# Trainer notes – Module: Section 1b – Adults – Safeguarding principles and person-centred support

* PowerPoint for module
* Everyone should have the Wales Safeguarding Procedures App on their phone or tablet to refer to throughout the module

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| Slides | Notes |
| 1 | Section 1 on the App: Safeguarding principles and effective practice: adults at risk of abuse and/or neglect<https://safeguarding.wales/int/i1/i1.p1.html>**Section 1: Safeguarding principles and effective practice: Adults at risk of abuse and/or neglect** > Pointers for practice: Taking a person-centred approach  |
| 2 | A brief overview of the Act. This module will focus on the last bullet – **principles**. |
| 3 | From: *Working Together to Safeguard People: Volume 6 – Handling Individual Cases to Protect Adults at Risk*4. 26. Effective safeguarding arrangements in every safeguarding area should be underpinned by two key principles: * safeguarding is everyone’s responsibility: for safeguarding arrangements to be effective each professional and organisation must play their full part; and
* a person-centred approach: for safeguarding arrangements to be effective they should be based on a clear understanding of the personal outcomes that the adult wishes to achieve in day to day life and what matters to the individual.

**We’ll first look at the first principle:**1: Safeguarding and protecting is **everybody’s** responsibility.  |
| 4 | From: *Working Together to Safeguard People: Volume 6 – Handling Individual Cases to Protect Adults at Risk*4. 26. Effective safeguarding arrangements in every safeguarding area should be underpinned by two key principles: * safeguarding is everyone’s responsibility: **for safeguarding arrangements to be effective each professional and organisation must play their full part**.

27. No single professional can have a full picture of an individual or their family and the ability to work across agencies is essential to build a better understanding of the adult at risk's circumstances and their need for care and support. Strong working relationships and working using a multi-agency approach can prevent needs escalating and identify when an adult or a family member is at risk. 28. Relevant partners (section 162(4) of the 2014 Act) should understand their statutory duty to report to the local authority where there is reasonable cause to suspect that an adult is at risk.  |
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| 7 | Trainer to point out:* The **practical** aspects of the procedures – *what* you do – have not changed
* It is the **ethos** of the procedures – *the way* you do them – that have changed

Further information for trainer:Adapted from: *Person-centred care*, Social Care Institute for Excellence (SCIE)Available at:[www.scie.org.uk/prevention/choice/person-centred-care](http://www.scie.org.uk/prevention/choice/person-centred-care) Person-centred care moves away from professionals deciding what is best for a patient or service user, and places the person at the centre, as an expert of their own experience. The person, and their family where appropriate, becomes an equal partner in the planning of their care and support, ensuring it needs their needs, goals, and outcomes.With an **emphasis on doing with rather than doing to**, person-centred care runs through both individual and group settings, allowing users of services to be active not only in their own care but also in the design and delivery of services. This approach can improve both the experience and quality of care.Person-centred care relies on a number of aspects, including:* people’s values and putting people at the centre of care
* taking into account people’s preferences and chosen needs
* ensuring people are physically comfortable and safe
* emotional support involving family and friends
* making sure people have access to appropriate care that they need, when and where they need it
* ensuring people get all the information they need, in a way that is accessible for them, to make decisions for their care and support.
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| 8 | Trainer to add:1. It is a **legal duty** to consider a **person’s need for advocacy** and to provide appropriate support to enable people to participate. This may be through professional advocacy or informal advocates such as family members/carers.
2. It is important that practitioners **assume a person has the mental capacity to engage in the process and make decisions** unless it is established that they lack capacity to make specific decisions at a specific time.

From: *Working Together to Safeguard People: Volume 6 – Handling Individual Cases to Protect Adults at Risk*26. Effective safeguarding arrangements in every safeguarding area should be underpinned by two key principles: 2) **a person-centred approach:** for safeguarding arrangements to be effective they should be based on a clear understanding of the personal outcomes that the adult wishes to achieve in day to day life and what matters to the individual. From the glossary:**Person-centred**Being person-centred means putting the needs of the person at the centre of decision-making.This means engaging with the adult at risk throughout the safeguarding process; enabling them to determine how risks are managed and ensuring decision-making takes account of what they want to happen and the personal outcomes they wish to achieve. It is a **legal duty** to consider a person’s need for advocacy and to provide appropriate support to enable people to participate. This may be through professional advocacy or informal advocates such as family members/carers. It is important that practitioners assume a person has the mental capacity to engage in the process and make decisions unless it is established that they lack capacity to make specific decisions at a specific time. |
| 9 | **A person-centred approach**It is important that practitioners, in line with [Part 2 6.(2) Of the Social Services and Well-being (Wales) Act 2014](http://www.assembly.wales/laid%20documents/sub-ld10420/sub-ld10420-e.pdf) recognise:* the rights of the individual should be paramount to the approach
* their best interests should always be paramount
* as far as is reasonably practicable, ascertain and have regard to the individual’s views, wishes and feelings
* have regard to the importance of promoting and respecting the dignity of the individual
* have regard to the characteristics, culture and beliefs of the individual (including, for example, language) whilst recognising the paramountcy of [safeguarding](http://www.myguideapps.com/projects/wales_safeguarding_procedures/default/adu/a1/a1.p3.html?nocache=0.20694816102900093) the individual
* have regard to the importance of providing appropriate support to enable the individual to participate in decisions that affect him or her to the extent that is appropriate in the circumstances, particularly where the individual’s ability to communicate is limited for any reason.

[Pointers for Practice: Taking a Person-centred approach](https://safeguarding.wales/adu/ap/a1p.p1.html?highlight= pointers for practice)  |
| 10 | Activity:1. Have participants read the statement.
2. Encourage discussion – what do they think of this? How do we find the ‘balance’ between protection and autonomy? If the adult at risk has mental capacity, how can we accept decisions about levels of risk we do not agree with?
3. Go to next slide…

Pointers for practice: Risk assessment and a person-centred approach[Mr Justice Munby on Local Authority X v MM &Anor (No1) (2007)](http://www.bailii.org/ew/cases/EWHC/Fam/2007/2003.html): *“The fact is that all life involves risk, and the young, the elderly and the vulnerable, are exposed to additional risks and to risks they are less well equipped than others to cope with. But just as wise parents resist the temptation to keep their children metaphorically wrapped up in cotton wool, so too we must avoid the temptation always to put the physical health and safety of the elderly and the vulnerable before everything else. Often it will be appropriate to do so, but not always. Physical health and safety can sometimes be bought at too high a price in happiness and emotional welfare. The emphasis must be on sensible risk appraisal, not striving to avoid all risk, whatever the price, but instead seeking a proper balance and being willing to tolerate manageable or acceptable risks as the price appropriately to be paid in order to achieve some other good – in particular to achieve the vital good of the elderly or vulnerable person’s happiness. What good is it making someone safer if it merely makes them miserable?”* (Accessed 6 June 2019)**When assessing and responding to abuse and neglect of an adult at risk, it is important to keep the above in mind. The dilemma for practitioners, ensuing from the above, is balancing autonomy and protection.** Barry (2007) completed an international literature review and found, that legislation and guidance has focused increasingly on autonomy and people having more say and control over their lives. This is evident for example, in the principles underpinning the [Social Services and Well-being (Wales) Act 2014](http://www.legislation.gov.uk/anaw/2014/4/pdfs/anaw_20140004_en.pdf) and direct payments. **This means practitioners may, if the adult at risk has mental capacity, accept decisions about levels of risk they do not agree with.**Maintaining a person-centred approach to risk assessment can be achieved if practitioners recognise:* no decision is damage free
* effective decisions are made based on a calculated and reasoned assessment and analysis of the risk
* a sound evidence base is key
* practitioners and the adult at risk should reach a shared understanding of the concerns
* risk assessment is an ongoing process.
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| 11 | Activity continued:1. Discuss and go over the Pointers for Practice tips:

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* a sound evidence base is key
* practitioners and the adult at risk should reach a shared understanding of the concerns
* risk assessment is an ongoing process.
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| 12 | The guidance [Handling Individual Cases](https://socialcare.wales/hub/statutory-guidance) describes the principles that should underpin safeguarding systems if [practitioners](https://www.safeguarding.wales/glossary.html) are to safeguard for both children and [adults at risk](https://www.safeguarding.wales/glossary.html).**Principle 1:**The individual’s personal outcomes are known and they are able to communicate them effectively;**Principle 2:**The needs of the individual are put first, so that the adult receives the care and support they need before a problem escalates.**Principle 3:**All professionals who come into contact with adults at risk are trained and alert to their needs including any potential or suspected abuse or risk of abuse or [neglect](http://www.myguideapps.com/projects/wales_safeguarding_procedures/default/adu/a1/a1.p4.html).**Principle 4:**All professionals share appropriate information in a timely way, and have direct access to advice to discuss any concerns about an individual.**Principle 5:**All professionals are able to use their expert judgement to put the individual’s needs and personal outcomes at the centre of the system so that the right solution can be found for them.**Principle 6:**All professionals work in a multi-agency and co-operative way to safeguard and promote an adult at risk’s well-being and regularly review progress against the outcomes set out in care and support plans. |
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| 17 | Trainer to expand:*Working Together to Safeguard People: Volume 6 – Handling Individual Cases to Protect Adults at Risk*27. No single professional can have a full picture of an individual or their family and the ability to work across agencies is **essential** to build a better understanding of the adult at risk's circumstances and their need for care and support. Strong working relationships and working using a multi-agency approach can prevent needs escalating and identify when an adult or a family member is at risk. The guidance [Handling Individual Cases](https://socialcare.wales/hub/statutory-guidance) describes the principles that should underpin safeguarding systems if [practitioners](https://www.safeguarding.wales/glossary.html) are to safeguard for both children and [adults at risk](https://www.safeguarding.wales/glossary.html).**Principle 6:**All professionals work in a multi-agency and co-operative way to safeguard and promote an adult at risk’s well-being and regularly review progress against the outcomes set out in care and support plans. |
| 18 | What might dignity look like in practice​: ​* look at the case study provided ​
* how might this impact negatively on her dignity? ​
* what actions and approaches could Jai take to ensure her dignity is maintained?

Case study for discussion:You are in the communal area of a care home, where many of the residents are socialising, when you notice Mrs Smith walking in. She has dementia and has been unwell lately. She walks into the room unsteadily, wearing nothing but a sheer nightgown that is on backwards.* How might this impact on her dignity? ​
* What could you do to ensure her dignity is maintained?

 **Another example:** *A young female health care assistant is planning to bathe an older man. The ‘mechanics’ of the procedure are very straightforward – ensure the water temperature and depth are appropriate, ensure the bath hoist is working and is used properly, make sure the person’s dignity is protected, end up with the person being clean and refreshed. The health care assistant is perfectly competent to ensure all these issues are addressed.**But what might the older man feel about being bathed by a young woman who might be no older than his own daughter, or even granddaughter? Will it make him feel helpless, humiliated and useless? And does he want a bath in the first place? When we begin to think of the care we give in this way – of the effect of what we’re doing on the whole person – we’re giving care in a person-centred way. And that might mean compromise – the health care assistant might, for instance, negotiate with the man and agree that for today, a wash from a basin at the bedside or the bathroom will be sufficient.* |
| 19 | Activity:* Give some practical examples of how you can show someone you respect them​
* Give an example of a time when you felt you were not respected. How did this make you feel?

Think of a time when you felt you were not respected:* How did this make you feel?
* What would you have wanted to happen differently?
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| 20 | **Enable** to make someone [able](https://dictionary.cambridge.org/dictionary/english/able) to do something / to make it possible for somebody to do something / to make it possible for something to happen or exist by creating the necessary conditions.**Empower** to give someone [official](https://dictionary.cambridge.org/dictionary/english/official) [authority](https://dictionary.cambridge.org/dictionary/english/authority) or the [freedom](https://dictionary.cambridge.org/dictionary/english/freedom) to do something / to give someone [official](https://dictionary.cambridge.org/dictionary/english/official) or [legal](https://dictionary.cambridge.org/dictionary/english/legal) [authority](https://dictionary.cambridge.org/dictionary/english/authority), or the [freedom](https://dictionary.cambridge.org/dictionary/english/freedom) or [confidence](https://dictionary.cambridge.org/dictionary/english/confidence) to do something.**Optional activity/discussion:**What do **enabling** and **empowering** look like?* On your own think of a time when you made a change for the better ​
* What helped you to make that change?​
* Write down one item per Post-it – without giving details of the change itself
* Give a practical example of how you could enable individuals to guide the process.
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