



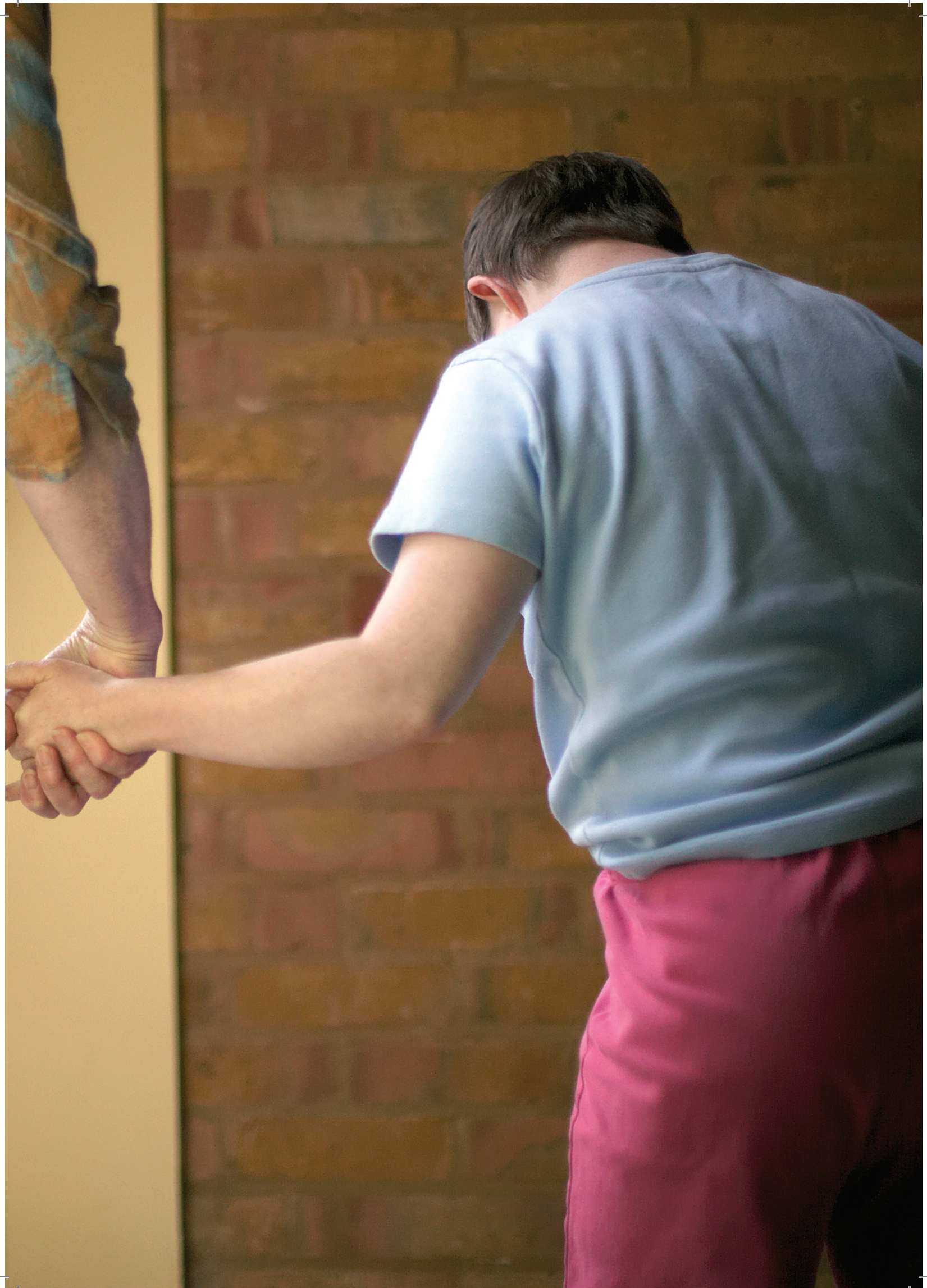
sense

connecting sight, sound and life

# Making Safeguarding Personal

How we can support individuals  
to take informed risks – and involve  
them when abuse has been reported





# Making Safeguarding Personal

Our goal is to support individuals to grow in confidence and skills, to make their own choices and to live as fully as possible. This includes supporting people to try new things and may include them taking informed risks.

It also means protecting the people we support from any form of abuse. Individuals with complex disabilities can be particularly vulnerable and may find it very hard to tell someone else about it.

## Key points:

- This is an approach to working with people that puts them **at the centre** of their safety and well-being.
- It builds on people's strengths, skills and capacity.
- It promotes a culture of reflective practice, where we learn from experience and support people to take positive and informed risks.
- We should discuss and anticipate how we might respond in safeguarding situations so that someone is as fully involved as possible.
- It is important to recognise people as experts in their own lives and work alongside them.
- We must work to ensure that people are empowered to be included and have as much control and influence as possible.

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- 8 **Part two** looks at how individuals should be enabled to participate as fully as possible after something goes wrong – such as in cases where abuse has been reported.

## Part one

### Supporting individuals to take informed risks

We use a person-centred approach to support people to live the life that they want. This includes considering the benefits of someone taking a risk, as well as what might happen if things go wrong. Our aim is to manage risk rather than avoid it.

We work closely alongside individuals to find out what life looks like for them so that they have:



It is important that we find out what is important to and for an individual, how they want to be supported and what they would like to do in the future. We should also look at what is working and what isn't working for them in their lives – and use the person-centred review process to ensure that these factors are considered on a regular basis.

#### This means that:

- We can identify and support people in a way that puts them at the centre of decision making for their safety and wellbeing.
- If things aren't working, go wrong or if the person has concerns, we can respond in ways that involves them and promotes choice and control, as well as safeguarding them from harm, exploitation or abuse.

# Putting people at the centre of their safety and wellbeing

Our role is to enable people to make their own decisions and have choice and control. We do that by assessing and managing risk together so that we can help people to expand their horizons rather than avoiding or limiting their choices.

Making Safety Personal is about working with the individual to assess and manage any potential risks so that their choice is a safe one.

I want to join a local political group and travel alone.

I want to go for a meal with my boyfriend without staff.

I want to go paragliding in the mountains.

## Example:

John would like to attend a local political group. He has a dual-sensory impairment, a mild learning disability and can sometimes be a little too trusting of strangers.

### Process

Using person centred decision making tools/profiles will mean that John is fully involved in making choices about what he wants to do.



### Outcome

John has identified he wants to join a local political group.

### Key areas

- Building on John's strengths and skills.
- Being clear that John has capacity.
- Carrying out a risk assessment.
- Having a positive approach to risk taking.
- Learning from experience by learning logs.



### Action

We will support John to travel independently to his meetings and social events safely and offer John guidance and skills about how to avoid 'mate crime'.

Carrying out an 'Enabling Risk Assessment' means that we can support the person's choices whilst ensuring they remain safe. In this case, John has identified a group he wants to join; learned how to travel safely; recognised the need to share costs in social situations; knows how to get help when in a potentially dangerous situation; and has developed an understanding of his rights.

More information on how individuals can be supported to stay safe in the community can be found on Iris, Sense's intranet <http://iris.sense.org.uk/Interact/Pages/Content/Document.aspx?id=7094>

**"Managers need to foster a culture of positive risk taking which supports practitioners to work in a risk enabling way. This requires a culture of supportive learning from good, reflective supervision and an emphasis on evidence-based practice."**



# The guiding principles of risk enablement

**These have been set out by Making Safeguarding Personal – the Birmingham Adult Safeguarding Partnership – 2017.**

1. Involve the adult.
2. Involve the network around the adult.
3. Engage in multi-agency best practice.
4. Assess risk.
5. Identify risk management processes.
6. Consider risk to others.
7. Consider the mental capacity of the person.
8. Provide advocacy if needed to support the person.
9. Complex situations are resolved.
10. Share information with those who need it.
11. Defensible decision making.

- Assessments, judgements and defensible decisions should be clearly recorded.
- The names of those involved in decision making, and those responsible for actions, should be documented. This is especially important where situations are complex, high risk, or controversial.

Recording should show:

- Reasons for the decisions.
- That decisions are balanced.
- That the adult has been appropriately supported with the decision making, including being supported to weigh the potential negative consequences of the options they consider.
- That decisions are regularly reviewed.
- Reference to relevant legislation.

## Part two

### When things go wrong

Sometimes things do go wrong or don't work out as expected. It might be, for example, that an individual has chosen to try bike riding as a new activity but, despite the best planning has had a seizure and fallen from the bike.

Or it might be a more a more urgent issue – such as when abuse is suspected – when Sense's adult protection procedures must be followed and managed correctly.

In both case it is important to explore what the individual would like to happen – enabling them to participate in the process and not be a passive recipient of the final outcome.

This will include support staff using Learning Logs to help us to reflect on what did and didn't work and how we could do things differently. Learning logs also help us to build on success and ensure good communication across the staff team, as well as recognising the verbal and non-verbal communication of the person who is affected.

### Involving the individual


When a serious incident has been alleged, the manager/investigating officer must listen and identify with the person what they want to happen. Where this is not possible observing the individual, and knowing them well, may help others to identify what the person would want to happen.

The support we provide is based on the **Sense outcomes for all** which says that each person should have a right to:

- **Feel safe, independent and engaged.**
- **have choice and control over their life and support.**



I get help to understand what Keeping Safe means.



I am asked my opinion if there are concerns that I am at risk.




I get help and support to report abuse or neglect.



I feel listened to and what I say is taken seriously.

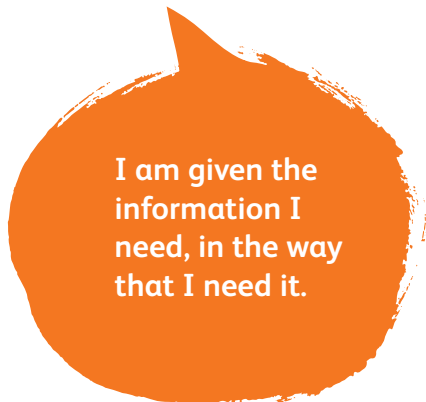
## Making safeguarding personal



I know that decisions are made in my best interest when I lack capacity to make them, and that this is explained to me.




I am kept informed about what is happening.




I am given the information I need, in the way that I need it.

## Having a voice

Some individuals will be able to 'voice' what they want. With other people it may be through the observations of staff.




Tom has said Bob has stolen my money.




Staff notice that every time Sue enters the room Jo gets upset.

## What is important to the individual

- I had the information I needed, in the way that I needed it.
- When things started to go wrong, people around me noticed and acted early.
- I feel safe and in control.



Tom has asked "I want the policeman to tell Bob off, but not get him trouble."



One staff member reports that he saw Sue hit Jo.

## What best support looks like

- People asked what I wanted to happen and worked together with me to get it.
- The people I wanted were involved.

We have asked the police to investigate what Bob did and involve Tom in the investigation.

Sue has been moved to work in the office in another site while the incident is investigated.

## What's working

- The help I received made my situation better.
- I understood the reasons why decisions were made, including those that I didn't agree with.

The police have arrested Bob.

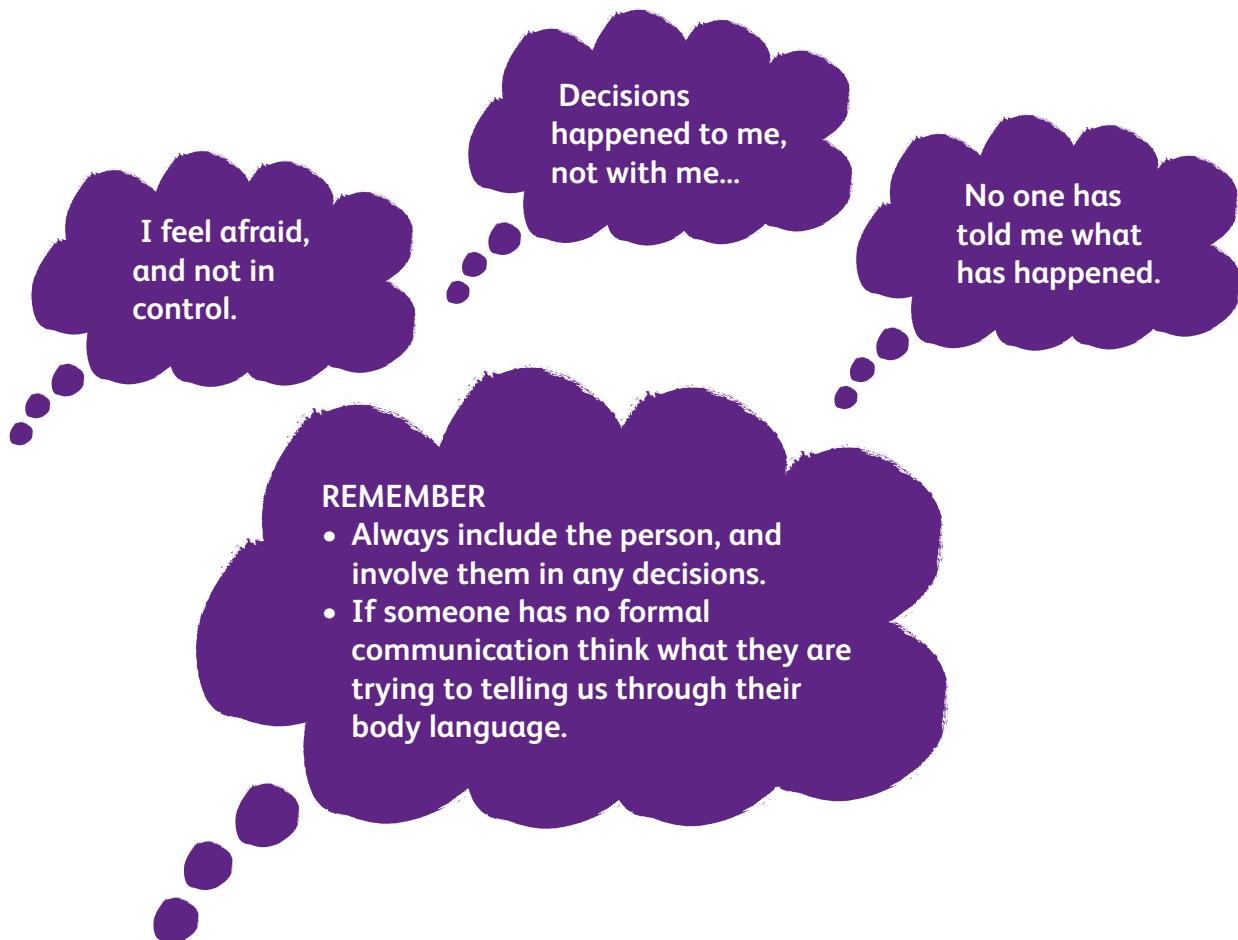
We need to make Jo feel safe in her own home.

Bob no longer works at Tom's house and was dismissed. It was explained to Tom why Bob was arrested he was thanked for telling his story.

Jo is given a personal symbol so she knows she is being supported by someone she trusts.

## When it doesn't work

If the person is not involved, this may make them feel anxious and isolated.



## Being listened to:

I got help from people placed to provide it.



### Reference

Risk enablement , balancing wellbeing and risk, Birmingham Safeguarding Adults Board, 2018.

# Sense

Sense is a national disability charity that supports people with complex disabilities to be understood, connected and valued. Sense supports children, young people and adults in their home and in the community, in their education and transition to adulthood and through its holidays, arts, sports and wellbeing programmes.

Sense campaigns passionately for the rights of the people it serves, and offers practical help and support to families and carers, including information, advice, short breaks and family events. For more information please visit:  
[www.sense.org.uk](http://www.sense.org.uk)

If you, or someone you know, require this information in a different format, please contact Sense Information and Advice – contact details below.

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