

See It

Stop It

Support Us

Green Light Checklist for Safeguarding Adults

A toolkit to help safeguarding partners evaluate their responses to adults at risk of abuse.

Who is this toolkit for?

This toolkit is for all safeguarding stakeholders:

Service users

Safeguarding Adults' Partnership Boards (SAPB's)

All partner agencies

Managers and Practitioners

Experts by experience

This Checklist can be used as a tool by Managers to audit practice and as a self assessment tool for practitioners.

Managers might also want to refer to local workforce competency frameworks to evaluate safeguarding practice more widely.

In addition to this Green Light Checklist there are some prompts at the end of this document which might help SAPB's and Partner Agencies audit safeguarding responses at an organisational and at Strategic Partnership Level.

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Part One

Guidance for completion of the Green Light Checklist

- (1) The checklist should be completed by all safeguarding partners **as a partnership**, and ideally be based on a process that involves key stakeholder services users and carers.
- (2) Remember, each statement should be considered as it relates to **support and services for the adult at risk**.
- (3) The Checklist uses descriptive statements. Circle **'green'**, **'amber'** or **'red'** as appropriate to the statement that can be **evidenced by your practice**.
- (4) Only circle 'green' if the situation is constantly positive in all aspects of the adult at risk experience of safeguarding responses. Circle 'red' if all aspects of the adult's experiences of safeguarding reflect the **poorest** level of responses.
- (5) Complete the Checklist as openly and honestly as possible as this will help you and the partnerships make a difference.
- (6) You may be tempted to skip some sections, feeling they are not applicable to the specific case you are evaluating, if this is the case, just spend a moment asking yourself why this question isn't applicable. Can you justify your response?
- (7) Evidence to support each rating should come from electronic records/reports, minutes of meetings, service user interviews, risk assessments etc.
- (8) Safeguarding standards can be found in 'Safeguarding Adults' ADSS 2005, 'No Secrets' DoH 2000 and in Hampshire, Portsmouth and Southampton 'Safeguarding Adults/Adult Protection Policy and Procedures' 2008.

Along with the Charter below, the prompts above will help you measure what people should be able to expect from Safeguarding responses.

The Hampshire Safeguarding Adults' Service User Forum met on a number of occasions in the Spring of 2010 to discuss what Safeguarding meant for people using services. In the course of these sessions the group developed an Outcomes Book for Safeguarding called '**See It, Stop It, Support Us**'.

The Safeguarding Adults' Service User Forum has been established since and have played a key role in telling professionals about service users views on abuse.

The Forum have also produced a DVD about outcomes and some of the Forum members have also been trained to deliver presentations and training to help others understand what is important.

The following is an extract from the Charter developed by members of the Forum.

OUR CHARTER

The Safeguarding Adults' Forum believes that every adult at risk of abuse should be:

- Respected
- Listened to
- Believed
- Taken seriously
- Supported to exercise choice and control
- Involved in all discussions and meetings
- Provided with understandable information
- Provided with advocacy
- To get help where and when we need it
- To be reassured that action will be taken
- Protected by the law
- In receipt of the right support and special measures if we have been a victim of a crime
- In receipt of education and training to better protect ourselves
- Supported by a skilled workforce who follow the law and their policies and procedures
- Helped to survive abuse



OUTCOME EVENT

24 February

"It's easier with support"

- Listen to me
- Support + encourage me
- Train staff
- Take action
- Keep me informed
- Help me deal with it

Good MEETINGS

I can train you

"Be accountable" "make changes"

Bad

Speak loud and clear

take me seriously

Do what you say you will

respect

Welcoming

It's not on

It's easier with support

Feedback

notes kept

timescales stuck to

everyone listens

Clear information

I'm in control

I want to go

What when who?



"not enough time" "you won't understand"

Too many people talking

confusing

"I don't want to in private"

Access

people deciding things without you

who are you?

abuser in the room

power imbalance

"there's no staff to take you"

- notes page
- phone numbers
- guidelines
- rights

information

warn suspend

no outcomes

using jargon

not invited

Don't use your phone in meetings

no breaks

Human Rights

I need

social worker family

training staff

person centred plan

making connections

"If I'm not there how will you know what I want?"

Graphic Change

Part Two - Checklist which can be used with written/electronic records

2.1 At the start of the process

PROVISION OF SAFEGUARDING INFORMATION TO ADULTS AT RISK

RED The adult/s at risk was not given any accessible information about safeguarding responses

AMBER The adult/s at risk was given verbal information about safeguarding responses

GREEN The adult/s at risk was given verbal and written information about safeguarding responses

INITIAL RESPONSE TO ADULT AT RISK FOLLOWING ALERT

RED The adult/s at risk received a response significantly outside the timeframe for the Alert

AMBER The adult/s at risk received a response outside the timeframe, but the reasons for this were recorded

GREEN The adult/s at risk received a safeguarding response immediately

INFORMATION SHARING

RED Confidential information was shared without seeking the permission of the adult at risk, where the person was able to give permission

AMBER Confidential information was shared without permission (where the person was able to give permission), but the reasons for this were recorded

GREEN Confidential information was shared, in the interests of the person, after their permission was sought and given **OR** Confidential information was shared in the interests of the person where a person was unable to make the decision and the reasons are recorded.

RECORD OF THE DISCLOSURE

RED No written record of the person's disclosure was made and the person was asked to repeat their disclosure to a second person

AMBER The written record of the disclosure is incomplete

GREEN The written record is complete, is acknowledged with the adult/s at risk and was used to inform the next steps in the safeguarding responses

SUPPORT and ADVOCACY

RED The adult/s at risk was not asked whether they would like support or advocacy as part of the safeguarding response

AMBER The adult/s at risk was offered a supporter or advocate, but not of their choosing (where the person was able to express a choice)

GREEN The adult/s at risk was offered a supporter or advocate and made a choice about who this would be **OR**
The adult was offered a supporter or advocate who was most likely to be able to represent their wishes (where the person was unable to express a choice) and this is evidenced/recorded as a best interest decision.

PARTNERSHIP APPROACH

RED The adult at risk or their representative was not involved in deciding or agreeing the next steps

AMBER The adult at risk or their representative had some involvement in deciding and agreeing next steps

GREEN The adult at risk or their representative was fully involved in the decision making and in agreeing the next steps

2.2 Safeguarding Meetings

PREPARATION

RED The adult/s at risk were not given any information, written or verbal prior to the meeting

AMBER The adult/s at risk were invited to the meeting, but were not informed beforehand who would be there, or what the purpose of the meeting was

GREEN The adult/s at risk (or their representative) was given information about the meeting, both verbal and written, their view was recorded, they knew what the meeting was about and who would be there

INVITEES

RED The adult/s at risk were not asked who they felt should be at the meeting or who they wanted as a supporter

AMBER The adult/s at risk was asked who they felt should be at the meeting, but not who they wanted as a supporter (if anyone?)

GREEN The adult/s at risk was asked who they felt should be at the meeting and who they wanted as a supporter (if anyone?)

TIME AND PLACE

RED The meeting was held at a time or place that meant that the adult/s at risk (or their supporter) could not attend

AMBER The meeting was held at a place the adult/s at risk could attend, but not at a time that was convenient

GREEN The meeting was held at a time and place the adult/s at risk could attend and they were present

ROLES

RED The attendees at the meeting did not all have a role which was ***specific to the safeguarding concern*** for this person

AMBER The attendees at the meeting all had a relevant role, but their role at the meeting was not described to the adult/s at risk

GREEN The attendees all had a relevant role and this was explained to the adult/s at risk at the meeting (or in preparation for the meeting)

CONFIDENTIALITY

RED The Confidentiality Statement was not read out at the start of the meeting

AMBER The Confidentiality Statement was read out at the start of the meeting, but the adult/s at risk were not given a full explanation of what this meant

GREEN The Confidentiality Statement was read out and explained at the start of the meeting and the adult/s at risk understanding of what this meant was explored if appropriate

JARGON

RED People at the meeting used jargon and abbreviations without explanation

AMBER People at the meeting used some jargon, but with explanation

GREEN A statement was made at the beginning of the meeting prompting people not to use any jargon and the adult/s at risk was encouraged to challenge or ask questions if there was anything they wanted to clarify during the meeting

ACTION PLAN

RED The adult/s at risk left the meeting unclear who was doing what or when

AMBER The adult/s at risk left the meeting knowing what would happen, but not who they could contact

GREEN The adult/s at risk left the meeting knowing who was doing what and when and who they could contact

2.3 Safeguarding Interventions/Plans

PERSON CENTRED APPROACHES

RED The adult/s at risk ability to identify their own solutions and desired outcomes was not considered

AMBER The adult/s at risk ability to identify their own solutions and desired outcomes was considered and recorded, but this did not inform the safeguarding plan

GREEN The adult/s at risk ability to identify their own solutions and desired outcomes was considered, recorded and informed the safeguarding plan

KEEPING SAFE

RED No information was given to the adult/s at risk (or their representative) about ways to keep themselves safe or how to access help in an emergency as part of the plan

AMBER Some information was given to the adult/s at risk (or their representative)

GREEN Information about various sources of practical help & support to keep safe, self advocate, campaign, complain and report abuse had been given to the person (or their representative) in a format accessible to them

INVOLVING OTHERS

RED The adult/s at risk was not given clear information about the role of all the agencies involved in the safeguarding response

AMBER The adult/s at risk was given information about the role of the lead agency

GREEN The adult/s at risk was given clear information about the role of all the agencies involved and had one named contact person

COMMUNICATION

RED The adult/s at risk was not kept regularly updated

AMBER The adult/s at risk was occasionally updated

GREEN The adult/s at risk was kept updated, by the named worker and at intervals agreed with them

SAFEGUARDING PLANS

RED The Safeguarding Plan was agreed between professionals without the adult/s at risk (or their representative) knowing

AMBER The Safeguarding Plan was agreed between professionals and the person was informed

GREEN The Safeguarding Plan was agreed with the person, by the person and reflected their views and wishes

2.4 Outcomes

HOLDING ABUSERS TO ACCOUNT

RED The intervention focused on the adult/s at risk, rather than addressing the behaviour of those responsible for the abuse

AMBER The intervention took account the needs of both the adult/s at risk and those responsible, but only addressed those in relation to the adult at risk

GREEN The intervention took account of the needs of both the adult/s at risk and those responsible, and addressed both

ACCESS TO CRIMINAL JUSTICE

RED The adult/s at risk had not been supported in any way to access justice where a crime may have been committed

AMBER The adult/s at risk had been given information about their right to access justice, but had not been given the opportunity to give their account to the police

GREEN The adult/s at risk had been supported to access justice where a crime may have been committed, given information about their rights and had been supported to make their complaint to the police in an environment they considered safe

EVALUATION

RED The adult/s at risk felt no safer than before the safeguarding alert was made

AMBER The adult/s at risk felt a little safer than before the safeguarding alert was made

GREEN The adult/s at risk felt much safer than before the safeguarding alert was made

PREVENTION

RED No consideration was given to providing the adult/s at risk with information about how to prevent or report further abuses

AMBER Some information was given about either prevention or reporting future abuses, but not both

GREEN Information was given to the adult/s at risk (or their representative) to ensure they knew how to prevent (where appropriate) and report further occurrences

Part Three

Survey of Safeguarding Services/Responses

Asking questions

The form does **not** give specific questions to ask. It lists things that people said are important to them. The interviewer should ask any questions that are appropriate to get a picture of:

What things were like for the person?

What they think about it?

This allows you to tailor the interview to the person. It may mean asking several different questions to build a picture of what things are like, or what the person thinks of them. It may mean finding out some of the factual details from other people if the person has difficulties recalling – but first ask the person if they are happy for you to do that, and who they think would know.

There are some important things to consider which may prove useful when interviewing people who are in receipt of a safeguarding service.

Here are some pointers suggested by people with learning disabilities:

- Ask the person what they think 'safeguarding' means. If they don't know, explain what safeguarding and abuse is
- Ask **clear** questions
- Use booklets that tell a story to help people think about the service they received
- The people who are interviewing need to be good at listening
- Ask people where they want the interview to be. It is important that it is private
- Interviewers need to know the names of local services and places people might go to
- Watch people's faces to see if they understand
- Read back what's written down so people can change it if they want

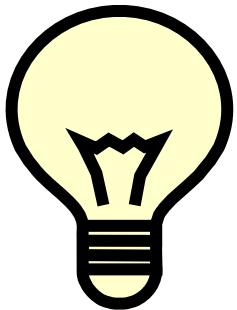
What people want from Safeguarding Responses	What the person experienced	What the person thinks about that experience	Was this goal achieved for this person? Y/N
To be fully involved from the start			
To be called by my name			
Support to help with important decisions			
Involve people who can help me			
A single point of contact			
To be listened to, believed and have our views respected			
To understand what you can keep confidential and what you need to share			
To have the process explained to us and to be involved in deciding how best to be involved			
To participate in a range of different ways			
Access to independent people who understand abuse, can listen to us, support us and act in our best interests if needed			

Help to understand the consequences of the risks and opportunities so we can discuss the options and choices available			
To learn from our experiences and help others			
Support to maintain a relationship if wanted			
Challenge inactivity by police, legal system and other agencies			
Support through the legal process			
Practical advice			
To be dealt with in a person-centred way			

Part Four

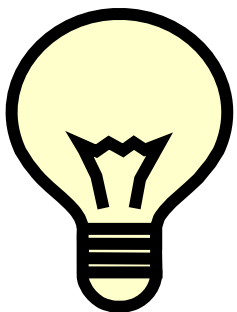
Ideas for other types of quality checking to enhance safeguarding responses

Public Information about Abuse



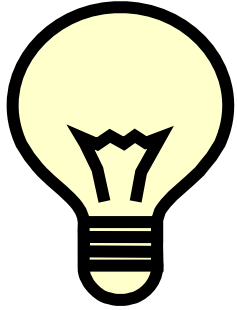
- Who produces this?
- Are they the people with the right expertise?
- How much does it cost?
- Is it reaching people?
- How do we know it's effective?
- Have we asked people what they think of the information we provide?

Support for Survivors



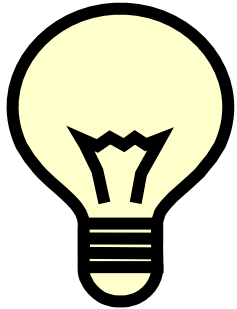
- Who provides this?
- Are they the people with the right expertise?
- How much does it cost?
- Is it reaching people?
- How do we know it's effective?
- Have we asked people who have survived abuse what they think of the support they received?

Using Information



- Who collects information about complaints, investigations, allegations or incidents in each organisation?
- Where is this information held?
- Who analyses this and who receives the analysis?
- Does it help to identify patterns and trends?
- Do we know if the way we gather and use information is effective and makes a difference?
- Could this information help prevent abuse?

Learning



- Can we learn from every safeguarding concern?
- How does this make a difference to the next person's experience?
- What opportunities for formal and informal education about safeguarding exist in our organisations?
- How do we know that our investment in training makes changes to practice?
- Could we involve people who have experience of using services in the delivery of training?

Auditing Safeguarding Responses ...

