

East Riding Safeguarding Adults Board

Safeguarding Adults at Risk of Harm

Level 1 Workbook: Recognising Abuse



**Safeguarding
is everybody's
business**

Introduction

Safeguarding means protecting an adult's right to live in safety, free from abuse and neglect.

It is about people and organisations working together to prevent and stop both the risks and experience of abuse, while at the same time making sure that the adult's wellbeing is promoted including, where appropriate, having regard to their views, wishes, feelings and beliefs in deciding on any action.

People have complex lives and professionals should work with the adult to establish what being safe means to the adult and how that can be best achieved.

The Aims of Adult Safeguarding are to:

- Stop abuse or neglect wherever possible;
- Prevent harm and reduce the risk of abuse or neglect to adults with care and support needs;
- Safeguard adults in a way that supports the adult in making choices and having control about how they want to live;
- Promote an approach that concentrates on improving life for the adults concerned.

Workbook Aims

This workbook aims to support your understanding of the background to Safeguarding Adults at risk of harm within East Riding of Yorkshire using key legislation and guidance.

Learning Outcomes

By completing this workbook you will be able to:

1. Identify current legislation and guidance in relation to safeguarding.
2. Identify local policies and operational guidance relating to safeguarding and protection.
3. Identify different types of abuse, recognising the signs and indicators for each.
4. Reflect on practice about who may abuse others and why abuse might occur.
5. Reflect on how people might be harmed in health and social care.
6. Know how to respond if abuse or harm is identified, alleged or suspected.
7. Understand ways to reduce the likelihood of abuse or harm and promote wellbeing.
8. Identify sources of information and support in relation to safeguarding.

Guidance for completing the workbook:

Work through each section and answer the questions. Writing short reflections helps you to think about your practice. Write on the booklet in the spaces provided. Work through the material at your own pace. Overall it will take at least an hour.

At the end of the workbook the answer sheet, declaration and feedback sheet should be filled in and the whole booklet is then given to your manager.

East Riding Safeguarding Adults Board will record your training when the completed feedback sheet has been received from your manager.

Section 1: Current legislation and guidance in relation to Adult Safeguarding. The following list will support your understanding:

- ❖ **The Care Act 2014** is a law about care and support for adults in England. It sets out the statutory framework for adult safeguarding and replaces the ‘No Secrets’ guidance (2000).
- ❖ **The Care and Support Statutory Guidance (updated 2016)** explains how to use the Care Act correctly.

The guidance makes it clear that safeguarding duties apply to **an adult** (18yrs old) Who:

1. Has needs for **Care and Support** (whether or not the Local Authority is meeting any of these needs) and:
2. Is experiencing, or **at risk of, abuse or neglect**; and
3. As a result of those care needs is **unable to protect themselves** from either the risk of or the experience of abuse or neglect

This is referred to as the ‘**Three stage test**’ and identifies an **adult at risk of harm**.

If the local authority (Council) becomes aware of a situation that meets this test it must make an **enquiry** or cause others to do so (such as the Police or the Care Service). This is known as a **section 42 enquiry** and it establishes if any action needs to take place to prevent or stop the abuse or neglect.

Q.1.1 Do you think any of the people you are in contact with meet the three stage test? If so why?

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Six Key Principles underpin all adult safeguarding work – From Care Act 2014

1. **Empowerment** – People being supported and encouraged to make their own decisions and informed consent.
2. **Prevention** – It is better to take action before harm occurs.
3. **Proportionality** – The least intrusive responsive appropriate to the risk presented.
4. **Protection**-Support and representation for those in greatest need.
5. **Partnership** – Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse.
6. **Accountability**- Accountability and Transparency in delivering safeguarding.

Q 1.2 Considering the first principle - How do you support individuals to make choices and consent to treatment and support?

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Q 1.3 Thinking about the sixth principle – How can it be shown that safeguarding is important where you work?

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❖ **Making Safeguarding Personal (MSP)**

MSP is a national programme promoting a shift in culture towards ‘person centred practice’. Person-centred, outcome focussed approach to safeguarding adults. This is really about having conversations with people about what they want to achieve, how to improve and achieve safety, wellbeing, resolution and recovery and addresses risk. It was developed because previous approaches to safeguarding practice were not meeting people’s safeguarding needs.

It is about:

- Having conversations with people
- Enhancing involvement, choice and control
- Improving quality of life, well-being and safety
- Seeing people as experts in their own lives and working alongside them
- Safeguarding should have a positive impact on people’s lives
- Collecting information on the impact the safeguarding intervention has had on the person’s life

Q 1.4 How does your workplace show evidence of ‘making safeguarding personal’? Discuss with your manager/supervisor if unsure.

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❖ Mental Capacity Act 2005 (MCA):

People must be assumed to have capacity to make their own decisions and be given all practicable help before anyone considers the adult as not being able to make their own decisions. When an adult is found to lack capacity to make a specific decision at a specific time then any action taken or any decision made for, or on their behalf, must be made in the adult's interest. The MCA protects people who are unable to make decisions for themselves or lack the mental capacity to do so.

Q 1.5 What year did the Mental Capacity Act come into force (from when was the Law applied?)

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Q 1.6 Which new offence was introduced in section 44 of the Act?

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Section 2: The following local policies and operational guidance relate to safeguarding and protection.

❖ **Explanation of ERSAB – East Riding Safeguarding Adults Board** is a multiagency partnership responsible for ensuring the protection and safety of the most vulnerable adults in the East Riding.

The Board is led by an independent chair and made up of representatives from organisations; such as the Local Authority (Council), Police, Healthcare (CCG, NHS) and also, Ambulance Service, Fire Service and voluntary sector.

The Board is responsible for holding agencies to account through governance and scrutiny. The Board has a statutory duty to commission Safeguarding Adults Reviews (SARs) to ensure lessons learnt from such cases are embedded throughout agencies. The Board also supports a full programme of training.

❖ Safeguarding Adults Team

The Local Authority has a team of people with appropriate qualifications to support safeguarding. They coordinate the response once a concern has been raised and offer advice and information for anyone who has concerns that an adult at risk has been harmed.

❖ Multi-agency Procedure for the Safeguarding of Adults with Care and Support Needs (2017) & Operational Guidance

This document contains the policy and procedure that will support all partner agencies in their understanding and responses to the abuse and neglect of adults at risk of harm. These documents are available to health and social care staff and the public via www.ersab.org.uk.

❖ Expectation for in house policy and procedure

Organisations in contact with adults at risk of harm should have an in-house policy for safeguarding and whistle blowing.

Q 2.1 Where are the in house policies/procedures relating to safeguarding kept in your workplace?

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Section 3: Signs, symptoms and indicators associated with types of abuse.

- ❖ **“Abuse is when someone does something to another person that puts them at risk of harm, or undermines their rights or wellbeing.** Incidents of abuse may be one off or multiple and affect one person or more.

There are **ten types** of abuse identified in the **Care Act 2014**. This list is a guide to the sort of behaviour which would give rise to a safeguarding concern. (May need reporting)

Staff should not limit their view of what constitutes abuse or neglect as it can take many forms.

Q3.1 List all ten types of abuse below. Give examples for each of what might be happening to the person. Consider what signs you might observe to suggest abuse (What might be visible for example)

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Q3. 2 Describe what symptoms might be seen? (a condition or behaviour might be seen if a person has experienced abuse) List your thoughts below:

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Q 3.3 Consider some situations that might cause concern when viewed overall. For example a person who has lost weight and is hungry because they have no money for food.

What type of abuse might be taking place? Discuss with your manager if unsure.

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Section 4. Reflect on practice about who may abuse others and why abuse might occur.

Q 4.1 Who might abuse? Think of a range of people and identify them below.

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Q 4.2 Why can abuse happen?

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Q 4.3 Where does abuse happen?

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Q 4.4 Why would it be particularly shocking to relatives if abuse takes place in a care home or hospital?

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Section 5. Reflect on how people might be harmed in health and social care.

Q 5.1 List below the individuals who may have needs for care and support

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❖ **Thinking Point:** Read the following information about **Duty of Care and Negligence** and think about how it affects the way people are supported.

The words ‘Duty of Care’ and ‘Negligence’ are often spoken but are not well understood.

Duty of Care is a requirement; that a person acts towards others and the public with the watchfulness, attention, caution and prudence that a reasonable person in the circumstances would use. The key word here is reasonable. The duty of care does not mean that a practitioner must protect a service user from all possibility of harm, but that their actions must be reasonable.

Professional workers have a duty of care to the people they support and care for; the standard of conduct and behaviour expected of people in their professional role is higher than for a member of the public because of the professional training they have received and the level of responsibility they assume.

Negligence is carelessness amounting to a culpable breach of duty, i.e. a failure to do something that a reasonable person (i.e. an average citizen in that same situation) would do, or doing something that a reasonable person would not do. In cases of professional negligence, involving someone with a special skill, that person is expected to show the skill of an average member of his or her profession.

Q 5.2 Can you think of any examples of poor practice that might lead to negligence? Describe them below.

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Section 6. Know how to respond if abuse or harm is identified, alleged or suspected.

Anyone can witness or become aware of information suggesting that abuse is occurring. It is important that everyone understands what to do and where to go to get help and advice.

Explain your own role and responsibilities in safeguarding adults if you became aware of an adult at risk or experiencing harm. (Doing nothing is ‘Not an Option’)

Q 6.1 What should you do first?

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Q 6.2 Is there anything you should not do?

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Q 6.3 Who do you report concerns to?

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Q 6.4 Where can you find the contact details for the organisations that may need to be informed?

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Q 6.5 What information do you think would be needed on the ‘Concern Form’? Look at Form 1 in the ERSAB ‘Multi-agency Procedure for the Safeguarding of Adults with care and support needs’. It can also be filled in online via www.ersab.org.uk

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Q 6.6 What is whistle blowing as stated in the Public Interest Disclosure Act 1998?

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Section 7. Understand ways to reduce the likelihood of abuse or harm and promote wellbeing.

Q 7.1 What is well-being? Explain how this idea would prevent harm or abuse.

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Q 7.2 How does promoting choice and rights (empowerment) reduce the likelihood of harm or abuse?

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Section 8. Sources of information and support in relation to safeguarding

- **East Riding of Yorkshire Council Safeguarding Adults Team**
(01482) 396940 Mon – Thursday 9am-5pm, Friday 9am – 4.30pm
Out of hours emergency duty team (01377) 241273
Secure email: safeguardingadultsteam@eastriding.gcsx.gov.uk
Fax: (01482) 396969
- **East Riding Safeguarding Adults Board (ERSAB)Website – www.ersab.org.uk**
(Provides information, Multi-agency procedure and operational guidance, concern forms, Newsletter and e learning package)
- **East Riding Safeguarding children Board (ERSCB) – Early Help and safeguarding Hub (EHaSH) 01482 395500 – (OUT OF HOURS – 01377 241273**

1. What does safeguarding mean? (Tick all that apply)

- Professionals deciding what is best for people and making sure it happens
- Ensuring that people are fully protected from all risks
- Protecting an adult's right to live in safety, free from abuse and neglect

2. Which law replaced the 'No Secrets' guidance?
.....**3. (Tick all that apply) The local authority's duty (under section 42) to make safeguarding enquiries applies where a local authority has reasonable cause to suspect that an adult in its area:**

- has needs for care and support, whether or not the council is meeting those needs;
- asks for the council's support
- is experiencing, or is at risk of, abuse or neglect; and as a result of those needs is unable to protect himself or herself against the abuse or neglect or the risk of it.

4. The Care Act 2014 introduced 6 Key Principles; please identify the correct principles below:

- Empowerment
- Prevention
- Judgemental
- Proportionality
- Discrimination
- Protection
- Partnership
- Accountability

5. Making Safeguarding Personal is about:

- Professionals being the experts and deciding what is best for people
- Having conversations with people about how we might respond in safeguarding situations in a way that enhances involvement, choice and control as well as improving quality of life, well-being and safety
- A process supported by conversations

6. How many categories of abuse are listed in the Care Act 2014?

- 7
- 10
- 13

7. What type of abuse is characterised by subjecting or exposing another to behaviour that may result in emotional trauma, including anxiety or chronic depression?

- Organisational abuse
- Modern Day slavery
- Psychological abuse
- Neglect

8. The Public Interest Disclosure Act (1998) does the following:

- Creates a framework for workers to share confidential information with the general public
- Creates a framework for whistle blowing or qualifying disclosures by workers across the private, public and voluntary sector
- Creates a framework for the general public to find out information about their neighbours

9. Explain the difference between the Safeguarding Adults Board and the Safeguarding Adults Team

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10. When recording incidents of abuse you should ensure:

- records are clear, concise and include what the worker thinks has happened
- records are clear, concise and evidence-based
- records are clear, concise and opinion-based
- record information as soon as you can; however you don't need to tell anyone

<u>Declaration</u>	
I declare that all the answers given in this booklet are my own work.	
<u>Name</u>	<u>Date</u>

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Level 1 Workbook Completion Certificate

Once endorsed by you and your manager this page will act as certification that you have successfully completed the East Riding Safeguarding Adults Board Foundation Workbook.

Full Name of person completing workbook – Print name		
Your role at work		
Workplace address		
Date completed	Signature	
Appropriate manager/Supervisor's Name and signature Print name Signature		
Further training required Yes/No	Yes	No

Feedback Sheet :Please provide feedback on the following:

Learner:

Having completed the workbook we would appreciate your general feedback, for example; the content/the time taken to complete/the suitability as opposed to attending face to face training.

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How will this information be used in your practice?

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Managers/Supervisor: Feedback for learner:

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Managers/Supervisor: General feedback on workbook for ERSAB - thank you.

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Comments agreed by Learner and Manager/supervisor

Manager/supervisor Signature	Learners Signature
Date completed	Date Completed

PLEASE COMPLETE AND RETURN BY EITHER POST/FAX/E-MAIL TO:

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