Our Programmes:

Safeguarding Adults

Safeguarding Adults: Contents

Learning Outline:
Safeguarding Adults Awareness – Level 1

This one-day course is designed for professionals to enable them to understand Safeguarding Adults as an ethos and approach, as well as a process.

It will assist participants to develop an understanding of the Care Act and other related legislation and statutory guidance, to help them contextualise their learning and how to make appropriate referrals, support others to do, and understand where to signpost individuals to help and support.

Best practice guidance will be at the heart of the session and will be promoted throughout the programme in line with local policy and procedures.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand what Safeguarding means and what the key Principles in Adult Safeguarding are.
- Increased awareness of responsibilities to record information
- Recognise the signs of abuse and abusive activities / situations.
- Understand what should and should not be reported as Safeguarding concerns/referrals and how to make referrals.
- Be sensitive to cultural needs and understandings in all safeguarding matters, being aware that different understandings will impact on the individuals view of their own situation and the potential risks.
- Understand how to risk assess situations to understand and identify what action should be taken.
- Understand Making Safeguarding Personal and what this means in practice,
- Using the approach to underpin practice.

Learning Outline:
Safeguarding Adults – Level 2

This one-day level 2 safeguarding training has been designed for staff working in a health or social care setting with adults who may be at risk of harm, to enable them to understand what is meant by 'safeguarding adults', how safeguarding issues may interface with their roles and what to do should they have concerns regarding the well-being of an adult.

The training will cover a brief overview of key legislation and policy and will enable frontline staff to recognise anything they hear or see that may relate to a safeguarding issue. It will support staff to appropriately respond, report and record their concerns, and ensure they also seek support for their own well-being.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Have a broader understanding of what Safeguarding means, the six principles that underpin it, types of abuse under the Care Act 2014 guidance and MSP in practice.
- An ability to be sensitive to cultural needs when understanding safeguarding and apply the principles of Making Safeguarding Personal.
- An overview of local safeguarding policies/procedures and understand what should and should not be reported as Safeguarding concerns/referrals and how to make referrals.
- Understand how to risk assess situations to understand what action should be taken.
- Understand ways to support individuals in Safeguarding Matters e.g., support them to refer/or signpost where else they can get support and the role of advocacy.

Learning Outline:
The Role of the Enquiry Officer – Level 3

Since the implementation of the Care Act 2014, working with adults who may be at risk of harm and undertaking safeguarding adults' enquiries has seen a shift in emphasis from process to personalised responses.

The Care Act section 42 duty of Enquiry includes a range of actions undertaken or instigated by the Local Authority in response to an abuse or neglect concern in relation to an adult with care and support needs who is unable to protect themselves from the abuse or neglect or the risk of it.

This one or two-day programme is designed for practitioners who will be undertaking formal enquiries within the Safeguarding Adults Multi-Agency Procedures and Safeguarding Adult Board (SAB) requirements.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand the legal and statutory basis of a s42 enquiry, including the role of statutory guidance.
- Understand the roles, responsibilities and within s42 enquiry processes.
- Awareness of the importance of the individual's views and wishes and how making safeguarding personal impacts on the individuals' experience and outcomes.
- Increased skill and confidence in applying the local multi-agency procedures.
- Ability to undertake an informal and formal enquiry under s42 duties and to understand and articulate the process, support the individual and provide clarity of information within the process.
- Understand the relationship and responsibilities, including how they interact, of the enquiry officer and the designated supervising officer (DSO).

Learning Outline:
The Role of the DSO – Level 4

Since the implementation of the Care Act 2014, working with adults who may be at risk of harm and undertaking safeguarding adults' enquiries has seen a shift in emphasis from process to personalised responses.

This one-day programme is designed for Designated Supervising Officers (DSOs) who will be responsible for the oversight and supervision of s42 enquiries within the Safeguarding Adults Multi-Agency Procedures and Safeguarding Adult Board (SAB) requirements. The course will use case examples to explore ideas. The Multi-agency Policy, Protocols and Practitioner Guidance document will be used, and the use of risk assessments and analysis tools will be explored, as will methods of case review to enable better outcomes for the Enquiry.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Increased understanding of the legal and policy framework of adult safeguarding and s42 enquiries, including knowledge of the different stages of an enquiry, how the safeguarding principles apply and the importance of defensible decision making within the process.
- Understanding of the role of the Enquiry Officer and the relationship and responsibility of each role within the statutory process and multi-agency policies and procedures.
- To be able to know how/when to provide specialist advice to practitioners, both actively and reactively, including clarification about organisational policies, legal issues and the management of adult safeguarding.
- Awareness of core quality assurance measures as they apply to s42 in their organisations, including the standards required for robust recording and reporting.

Learning Outline:
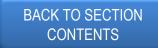## *Role of the Provider Services Lead – Level 4*

The Care Act section 42 duty of enquiry includes a range of actions undertaken or instigated by the Local Authority in response to an abuse or neglect concern in relation to an adult with care and support needs who is unable to protect themselves from the abuse or neglect or the risk of it.

This one-day programme is designed for leads within provider service organisations, who will be responsible for the oversight and supervision of referrals and action plan, and in some cases s42 enquiries within the Safeguarding Adults Multi-Agency Procedures.

It is mapped to level 4 of the Intercollegiate Guidance on Safeguarding Adults (RCN et al, 2019) and tailored for application in a provider service context.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Increased understanding of the legal and policy framework of adult safeguarding and s42 enquiries, including knowledge of the different stages of an enquiry.
- Understanding of the responsibilities and accountabilities of own and partner organisations within the statutory process and multi-agency policies and procedures.
- To be able to know how/when to provide specialist advice to practitioners, both actively and reactively, including clarification about organisational policies, legal issues, and the management of adult safeguarding in a care and treatment setting.
- Awareness of core quality assurance measures as they apply to s42 in their organisations, including the standards required for robust recording and reporting.
- Understand the ethos, principles, and local application of Making Safeguarding Personal and be able to articulate this to staff and wider stakeholders.

Learning Outline:
Safeguarding Adults in a Personalised World

The Care Act section 42 duty of Enquiry includes a range of actions undertaken or instigated by the Local Authority in response to an abuse or neglect concern in relation to an adult with care and support needs who is unable to protect themselves from the abuse or neglect or the risk of it.

This programmes has been designed and developed for organisations providing care, treatment and/or support to individuals where mental capacity is a concern. It aims to place safeguarding principles and the 'making safeguarding personal' approach into the day-to-day practice of provider organisations.

This one-day programme is designed for provider service organisations within the local multi-agency safeguarding adult's partnership.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- To increase participant knowledge and application of the making safeguarding personal and explore how this can be used to promote a preventative approach to risks and harms for individuals.
- To refresh awareness of different types of abuse, the triggers and indicators that should be kept in mind and the impact of abuse on the individual's presentation and overall wellbeing.
- To facilitate a professionally curious approach to safeguarding cases.
- To understand local processes, pathways and thresholds and apply these in own practice context and organisational roles.

Learning Outline:
Cuckooing

There is no specific legislation, or legal power, to address cuckooing as a phenomenon.

Working together with agency partners and focusing on a community response will enable earlier identification and prevention. Developing strategies and pathways to support detection, protect victims, prosecute criminals and perpetrators will require joint co-operation to safeguard those most at risk.

This one-day course is designed to provide awareness and understanding of "cuckooing", the impact this can have, and the options available to safeguard those targeted and those experiencing being "cuckooed".

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Have an accurate understanding of what Cuckooing is.
- Have confidence in recognising the signs of criminal exploitation, targeting, grooming and cuckooing.
- Know when to raise an Adult Safeguarding alert
- Have an appreciation of the lived experiences, challenges and frustrations and the impact that cuckooing has on individuals.
- Develop an empathic understanding of those who have or are experiencing grooming (directly and indirectly) and understanding the impact of how it affects daily living experiences.
- Be aware of the relevant legislation and the available legal frameworks.
- Understand the importance of taking a multi-agency working approach.
- Understand and be able to consider the strategies available to support, protect and promote well-being and safety.

Learning Outline:
Transitional Safeguarding

The term transitional safeguarding applies to the safeguarding response provided to older teenagers and young adults. It is the period when adolescents are moving from children's systems into the adult world, and it can carry significant risks in terms of young people falling between services and experiencing a 'cliff edge' when their support from children's social care ends and adult eligibilities and thresholds are activated.

This session, with the option of follow-up action learning sets if required to embed learning and support critical reflection of practice in this complex area, focuses on the risks, harms and responses for adolescents. It prompts consideration of competency and capacity, and how health and social care can work together better to support personalised transitions between services.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand what is meant by transitional safeguarding and the evidence and learning that has been identified to support effective practice at this transitional point.
- Develop an understanding of the specific risks, harms and needs of adolescents and how a tailored safeguarding response is required.
- Consider how a transitional safeguarding approach could contribute to positive outcomes for young people.
- Understand the transition from competency to capacity to make decisions

Learning Outline:
Transitional and Contextual Safeguarding

Contextual Safeguarding has been developed in recent years to recognise that young people can be at risk of significant risk of harm outside the home from people outside their immediate family – this may include CSE, CCE, involvement in gangs, drugs or alcohol or Online harm. Contextual Safeguarding identifies four domains for families and practitioners to work across to try and reduce harm and promote the safety of vulnerable young people.

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This 1-day session focuses on the risks, harms and responses for adolescents, consideration of competency and capacity, and how health and social care can work together better to protect children from online and community harm and if appropriate support personalised transitions between children and adult services.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand what is meant by transitional safeguarding and the evidence and learning that has been identified to support effective practice at this transitional point.

- Understand what is meant by Contextual Safeguarding, the key domains and approaches critical to reducing harm and promoting safety for vulnerable young people.

- Develop an understanding of the specific risks, harms and needs of adolescents and how a tailored safeguarding response is required.

- Consider how a transitional and/or contextual safeguarding approach could contribute to positive outcomes for young people.

- Understand the transition from competency to capacity to make decisions

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Learning Outline:
Mental Capacity & Safeguarding

Safeguarding adults' processes are processes and protections where the individual's ability to make decisions, the concept of unwise decision making, and the interaction with issues of coercion and control all collide.

Under the Making Safeguarding Personal agenda, our enquiries and any plans should hold the person, their wishes, feelings and preferences at the centre, but what happens when a person may be at risk and their capacity to decide is impaired?

This one-day programme will explore the interface between safeguarding and mental capacity, including the application of MSP, guidance on coercion and control and an examination of the capacity assessment and best interest process within the context of safeguarding concerns.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- To refresh & increase knowledge and application of robust assessments of capacity in safeguarding adult's cases.
- Identify the legal aspects of the Mental Capacity Act that have particular importance in safeguarding and consider the role and use of the Court of Protection.
- Consider how to use the Mental Capacity Act to respond to specific types of abuse and identify and carry out best practice in the application of the Mental Capacity Act.
- Encourage delegates to be professionally curious and tenacious, working across agencies, to fully work with the complexities of how adults at risk may present.
- Consider the impact of coercion and control in relationships and familial based domestic abuse, where capacity may appear to be present, but where adults at risk may not have any choice or true consent.

Learning Outline:
Domestic Abuse, Recognition and Response

This one-day programme will explore the dynamics of domestic abuse, considering different forms of abuse, the role of power and control in interpersonal relationships and the risks and protective factors associated with abusive relationships. Learning from serious case reviews and research-evidence will be considered, and the experience of both victim and perpetrator will be considered. The course also explores the challenges of working with domestic abuse in contexts where many risks are unseen and additional pressures may escalate abuse.

Local information can be included on request.

Please see our domestic abuse section for more CPD options focusing on this area of practice.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- An understanding of the dynamics and the role of power and control in domestic abuse, the impact on the Victim, and familiarity with some of the key models/theories associated with power and control in interpersonal relationships.
- An awareness of the key models / theories underpinning responses to domestic abuse.
- Awareness of family dynamics and the impact of these on risk and relationships within the family.
- Understand how to provide a supportive environment for disclosure
- Increase confidence in how to respond to a disclosure.

Learning Outline:
Positive Risk & Safeguarding

This one-day event is for the who have considerable professional responsibility for promoting well-being for adults, whilst supporting positive risk and applying making safeguarding personal.

A range of areas will be examined including the complex issue of choice vs. control, the 'duty of care' and self-neglect. It will explore capacity and the right to make unwise decisions, and how to proactively engage vulnerable and reluctant service users.

Decision-making will be examined, and peer learning amongst the participant group encouraged, with a focus on shared learning and reflection specific to positive risk.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand and be able to evidence, describe and apply how to undertake a risk assessment utilising a positive risk-taking approach.
- Explain and demonstrate application of the MCA and other related safeguarding policy and legislation and procedures when assessing risk.
- Discuss and evidence defensible decision making.
- Recognise and apply a positive risk approach for adults who have capacity but appear to be under duress.
- Recognise that risk assessment of both future and current circumstances is integral and apply a positive risk-taking approach, including having an awareness of, and discussing the implications of balancing protective and harmful factors and recognising when it is appropriate to escalate concerns.

We specialise in developing training and learning programmes based on the requirements of our customers, and the knowledge and skills of our crew.

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