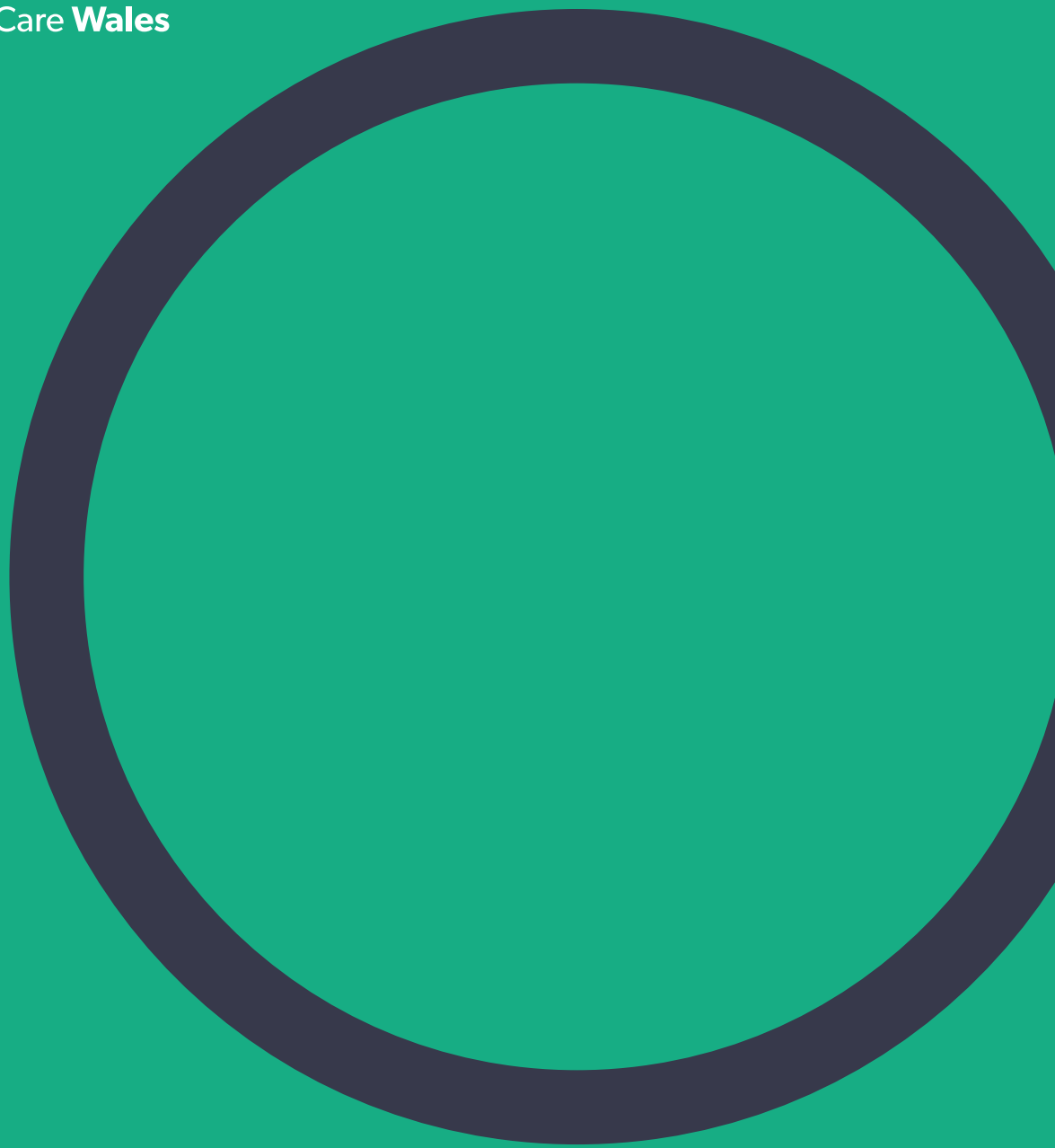




Gofal Cymdeithasol **Cymru**  
Social Care **Wales**



All Wales induction  
framework for  
health and social care:  
**Progress log six**

Safeguarding individuals

December 2017



Noddir gan  
**Lywodraeth Cymru**  
Sponsored by  
**Welsh Government**

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### Further copies and other formats:

This document is available in Easy Read, large text or other formats, if required.

Copies also available in Welsh.

# 6.1 Legislative frameworks for safeguarding

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

6.1a Core knowledge learning outcomes for all workers	Evidence used	Assessed by who and when	Signatures
What is meant by the term 'safeguarding'			
The main categories of abuse and neglect			
Common signs and symptoms associated with harm, abuse and neglect			
<b>Legislation, national policies and Codes of Conduct and Professional Practice</b> that relate to the safeguarding of <b>individuals</b> – both adults and children and young people and what these mean in practice			
How legislative frameworks support the rights of individuals to be protected from harm, abuse and neglect			
How concerns or incidences should be recorded and reported			

<b>6.1b Additional AWIFHSC Learning Outcomes: You are able to work in ways that:</b>	<b>Evidence used</b>	<b>Assessed by who and when</b>	<b>Signatures</b>
Follow your local and workplace <b>policies and procedures</b> for safeguarding individuals			

# 6.2 Safeguarding individuals from harm, abuse or neglect

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

6.2a Core knowledge learning outcomes for all workers	Evidence	Assessed by who and when	Signatures
The role and responsibilities of health and social care workers in safeguarding			
The role of <b>advocacy</b> in relation to safeguarding			
The importance of establishing relationships that support trust and rapport with individuals			
The importance of person/child centred practice in safeguarding			
The importance of working in ways that uphold the rights of individuals			
How to promote an environment where individuals can express fears, anxieties, feelings and concerns without worry of ridicule, rejection, retribution or not being believed			

6.2a Core knowledge learning outcomes for all workers	Evidence	Assessed by who and when	Signatures
How to make individuals aware of how to keep themselves safe			
How to make individuals aware of the risks associated with the use of social media, internet use and phones			
How to work in ways that keep both the <b>worker</b> and the individual safe			

6.2b Additional AWIFHSC Learning Outcomes: You are able to work in ways that:	Evidence used	Assessed by who and when	Signatures
Promote and support the safeguarding of individuals			

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

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

6.3a Core knowledge learning outcomes for all workers	Evidence used	Assessed by who and when	Signatures
Why some individuals could be more at risk from harm, abuse or neglect			
Why abuse may not be disclosed by adults, children and young people, family, friends, workers and volunteers			
<b>Actions, behaviours or situations that increase the risk of harm or abuse</b>			
Features of perpetrator behaviour and grooming			
Learning from reviews and reports into serious failures to protect individuals from harm, abuse or neglect			

<b>6.3b Additional AWIFHSC Learning Outcomes: You are able to work in ways that:</b>	<b>Evidence used</b>	<b>Assessed by who and when</b>	<b>Signatures</b>
Promote safe practice and minimise risks to individuals of harm, abuse or neglect			



# 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 for all workers	Evidence used	Assessed by who and when	Signatures
How to respond to suspected, disclosed or alleged harm, abuse or neglect			
Actions to take if harm, abuse or neglect is suspected, disclosed or alleged			
Actions to avoid if harm, abuse or neglect is suspected, disclosed or alleged, taking account of any future investigations that may take place			
Boundaries of confidentiality in relation to safeguarding and information that must be shared			
What is meant by the term 'whistleblowing'			

6.4a Core knowledge learning outcomes for all workers	Evidence used	Assessed by who and when	Signatures
Why it is important to report any concerns about possible harm, abuse or neglect and the duty that everyone has to do this			
Potential barriers to reporting or raising concerns			
Actions to be taken where there are ongoing concerns about harm, abuse or neglect or where concerns have not been addressed after reporting			
What should be reported and recorded, when this should happen and how this information is stored			
How to record written information with accuracy, clarity, relevance and an appropriate level of detail			
The difference between fact, opinion and judgement and why understanding this is important when recording and reporting information			

<b>6.4b Additional AWIFHSC Learning Outcomes:</b> <b>You are able to work in ways that:</b>	<b>Evidence used</b>	<b>Assessed by who and when</b>	<b>Signatures</b>
Where and how to access additional personal support if dealing with safeguarding issues			
Adhere to your <b>workplace</b> policies and procedures for recording and reporting concerns			
Follow workplace policies and procedures to record concerns with accuracy, clarity, relevance and an appropriate level of detail in a timely manner			