



Devon Prison Cluster  
**Buddy Support  
Worker Induction  
Programme**

Prisoners assisting other prisoners



Understanding your role  
and personal development

Care Certificate: Standard 1 and 2:

## **Understanding your Role and Personal Development**

Behaviours from the NHS 6 Cs

# To complete this module...

you will need to show that you understand the outcomes listed below. Please use this booklet as a guide but don't copy directly from this. When writing your answers in your workbook, please try to give your own examples.

## **Outcomes**

- Describe the main duties and responsibilities of your role within the context of the prison setting.
- Explain how previous experiences, attitudes and beliefs might affect the way you work.
- Clearly identify what tasks and activities you are not allowed to undertake in this role.
- Clearly identify the Prison procedures and areas of practice that relate to your role.
- Explain why it is important to follow the agreed ways of working that the prison has set out.
- Explain how and when to escalate any concerns you might have, about someone you are supporting.
- Explain why it is important to be honest and identify where errors may have occurred and to tell the appropriate person.
- Explain why feedback from others is important in helping to develop and improve the way you work.

**In addition to those outcomes listed above, you will also be observed in the workplace and will need to demonstrate the below outcomes:**

- Show that you are working in accordance with the agreed ways of working within the Prison.
- Show that you can access full and up-to-date details of agreed ways of working, which are relevant to your role.
- Show that you can access support and advice about, resolving conflicts.

**Make sure that you use this guide in conjunction with your Job Description.**

# Introduction

## Prisoners assisting other prisoners

The purpose of the **Buddy Support Worker** role is to help, support and encourage other prisoners who, for whatever reason, are experiencing permanent or temporary practical difficulties in managing their day to day lives. The role has been designed to assist with, and perform, basic tasks around domestic cleaning, personal care and accessing services within the regime of the Prison Service.

Prisoners are not permitted to provide other prisoners with **intimate care**. They may, however, provide some **personal care**.

The term **intimate care** refers to tasks concerned with personal hygiene and bodily functions and products, particularly those that require contact with or the exposure of intimate parts of the body. These must not be allocated to prisoners to undertake.

### Some examples of intimate care include:

- Feeding: (as distinct from managing and maintaining nutrition which may be supported through activities such as cutting up food and transporting food)
- Oral care, including teeth cleaning
- Washing body areas that are usually clothed for privacy and dignity
- Dressing and undressing immediate body areas that are usually clothed for privacy and dignity
- Toileting support, e.g. changing continence pads/nappies
- Assisting an adult with cleaning themselves, following a soiling or wetting episode.

The term **personal care** is a broader one that applies to tasks that do not require contact with or the exposure of intimate parts of the body.

### Some examples of personal care include:

- Dressing and undressing body areas that may or may not be clothed for privacy and decency (this is often defined by cultural preference)
- Maintaining hygiene for bodily areas that are normally exposed
- Providing mental stimulus support for adults that have a permanent or temporary mental impairment or diminished mental capacity
- Support with movement or transportation
- Support with nutritional requirements which do not reach the level of regular feeding
- Applying make-up where necessary
- Maintaining personal appearance
- Skin care (of non-intimate areas)
- Providing reminders for essential activities like taking medication/going to the toilet

This information has been extracted from the PSI – Prisoners Assisting Other Prisoners.

# Appropriate activities for prisoners providing assistance

**Some examples of the types of activities that are acceptable for prisoners to undertake when assisting other prisoners that may be contained in individual care plans are:**

- Transportation, to help prisoners move from one area of a prison to another due to a physical impediment, permanent or temporary.
- Transportation of food to and from the designated kitchen areas.
- Cutting up food where appropriate.
- Helping to keep a prisoner's cell tidy and accessible.
- Providing reminders about the need for hygiene to be maintained.
- Helping to reorganise prisoner's cells so that necessary items are accessible.
- Accessing work, training, education, volunteering or recreational activities that are available in the establishment.
- Helping prisoners to raise concerns regarding abuse and neglect where their impairment prevents them from doing so.
- Moving and handling, including manual lifting where appropriate.
- Helping prisoners to read and have an improved understanding of instructions that are labelled throughout the establishment.

The role of Buddy Support Worker is to actively support individuals (who have been assessed for social care needs) to be as independent as possible within the regime of the Prison system and to monitor and prevent, wherever possible, any decline in the individual's ability.

The Induction programme for the role of the Buddy Support Worker within the Devon Prison Cluster has been developed using adapted standards from the National Care Certificate. These are the occupational standards that workers across Health and Social Care services adhere to. They were introduced to provide a level of consistency across different Health and Social Care services, arising from serious investigations into poor care practices. The reason that the Induction programme has been based on these same standards is to ensure that the same level of skills, knowledge and behaviours required to provide high quality support to individuals within the prison system are implemented, in the same manner as they are in Health and Social Care settings across the community.

It is acknowledged that the Buddy Support Worker will not be undertaking the same level of responsibility as support roles in the community and that the role will be governed by Prison regimes and regulations. Therefore not all of the standards have been used and where they have, they may have been adapted to meet the requirements of this role. In addition, further occupational standards have been specifically developed for this role to meet the principles of the National Offender Management Service, Prisoners Assisting other Prisoners policy.

# Behaviours

This Induction programme has also embedded behaviours based on the “6 Cs” as these have to be followed by everyone working in the health sector and came about as a result of the Francis Report. Social care values also reinforce these. Think of the 6 Cs as a wheel which cannot turn unless every component is there. If you take out any segment the wheel will not function.

## Care

We need to make sure that the care we provide is of the highest quality. Care needs to be appropriate to each person’s own particular needs. Personalising services ensures that the care is tailored to the person.

## Compassion

This is reflected in how we provide the care: what we say and what we do. Our attitude to the person and our job is important as it influences what we say and do. We need to work using and showing respect, empathy, kindness, warmth and ensuring that people’s dignity and rights are not violated. We do this by providing personalised services and involving people in making decisions about how we support them.

## Competence

Our role in health and social care requires us to ensure that we have the skills, knowledge, ability and appropriate attitude to carry it out successfully and safely. This involves keeping up to date and embracing change when the old way of doing something is no longer considered appropriate or acceptable. We remain competent when we take on board the need to change in the light of research, evidence, new policies and the law.

## Communication

We have both a responsibility to ensure that we communicate with others clearly, appropriately and accessibly and that we maximise, accept and recognise the communication of those with whom we work. This involves understanding the importance of facilitating the person’s ways of communication; listening to what they say and adapting our own communication appropriately. It involves taking on board fair criticism. Clear communication enables people to make independent and informed decisions about their lives.

## Courage

We have a responsibility to be brave to stand up for people’s rights without compromising on this. This includes exposing poor practice to prevent people from having a substandard service or being put at risk of abuse.

## Commitment

Working in any health, care or support work requires personal as well as professional commitment. It involves doing what we promise and being reliable, trustworthy and honest.

# Values

(Extract from page 2 of the Skills for Care / Skills for Health / Department of Health Code of Conduct for Healthcare Support Workers in England)

**As a healthcare worker or adult care worker in England you must:**

1. Be accountable by making sure you can answer for your actions or omissions.
2. Promote and uphold the privacy, dignity, rights, health and wellbeing of people who use health and care services.
3. Work in collaboration with your colleagues to ensure the delivery of high quality, safe and compassionate healthcare, care and support.
4. Communicate in an open and effective way to promote the health, safety and wellbeing of people who use health and care services.
5. Respect a person's right to confidentiality.
6. Strive to improve the quality of healthcare, care and support through continuing professional development.
7. Uphold and promote equality, diversity and inclusion.

## Main duties and responsibilities

(Taken from Social Care information and Learning Services)

A **duty** is something which you must do because it is within your job role or something which you must do to abide by the law. It can be a combination of tasks which you must carry out to do your job, e.g. you must keep the individuals you support yourself and colleagues safe by minimising any harm or risk. You have a duty to report any case where you suspect that abuse has taken place, may take place or is taking place.

A **responsibility** is something which you must act on your own to do because of your position. It may be part of a duty such as: You must take personal responsibility for knowing, using and following the Joint Safeguarding/Protection procedures coordinated in the relevant local authority area.

**The list below is general but your terms and conditions of service and job description will spell out your specific roles and responsibilities:**

- Following instructions, policy and practice, e.g. addressing the care plan/support plan and carrying out duties specific to your role, abiding by health and safety and risk management processes. Raising concerns with your supervisor about your organisation's policies and practice which might need to improve.
- Applying and abiding by the law. This involves ensuring that you understand what is lawful and unlawful in relation to your work and your personal and professional conduct.

- Using and learning professional skills and methods, e.g. knowing and using the correct and approved techniques for procedures such as moving, handling and positioning people. Accepting that you need to engage in ongoing learning and development, identifying and addressing your gaps in skills and knowledge. Informing your Supervisor if you feel that you are unconfident in carrying out an aspect of your work and accepting that you need to address your shortcomings and build on your strengths. Applying techniques such as listening skills, reflective practice and developing your ability to empathise.
- Recording, writing down accurate records. This includes writing and recording what happened clearly and separating fact from opinion. It also includes ensuring that your literacy and numeracy skills are addressed.
- Observing and maintaining confidentiality, ensuring that you understand and maintain confidentiality (with regards to service users', colleague's and other people's personal information) including how you protect people's personal information at every level (including verbal, written and electronic formats). This involves knowing and applying data protection legislation requirements.
- You are required to understand and follow the ethics and values of social care, for example ensuring that you maintain service users' dignity, rights and freedoms at all times and treat them with respect. Having the ability to differentiate between good and poor practice. Being honest, trustworthy, compassionate and reliable. Accepting and celebrating difference.
- Understanding and maintaining professional and personal boundaries. Knowing that you must constantly reinforce professional boundaries as blurring them can lead to you and service users being compromised.
- Knowing how to behave in the workplace, understanding the codes of conduct you are required to maintain, including treating your colleagues as well as service users and other professionals with respect. Understand the impact that your behaviour at work might have on others and reflect on the organisation in which you work.

# Personal development

During this induction programme, you will need to demonstrate your ability to work effectively and safely in this role. You will need to show that you can meet the required standards within this programme and that you can demonstrate what you have learnt in your role within a Prison setting.

The standards are completed in bite-size modules and form the foundation of the role. However, it is important to note that there will be further training and development areas identified and a need to refresh skills as you develop within this role. The programme has been designed to be flexible, so that the Supervisor can decide which order and which modules they want you to undertake, for example if the Prison will not be using a stair lift then they can remove this from the programme.

In the community an induction process normally takes 12 weeks, this is just a guide for the Prison service as it is important that the induction process is undertaken within the regime and requirements of the Prison service and not rushed or compromised. This role is a very trusted position within the Prison service, so it is important that you are competent in the areas required to assist other prisoners that can be vulnerable.

In order to deliver this induction programme there are a number of resources that are available to support this. For each standard there is a guidance booklet which you can keep to refer to.

To prove your ability to work against and show your understanding of the standards, you will answer questions in the workbook which will be backed up by discussion with your Supervisor. This is to ensure that you are feeling confident and that you understand the knowledge standards within the induction. It is also important to check that the answers are your own work and your Supervisor is satisfied with your responses.

You will also be observed in your workplace, whilst you are supporting other prisoners (that you have been allocated) with areas that they need help and support in. It is important to ensure that you transfer your learning into the workplace and can apply what you have learnt.

# Occupational standards for your role

## The foundation modules that form the induction:

1. **Understanding your role and personal development**
2. **Duty of care**
3. **Equality and diversity**
4. **Working in a person-centred way**
5. **Communication and advocacy skills**
6. **Privacy and dignity**
7. **Fluids and nutrition**
8. **Safeguarding adults, including self harm**
9. **Health and safety**
10. **Handling information**
11. **Cleaning and infection prevention / control**
12. **Assisting someone in a wheelchair / using a stair lift**
13. **Awareness of mental health, dementia and learning disability**
14. **Health and healthy aging**

These are approached in stand-alone modules so that they are manageable and can be delivered in a flexible manner. This also enables the Supervisor to prioritise or remove modules if not required.

However it is important to note that you should be encouraged to see how all of the modules fit together to support an overall approach in working with an individual in a person centred way. So, if we look at an example – **assisting someone to get to a health care appointment** – you would need to be aware of:

- **Communicating** to the person – you may even have to speak on behalf of the person (**advocacy**).
- **Person-centred support** – ensuring the individual is fully involved in their support.
- **Health and safety** – supporting the person to safely get to the appointment, perhaps **using a wheelchair** or a stair lift.
- **Infection control procedures**.
- All of your actions will be underpinned by **Safeguarding** and **Duty of Care**.

## Skills and development activities that you would like to undertake in the future

As you develop in this role, you will identify areas that you will need further training or development on. Please use this table to record these and then you can discuss them with your Supervisor/Social Worker in the future to see how you can be supported to further develop in your role.

<b>Area identified for further training or development</b>	<b>Reason why you think this would be beneficial</b>