# Safeguarding a Good Life

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# Safeguarding a good life

- Safeguarding framework – background and principles

- How it will support disabled people to live the life they choose

- Protecting and promoting the human rights of disabled people and adults at risk of abuse and neglect – Supported Decision Making

- Factors that increase vulnerability

- Who is at risk and in need of safeguarding support

- The different types of abuse of disabled people

- How to initiate safeguarding adults' procedures when a disabled person is at risk of or experiencing compromised human rights, abuse and neglect.

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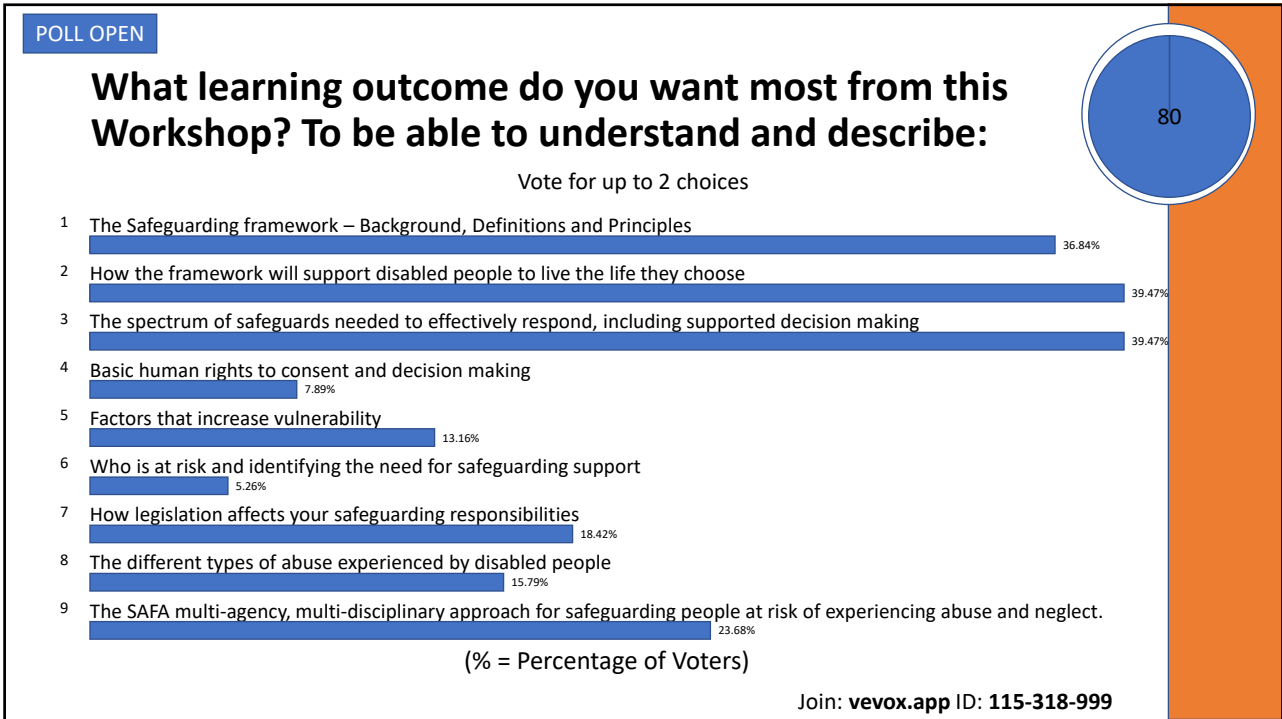
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What learning outcome do you want to achieve most today?
Choose two:

4

## What learning outcome do you want most from this Workshop? To be able to understand and describe:

Vote for up to 2 choices

1  The Safeguarding framework – Background, Definitions and Principles
36.84%

2  How the framework will support disabled people to live the life they choose
39.47%

3  The spectrum of safeguards needed to effectively respond, including supported decision making
39.47%

4  Basic human rights to consent and decision making
7.89%

5  Factors that increase vulnerability
13.16%

6  Who is at risk and identifying the need for safeguarding support
5.26%

7  How legislation affects your safeguarding responsibilities
18.42%

8  The different types of abuse experienced by disabled people
15.79%

9  The SAFA multi-agency, multi-disciplinary approach for safeguarding people at risk of experiencing abuse and neglect.
23.68%

(% = Percentage of Voters)

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# What is Safeguarding?

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equipping
equity  scared  promotinfellbeing
value  riskmanagement  relationships
connectedness  free  management  observing
manaenhancing  empowerment  responsibility  proactive  wellbeing
scaffolding  necessary  understanding  empowering  trust  protect  defend
concern  educated  processes  protecting  defense
identifying  fair  control  definition  needs
dec
promoting  people  con  education
safety  equippi  cotton  empathy  ok  equitable
creative  shelter  dignity  care
ensur  safe  ensuring
support  protection  confident
health
decision-making  choice  risk  choose  prevention  rights
humanrights  life  security  supporting  holistic information  personcentred
follow-up  connected  advocating  asking  supportsafetyhelp
protected  enablement  respect
supportive  protective
diligence

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and Press
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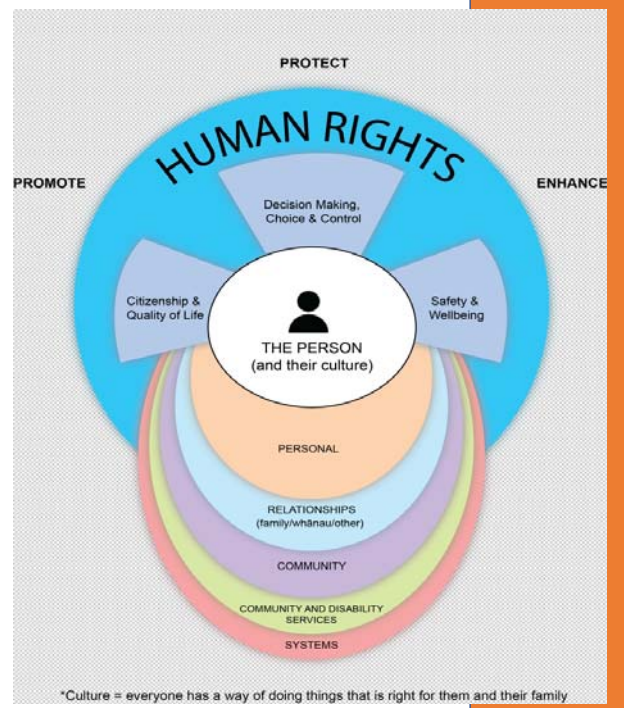Join: **vevox.app** ID: **115-318-999**

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# What is Safeguarding?

Safeguarding is a range of activities and responses that promote and protect human rights, health, wellbeing and culture; and prevent or reduce harm, abuse and neglect.
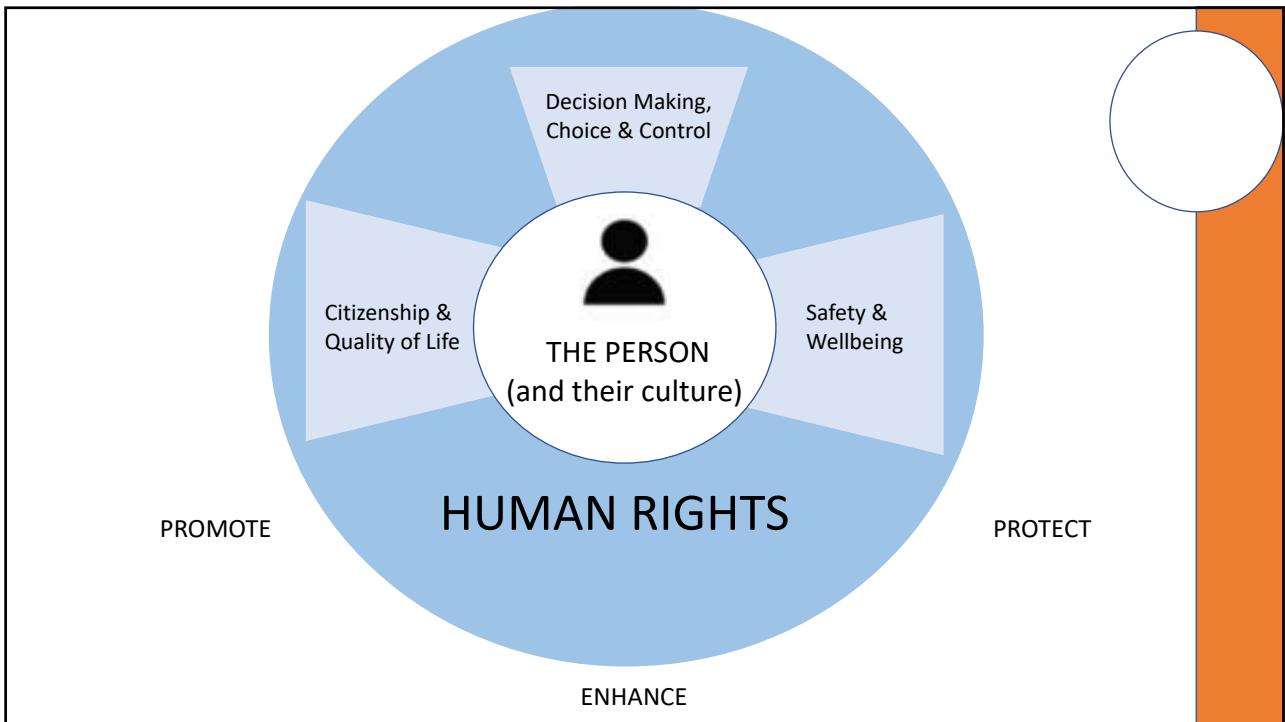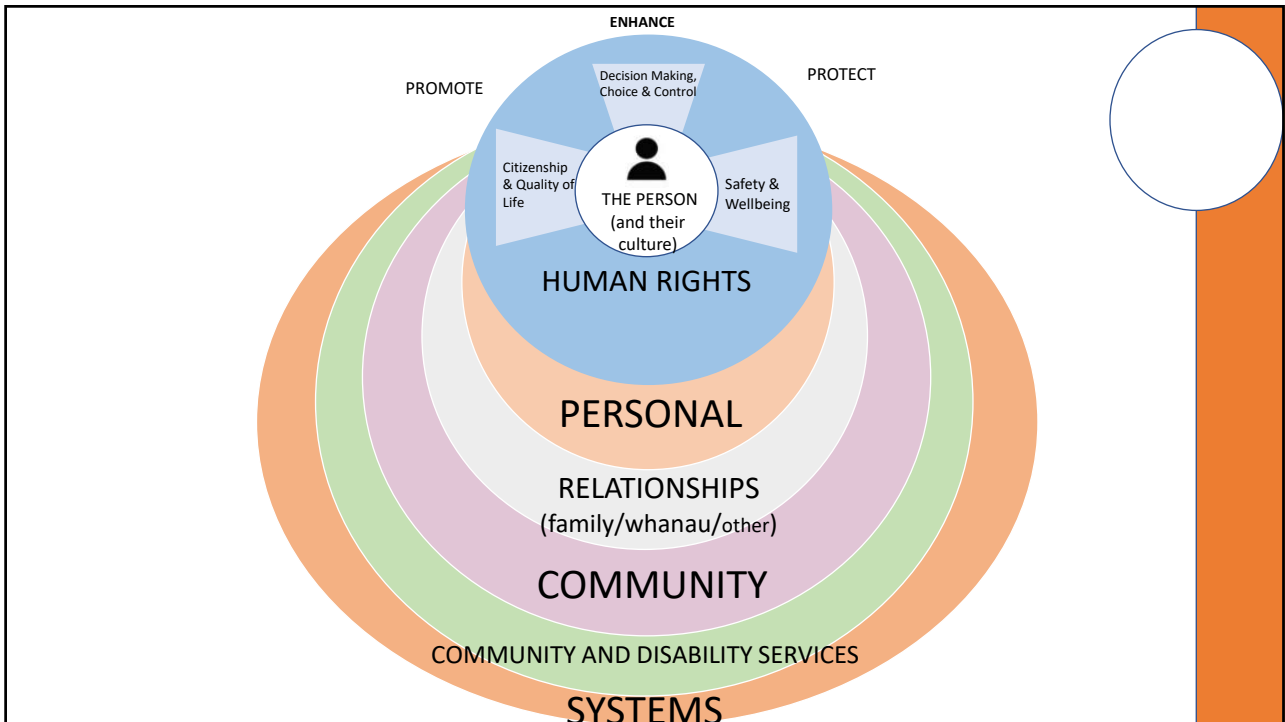
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## Safeguarding Framework

The Framework's spectrum of safeguards will enable disabled people to make informed choices, including taking risks and having opportunities like other people
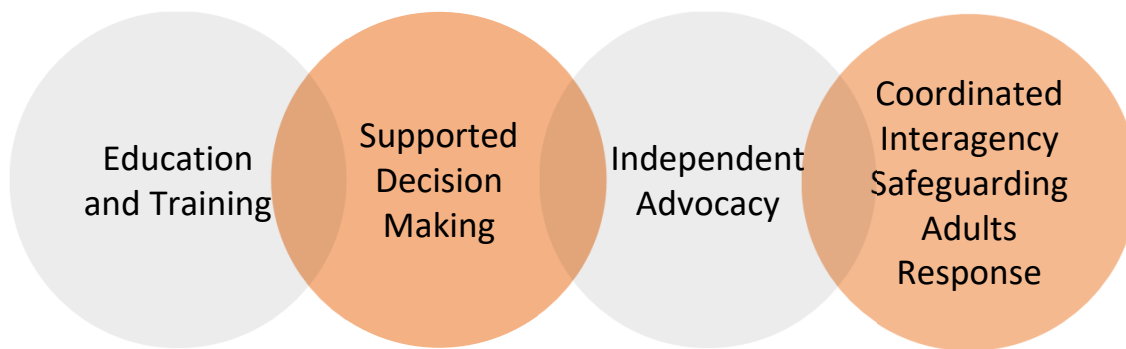


PROTECT

HUMAN RIGHTS

PROMOTE

ENHANCE

Decision Making, Choice & Control

Citizenship & Quality of Life

Safety & Wellbeing

THE PERSON (and their culture)

PERSONAL

RELATIONSHIPS (family/whānau/other)

COMMUNITY

COMMUNITY AND DISABILITY SERVICES

SYSTEMS

*Culture = everyone has a way of doing things that is right for them and their family

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Decision Making, Choice & Control

Citizenship & Quality of Life

THE PERSON (and their culture)

Safety & Wellbeing

HUMAN RIGHTS

PROMOTE

PROTECT

ENHANCE

9



ENHANCE

PROMOTE

PROTECT

Decision Making, Choice & Control

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THE PERSON (and their culture)

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PERSONAL

RELATIONSHIPS
(family/whanau/other)

COMMUNITY

COMMUNITY AND DISABILITY SERVICES

SYSTEMS

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# Continuum of Safeguarding

Education and Training

Supported Decision Making

Independent Advocacy

Coordinated Interagency Safeguarding Adults Response

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# Article 12 (CRPD)

The United Nations Convention on the Rights of Persons with Disabilities (CRPD)

Article 12 – Equal recognition before the law

Requires State Parties to replace substituted decision making regimes with supported decision making.

Equal Rights

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# What is Supported Decision Making?

Support that helps an individual with a decision making impairment make their own decisions,

by using supporters to: (such as friends, family, advocates, professionals, and other people he/she trusts)

• help understand **the decision** and choices

• ask questions

• receive information in a way he/she understands; and

• communicate his/her own decisions to others.
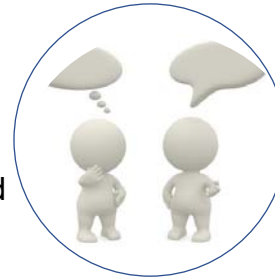
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# Who may need SDM support?

**People with decision making impairment**

This may be people with:

• dementia
• acquired brain injuries
• neurodisabilities
• experience of mental illness
• other kinds of neurological or physical
• impairments or  health conditions affecting their decision making abilities.

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# Legal Capacity and Mental Capacity

**Legal capacity is:**

- about having the ability to make decisions and be recognised as capable of making decisions with legal effect

- an inherent right owed to everyone.

**Mental capacity is:**

- relates to a person's decision making skills which varies from person to person and decision to decision (can often be subjective depending on how it is measured).

**Supported decision making helps people to exercise their legal capacity**

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# Rethink Capacity and Assessments

People may have "capacity" to:

- Make some decisions but not others

- Make decisions sometimes but not others

- Make decisions if they get help understanding the decision to be made.

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## The Protection of Personal and Property Rights Act 1988 (PPPR Act)



**Property Manager or Property Administrator**

**Personal Orders**

**Enduring Power of Attorney**

**Person**

**Welfare Guardian**
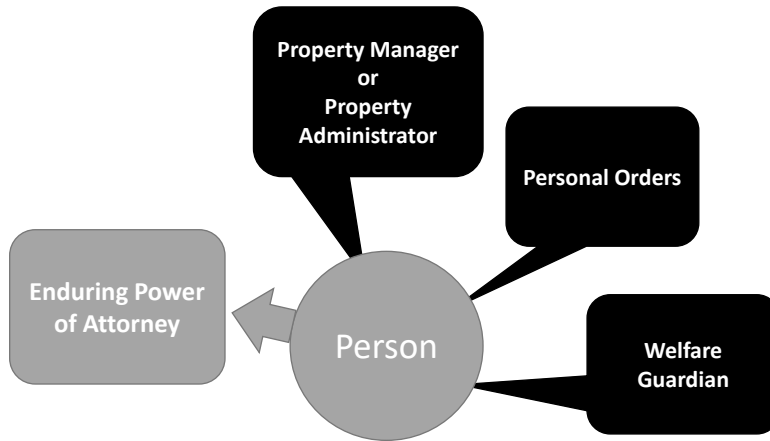
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# Supported Decision Making Steps



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# Supported Decision Making Steps

1. Describe the decision
2. Accessing easy to understand information
3. Exploring options
4. Consider the consequences/ pros and cons
5. Making decisions
6. Acting on decisions
7. Review/evaluate decisions.

Adapted from IHC Supporting Decision-Making : A Guide for Supporters of People with an Intellectual Disability

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# Recognising vulnerability and being responsive to people's needs

Understand any limitations the person experiences in their:

- ability to safeguard themselves
- self-determination
- ability to effectively ensure their rights, wishes, preferences and decisions are enacted
- capacity to make themselves understood by others
- capacity to make decisions about their lives and communicate decisions to others
- capacity and likelihood, when their rights are compromised, of speaking up.
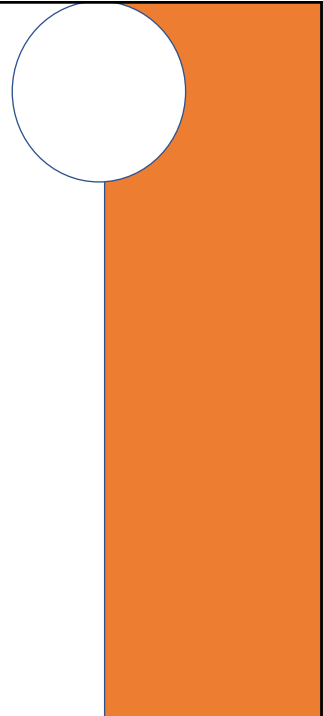
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## Who is a
## Vulnerable Adult / Adult at Risk?

- Has care and/or support needs **and**
- Is experiencing (or at risk of) harm, abuse and neglect **and**
- Because of their care and/or support needs, is unable to protect her/himself against the harm, abuse or neglect (or risk of it)

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# Adults at Risk form an invisible community



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# What is our current Safeguarding Legislation?

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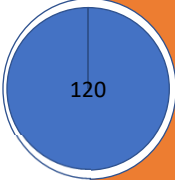


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# Abuse

What are the different types of abuse experienced by disabled people and Adults at Risk?

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# **Case Scenarios**

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## Scenario questions:

1. Is anyone not living their good life, and why?
2. Are anyone's rights being compromised?
3. Is anyone 'vulnerable' in this situation and why?
4. Are there any signs that could indicate that harm, abuse, neglect is happening?
5. Is anyone experiencing/risk of abuse – what type of abuse?
6. What are the strengths and protective factors?
7. What safeguards need to be put in place to ensure the person is living the life they choose safe from harm?
8. Is the person an adult at risk?

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## What is 'Safeguarding Adults from Abuse'?

**SAFA** is an integrated multi-agency and multidisciplinary approach to preventing, recognising and responding to harm, abuse and neglect of adults at risk.

The Safeguarding Adults approach aims to provide a range of responses and activities that promote and protect the human rights, health, wellbeing and safety of an adult in need of safeguarding.

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- Safeguarding framework – background and principles
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- Factors that increase vulnerability
- Who is at risk and in need of safeguarding support
- The different types of abuse of disabled people
- How to initiate safeguarding adults' procedures when a disabled person is at risk of or experiencing compromised human rights, abuse and neglect.

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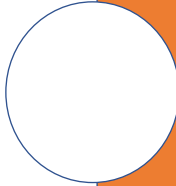
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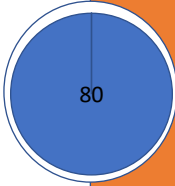**What learning outcome do you feel you achieved the most?
(Choose two):**

31

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**What learning outcome do you feel you achieved the most? To be able to understand and describe:**

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Vote for up to 2 choices

1 The Safeguarding framework – Background, Definitions and Principles
30.95%

2 How the framework will support disabled people to live the life they choose
38.1%

3 The spectrum of safeguards needed to effectively respond, including supported decision making
50%

4 Basic human rights to consent and decision making
9.52%

5 Factors that increase vulnerability
2.38%

6 Who is at risk and identifying the need for safeguarding support
11.9%

7 How legislation affects your safeguarding responsibilities
11.9%

8 The different types of abuse experienced by disabled people
23.81%

9 The SAFA multi-agency, multi-disciplinary approach for safeguarding people at risk of experiencing abuse and neglect.
21.43%

(% = Percentage of Voters)

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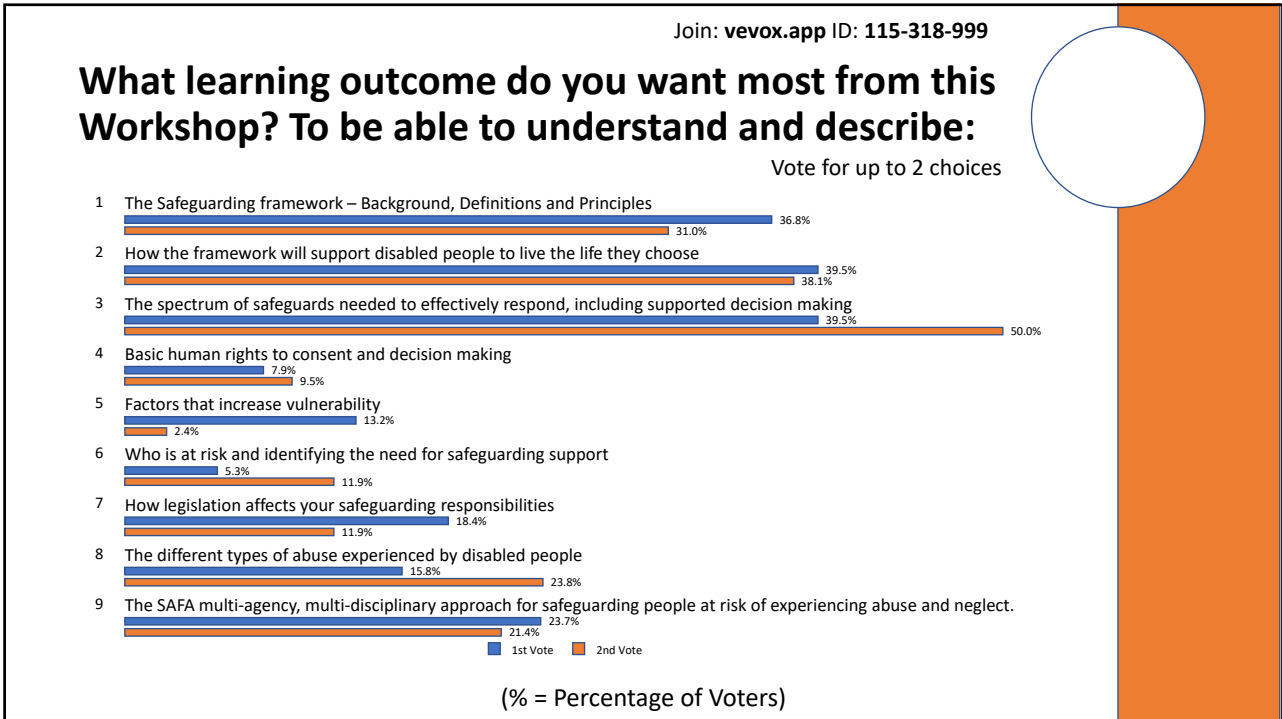
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# Thank You!

# Questions and evaluation

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