

Foundation Training - WEBINAR

**Thank you for joining us:**

**Safeguarding Adults at Risk of Harm (Wales)**




---

---

---

---

---

---

---

---

**Before we start**

-  2.5 hours with a short break
-  Copy of slides available after the session
-  Webcam and microphones
-  Sensitive and confidential
-  Chat facility
-  Get support




---

---

---

---

---

---

---

---

**About you**





---

---

---

---


---


---


---


---

### Our Mission

 Equip

 Empower

 Encourage




---

---

---

---

---

---

---

---



0303 003 1111  
Helpline  
Option 2




---

---

---

---

---


---

---


---

### Our biblical mandate

'Speak out on behalf of the voiceless, and for the rights of all who are vulnerable.'



Proverbs 31:8 (CEB)




---

---

---

---

---

---

---

---

### Core course content and learning objectives

Module 1

Safeguarding adults and the legal context

Module 2

Who is at risk and who are the perpetrators?

Module 3

Signs and indicators of abuse and responding well.

Module 4

Safer practice, policies and procedures

### Module 1: Safeguarding adults and the legal context

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

3

### In this module we will explore:

- Messages from research
- Social Services and Wellbeing (Wales) Act (2014)
- How we define adults at risk
- Categories of adult abuse
- Six key outcomes outlined in the Social Services and Wellbeing (Wales) Act 2014
- Mental Capacity Act (2005)

thirtyone:  
eight

### The safeguarding task

*"Safeguarding is everyone's business. For faith based organisations and communities, getting this right can be a challenging but it must be at the heart of everything they do. Recognising the risks and understanding that abusers can hide in plain sight is more than a tick-box exercise, it's about culture and behaviour."*

Paul Burstow, Chair, SCIE

thirtyone:  
eight

### Pause and Consider:

- What are the comparative differences between safeguarding adults and safeguarding children?



thirtyone:  
eight

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

## Landmark research

- During 2014, **thirtyone: eight** partnered with **Manchester Metropolitan University (MMU)** to conduct the first and largest ever research study into understandings of safeguarding adults in the Christian faith community.
- This research gathered over **3,000 participants** from all over the UK and produced the largest-ever data sample looking at this issue.
- As a result of this initial study, we have been able to draw out a huge amount of learning about vulnerability and safeguarding adults in Christian contexts.



## Quotes from research

"I have only had training in safeguarding children, so I couldn't be sure of the 'correct' way to handle areas that would not be relevant to a child, or might be handled differently for an adult"

"I am confident I understand the services available for children, but not for adults"

"Sometimes there are blurry boundaries..."



## Key messages

- Many organisations have robust child protection arrangements but new legislation means they need to consider adults under their care too.
- Findings from CCPAS research on safeguarding adults highlights the following:
  - 46% of respondents had not received safeguarding training for working with adults at risk
  - Greater clarity in definitions of an adult at risk
  - Greater clarity on boundaries within the role working with adults
- The **Care Act 2014** now provides statutory guidance that brings legal expectations as well as good practice drawn from research.




---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

## Legislation and guidance (Wales)

Social Services and  
Well Being (Wales) Act  
2014

Working Together to  
Safeguard People 2018  
Vol 5 and 6

Wales Safeguarding  
Procedures App and  
Website

National Outcomes  
Framework for  
People who need  
care and support

thirtyone:  
eight

## Social Services and Wellbeing (Wales) Act 2014

Adults with care and support needs

Applies to an adult (ages 18 or over) who:

- is experiencing, or at risk of, abuse or neglect; and
- has need for care and support (whether or not the local authority is meeting any of those needs) and;
- as a result of those needs is unable to protect himself or herself against the abuse or neglect or the risk of it.

thirtyone:  
eight

## Department of Health 2018

"It is about people and organisations working together to prevent and stop both the risks and experience of abuse or neglect, while at the same time making sure that the adult's wellbeing is promoted including, where appropriate, having regard to their views, wishes, feelings and beliefs in deciding on any action. This must recognise that adults sometimes have complex interpersonal relationships and may be ambivalent, unclear or unrealistic about their personal circumstances".

thirtyone:  
eight

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---




---

---

---

---

---

---

---

---

### Six Outcomes – Social Services and Wellbeing (Wales) Act 2014

4. They must actively encourage and support people who need care and support and carers who need support to learn and develop and participate in society.
5. They must support people who need care and support and carers who need support to safely develop and maintain healthy domestic, family and personal relationships.
6. They must work with and support people who need care and support and carers who need support to achieve greater economic wellbeing, have a social life and live in suitable accommodation that meets their needs.

thirtyone: eight

---

---

---

---

---

---

---

---

### Supported and Informed Decisions

Safeguarding actions should empower the adult as far as possible to make choices and to develop their own capacity to respond to them. Rights to safety need to be balanced with other rights, such as rights to liberty and autonomy, and rights to family life. Adults at risk, regardless of whether they have mental capacity may not want highly intrusive help, such as the barring of a person from their home, or a person to be brought to justice. They may wish to be helped in less intrusive ways, such as through the provision of advice as to the various options available to them and the risks and advantages of these various options.

thirtyone: eight

---

---

---

---

---

---

---

---

## Supported and Informed Decisions

Any intervention regarding family or personal relationships needs to be carefully considered. The approach taken must consider how to support the adult to have the opportunity to develop, or maintain, a private life which includes those people with whom the adult at risk wishes to establish, develop or continue a relationship. While abusive relationships never contribute to the well-being of an adult, interventions which remove all contact with family members may be experienced as an abusive intervention and risk breaching the right to family life if not justified or proportionate.



## Supported and Informed Decisions

Practitioners should be conscious of the presence of cultural factors or protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, and sexual orientation) which may give rise to a mistaken understanding of an informed decision.



## Mental Capacity Act 2005

The act covers all types of decisions, but the more serious the decision, the more important it is that the guidance is followed, especially in situations such as life-saving medical treatment.




---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---



## What is mental capacity?

- An ability to make a particular decision.
- An adult may not be able to make a decision due to illness, disability, poor mental health, dementia, a learning disability or because of anything that may impair their judgement.



## What is mental capacity?

If someone lacks capacity to make a certain decision, it means they are unable to do one or more of the following:

- Understand the decision
- Retain the information
- Weigh up the information
- Communicate their decision



## 5 Principles

1. A presumption of capacity
2. Supported to make individual decisions
3. Unwise decisions
4. Best interest
5. Less restrictive option




---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

Questions so far?



thirtyone: eight 

---

---

---

---

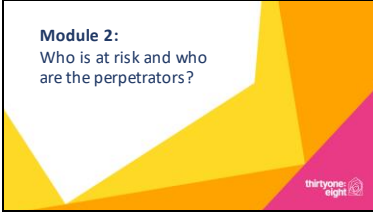
---


---

---

---

**Module 2:**  
Who is at risk and who are the perpetrators?



thirtyone: eight 

---

---

---

---

---

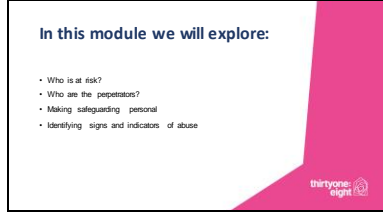
---


---

---

**In this module we will explore:**

- Who is at risk?
- Who are the perpetrators?
- Making safeguarding personal
- Identifying signs and indicators of abuse



thirtyone: eight 

---

---

---

---

---



---

---

---

**Pause and Consider:**

- Which groups of adults might have additional care needs?


---

---

---

---

---

---

---

---



**We can all need extra care and support at times**

- Dementia
- Learning disabilities
- Drug, alcohol or substance abuse
- Physical or sensory disabilities
- Mental health issues
- Bereavement, grief or loss
- Domestic abuse
- Dependent on others due to age or illness
- Homeless
- Refugee or asylum seeker




---

---

---

---

---


---

---

---

**Safeguarding adults within the faith setting**

- Vulnerability is not necessarily a permanent state.
- There is a need to consider safeguarding adults across a variety of faith based settings.




---

---

---

---

---

---

---

---

## Perpetrators of abuse

- Rarely strangers
- Male and female
- Family members or carers
- People in positions of trust within organisations who have a duty of care
- All backgrounds, faiths and cultures

thirtyone:  
eight 

## Making safeguarding personal

- An approach which aims to focus on someone's outcomes – what do they want to happen to stay safe and how would they like this to be achieved?

Department for Health 2016:

*"Making safeguarding personal means it should be person-led, and outcome-focussed. It engages the person in a conversation about how best to respond to their safeguarding situation in a way that enhances involvement, choice and control."*

thirtyone:  
eight 

## Importance of carers

Circumstances in which a carer (for example, a family member or friend) could be involved in a situation that may require a safeguarding response include:

- a carer may witness or speak up about abuse or neglect.
- a carer may experience intentional or unintentional harm from the adult they are trying to support or from professionals and organisations they are in contact with.
- a carer may unintentionally or intentionally harm or neglect the adult they support on their own or with others.

thirtyone:  
eight 

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

## Risky decisions and refusing help

If someone doesn't want you to do anything about their situation, consider:

- Is anyone else at risk?
- Has a serious crime been/will be committed?
- Does the person appear to understand the implications of not doing anything?
- How likely is it that the person will come to serious harm?

thirtyone:  
eight 

## Risky decisions and refusing help

- If the risk is low, the person seems to understand and no-one else is at risk, you can respect their choice.
- If the risk is high, if others are at risk, or to prevent serious crime, you have a right to share the information with the relevant authorities - but try to obtain the person's consent if you can.

thirtyone:  
eight 

## Case Study – Film

Capacity, consent and making safeguarding personal



- Watch the film and consider the question:
- What are the issues around capacity, consent, and making safeguarding personal for the woman who discloses her current situation.

thirtyone:  
eight 

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

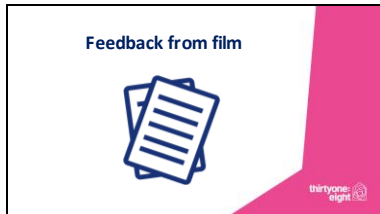
---

---

---

---

---



---

---

---

---

---

---

---



---

---

---

---

---

---

---



---

---

---

---

---

---

---



---

---

---

---

---

---

---



---

---

---

---

---

---

---

### In this module we will explore:

- Your unique role and the role of the safeguarding coordinator.
- Signs and indicators of abuse.
- Responding to concerns or a disclosure of abuse.

thirtyone:  
eight

### Your unique role

- Position of Trust.
- Every situation will be different.
- Think: which hat are you wearing?
- You may be the only trusted person for someone who needs help.
- You may be the only person to witness or hear something untoward.

thirtyone:  
eight

### The role of the safeguarding coordinator/designated lead

- First point of contact
- Ensure that appropriate policies exist
- Have contact details of key organisations and helplines
- To be an advocate/voice adults at risk of harm
- To liaise with the statutory authorities if and when necessary

thirtyone:  
eight

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---



### Case Scenarios

- Readlisten to the case scenario.
- Can you identify the categories of abuse?
- What, if any, would your initial thoughts or concerns be?



thirtyone:  
eight

### Scenario 7 - Bella

Bella attends the lunch club every Wednesday at church. She shares with you that her granddaughter has been helping her buy her groceries and pay some of the bills. Bella has problems remembering her PIN, so she has given it to her granddaughter to enable her to draw the cash out of her bank account. Initially Bella felt that the arrangement was working well. However, her granddaughter has continued to ask for money for other things. She has also started to take large sums of money out of her account without any receipts for what has been purchased. Bella states that she is a lot worse off than she used to be and is now unable to make ends meet. She says she can no longer afford to put the heating on in her flat and is unable to buy new clothes to see her through the winter.

thirtyone:  
eight

### Financial

- Misuse or theft of money
- Exploitation, pressure in connection with wills, property or inheritance
- Unexplained withdrawal of large sums of money
- Personal possessions go missing from home
- Extraordinary interest and involvement by the family/carer or friend in an individual's assets



thirtyone:  
eight

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

### Scenario 8 - Cath

Cath lives in a care home. A volunteer at church visits her every week. Cath has dementia and needs a high level of support and assistance. The volunteer has noticed she is often left on her own, has little interaction or stimulation for long periods of time and is ignored when she calls for assistance. This results in her soiling her clothes because she needs physical assistance to use the toilet. She appears withdrawn and says very little when the volunteer visits.

thirtynine  
eight

### Neglect and omission

- Inadequate medical, emotional or physical care needs
- Failing to provide education, social opportunities or mental stimulation
- Unkempt clothing or never being supported to get dressed out of nightclothes



thirtynine  
eight

### Scenario 9 - Bill

Bill lives with his niece, Jane. Jane brings Bill to church every now and again. His memory is affected by dementia, so he often asks the same question repeatedly, forgetting what he has been told. Jane is generally very caring towards Bill, but members of the congregation have recently observed her losing her temper with Bill and on one occasion, she was seen leaning into him and shouting into his face. A concerned member of the church has reported that they saw Jane grab Bill and push him back into his seat during worship and that he banged his head on the back of the chair and was seen rubbing his head for the rest of the service.

thirtynine  
eight

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

## Physical

Hitting, slapping, scratching, Restraining without justifiable reasons, Misusing medication and inappropriate physical sanctions

- Person reports unexplained falls or you observe repeated minor injuries.
- Unexplained bruising



thirtyone:  
eight

## Scenario 10 - Julie

Julie is a young adult aged 20. She has been living alone for the past 6 months, following the tragic death of her parents who passed recently. She has some learning difficulties but lives independently with the support of a community support worker visiting on a regular basis. Her neighbour across the road, a good friend of the family, pops in 2 or 3 times a week and recently offered to cut the lawn and do odd jobs around the house. One day, when the neighbour was cutting the grass, she went outside to offer him a cup of tea. She found him in the shed reading a magazine; he invited her in and showed her the pictures which were of naked women. Julie told him she didn't like the pictures and didn't want to look at them, but he just laughed it off and made a joke about her looking like one of them. He then touched her bottom and said he had to go. Julie was left very upset and confused and is going to tell her support worker when they next visit.

thirtyone:  
eight

## Sexual

### Examples

- Rape or attempted rape
- Sexual assault and harassment
- Exposure to pornography or witnessing sexual acts

### Possible signs and indicators

- Bruising/bleeding in the rectal or genital areas
- Sexually transmitted disease or pregnancy where individual cannot consent to sexual acts
- Self-harm



thirtyone:  
eight

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

### Scenario 11 – Chris and Alex

Chris has always been an independent person, however after a motorbike accident, Chris has needed support from Alex. They have been married for 3 years. Because Chris is now unable to work there has been a lot of tension in the home. Alex now feels pressured to bring home the money. Tension has been building and Chris shared at the weekly home group that Alex has been saying all sorts of horrible things. Chris talked about being scared, stating that Alex has on several occasions, threatened to be violent, but so far it's just the hurtful stuff that is said, however, the barrage of nasty and intimidating words is becoming a daily occurrence.



### Domestic

#### Definitions

- Includes physical, psychological, sexual and financial
- 'Honour' based violence or forced marriage
- Involves intimate partner or family member
- Female Genital Mutilation (FGM)
- Age range down to 16yrs

#### Possible signs and indicators

- Visible injuries or unexplained marks, scars or injuries
- 'Excuses' for injuries
- Partner appears controlling or manipulative



### Psychological

Words that are hurtful and/or demeaning including cyber bullying:

- Feeling threatened or fearful of someone
- Anxiety and confusion
- Spending long periods alone
- Appearing frightened




---

---

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

---

---

### Scenario 12 - Dawn

Dawn lives in a care home. English is not her first language and she often needs her family to translate when they visit. Staff have been advised to use the hoist to transfer Dawn from her bed to her chair safely and comfortably. However, staff regularly ignore the procedures that are in place and often lift her manually to save time. This method of lifting is quite rough and it causes Dawn severe pain due to her widespread rheumatoid arthritis. When Dawn asks the staff to transfer her using the hoist (as has been set out in her care plan), they tell her that they can't understand her request and make fun of her saying 'house, hose, can't understand your accent, if you mean the hoist, it takes too long'.



### Organisational

- Neglect or abuse within an institution (e.g. hospitals/care home) or care provided in own home
- One off incident or on-going ill-treatment
- Poor professional practice, policies or structure of organisation
- Individual needs are ignored in favour of blanket policies which make things easier for staff



### Discriminatory

Discrimination including gender, sexual orientation, race, disability, age, colour, language, culture, religion or belief, and politics.

- Harassment/taunting/bullying
- Loss of self esteem
- Not being able to access services or being excluded




---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

### Scenario 14 - Teri

Teri left her home to come to the UK as a nanny. She was promised that she would be given help with her English language skills. However, since being here she has been forced to work long hours doing cleaning and cooking as well as looking after the family's children with whom she is living. Teri has had no help with learning English at all and when she has asked about it, she has been told that they will send her back and she should be grateful for what they have given her. Teri is frightened of telling anyone and she does not know where her passport is. When the family are home, she is not allowed out of her room but she has managed to post a letter to a friend back home and they are not concerned about her.

thirtyone:  
eight

### Modern slavery

Human trafficking, forced labour, domestic servitude, sexual exploitation such as escort work, prostitution and pornography. Debt bondage i.e. being forced to pay off debts that will realistically never be paid.

- Signs of physical or emotional abuse
- Appearing malnourished, unkempt or withdrawn
- Living in dirty, cramped or overcrowded accommodation
- Lack of personal effects, ID documentation
- Isolation from the community, seeming under the control or influence of others
- Fear of law enforcers



thirtyone:  
eight

### Self neglect

- Poor physical health, malnutrition, pressure sores (where the person lives alone)
- Alcohol/drug dependency
- Hoarding
- Lack of basic facilities such as gas, electricity
- Dangerous deterioration of living conditions
- Smoking in bed or dangerous disposal of smoking materials



thirtyone:  
eight

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

### Responding to disclosures

- Don't ask questions- simply reflect back
- Show acceptance and keep calm
- Don't promise confidentiality
- Write detailed notes as soon as possible
- Pass information on to your safeguarding co-ordinator
- Get help and support for yourself

Don't be tempted to investigate concerns yourself.

RECOGNISE, RESPOND, RECORD, REPORT, REFLECT



### Additional factors

If a person does not give consent for you to share the information, consider:

- Is anyone else at risk?
- Has a serious crime been/will be committed?
- Does the person appear to understand the implications of not doing anything?
- How likely is it that the person or someone else will come to serious harm?
- Can you provide them with more information to help them understand the risk and are there any other services who could help?



### Adult Protection and Support Orders (APSO)

The purposes of an APSO are to enable:

- the authorised officer, and any other person accompanying the officer, to speak in private with a person suspected of being an adult at risk;
- the authorised officer to ascertain whether that person is making decisions freely; and
- the authorised officer properly to assess whether the person is an adult at risk and to make a decision as required by section 126(2) of the Social Services and Well-being (Wales) Act 2014 on what, if any, action should be taken.




---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

### Adult Protection and Support Orders (APSO)

- APSOs are civil orders that can be sought by an authorised officer. An authorised officer must be a person authorised by a local authority for the purpose.
- When an APSO is in force, the authorised officer, a constable and other persons specified in the order may enter premises where an adult at risk is living for the purposes set out above.



### Questions so far?



### Module 4: Safer practice, policies and procedures



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



### In this module we will explore:

- Policies and procedures
- Responding well to concerns and disclosures of abuse
- When to report
- Safer recruitment
- Managing risk



### Safeguarding policy

- A statement about your organisation's commitment to safeguarding adults.
- Signs and indicators of adults at risk.
- How to respond to concerns.
- What to do document (and any template forms).
- Other associated guidelines e.g. prayer ministry guidelines, safer practice, codes of conduct, home visit, lone working policy etc.



### Policy, procedures, codes of conduct



- A safeguarding policy is an essential document.
- Policies and procedures should reflect the nature of the work specific to YOUR church/organisation.
- Codes of Conduct set out the way everyone should work and behave in their role and it sets the bar for providing a safer environment for children and young people.




---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

### Accountability is:

- A personal responsibility.
- About ensuring you know to whom you are accountable.
- Being transparent in all you do.
- Keeping team members/line managers informed
- Debriefing and recording your actions.

thirtyone:  
eight

### Safer recruitment



More is covered in the advanced course - Safer Recruitment for Churches and Faith Based Organisations

thirtyone:  
eight

### Support for workers

- Training
- Teamwork
- Time to talk and debrief



thirtyone:  
eight

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---


---

---

### Managing risk

- May include a covenant of care or supervision contact
- Agreement about activities and services they can and cannot attend including who they should report to when and in what building
- What level of contact is permitted and with whom?
- Liaison with outside agencies if appropriate.

More is covered in our Advanced Course- Assessing and Managing Risk




Getting the whole church congregation or organisation on board!





---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---





---

---

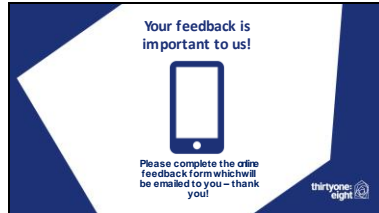
---

---

---

---

---



---

---

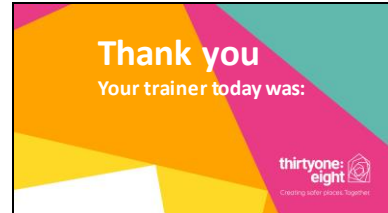
---

---

---

---

---



---

---

---

---

---

---

---