerns |  |  |  |
| You are able to demonstrate that you record concerns with accuracy, clarity, relevance and an appropriate level of detail in a timely manner |  |  |  |
| You are able to show that that you know where and how to access additional personal support if dealing with safeguarding issues |  |  |  |

**Glossary**

**Advocacy** the Social Services and Well-Being (Wales) Actdefines “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

The **Codes of Conduct and 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 Social Care Wales.

**‘**The **individual** is the person you support or care for in your work’ this could be a child or an adult

**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

**Additional Information:**

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| **Related Qualifications** |
| Level 2 award social care induction in Wales |
| Level 2 diploma health and social care (adults) |
| Level 3 diploma health and social care (adults) |
| Level 3 diploma health and social care (CYP) |
| Level 2 diploma in clinical healthcare support |
| Level 3 diploma in clinical healthcare support |
| Level 3 diploma in dietetic support |
| Level 3 maternity and paediatric support |
| Level 3 diploma in occupational therapy support |
| Level 3 diploma in physiotherapy support |
| Level 3 diploma in podiatry support for podiatry assistants and technicians |
| Level 3 diploma in speech and language therapy support |
| Level 3 diploma in primary care support |
| Level 3 rehabilitation support worker |
| Level 3 allied health profession support |
| Level 2 diploma in clinical healthcare support |
| Level 3 diploma in clinical healthcare support |
| Level 3 diploma in dietetic support |

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| **Related units** | **Level** | **Knowledge or competence** |
| Induction to safeguarding in social care in Wales | 2 | K |
| CYPM3.3: Understand how to safeguard the well-being of children and young people | 3 | K |
| HSC 024: Principles of safeguarding and protection in health and social care | 2 | K |

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| **Related National Occupational Standards** |
| SCDHSC0024: Support the safeguarding of individuals |
| SCDHSC0034: Promote the safeguarding of children and young people |
| SCDHSC0035: Promote the safeguarding of individuals  |