

Adults at Risk of Harm



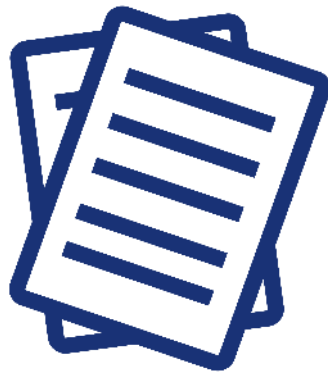
Creating safer places. Together.

Introductions





**2.5 hours
2 short breaks**



**Link for slides and
handbook**



**Webcam and
microphones**



**Sensitive and
confidential**



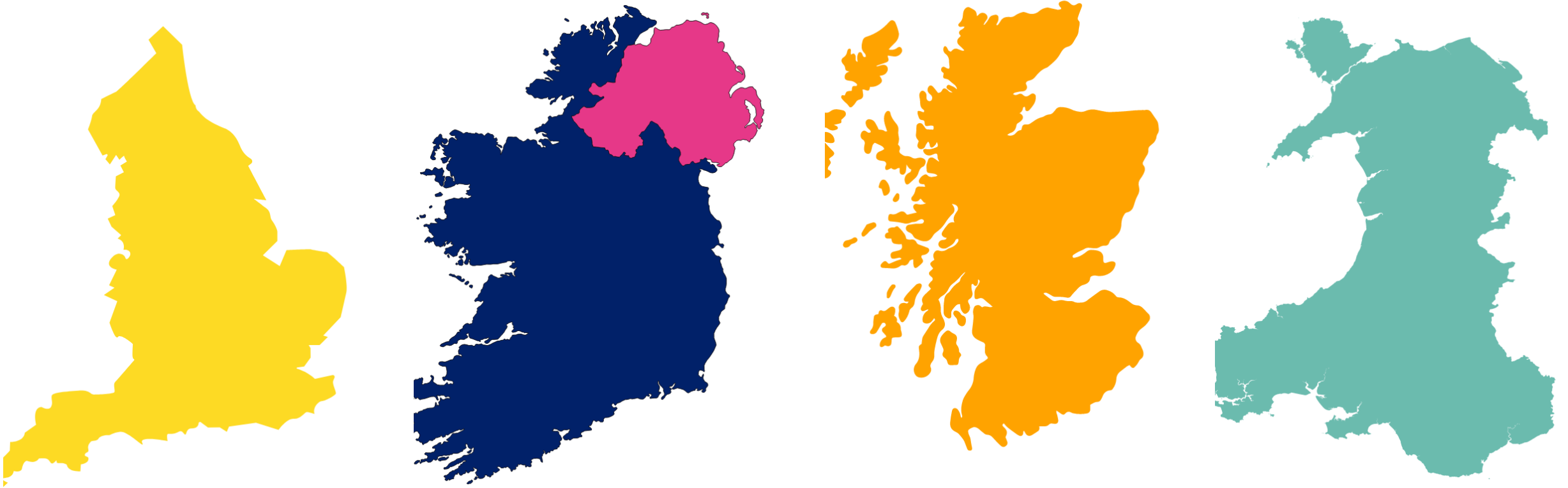
Get support

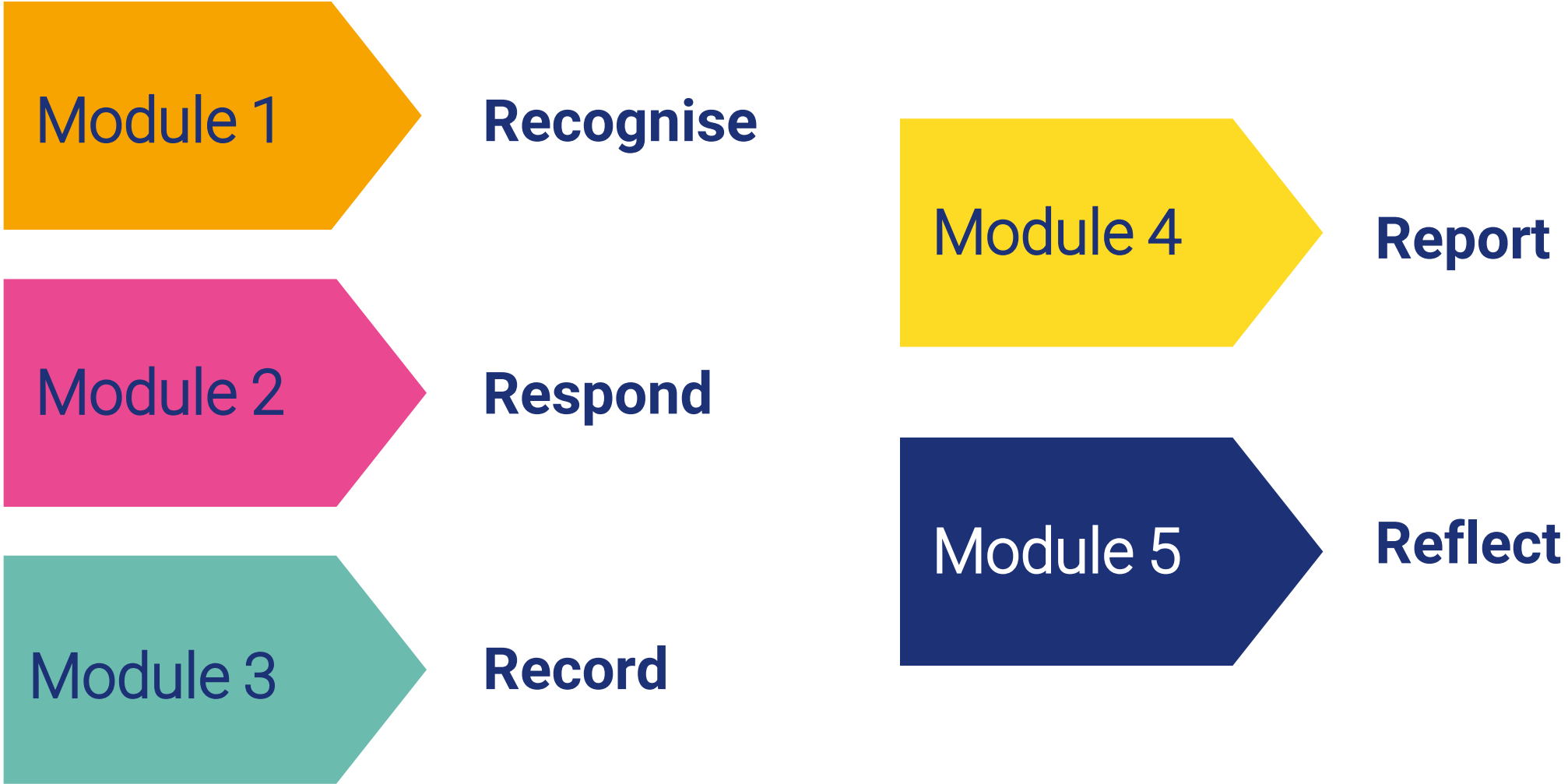


Chat facility



UK 4 Nations





Module 1

Recognise

Module 2

Respond

Module 3

Record

Module 4

Report

Module 5

Reflect

The diagram consists of five chevron-shaped boxes arranged in two columns. The first column on the left contains three boxes: an orange one at the top labeled 'Module 1', and two grey ones below it labeled 'Module 2' and 'Module 3'. The second column on the right contains two grey boxes labeled 'Module 4' and 'Module 5'. To the right of each module box is a corresponding action word: 'Recognise' for Module 1, 'Respond' for Module 2, 'Record' for Module 3, 'Report' for Module 4, and 'Reflect' for Module 5. The action words for the first three modules are in a dark blue font, while the others are in a grey font.

Module 1

Recognise

Module 2

Respond

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Reflect

In this module:



Recognise the experiences that increase vulnerability



Recognise what safeguarding looks like for adults



Recognise the signs and indicators of harm



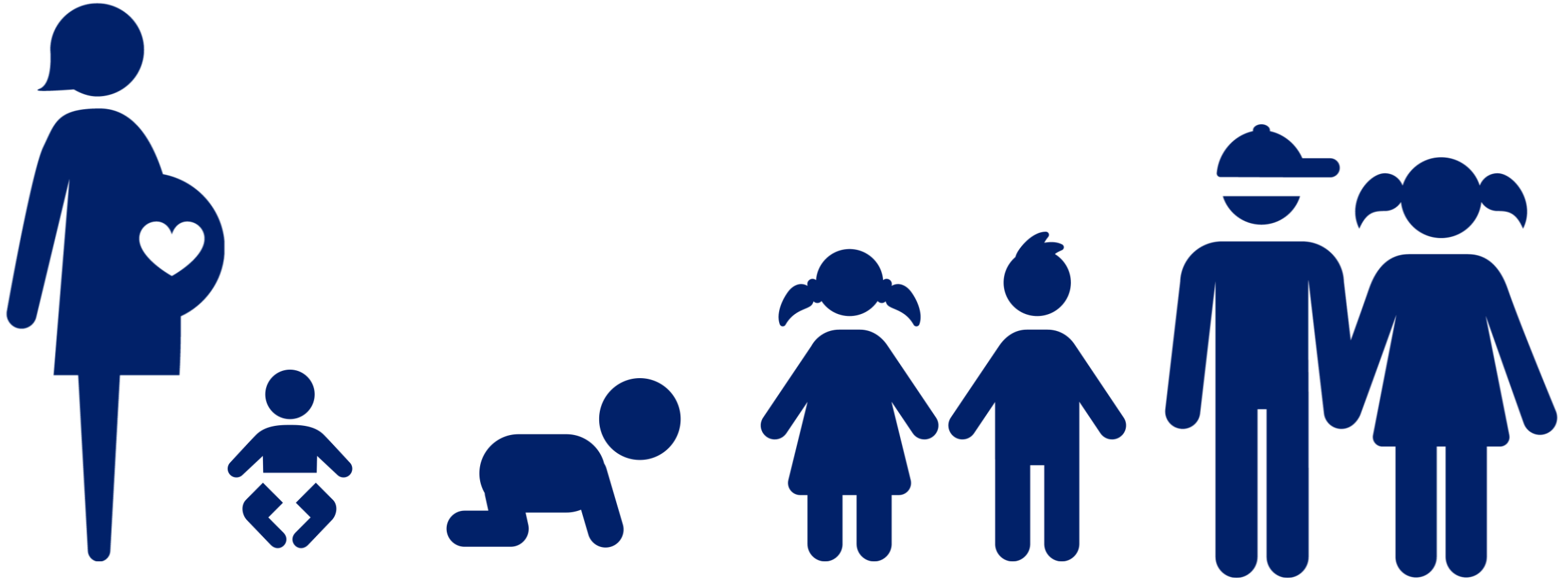
Pause and consider:

Adult and child safeguarding:

- Similarities?
- Differences?



Vulnerability at different stages of childhood...



Vulnerability at different times in adulthood:



Adults at Risk / In Need of Protection

- 18 years or over (16+ in Scotland)
- At risk of harm
- Unable to safeguard themselves
- Increased vulnerability*

Support and / or safeguarding?



Signposting



Pastoral support

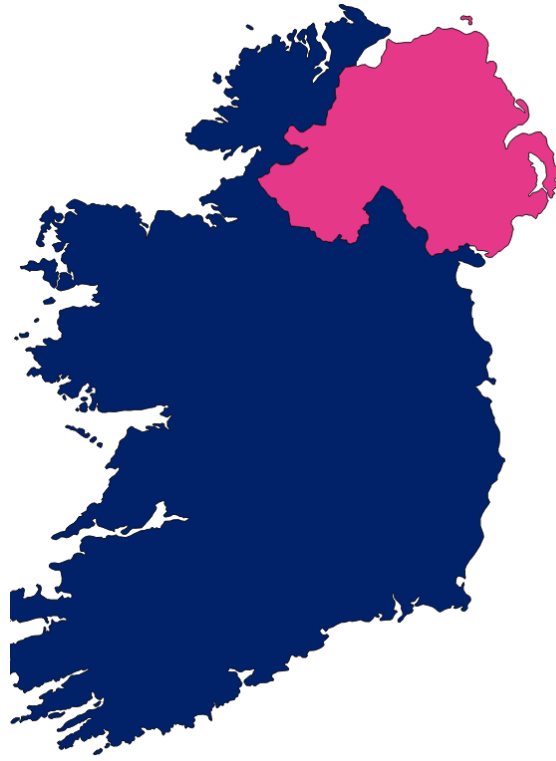


Safeguarding duty

Legislation: Handbook page 11 and...



Pages: 12 - 18



Pages: 19 - 26



Pages: 27 - 33



Pages: 34 - 40

Categories of harm and abuse



Physical

**Emotional /
Psychological**

Neglect

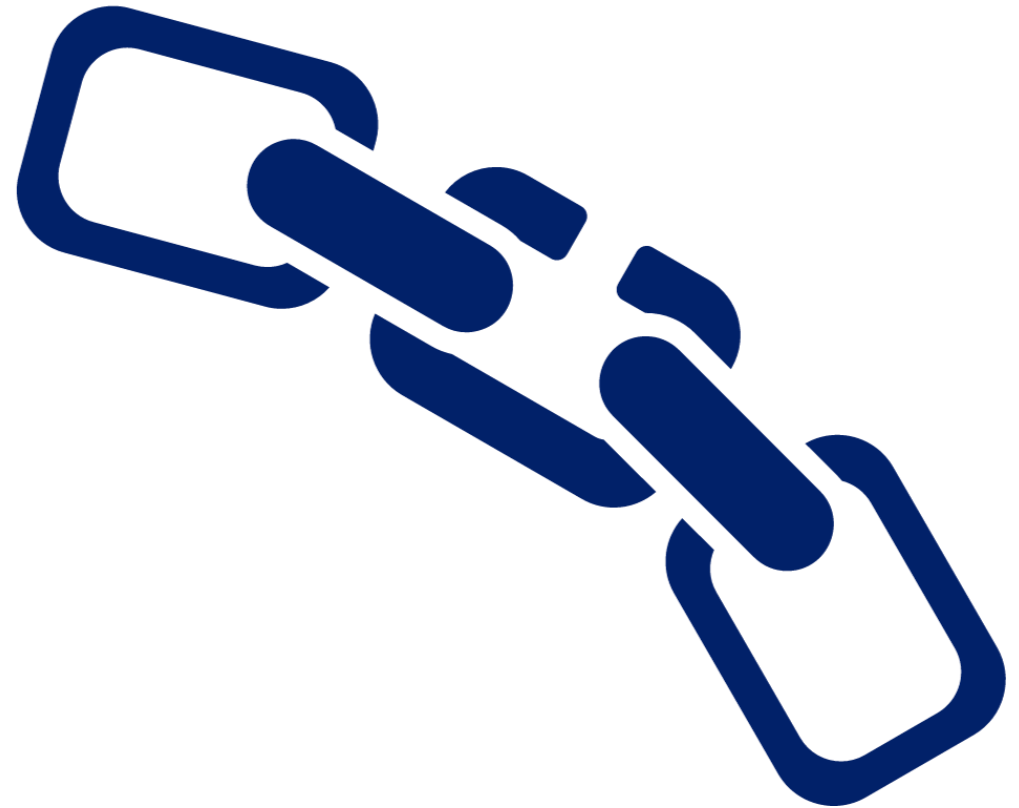
Sexual

Financial

Other forms of harm and
abuse named in legislation
across the UK...



Recognising all harm...





Other contemporary concerns

- Cuckooing
- Online harm
- Romance Fraud
- Radicalisation
- Self-harm
- Stalking
- Mate and hate crime



Signs and Indicators of Abuse



Approaches to Safeguarding Adults



Process-Driven



Rights-Based

Person-Centred



5:00

Module 1

Recognise

Module 2

Respond

Module 3

Record

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Report

Module 5

Reflect

In this module:

- **Respond:** Listening well
- **Respond:** Scenarios
- **Respond:** Challenges and motivations



Responding well – Do...

-  Listen actively
-  Keep calm
-  Reassure and reaffirm
-  Ask what they need / want

Responding well: Don't...

-  Promise secrecy
-  Investigate or be a hero
-  Excuse, minimise or blame

Case Scenarios

1. Concerns?
2. Adult at Risk?
3. Response?



Scenario 1 – Aoife

- Husband manages her money
- Allowance, receipts, asking for extra
- “ ‘I’m no good with money,’ he says...”

Scenario 2 – Dawit

- Lost mobility due to illness, needs care
- Staff not using safe procedures
- Bruises and distress

Scenario 3 – Zeva

- 19 Years old, in UK for 9 months
- Can't afford to phone family, no time off
- No English classes, isolated

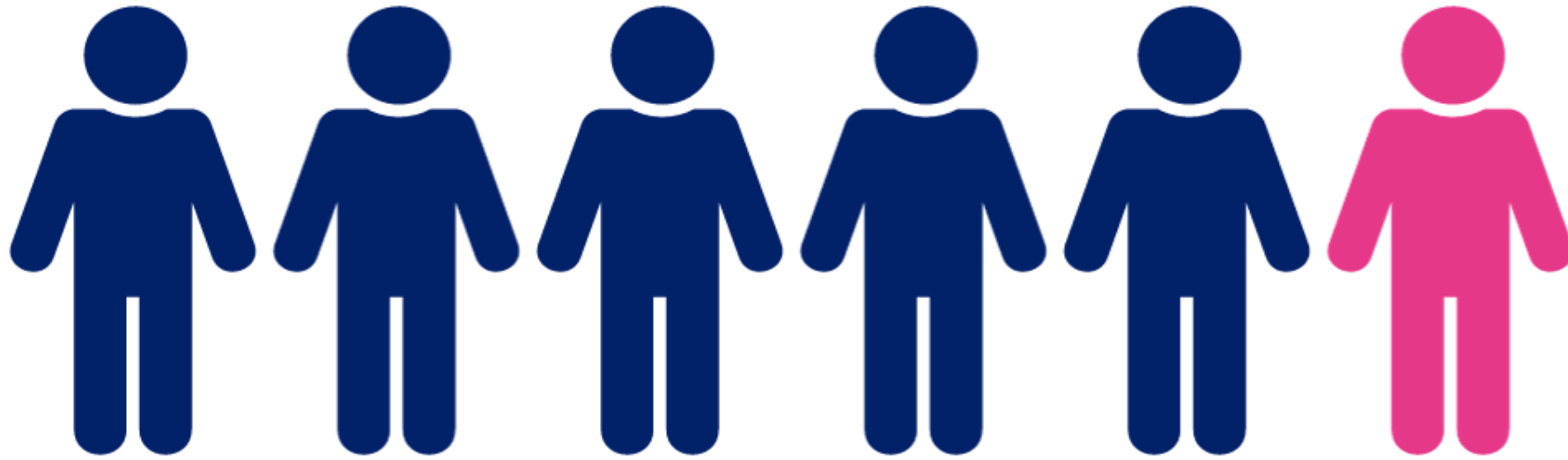
Scenario 4 – Mhairi

- Active church member for 6 years
- Change in behaviour and demeanour
- Changes to home and garden

Scenario 5 – Sadie

- Missed a couple of weeks, looks tired
- Grandson staying, collecting pension and shopping
- Friends at all times of day and night

A note on elder abuse...



Scenario 6 – Osian and Cerys

- 12-year-old son, ADHD and ASD diagnosis
- Physically and verbally abusive
- Doesn't want dad to get angry

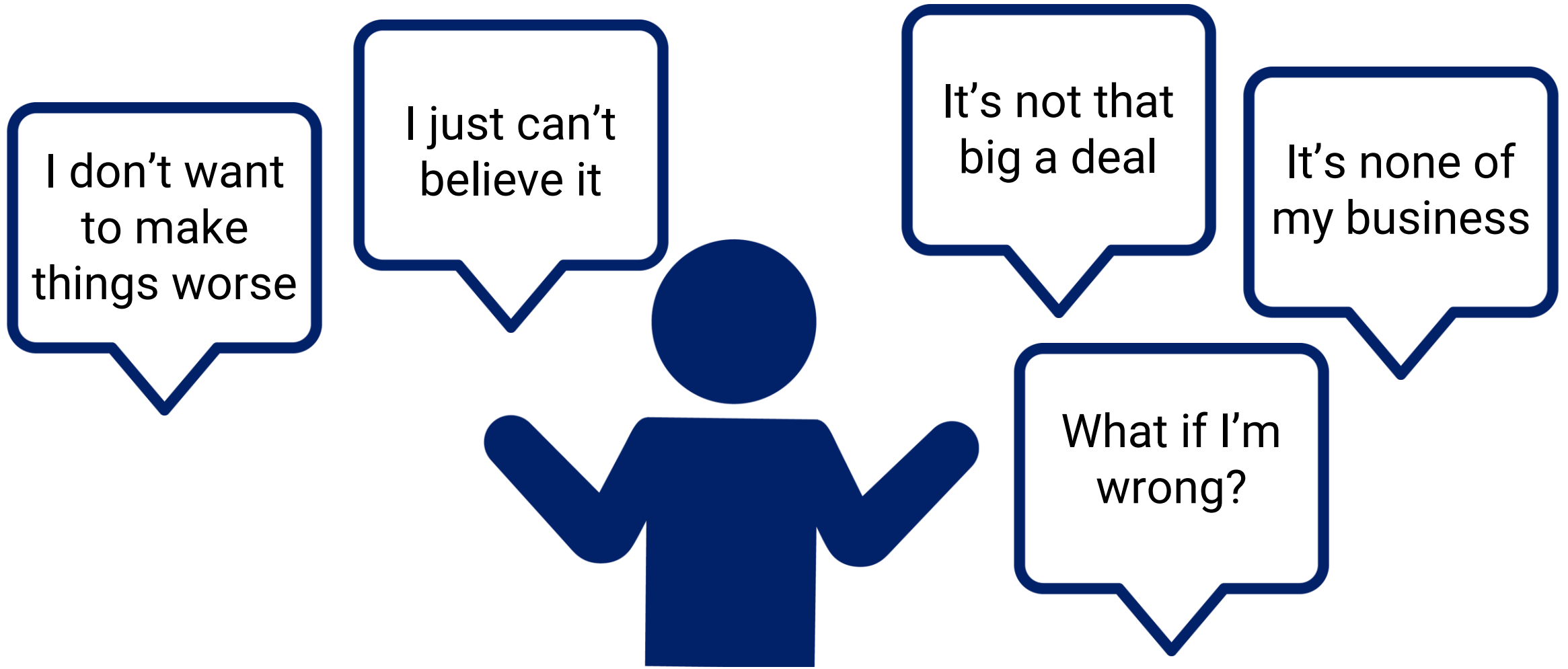
Scenario 7 – Eddie

- Girlfriend 'overbearing and controlling'
- Afraid to leave the relationship
- "I don't know what to do"

Scenario 8 – Jason

- New person attending church
- Been in prison, wants to turn his life around
- Cut and bruise above his eye

Challenges of responding:



Why we respond anyway:

It is everyone's
responsibility

We only ever have
part of the picture



Right to live free
from harm

The effects of
abuse

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Module 2

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Reflect

In this module:

- Record: What, when and why?
- Record: Considerations around capacity
- Record: Enabling Advocacy



Recording disclosures or concerns

- Facts: Who, what, where, when
- Clarify, don't lead: **Tell, Explain, Describe (TED)**
- Adult's own words
- Pass it on



Maximale Leistungsfähigkeit
bei allen Wetterbedingungen



5:00

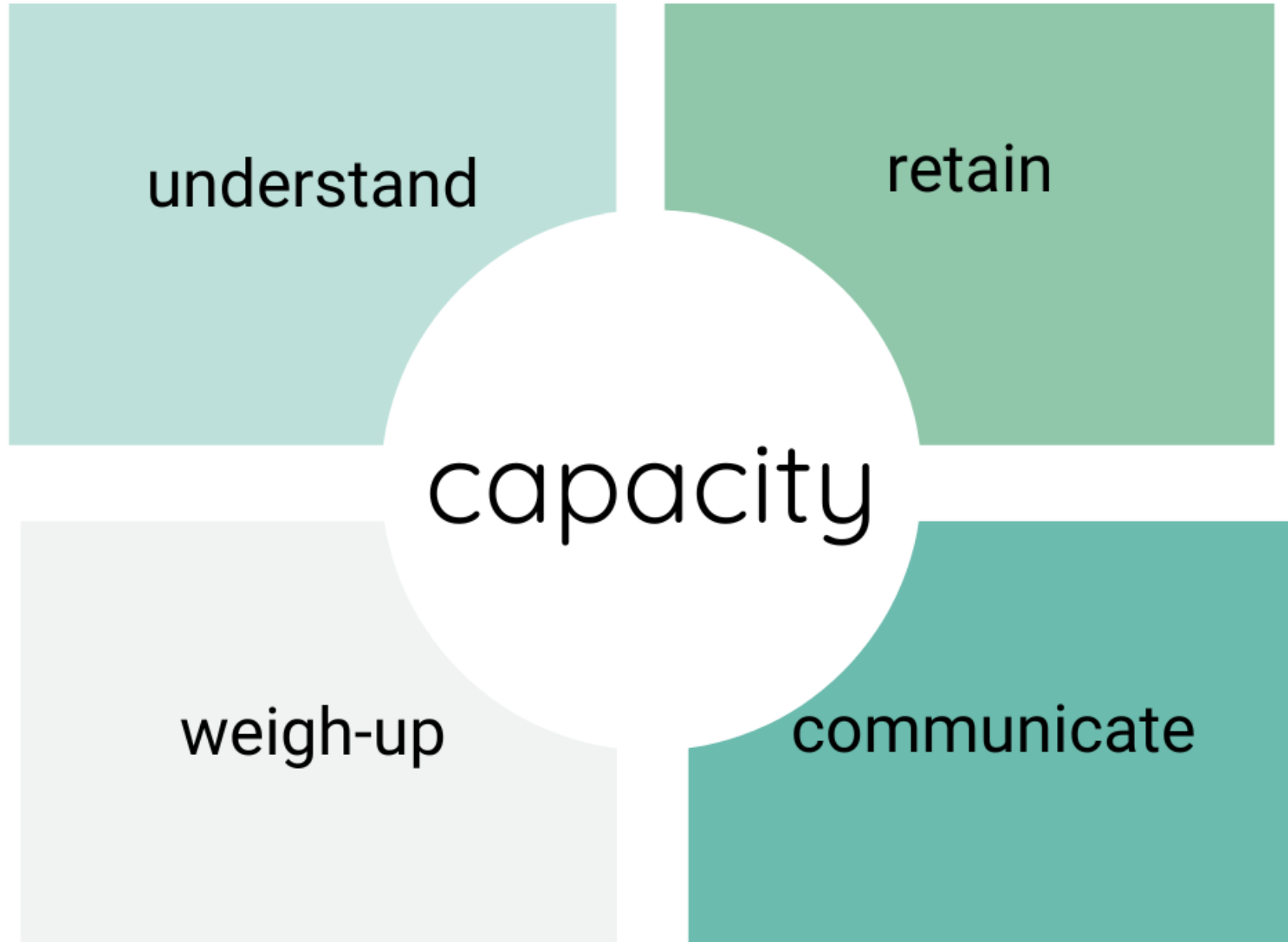
Record: Considerations around capacity

What is 'mental capacity'?



Mental (in)capacity

- Ability to make a particular decision
- Covered by law
- Reasons a person may lack capacity...



Mental Capacity: A rights-based approach

- Benefit / Best interest
- Supported to make individual decisions
- Unwise decisions
- Least restrictive option



Mental Capacity: Advocacy

- Rights and best interests
- Amplify the adult's voice
- Independent or connected
- Advocate for advocacy!



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Reflect

In this module:

- Report: All concerns
- Report: Consent to refer on
- Report: Considering Risk



Worried? Report your concern

-  Talk to your safeguarding lead
-  Emergency – phone 999
-  Helpline, Thirtyone:eight or others

Consent to report

-  Internal: safeguarding lead / adult safeguarding champion
-  Always seek consent

Pause and consider:

Why might someone say no?



No consent: Support and Understanding

- Do they understand the implications?
- Can you provide more information?
- Open door for the future

No consent: Risk assessment

-  Is anyone else at risk?
-  Serious crime?
-  Serious harm?

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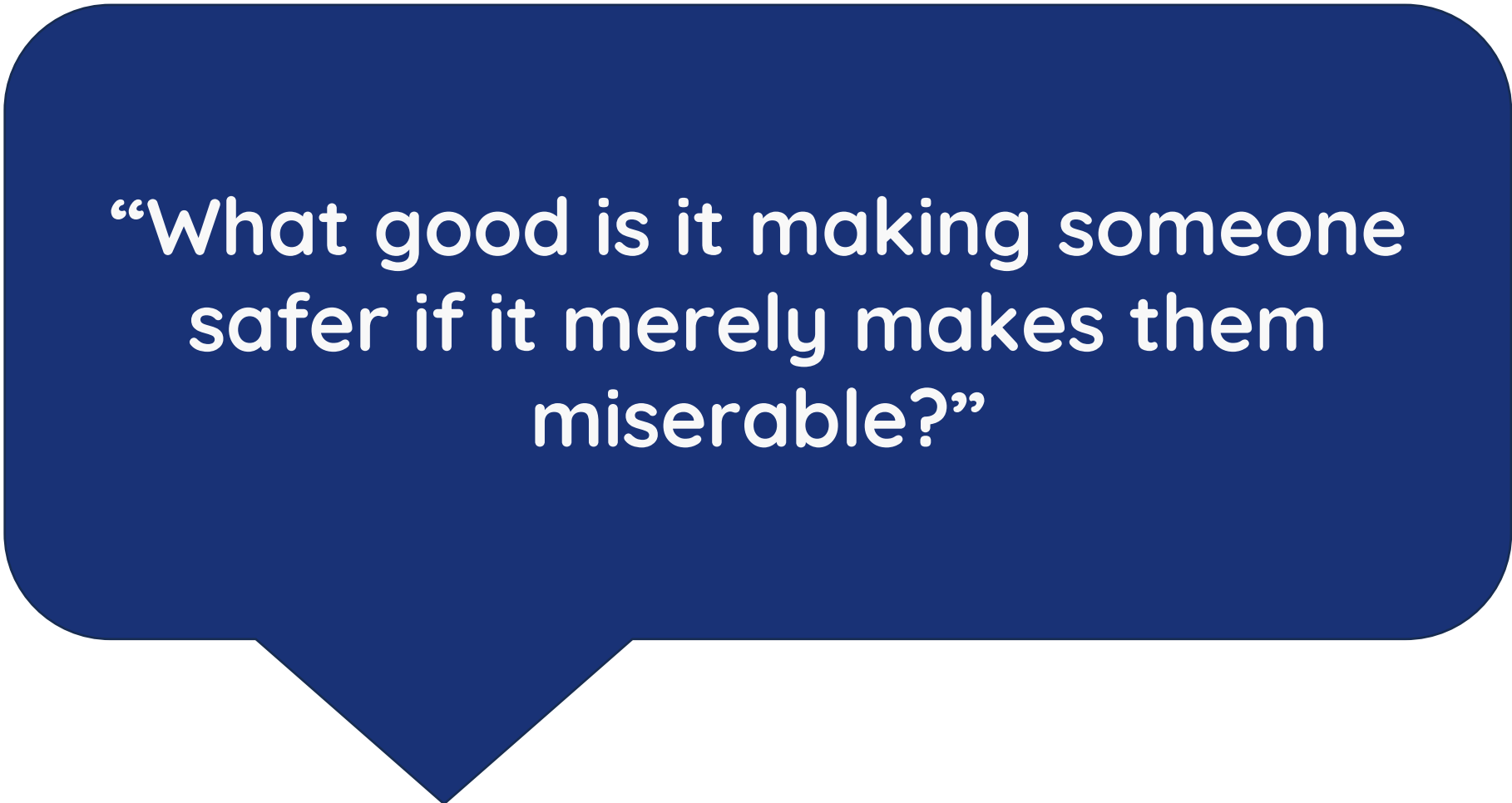
- Reflect: Learn from experience
- Reflect: Keep the person at the centre
- Reflect: How safe is our culture?



Why reflect?

- Learn from experience
- Ever-evolving landscape
- Keep everyone safer
- Create a reflective culture





“What good is it making someone
safer if it merely makes them
miserable?”

- Lord Justice Munby, 2007

Reflect:



Review of learning objectives



Recognise



Respond



Record



Report

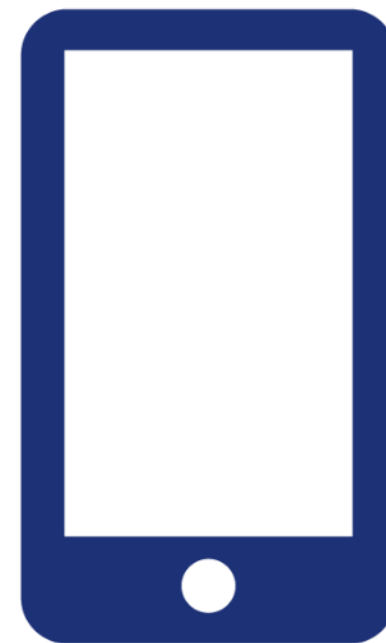


Reflect

I have learnt.....



**Your feedback is
important to us**





thirtyone:eight

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