



# **BE A BOSS: MODULE 8**

## Being and Keeping Safe

The learning outcomes of this module are:

- 8.1 Recognise what keeps people safe**
- 8.2 Recognise how to stay safe during the recruitment process**
- 8.3 Recognise what high quality means with your supports and services**
- 8.4 Know where and how to get more information and support**



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**Don't forget!**

**Make sure you save your work by downloading and saving this PDF to your own computer before you write in it.**

## Activity 1: Beginning Reflection

What does being and feeling safe mean to you?

As a self-manager who may already hire your own workers, what are the important aspects of safety for you? Do you have ways you check on how things are going and make sure they're on track?

If you are new to hiring workers, what will be important to consider in terms of safety?

## Activity 2: Vulnerability, risk and safeguards

In the video tutorial, we said that vulnerability was about being at risk of being harmed. While everyone is vulnerable, people with disabilities can experience heightened vulnerability. Safeguards are actions that help a person to be safe in community, to take advantage of opportunities, and to minimise the chance of harmful things happening.

To think about how this relates to you, let's look at the What If exercise in more detail.

Think of a situation, goal, or activity you want to do. You can use the table below to write down everything you think might be risky about that situation, goal or activity. The question "What If?" can be very helpful, as it can be used to record worries or fears that might be unspoken and stop things from moving forward.

This activity can be very useful to do with people you trust. Together, you can think about what can minimise or prevent any risks. We have used an example from Samir:

<b>What is the situation, goal or activity I am thinking about?</b>		
For example, Samir wanted to join a group that went out on Friday and Saturday nights.		
<b>What If?</b>	<b>What could I/we do about this?</b>	<b>Do I need any support? If so, what kind? Who can help?</b>
For example, What If I miss the last train home?	<p>For example, I can invite someone else to go with me.</p> <p>What about trying a reminder on my phone?</p> <p>I can call someone who has agreed to pick me up if needed.</p>	<p>Yes, I will need help to learn about my phone and planning for the train.</p> <p>Maybe I can use my NDIS funding for someone to help me learn to do this.</p>

## Now it's your turn

What is the situation, goal or activity I am thinking about?		
What If?	What could I/we do about this?	Do I need any support? If so, what kind? Who can help?

# Activity 3: Staying safe in recruitment

How will you stay safe when you are recruiting?

Below is a checklist of ideas we went through in the video tutorial. You can highlight or write comments about the ones you would like to do. There is also space to add other things you want to do:

<b>Ideas for staying safe in recruitment</b>	<b>Which ones do you want to do, and do you want to add further information?</b>
Meet in a neutral location like a café	For example: I think a cafe is not private enough. I'm going to book a room at the library.
Get applicants' contact details before I meet them	For example: I will ask for their resume.
Don't give out my address or personal details before I have met the applicant	
Always have at least one other person if meeting the applicant in my home	

<b>Ideas for staying safe in recruitment</b>	<b>Which ones do you want to do, and do you want to add further information?</b>
Have my mobile phone with me	
Check their police clearance is current	
Check their Working with Children card is current	
Think about personal information I shouldn't share	
Check references. Make sure at least one reference is from someone who isn't family or a friend	
What else?	

## Activity 4: Checking the quality of my supports

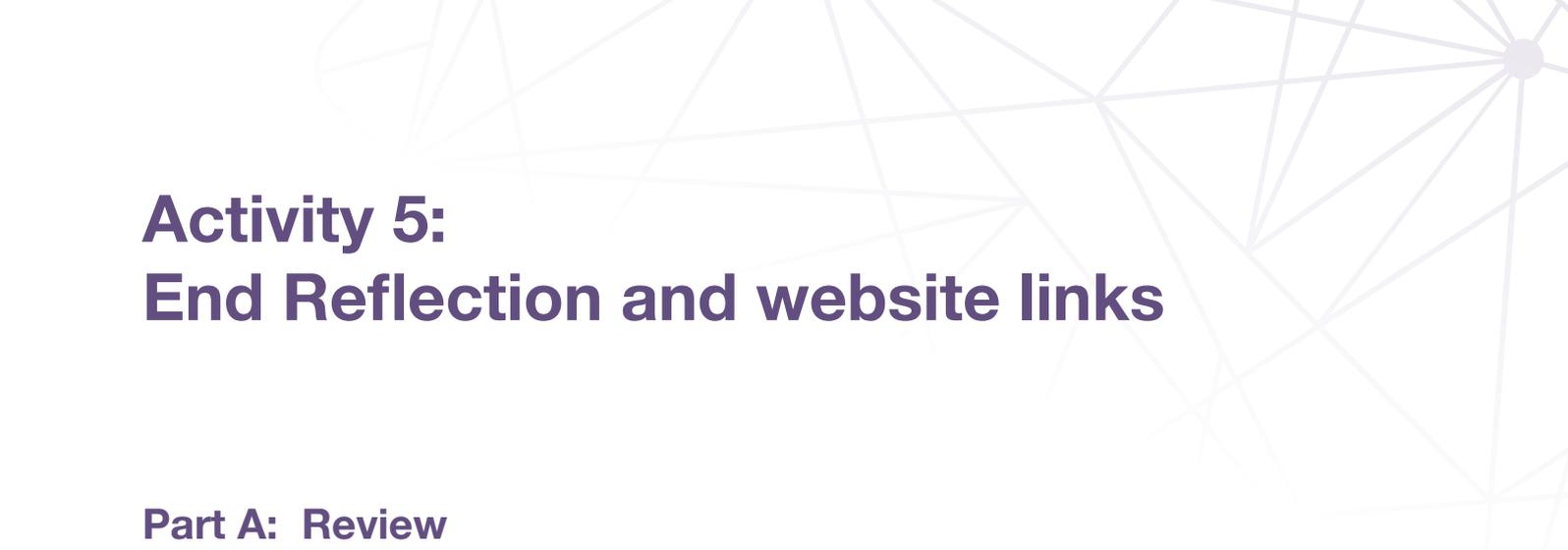
John Armstrong introduced three important ideas about evaluating quality in your life and supports. The first idea was about defining what 'beneficial and excellent' looks like to you. And to then use the ideas of relevancy and potency to assess if the reality matches your definition of excellent.

So, take time now to reflect on your vision and goals in life. Next, think about achievable steps to work towards your goals, and record your ideas below. These steps are the starting point for defining what **'beneficial and excellent'** looks like to you.

How do you think things are going towards your goals? Are you being supported in your steps to achieve these?

If you think there are parts of your life that could be stronger, we really recommend you look at a resource on our website called [‘Preparing to Plan Resource Guide and Card Set’](#). There are very practical activities and questions that you can look at in 11 different areas of life like work, home and relationships.

Next, think about John’s idea of **potency**. This is about how things that bring strength to the actions towards your goals are done. For example, John talked about checking whether time was being used well. Take time to think about how your supports are being used. Are they focussed on the most important things? Does anything need to change? Record your thoughts here:



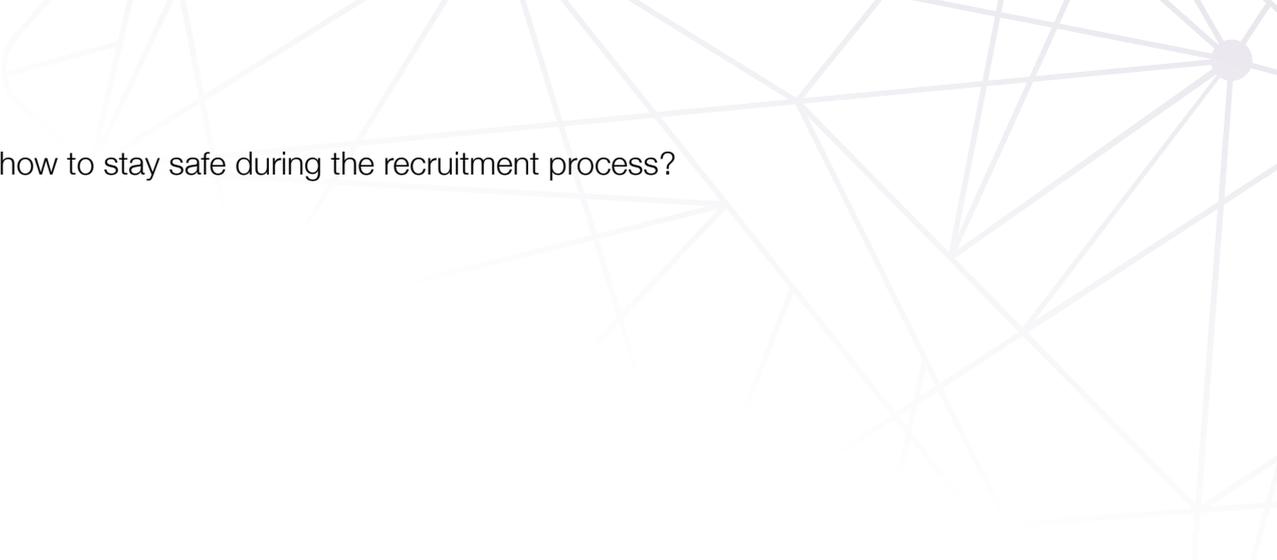
# Activity 5: End Reflection and website links

## Part A: Review

What has stood out for you in this module?

Have you:

Recognised what keeps people safe?



Recognised how to stay safe during the recruitment process?

Recognise what high quality means with your supports and services?

Know where and how to get more information and support?



**Congratulations on completing Be a Boss! Thank you for the time and effort you have spent on this. We wish you well on your self-management journey, and look forward to continuing to support you.**

**Do you have any final reflections on this course or the modules you have done? You are welcome to send this to us as feedback so we can improve this resource:**

## Part B: Website links used in this module

1. [A list of Easy Read Fact Sheets about abuse, neglect and discrimination](#) and organisations to contact
2. [Addressing Personal Vulnerability Through Planning](#). A guide to identifying and using intentional safeguards when planning with adults and their families.
3. [National Standards for Disability Services](#)
4. Information from the NDIS Quality and Safeguards Commission about [unregistered providers](#)
5. What does the new [NDIS Quality and Safeguards Commission](#) mean for workers?
6. WAiS' [Safety Planning Cards and Activities](#)
7. National Disability Services' [Zero Tolerance resources](#). A range of resources for disability services providers that may also contain useful information for self-managers.
8. [Speak Up and be Safe from Abuse](#). A communication toolkit and resources for people with communication difficulties. This toolkit is designed to assist individuals to identify and report abuse.
9. [The Model of Citizenship Support](#) is a 2-minute video that outlines what makes for a good life and keeps us safe.
10. [How can the NDIS help participants enhance their personal safeguards in order to experience greater independence, economic participation and community inclusion?](#)  
This paper examines how the NDIS can assist people to identify services that are below standard, and to report abuse and neglect. Two clear strategies are proposed: the first is about supporting people with disability to have relationships with people who are not paid. The second is about empowering people with disability to speak for themselves.
11. [The Dignity of Risk](#). This site provides a link to a word document (at the bottom of the page) written by Bob Perske first outlining the concept of the dignity of risk.

# Appendix 1:

## Questions to ask yourself about your workers

1. How do you feel when your support worker is coming to support you?
2. How do you feel when you are with your support worker?
3. Do you trust your support worker?
4. How do you feel after your support worker leaves?
5. What do other team members feel and think about your support worker? Do they make comments that you need to consider?
6. Does your support worker communicate well and in good time, for example regarding their availability or any issues they may have? Are they punctual, and do they let you know if they are going to be late? Are they focussed on their job but are also able to have a laugh and a conversation with you?
7. Is your support worker flexible and able to help out when asked?
8. Does your support worker do their job well and in the time allocated?
9. Would you ask your support worker to go away with you on a break or holiday, or work trip to support you?
10. Does your support worker ever go above and beyond their role?
11. Does your support worker show initiative?
12. Does your support worker ask about how you are, how work has been, how your family is or what you are doing on the weekend?
13. After a year of service – do they deserve a pay rise?
14. Are they a loyal and committed worker?
15. Have they ever let you down? Called in sick a lot? Other issues?

Depending on how you answered these questions, you may want to go back to parts of Module 7 and think about your management strategies in relation to your worker.

Do you need to talk with someone further about the issues with a worker? If so, who will you contact?

# Appendix 2: Organisations to contact

## Wherever you live:

If you or someone you know is being harmed, or you are worried that this might be happening, you can tell your friends, family, an advocacy service, the police or someone you trust at a service you use.

The number for the police if something is an emergency is 000.

If you need to talk to someone in private, you can call the National Disability Abuse and Neglect Hotline for free on 1800 880 052. You can also email [hotline@workfocus.com](mailto:hotline@workfocus.com)

Callers who are deaf or have a hearing or speech impairment can contact the [National Relay Service \(NRS\)](#)

Callers from a non-English speaking background can use the [Translating and Interpreting Service \(TIS\)](#) by calling 13 14 50

## If you are in Western Australia (taken from Disability Services Commission Self-Management Guide):

### Useful contacts in urgent situations:

Western Australia Police: 131 444 (24 hours)

Sexual Assault Resource Centre: 9340 1828 / 1800 199 888 (24 hours)

Crisis Care Helpline: 9223 1111(metro), 1800 199 008 (country)

Mental Health Emergency Response Line (after hours): 1300 555 788 (metro),

1800 676 822 (Peel), Rurallink 1800 552 002 (rural and remote)

Healthdirect Australia: 1800 022 222

National After Hours GP Helpline: 1800 022 222.

### Other Useful Contacts:

Department of Communities (Child Protection and Family Support): 9222 2555 (metro), 1800 622 258 (country) (Monday to Friday)

Office of the Public Advocate: 1300 858 455 (Monday to Friday)

Head to the [Disability Advocacy Finder](#) site to search for advocacy in your area.