

# **Salford's All Agency Safeguarding Adults Competency Framework**

**Endorsed by Salford's Safeguarding Adults' Board on:**

**7<sup>th</sup> September 2016**

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## **Purpose of Salford's Safeguarding Adults Competency Framework**

The aim of this competency framework is to outline the essential competencies that all staff and volunteers within the workplace should have to ensure the safety and protection of adults at risk, or are experiencing or at risk of abuse or neglect. This is to ensure that all safeguarding issues are addressed in an appropriate manner.

### **How does the competency framework link to Salford's Safeguarding Adults Policy and procedures?**

The competency framework clearly outlines the knowledge and skills required by staff carrying out specific identified roles in relation to safeguarding adults as outlined in Salford's policy and procedures:

<http://www.partnersinsalford.org/as-procedures.htm>

### **Who does the Competency Framework apply to?**

This competency framework has been signed off by Salford Safeguarding Adults Board and therefore **all providers of services in Salford are required to ensure that their staff are trained in line with this framework.**

This competency framework incorporates all the national competencies from the National Competency Framework (Bournemouth University) and meets the requirements for training outlined in the Care Act 2014. **A competency framework for NHS staff is planned to be developed but whilst this is in development health staff are advised to use this framework as a guide to competency levels required for staff groups.**

### **Timescales for completion**

It is anticipated that all new staff will have completed the required competencies within six months of being in post.

### **What is competency?**

Each professional competency within this framework refers to a combination of skills, knowledge and experience expected of individual staff according to their role within Safeguarding Adults work.

The competencies are grouped according to designated roles under the SA policy and procedures as follows;

GROUP A – Alerter Competencies/NHS level 1	Pages 6 - 7
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All staff should be assessed as capable against the competencies that are relevant to their occupational role. **All staff need to know how to identify and report abuse effectively, so all staff need to be capable in the first six competencies outlined in Staff Group A**

## **What is Safeguarding Adults?**

Living a life that is free from harm and abuse is a fundamental right of every person. When abuse or neglect does occur, it needs to be dealt with swiftly, effectively and in ways that are proportionate to the concerns raised. In addition, the person must be at the centre of any safeguarding response and must stay as much in control of the decision making as possible. The right of the individual to be heard throughout the safeguarding process is a critical element in the drive to ensure more personalised support.

At a practice level, adult safeguarding work covers a wide range of activities and actions taken by a large number of people.

Safeguarding means protecting an adult's right to live in safety free from abuse and neglect. 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.

### **Safeguarding duties apply to an adult who:**

- Has needs for care and support (whether or not the local authority is meeting any of those needs) and;
- Is experiencing, or at risk of, abuse or neglect, and;
- As a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect.

(Care and Support Statutory Guidance Section 42 Enquiry DoH 2014).

### **Making Safeguarding Personal**

Making Safeguarding Personal (MSP) is about responding to safeguarding situation in a way that enhances involvement, choice and control as well as improving quality of life, wellbeing and safety. It is about seeing people as experts in their own lives and working alongside them with the aim of enabling them to resolve their circumstances and support recovery. Taking a more creative approach when responding to safeguarding situations may help to resolve situations more satisfactorily by helping the person achieve the outcomes they want.

## Six Principles of Adult Safeguarding

The Care Act 2014 outlines six key principles that should inform all Safeguarding Adults practice. They can also be used for developing and assessing the effectiveness of safeguarding arrangements. These describe the outcomes for both individuals and organisations

Principle	Description	Outcome for adult at risk
Empowerment	Presumption of person-led decisions and informed consent	'I am asked what I want as the outcomes from the safeguarding process and these directly inform what happens'
Prevention	It is better to take action before harm occurs	'I receive clear and simple information about what abuse is, how to recognise the signs and what I can do to seek help'
Proportionality	Proportionate and least intrusive response appropriate to the risk presented	'I am sure that the professionals will work for my best interests, as I see them, and will only get involved as much as needed
Protection	Support and representation for those in greatest need	'I get help and support to report abuse. I get help to take part in the safeguarding process to the extent which I want and to which I am able'.
Partnership	Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse.	'I know that staff treat any personal and sensitive information in confidence, only sharing what is helpful and necessary. I am confident that professionals will work together to get the best result for me'.
Accountability	Accountability and transparency in delivering safeguarding	' I understand the role of everyone involved in my life'.

**GROUP A COMPETENCIES:**  
**Alerters/NHS level 1**

**Function:** to identify abuse or neglect and to report concerns appropriately  
**Including but not limited to the following staff:** All staff that are employed (or volunteer in health and social care settings, all frontline staff in Fire & Rescue, Police Neighbourhood teams & Housing, Clerical & administrative staff, Domestic and Ancillary staff, Health and Safety Officers, Staff working in prisons and other custodial setting, Elected Members & Governing Boards.

<b>Competence</b>	<b>Knowledge/skills required</b>
<b>1. Understand &amp; demonstrate what Adult Safeguarding is.</b>	<ul style="list-style-type: none"> <li>• The types of abuse and the contexts in which they can occur</li> <li>• Their role in identifying concerns regarding adult abuse and their individual responsibility</li> <li>• The role of the local authority &amp; their duty to protect</li> <li>• The organisations policy and procedures</li> <li>• Appropriate responses to reports</li> <li>• The importance of preserving evidence</li> <li>• The importance of recording</li> <li>• Limits to confidentiality, consent &amp; information sharing</li> </ul>
<b>2. Recognise adults in need of safeguarding and take appropriate action.</b>	<ul style="list-style-type: none"> <li>• Understanding of the meaning of ‘adult at risk’ as defined in Salford’s policy &amp; Care At 2014</li> <li>• Understanding of what constitutes ‘abuse’</li> <li>• The different forms of abuse and how to recognise indicators</li> <li>• Understanding of the factors that might increase risk of abuse</li> <li>• Report concerns to someone above them as appropriate</li> <li>• Contact emergency services if the individual is in immediate danger</li> </ul>
<b>3. Understand dignity and respect when working with individuals.</b>	<ul style="list-style-type: none"> <li>• The individual’s right to exercise freedom and choice</li> <li>• The individual’s right to live in an abuse free environment</li> <li>• Valuing individuality and being non-judgemental</li> <li>• Awareness of how personal values and attitudes can influence the understanding of situations</li> <li>• Listening to individuals and allowing individuals time to communicate any preferences and wishes</li> </ul>
<b>4. Understand the procedures for making a ‘Safeguarding Alert’</b>	<ul style="list-style-type: none"> <li>• Understanding your role in terms of raising safeguarding concerns</li> <li>• Understand your organisation’s Safeguarding Adults policy and Procedures</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensuring the immediate safety when the risk of abuse is high (e.g. contacting the police)</li> <li>• Working in a manner that seeks to reduce the risk of abuse</li> <li>• Ability to outline the processes for informing appropriate person of a Safeguarding Adults concern</li> <li>• Maintaining appropriate confidentiality</li> </ul>
<p><b>5. Have knowledge of policy, procedures and legislation that supports Safeguarding Adults Activity</b></p>	<ul style="list-style-type: none"> <li>• Knowledge of legislation and policy including; <ul style="list-style-type: none"> <li>- Human rights Act 1998 Dignity in Care</li> <li>- Mental capacity Act 2005</li> <li>- Deprivation of Liberty Safeguards 2009</li> <li>- Care Act 2014</li> <li>- Making Safeguarding Personal</li> <li>- Care standards for registered services</li> </ul> </li> <li>• Understanding of how to ‘whistleblow’ using related policies and procedures</li> </ul>
<p><b>6. Ensuring effective administration and quality of safeguarding processes</b></p>	<p><b>As appropriate to role this may include:</b></p> <ul style="list-style-type: none"> <li>• Arranging safeguarding meetings</li> <li>• Understanding relevant internal policies and procedures</li> <li>• Taking accurate, well written minutes of safeguarding meetings</li> <li>• Maintaining accurate records and information governance</li> <li>• Recording and accurately responding to information governance</li> <li>• Understanding the Data Protection Act 1998</li> </ul>

**GROUP B COMPETENCIES:**

**Responders and Specialist Staff/NHS Levels 2 & 3**

**Function:** staff with professional and organisational responsibility for adult safeguarding and who may be called upon to lead safeguarding enquiries through the provision of professional/clinical advice and support. Qualified professionals, in health and social care and all frontline managers, (including staff who may act as the senior staff on duty), who manage/supervise staff providing services directly to the public.

**Including but not limited to the following staff:** Social Work Team Managers, Voluntary/Independent Sector Managers, Heads of Nursing, Health and Social Care Provider Service Managers, Safeguarding Adults co-ordinators, Police Officers, Probation, Community Safety Managers, Prison Managers, Best Interest Assessors, DOLs Advocates, Therapists, Fire and Rescue & staff working in multi-agency safeguarding hubs.

Competence	Knowledge/Skills required
<p><b>7. Ensure service users are informed and supported in their decision making around Safeguarding Adults concerns.</b></p>	<ul style="list-style-type: none"> <li>• Adopting a person-centred approach</li> <li>• Making Safeguarding Personal</li> <li>• Ensure that</li> <li>• All Safeguarding Adults practice is in line with the wellbeing of the adult at risk throughout the process and that they are consulted with as per the Care Act 2014</li> <li>• Recognise service user’s right to freedom of choice</li> <li>• Accessing appropriate advocacy support for service users</li> <li>• Working with service users to ensure that they are fully aware of all options available to them and also of the preventative measures that they may be able to put in place to protect themselves from abuse e.g. lasting powers of attorney and/or police involvement</li> <li>• Providing information on local or national groups that may be able too provide support e.g. victim Support, IMCA service, and/or local carers groups</li> <li>• Providing written and verbal information on local processes and how they can be accessed by service users and carers</li> <li>• Working preventatively with adults at risk</li> <li>• Developing protective strategies for those that decline services</li> <li>• Actively engaging with individuals who decline services and/or engage support of others to achieve this</li> <li>• Providing feedback to those making referrals</li> </ul>

	on the status of the case as appropriate
<b>8. Ensure information is shared appropriately and all relevant partners are involved</b>	<ul style="list-style-type: none"> <li>• Consulting with line management and being accountable</li> <li>• Accessing support for the recovery from abuse/neglect</li> <li>• Engaging all relevant partners and sharing information appropriately</li> <li>• Practicing &amp; evidencing effective multi-agency working e.g. convening/attending/contributing strategy meetings &amp; other meetings during the investigation</li> <li>• Evidencing Information sharing</li> <li>• Understanding when to contact out of hours services</li> <li>• Using emergency services when necessary e.g. call for an ambulance or police intervention</li> </ul>
<b>9. Demonstrate skills and knowledge to contribute effectively to the safeguarding process</b>	<ul style="list-style-type: none"> <li>• Understanding the potential impact of abuse on adults at risk, the staff who have been alleged to have committed abuse, and the informal carer who may have raised the alarm</li> <li>• Knowledge of specific forms of risk e.g. self-neglect, fire safety, domestic violence</li> <li>• Describing when emergency protection plans may be required</li> <li>• Risk assessment and management plans</li> <li>• Knowledge of prevention and early intervention</li> <li>• Understanding the different roles and responsibilities of the different agencies in investigating allegations of adult abuse</li> <li>• Knowledge of anti-social behaviour, human trafficking, honour violence, forced marriage &amp; Female Genital Mutilation</li> <li>• Knowledge of resilience factors and how these might interact with safeguarding</li> <li>• Knowledge of how abuse may affect individual's decision making processes e.g. domestic violence</li> <li>• Describe the purpose of a strategy meeting &amp; case conference and how to contribute to this and any subsequent protection plan</li> </ul>

<p><b>10. Awareness and application of a range of local and national policy and procedural frameworks</b></p>	<ul style="list-style-type: none"> <li>• Working to local and national guidance in safeguarding within an appropriate legal policy and professional context</li> <li>• Critical understanding on the levels, threshold or pathways of investigating in response to a ‘safeguarding referral’ and the requirements of gathering initial information</li> <li>• Using legislation where immediate action may be required e.g. section 4 of the mental health Act 1983 or urgent authorisation under DOLS</li> <li>• Knowing what legislation/policy informed a specific piece of work and why, including, but not limited to: <ul style="list-style-type: none"> <li>- Mental Capacity Act (section 44)</li> <li>- Care Act 2014</li> <li>- Deprivation of Liberty Safeguards (DoLs)</li> <li>- Human rights Act 1998</li> <li>- Sexual Offences Act 2003</li> <li>- Police and Criminal Evidence Act 1984</li> <li>- Fraud Act 2006 (section 4)</li> <li>- Care Standards Act 2000 (section 23)</li> <li>- Court Protection MCA (section 15)</li> <li>- Disclosure and Barring Service (DBS)</li> <li>- Multi-Agency Public Protection Arrangements (MAPPA)</li> <li>- Multi-Agency Risk Assessment Conference (MARRAC)</li> <li>- Equalities Act 2010</li> <li>- Domestic Violence Crime and Victims Act 2012</li> </ul> </li> <li>• Using alternative policy and legislation to support preventative strategies e.g. carer support and community safety processes</li> <li>• Understanding how policy/legislation can have the potential to be used oppressively e.g. MCA Best Interest decisions may conflict with Human Rights (Article 3)</li> </ul>
<p><b>11. Maintain accurate and complete records and achieving best evidence</b></p>	<ul style="list-style-type: none"> <li>• An explicit understanding of issues of confidentiality &amp; data protection</li> <li>• Evidencing collation and monitoring of safeguarding Alerts within your service</li> <li>• Demonstrating awareness of and confidence to use whistle-blowing policy and procedures when required</li> <li>• Demonstrating a comprehensive and detailed knowledge of gathering, evaluating</li> </ul>

	<p>and preserving evidence</p> <ul style="list-style-type: none"> <li>• Providing evidence of report writing, recording and interview skills</li> <li>• Undertaking contemporaneous record keeping</li> <li>• Evidencing contemporary case recordings</li> <li>• Providing evidence of protection planning</li> <li>• Demonstrating court skills e.g. providing a credible testimony in court</li> </ul>
<p><b>12. Demonstrate appropriate responses to Safeguarding Adults concerns</b></p>	<ul style="list-style-type: none"> <li>• Effective risk/safeguarding plans</li> <li>• Planning and carrying out agreed strategy to protect an adult from abuse during and following investigations</li> <li>• Identifying and reducing potential and actual risks after disclosure/allegation has been made</li> <li>• Exercising defensible decision making</li> <li>• Responding to alerts/referrals in a timely manner</li> <li>• Ensuring safeguarding activity is appropriate and proportionate</li> <li>• Ensuring that the person's mental capacity is considered</li> <li>• Accessing all relevant legal powers and remedies</li> <li>• Implementing effective strategies to manage self-neglect</li> <li>• Responding appropriately to adults at risk who cause harm</li> <li>• Identifying and responding effectively to factors increasing vulnerability to abuse</li> <li>• Accessing and using appropriately a range of community safety processes</li> <li>• Demonstrating inter-personal skills and addressing difficult conversations</li> <li>• Being aware and challenging if necessary organisational cultures that may lead to poor practice in safeguarding</li> </ul>
<p><b>13. Managing safeguarding adult concerns and enquiries</b></p>	<p><b>As appropriate to role this may include;</b></p> <ul style="list-style-type: none"> <li>• Demonstrating ability to manage cases through safeguarding adult processes</li> <li>• Ability to coordinate safeguarding enquiries</li> <li>• Promoting outcome focused adult safeguarding practice and decision making</li> </ul>

	<ul style="list-style-type: none"><li>• Supporting and supervising safeguarding adults concerns</li><li>• Undertaking safeguarding adults enquiry with support from Safeguarding Adults Manager</li><li>• Negotiating safeguarding plans with adult at risk that is outcome focused and includes risk enablement &amp; specialist protection assessment as needed</li><li>• Identifying how Best Evidence is achieved</li><li>• Demonstrating the ability to undertake structured and appropriate interviews</li><li>• Demonstrating how to produce comprehensive enquiry reports</li><li>• Ability to chair safeguarding focussed meetings</li><li>• Ability to review and analyse information in relation to adult safeguarding</li><li>• Appropriate involvement of adult at risk, advocate witness and source of harm</li></ul>
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**GROUP C COMPETENCIES:  
Decision makers/NHS level 4**

**Function:** Making decisions about actions and next steps, chairing meetings and supervising staff undertaking safeguarding enquiries

**Including but not limited to the following staff:** Operational managers, strategic managers e.g. service managers, Independent chairs, Heads of assessment and Care Management etc.

<b>Competence</b>	<b>Knowledge/Skills required</b>
<p><b>14. The provision of training and supervision to develop and promote Adult Safeguarding</b></p>	<p><b>As appropriate to role this may include;</b></p> <ul style="list-style-type: none"> <li>• Appropriate and proportionate safeguarding activity</li> <li>• Risk assessment and management</li> <li>• Practice consistent with MSP guidelines</li> <li>• Prevention and early intervention</li> <li>• Information sharing duties and powers</li> <li>• Understanding multi-agency roles and responsibilities and ensuring these are met</li> <li>• Legal powers and remedies</li> <li>• Understanding and working within appropriate legislation (see competency 10)</li> <li>• Awareness of updated protocols and using them</li> <li>• Understanding of specific types of abuse (see competency 9)</li> <li>• Interpersonal skills and addressing difficult conversations</li> <li>• Evidence gathering and interview skills</li> <li>• Recording and defensible decision making</li> <li>• Court skills and the provision of credible testimony in court</li> <li>• Auditing and monitoring</li> </ul>
<p><b>15. Robust inter-agency and multi-agency systems to promote best practice.</b></p>	<p><b>As appropriate to role this may include;</b></p> <ul style="list-style-type: none"> <li>• Understanding national policy and procedures and how these relate to the development and application of local safeguarding policy and procedures in a multi-agency context</li> <li>• Ensuring necessary policy and procedures are in place to support supervisory and reflective practice</li> <li>• Ensuring prevention strategies are in place</li> <li>• Challenging poor practice</li> </ul>

	<ul style="list-style-type: none"> <li>• Carrying out effective monitoring and auditing</li> </ul>
<p><b>16. Support the development of robust internal systems to provide a consistent, high quality Safeguarding Adults Service</b></p>	<p><b>As appropriate to role this may include;</b></p> <ul style="list-style-type: none"> <li>• Ensuring workforce has skills and competencies required through provision of training</li> <li>• Ensuring that effective policy and procedures are in place to support effective management of risk and decision making in practice</li> <li>• Ensuring supervision is carried out regularly to support safeguarding activity</li> <li>• Supporting whistle-blowing policy and procedures</li> <li>• Monitoring safeguarding systems</li> </ul>
<p><b>17. Chair safeguarding Adults meetings and discussions</b></p>	<p><b>As appropriate to role this may include;</b></p> <ul style="list-style-type: none"> <li>• Working in line with local policy and procedures &amp; chair safeguarding meetings where it is deemed that a senior manager is most appropriate e.g. large scale enquiries or sexual offences</li> <li>• Consulting with line management and being accountable</li> <li>• Providing supervision and opportunities for reflective practice</li> </ul>
<p><b>18. Ensure record systems are robust and fit for purpose</b></p>	<p><b>As appropriate to role this may include;</b></p> <ul style="list-style-type: none"> <li>• Understanding the SAR process</li> <li>• Working within the Learning and Review framework</li> <li>• Demonstrating established systems to support good practice including but not limited to; <ul style="list-style-type: none"> <li>- maintaining records</li> <li>- protection plan monitoring</li> <li>- time management e.g. investigators report</li> </ul> </li> <li>• Ensuring appropriate record keeping of Safeguarding Adults meetings e.g. minute taking</li> <li>• Implementing audit and inspection regimes</li> </ul>

**GROUP D COMPETENCIES:  
Governance and Board roles/NHS level 5**

**Function:** To scrutinise Adult safeguarding work and to challenge and hold the organisation and safeguarding partnership to account

**Including but not limited to the following staff:** Executive and senior managers, Chief Executive, Owner/Manager, Head of service.

<b>Competence</b>	<b>Knowledge/Skills required</b>
<p><b>19. Lead the development of effective policy and procedures for Safeguarding Adults services in your organisation</b></p>	<p><b>As appropriate to role this may include;</b></p> <ul style="list-style-type: none"> <li>• Providing leadership for the workforce &amp; providing clear aims and objectives in relation to safeguarding Adults</li> <li>• Effectively communicating a proactive approach to safeguarding Adults within your organisation</li> <li>• Understanding the legal, policy and professional context of safeguarding</li> <li>• Understanding and responding effectively to care Act 2014 statutory duties</li> <li>• Implementing the MSP guidance</li> <li>• Accounting for your organisations practice</li> <li>• Providing scrutiny of key processes and responding to key questions</li> <li>• Providing effective strategic leadership for safeguarding as a partnership</li> <li>• Ensuring whistle-blowing systems are in place</li> <li>• Understanding the respective roles and responsibilities of partners</li> <li>• Strategic understanding of the scope of Safeguarding services across the whole organisation</li> <li>• Working in partnership with a range of agencies to promote Safeguarding adult services</li> <li>• Working with partner agencies to develop a consistent approach to Safeguarding Adults</li> <li>• Ensuring that contractual arrangements with service providers adhere to Safeguarding Adults policy and procedures</li> <li>• Holding local agencies to account for their safeguarding work</li> </ul>

<p><b>20. Ensure plans and targets for Safeguarding Adults are embedded at a strategic level across your organisation</b></p>	<p><b>As appropriate to role this may include;</b></p> <ul style="list-style-type: none"> <li>• Ensuring serious cases are reviewed and lessons learnt</li> <li>• Being aware of the findings from SAR's and any implication for service delivery in respect of Safeguarding Adults in your organisation</li> <li>• Ensuring learning is applied in practice</li> <li>• Promoting the role of the SAB</li> <li>• Embedding the Care Act 2014 safeguarding provisions and statutory duties</li> <li>• Promoting person centred and outcome based approaches</li> <li>• Actively engaging in and having comprehensive knowledge of CQC inspections and findings and how these will be implemented to support service development in your organisation</li> <li>• Embedding sector led improvement frameworks</li> <li>• Promoting peer challenge</li> <li>• Embedding the Quality Assurance Framework</li> <li>• Embedding the Learning and review Framework</li> <li>• Promoting collaborative partnerships to underpin the roles and responsibilities of partners</li> <li>• Ensuring internal audit systems are robust</li> <li>• Implementing board governance arrangements</li> </ul>
<p><b>21. Develop and maintain systems to ensure the involvement of those who use your services in the evaluation and development of your Safeguarding Adults services.</b></p>	<p><b>As appropriate to role this may include;</b></p> <ul style="list-style-type: none"> <li>• Providing evidence of how patients, service users, carer and customers are involved in Safeguarding activity</li> <li>• Ensuring service users, patients, carers and customers are supported and involved in all aspects of activity and their feedback impacts upon service plans, locality action plans and the delivery of Safeguarding</li> </ul>
<p><b>22. Promote awareness of Safeguarding Adults systems within your organisation and outside of your organisation.</b></p>	<p><b>As appropriate to role this may include;</b></p> <ul style="list-style-type: none"> <li>• Publicising and promoting Safeguarding policy and procedures</li> <li>• Identifying the systems and structures in place that are used to raise awareness of Safeguarding Adults at a local and national level</li> </ul>

## **Appendix 1**

### **The Care Act 2014**

The Care Act creates a new legal framework for how local authorities and other parts of the system should work together to protect adults at risk of abuse or neglect. Chapter 14 of the Care Act 2014 introduces a new statutory framework for adult safeguarding which replaces the 'No Secrets Guidance 2000'. The Care Act 2014 requires the local authority to make enquiries, or to ask others to make enquiries, where they reasonably suspect that an adult in its area is at risk of neglect or abuse. The purpose of the enquiry is to establish with the individual and/or their representatives, what (if any) action is needed in relation to the situation, and to establish who should take such action. The statutory safeguarding duty (section 42 enquiry) applies when a person with care and support needs (whether or not ordinarily resident in the local authority area or whether the local authority is meeting any of those needs) is experiencing or is at risk of abuse or neglect, and as a result of those needs, is unable to protect him/herself.

The statutory guidance to the Care Act also outlines a number of fundamental principles that must now underpin social work practice including adult safeguarding as explained below:

The importance of:

- Promoting wellbeing when providing support or making a decision in relation to a person.
- Supporting people to achieve the outcomes that matter to them in their life by practitioners focusing on the needs and goals of the individual
- Beginning with the assumption that the individual is best placed to make judgements about their own wellbeing
- Taking into account any particular views, feelings or beliefs (including religious beliefs) which impact on the choices that a person may wish to make about their support. This is especially important where a person has expressed views in the past, but no longer has capacity to make decisions themselves
- A preventative approach, because wellbeing cannot be achieved through crisis management. By providing effective intervention at the right time, risk factors may be prevented from escalating
- Ensuring that the person is able to participate as fully as possible in decisions about them and being given the information and support necessary to consider options and make decisions rather than decisions being made from which the person is excluded
- Considering the person in the context of their family and wider support networks, taking into account the impact of an individual's need on those who support them, and take steps to help others access information and support
- Protecting the person from abuse and neglect and in carrying out any care and support functions professionals consider how to ensure that the person is and remains protected from abuse or neglect. This is not

confined only to safeguarding issues but should be a general principle applied in every case

- Ensuring that any restriction on the person's rights or freedom of action is kept to the minimum necessary. Where action has to be taken which restrict these, the course followed is the least restrictive necessary

### **Mental capacity, consent and Best interests (Mental capacity Act 2005)**

People must be assumed to have capacity to make their own decisions and be given all practicable help before they are considered not to be able to make their own decisions. Where an adult is found to lack capacity to make a decision then any action taken, or any decision made for, or on their behalf, must be made in their best interests. Professionals and other staff have a responsibility to ensure they understand and always work in line with the MCA 2005. In all safeguarding activity where a person's mental capacity may be questioned due regard must be given to the MCA 2005. In all cases where a person has been assessed to lack capacity to make a decision, a best interest's decision must be made unless there is an attorney or a court appointed deputy who can make the decision on the person's behalf. Even when a person is assessed as lacking capacity, they must still be encouraged to participate in the safeguarding process.