



# Shropshire Partners in Care

*Supporting social care providers in Shropshire, Telford & Wrekin*

## Safeguarding Adults Forum

### October 2019



Keeping Adults Safe  
in Shropshire  
Network



Telford & Wrekin  
**Safeguarding  
Adults Board**

**NHS**  
Telford and Wrekin  
Clinical Commissioning Group



Telford & Wrekin  
COUNCIL

**NHS**  
Shropshire  
Clinical Commissioning Group



- ✓ **Emergency planning and Critical Events (Kathy George, Alan Boyd and Sherry Woolgrove)**
- ✓ **Retention of Learning and the Role of Managers (Karen Littleford)**
- ✓ **Safeguarding Enquiries – Essential Practice Tips (Julie May Griffiths)**
- ✓ **Safeguarding Risks arising from Social Media use - Conduct, Content and Contact (Karen Littleford)**
- ✓ **Signposting to Key Developments (Paul Cooper)**
- ✓ **Questions and Future Topics**

**The purpose of the Safeguarding Adults Forum** is to promote awareness of good practice concerning safeguarding adults, including the application of the Mental Capacity Act, the Deprivation of Liberty Safeguards and the Prevent agenda  
(SA Forum ToR, 2018)

# Forum Questions?????

**Karen Littleford, Shropshire  
Partners in Care**

**[klittleford@spic.co.uk](mailto:klittleford@spic.co.uk)**

**01743 860011**

# Ground Rules for Forum Meetings and Engagement with the Forum

Applicable during forum meetings and in any subsequent communication, including electronic:

- **Language** (appropriate)
- Maintain individuals **confidentiality**
- **Respect other forum members** right to voice their opinions
- Acknowledge **differences in opinions**
- **Contribute** to requests for **future agendas**
- Work to the forum Confidentiality Agreement
- Commit to partnership working in order to improve the experience of adults with care and support needs
- Commit to engage, share good practice and take appropriate action
- Be open to suggestions **'open, engaged and involved'**
- **Evaluate** individual forum meetings in order to contribute to overall project evaluation
- **Cascade information** within your organisation

# Next Safeguarding Adults Forum

## Date and Time of Next Meeting:

16<sup>th</sup> January 2020.

The Glebe, Wellington.

9:30am-12:30am.

## Draft Agenda includes:

Difference between Advanced Decisions to Refuse Treatment and Respect

Register Interest with Deborah Warman at SPiC –  
[dwarman@spic.co.uk](mailto:dwarman@spic.co.uk)



# Consequence Management

**Kathy George RGN (Named Nurse, Adult Safeguarding, Prevent Lead, Mental Capacity Act Lead, NHS Telford and Wrekin)**

**Alan Boyd (Resilience Manager, Telford and Wrekin Council)**

**Sherry Woolgrove (Civil Resilience Team Leader, Shropshire Council)**



# Consequence Management



Photo from Clip Art



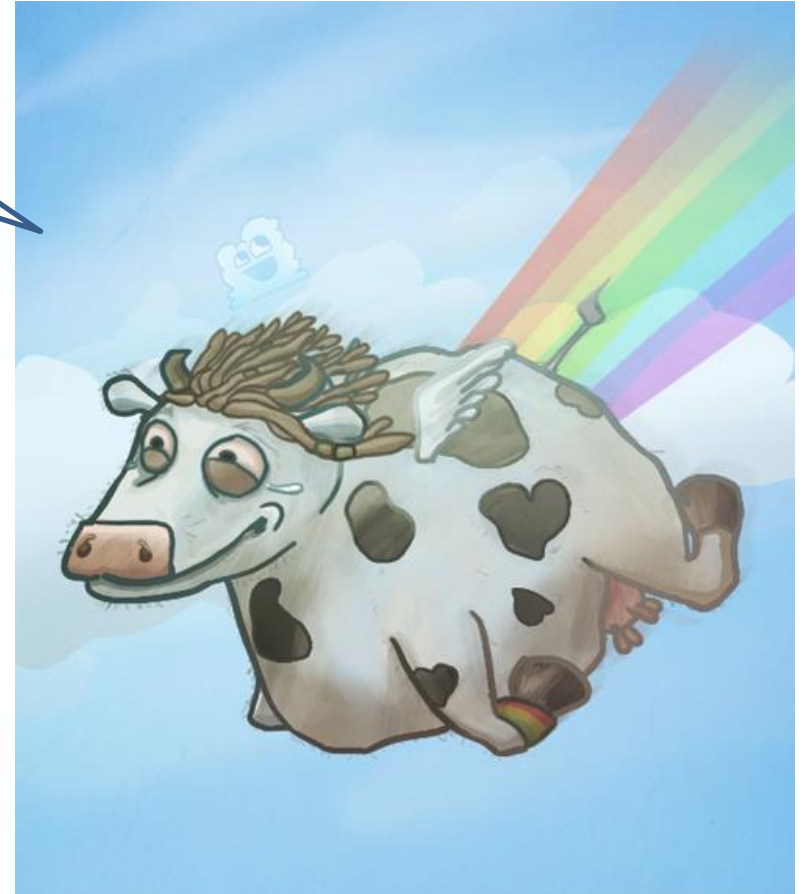
# Evacuate



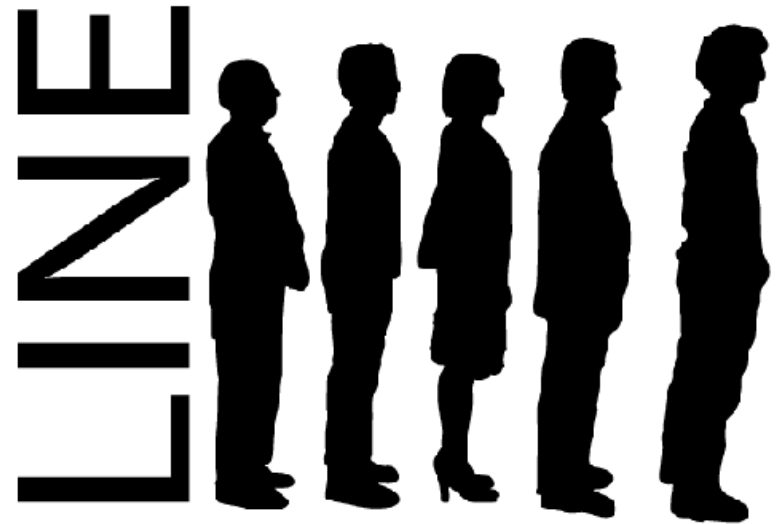
Photos from Clip Art

# But ....What if?

Falling cow resulting from a 'Twister' scenario – you've all seen the film...



# Rapid v Planned Evacuation



Photos from Clip Art

# What do we have in place?



**But are we confident we know  
what to do if the totally  
unexpected occurs?**

# Introducing

**Alan Boyd**

Resilience Manager  
Telford and Wrekin Council

and

**Sherry Woolgrove**  
Civil Resilience Team Leader, Shropshire Council

During the Forum there was a presentation and group discussion on managing emergency situations. **There may be a situation when a Care Home is evacuated for a lengthy period or, for example, a Care Organisations cannot physically get to clients.** These scenarios can escalate in to a serious incident if not mitigated in some way which may need the intervention from emergency services in a co-ordinated manner.

Alan Boyd (Resilience Manager, Telford and Wrekin Council) and Sherry Woolgrove (Civil Resilience Team Leader, Shropshire Council) attended the meeting following a recent unexploded bomb incident where there was the potential for residents of a Care Home to be evacuated for a prolonged period of time. **Alan and Sherry asked the question ‘what is your plan if an evacuation goes on longer than would be safe for the residents?’**

Alan and Sherry have offered to produce a plan which would support the Care Homes and Care Organisations. They will return to future SPIC meetings and update us. **They have asked for a couple of volunteers from the group to provide input to the process.**

**Until a plan is in place Alan and Sherry confirm that they can be contacted in an emergency in the following way 24/7 -**

- **Dial 999 and ask for Fire Control**
- **Ask the Fire Control Operator to page the Duty Emergency Planning Manager for either Shropshire Council or Telford & Wrekin Council and leave a number they can be contacted on.**

The Duty Emergency Planning Manager will call back in a matter of minutes and escalate as necessary.

**It is however possible to mitigate the impacts of situations like severe weather as they are usually forecast days in advance which will enable you to make some adjustments to the support provided – e.g. changing shift patterns to reduce staff travel, buying in extra food, making clients and families aware that there may be disruption due to the weather. Such basic preparations are reasonable and expected.**

**However if the situation escalates and it is a matter of life or death then immediately dial 999.**

# Template 'Evacuation Plus' Protocol

Alan and Sherry are working on a template 'evacuation plus protocol' and will return to a future Safeguarding Forum with a draft document.

If any SPiC members would like to get involved in this piece of work please email [klittleford@spic.co.uk](mailto:klittleford@spic.co.uk) and your details will be passed on to Alan.



# Retention of Learning and the Role of Managers



Karen Littleford

Safeguarding Adults Lead, Shropshire  
Partners in Care

# Advanced Teacher Status (ATS) Research

**How much Information do  
learners retain when attending  
short training courses  
delivered by an external  
training provider (SPiC)?**

# Retention of Learning and Spaghetti

**“[...] people likened teaching to throwing spaghetti at a wall, in other words you never know how much is going to stick (Wallace, 2019)**

# Retention Rates

**50% - 62% retention immediately after the training course**

**34% after one year.....**

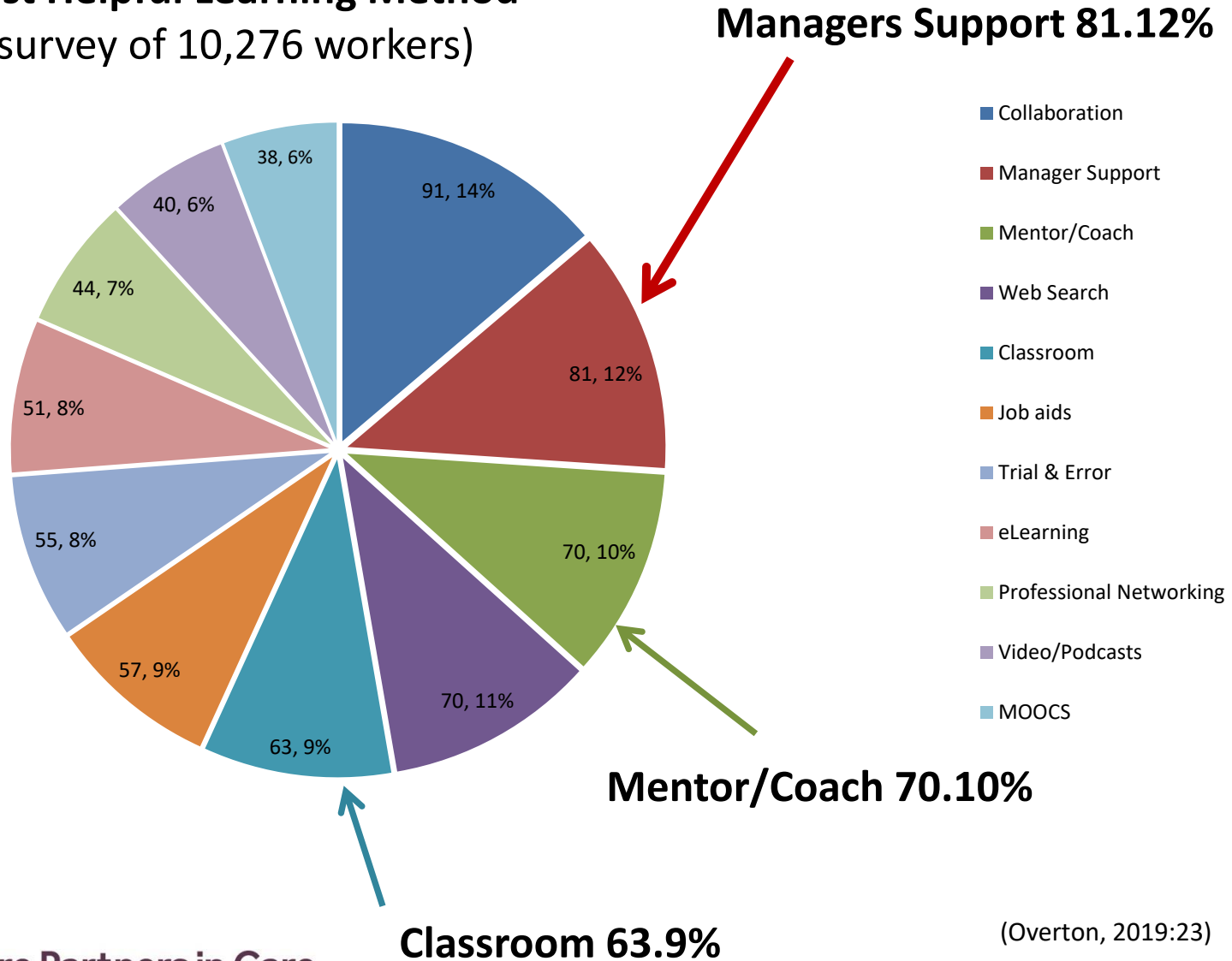
(Yang et al, 2016, Saks, no date)

# Advanced Teacher Status (ATS) Research

**What can external  
teachers/trainers do to  
address retention  
rates?**

# Most Helpful Learning Methods

Most Helpful Learning Method  
(survey of 10,276 workers)

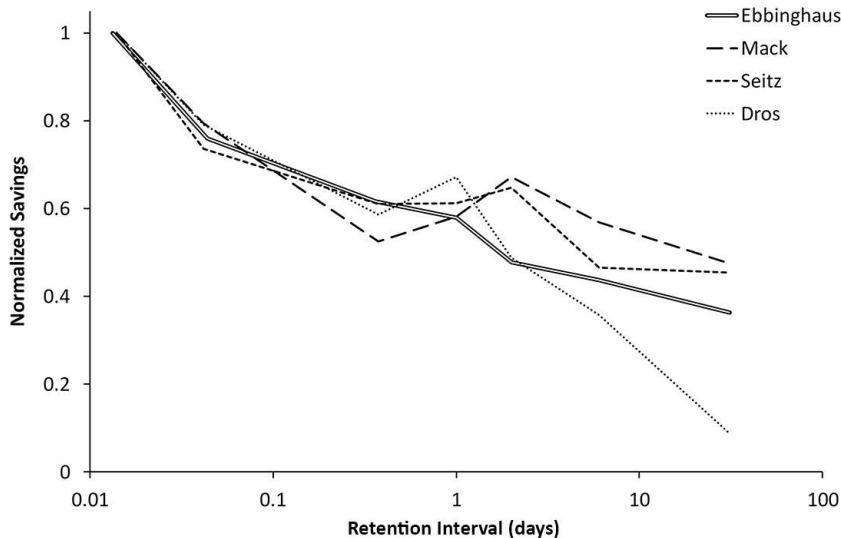


(Overton, 2019:23)

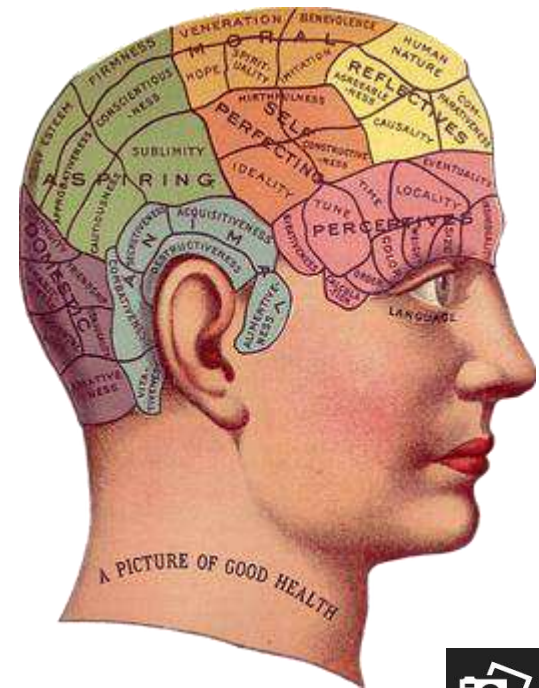
# Transfer of Knowledge

The importance of the ‘forgetting curve’ is emphasised by the literature and the requirement to review information in order to **transfer it into the long term memory** (Meacham, 2016).

Normalized savings scores as a function of retention interval on a logarithmic scale, rescaled so the first data point is 1.0 for all curves.



(Boller, 2017)



# Review and Recap

**After six encounters with the information Petty (2018) believes the brain forgets more slowly as the information in essence has been transferred into the long term memory.**



# Do You Have A Continuous Learning Culture?

Importance to retention of learning by developing a 'continuous learning culture'.

The critical nature of the how the manager/leadership shapes a learning culture.

The importance of recruiting managers who are passionate about learning in the first instance.

The literature recognises the importance of getting 'buy in' from line managers to understand the potential impact of retention of learning on various aspects of the business including themselves, their staff and 'customers'.

(Kennard, 2015)

# Influencing Retention - 70-20-10 Model

## The 70-20-10 model:

70% of learning is shaped by experiences

20% comes from others

10% comes from formal learning

Therefore experiences and influence ***outside of the formal training room*** have an important impact on learning; this will in turn impact on the retention and transfer of learning.  
(Training Industry, 2014).

# What Can Managers Do to Support Learners Retention?



# It Starts Before the Training Course.....

## Flipped Learning



“Flipped learning is a pedagogical approach in which the conventional notion of classroom-based learning is inverted, so that ***students are introduced to the learning material before class***, with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities facilitated ...” Advance HE (2018)



# Flipped Learning



# What Can Managers Do to Support Learners Retention?

Its all about the 3 R's - Review/Recap/Reflect:



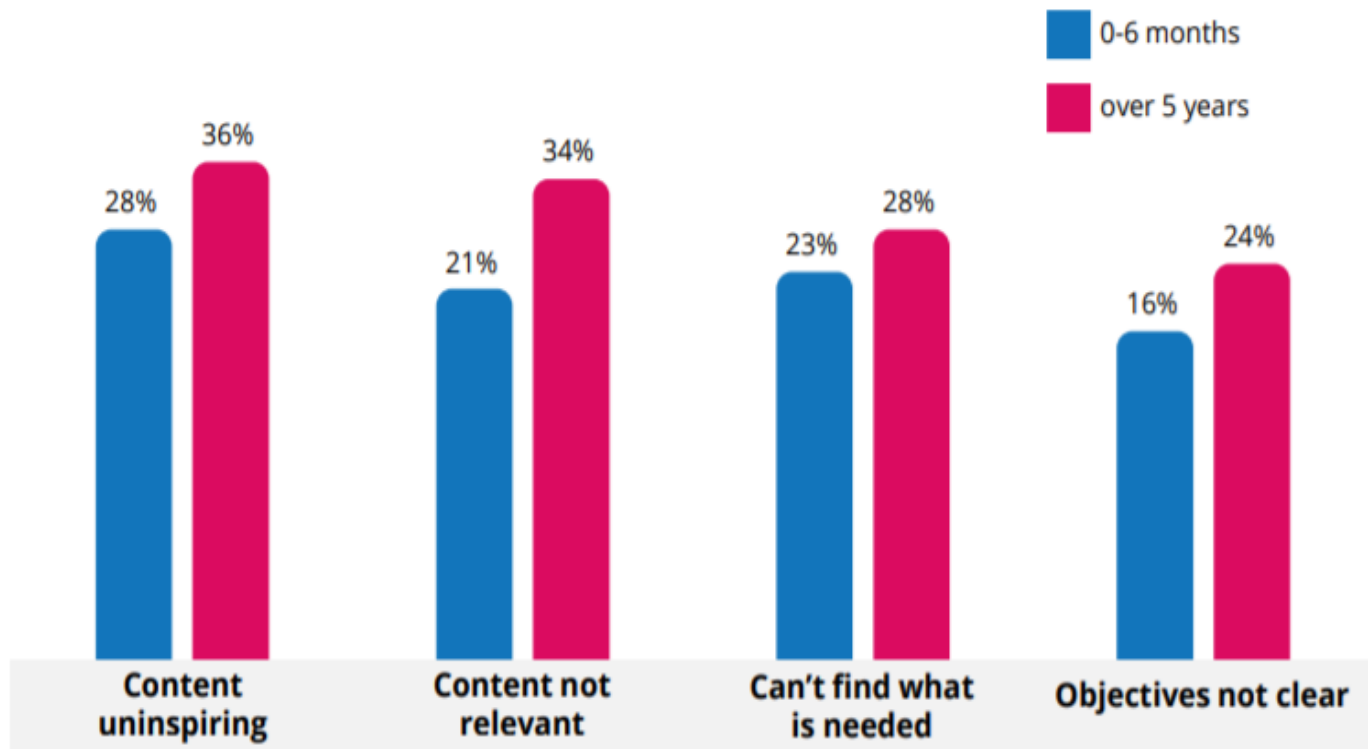
- Follow up in supervision
- Run a quiz
- Ask staff to do some follow up work – a episode of Holby City will provide plenty of cause for recap and reflection on safeguarding for instance
- Talk about the issues covered in training in a team meeting
- Ask staff who have accessed training to update colleagues
- Do some role play....

# Post Course Review Templates

- Safeguarding Adults Awareness access [here](#)
- First Aid access [here](#)
- Moving and Handling access [here](#)
- MCA access [here](#)

# Additional Challenges to Retention

Figure 18: Resistance to learning increases with length of time in role





# References

- Advance HE (2018) *Flipped learning*. <https://www.heacademy.ac.uk/knowledge-hub/flipped-learning-0>
- Boller, S. (2017) *The Forgetting Curve: What It Is and Why It Matters* <https://www.bottomlineperformance.com/the-forgetting-curve-what-it-is-and-why-it-matters/>
- Kennard, J. (2015) *Generate: How can I best embed learning in the workplace?* Training Zone. <https://www.trainingzone.co.uk/community/blogs/jon-kennard/generate-how-can-i-best-embed-learning-in-the-workplace>
- Meacham, M. (2016) *Don't Forget the Ebbinghaus Forgetting Curve*. Association for Talent Development . <https://www.td.org/insights/dont-forget-the-ebbinghaus-forgetting-curve>
- Overton, L. (2019) *The Transformation Journey, Today's Learning Strategy for Tomorrow's Business Success*. Towards Maturity. Emerald Publishing Limited. <https://towardsmaturity.org/2019/02/22/new-research-shows-29-of-learning-leaders-are-overwhelmed-and-under-skilled/>
- Petty, G. (2018) *Help! They Forget Faster Than I Can Teach Them*. SET protected membership document.
- Saks, A.M. (2002) *So What is a Good Transfer of Training Estimate? A Reply to Fitzpatrick*. Journal of Industrial-Organizational Psychologist, Volume 39, pp 29-30.
- Wallace, S. (2019) *Learning in a nourishing way*. intuition Society for Education and Training Issue 36, Summer 2019.
- Yang, Y.F., Lee, C. I. and Chang, C.K. (2016) *Learning Motivation and Retention Effects of Pair Programming in Data Structure Courses*. Education Information Volume 32, pp 249-267. IOS Press.

# **Safeguarding Enquiries – Essential Practice Tips**



**Julie May Griffiths**

**Senior Safeguarding Practitioner, Safeguarding  
Team, Adult Services, Shropshire Council**

# S.42 Enquiry Tips Included -



- Address the impact on the adult
- Consider when you would phone the police
- Make sure the voice of the adult is apparent in the Enquiry Report
- Exercise professional curiosity and ask questions
- You can use the Talking about Safeguarding: “My Enquiry and Safety Plan” cards to support safeguarding conversations (contact Joint Training to order a pack 01743 254731)
- Apply Making Safeguarding Person (MSP) work to understand what the adult wants to do, what outcomes are important to them. Are the outcomes they want achievable?
- Talk to the Adult Safeguarding Team in your area if you need support when carrying out a Section 42 or ‘Other’ Enquiry
- Challenge the workforce when necessary; addressing learning and training needs as well as disciplinary scenarios.

## Relevant Documents:

Shropshire access [here](#)

Telford and Wrekin access [here](#)

- Refer to Appendix 4 - Provider Record for Alternative Actions to Raising a Safeguarding Concern if not raising a safeguarding concern access [here](#)
- Refer to the Safeguarding Threshold for Access to Safeguarding Services Matrix (February 2019) to support your professional judgement in Telford and Wrekin access [here](#)

# Safeguarding Risks arising from Social Media Use

## Conduct, Content and Contact

Karen Littleford

Safeguarding Adults Lead, Shropshire Partners in Care



# First Message - Keep Calm

**Don't Panic or overreact (proportionality). Is there a reason to be concerned? Are there any known risks, previous concerning on line behaviours, risk or abuse identified.**

# Duty of Care – Formal Definition

**“Promoting wellbeing and making sure people are kept safe from harm, abuse and injury”**  
Skills for Care (no date)

“Generally, the law imposes a duty of care on a health care practitioner in situations where it is “reasonably foreseeable” that the practitioner might cause harm to patients through their acts or omissions” RCN (2019)

Legal requirement – it is not a choice, failures to uphold duty of care can result in legal action.....

# 5 rules for supporting me

MCA (2005)

- 1 Start by thinking I **can** make a decision
- 2 Do **all** you can to **help** me make a decision
- 3 You must **not** say I lack capacity just because my decision seems unwise
- 4 Use a **best interest checklist** for me if I can't make a decision
- 5 Check the decision made **does not** stop my freedom more than needed

Shropshire Council



# Legislation (some)

## The Human Rights Act protects 16 rights

 Right to life (Article 2)	 Right not to be tortured or treated in an inhuman or degrading way (Article 3)	 Right to be free from slavery or forced labour (Article 4)	 Right to liberty (Article 5)
 Right to a fair trial (Article 6)	 Right not to be punished for something which wasn't against the law when you did it (Article 7)	 Right to respect for private and family life, home and correspondence (Article 8)	 Right to freedom of thought, conscience and religion (Article 9)
 Right to freedom of expression (Article 10)	 Right to freedom of assembly and association (Article 11)	 Right to marry and found a family (Article 12)	 Right not to be discriminated against in relation to any of the human rights listed here (Article 14)
 Right to peaceful enjoyment of possessions (Article 1, Protocol 1)	 Right to education (Article 2, Protocol 1)	 Right to free elections (Article 3, Protocol 1)	 Abolition of the death penalty (Article 1, Protocol 13)

 #HRAat17  
#HRAunwrapped

The British Institute of Human Rights  
bih.org.uk  


The British Institute of Human Rights

# Benefits of Using the Internet and Social Media

## Question-

What are the potential benefits for you to using the internet and social media?



Booking holidays  
Scrabble with friends  
Amazon  
News.  
You tube  
Facebook

"The internet is a fantastic information resource, but always cross check your sources."

Without the internet, I could not do my job which I love!

Positive!

Instagram - lots of home accounts to get ideas, good community to help others out.

EVOLVE OR DIE.

Connecting with friends  
-old - new.  
Able to sell items  
(Facebook/ebay/Gumtree  
etc  
—  
Research-google  
(I use in my job to price Antique items)

Getting football results +  
Catchup TV

Use internet to find music from my youth

Without FaceBook I would not be in touch with friends I lost touch with over 45 years ago.

Read papers online

Connect with old work colleagues

Memories from facebook + history from childhood locations

Getting knowledge from Google ie how to do  
-----

Keeping in touch with family + friends

Talking to son Matthew in Australia free!

Connecting with friends  
-old - new.

Able to sell items  
(Facebook/ebay/Gumtree  
etc  
—

Research-google  
(I use in my job to price Antique items)

Booking holidays  
Scrabble with friends  
Amazon  
News.  
You tube  
Facebook

Without the internet, I could not do my job which I love!

# Benefits of Using the Internet and Social Media

## Question-

What are the potential benefits for the adults your organisation supports around using the internet and social media?

Booking holidays  
Scrabble with friends  
Amazon  
News  
You tube  
Facebook

Connecting with Friends  
- old - new.  
Able to sell items  
(Facebook/ebay/Quintec  
etc  
—  
Research-google  
(I use in my job to  
price Antique items)

Connect with  
old work  
colleagues

"The internet is a  
fantastic information  
resource, but always  
cross check your  
sources."

Getting football  
results +  
Catchup TV

Memories from  
facebook +  
history from  
childhood locations

Without the  
Internet, I could  
not do my job  
which I love!

Use internet to  
find music  
from my youth

Getting knowledge  
from Google  
ie how to do  
-----

Positive!

Instagram - lots of home  
accounts to get ideas,  
good community to  
help others out.

Without FaceBook  
I would not be in  
touch with friends  
I lost touch with  
over 45 years  
ago.

Keeping in touch  
with family +  
friends

EVOLVE OR DIE.

Read papers  
online

Talking to son  
Matthew in  
Australia free!

Connecting with Friends  
- old - new.

Able to sell items  
(Facebook/ebay/Quintec  
etc  
—

Research-google  
(I use in my job to  
price Antique items)

The Same

Booking holidays  
Scrabble with friends  
Amazon  
News  
You tube  
Facebook

Without the  
Internet, I could  
not do my job  
which I love!

# Benefits for Adults using the Internet and Social Media

**Booking  
tickets /  
access to  
recreation**

**Cheaper prices**

**Create/  
maintain  
communities  
for people who  
are restricted  
when leaving  
their homes**

**Providing a  
means to  
express  
social  
identity**

**Developing  
careers**

**Learning new  
skills**

**Playing  
games**



# Content, Conduct, Contact

- **Content** – what is being accessed on line (may be inappropriate or illegal)
- **Conduct** – Interacting by taking part in some on line activity
- **Contact** – meeting in real time or on line

UK Council for Child Internet Safety (2017)

# Content Risk

**Content – what is being accessed on line (may be inappropriate or illegal)**

- Pornography
- Violence
- Hate speech
- Radicalisation
- Scams
- Fraud

# Conduct Risk

**Conduct – Interacting by taking part in some on line activity**

- Bullying
- Sexting
- Harassing
- Stalking
- Promoting harmful behaviour (self harm, drug use)
- The risk of the adult becoming a perpetrator of a crime



# Contact Risk

## Contact – meeting in real time or on line

- Bullied
- Harassed or stalked
- Meeting strangers
- Threats to privacy
- Identity and reputation
- Sharing photos
- Revealing house location
- Impersonating a user
- Users sharing information with strangers
- Violence threats and abuse directly aimed at individuals or groups of users
- Mate crime victim
- Sexual exploitation



# Some Thoughts on Dealing With Risks Arising From Social Media or Internet Use

**Education!!!!!! Awareness Raising!!!! Discussion!!!! Supported Decision Making!!**

Are there any concerns about an individual's internet use?

Are there any previous concerns, risks or activities that suggest that there is a need to be concerned in the first place? If not it might just be a case of some on-going education and discussions around safe internet use.

Talk to adults about their internet use and what their interests are, how do they use the internet? Have they got any positive or negative on line experiences to share?

Understanding whether the adult has capacity to make specific decisions linked with internet and social media use is important (decision specific).

If there are concerns about internet/social media use connected to risk are there any protective factors such as engaging the adult in a programme of education?

# Some Thoughts About Dealing With Risks Arising From Social Media or Internet Use

- With regards to education this is something that can be done in house as well as by external providers, there are resources available on line from Mencap for instance. Age UK also deliver IT Training is it running locally?
- Can the person put blocks on content themselves to assist managing what they access?
- Does the adult have an understanding of what is legal or illegal on line activity? There is a useful document from Care management Group - Online Pornography and illegal content an easy read guide linked from the resources slide. Illegal activity on-line is not restricted to accessing pornography it could be fraud, hacking activity or cyber stalking for instance.
- Any restrictions would need to be proportionate, in line with legislation and least restrictive. The need to balance human rights and right to a private life etc. as well as addressing duty of care. This may come about due to a case being determined by the Court of Protection - see case law in next slide.
- Consider any issues connected to the individual using the organisations internet access via Wi-Fi when at home; are there any implications for the organisation if this is used to access illegal content or carry out illegal activity?

# Case Law – MCA CoP Capacity Decisions About Social Media/Internet Use

- Re: A (Capacity: Social Media and Internet Use: Best Interests)

<http://www.bailii.org/ew/cases/EWCOP/2019/2.html>

- Re B (Capacity: Social Media: Care and Contact)

<http://www.bailii.org/ew/cases/EWCOP/2019/3.html>

# Resources – see slide below



# Friends Against Scams

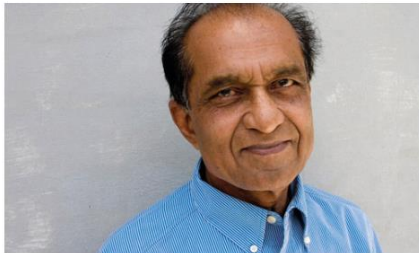


Screen Shot from the National Trading Standards Friends Against Scams Website  
<https://www.friendsagainstscams.org.uk/>

# Age UK

## How can I keep my money and information safe from scams?

A scammer may try to approach you on your doorstep, by post, over the phone or online. They'll often pretend to be someone they're not, or make misleading offers of services or investments.



### Pension scams

Keep your pension safe from scammers by learning how to spot a pension scam.



### Phone scams and cold calls

Find out about the different types of phone scams and how to avoid them.



### Doorstep scams

We'll help you spot bogus traders and other fraudsters who might come to your door.



### Staying safe online

The internet has lots of positive aspects, but there are things you need to keep a lookout for.



### Investment scams

Find out how to spot an investment scam and use the FCA Warning List to check an opportunity.



### Postal scams

Sometimes it's difficult to spot scam mail. Watch out for these common signs.

Screen Shot from the Age UK website - Age UK <https://www.ageuk.org.uk/information-advice/money-legal/scams-fraud/#>



# References

Age UK (2019) Scams and fraud <https://www.ageuk.org.uk/information-advice/money-legal/scams-fraud/#>

National Trading Standards Friends Against Scams Website.  
<https://www.friendsagainstscams.org.uk/>

RCN 22/07/2019 <https://www.rcn.org.uk/get-help/rcn-advice/duty-of-care>

Skills for Care (no date) Duty of Care. Care Certificate Workbook.  
<https://www.skillsforcare.org.uk/Documents/Learning-and-development/Care-Certificate/Standard-3.pdf>

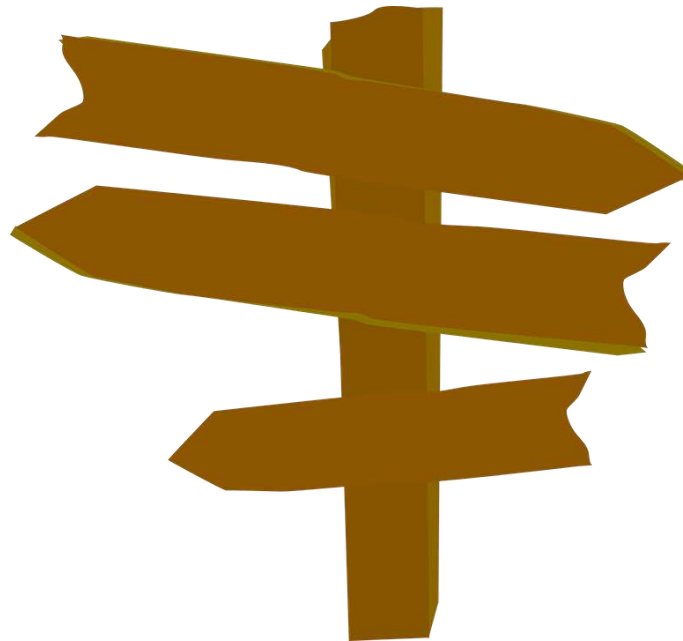
The British Institute of Human Rights (2019) *My Human Rights*. London: The British Institute of Human Rights . <https://www.bihhr.org.uk/my-human-rights>

UK Council for Child Internet Safety (2017) *Children's online activities, risks and safety. A literature review by the UKCCIS Evidence Group*. London: UK Council for Child Internet Safety  
<https://www.gov.uk/government/publications/childrens-online-activities-risks-and-safety-a-literature-review-by-the-ukccis-evidence-group>

# Resources

- Care Management Group and Change (no date) *Keeping Safe Online*.  
<http://cmg.co.uk/wp-content/uploads/2017/12/Keeping-Safe-Online-Easy-Read-Guide-Email-Version.pdf>
- Care Management Group, Choice Support and Change (no date) *Online Pornography and illegal content an easy read guide* <http://cmg.co.uk/our-expertise/online-pornography-and-illegal-content/>
- Foundation for People with Learning Disabilities (2014) *Staying Safe.....on social media and online* <https://www.mentalhealth.org.uk/sites/default/files/staying-safe-online.pdf>
- Joint Training - Learning Disability – Supporting Individuals To Have A Safe Online Presence page 51 <https://www.shropshire.gov.uk/media/13538/joint-training-course-booklet-2019-20.pdf>
- SafeSurfing resources from Mencap <https://www.mencap.org.uk/about-us/our-projects/safesurfing>

# Sign Posting to Key Developments



17<sup>th</sup> October 2019

Paul Cooper, Head of Safeguarding Adults, Shropshire CCG

[paulcooper2@nhs.net](mailto:paulcooper2@nhs.net)

# Liberty Protection Safeguards

- DOLS TO BE REPLACED 01.10.20
- Significantly enhanced role for Care homes

Authorises the person to:-

- Reside in a set place(s)
- Approves for the person to receive care and/or treatment
- Transportation to/from/between set places

# Para. 20 The Statement from care home manager

- “Cared for Person” (CfP) is 18+ ( the age of 18+ pertains only to care homes)
- The care is a Deprivation of CfP’s Liberty
- Not excluded by Part 7 of Act (MHA)
- CfP lacks capacity & has a mental disorder
- Consultation taken place
- Notifies the RB if CfP objects to care/treatment or residence

# The statement must include record of assessment of:

- The lack of capacity Para 21[a]
- Confirmation of diagnosis of mental disorder  
Para 21[b]
- Care is necessary and proportionate 22[1]

# Implementation of the Liberty Protection Safeguards (Craike & Brindley, 2019)

## Objectives



Successfully implement the new system

-Effectively implement the new system, by working jointly across the health and care sectors.



In a way that

-Ensures the right people are getting the right protections at the right time (removal of the backlog alongside implementing LPS and better access to safeguards);



So that

The sectors are ready to deliver the new system;

people receive better quality care with minimum restrictions;

their views and wishes are part of any LPS authorisations; and

their families and carers are fully involved, and they have access to safeguards which are well supported and swiftly delivered.

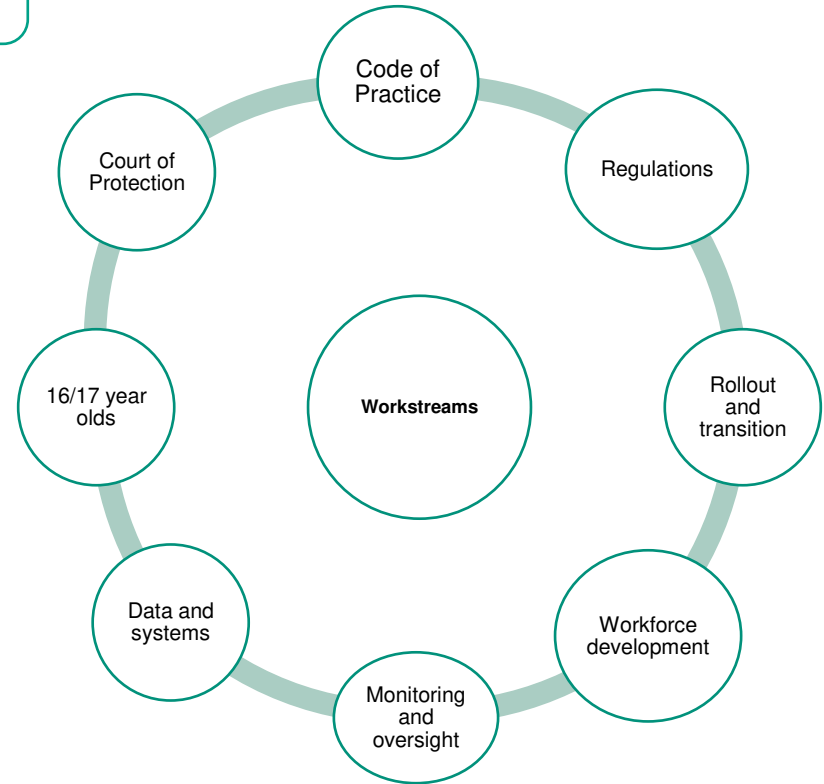
improves quality and experience of care through an improved system;

provides better value for money; and

removes variation to provide a more equitable system.

This will result in the empowerment and protection of vulnerable groups.

## Workstreams



The implementation work is being delivered by a range of partners and stakeholders, including: *ADASS/ADCS/LGA, The NHS, Regulators, Other Government Departments, Representatives of Care Providers, Charities and People with Lived Experience*

## Planned Milestones

**Autumn 2019**

Code of Practice engagement including with people with lived experience

**Winter 2019**

LPS training strategy and transitional guidance published

**Winter/Spring 2020**

Consultation and engagement on Code of Practice and regulations

**Spring 2020**

Code of Practice and Regulations finalised

**Spring/Summer 2020**

Training on the LPS scheme

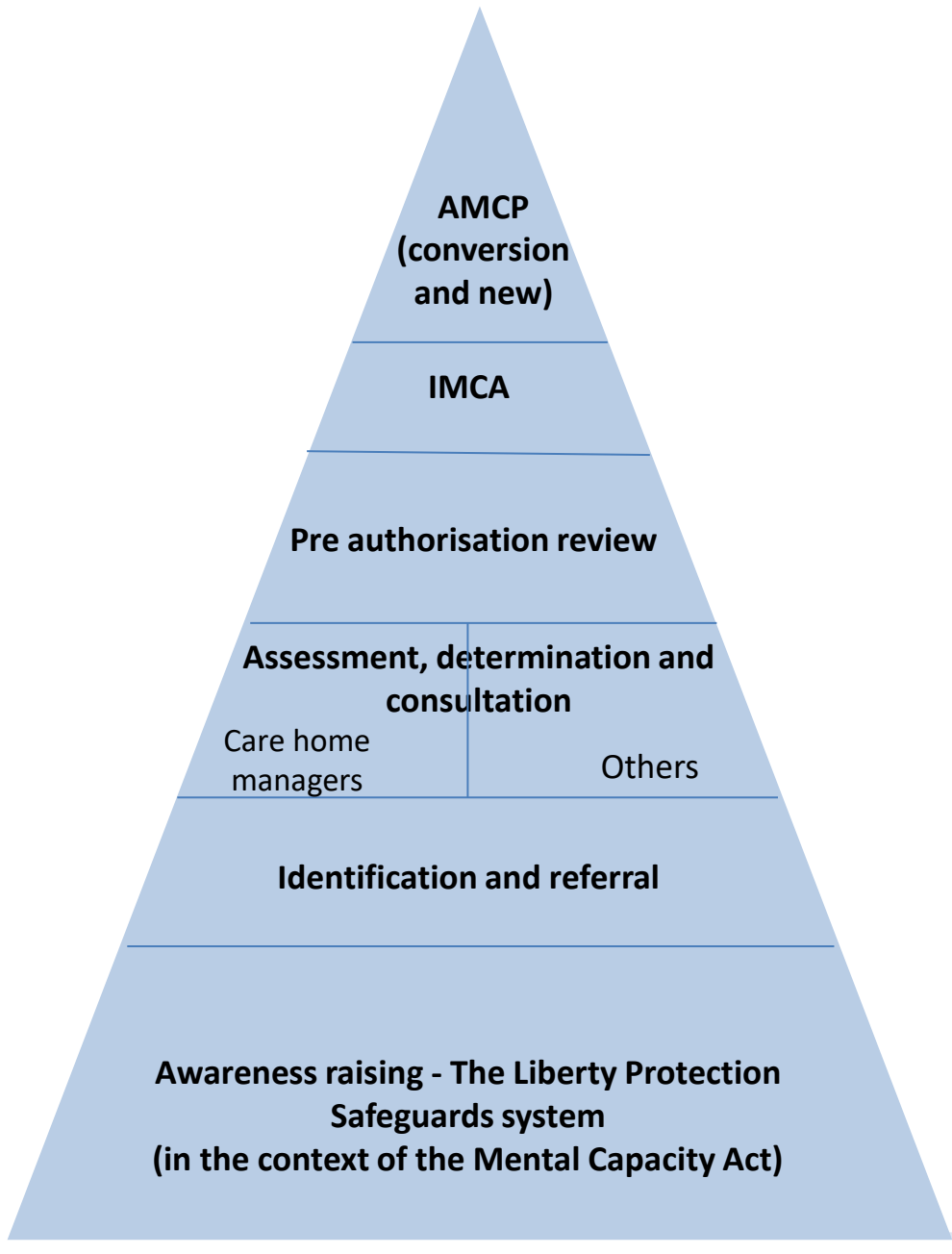
**October 2020**

LPS go-live

**October 2020-2021** Transition year



Increasing specialisation



Increasing numbers requiring training

- Who?**  
Registered professionals only  
Existing BIAs  
Other roles still being worked through in line with regulations
- Who?**  
Existing and new advocates
- Who?**  
TBC locally but likely to be managers or AMCPs
- Who?**  
Care home managers (arrange, determine and consult only)  
Doctors, psychologists, occupational therapists, first tier nurses, speech and language therapists and social workers
- Who?**  
People who have the responsibility in their organisation to advise others and to trigger the LPS process)
- Who?**  
Care home staff, homecare/domiciliary care, supported living, shared lives, personal assistants  
Social workers, social care assistants (all adult social workers; children's social workers that work with children with disabilities, occupational therapists)  
NHS: GPs, district nurses, SALTs, practice nurses, healthcare assistants, community practitioners,  
Psychiatrists and other relevant consultants, NHS hospital staff and Board members, safeguarding leads, CHC leads  
Independent hospital staff and Board members (similar to NHS hospital staff)  
People who use services and family carers, peer advocates, self advocacy groups  
Residential schools and colleges, Foster carers



# Pressure Ulcers and Safeguarding

- 110,000 new pressure ulcer each year
- 146 deaths per 100,000 care homes
- 452 deaths per 100,000 hospital\*
- **Safeguarding Adults Protocol: Pressure Ulcers and the interface with a Safeguarding Enquiry**
- Multiple 2s, 3 & 4
- The Six Questions
- Prevention

<https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/deaths/adhocs/006466deathsfromselectedcausesbyplaceofdeathenglandandwales2>

<https://www.ons.gov.uk/search?q=deaths+from+selected+causes+by+place+of+death+england+and+wales+2>

# ReSPECT

- **Recommended Summary Plan for Emergency Care and Treatment**
- **Replacement for DNACPR**
- **Commencement date 01.11.19.**

• **Are you ready?**

# References - Sign Posting to Key Developments

Craike, L. and Brindley, L. (2019) *Liberty Protection Safeguards Implementation*. Head of Adult Safeguarding and Liberty Protection Safeguards, Department of Health and Social Care. London: Department of Health and Social Care. <https://www.healthcareconferencesuk.co.uk/news/2019-9-23/liberty-protection-safeguards-implementation-of-the-2019-mental-capacity-amendment-act>

Office for National Statistics

<https://www.ons.gov.uk/search?q=deaths+from+selected+causes+by+place+of+death+england+and+wales+2>

Recommended Summary Plan for Emergency Care & Treatment (ReSPECT)

<https://www.resus.org.uk/respect/>

# HC-UK Conferences (2019) Liberty Protection Safeguards: Implementation of the 2019 Mental Capacity (Amendment) Act Conference Resources <https://www.healthcareconferencesuk.co.uk/news/2019-9-23/liberty-protection-safeguards-implementation-of-the-2019-mental-capacity-amendment-act>

- Tim Spencer Lane, Lawyer, formerly of Law Commission for England and Wales - Liberty Protection Safeguards: The Mental Capacity (Amendment) Act 2019 [Full PowerPoint Presentation](#)
- Rachel Griffiths MBE, Consultant, Mental Capacity Act and Human Rights - The Mental Capacity Act & Liberty Protection Safeguards. [Full PowerPoint Presentation](#)
- Adrian Dunsterville, Regulatory Policy Manager – Mental Health, Care Quality Commission - Monitoring & Inspection of LPS and DoLS during transition. [Full PowerPoint Presentation](#)
- Linsey Craike, Head of Adult Safeguarding and Liberty Protection Safeguards, and Lydia Brindley, Policy Advisor, Liberty Protection Safeguards, Department of Health and Social Care - Implementation of the Liberty Protection Safeguards. [Full PowerPoint Presentation](#)

# Recently Published Open Access Research

# Recent Research of Interest

## Autumn 2019

### Open Access Research

- Leverton, M., Burton, A., Rees, J. Rapaport. P., Manthorpe, J., Downs, M., Beresford-Dent, J. and Cooper, C. (2019) *A systematic review of observational studies of adult home care*. Health and Social Care in The Community, 2019;00:1–13.  
<https://onlinelibrary.wiley.com/doi/full/10.1111/hsc.12831>
- Norrie, C., Bramley, S. and Manthorpe, J. (2019) *New Starts: A scoping review of literature on people with criminal records working in social care – current practice and potential for recruitment*. London: Kings College London.  
<https://www.kcl.ac.uk/scwru/pubs/2019/reports/norrie-et-al-2019-new-starts-report.pdf>

# Other Publications of Interest

- Turner, A. (2019) *Safeguarding study reveals knowledge gaps in MCA application in cases of alcohol based harm*. Community Care. <https://www.communitycare.co.uk/2019/07/24/safeguarding-study-reveals-knowledge-gaps-applying-mca-cases-alcohol-based-harm/>
- Alcohol Change UK (2019) *Learning from tragedies an analysis of alcohol related safeguarding adult reviews*. London: Alcohol Change UK. <https://alcoholchange.org.uk/publication/learning-from-tragedies-an-analysis-of-alcohol-related-safeguarding-adult-reviews-published-in-2017>