Trainer notes – All Wales Basic Safeguarding Awareness Pack

* To be used alongside the PowerPoint
* Wales Safeguarding Procedures (WSP) App on phone or tablet to refer to throughout the module

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| **Slide** | **References** | **Notes** |
| 4 |  | Ask everyone to download/open the app – it will be referred to throughout the course to check definitions, procedures and so on, where possible.  Trainer can use it on laptop if there is WiFi, but no access on phones. |
| 5 | Section 1:  Safeguarding principles and effective practice: children | **Trainer to point out:**  Effective practice, in line with legislation and guidance, is most likely to take place if there is **consistency** between the principles underpinning legislation, guidance and those promoted in the procedures. |
| 6 | Link to the [Code of Professional Practice for Social Care](https://socialcare.wales/fitness-to-practise/codes-of-practice-and-guidance) | Under guiding principles in the introduction on the app or use the word cards. |
| 7 |  | Safeguarding and protecting is **everybody’s** responsibility. Opportunity for discussion – do participants feel this is the case? |
| 8 | From[Working Together to Safeguard People: Volume 5 – Handling Individual Cases to Protect Children at Risk](https://gov.wales/sites/default/files/publications/2019-05/working-together-to-safeguard-people-volume-5-handling-individual-cases-to-protect-children-at-risk.pdf) | **Effective safeguarding systems are those where:**  1. the wishes, needs and well-being of the child are put first, so they receive the care and support they need before a problem escalates  2. all practitioners who come into contact with children are alert to their needs, including any potential or suspected abuse or risk of abuse or harm, and understand what action they should take  3. all practitioners share appropriate information, and have direct access to advice to discuss any concerns about a child. |
| 9 | From[Working Together to Safeguard People: Volume 5 – Handling Individual Cases to Protect Children at Risk](https://gov.wales/sites/default/files/publications/2019-05/working-together-to-safeguard-people-volume-5-handling-individual-cases-to-protect-children-at-risk.pdf) | **Effective safeguarding systems are those where:**  (continued from previous slide)  4. all practitioners are able to use their professional judgment to put the child’s needs and personal outcomes at the centre of the system so that the right solution can be found for them  5. all practitioners working with a child operate in a multi-agency and co-operative way to safeguard and promote a child’s well-being, record decisions appropriately and regularly review progress against the outcomes set out in care and support plans.  6. all practitioners who come into contact with children are able to access professional strategic leadership which supports the practitioner to achieve desired outcomes for the child.  **Note:** Organisations, establishments and professional groupings that work or have contact with children and families should ensure that staff are aware of and have access to the Wales Safeguarding Procedures. Staff should refer to the Wales Safeguarding Procedures when handling concerns in individual cases where there are specific circumstances which require consideration. |
| 10 | Fromthe Wales Safeguarding Procedures: **Section 1: Safeguarding principles and effective practice: children** | **Trainer to explain:**  Effective safeguarding requires:   * each practitioner and organisation to play their part and **contribute** to safeguarding and promoting the well-being of the child * **information-sharing** in accordance with the [General Data Protection Regulation 2018 (GDPR)](https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/) * intra- and multi-disciplinary working in order to better understand the individual and their circumstances and their needs for care, support and safety * co-productive working relationships with the child at risk, their family and carers to establish what matters to them and to ensure they feel respected and informed. |
| 11 | Fromthe Wales Safeguarding Procedures: **Section 1: Safeguarding principles and effective practice: children** | **Trainer to expand:**  More specifically, **every person**   * **in contact with or working with children at risk** of harm, abuse and neglect, their carers, and their families, or * **in contact with adults who may pose a safeguarding risk**, or * **responsible for arranging services for children and/or adults**, should:   + **understand their role and responsibilities** to safeguard and promote the welfare of children at risk of harm, abuse and neglect   + be familiar with and follow **their organisation’s procedures and protocols for safeguarding**   + **know who to contact in their organisation** to discuss concerns about a child at risk of abuse and neglect and their duty to report   + **be alert to indicators** of abuse and neglect both within and outside the family   + **have access to and comply** with the **Wales Safeguarding Procedures** – the trainer may wish to promote the app   **This is not the full list – the full list is available in the app.** |
| 12 | Fromthe Wales Safeguarding Procedures: **Section 1: Safeguarding principles and effective practice: children** | Practitioners who are in contact with children and their families are particularly well placed to **identify emerging concerns** about abuse and neglect. They include:   * those working in education, such as teachers, classroom assistants, mentors, playground supervisors * practitioners in housing and benefit services * health practitioners, including GPs, health visitors, school nurses, midwives, CAMHS, paediatricians * those delivering services to parents or carers with adult-orientated issues such as drug and alcohol, mental health learning disabilities and domestic violence * those in criminal justice settings such as police, probation and youth offending teams * those providing services to specific age groups, such as nursery staff and youth workers * community-based practitioners.   **Note:** This is not an exhaustive list. |
| 13 | From the app’s glossary:  **Designated Safeguarding Person (DSP)** |  |
| 14 |  | Use of “divisive examples”, etc., brief scenarios (selected by the trainer) or the early years scenarios.  Exercise to find out “gut reactions” to whether situations are acceptable or unacceptable. Can use the yes or no cards.  The trainer can choose the examples to use as befits the audience. The trainer has an opportunity to challenge outdated ideas and misconceptions.  Group peer pressure may influence answers. |
| 15 |  | Activity to familiarise the participants with the app, and to confirm or create the common language and understanding it supports.  Did the answers from the app meet with their understanding? Anything new? |
| 16 | From the app’s glossary:  **Safeguarding** | **Safeguarding** means preventing and protecting adults at risk from abuse or neglect **and** educating those around them to recognise the signs and dangers.  **Promoting well-being**  An activity promotes well-being if the organisation providing the activity has, in the design and operation of the activity, had regard to the aim of seeking to promote the well-being of people who need care and support.  “Well-being”, in relation to a person, means well-being in relation to any of the following:   1. physical and mental health and emotional well-being 2. protection from abuse and neglect 3. education, training and recreation 4. domestic, family and personal relationships 5. contribution made to society 6. securing rights and entitlements 7. social and economic well-being 8. suitability of living accommodation.   In relation to an adult, “well-being” also includes:   1. control over day-to-day life 2. participation in work.   **Self-determination**  One important difference between safeguarding adults and safeguarding children is an adult’s right to self-determination. Adults may choose not to act at all to protect themselves, and it is only in extreme circumstances that the law intervenes. This will often only happen when an adult is assessed to lack capacity in that area, or where the concerns may extend to children, such as when they are living in the same household.  This can make the matter of safeguarding adults even more complex. It is not solely focused on creating an appropriate process and system to safeguard. It also needs to take into account the importance of creating a culture that embraces the adults themselves, informing and consulting them on all decisions affecting them.  From [Why have different policies and procedures for safeguarding children and adults?](https://www.anncrafttrust.org/resources/why-have-different-policies-and-procedures-for-safeguarding-children-and-adults/) – Ann Craft Trust |
| 17 | Social Services and Well-being (Wales) Act 2014 | **Trainer to point out:**  **This is the official definition**. **However**, anyone who has a concern that an adult is experiencing, or is at risk of experiencing, abuse or neglect should report those concerns, regardless of whether they know if the adult has care and support needs or is unable to protect themselves against abuse or neglect or the risk of it.    Section 126 (1) of the [Social Services and Well-being (Wales) Act 2014](http://www.legislation.gov.uk/anaw/2014/4/pdfs/anaw_20140004_en.pdf) defines an [adult at risk](http://www.myguideapps.com/projects/wales_safeguarding_procedures/default/adu/a1/a1.p5.html?nocache=0.06458754520421106) as an adult who:   1. is experiencing or is at risk of abuse or neglect 2. has needs for care and support (whether or not the authority is meeting any of those needs), and 3. as a result of those needs is unable to protect himself or herself against the abuse or neglect or the risk of it.   It is important to note:   * the use of the term ‘at risk’ means that actual abuse or neglect does not need to occur before practitioners intervene, rather early interventions to protect an adult at risk should be considered to prevent actual abuse and neglect * the three conditions necessary to demonstrate an adult is at risk of abuse or neglect ensures that protection is provided to those with care and support needs who *also* require actions to secure the individual’s safety in the future because they are unable to protect themselves * that the abuse of adults deemed to be ‘at risk’ is often linked to their circumstances rather than the characteristics of the people experiencing harm1 * risk of abuse or neglect may be the consequence of one concern or a result of cumulative factors. |
| 18 |  | **From the app’s glossary:**  **Safeguarding** means preventing and protecting children and adults at risk from abuse or neglect and educating those around them to recognise the signs and dangers.  **From the NSPCC website:**  Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.  **Safeguarding** means:   * protecting children from abuse and maltreatment * preventing harm to children’s health or development * ensuring children grow up with the provision of safe and effective care * taking action to enable all children and young people to have the best outcomes.   **Child protection** is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child. |
| 19 | The [Social Services and Well-being (Wales) Act 2014](http://www.legislation.gov.uk/anaw/2014/4/pdfs/anaw_20140004_en.pdf) and accompanying guidance |  |
| 20 |  | **Trainer to note/explain:**  However, **all** children have a right to be protected from harm, and so safeguarding procedures **should be followed whenever there is concern** that a child is experiencing or is at risk of experiencing abuse, neglect or other kinds of harm, **whether or not the practitioner is aware of any care or support needs**.    **It is important to note:**   * the use of the term ‘at risk’ means that actual abuse or neglect does not need to occur, rather early interventions to protect a child at risk should be considered to prevent actual harm, abuse and neglect * the two conditions necessary to demonstrate a child is at risk of abuse or neglect ensures that protection is provided to those with care and support needs who *also* require actions to secure their safety in the future * risk of abuse or neglect may be the consequence of one concern or a result of cumulative factors. |
| 21 |  | If the trainer has shown slides about both children and adults, ask this question.  Important differences between safeguarding adults and safeguarding children:  An **adult’s right to self-determination**. Adults may choose not to act at all to protect themselves.  Children are not expected to be able to safeguard themselves, that is an adult’s responsibility. |
| 23 | From **Section 2: The duty to report a child at risk of abuse, neglect and/ or harm** | A report **must** be made whenever a practitioner has concerns about a child under the age of 18 years who:   * is experiencing or is at risk of [abuse](http://www.myguideapps.com/projects/wales_safeguarding_procedures/default/chi/c2/c2.p3.html), [neglect](http://www.myguideapps.com/projects/wales_safeguarding_procedures/default/chi/c2/c2.p3.html) or other kinds of [harm](http://www.myguideapps.com/projects/wales_safeguarding_procedures/default/chi/c2/c2.p3.html)   **and**   * has needs for care and support (whether or not the authority is meeting any of those needs).   If **any person** has knowledge, [concerns](http://www.myguideapps.com/projects/wales_safeguarding_procedures/default/chi/c2/c2.p3.html) or suspicions that a child is suffering, has suffered or is likely to be at risk of harm, it is **their responsibility** to ensure that the concerns are referred to [social services](http://www.myguideapps.com/projects/wales_safeguarding_procedures/default/chi/c2/c2.p3.html)or the police who have statutory duties and powers to make enquiries and intervene when necessary.  **This is not a matter of personal choice.** |
| 24 | From [Social Services and Well-being (Wales) Act 2014, Section 128](http://www.legislation.gov.uk/anaw/2014/4/pdfs/anaw_20140004_en.pdf) | The Social Services and Well-being (Wales) Act 2014, Sections 128, 129 and 130, specify the duty placed on practitioners deemed to be “relevant partners” under Section 162 of the Act to report both adults and children, including unborn children, they have reasonable cause to suspect are at risk of abuse.  This includes employees of policing body, local authority, probation and offender management services, health boards and NHS trusts and those discharging functions under Part 2 of the Learning and Skills Act 2000. |
| 25 |  | **Trainer may wish to expand:**  This includes both paid and non-paid practitioners in third sector organisations (this includes: voluntary, independent contractors and sub-contractors, independent professionals and private organisations). |
| 26 |  | Check out what is already known about the service user group and how this places them at risk – reassuring to realise there is a lot of knowledge held “in our heads” if not in files. |
| 27 |  | To check that factors are not overlooked. The last point is very pertinent, and often sparks some discussion.    It’s **not** an exhaustive list. What else can participants add? |
| 29 | From **Section 1: Safeguarding principles and effective practice: children** | This slide outlines the legislation that requires a child/person-centred approach.  While this is not new, the procedures place more emphasis on this approach to safeguarding. |
| 30 |  | Throughout the procedures, there are hyperlinks to relevant legislation and guidance. |
| 31 | From **Pointers for Practice: Taking a Child-centred Approach** | **Trainer to expand:**    **Find out about their daily lived experience**  To identify and meet the needs of a child at risk of harm it is necessary to understand what a day is like in their lives, their feelings about their day and what they would like to change. It is also important to know how the day changes at weekends, holidays and when different people are caring for them. It is only by understanding their daily lived experience that practitioners can appreciate how abuse or neglect is affecting the individual, their needs, areas of resilience and the risk factors. |
| 32 | From **Working Together to Safeguard People: Volume 6 – Handling Individual Cases to Protect Adults at Risk** |  |
| 33 | Link to the [Part 10 Code of Practice for Advocacy](https://gov.wales/sites/default/files/publications/2019-05/part-10-code-of-practice-advocacy.pdf) |  |
| 34 |  | “Appropriate” means a person who is not implicated in the safeguarding concern.  Also “willing” – no-one should be placed under pressure to act as advocate for another person.  Local authority should ensure the Active Offer of advocacy, as well as Active Offer of Welsh as the language to use if preferred by the individual. |
| 35 | **Pointers for Practice: Signs and Indicators of Possible Abuse, Neglect and Harm In a Child** |  |
| 36 |  | “Share out” the categories so that all five are covered by the entire group, at least once. The All Wales Basic Safeguarding Awareness category cards can be used.  Be aware that no-one likes to discuss sexual abuse but using the app makes it feels a little less “personal”. It’s a good category for the trainer to explain as an example if people are very reluctant to address it.  Share what you have learnt. Is there something new that you didn’t know before? |
| 37 |  | In the app’s glossary, child specific guidance.  Again, FGM is very hard for some people to talk about – the trainer may do this. |
| 38 | [Pointers for Practice: Potential Barriers to Recognising and Reporting Abuse and Neglect](https://safeguarding.wales/chi/cp/c2p.p1.html) |  |
| 40 | [Pointers for Practice: Obtaining Consent from Children and Young People](https://www.safeguarding.wales/chi/cp/c2p.p5.html) | **Trainer to point out:**  As part of child-centred support, it is important to engage children in the process as early as possible to ensure their wishes and feelings are taken into consideration where possible and to avoid them becoming mere ‘objects of concern’.  **However, the safety and welfare of the child is the paramount consideration** in terms of seeking consent. If unsure, please contact your local social services team for advice. |
| 41 | [Pointers for Practice: Seeking Consent](https://www.safeguarding.wales/chi/cp/c2p.p4.html?highlight=seeking) | **Trainer to explain:** The reasons for this are that involving families and carers are more likely to:   * lead to engagement in the safeguarding process and to child-centred outcomes * promote an effective working partnership with the family. |
| 42 | [Pointers for Practice: Seeking Consent](https://www.safeguarding.wales/chi/cp/c2p.p4.html?highlight=seeking) | **Trainer to acknowledge:**  Seeking consent from children and families for agencies to share information when the intention is to make a report to social services **can be daunting for practitioners, who** fear either fight responses, such as aggression, both physical and verbal, or flight responses, such as withdrawal from services.  The potential for negative responses is likely to be reduced if the practitioner seeking consent follows the steps on the slide. |
| 44 |  | Person-centred process throughout – inform, aim to understand their circumstances. |
| 46 |  | **Trainer to add:**  If a decision is made that the wishes of an adult at risk with capacity is over-ridden, **the reasons for this must be made clear and documented.** |
| 48 | **Section 2: The duty to report an adult at risk of abuse and/or neglect** |  |
| 53 |  | It is the responsibility of the reporting practitioner to ensure that their concerns about an adult at risk are considered and followed through. |
| 54 |  | Trainer: You may re-direct to the previous module on Duty to Report, which covers **Immediate Concerns**. |
| 55 |  | **Gathering information to make a report**  Anyone, including the public, may report actual, alleged or suspected [abuse](http://www.myguideapps.com/projects/wales_safeguarding_procedures/default/adu/a2/a2.p14.html) or [neglect](http://www.myguideapps.com/projects/wales_safeguarding_procedures/default/adu/a2/a2.p14.html) directly to social services by phone, email or in writing.  All [safeguarding](http://www.myguideapps.com/projects/wales_safeguarding_procedures/default/adu/a2/a2.p14.html) reports must be made by [practitioners](http://www.myguideapps.com/projects/wales_safeguarding_procedures/default/adu/a2/a2.p14.html) to social services and police when it is suspected that a crime has been committed as soon as possible, and within 24 hours of a concern being identified.  Where a report is made by telephone to the local authority, the person making the report should confirm the report in writing within 24 hours.  Practitioners should use the [referral](http://www.myguideapps.com/projects/wales_safeguarding_procedures/default/adu/a2/a2.p14.html) forms provided by the [local authority](http://www.myguideapps.com/projects/wales_safeguarding_procedures/default/adu/a2/a2.p14.html).  Where there are no immediate safety issues, a report to social services should include the information available about the adult at risk and their circumstances, taking into account the role of the individual and their agency. |
| 56 |  | Can use case studies from the All Wales Basic Safeguarding Awareness pack, including the early years examples. |
| 57 | [Pointers for Practice: Making a Report](http://www.myguideapps.com/projects/wales_safeguarding_procedures/default/chi/cp/c2p.p6.html?nocache=0.2690333395494455) | **Trainer to stress:**  **Lack of detail must not prevent reporting a safeguarding concern**.  Remember that a failure to share information can place a child at increased risk of harm and is a common feature of child practice reviews. While information in isolation may seem insignificant, when put together with information from other sources it may become important to safeguarding the child at risk. |
| 58 | [Working Together to Safeguard People: Information sharing to Safeguard Children](https://socialcare.wales/hub/statutory-guidance) | **Trainer to note:**  While it is important to provide the information in the slide, if immediate action is required to protect the child/adult at risk this must take precedence over gathering information.  The information required should be proportionate and include:   * **basic information** about the child/adult and their family * details about the **cause for concern** regarding risk of harm and any plans in place providing immediate protection * relevant **information held** by the agency that provides insight into the child/adult at risk of harm, their family/carers and environment. |
| 59 |  | **Practitioners must use the report forms provided by the local authority.**  A report to social services should include the information available about the child, the family and their circumstances, considering the role of the individual and their agency.    Provide as much specific detail and evidence as possible. |
| 62 |  | Available as part of the All Wales Basic Safeguarding Awareness pack. |
| 65 | **Section 1: Safeguarding principles and effective practice: children** |  |
| 67 | Wales Safeguarding Procedures section 5 |  |
| 68 |  | **Trainer to** **stress:**  Any allegations or concerns that a child or adult-at-risk is experiencing, or is at risk of experiencing, abuse, neglect or harm by someone who works with them must be taken seriously. |
| 69 |  | **Additional information for the trainer:**  **These procedures** are for dealing appropriately with a **practitioner** who is the subject of concerns or allegations of **professional** **abuse.**  **In addition to these procedures:**   * **In cases where** there is an **identifiable** child or adult at risk who has been subject to abuse or neglect, the **Wales Safeguarding Procedures** will be implemented and followed **alongside the process outlined in these procedures** * **In cases where** there is an **identifiable** child or adult at risk **who may be raising the concern** or **has been subjected to possible abuse** then a **proportionate assessment** will **be carried out by social services** in accordance with the Social Services and Well-being (Wales) Act 2014. The outcome of this assessment must be fed back to the Designated Officer for Safeguarding * **In cases where** there is **no identifiable** child or adult at risk, the **Wales Safeguarding Procedures** will still be invoked**if**the practitioner meets the criteria * **In cases where** the allegation **has not come from within the employee’s organisation**, then the police and/or social services should inform the Designated Officer for Safeguarding within the employing agency that an allegation against a member of staff has been made and formal investigations are required. |
| 70 |  | **Trainer to point out:**  Where the Designated Safeguarding Person is the subject of the allegation, the information should be reported to a more senior manager.  **Any person who has a concern should:**   * make the report to social services * seek advice and support from their line manager * make a record of the concerns and any actions taken and by whom, in line with their agency policy. This should include the rationale for any decisions that have been made * complete an appropriate risk assessment to ensure children and adults at risk are protected * if the person is a foster carer or adult placement carer consideration must be given for the need for safe care arrangements for any other children or adults at risk within their care * if the person works within a health or social care setting consideration must be given to ensure protective measures are implemented for any other children or adults at risk. |