

Transcript of learning: Wales Group C

Group C - (Equivalent to Level 3 in health): Everyone in this group will also need to know everything in group A and group B. In groups C to E there is an expectation that practitioners will undertake both generic and role specific training.

- Safeguarding Leads: Standard (SL Standard)
- Peer reflection (part of SL Standard)
- Advanced Safeguarding Adults (ASA) AND/OR:
- Advanced Safeguarding Children (ASC)
- Safeguarding Post-Referral (Post-Referral)
- Domestic Abuse

Section a: Legislation, national policies and codes of conduct and professional practice in relation to safeguarding.

Framework requirement:	Course(s):	Applicable course component:
1. Legislation, 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. ¹	-SL Standard -ASA (adults) -ASC (children)	All named laws in handbook: Safeguarding Leads in Wales - Key legislation and guidance for Safeguarding in Wales Handbook: Summaries of the legislation and statutory guidance connected to safeguarding
2. Knowledge and practical application of the Mental Capacity Act 2005 in the safeguarding context where applicable.	-SL Standard -ASA (adults)	Report, slide 50 – Reporting externally: Adults – mental capacity and its impact on safeguarding decisions. Handbook: Appendix - Mental (In)capacity

¹ **Must include all:** Social Services and Well-being (Wales) Act 2014, Wales Safeguarding Procedures, Mental Capacity Act 2005, Children and Young Persons Act 2008, Violence Against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015, Safeguarding Children: Working Together Under the Children Act 2004, Regulation and Inspection of Social Care (Wales) Act 2016 RISCA, Wellbeing of Future Generations (Wales) Act 2015, The Health and Social Care (Quality and Engagement) (Wales) Act 2020, The Serious Crimes Act 2015, European Convention on Human Rights, Universal Declaration of Human Rights

3. Effectively apply the two-stage capacity test[1], that is, the test specific to a person's retention and understanding of the safeguarding event, where applicable	-SL Standard -ASA (adults)	Handbook, Appendix: Mental (In)capacity
4. How safeguarding practice is affected by laws, national and local guidance, and organisational policies.	-SL Standard -ASA (adults) -ASC (children)	Recognise, slide 21 – recognise the parameters of your role
5. How legislative frameworks support people's right to be protected from abuse, harm and neglect.	-SL Standard -ASA (adults) -ASC (children)	Recognise, slides 17, 19 types of harm to be protected from Respond, slides 30-35, case scenarios considering responses in-line with legislative frameworks Report, slides 50-57
6. The role of different agencies and other practitioners involved in safeguarding.	-SL Standard -ASA (adults) -ASC (children) -Post-Referral	Handbook: Safeguarding Leads in Wales, Safeguarding structures – glossary of practitioners Report slide 51 – reporting externally, slide 52 - thresholds, slide 56 – lists, slide 57 – 'all others'
7. Being open and honest with people if things go wrong or had the potential to go wrong.	-SL Standard	Review, slide 65 – review your live responses, slide 68 – review your ongoing awareness

Section b: How to work in ways that safeguard people from abuse, harm and neglect.

Framework requirement:	Course(s):	Applicable course component:
1. The specific role and responsibilities of practitioners in relation to the child protection or adult protection process.	-SL Standard -ASA (adults) -ASC (children) -Post-Referral	Scene setting, slide 7 – what is the role? Handbook: Appendix: Thresholds for reporting
2. The different types of advocacy and how they apply to the safeguarding process.	-SL Standard	Scene setting, slide 7 – Listen, advocate and empower Recognise, slide 12 – Understanding and advocating Respond, slide 23-25 – Victim-survivor centred responses

		Report, slide 50-51 – advocating when responding Handbook: Appendix – voice of the person
3. Build relationships that support trust with people, families and carers, and making sure strengths and risks are given equal weight in the safeguarding process.	-SL Standard -ASA (adults) -ASC (children) -Post-Referral	Scene setting, slide 9 – Contextual safeguarding Respond, slide 25 – Victim-survivor centred responses Record, slide 48 – person-centred recording, strengths based recording
4. Promoting the person’s voice and control is clearly shown throughout the stages.	-SL Standard -ASA (adults) -ASC (children) -Post-Referral	Handbook: Appendix – voice of the person Report, slides 50-57 – consent and autonomy within legal parameters
5. Allow people to make decisions about what matters to them and stay in control of their lives as far as possible, including explaining decisions they don’t like or don’t agree with.	-SL Standard -ASA (adults)	Handbook: Appendix – voice of the person Report, slide 50-51 – when responding sits separately from person’s consent/wished
6. Uphold the rights of people, families and carers, while making sure you uphold your duty of care, and an understanding of why some rights are given more importance than others in the safeguarding process.	-SL Standard -ASA (adults) -ASC (children)	Handbook: Safeguarding Leads in Wales, Key legislation and guidance for Safeguarding in Wales Handbook: Appendix – thresholds for reporting
7. How to support people to balance their rights and responsibilities while making sure you uphold your duty of care, making sure that risk averse practice doesn’t limit a person’s ability to enjoy life.	-SL Standard -ASA (adults) -ASC (children)	Handbook: Safeguarding Leads in Wales, Key legislation and guidance for Safeguarding in Wales Report, slides 50-57 <i>‘making sure that risk averse practice doesn’t limit a person’s ability to enjoy life’ (ASA).</i>
8. Enable people to feel safe and confident to share their worries, concerns and feelings by providing a safe space and consistent messaging.	-SL Standard -ASA (adults) -ASC (children)	Respond, slide 25, building a trusting relationship so advocacy and voice can happen Review, slide 73, is safeguarding culture obvious to all?
9. Raise a person’s awareness of how to keep themselves safe from abuse, harm and neglect by giving them tailored and relevant information.	-SL Standard -ASA (adults) -ASC (children)	Recognise, slide 21, build your signposting store

10. Raise a person's awareness of the risks associated with using social media, the internet and mobile phones, using appropriate ways of explaining those risks.	-ASA (adults) -ASC (children)	
11. Work in ways that keep you and others safe from abuse, harm or neglect, including lone working.	-ASA (adults) -ASC (children)	
12. Use supervision and support networks to reflect on your safeguarding practice, skills and competence, and your understanding of the strengths and risks of each person / family you're working with, including their daily lived experience.	-SL Standard -ASA (adults) -ASC (children)	Peer Review session
13. Knowing where to go for advice and support if needed, including directly from social services.	-SL Standard -ASA (adults) -ASC (children) -Post-Referral	Recognise, slide 21, build your signposting store Handbook: Safeguarding Leads in Wales, Safeguarding structures – glossary of practitioners Handbook: Signposting to useful organisations and resources

Section c: The factors, situations and actions that could lead or contribute to abuse, harm or neglect.

Framework requirement:	Course(s):	Applicable course component:
1. Why some people could be more at risk from abuse, harm or neglect.	-SL Standard -ASA (adults) -ASC (children)	Recognise, slide 14 - real people in wider context, factors that increase risk
2. How a person's situation can increase the risk of abuse, harm or neglect, for example, adverse childhood experiences.	-SL Standard -ASA (adults) -ASC (children)	Recognise Handbook: Appendix - ACEs and Trauma Scene setting, slide 9 – Contextual safeguarding
3. Why people may not tell others they have witnessed or experienced abuse, harm or neglect.	-ASA (adults) -ASC (children)	
4. Actions, behaviours or situations that increase the risk of abuse, harm or neglect.	-SL Standard -ASA (adults) -ASC (children)	Recognise, slide 14 - real people in wider context, factors that increase risk <i>Need additional learning from ASA and ASC</i>

5. A person's capacity and their understanding of the risk of abuse, harm or neglect	-SL Standard -ASA (adults) -ASC (children)	Report, slide 50 – Reporting externally: Adults – mental capacity and its impact on safeguarding decisions. Handbook: Appendix - Mental (In)capacity
6. The effects of parent or carer behaviour and family factors on adults and children at risk of abuse, harm or neglect	-SL Standard -ASA (adults) -ASC (children)	Scene setting, slide 9 – Contextual safeguarding, slide 12 – real people in their context <i>Need additional learning from ASA and ASC</i>
7. Features of perpetrator behaviour and grooming including bullying, coercive control and controlling behaviour.	-ASA (adults) -ASC (children)	
8. Learning from practice reviews and reports into serious failures to protect people from harm, abuse or neglect.	-SL Standard -ASA (adults) -ASC (children) -Post-Referral	Review, slide 68 learning reviews, law and guidance Handbook: Safeguarding Leads in Wales, Safeguarding reviews

Section d: How to report, respond and record concerns or allegations related to safeguarding.

Framework requirement:	Course(s):	Applicable course component:
1. Accurately and confidently report any concerns about possible abuse, harm or neglect and everyone's duty to do this.	-SL Standard -ASA (adults) -ASC (children)	Report - full module. See slide pack and transcript.
2. Recognise how and when to report any concerns about alleged abuse, harm or neglect and to advise others accordingly.	-SL Standard -ASA (adults) -ASC (children)	Report - full module. See slide pack and transcript.
3. Actions to take and actions to avoid if abuse, harm or neglect is suspected, disclosed or alleged.	-SL Standard -ASA (adults) -ASC (children)	Respond - full module, and Report – full module. See slide pack and transcript.

4. Able to escalate and act where there are ongoing concerns about harm, abuse or neglect, or where concerns have not been addressed after reporting.	-SL Standard -ASA (adults) -ASC (children) -Post-Referral	Report, slide 63 – how to escalate
5. Able to report and record effectively and know when this should happen and how information is stored.	-SL Standard	Respond - full module, and Report – full module. See slide pack and transcript.
6. How to record written information that's accurate, clear and relevant with an appropriate level of detail.	-SL Standard	Record, slides 41-43 Handbook: Appendix – template for recording
7. The difference between fact, opinion and judgement, and why understanding this is important when recording and reporting information.	-SL Standard	Respond, slide 28 – unconscious bias Review, slide 73 opinion or judgement?
8. Understand confidential boundaries in relation to safeguarding.	-SL Standard -ASA (adults) -ASC (children) -Post-Referral	Record, slide 47 – GDPR and confidentiality Report, slide 57 – handling confidential details
9. Understand the importance of lawful and proportionate information sharing.	-SL Standard -ASA (adults) -ASC (children) -Post-Referral	Record, slide 47 – GDPR and confidentiality Report, slide 50 – Adults and proportionality, slide 57 – handling confidential details
10. Know what the term 'whistleblowing' means and how to apply your organisation's 'whistleblowing' policy effectively.	-SL Standard	Report, slide 63 – whistleblowing policy
11. Promote the safeguarding of people.	-SL Standard	Scene setting, slide 8 – safeguarding leads can make a difference to people Review, slide 65 – create a healthy safeguarding culture, slide 73 – Review with your team

Section e: Promote child / person-centred practice.

Framework requirement:	Course(s):	Applicable course component:
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1. Support a culture of being inclusive and strengths based.	-SL Standard -ASA (adults) -ASC (children)	Respond, slide 28 – unconscious bias Record, slide 48 – person-centred recording, strengths based recording
2. Recognise the impact of a family’s cultural and religious background when assessing risk and managing concerns.	-SL Standard -ASA (adults) -ASC (children)	Recognise, slide 19, CALFB, honour-based violence and the strengths of faith
3. Work with the person, those close to them and relevant practitioners to develop a protection plan.		Not readily applicable to third sector
4. Assess the person’s capacity to make decisions about risk, while balancing their rights and responsibilities.		Not readily applicable to third sector
5. Carry out, contribute to and / or support inter-agency assessments or enquiries, including gathering the person’s views about risks and risk management and referring to other agencies when appropriate.	-Post-Referral	
6. Analyse the outcome of an enquiry, the degree of risk to a person, their immediate or extended network, or to the community[3].	-Post-Referral	
7. Discuss the situation with the person or child, recording their wishes and views.	-SL Standard -ASA (adults) -ASC (children)	Record, slide 48 – Person-centred recording Handbook: Appendix – template for recording, Appendix - voice of the person
8. Contribute to and / or co-ordinate protection planning, resolution and recovery in an outcome-focused way.	-Post-Referral	
9. Make safe transition arrangements at key life stages when you’re considering positive outcomes with people[4].	-ASA (adults) -ASC (children)	
10. Follow and review procedures for proactively following up children and young people or adults who are ‘not brought’ to appointments or not collected from venues, and / or who are not allowed access to home visits.	-ASA (adults) -ASC (children)	

	*include only if role appropriate	
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Section f: Take part in safeguarding processes.

Framework requirement:	Course(s):	Applicable course component:
1. Take part in child or adult practice reviews, domestic / mental health / offensive weapon homicide reviews, in future, to be taken forward as the Single Unified Safeguarding Review [5] and any case management reviews, when required.	-Post-Referral	Possibly not role-appropriate for third sector
2. Present information appropriately at meetings and in written reports in accordance with the legal requirements.	-ASA (adults) -ASC (children) -Post-Referral	
3. Understand processes for identifying if an adult, child or young person is known to professionals in social care and other agencies.		Not readily applicable to third sector
4. Understand your organisation's frameworks and assessment processes that underpin strengths-based practice.		Not readily applicable to third sector
5. Understand and contribute to measuring the effectiveness and quality of services.	-SL Standard -ASA (adults) -ASC (children)	Review - full module. See slide pack and transcript.
6. Know how to manage and monitor allegations of abuse against practitioners in a position of trust, including escalation and seeking help.	-SL Standard -Post-Referral	Respond, slides 30-35, case studies of abuse Report, slide 55 allegations against those in positions of trust Handbook: Appendix – managing allegations

Section g: Support others to safeguard people (for those with supervisory responsibility).

Framework requirement:	Course(s):	Applicable course component:
1. Support others to carry out their safeguarding duties.	-SL Standard	Peer Reflection

2. Know when to seek and offer support in a positive working environment.	-SL Standard	Review, slide 66 - review your capacity and wellbeing
3. Understand the potential personal impact of safeguarding or child protection work on yourself and others.	-SL Standard	Review, slide 66 - review your capacity and wellbeing
4. Create and support a working environment that allows people to develop skills and knowledge in safeguarding.	-SL Standard	Peer reflection
5. Carry out supervision and provide support for other staff and peers.	-SL Standard	Peer reflection
6. Advise others about appropriate information sharing.	-SL Standard -ASA (adults) -ASC (children) -Post-Referral	Record, slide 47 – GDPR and confidentiality Report, slide 50 – Adults and proportionality, slide 57 – handling confidential details

Section h: Work with others to safeguard people.

Framework requirement:	Course(s):	Applicable course component:
1. Work with others to proactively reduce the risk of abuse, harm or neglect.	-SL Standard -ASA (adults) -ASC (children) -Post-Referral	Recognise, slide 13 - real people in their contexts, slide 21 – build your signposting store and maintain records post referral
2. Identify risks and contribute to risk assessments.	-SL Standard -ASA (adults) -ASC (children) -Post-Referral	Report, slides 50-51, reporting externally
3. Work with everyone involved, where there are safeguarding concerns, and use considered judgements to manage risks and promote safety.	-SL Standard -ASA (adults)	Scene setting, slide 7, what is the role - to make informed and fair decisions

	-ASC (children) -Post-Referral	
4. Recognise and use sensitively and responsibly, the power that comes from working with people and carers.	-SL Standard -ASA (adults) -ASC (children) -Post-Referral	Respond – slide 23 Victim-Survivor Centred Responses
5. Know when to liaise with other agencies about the assessment and management of safeguarding planning.	-SL Standard -ASA (adults) -ASC (children) -Post-Referral	Report, slides 50-51, reporting externally
6. Highlight resource or operational difficulties that might get in the way of the provision of safe care and support.	-SL Standard -Post-Referral	Record, slide 48 – person-centred recording and awareness of barriers
7. Able to take part and / or chair peer review and multidisciplinary meetings as needed.	-Post-Referral	
8. Recognise when to get support and help in situations that need more expertise and experience.	-SL Standard -ASA (adults) -ASC (children) -Post-Referral	Recognise, slide 21 – Recognise the parameters of your role Handbook: Safeguarding Leads in Wales, Safeguarding structures – glossary of practitioners Handbook: Signposting to useful organisations and resources

Section i: Maintain professional accountability.

Framework requirement:	Course(s):	Applicable course component:
1. Understand the purpose and process of Child Practice Reviews or Adult Practice Reviews, Domestic Homicide Reviews, Mental Health Homicide Reviews and Offensive Weapons Homicide Reviews (These reviews will all become part of the Single Unified Safeguarding Review)	-Post-Referral?	Perhaps not readily applicable to third sector role

2. Carry out regular documented reviews of your (and/or your team's) safeguarding practice.	-SL Standard	Review, slide 71 – review your processes Handbook: Appendix - Safeguarding Lead Audit Tool
3. Apply the lessons learned from audits, practice reviews, domestic homicide reviews and case management reviews to improve practice.	-SL Standard	Review, slide 68 learning reviews, law and guidance Handbook: Safeguarding Leads in Wales, Safeguarding structures – Safeguarding reviews
4. Understand information sharing, confidentiality and consent.	-SL Standard -ASA (adults) -ASC (children) -Post-Referral	Record, slide 47 – GDPR and confidentiality Report, slide 50 – Adults and proportionality, slide 57 – handling confidential details
5. Be aware of the role and remit of the regional safeguarding boards.	-SL Standard -Post-referral	Handbook: Safeguarding Leads in Wales – Safeguarding structures glossary; regional safeguarding boards
6. Understand the links between safeguarding and the criminal justice system.	-Post-Referral	
7. Understand the role of different types of witnesses.	-Post-Referral	
8. Understand the principles of effective safeguarding supervision and peer support.	-SL Standard	Peer reflection
9. Understand national and local frameworks for the assessment of risk and harm.	-SL Standard -ASA (adults) -ASC (children) -Post-Referral	Handbook: Safeguarding Leads in Wales
10. Keep your awareness of the range of resources and services available to support families up to date.	-SL Standard -ASA (adults) -ASC (children)	Recognise, slide 21 – build your signposting store Handbook: Signposting to useful organisations and resources

Section j: Standards that are specific to practitioners who provide substantial services to children and young people.

Framework requirement:	Course(s):	Applicable course component:
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1. Understand the processes and legislation for children looked after, including services for care experienced children, as appropriate to your role.	-ASC (children)	
2. Understand the use of chaperones [6].	-ASC (children)	
3. Understand the management of the Public Health Wales Procedural Response to Unexpected Deaths in Childhood (PRUDIC[7]) process for the unexpected death of a child or young person.	-ASC (children) -Post-Referral	
4. Understand fabricated or induced illness.	-ASC (children)	
5. Consent and confidentiality in relation to young people under the age of 16, including the concepts of Gillick Competency and Fraser Guidelines.	-SL Standard -ASC (children)	Report, slide 51 – reporting externally, children, slide 60 ‘reporting’ to family Handbook: Appendix - Child Development, Gillick Competency and Fraser Guidelines

Section k: Standards that are specific to practitioners who provide substantial services to adults.

Framework requirement:	Course(s):	Applicable course component:
1. Explains the management of the death of an adult in a safeguarding context.	-ASA (adult)	
2. Understand the principles of consent and confidentiality in relation to adults.	-SL Standard -ASA (adult)	Report – slide 50, consent and mental capacity Handbook: Appendix – Mental (in)capacity
3. Effectively apply the two-stage capacity test, that is the test that’s specific to the person’s retention and understanding of the safeguarding event.	-SL Standard -ASA (adult)	Handbook: Appendix – Mental (in)capacity

[1] The Mental Capacity Act (MCA) applies to people aged 16 and over

[2] Parent or carer behaviour and family factors can include substance misuse, domestic abuse, stress and disguised compliance.

[3] The degree of risk to the community is considered with regard to the interests of public safety.

[4] Transition applies to any period in a person's life where changes happen that may affect their care and support needs. There may also be additional safeguarding considerations.

[5] Single Unified Safeguarding Review is currently being developed by Welsh Government and will aim to replace all current reviews, specifically Adult Practice Reviews, Child Practice Reviews, Domestic Homicide Reviews, Mental Health Homicide Reviews and Offensive Weapons Homicide Reviews (OWHR). The OWHR is being developed by the Home Office in consultation with Welsh Government. The Single Unified Safeguarding Review is being developed to conduct one review against a single incident which will meet the requirements of each individual review

[6] Chaperones: See Glossary

[7] The PRUDiC applies to all unexpected deaths in children from birth until their 18th birthday, whether from natural, unnatural, known or unknown causes, at home, in hospital or in the community. This includes road traffic collisions, apparent suicides and murders. This does not include stillbirths and the death of pre-viable babies born before 24 weeks. Public Health Wales Procedural Response to Unexpected Deaths in Childhood (PRUDiC).