

Safeguarding Bulletin

Safeguarding adults and young people at risk

ann craft trust
acting against abuse

July 2023

Issue 124

Bringing you the latest research and news on safeguarding adults and young people at risk.

Ann Craft Trust Team



Stuart Sale
CEO



Charlotte Brooks
Marketing Officer



Lisa Curtis
Head of Safeguarding Adults
and Young People



Elliot Davies
Marketing Officer



Nicola Dean
Safeguarding Adults
in Sport Manager



Jodi Evans
Safeguarding Adults in
Sport Manager, Wales



Emma Gibson
Head of Safeguarding
Adults in Sport



Julie Mather
Finance



Sarah Nolan
Safeguarding in Sport
Admin



Joanne Pell
Safeguarding Adults
in Sport Manager



Hazel Rippin
Marketing Officer



Nat Rock
Administrator



Catherine Sykes
Safeguarding Adults in
Unregulated Sport and
Activity Officer



Laura Thorpe
Safeguarding
Adults Manager



Kimberley Walsh
Safeguarding Adults
in Sport Manager

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David Charnock, Director of Equality Diversity and Inclusion, Queen's Medical Centre

Malcolm Dillon, Consultant

Natasha Eason, Head of Education, CIMPSA

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Ann Craft Trust Safeguarding Bulletin

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Hilary Miklasz and Caroline White, Hull University. From Issue 84, July 2008

Editor's Note—Stuart Sale, CEO

This edition of our safeguarding bulletin is packed with information and news of training and upcoming events.

Of particular note is information about The Ann Craft Trust Annual Safeguarding Conference. This year the conference takes place on Wednesday 22 November, with a focus on 'Looking After Yourself and Others'. It provides an opportunity for professionals to spend some time reflecting on the importance of looking after ourselves so that we can better look after others.

Among the array of fantastic organisations supporting us this year, we have Leanne Spencer as one of our keynote speakers, along with the Survivors Network. As well as helping to reflect on our own journey with wellbeing, both Leanne and the Survivors Network will share some techniques for you to take away and put into practice. Places are limited and selling fast so I'd encourage you to book now to avoid disappointment!

Our conference takes place in the middle of Safeguarding Adults Week. I distinctly remember when the Ann Craft Trust began organising this week, to raise awareness of safeguarding adults issues. At the time, there were a number of localised safeguarding adults days or weeks across the country, mostly organised by local safeguarding adults boards. But The Trust's Safeguarding Adults Week was the first attempt to create one week that we can all recognise at the same time, together.

If you haven't already, I'd encourage you to sign up for updates and think about how you can get involved!

“

*Looking after ourselves
can make us better at
looking after others.*

”

Over the last three months, since I last wrote, there have been some changes to the staffing at the Ann Craft Trust. We were very sad to see our Safeguarding Young People Manager, Sarah Goff, leave us to take up a role as the University of Portsmouth. Sarah has dedicated her life to child protection and social care and is an expert in the field of safeguarding disabled children. It was with a heavy heart that we said farewell to Sarah. But we do, of course, wish her well! We wouldn't let Sarah leave without providing us at least one more article, which you'll find later in the bulletin!

Yet it isn't all sad news for us, as I'm really pleased and excited to welcome Jodi Evans to the Ann Craft Trust. Jodi joins us as the Safeguarding Adults in Sport Wales Manager. She has a wealth of safeguarding experience and is really looking forward to getting stuck into supporting sports organisations across Wales over the next four years.

Happy reading, and I'll hopefully see some of you at our conference on Wednesday 22 November, in Nottingham.

Looking After Yourself and Others—Ann Craft Trust Safeguarding Adults Conference 2023

Wednesday 22 November



As part of Safeguarding Adults Week 2023, this year's conference will focus on 'Looking After Yourself and Others'

During Safeguarding Adults Week 2023, we are focusing on how you can prioritise the welfare and wellbeing of yourself and others. Our conference provides a selection of informative keynotes and workshops that enable you to learn about effective techniques for safeguarding the wellbeing of yourself, your staff and the people you support.

The conference will contribute to continued professional development for

professionals and volunteers working with adults across a range of sectors. Delegates will be provided with certification to document their attendance at the conference.

Date - Wednesday 22 November 2023

Time - 9.00 am - 5.00 pm

Location - Triumph Road, Jubilee Conference Centre, Nottingham NG7 2TU

Cost - £195 per delegate

Programme

[Our conference programme is now live!](#)

There will be two keynote sessions, one from wellbeing speaker [Leanne Spencer](#) and one from the [Survivors Network](#). The conference also includes a choice of workshops. For 2023, we are hosting workshops with [Harmless, One Small Thing](#), and again from The Survivors Network.

The conference will support you to:

- Understand how you can look after your own wellbeing at work.
- Increase your confidence in recognising and responding to someone that could be at risk of suicide and self-harm.
- Understand how you can begin to adopt a trauma-informed approach to safeguarding adults.
- Increase your confidence in promoting wellbeing in the sport and activity sector.

Who Can Attend the Conference?

This conference is suitable for anyone working in a safeguarding or welfare role. The conference is accessible to people working in a range of sectors from police personnel, health and social care, religious organisations, the third sector, sport and activity and the private sector.

The conference is suitable for those already in a safeguarding role or those with no prior knowledge of safeguarding adults.

Unsure if the event is right for you? Get in touch with our friendly team to find out more!

The Venue

The Conference will take place at the [Jubilee Conference Venue](#) in Nottingham. There is free parking available for delegates at the hotel. The hotel is a 30 minute walk from Nottingham train station, or can be accessed by bus from the City Centre. There is accommodation available at the hotel, please contact the venue directly to book.

Address: Triumph Road, Jubilee Conference Centre, Nottingham NG7 2TU

Costs

The event is £195 per delegate. The conference rate includes refreshments, lunch, car parking at the venue and access to all sessions on the programme.

Book Your Place!

Head to Eventbrite to [book your place at the 2023 Ann Craft Trust Safeguarding Adults Conference](#).



Safeguarding Adults at Risk Training for Managers and Safeguarding Leads

This online course will explore the roles and responsibilities of managers in terms of safeguarding adults at risk.

We'll cover best practice, the expectations of regulators, and lessons learned from safeguarding adults reviews.

These courses always fill up fast, so don't miss out!

Monday 7 August—Wednesday 9 August 2023 [Register Here >>](#)

Tuesday 12 September—Thursday 14 September 2023 [Register Here >>](#)

Tuesday 26 September—Wednesday 27 September 2023 [Register Here >>](#)

Wednesday 18—Friday 20 October 2023 [Register Here >>](#)

Monday 13 November—Wednesday 15 November 2023 [Register Here >>](#)

Tuesday 5 December—Thursday 7 December 2023 [Register Here >>](#)

Run With Rich! Supporting Our New Patron



Richard Whitehead MBE is a newly-appointed patron of The Ann Craft Trust. We kickstarted our relationship with him by supporting Run With Rich 2023—his annual foundation event on Sunday 18 June in Nottingham.

Richard is a double gold medal Paralympian from Nottingham. Through his foundation and sport, he inspires and helps people with disabilities to realise their potential. He has run several marathons and raised substantial amount of money for charity.

He established the [Richard Whitehead](#)

[Foundation](#) to offer life-changing support and mentoring to disabled people. This year, our safeguarding adults team will be working with the foundation to embed safeguarding adults into their organisation. Richard is as passionate about safeguarding as we are, and will help us to work towards creating a world where everyone is safe from harm and abuse.

CEO, Stuart Sale comments: “The Ann Craft Trust is excited to start this partnership, both with Richard as a patron of the charity and to be working with the

Richard Whitehead Foundation.

“Safeguarding adults is a wide-ranging area of work but should always begin with prevention. The work that Richard and his foundation does to promote access, inclusivity, wellbeing and empowerment aligns with this, and gives us a number of mutual opportunities to support each other through this exciting partnership.”

Run With Rich is a 5Km run which is a friendly and inclusive event that caters for everyone – from experienced runners to complete beginners; people with a disability and those without.

Our team were enthusiastic participants in the event, as you’ll see in the photos below!



Safeguarding Yourself and Others

Safeguarding Adults Week
20 – 24 November 2023

WHAT IS SAFEGUARDING ADULTS WEEK?

Safeguarding Adults Week is a time for organisations to come together to raise awareness of important safeguarding issues.



A FOCUS ON WELLBEING

For the 2023 event, we're focusing on the links between safeguarding and physical and mental wellbeing

WHAT IS WELLBEING?

Wellbeing can refer to your mental and physical health, your relationships and connection with your community, and your contribution to society.



WELLBEING & SAFEGUARDING

Living free from abuse and neglect is a key element of wellbeing. Also, if someone's wellbeing is suffering, they may consider certain actions that put them at risk.

LOOK AFTER YOURSELF

Good safeguarding means looking out for others. But looking after yourself can put you in a better position to help and support others.



GET UPDATES & FREE RESOURCES

Visit
tinyurl.com/ACTSAW23
or scan here →



#SafeguardingAdultsWeek

What is Co-Production?

Laura Thorpe, Safeguarding Adults Manager, Ann Craft Trust



3–7 July 2023 was National Co-Production Week.

Hosted by the Social Care Institute for Excellence (SCIE), the week aims to celebrate shared good practice and promote the contribution of people who receive support and carers in developing better public services.

So, What is Co-Production?

Co-production is a collaborative approach whereby those who receive support, along with their family, friends and carers, are involved in the planning

and delivering of support.

The focus is to ensure that we hear the voices of those who are at the centre of the support. It's about respecting their views, wishes and beliefs in order to make their support the best it can be.

Co-production features in the Care Act (2014) for England, the Social Services and Wellbeing Act (2014) for Wales and the Care Quality Commission (CQC) assessment framework. It is something all organisations should incorporate into their practice.

Why is Co-Production Important?

All people who receive support have the right to be consulted on, and involved, in the planning of their care.

The best way to create truly personalised, person-centred support is to collaborate. By putting the person at the centre of what we do we can ensure that they are living the life they want to, with goals and outcomes that benefit them. Everyone has the right to live the life they want to live.

How Can We Implement Co-Production?

Co-production should be threaded through everything a service does, not just used as a 'tick box' exercise at an annual meeting, for example.

Consultations should take place at all stages of care planning. Reviews with the person should be incorporated, and you should regularly check in to see if they are still happy with their model of support, or whether they would like to make any changes.

As much as is practical, individuals should be present at planning meetings, best interests meetings, and during decision making processes. Services should make sure that information is presented in ways that are accessible and meaningful to the person involved.

Ensure staff are trained and informed

around co-production. Make sure they have the listening skills to promote this and the values to create it. Everyone should be committed to this model of working.

How does Co-Production Impact Safeguarding?

Good safeguarding involves putting preventative measures in place to make harm, abuse and neglect less likely, while promoting the wellbeing of any individual who may be at risk.

If a person has their rights upheld in planning their service delivery, it can contribute to their wellbeing, resilience, and general happiness. This in turn can put protective factors in a person's life that can make them less likely to be the victim of abuse or harm.

If a person is actively encouraged to have more control over their own lives, they are more likely to disclose about things that concern them. They may also be more likely to report any ill treatment they receive.

Think about the Care Act's (2014) principle of Making Safeguarding Personal. This is about keeping a person involved in everything related to them, including in a safeguarding situation, and seeing them as the experts in their own life. Co-production echoes this principle along

with the disability rights slogan 'Nothing about me, without me'. It's about *working with*, not *doing to*.

Often those who receive support have historically been passive care receivers, not wanting to complain or question the care they get. This is where poor practices can be left unaddressed, creating an unsafe, sometimes abusive environment.

But if we listen to the views of the people we support we can create a culture where collaboration is seen as a daily part of life. We can thread collaboration through the ethos of the organisation to ensure that rights are upheld, and better outcomes happen as a result.

If we don't ask people how they want to be supported, how will we ever know?

Co-Production is a key theme of Safeguarding Adults Week 2023.

[Learn more about co-production and the week's other themes.](#)

Farewell Sarah!



Sarah Goff, Ann Craft Trust Safeguarding Young People Manager, has left her role to work with the University of Portsmouth.

Sarah has over twenty years' experience in the fields of child protection and social care. She is an expert in the field of safeguarding disabled children and her interests include the impact of domestic abuse and child sexual exploitation.

Sarah combined her role at the Ann Craft Trust with work as a lecturer at the University of Nottingham on their BA and MA Social Care programmes. Sarah also delivered safeguarding disabled children training to organisations across the UK to give a voice to children and young people.

While working for The Ann Craft Trust, Sarah took part in numerous research projects. This included the recent [We Matter Too project](#), which explored how young people with sensory, learning or physical needs and disabilities experience support services when they face domestic abuse.

As sad as we are at the Ann Craft Trust to be losing the knowledge, experience and passion of our Safeguarding Disabled Children and Young People Manager, we're very happy for Sarah.

See overleaf for Sarah's summary of the latest phase of the Government's Safeguarding Children With Disabilities and Complex Health Needs in Residential Settings report.

Safeguarding Children With Disabilities and Complex Health Needs in Residential Settings—Summary of Key Findings From Phase 2

Sarah Goff, Safeguarding Young People Manager, Ann Craft Trust



Phase Two of the report Safeguarding Children with Disabilities and Complex Health Needs in Residential Settings has been released by the Child Safeguarding Practice Review Panel in conjunction with the National Childrens Bureau and Council for Disabled Children.

It calls for significant overhauling of the system for disabled children placed away from home.

Phase One of the report was released 26 October 2022. It explored the experience of the children and young adults living

within the Hesley Group settings in Doncaster, how they came to be placed there, what happened to them, and what factors and issues may have contributed to their abuse and neglect. 108 children had been living there from 55 different local authorities.

The first report identified widescale failures of leadership, of understanding children’s needs, outside scrutiny and inspection, and failures of the systems to protect children. These children were highly dependent for their care living far away from home—on average, 95 miles

away. Phase One once again highlighted the severe shortage of local resources, and the challenges in finding suitable placements leading to children being moved far away from familiar networks and people.

Phase One also highlighted:

- Abuse sustained by the 108 children from 55 Local authorities placed there, including physical, emotional, neglect and sexual abuse. This led to investigations currently ongoing by Doncaster police.
- Children's medical needs not being met, medication maladministered and misused.
- Children's voices consistently going unheard and unaddressed with a failure by staff to recognize abuse, or to respond effectively to allegations and disclosures.
- Overuse of restraint, and disproportionate use of temporary confinement.
- Children not receiving the right help with speech and language needs, support to be heard in meetings and participate in discussions about their lives.

Phase Two highlights key priorities for improvement and prioritising the needs of children with learning disabilities and complex needs who require support.

Key priorities include:

- Promoting the voice and rights of children with learning disabilities and complex needs who require support.
- Access to non-instructed advocacy.
- Parents should have access to advice and support where children are placed for over 38 weeks.
- Strengthening statutory commissioning to have a wide range of local and specialist provision nearer home.
- Strengthening leadership development in residential settings, address serious concerns about having the right workers and workforce development, training and quality standards in terms of safety and care.
- Developing a skilled and sufficient workforce in residential settings via national leadership and investment.
- Enhancing the role of host local authorities in early identification of risks
- Reviewing and revising the current

arrangements for the regulatory framework and arrangements for monitoring QA and oversight with immediate steps to arrange joint oversight by Ofsted and CQC for children in residential settings with disabilities and complex health needs.

The report contains supplementary recommendations which will be significant for practice. These include:

- Understanding Deprivation of Liberty Safeguards.
- Regional Care Cooperatives need to improve commissioning for this group of children.
- Integrated provisions to be included in Family First for Children pathfinders.
- All children on a pathway to admission for placements longer than 38 weeks should be part of a Care Treatment and Review process, with no decision made without multi-agency agreement and commitment.
- Guidance on closed cultures to be included in Working Together and Keeping Children Safe in Education
- A national leadership program based on practice leadership for leaders

and senior managers.

- SEND practice guides.
- Alignment of SEND standards for those working in children’s social care, residential special schools, and children’s homes.

Children with learning disabilities and complex health needs have the same rights as all children to a voice, a family life, and to safety and protection. Yet they face a broad range of issues and needs. They are not homogenous.

Phase One of the report highlights shocking failures of care within the settings, but also failures to understand the everyday lived experiences of these children, and their parents’ views and wishes. These children lived far from home, away from places they knew. They lived under the radar, and were let down by ineffective scrutiny from systems designed to check on the quality of care they received.

Phase Two of the report highlights how talking to practitioners across the country reveals examples of good practice and creative responses. But, as the colleagues leading the review show, these examples are dependent on those individuals. Broader change as set out in these recommendations is essential to make that happen.

The Phase Two report highlights serious concerns about systemic issues in what it terms ‘racial disparities’ and the need for more research to improve outreach and engagement with black and minority communities to develop a ‘culturally intelligent’ workforce. These areas highlight serious concerns to be addressed in research, policy and practice.

The report highlights the impact of the dependence of disabled children and families on care workers and staff who should have specialist understanding and skills, but which were sorely lacking.

Key issues include:

- Not appropriately seeking the needs and wishes of children with profound difficulties with receptive and expressive communication.
- Minimal evidence of practical support to participate in reviews.
- Lack of effective responses to allegations or indicators of harm.
- Assumptions that self-harm was related to impairment and the right questions not asked..
- Lack of independent advocacy support

The report contains a clear vision for what is needed, broken down into useful ages

and stages based on what family carers and children told the enquiry. It then goes on to develop each of its key recommendations with examples of good practice and key discussions from ‘round tables’ with parents and practitioners. It sets out current legal and policy frameworks, and addresses:

- Effective strategic commissioning.
- Leadership.
- Improving quality in services and residential settings and range of provision.
- Developing and retaining a skilled workforce in residential settings.
- Intelligence and information sharing.
- Identification of risk.

In terms of addressing the strengthening of the role of local authorities where residential settings are based, the report proposes increased responsibility, oversight, and accountability for children placed in their area. This includes:

- Maintaining a register of children living away from home in their area.
- Receiving and reviewing regular reports from independent visitors and quality of care reviewers.
- Ofsted to notify placing and host authorities of parental complaints

and whistleblowing concerns.

- Increased LADO scrutiny and roles.

The report welcomes the government plan to review aspects of the LADO function and to publish a handbook. It advises that this needs to include an understanding of 'closed cultures' and the significance of multi-agency advice in decision-making about whether thresholds for LADO intervention have been met.

The report goes on to look at Regulation and Inspection, highlighting the complexity of the current inspection regime, problems making sense of this fragmented regulatory framework, and opportunities for improvement. It then explores quality assurance and the role of the Registered Person, the face-to-face visits by statutory social workers, and Education and Health Care Plan Reviews. All of these are vital in understanding the quality of care and the day to day lived experience of each of these children.

We now need all agencies and practitioners and the government to prioritise the rights of these children and to listen to them and their families. We need the government to provide the resources needed for services to support care at home and keep children local, with placement options near to home. The

report hopes to see a response from the Government within six months.

[You can read both Phase One and Phase Two of the report here.](#)

Some notes on other documents which may be of use.

[Challenging Behaviour Foundation:](#)

Highlighting the serious gaps and inadequacy of support services for earlier intervention and how strengthening family life can increase a child's chances of being able to remain at home.

[Office of the Children's Commissioner:](#)

How access to speech and language therapy and advocacy services are critical to securing a child's right to be heard and understood.

[The Systematic review on Safeguarding](#)

[Disabled Children:](#) Highlights the invisibility and isolation of disabled children, alongside a lack of understanding of their needs, and serious gaps in specialist training.

Surviving Safeguarding—Adult Safeguarding Tips for Students and Newly-Qualified Social Workers

Katelyn Hall, Social Work Student, University of Nottingham



Katelyn Hall is a Social Work student at The University of Nottingham. She is currently on a placement as part of a statutory team on Derbyshire City Council. She wrote this guide for other students and newly-qualified social workers, advising them on things to consider when on their placements.

Safeguarding can feel very intimidating when you're starting as a social worker. There is a lot of pressure to feel that you need to know everything.

Safeguarding is an important part of our job and I found it very daunting to know that I am responsible for protecting at-risk people and promoting their wellbeing. When I started my placement, I felt that I never really knew where to start or what to do with safeguarding adults. I know that others did too. And that's okay! We aren't expected to know everything, and we are always learning.

But to help you out I've created a list of top tips from my colleagues and personal

experience to help us get through this together.

What is Safeguarding?

As quoted in the Care Act 2014 Practice Guidance, 'Safeguarding means protecting an adult's right to live in safety, free from abuse and neglect.' **What is the Criteria for Safeguarding?**

Section 42 of the Care Act states that safeguarding duties apply when a local authority has reasonable cause to suspect that an adult in its area:

- a. has needs for care and support (whether or not the authority is meeting these needs),
- b. is experiencing, or is at risk of, abuse or neglect, and
- c. because of their needs is unable to protect themselves against the abuse or neglect or the risk of it.

The local authority has a duty to carry out whatever enquires they deem necessary, such as initial enquires and to gather more information or section 42 enquires.

Things to Remember When Conducting Enquiries

Criteria

Remember the criteria. All the criteria need to be met for it to be a safeguarding issue. In my experience so far, we receive a lot of reports that do not quite meet the criteria for being safeguarding issues. But even in these cases, the service user may still need support. So, check to see if there is a more appropriate route. Maybe they need an assessment, a safety and welfare check, or support from a different agency. Don't forget you can always check with colleagues or management if you're unsure. And you can also use Decision-Making Criteria from your local authority.

Consent

Consent is important. Has the service user given their consent for the safeguarding referral to be made? The Care Act 2014 Practice Guidance explains that there may be circumstances when consent cannot be obtained because the adult lacks the capacity to give this. But it is in their best interests to undertake enquiries.

There may also be times when action is still needed whether service users have the capacity to consent or not, particularly if others are or will be put at risk if nothing is done; or where it is in the public interest because a criminal offence

has occurred.

Capacity

Does the service user have the capacity to consent and make decisions about their safeguarding? Will a mental capacity assessment need to be completed? If so, this needs to be completed formally and recorded accurately and in a timely matter.

If the service user does not have capacity, do they need an advocate? Can their family offer support, or will they need an Independent Mental Capacity Advocate?

If the service user does not have the capacity, you will need to speak with their next of kin. This may be recorded on your system, or you may need to confirm this with their residential or nursing home.

If the service user does have the capacity, you will need consent to talk to family members

For more information on Mental Capacity Assessments, [take a look at this government guidance](#).

Risk

When carrying out safeguarding assessments, it is important to risk assess. There are many different things to consider which will be based on the information provided in the referral.

Some key risks to think about are:

- What is the risk?
- What is the immediate risk?
- Are they safe?
- What is the likelihood of that risk?
- What is the impact and severity of the risk?
- Do they need an immediate visit?

You will also need to consider how to mitigate these risks. If steps have already been taken to do this, consider the appropriateness of these.

Consider whether this is a one-off incident, or whether it's reoccurring. Is there a pattern? What actions have been taken? What have contracts and management said?

You may also need to consider if it is appropriate to speak to the alleged perpetrator.

You need to risk assess all of these things. But don't panic: local authorities have risk assessment templates and guidance, and you can always discuss with management if you are unsure.

Making Safeguarding Personal

Remember the person at the centre of all safeguarding enquiries. The adult should be included every step of the way. If the

adult does not have the capacity to make decisions about the safeguarding, then their advocate should be updated.

Also think about their communication needs. And talk to them! Whether they have the capacity or not, it is important to ascertain service user's wishes, views and feelings about what they want to happen.

Don't be afraid to quote the service user in your recording to highlight what is important to them.

And don't forget to check if they know what safeguarding is. Some people might not know what we mean by "safeguarding", and a safeguarding enquiry can be a confusing and overwhelming time for them.

Try to be as non-judgemental as possible, and do not impose your values and standards onto someone else. You need to understand what's "normal" for them.

Planning

It's okay to not know one hundred per cent what you want to say when you are talking to the service user, their family, or other professionals. So just stop and think, 'What do I want to know?'. It can be helpful to create a rough plan of the things you plan to say or want to ask so you don't forget. This can also make recording conversations easier.

But remember that plans change, so you need to go with the information you gather, and you need to respond appropriately to this, and the questions people ask. So don't just write a script. Instead, put together some prompts or key things to ask.

Keep Accurate Records

You must record all conversations and information gathered when doing safeguarding work. Check with your manager or authority guidance on how to record and organise safeguarding work but I have found the following things useful:

- At the beginning of your entry in the safeguarding document, clearly state your name and job role, the type of communication, the phone number or email address etc, and the time and whom you spoke to.
- Contact the referrer for more information or clarification if you need to.
- Contact other parties, if necessary, and ask them to explain why they have or haven't done something.
- Be clear about the information you wanted from the person. You can write in the document what questions you were planning on

asking, so that if another worker picks it up, they can see where you were going with the information.

- Go back and follow things up. Record clearly when you asked for information back or when a person said they would contact you and make sure you follow this through.

You can write out the criteria and write alongside this if it's easier

Use quotes when recording conversations, and be as accurate as possible.

Provide a summary of the enquiry. Did you make an initial enquiry and progress to a section 42? Or did you go straight to a section 42 enquiry? And if you closed the enquiry, clearly state why. Don't forget to document that you have suggested progression or closure and have notified management.

Partnership Working

Remember safeguarding is everyone's responsibility. It is not all on social workers. All people and professionals have responsibilities. For example, the police need to investigate if a crime has been committed, something that social workers are not able to do.

Make sure other professionals are referring to the correct places and following the right procedures. If they are

not, speak with management.

Meetings and phone calls can be very helpful when working with other professionals. Sharing information allows other professionals know what to look for and what they need to do. If you have any more questions or you want to clarify something, just give them a call and get it sorted quickly.

One Important Thing to Remember

Sometimes you can do all you can, but you still won't get the outcome you want. But you have the professional curiosity to unpick things and gather information – so you can do this!

More information about safeguarding can be found on your local authority's Safeguarding Adults Board website.

See also:

- [Department of Health and Social Care \(2016\) - Care and support statutory guidance.](#)
- [Care Act 2014 Legislation.](#)

#ACTSafeguardingHour

Every Wednesday

12.00–1.00 pm

@AnnCraftTrust

ann craft trust
acting against abuse

Do you have any questions or concerns about Safeguarding?

Join us for **#ACTSafeguardingHour**—every Wednesday on
Twitter, 12.00–1.00.

This is an opportunity to discuss safeguarding matters with an
online community of practitioners.

For more information, find us on Twitter:

[@AnnCraftTrust](https://twitter.com/AnnCraftTrust)

Introducing Jodi Evans—Safeguarding Adults in Sport Manager for Wales



I'm really excited to be joining The Ann Craft Trust team who have given me such an amazingly warm welcome already!

I have just left the housing arena. I was managing a small team of safeguarding officers. We were responsible for identifying and reducing safeguarding risk within the community and properties. We worked closely with partner agencies on incidents of cuckooing, organised crime gang violence and drug supply, child sexual and criminal exploitation, and various types of abuse.

I achieved the NEBOSH qualification and also spent two years as [Bron Afon's Health, Safety and Wellbeing Advisor](#).

Prior to housing I was a Police Officer on

the streets of Newport, Wales. I developed quite a skill in communication as you can imagine! This role involved a few secondments, such as working with the most prolific offenders and working closely on the child exploitation and missing young people teams.

From age 19 I worked within Newport Social Services for about 10 years in various roles. This was predominately with complex 11-17 year-old young people and their families, all of whom were either in the care system, leaving care, or on the CP register.

I have a 20-year-old daughter who is completing her second year of child nursing at Cardiff University. We live in Caerphilly with my partner Dave and our giant dog, Opi. He is a Great Dane and the size of a Shetland pony! We also have a tiny cat called Daisy.

I am very passionate about the subject of safeguarding adults. I'm looking forward to getting to know the role and everyone at The Ann Craft Trust. So please get in touch and make yourselves known to me. And if I can advise or assist you in any way, please just ask.



Safeguarding Adults in Sport and Activity in England Advanced Training (Level 3) for Safeguarding Leads

This course covers Safeguarding Adults for Lead Safeguarding Officers/Deputies in NGBs and Active Partnerships in England. It is also relevant for National Lead/Deputy Safeguarding Officers in unregulated/unfunded sport and activity organisations.

We'll explore best practice, the law, how to respond to and report safeguarding adult concerns, creating a safer culture and an inclusive and accessible environment, and the importance of effective safeguarding policies and procedures.

Tuesday 12 September—Wednesday 20 September 2023: [Register Here >>](#)

Tuesday 5 December—Wednesday 13 December 2023: [Register Here >>](#)

How The Safeguarding Adults in Sport Framework Encourages Collaboration

Cath Sykes, Safeguarding Adults in Sport Manager, Ann Craft Trust



The Safeguarding Adults in Sport Framework is an online assessment tool. It supports sport and activity organisations to implement best practice in safeguarding adults.

The Framework helps organisations identify any areas of practice that need development. It also supports best practice and continued development in safeguarding adults.

It is now a requirement for all National Governing Bodies, Active Partnerships and National Specialist Partners funded by

Sport England and UK Sport in England to complete the Framework as part of their funding agreement.

To support organisations in completing the framework, The Ann Craft Trust runs regular online Information Sessions. These provide an opportunity for organisations to learn more about the Framework, hear from organisations who have undertaken it, ask questions and support each other. Following the session, attendees can access a range of resources, as well as a Planning Template to help them start their

Framework submission.

This blog highlights the experience of an Active Partnership linking in with the Disclosure and Barring Service Regional Outreach Service as part of their planning for the Safeguarding Adults in Sport Framework.

Think Active's Experience With The Framework

Kerry Luckett from [Think Active](#) attended one of the Framework Information sessions and started to plan their submission. This prompted her to consider her organisation's current process for DBS checks.

"As part of our Adult Framework, I was tasked with looking over our current process for DBS checks, assess the roles that require a DBS check and the level of checks to ensure they were suitable. It quickly became apparent from reading documentation online that determining whether a DBS was required within our active partnership wasn't clear cut. I contacted other active partnerships to see how they operate. But as we're all working such diverse roles, there were no definitive similarities.

"I emailed the DBS Regional Outreach team to request support. Our Regional Outreach Officer emailed back almost instantly. They were extremely helpful. I

detailed the positions of all our Active Partnership staff, as well as their key responsibilities. I provided as much information as possible for each specific role within our organisation. Our Regional Outreach Officer then provided me with the guidance relevant to each specific role. I was able to use this information to provide an options appraisal for DBS checks.

"I would definitely recommend liaising with your Regional Outreach Officer for any advice and guidance on DBS. Reading documentation online can be time-consuming and general advice might not apply for certain roles. Engaging with the regional outreach officers definitely helped me make a more informed and confident decision."

The Disclosure and Barring Service Regional Outreach Service

Here's how the DBS Regional Outreach Team can help sport and activity organisations.

Cathy Taylor from the DBS Regional Outreach Team shared this statement:

"We work closely with organisations to build and develop relationships, and to act as a single point of contact for all DBS-related enquiries within their region. We support organisations in a variety of ways. This includes delivering DBS workshops to

help organisations understand how and when to make a barring referral.

“As well as running in-house workshops for organisations, we also offer free monthly workshops for organisations to learn more about DBS processes and legislation. Throughout 2023 we aim to bring together those who have a passion for safeguarding to share their expertise and knowledge in a number of in person, hybrid and virtual thought leadership events. [You can find out more and sign up for our upcoming events here.](#)

“We have advisors in each of the regions of England, Wales, and Northern Ireland. If your organisation has a national footprint, we can offer the same support. To contact your regional adviser please email dbsregionaloutreach@dbs.gov.uk

“You can learn more about our work on [the DBS website](#), and you can also follow us on [Facebook](#), [Twitter](#), and [LinkedIn](#).”

The Framework Encourages Collaboration

Think Active’s experience highlights the benefits of completing the Framework. It encourages organisations to assess what they already have in place. They can question whether their current policy and

procedures are up-to-date and fit for purpose. After this, they can identify any areas for improvement.

And as this example shows, there’s a lot of support out there for anyone who needs it.

The Safeguarding Adults in Sport Framework is much more than a box-ticking exercise. It has real, measurable impact that promotes safer cultures in sport and activity for all adults.

[You can learn more about the Safeguarding Adults in Sport Framework in our online information hub.](#)



Safeguarding Adults in Sport and Activity—Essential Training for Club Welfare/Safeguarding Officers

This training covers the essentials for safeguarding adults in sport and activity clubs for Club Welfare/Safeguarding Officers.

This session includes how to identify concerns, respond to concerns and disclosures and how to create a safe culture within a sport or activity club setting

For those with no previous safeguarding adults training, we would recommend completing the [Introductory Training](#) prior to attending this course.

Thursday 14 September 2023: [Register Here >>](#)

Thursday 19 October 2023: [Register Here >>](#)

Tuesday 14 November 2023: [Register Here >>](#)

Monday 11 December 2023: [Register Here >>](#)

Preparing for the Safeguarding Adults in Sport Framework – An Active Partnership’s Approach From Active Dorset



Annie Hargreaves is a Physical Activity Officer in the Children and Young People team for Active Dorset, as well as the Deputy Safeguarding Lead for the organisation. In this post, she outlines her experiences in preparing for The Ann Craft Trust Safeguarding Adults in Sport Framework.

[Active Dorset](#) is one of 43 Active Partnerships in England. As an organisation, we work collaboratively with partners in Dorset through a system change approach. Our aim is to increase the numbers of people who are supported to become more physically active.

We want Dorset to be a place where people can choose to enjoy an active lifestyle through participation in sport and physical activity. High quality advice and advocacy can support change in systems and behaviours among leaders, organisations, and individuals.

We must recognise sport and physical activity for the positive impact it has on physical and mental wellbeing, educational attainment, social cohesion, and economic development.

Safeguarding is a standing item in our monthly team meeting. The Lead Safeguarding Officer and I share a

monthly update during that time, which is relayed to the Board of Trustees through quarterly reports and meetings.

Our approach to preparing for the Safeguarding Adults in Sport Framework

Last year, we agreed with The Ann Craft Trust that we would complete the [Safeguarding Adults in Sport Framework](#) by December 2023.

To manage the workload involved with the Framework, we initially liaised with other Active Partnerships to understand their experience of the process. Following that, we consulted with our Senior Management Team and Board of Trustees, and agreed our own process: To use [the six themes of the Framework](#), aiming at one per month through March to August or September.

We wanted to give ourselves time to consider our current position and to identify what we needed to do. We also wanted to stay in continuous consultation with The Ann Craft Trust to guide our approach. Our aim, therefore, is to be ready by end of the October 2023. This preparation will help us complete the Framework within the six-week submission period, by mid-December. This timeline has factored in a two month buffer of time, should we need it, so that we can focus the time needed for this

essential part of our work.

Collecting evidence

In advance of the Framework window in November and December, we wanted to simplify the process of collecting the [evidence we'll need to submit](#). So, we have added an additional column to the Framework template. This column will be a place to collate relevant links to the evidence that we will want to submit for each section of the six themes. We are coding these and storing them in one place on SharePoint.

As our team is currently expanding in number, our progress through the themes has prompted us to address some of our current practices. For example, at present we're looking at theme 4, which covers Safe Recruitment. This focus is helping us to make informed decisions around the different needs for Disclosure and Barring checks among new and existing members of the team. We're also considering our volunteer workforce who engage with adults in two different areas of Dorset.

Engaging with individuals across our region and organisation helps to champion the [#saferculturesafersport](#) campaign and reinforce that safeguarding in Active Dorset is everyone's responsibility.

Safeguarding Adults in Sport Framework

Supporting all sports organisations to implement best practice in safeguarding adults

ann craft trust
acting against abuse

Free Information Session for Active Partnerships, National Specialist Partners, and National Governing Bodies Funded by UK Sport and/or Sport England

The Safeguarding Adults in Sport Framework is an online tool supporting all sport organisations to implement best practice in safeguarding adults.

In this free online session, we'll discuss:

- Your funding requirement to undertake the Framework
- What the Framework is, and how it works.
- How to complete the Framework, and the evidence you'll need to submit

Members of The Ann Craft Trust Safeguarding Adults in Sport team will guide discussions, and you can share your views with individuals from other NGBs and APs.

Wednesday 27 September 2023 [Register Here >>](#)

Tuesday 7 November 2023 [Register Here >>](#)

Following these sessions, you will also have the opportunity to attend **peer support sessions** to network, ask questions, and discuss the framework with each other:

Wednesday 11 October 2023 [Register Here >>](#)

Wednesday 15 November 2023 [Register Here >>](#)

Safeguarding News Watch: Safeguarding Adults

Co-Production—A Long and Winding Road Towards Undreamt Riches!

5 July 2023 | [Blackwells.biz](https://www.blackwells.biz)

Nearly every railway ticket office in England could close, plans reveal

4 July 2023 | [Sky.com](https://www.sky.com)

New guidance for frontline workers on safeguarding against criminal exploitation

19 June 2023 | [Policeprofessional.com](https://www.policeprofessional.com)

Revenge porn laws to be overhauled to help victims

27 June 2023 | [Independent.co.uk](https://www.independent.co.uk)

Mencap run cost of living webinar series

July 2023 | [Mencap](https://www.mencap.org.uk)

Scottish Government reviewing funding for social work students

30 June 2023 | [CommunityCare.co.uk](https://www.communitycare.co.uk)

20% boost in NHS mental health social worker numbers

29 June 2023 | [CommunityCare.co.uk](https://www.communitycare.co.uk)

Safeguarding News Watch:

Safeguarding Adults in Sport and Activity

Independent Commission for Equity in Cricket Publish Final Report

28 June 2023 | [AnnCraftTrust.org](https://www.anncrafttrust.org)

International Federation of American Football Launch New Safeguarding Partnership With The Ann Craft Trust

23 May 2023 | [AnnCraftTrust.org](https://www.anncrafttrust.org)

Safe to Move—New Guidance for Gyms and Leisure Centres

23 May 2023 | [AnnCraftTrust.org](https://www.anncrafttrust.org)

[PODCAST] Leading Culture Change in Safeguarding

20 April 2023 | [AnnCraftTrust.org](https://www.anncrafttrust.org)

[PODCAST] Robbie Jacques and The Gay Football Supporters' Network

25 April 2023 | [AnnCraftTrust.org](https://www.anncrafttrust.org)

"The thought of exercise used to fill me with dread."

4 July 2023 | [MarieClaire.co.uk](https://www.marieclaire.co.uk)

Sport England—Uniting the Movement Impact Report

14 June 2023 | [SportEngland.org](https://www.sportengland.org)

Safeguarding Research and Resources

Improving Care, Reducing Inequalities

Seminar from the LeDeR Programme.

NHS England established the LeDeR Programme (Learning from Lives and Deaths) in 2017. It aims to prevent early deaths of people with a learning disability and autistic people, while improving their care through reducing health inequalities.

Access here: <https://www.anncrafttrust.org/the-leder-programme-improving-care-reducing-inequalities-webinar/>

Grooming is Not Just a Comb

Accessible introduction to adult grooming for people with a learning disability.

Read more: <https://www.friendlyinformation.org.uk/grooming>

My Life With Epilepsy—Resources

The My Life with Epilepsy project has made new leaflets and videos for people with a learning disability and autistic people with epilepsy, and their families & carers. These can help you learn more about the risks linked to epilepsy and what you can do to live safely.

More information: <https://sudep.org/my-life-epilepsy-resources>

From The Vault: Acting to Protect—Using Drama to Inform People With Learning Disabilities About Abuse

Hilary Miklasz and Caroline White, Hull University. From Issue 63, April 2008.

There appear to be many reasons why people with learning disabilities are abused.

One contributing factor may be a lack of knowledge and information about abuse. Without such information, individuals may become:

- **Disempowered**, not recognising their treatment and experiences as abusive and harmful.
- **Silenced**, not knowing how to report their experiences.
- **Isolated** from sources of support.

The project described here aimed to equip people with greater knowledge and awareness of abuse, enabling them to take steps to report or stop abusive experiences.

An Information Gap

Having decided there was a need for awareness raising we set out hoping to identify and replicate others' good practice. However, we found a dearth of information about such work.

An enquiry to The Ann Craft Trust gave us information about a project in Nottingham which had used drama to inform people with learning disabilities about abuse (Bearder and Ball, 1997). We decided to adopt a similar approach, as drama workshops appeared to offer an interesting, engaging and memorable way of presenting this important information.

The Drama Workshops

We met with representatives of local service providers to outline the project, share ideas and assess levels of support for such a project.

The meeting suggested encouraging levels of support for such awareness-raising work and led us to form a multi-agency planning team consisting of practitioners from the statutory, voluntary, and academic sectors. This team worked alongside a community theatre group with experience of delivering information about sensitive and complex issues. Together, we planned the drama workshops.

We devised a script which included eight abuse scenarios. These includes a range of types of abuse, perpetrators, and settings. The workshops were introduced and led by a skilled facilitator who asked the audience to work together in small groups to consider the following questions:

- What did you see?
- What was wrong?
- What could the person do about it.

To aid understanding, we showed each scenario twice.

The workshops aimed to deliver three important messages:

- What abuse is.
- That abuse is always wrong.
- That you can do something about abuse—placing emphasis on the message “tell someone”.

A key aim of the workshops was to deliver these messages in a sensitive way, recognising that many individuals may have histories of abuse, and that these experienced may be hidden, undisclosed, and traumatic. A guiding principle underpinning the planning was that the experience of participating in the workshops should not, of itself, be traumatic or abusive.

“

Abuse is always wrong. But there is always something you can do about it.

”

As a pilot project, we delivered two workshops, each to 60 people with learning difficulties attending local day centres. This pilot was evaluated in order to identify whether this approach appeared helpful, and whether any changes or improvements were required.

Raising Awareness of Abuse—Practical Steps

This article will outline some of the steps we identified as helpful in enabling us to deliver information about this potentially distressing issue in a way which we tried to be sensitive to the needs and emotions of participants.

Taking time to plan. Planning workshops about abuse may raise anxieties, challenges, and dilemmas. We found it helpful to allow a lengthy planning process that was not rushed, allowing ample time for reflection and discussion.

Working closely with managers and

frontline staff. We liaised closely with service managers and staff to ensure they understood the aims and purposes of the workshops and therefore facilitated and supported the attendance of people with learning disabilities and their key workers. We also provided some information in an easy read format which they could use to help people with learning disabilities decide if they wished to attend the workshops.

Carefully selecting participants.

Attending abuse awareness workshops may be distressing and disturbing for some people with learning disabilities. Such projects present dilemmas and challenges about how to equip people with learning disabilities with information about abuse in a way that is sensitive to their needs and feelings. In this project, careful consideration was given to the selection of potential participants. We recommended that individuals with known and traumatic histories of abuse, or who were experiencing other traumas such as loss or bereavement, did not attend the workshops. Instead, we thought their needs could best be met through different means or at a later date.

Providing high levels of support.

Key workers and practitioners, with skills and experience of working in this area, such as social workers and community nurses, were asked to attend the workshops. Their roles included facilitating small group discussions and providing support to anyone who became upset, who wanted to discuss issues, ask questions, or make disclosures. One of the elements contributing to the success of the project was the willingness of a range of agencies to make support available.

Clarity of purpose. It was important to be clear that the purpose of the workshops was not to explore personal experiences, and that they were not intended to work in a therapeutic way. The workshops avoided questions such as “has this ever happened to you” or “how would you feel if this ever happened to you?” This approach was not intended to discourage disclosure but to help individuals stay in control of personal information and to stay emotionally safe in the context of a large group.

Providing time and space. We ensured the availability of a quiet space for anyone who needed to take “time out” if they became upset or wanted to discuss concerns. Additionally, we provided lunch

following the workshops, to allow some time for participants to relax. Lunch also offered another opportunity for individuals to raise issues or concerns with supporters, if they wished.

Ending well. The workshops ended with a closing activity, which enabled participants to focus on more positive issues and to join the actors onstage if they wanted to. Many participants reported that they enjoyed this and it appeared to provide a positive contrast to the powerful and sometimes shocking messages of the workshop. It is important, however, to plan such an activity with care so that it does not imply that painful feelings should be “swept under the carpet” with the end of the workshop.

Following the workshop, each participant was given some information in easy read format about abuse, and the actions they could take if they were worried about abuse. This included contact details for agencies that could offer help and support.

Evaluating the Workshops

Our main conclusions from our evaluations were as follows.

Most people with learning disabilities appeared to have valued taking part in the workshops and could remember

“

*Painful feelings
should not be swept
under the carpet.*

”

things they had seen well. The message “tell someone” appeared to resonate.

We found few examples of people with learning disabilities becoming distressed. This suggests that the steps we took to support individuals had largely been successful.

What Could Have Been Done Better?

The theatre company we used did not include actors with learning disabilities. Some participants said they would have liked people with learning disabilities to have been involved in the drama, or to have performed themselves.

Challenges and Dilemmas

Work to raise awareness of abuse itself raises issues, dilemmas, and challenges. One such challenge is concerned with keeping the issue of abuse alive, and ensuring continued discussion beyond the workshops.

Inevitably, a drama workshop cannot meet all the learning needs of every participant. Also, information may be forgotten with the passage of time. However, it is a good way of providing initial information and opening up discussion between people with learning disabilities, staff, and practitioners about what might otherwise remain a closed and taboo subject. Training and support may be needed by frontline staff to enable them to facilitate ongoing discussion about abuse, and to feel confident and competent to deal with disclosures made and issues raised.

Another challenge concerns the need to recognise that, while people with learning disabilities have a right to information enabling them to address their safety and wellbeing, there will be situations where individuals are unable to challenge or report abuse. For example, individuals may be disempowered if their abuse is in a position of power or authority. Therefore, it is essential that all members of the protective community appreciate the actions they can take to protect individuals. Multi-agency working can also make a huge difference here, as can recognising and promoting the skills and capacities of people with learning disabilities to protect themselves.

Conclusions

Our experiences suggest that drama workshops can be an effective way of presenting the information about abuse to people with learning disabilities, and that such workshops can deliver information in ways that are sensitive and that take into account the potential impact of this distressing and painful issue.

Some have pointed out that adult protection work can be overly paternalistic. The approach described in this article was our attempt to work more closely with people with learning disabilities to address issues of safety—not simply to work on their behalf.

Ann Craft Trust

Centre for Social Work
University of Nottingham
NG7 2RD

0115 951 5400

ann-craft-trust@nottingham.ac.uk



anncrafttrust.org

Everyone has a right to be treated with respect and dignity.

Everyone deserves to be safe.