

## Care Skillsbase: Skills Check 36

### Safeguarding

#### Interviewer's pack

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- Skills Check activity
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Summary	
<b>Suitable for</b>	Care/support worker
<b>Skill checked</b>	Spoken communication
<b>Covers</b>	Language and concepts associated with safeguarding
<b>Learning for interviewer</b>	Can the member of staff discuss safeguarding with understanding?
<b>Learning for member of staff</b>	Language and concepts associated with safeguarding, including different types of abuse and neglect and how we safeguard against them
<b>Approx time needed</b>	Total: 30 minutes (15 minutes for Skills Check and 15 minutes for feedback)
<b>How it works</b>	Offers information and discussion questions about safeguarding. Use it to develop a short discussion. Use the discussion to check the person's spoken communication skills.
<b>Before you start</b>	Read the <b>general guidance</b> in the <b>Skills Check</b> area of the Care Skillsbase website.

**We welcome suggestions to improve this Skills Check. Please use the contact form on our website at [www.scie.org.uk/careskillsbase](http://www.scie.org.uk/careskillsbase)**

## Understand the Job: Safeguarding

Effective communication is vital in health and social care. Use this activity to learn more about the **communication skills** you will be using in your job.

First, write your name and today's date on the line below.

(First name)

(Last name)

(Date: Day-Month-Year)

.....

### 1. Did you know? Safeguarding means protecting.

Safeguarding the people in our care is the one of the most important parts of our job.

The people we care for are often **vulnerable** – open to abuse and neglect. It is our responsibility to **safeguard** them from abuse and neglect. To do that, we must look out for signs of abuse or neglect.

### 2. Abuse and neglect

To **abuse** someone is to treat them badly. To **neglect** someone is to fail to care for them.

Here is a list of different types of abuse and neglect.

**Physical abuse** e.g. hitting the person, restricting their movements, not allowing them proper food or drink, not keeping them clean or warm

**Emotional / psychological abuse** e.g. threats, bullying, isolating the person, humiliating them

**Sexual abuse** includes any sexual act to which the person has not freely and knowingly agreed

**Financial abuse** includes any sort of stealing from the person (money or possessions)

**Institutional abuse** includes anything an organisation does that harms the person either physically or emotionally, e.g. not providing enough fluids to drink, or disrespecting a person's religious beliefs

**Self-neglect** is when the person fails to take care of themselves, e.g. not washing themselves.

**Neglect by others** is when those meant to look after the person fail to do so properly, e.g. they do not move the person regularly to prevent pressure sores.

**What do you think?** In what ways are the people you care for vulnerable to abuse and neglect?

### 3. Safeguarding the people we care for

To protect the people in our care from abuse or neglect, we work in a **person-centred** way, promoting **empowerment** and **managing risk**. This means treating the people we care for with dignity and respect, seeking their view on things, supporting them to make choices and take decisions for themselves, so that they can live as independently as possible.

#### What do you think?

1. How does working in a person-centred way help us to safeguard the people we care for?
2. Why is it really important to make it easy for people in our care to complain?
3. If you think someone in your care is being abused or neglected, what actions must you take?

### 4. Communication skills

Why are good communication skills vital to effective safeguarding?

<b>Feedback form</b>	Date:			
Staff member's name				
Staff member's job title				
Interviewer's name				
Interviewer's job title				
<b>1. Interviewer's view</b>	The member of staff ...	<b>No</b>	<b>Partly</b>	<b>Yes</b>
a.	Used spoken communication effectively one to one.			
b.	Understands what key words and ideas mean in relation to his/her work.			
<b>2. Interviewer's reasons</b>	The member of staff ...	<b>No</b>	<b>Partly</b>	<b>Yes</b>
a.	Expressed him/herself clearly, appropriately and with confidence.			
b.	Showed understanding of specialist care words and ideas; was able to relate them to his/her own work (care knowledge).			
c.	Spoke in a way that was easy to understand (pronunciation).			
d.	Found the words s/he wanted, or explained effectively with other words (general vocabulary).			
e.	Used clear, grammatically accurate language (grammar).			
f.	Spoke at a normal pace, without long pauses, repetition or self-correction (fluency).			
g.	Understood and responded appropriately to instructions and questions (listening).			
<b>3. Next steps to help develop skills and knowledge for the job</b>		<b>Yes</b>	<b>No</b>	
a.	Interviewer will arrange monitoring, feedback and support from a supervisor.			
b.	Interviewer and member of staff will plan personal development to improve staff member's understanding of key social care words and ideas.			
c.	Interviewer and member of staff will plan personal development to improve staff member's spoken communication skills.			
<b>4. Interviewer's signature</b>	<b>Staff member's signature</b>			

*Use the other side of this sheet for notes.*

<b>Personal development form</b>	Date:	
Staff member's name		
Staff member's job title		
Interviewer's name		
Interviewer's job title		
<b>1. Learning aim: to work safely and meet quality standards, the member of staff should develop the following knowledge and skills</b>		<b>Tick (✓) if 'yes'</b>
a. Speaking and listening skills: to communicate clearly and with confidence on the job.		
b. Specialist care terms: to understand and relate key words and ideas to his/her job.		
<b>English language skills</b>		
c. Pronunciation: to speak in a way that is easy for others to understand.		
d. General vocabulary: to be able to find the right words when talking.		
e. Grammar: to help express ideas in precise, accurate language.		
f. Fluency: to speak at a normal pace, without long pauses, repetition, self-correction.		
g. Listening comprehension: to understand questions, requests, instructions.		
<b>2. How will the learning happen?</b>		
<b>3. What support and resources will be needed to make the learning successful?</b>		
<b>4. When will the learning happen?</b>		
<b>5. How will we know the learning has been successful?</b>		
<b>6. Progress review date:</b>		
<b>7. Interviewer's signature</b>	<b>Staff member's signature</b>	