

Partnership Working & Effectiveness in Adult Safeguarding: Making Safeguarding Personal and Professional Curiosity

Norfolk Safeguarding Adults Board

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Agenda

- Safeguarding adults – a reminder
- What makes an effective partnership?
- Making Safeguarding Personal – 9 step framework for evaluating Safeguarding Adults Boards
- Professional curiosity and safeguarding adults
- Next steps

Definition of safeguarding

“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”

(Care and Support Statutory Guidance, DHSC 2018, 14.7)

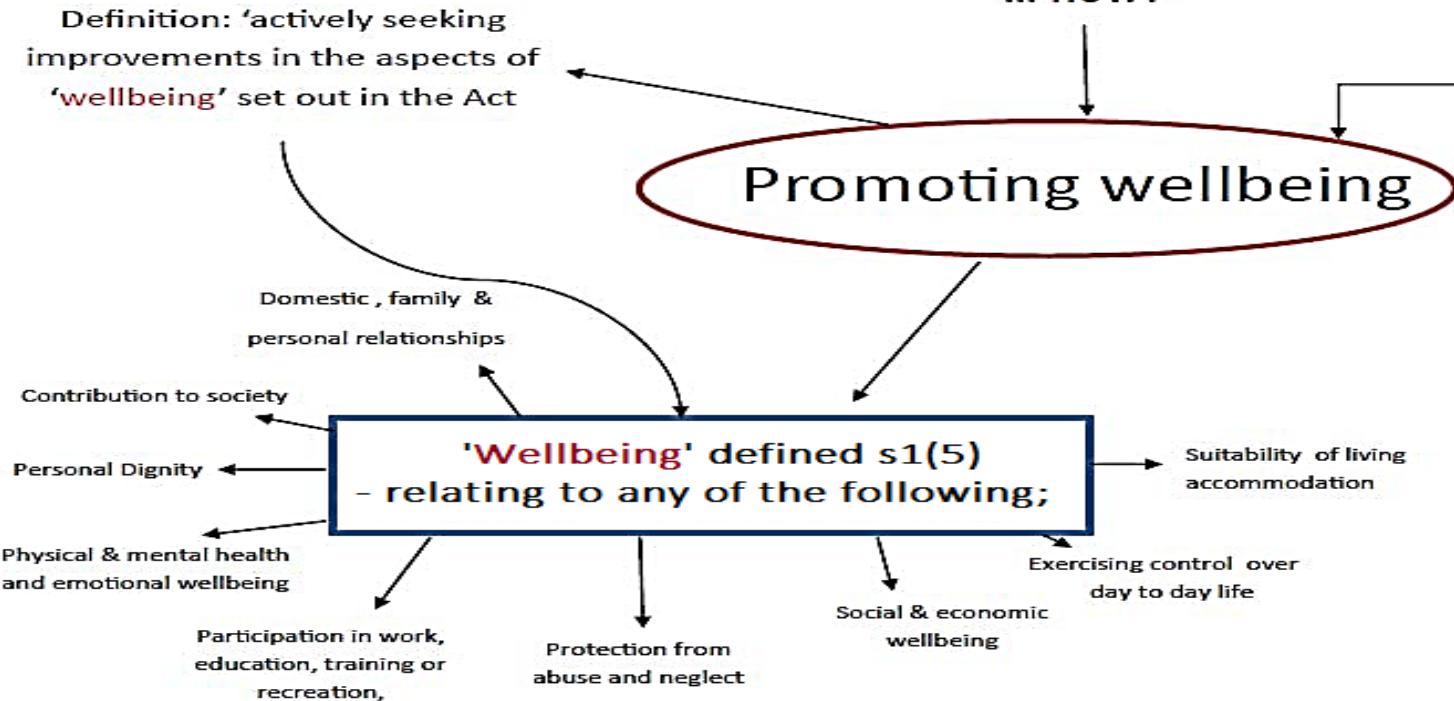
Wellbeing principle

PROMOTING WELLBEING

Q. What is the purpose of adult social care under the Care Act 2014?

A. To support people to achieve outcomes:

... how?



Guiding principles, s1(14):

- assume the individual is best placed to judge his well being
- individual's views, wishes, feelings & beliefs
- prevention & reduction
- decisions taken holistically
- individual participation in decision making
- balance between individual and carer
- protection from abuse and neglect
- any restrictions are kept to a minimum

Safeguarding Principles



6 Safeguarding Principles in the Care Act

Empowerment - support for individuals to make their own decisions.

Proportionality - the least intrusive or restrictive intervention appropriate to the risks presented.

Partnership - working across services and communities to prevent, detect and report neglect and abuse.

Prevention - taking action before harm occurs or risk escalates.

Protection - supporting those in need as a result of abuse or neglect.

Accountability - enabling service users and leaders to challenge agencies for their responses to those at risk of harm.

The 'I' statements

Empowerment – People being supported and encouraged to make their own 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 – The least intrusive response appropriate to the risk presented. “I am sure that the professionals will work in my interest, as I see them and they 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 and neglect. I get help so that I am able to take part in the safeguarding process to the extent to which I want.”

Partnership – Local solutions through services working with their communities that 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 and with me to get the best result for me.”

Accountability – Accountability and transparency in delivering safeguarding. “I understand the role of everyone involved in my life and so do they.”

Groupwork 1: Partnership working

'partnership working is about more than individual organisations meeting together and exchanging views. It is about operating in a way which includes the views and interests of partners in order to move the partnership towards its objectives' Changesuk.net 2018

- What helps and supports partnership strategic working?
- What helps and supports good partnership operational practice?
- What blocks partnership working?
- What factors inhibit multi-agency practice?
- How do we know when partnership works?
- How do you rate your partnership working?

Partnership working – key success factors

- Shared overarching purpose (which adds value), objectives and aims
- Shared values, principles (including: clarity, openness, trust) and goals
- Trusting relationships / respect and trust for each other
- Focus on outcomes / achieving shared aims and objectives
- Regular communication (vertical and horizontal)
- Understand issues from different perspectives to develop ‘joined up thinking’; understand each other, diversity and dynamism; mutual understanding of the value of each partners’ contribution
- Acknowledgement of imbalances of power, access to resources, knowledge and understanding of issues
- Participation by all members / engagement
- Co-ordination, leadership and facilitation
- Reflection – monitoring and evaluating to show what works
- Positivity

Partnership Working – evidence of effectiveness

- Achieving the shared outcomes and objectives
- Clear expectations, terms of reference, mutually supportive processes
- Best use of time and resources
- Consistency of approach and avoidance of duplication
- Decisions take into account the different positions of stakeholders
- Getting beyond individual agendas
- Understand each others' priorities and constraints
- Sharing of roles and responsibilities for shared objectives and work streams
- Discussion of differences and constructive management of conflict
- Being kept informed/keeping each other informed

Making Safeguarding Personal ...

... means adult safeguarding:

- is person-led
- is outcome-focused
- engages the person and enhances involvement, choice and control
- improves quality of life, wellbeing and safety. (Department of Health, 2017, paragraph 14.15)

and it must change the culture and practice of adult safeguarding

Making Safeguarding Personal practice is about:

- Enabling safeguarding to be done with, not to, people
- a shift from a process supported by conversations to a series of conversations supported by a process
- talking through with people the options they have and what they want to do about their situation
- ensuring an emphasis on what would improve quality of life as well as safety; developing a real understanding of what people wish to achieve (and how); recording their desired outcomes and then seeing how effectively they have been met
- Utilising professional skills rather than 'putting people through a process'
- Achieving meaningful improvement in peoples' circumstances
- Developing an understanding of the difference we (people working in this area) make in outcomes for people at risk of abuse or neglect

Making Safeguarding Personal practice is also about:

- Not walking away when people say ‘no’ when there are issues of duties of care, public interest, or risks to others
- Utilising professional curiosity and understanding the circumstances of someone’s life
- Developing legal literacy to understand what legal options might be appropriate to use to support someone to keep themselves safe from abuse or neglect
- Competent practice in applying the Mental Capacity Act 2005
- Supporting ‘unwise’ decisions and enabling risk appropriately to someone’s personal circumstances
- Working within a supportive organisational culture
- Strategic and management leadership that supports the MSP approach to practice
- The MSP approach needs to be adopted by all, especially by all those undertaking enquiries

Making Safeguarding Personal for Safeguarding Adults Boards (SABs) Resources

- Support for safeguarding adults boards
- What might ‘good’ look like for health and social care providers?
- What might ‘good’ look like for the police?
- What might ‘good’ look like for advocacy?
- What might ‘good’ look like for those in the Housing sector?
- A resource for SABs to support increased involvement of people who may be in need of safeguarding support
- Briefing on working with risk for SABs

Essential steps for Making Safeguarding Personal

Leading Making Safeguarding Personal

- Step 1: Evidence strong leadership of Making Safeguarding Personal
- Step 2: Promote and model the culture shift required for Making Safeguarding Personal
- Step 3: Define core principles for strategy and practice

Supporting and developing the workforce

- Step 4: Promote and support workplace and workforce development
- Step 5: Seek assurance of and support development of competent practice in applying the Mental Capacity Act

Essential steps for Making Safeguarding Personal continued

Early intervention, prevention and engaging with people

- Step 6: Ensure there is a clear focus on prevention and early intervention
- Step 7: Engaging with and including people who use services

Engaging across organisations in Making Safeguarding Personal and measuring outcomes

- Step 8: Facilitate engagement of all organisations across the partnership in developing Making Safeguarding Personal
- Step 9: Measure the difference Making Safeguarding Personal makes for people

Group work 2: Review partnership working to deliver Making Safeguarding Personal

- How does your partnership rate on the 9 MSP steps?
- What does this tell you about the strengths and areas for development for your partnership?
- WHAT IS YOUR NEXT STEP?

Break

What is ‘professional curiosity’?

Professional Curiosity - definition

- It is the capacity and communication skill to explore and understand what is happening with an individual or family.
- It is about enquiring deeper and using proactive questioning and challenge.
- It is about understanding one's own responsibility and knowing when to act, rather than making assumptions or taking things at face value

Why is professional curiosity important?

Findings from safeguarding adult reviews

e.g.

- *a lack of “professional curiosity” on the part of practitioners across a range of professions and agencies led to a failure to initiate safeguarding processes and procedures appropriately, resulting in avoidable damage to the subject of the article, the author’s partner and their families.*
- A response to “A preventable death? A family’s perspective on an adult safeguarding review regarding an adult with traumatic brain injury” A. Norman, 2017, Journal of Adult Protection 18, 6

Safeguarding Adult Reviews examples:

- West Sussex – Matthew Bates & Gary Lewis – ‘confirmation bias’
- Nottinghamshire - Adult H – ‘disguised compliance’
- Norfolk – Mrs BB – ‘normalisation’
- Kent – Beryl Simpson – ‘lack of professional curiosity’

What are the blocks and barriers to professional curiosity?

- Disguised compliance
- ‘rule of optimism’
- Accumulating risk
- Normalisation
- Professional deference
- Confirmation bias
- ‘Knowing but not knowing’
- Confidence in managing tension
- Dealing with uncertainty
- Poor supervision
- Pressure and complexity of work
- Changes in worker
- ‘fixed thinking’
- Closing cases too soon
- Lack of openness to new knowledge

What are the enablers of professional curiosity?

- Flexibility / open mindedness
- Self awareness
- Thinking the unthinkable – articulate ‘intuition’
- Challenging assumptions
- Using information and records
- Focusing on the person and those around them
- Taking responsibility for safeguarding
- Good quality supervision and support
- Empathy, consideration and compassion
- Analysis and reflection
- Confidence in having ‘difficult conversations’ – being non-confrontational and non-blaming
- Asking key questions
- Articulating professional judgement

What can managers, supervisors, peers do?

- Play ‘devil’s advocate’ / ask ‘what if?’
- Encourage thinking around the case circumstances
- Present alternative hypotheses
- Provide opportunities for group supervision and discussion
- Present cases from the perspective of other family members or professionals
- Prompt reflection and self-awareness
- Ask what led someone to a conclusion – support them to think through the evidence
- Monitor workloads – support practitioners when a ‘fresh pair of eyes’ is needed
- Model ‘professional curiosity’
- Consider how their own professional curiosity can be enhanced

Groupwork 3: Professional Curiosity

- What might stop you being ‘curious’?
- Think about a recent situation and reflect again on your analysis – what else would you want to know and how would you find out?
- What might help you to further develop your professional curiosity?
- What could you do yourself, with your colleagues, with partners?

Safeguarding Adults Reviews - References

- Adult H

<http://www.nottinghamshire.gov.uk/media/117266/adulthexecutesummaryfinal20170130.pdf>

- Mathew Bates & Gary Lewis

<http://www.westsussexsab.org.uk/wp-content/uploads/2018/04/Published-SAR-17.04.18.pdf>

- Mrs BB SAR

<https://www.norfolksafeguardingadultsboard.info/safeguarding-adults-review/sar-mrs-bb-published/>

Beryl Simpson

<https://www.kent.gov.uk/social-care-and-health/information-for-professionals/adult-safeguarding/safeguarding-adult-reviews>

Making Safeguarding Personal

MSP resources; ‘What does ‘good’ look like...?’

<https://www.local.gov.uk/topics/social-care-health-and-integration/adult-social-care/making-safeguarding-personal/resources>

Audio visual resources

<https://www.local.gov.uk/topics/social-care-health-and-integration/adult-social-care/making-safeguarding-personal-audio-visual-resources>

Briefing on Working with Risk for Safeguarding Adults Boards

<https://www.local.gov.uk/our-support/our-improvement-offer/care-and-health-improvement/making-safeguarding-personal>

Department of Health (2016) *Statutory guidance to support local authorities implement the Care Act 2014* Updated August 2017, London, HMSO

<https://www.gov.uk/government/publications/care-act-statutory-guidance/care-and-support-statutory-guidance>

Cooper A. and White E. (2017) *Safeguarding Adults Under the Care Act 2014: Understanding Good Practice*, Jessica Kingsley Publications