

Transcript of learning:

Evidence of compliance with Group A and B National Training, Learning and Development Standards in Thirtyone:eight's Safeguarding Adults at Risk of Harm Webinar.

Group:	Framework requirement:	Applicable course component:
A a)	1. What's meant by the term 'safeguarding'	Module 1, slide 9: Discussion – how would you define safeguarding? What are the differences between safeguarding adults and safeguarding children and young people?
	2. The main categories of abuse and neglect.	Module 1, slide 15: Physical, Emotional / Psychological, Neglect, Sexual, Financial – definitions in poll exercise and further info in handbook.
	3. Common signs and symptoms associated with abuse, harm and neglect.	Module 1 slide 21 – signs and indicators of abuse – discussion plus further info in handbook.
	4. Other situational risk areas that may lead to abuse, harm and neglect.	Module 1, slide 11 – vulnerability at different times in adulthood: 'For example, living in a country where you don't speak the language; being a refugee or asylum seeker; experiencing isolation; at times of bereavement, grief and loss; joblessness or uncertain employment; homelessness or unsafe housing; poverty; living with dementia; mental ill health; experiencing the impact of trauma and ACEs; substance misuse and age-related challenges.'
	5. Overview of the legal framework and what it means in practice, including an awareness of Part 7 of the Social Services and Well-being (Wales) Act 2014 and their own agency policy.	Module 1, slides 12 (definition of adult at risk) and 14 'legislation' both name Act e.g. discussion 'Across all 4 UK nations our safeguarding practices and processes are underpinned by law. Do you know the names of any pieces of legislation or national policies and practices that are relevant to safeguarding adults in your nation?' Also Wales section of handbook – national approach, safeguarding structures, related processes etc. Organisation policy referred to throughout – module 2 'respond', module 3 'record', module 4 'report'
	6. How the legal framework supports people's rights to be protected from abuse, harm and neglect.	Module 1 slide 14 – legislation: "...it is important to recognise that our organisations have legal duties to safeguard adults at risk and to share information if we are concerned. The legislation defines the adults to whom a safeguarding duty applies (as per slide 12), types of abuse, the role of statutory agencies and the key approaches that shape each nation's response. Each nation also has legislation around an adult's capacity to make decisions – how to determine if they don't have capacity to make a certain decision and how to support them if this is the case (more on this in module 3). Also module 3 slides 47 -50 around mental capacity.

	7. The roles of different agencies and others involved in safeguarding people's welfare, in the context of the setting.	Module 4 slides 54 and 55 report your concern and consent to report – safeguarding lead, statutory services, helplines. Also info about safeguarding structures in Wales in handbook
	8. The role and responsibilities of practitioners in safeguarding.	Module 4 slide 54 and 55- role of safeguarding lead, emergency and statutory services + safeguarding structures in Wales in handbook – National and Regional Safeguarding Boards, LADO etc
	9. Uphold the rights of people, families and carers	Module 1 Slide 22 – person-centred rights-based approach to safeguarding adults. Also appendix 1 of handbook on human rights
b)	1. Why some people could be more at risk from abuse, harm or neglect.	Module 1 Slide 12 – adults at risk and case scenarios module 2
	2. How someone's situation can increase the risk of abuse, harm or neglect, for example, adverse childhood experiences.	Module 1, slide 11 – vulnerability at different times in adulthood: 'For example, living in a country where you don't speak the language; being a refugee or asylum seeker; experiencing isolation; at times of bereavement, grief and loss; joblessness or uncertain employment; homelessness or unsafe housing; poverty; living with dementia; mental ill health; experiencing the impact of trauma and ACEs; substance misuse and age-related challenges.' Also case scenarios in Module 2
	3. Why abuse may not be disclosed by people, family, friends or practitioners, including volunteers.	Case scenarios – explore when people don't realise they are experiencing abuse, not speaking same language, fear etc. Also Module 4 slide 56 – why people may not want to report
c)	How to report, respond and record concerns or allegations related to safeguarding.	Module 2 respond, module 3 record, module 4 report
	1. Why it's important to report any concerns about possible abuse, harm or neglect and everyone's duty to do this.	Module 2, slide 40 'Why we respond' Module 4, slide 54 'worried? report your concern'
	2. How and when to report concerns – have an understanding of your agency or employer's reporting process or mechanisms.	Module 4, slide 54 'worried? Report your concern' Module 3, slide 43 recording disclosures or concerns includes timescales and mechanisms for reporting
	3. What should be reported and recorded.	Module 3 – record, slide 43 – recording disclosures or concerns, slide 44 – video exercise 'If Katie spoke to you, what would you record?'
	4. How to respond to suspected, disclosed or alleged harm, abuse or neglect.	Responding well – do (module 2 slide 27) Responding well – don't (module 2 slide 28)
	5. Actions to take and actions to avoid if harm, abuse or neglect is suspected, disclosed or alleged.	Responding well – do (module 2 slide 27) Responding well – don't (module 2 slide 28) Module 4, slide 54 'worried, report your concern'
	6. Boundaries of confidentiality[2] in relation to safeguarding and information that must be shared.	Module 2 slide 28 'don't promise secrecy' and accompanying notes
	7. Potential barriers to reporting or raising concerns.	Module 2 slide 39 – challenges of responding and module 4, slide 56 – why might someone say no [to reporting]?
	8. Actions to be taken where there are ongoing concerns about abuse, harm or neglect or where concerns have not been addressed after reporting.	Module 4- report, slide 54 – worried? Report your concern 'Report every concern- multiple concerns about the same person help build a bigger picture, don't worry about repeating yourself. If you are worried that a concern you have reported has not been acted upon and an adult at risk remains at risk of harm, follow escalation process (e.g. report to umbrella organisation, statutory agencies etc – if you are not sure what the process should be or how to do it, refer to your policy or you can call our

		helpline for advice):'
	9. What the term 'whistleblowing' means.	Module 5- reflect, slide 63 – 'Reflect on your own organisation- your policies, codes of conduct and culture. What good practice do you have to prevent harm occurring? What helps you feel safe and supported in your role?' 'Whistleblowing policy - protection for those who raise a concern about their organisation'
	[1] Risk areas can include e-safety and domestic abuse	Module 1, slides 16-20 – other forms of harm and contemporary concerns and module 2 scenarios
	[2] Caldicott Principles: Eight principles to make sure people's information is kept confidential and used appropriately. National Data Guardian, 2020	Module 3 – recording disclosures or concerns: 'We then need to date, time and sign those notes and pass our record to the safeguarding lead. They can then take any necessary actions and store the record securely to make sure people's information is kept confidential and used appropriately, see caldicott principles https://www.gov.uk/government/publications/the-caldicott-principles '
B	Group B: Everyone in this group will also need to know everything in group A.	
a)	Legislation, national policies, and codes of conduct and professional practice in relation to safeguarding.	Handbook page 11 and 34 – 40 Module 1, slide 14 'legislation' and Module 5, slide 63, reflect- policies, procedures and practices for preventative safeguarding, also appendix 4 of handbook- preventative safeguarding
	1. The categories of abuse and neglect as defined in Section 197 of the Social Services and Well-being (Wales) Act 2014.	Handbook page 36 'categories of abuse' and page 37, link to full list of descriptions and indicators from Wales Safeguarding Procedures, Module 1 slide 15 – categories of harm and abuse
	2. Common signs and symptoms associated with abuse, harm and neglect.	Module 1, slide 21 'signs and indicators of abuse and further examples in individual case scenarios in module 2 and videos in modules 1 and 3
	3. Other situational risk areas that may lead to abuse, harm and neglect.	Module 1, slide 11 – vulnerability at different times in adulthood: 'For example, living in a country where you don't speak the language; being a refugee or asylum seeker; experiencing isolation; at times of bereavement, grief and loss; joblessness or uncertain employment; homelessness or unsafe housing; poverty; living with dementia; mental ill health; experiencing the impact of trauma and ACEs; substance misuse and age-related challenges.' Also slide 17, recognising all harm, slide 18 modern slavery video, slide 19 contemporary concerns and slide 20 'mate crime' video
	4. Overview of the legal framework and what these mean in practice, to include local and national policy and principles, Children Act, Mental Capacity Act, Domestic Abuse legislation and the United Nations principles (older people) and conventions (children) and European Convention on Human Rights.	As section B a) for slides, Handbook page 11 and 34 – 40, appendix 1 human rights, module 3 47 – 51 Mental Capacity Act, United Nations Principles for Older Persons Module 2 slide 35
	5. How the legal framework supports people's rights to be protected from abuse, harm and neglect.	Module 1, slide 14 – legislation, module 3 slides 47-51 around mental capacity, handbook page 11 and 34 – 40

	6. The roles of different agencies and others involved in safeguarding people's welfare, in the context of your setting.	Module 4 'report' and handbook page 37– safeguarding lead, emergency services, safeguarding boards, LADO/DOFA, MASH, Social Care Wales, Police
	7. Legislation [1], statutory guidance, national policies and codes of conduct and professional practice that relate to the safeguarding of people – both adults and children and young people – and what these mean in practice.	Module 1, slide 14 – legislation, Module 4 – report, handbook page 11 and 34-40, Module 5 slide 63, reflect – preventative safeguarding and appendix 4 preventative safeguarding
	8. How legislative frameworks support people's rights to be protected from abuse, harm and neglect.	Module 1, slide 14 legislation, , module 3 slides 47-51 around mental capacity, and appendix 1 human rights
	9. Being open and honest with people if things go wrong [2] or had the potential to go wrong.	Module 5 slide 61 – why reflect?
b)	How to work in ways that safeguard people from abuse, harm and neglect.	As above and handbook appendix 4, preventative safeguarding
	1. The roles of different agencies and others involved in safeguarding people's welfare, in the context of your setting.	Module 4 'report' and handbook page 37– safeguarding lead, emergency services, safeguarding boards, LADO/DOFA, MASH, Social Care Wales, Police
	2. The role and responsibilities of practitioners in safeguarding.	As above + module 3 slide 51 advocacy and module 2 slide 40 'why we respond'
	3. The role of advocacy in relation to safeguarding – externally and in relation to your role.	Module 3 slide 51 advocacy and handbook pages 39-40 section on advocacy
	4. How to establish relationships that support trust and rapport with people, families and carers.	Module 1, slide 22 – approaches to safeguarding adults, Module 2 – Respond, Module 5 slide 62, 'what good is it making someone safer if it merely makes them miserable.
	5. How to work in a person/child-centred way to follow the safeguarding principles while upholding the rights of people.	Module 1, slide 22 – approaches to safeguarding adults, appendix 1 in handbook – human rights, appendix 2 -strengths-based approach
	6. How to enable people to make decisions about what matters to them and stay in control of their lives.	As above + sections about mental capacity and advocacy - module 3 slides 47-51 around mental capacity, handbook pages 39-40 section on advocacy
	7. How to promote people's voice at all times, listening to their lived experience	As above plus handbook appendix 3 – trauma awareness
	8. How to support people to balance their rights and responsibilities, while making sure you uphold your duty of care.	Module 1, slide 22 – approaches to safeguarding adults, appendix 1 in handbook – human rights, appendix 2 -strengths-based approach, sections about mental capacity and advocacy - module 3 slides 47-51 around mental capacity, handbook pages 39-40 section on advocacy, Module 5 slide 62, Module 2 responding well do / don't and scenarios
	9. How to promote an environment where people can express fears, anxieties, feelings and concerns without worry of ridicule, rejection, retribution or not being believed.	Module 2 – respond, scenarios, slides 27-8 responding well do/don't and effects of abuse. Module 4, slide 57 – support and understanding, module 5 'reflect' and reflection exercises in handbook page 10
	10. How to make people aware of how to keep themselves safe from abuse, harm and neglect.	Module 1, slide 22 approaches to safeguarding adults, Module 4 – report, slides 54-55 worried? Report your concern and consent to report, Module 2 scenarios. Handbook appendix 2- strengths-based approach
	11. How to make people aware of the risks associated with using social media, the internet and mobile phones.	Module 1, slide 19 contemporary concerns including online harm, romance fraud and video module 3 (sending / receiving explicit images and videos)
	12. How to work in ways that keep practitioners and people safe from abuse, harm or neglect.	Module 5- reflect (throughout) and appendix 4 preventative safeguarding
	13. How to access support and training to think about and improve safeguarding knowledge, skills	Module 5 – reflect, slide 61 and 63 and signposting sections of handbook

	and practice.	
	14. Know where to go for advice and support, if needed.	Slide 4 – helpline signposting, Module 4- report, slides 54 and 55 – worried? Report your concern and role of safeguarding lead and signposting sections of handbook
c)	The factors, situations and actions that could lead or contribute to abuse, harm or neglect.	Throughout Module 1 – recognise, Module 2 – respond and Module 3 - record
	1. Why some people could be more at risk from abuse, harm or neglect.	Module 1 slide 11, vulnerability at different stages of adulthood, slide 12 adults at risk, module 3 – slides around mental capacity
	2. How someone’s situation can increase the risk of abuse, harm or neglect, for example, adverse childhood experiences.	Module 1 – recognise, throughout, Module 2 - scenarios and slide 40 ‘why we respond’, appendix 3 – trauma awareness
	3. Why people, family, friends, practitioners and volunteers may not disclose abuse.	Case scenarios – explore when people don’t realise they are experiencing abuse, not speaking same language, fear etc. Also Module 4 slide 56 – why people may not want to report
	4. Actions, behaviours or situations that increase the risk of abuse, harm or neglect.	Module 1 – recognise, throughout especially slides 11 and 17 - 20, Module 2 - scenarios
	5. Features of perpetrator behaviour and grooming, including bullying, coercive control and controlling behaviour.	Module 1 – recognise, slides 17 – 20, slide 21 signs and indicators of abuse, Module 2 - scenarios
	6. Learning from reviews and reports into serious failures to protect people from abuse, harm or neglect.	Module 5 – reflect, throughout – reports and impacts discussed slide 61
d)	How to report, respond and record concerns or allegations related to safeguarding.	Module 2 – respond, module 3 – record, module 4 - report
	1. The importance of reporting any concerns about possible abuse, harm or neglect and everyone’s duty to do this.	Module 4 – report, especially slide 54, worried? Report your concern and handbook page 35 – mandatory reporting in Wales
	2. How and when to report any concerns about alleged abuse, harm or neglect.	Module 3 – record, slide 43 ‘recording disclosures or concerns, Module 4 – report, throughout
	3. How to respond if abuse, harm or neglect is suspected or alleged.	Module 2 – respond, throughout
	4. Actions to be taken where there are ongoing concerns about abuse, harm or neglect or where concerns haven’t been addressed after reporting.	Module 4- report, slide 54 – worried? Report your concern and Module 5 slide 63 – inclusion of whistleblowing
	5. What should be reported and recorded, when this should happen and how this information is stored.	Module 3 – record and Module 4- report. Slide 43 - info around data storage
	6. How to record written information that’s accurate, clear and relevant with an appropriate level of detail.	Module 3- record, particularly slide 43 – recording disclosures or concerns
	7. The difference between fact, opinion and judgement, and why understanding this is important when recording and reporting information.	Module 3 – record, slide 43 – recording disclosures or concerns
	8. Confidential boundaries in relation to safeguarding and information that must be shared.	Module 2 – respond, particularly slide 28 ‘don’t promise secrecy, module 4, slides 55-58 around consent and risk assessment
	9. Potential barriers to reporting or raising concerns and how to address them.	Module 2 slide 39 – challenges of responding and module 4, slide 56 – why might someone say no [to reporting]? Slides 57 -58- no consent, support, understanding and risk assessment
	10. Know what the term ‘whistleblowing’ means and how to follow your organisation’s whistleblowing policy.	Module 5 slide 63 –whistleblowing, appendix 4 preventative safeguarding