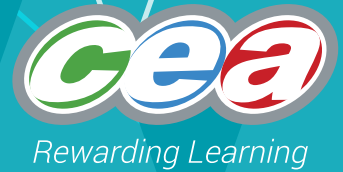


FACTFILE:

GCSE HEALTH AND SOCIAL CARE

UNIT 2: WORKING IN THE HEALTH, SOCIAL CARE AND EARLY YEARS SECTORS



Safeguarding

Learning Outcomes

Students should be able to:

- demonstrate knowledge and understanding of the safeguarding responsibilities of staff in health, social care and early years settings.

What is safeguarding?

Safeguarding refers to the actions taken to protect children and vulnerable adults from any form of mistreatment like abuse or neglect and to promote their welfare. Staff who work in health, social care and early years settings are especially trained in what they must do to safeguard children and adults in their care. Some adults are regarded as vulnerable or in need of protection because they are at greater risk of abuse or neglect due to being less able to take care of themselves; this can be because of their mental abilities, illness or age.

Activity

Invite the designated teacher or deputy designated teacher for child protection (safeguarding) in your own school to come to talk to your class about their own responsibilities as the designated person in the school as well as the responsibilities of all the staff for safeguarding.

Of course, your school is not a health, social care or early years setting, but the responsibilities of staff in health, social care or early years settings will be very similar, so this will be a very good introduction to what safeguarding is about.

Health, Social Care and Early Years Settings

'Settings' refers to the places where services are delivered. Examples of health, social care and early years settings are shown in the table below.

Type of setting	Examples
Health care settings	Local medical centre for GP services, hospitals including mental hospitals and learning disability hospitals, outpatient clinics, private hospitals and clinics, dentists, hospices run by voluntary organisations.
Social care settings	Day centres for older adults or adults with mental health difficulties or learning disabilities, care homes for older people, supported living accommodation for any of these service user groups, respite care facilities for adults.
Early years	Playgroups, private crèches, nursery schools, specialist day care for children with physical and learning disabilities and children's homes.



Health, social care and early years services are also often delivered in service users' own homes. For example, a community psychiatric nurse (CPN) calls to check up on a bipolar patient who lives with his family, carers visit an older person twice a day to help with personal care, a support worker from Home Start visits the home of a young mother with postnatal depression who is struggling to cope with three young children. The safeguarding responsibilities of health, social care and early years staff extend to working with children and vulnerable adults in their own homes.

Safeguarding responsibilities of staff

All staff in health, social care and early years settings are responsible for safeguarding. Managers/team leaders have particular responsibilities to ensure safeguarding procedures are in place, whilst all staff are responsible for following the procedures for safeguarding children and vulnerable adults in the settings they work in. This is not just the responsibility of health, social care and early years practitioners, but ALL staff and volunteers, for example, catering staff in a day centre, cleaning staff in a care home or children's home, caretakers and gardeners at supported living accommodation for adults with learning disabilities and volunteers in any setting, for example parents who help out in a playgroup or drivers who bring vulnerable adults to a day care facility.

Responsibilities of managers/team leaders

Creating policies

Managers are responsible for developing a **safeguarding policy** for all staff in the organisation to follow. This is likely to include:

- Some key definitions and explanations of terms, for example, a definition of 'adult at risk of harm' or 'adult in need of protection'; an explanation of what serious harm and abuse, neglect and exploitation are;
- A statement of the fact that all staff are responsible for safeguarding;
- Information on recognising signs of harm from abuse, exploitation and neglect;
- An outline of the staff's responsibility and the procedures they must follow for reporting safeguarding concerns including information on contacting the organisation's Adult Safeguarding Champion or Child Protection Officer.

Other policies relevant to safeguarding are a **complaints policy** for service users and their families which encourages them to complain if they feel that they or a family member has been in any way mistreated, neglected or abused in the setting and a **whistleblowing policy** which requires staff to report any incidents of abuse or mistreatment by another member of staff they observe or have reason to suspect.

Ensuring Access NI checks have been received

Managers must make sure no one works or volunteers in the setting until Access NI checks have been completed and clearance received. Access NI checks are checks by the police and social services on whether a potential employee/volunteer has a criminal record of any cautions or convictions that would suggest they are unsuitable to work with children or vulnerable adults.

Providing training

The manager has the responsibility to ensure all staff are trained in safeguarding including in the policies listed above. Staff should know about safeguarding, including reporting procedures when they have concerns, before they start to work in the organisation, so this training should be provided at induction. The manager has a responsibility to ensure that safeguarding is a continuing area of staff development after they start to work in the setting.

Acting as designated officer/safeguarding champion

Very often the manager is also the designated person for safeguarding in the organisation, sometimes referred to as a safeguarding champion. This means they have special responsibilities in dealing with any safeguarding issues that are reported to them. They need to assess the information given and ask more questions if necessary, they then have a responsibility to report the situation to social workers at their local health and social care trust or to the police (PSNI).

Activity

Access the leaflet below

<http://www.volunteernow.co.uk/fs/doc/publications/adult-safeguarding-champion-handout-12may16.pdf>

- (a) Make notes on the responsibilities of an adult safeguarding champion (ASC) in an organisation. These would be the same as the responsibilities of the designated child protection officer in an early years setting.
- (b) Explain briefly what an ASC has to do when he or she receives a report of a safeguarding concern in the organisation.

Responsibilities of all staff**To attend safeguarding training**

All staff have a responsibility to attend training in safeguarding to help them to understand what abuse and neglect are and the signs to look out for. At this training, they will be made aware of the safeguarding policy which will outline their responsibility to report their concerns and the procedures they need to follow to do so, including the name of the designated person/safeguarding champion and how they can be contacted.

To be vigilant for signs of abuse and neglect and listen carefully to reports

Staff should know about the main types of abuse and look out for any indicators i.e. behaviours that would suggest a child or vulnerable adult is being abused.

Activity

Access the short training video on the link below

<https://www.youtube.com/watch?v=vM05rojeID0>

- Make notes on the four different types of child abuse and some of the possible indicators that a child is being abused or neglected.
- Can you think of any additional indicators of abuse or neglect? Make your own list.
- Compare your answers with the information given by the NSPCC at the link below

<https://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects/>



Staff also need to listen carefully to what children and vulnerable adults tell them about being abused or neglected. They should reassure a service user that it was right to tell, that it is not their fault and that they will do something to help.

Report their concerns

If a member of staff has a suspicion or concern that a service user is being abused or if a service user discloses this to the member of staff, the member of staff must make a report to the designated person/safeguarding champion immediately. It is really important to do so even if they are unsure- it will be up to the designated person/safeguarding champion to assess the situation further.

Activities

- Talk to an individual who works in a health, social care or early years setting about what sort of training they have had and their safeguarding responsibilities. Share the information with your class.
- Watch the video on the link below, 'The Story of Baby P', to help you to understand the potential consequences of staff failing in their safeguarding responsibilities
<https://www.youtube.com/watch?v=T9H5UB-FCqk>

