

Porth Agored Graduate Certificate Consolidation Programme CPEL

Workshop 3

Expectations/Ground Rules for Workshops

- Confidentiality
- Respect
- One person speaking at one time, please raise your hand if you would like to make a comment
- If online, please use the hands up emoji or discussion box
- Participation – please ensure you engage and focus.

Aims and Objectives

Task 3 - Safeguarding

- To clarify requirements relating to the safeguarding assignment including how to meet the required Social Care Wales (SCW) learning outcomes for Task 3
- To explore the legislative framework in relation to safeguarding adults/children
- To critically reflect upon analysis in assessment including power dynamics and anti-oppressive practice
- To consider collaborative working including some of the potential tensions and conflicts encounter in safeguarding assessment
- To explore dimensions of working in Wales
- To consider theories and models to underpin professional practice
- To reflect on working with complexity and professional decision making.

Task 3 - Safeguarding - The Portfolio Question

- Complete a critically reflective case study based on an assessment that you have undertaken with others, in your own area of work, concerning the safeguarding of either an adult or a child.
- You must demonstrate how the case relates to **or could** relate to safeguarding legislation, policies, strategies and procedures (including demonstrating an understanding of the interface between social services provision in Wales with the United Kingdom, the European Union (EU) and outside the EU).
- You must demonstrate your understanding of the integration of analysis in assessment, collaborative working and professional judgements in increasingly complex situations and the use of social work theories.
- You must refer to the specific dimensions of working in Wales. (*4000 words +/- 10%*).

SCW Learning Outcomes - Task 3

In Task 3 you need to meet aspect of all 3 SCW learning outcomes.

1. Applying analysis in assessment to inform interventions ⁺ •
 2. Working collaboratively with people in need of care and support, their carers other Professionals ○
 3. Intervention and application of professional judgement in increasingly complex situations.
- More detail of can be found in the handbook appendix 4.

Learning Outcome -1

1. Applying analysis in assessment to inform interventions

The learner can:

- 1.1. Understand how legislative frameworks, theoretical perspectives, standards and guidance are used to inform assessment practice
- 1.2. Be able to use a citizen centred, outcome focused approach to carry out a range of assessments to promote and support well-being
- 1.3. Be able to record assessment information to inform decision making
- 1.4. Be able to make professional judgements based on assessment information.

Please see handbook appendix 4 for the more detailed breakdown in the "Assessment Criteria".

Underpinning Legislation

Why the law?

Exercise 1

- Why it is important for social workers to have a knowledge of the law?
- What do you consider to be **key pieces of legislation/policy/procedure** which underpin your area of practice?

You should consider legislation in Wales, the United Kingdom, the European Union (EU) and outside the EU.

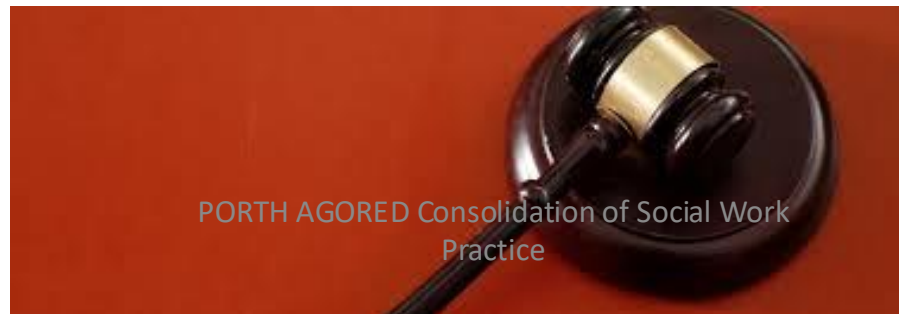


Overarching Legislation

The Social Services and Well-being (Wales) Act, 2014 (SSWB(W)A) was introduced to reform and simplify the law.

It repealed many previous laws and guidance relating to care and support replacing them with the SSWBA which builds on the White Paper: Sustainable Social Services for Wales: A Framework for Action, and it aims to strengthen safeguarding.

- It emphasises the need to consider law, regulations, guidance, policy and procedure in relation to safeguarding of adults or children



Overarching Safeguarding Legislation, Policy and Procedure

- The Social Services and Well-being (Wales) Act 2014 - Part 7 is specific to Safeguarding
- Working Together to Safeguard People, 2019
- Code of Practice under Part 10 of the Social Services and Well-being (Wales) Act 2014
- Wales Safeguarding Procedures, 2019
- Children Act 1989 and 2004
- Mental Capacity Act 2005 and the Mental Health Act 1983
- Equality Act 2010
- Freedom of Information Act 2000 and General Data Protection Regulation , 2018 (GDPR).
- Welsh Language (Wales) Measures 2011 - Welsh Language Standards
- “More than Just Words” Framework, 2022
- Human Rights Act 1998 - The European Convention of Human Rights, particularly Articles 2,3,5,6 and 8
- The United Nations Principles on Older Persons (1991)
- The United Nations Convention on the Rights of the Child (1989)
- This list is not exhaustive – it is important to find the correct legislation/policy and procedure for your area of work and reference this correctly.

Overarching Duties Under The Social Services and Well-Being (Wales) Act, 2014

- Views, wishes and feelings of the individual
- Respecting dignity
- Participation
- Characteristics, culture and belief
- Adults best placed to judge their own well-being
- Promoting independence
- Upbringing of the child by the family in so far as doing so is consistent with the well-being of the child
- Views, wishes and feeling of those with parental responsibility in so far as is practical and consistent with the child's well-being.



Welsh Legislation

Social Services & Health are devolved to Welsh Government

The Social Services and Well-being (Wales) Act 2014 embeds principles of UNCRC 1989 into its own laws. Wales is the first and only country in UK to do this:

It includes:

- Protection from abuse
- Express views and have them listened to
- Care and services if living away from home.
- Rights of Children and Young Persons (Wales) Measure 2011 imposes a duty upon the Welsh Ministers and the First Minister to have due regard to the rights and obligations in the UNCRC when making decisions of a strategic nature.
- Codes of Practice (Wales) specific to MCA and MHA
- First Children's Commissioner in UK
- Older Person's Commissioner
- UN Convention of Human Rights

(Learning outcome – 1.2)



Safeguarding legislation, policies, strategies and procedures



- The **Wales Safeguarding Procedures (WSP)** for children and adults at risk of abuse and neglect were launched in November 2019 with the aim to implement the changes from April 2020.
- Produced to help practitioners apply the legislation and statutory guidance Social Services and Well-being (Wales) Act 2014.
- They are updated regularly to keep in line with changes to legislation, guidance and practice developments.

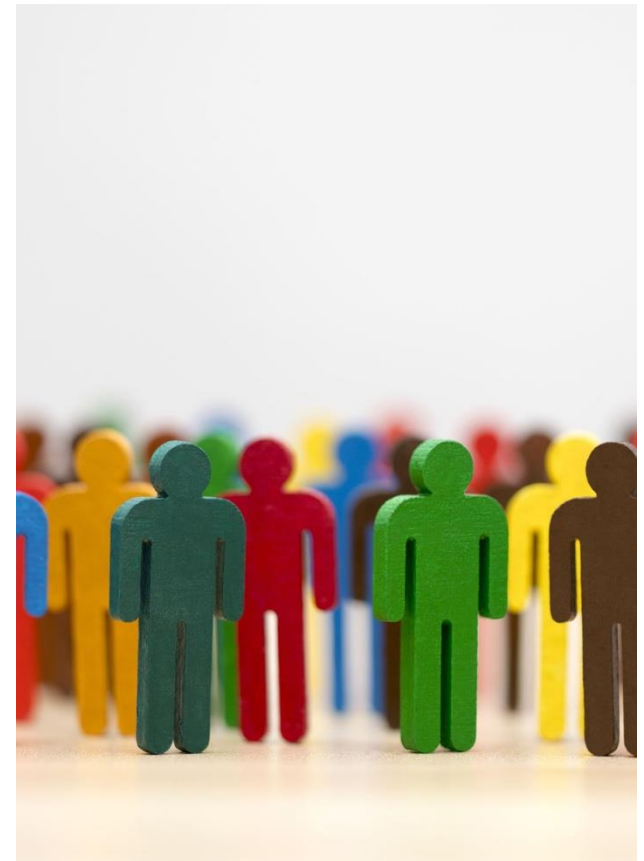
The WSP **replace** all previous procedures including:

- All Wales Child Protection Procedures 2008
- Wales Interim Policy & Procedures for the Protection of Vulnerable Adults from Abuse 2010 (updated 2013)

The Wales Safeguarding Procedures 2019– Adults (principles also applies to children)

Gathering information

- Focus on the **signs and indicators** of possible abuse and/or neglect
- Be **proportionate**
- Include **details and evidence** of concerns about harm
- Make it clear whether information is **hearsay or professional opinion**
- **Include input** from the adult at risk and/or their carers
- Be **transparent** to the adult at risk about why you're gathering information and have their consent
- **Record** the information.



The Wales Safeguarding Procedures 2019 – Adults (principles also applies to children)

Making sense of the information

- Is there enough information to **analyse** and make a professional judgement?
- Does it include **the person's** wishes, views and feelings?
- Does it provide a **clear understanding** of the outcomes the adult at risk wants to achieve?
- Is the information **evidence-based**, hearsay or professional opinion?
- Does it **support or refute** the concern/s?
- Do we need professional **advice and guidance**?

Children At Risk

Child-Centred Focus Throughout

- Child's concerns are recognised
- Child's wishes and feelings are known
- Practitioner develops an understanding of the child's everyday life
- Co-production of response leading to positive outcomes identified by the child
- Outcomes focussed / strength based

Procedures

- Outline duties around S.47 enquiries and child protection conferences
- Underlying principles from SSWBA
- Outline roles and responsibilities of partner agencies
- Timescales for the child protection process remains the same

Assessment: Some theory and practice Surviving safeguarding – Annie's Story

Assessment: Some theory and practice –Surviving
safeguarding

Watch video from 42 minutes into the video up until
53 mins <https://youtu.be/EtIAZEiDm7M>

Power and Assessments

Anti-Discriminatory and Anti-oppressive Practice

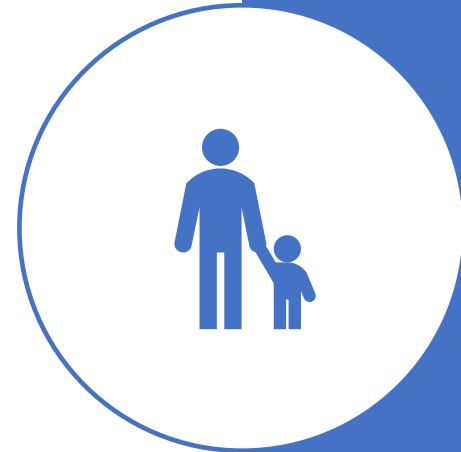
When considering safeguarding assessments or potential safeguarding assessments it is important to be aware of not only your own values but also those of your agencies, organization and society in general.

It is vital to be aware of power differentials and how these may affect us when working with difference and diversity. This could include race, ethnicity, gender, age, class, disability, mental health etc.

It important to explore working in both an anti-racist and anti-oppressive way within your portfolio.

The Welsh Government's Anti-racist Wales Action Plan Update link is below. Please take time to familiarise yourself with this.

<https://www.gov.wales/anti-racist-wales-action-plan-2024-update>



Culturally Sensitive Social Work Assessments and Intervention- 4D2P Model (Prospera Tedam 2021)

- This model can be helpful to consider your own work and to guide your reflection on power and powerlessness
- It is particularly helpful in highlighting the difference between being non-oppressive and ANTI-oppressive.

4D2P Model

- 4D's – Discuss, Discover, Decide and Disrupt
- 2P's - The 4D's are underpinned by the 2 P's - Power and Privilege (earned and unearned).



Exercise 2

Use the Tedam 4D2P model to:

- Consider a situation you have worked in where there was experience of racism, oppression and/or discrimination by the individual/child/family/carer e.g. this could be due to race, ethnicity, language, age, gender/gender identification, disability etc.
- Follow the stages of the model to reflect on this experience.
- How could you or how did you “disrupt”?
- Remember to consider the 4D’s in the light of the 2P’s to consider your own role and the role of others.

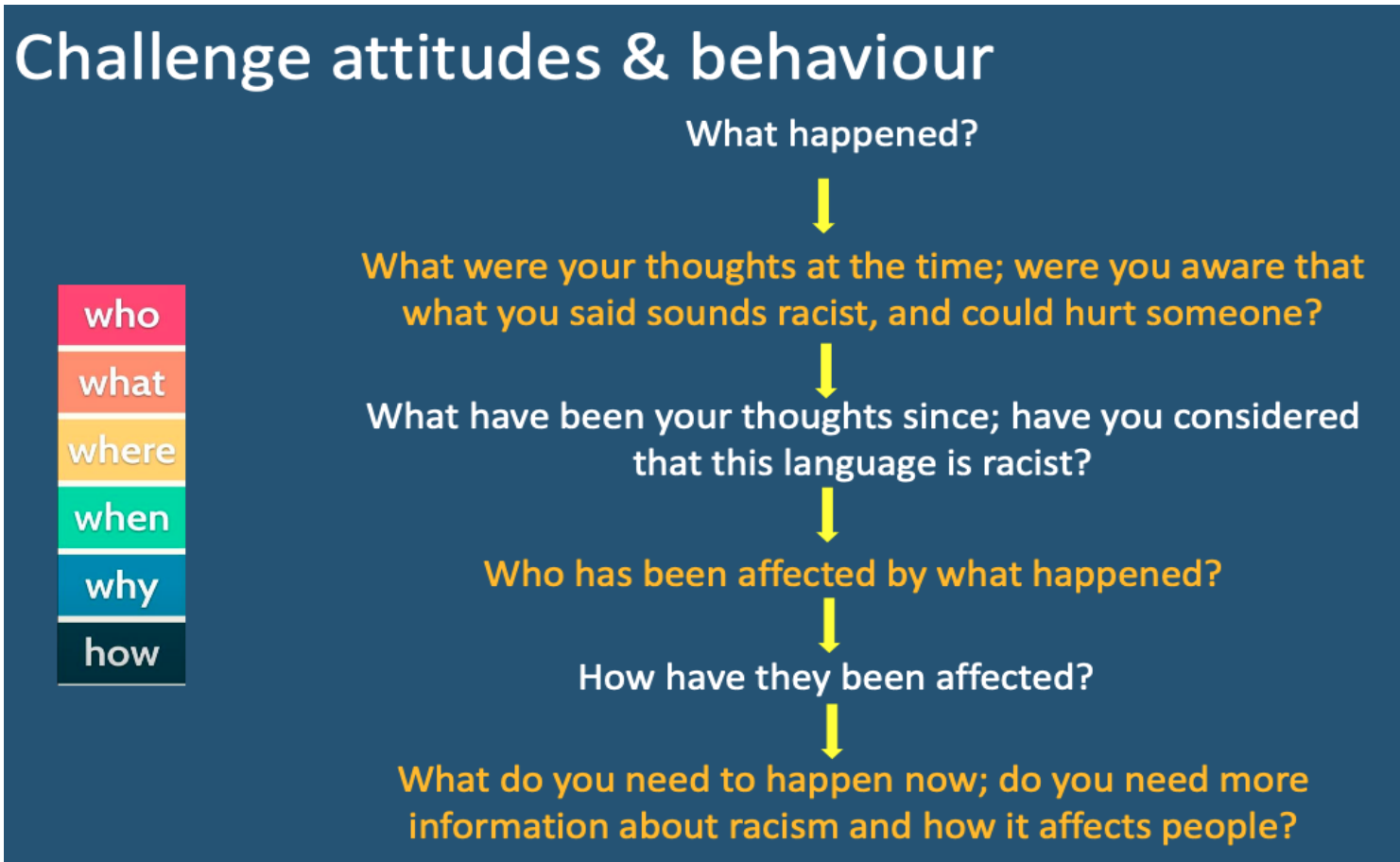
7 A's of Authentic Allyship



Designed by @anu_obaro

Challenge Attitudes and Behaviors

(Social Care Wales, 2025)



Learning Outcome - 2

2. Working collaboratively with people in need of care and support, their carers other Professionals

The learner can:

- 2.1. Be able to communicate effectively with people in need of care and support and their carers
- 2.2. Be able to work in partnership with individuals and other professionals
- 2.3. Critically reflect on own collaborative working
- Please see handbook appendix 4 or the workbook appendix for the more detailed assessment criteria.
- Also see - Workshop 2 – for more information on communication, co-production and collaborative working.

Effective multi-agency and partnership working



- Builds trust
- Less 'siloed' working – work together for a common cause
- Uses respectful challenge
- Maintains a person-centered attitude
- Ensures clarity of purpose with clear and honest explanations
- Understands the lived experience of those involved
- Works collaboratively to define and resolve difficulties
- Operates from a strengths-based/outcome focused approach.

Tensions and Conflicts

Exercise 3

- Reflect on some of the potential **tensions and conflicts** inherent in your area of practice when trying to work collaboratively?
- These may include conflicts of interest, clashes of values.
- You should also consider the potential impact of conflicts related to legislation/policy/procedure when trying working collaboratively with individuals, families, carers and other professionals, organisations, agencies.

Tensions & Conflicts

Social workers working in a legal context will be faced with dilemmas:

- * Independence v Dependence;
- * Intervention v Laissez Faire;
- * Authority v Partnership (co-production);
- * Conflicting Rights;
- * The need to protect versus the need to promote rights.

The law sets boundaries: in relation to POWER and DUTIES

Social workers need to know and understand these.

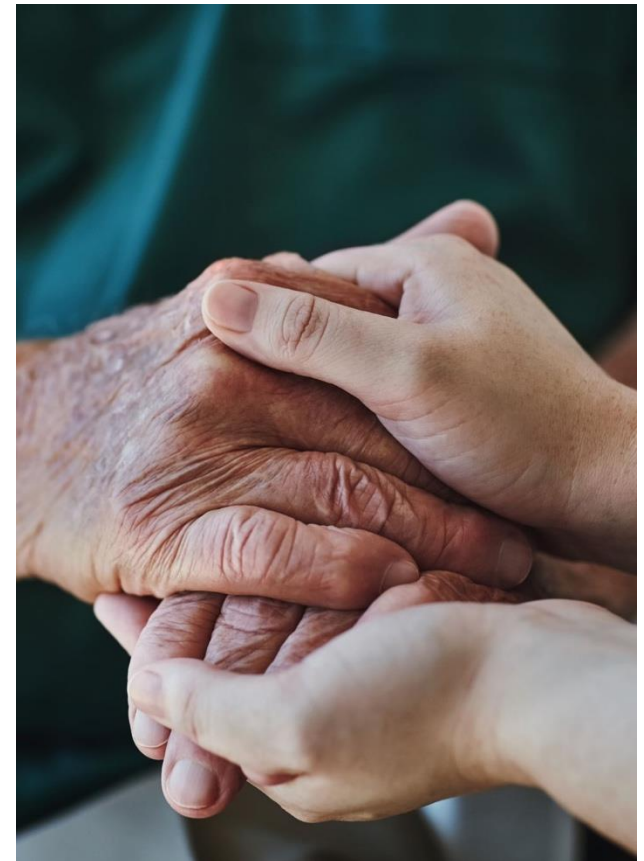
The SSWB(W)A Code of Practice can be useful to explore these issues however ensure they are read in conjunction with the regulations.



Risk, Protection and Values

- Dealing with risk and protection is fraught with moral and ethical dilemmas for social workers
- There is often no “right” or “wrong” answer as assessing risk is never an exact science
- Wrong decisions in the assessment process can have grave and profound implications
- Decisions are often made in conditions that are “manufactured uncertainty” where not only is the knowledge base incomplete, but more and better knowledge often means more uncertainty.

Adams, Dominelli and Payne (2009)



Ethics and Effective Practice

Ethical practice incorporates:

- Strong, empowering value base incorporating an awareness of how your approach to practice impacts on individuals
- Anti-discriminatory and anti-oppressive practice
- Accountability both personal and professional

Watson and West (2006)

Effective practice involves:

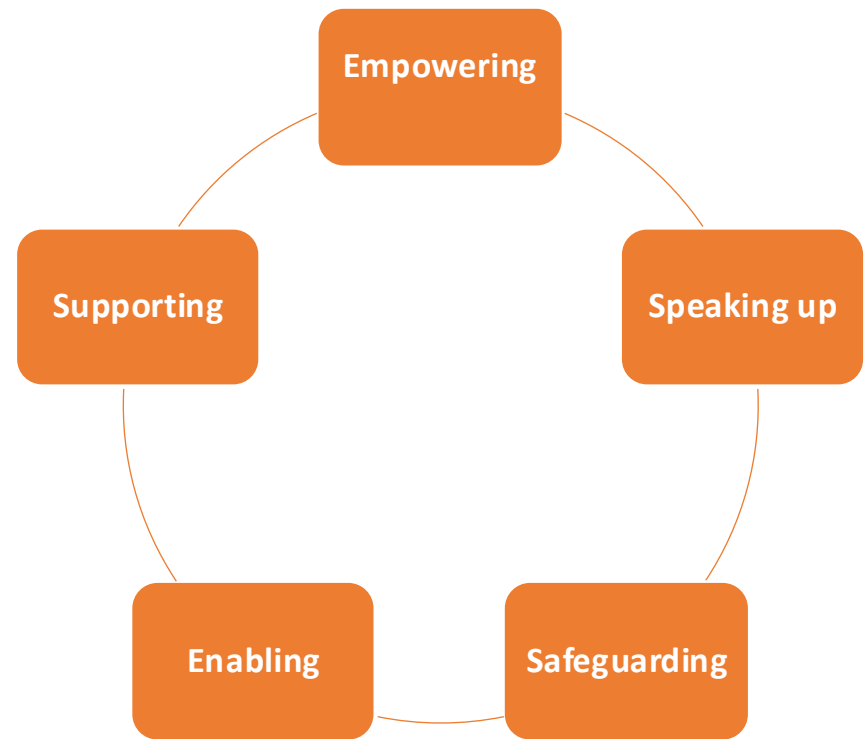
- Theoretical understanding of workers' and individuals' actions within a particular socioeconomical context
- Understanding of the relevant current research evidence
- Clear process of evaluation which incorporates the individual's perspective.

Watson and West (2006)



Advocacy - Principles

- A relationship based on trust and empowerment
- Not based on best interests, but on what the individual's wishes are
- Able to identify risk of abuse and abuse
- No conflict of interest – clarity of purpose
- Individual is at the centre of making their own decisions and choices



Exercise 4 - Safeguarding

- In groups, please take 5 minutes each to outline the case you are planning to use for Task 3 – Safeguarding.
- The case must have an element of safeguarding
- The case you choose **must** be a case you have worked on since commencing this programme.



Appreciating Biases within the Risk Assessment Process Shorten

- During the course of their normal working day, social worker make decisions that have an impact on people's lives.
- Often, they are operating with minimal information and are forced to make decisions within specific timeframes.
- Many of the decisions they make have far reaching implications on the lives of individuals.
- Making it extremely important that the influences and biases that affect these decision-making processes are better understood.

Kershall and Pritchard (2007)

Professional Curiosity - Collaboration

- Professional curiosity is the capacity to explore and understand what is happening within a family rather than making assumptions or accepting things at face value.
- The views and feelings of children/adults are actually very difficult to ascertain
- Professionals do not always listen to adults who tried to speak on behalf of an individual/child
- Professionals can be fooled with stories we want to believe are true, this can lead to a failure to look further or take on board information which disagrees with our original hypothesis.
- Effective multi agency work needs to be coordinated
- Challenging parents/individuals (and colleagues) requires expertise, confidence, time and a considerable amount of emotional energy

worcestershiresafeguarding.org.uk

Learning Outcome 3

3. Intervention and application of professional judgement in increasingly complex situations

- 3.1. Understand the relationship between social policy, legislative frameworks and guidance with social services provision in Wales
- 3.2. Be able to manage your role as a social worker in increasingly complex situations
- 3.5. Be able to exercise the professional social work role in safeguarding interventions
- 3.6. Be able to contribute to legal processes within the remit of professional social work
- 3.7. Be able to exercise professional accountability in increasingly complex situations.

Dimensions of Working in Wales

This section needs to:

Evidence personal experience of challenges faced in the social care sector in relation to Welsh language and culture

Including:

- Geographical context, understanding of culture, institutions and languages spoken
- Legislation, Policy and Procedure including Safeguarding boards and Welsh Measures.

Question

What examples could you give of relevant Welsh context related to safeguarding in your area of work?



Social Services and Well-Being (Wales) Act (2014): Human Rights

Overarching duties:

A person exercising functions under the SSWB(W)A must have due regard for United Nations Principles for:

- Older Persons
- Rights of the Child
- Rights of Disabled People
- Public authorities must not act in a way that is incompatible with rights under the European Convention on Human Rights (Code of Practice: Part 2 of the Act)
- These need to be understood in terms of absolute rights, limited rights or qualified rights

What do these rights mean?



Intervention and
Application of
Professional
Judgement in
Increasingly
Complex Situations

Demonstrate an understanding of the relationship between social policy, legislative framework and guidance of social work provision in Wales



Deciding what constitutes abuse is not always easy as it is usually contextual and depends upon factors such as age and/or the capacity of the individual thought to be at risk.

Social Work Theories

Theory underpins professional decision making

Consider:

- What are the core skills of a theory?
For instance: a person-centred approach - what does this actually mean in terms of the intervention?
E.g. warmth, empathy, genuineness etc.
- How do/did the theories you are using underpin the assessment?
- How did you evaluate their effectiveness in this case/intervention?
- Are there any issues to consider in relation to the theories you have chosen?
- **You MUST include use of “theories” in task 3 i.e. more than one theory.**



Theories - Including Models

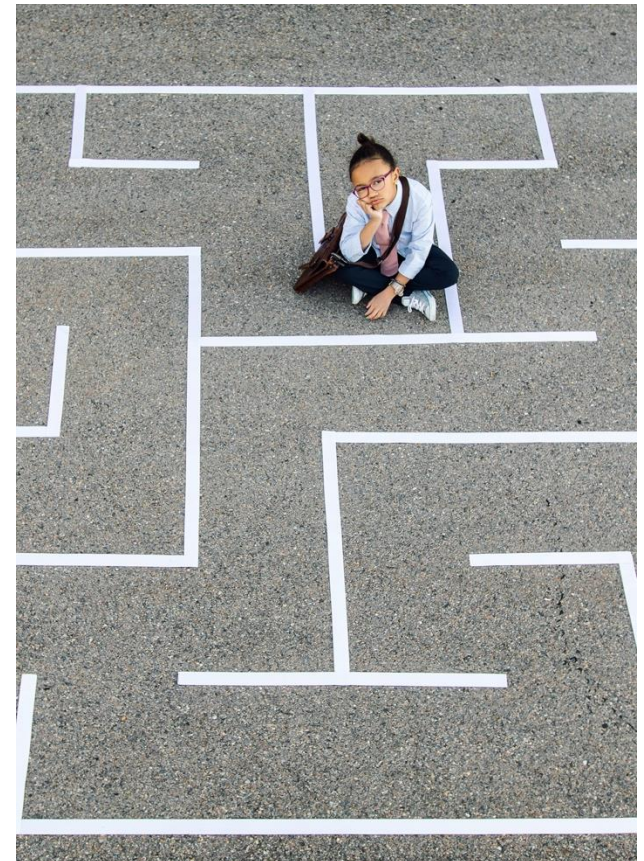
Exercise 5:

- Identify some theories (this can include models) you followed or plan to follow in your safeguarding case for Task 3.
- Consider why you think them relevant?
- Evaluate what impact they had/may have?



Consider Complexity

- Many different agencies/services are usually involved
- These may have different values, outcomes, models of care etc.
- Multiple problems e.g. it is not isolated to one issue, for instance drug and alcohol issues could also involve learning disabilities and domestic violence
- Complex social group e.g. families, friends etc
- Ambiguities- feelings, reason for decisions made, impact of decisions and actions taken, conflict of interest.



Complex Thinking

Complex thinking involves:

- Revisiting ideas through reflection, critical thinking and doing which enables us to re-evaluate them in the light of our developing practice and reading about practice, as our understanding of those ideas becomes deeper and more refined.
- It allows us to test and change ideas about situations that face us
- Practice involves a complex combination of practical skills, knowledge, values, thoughts, feelings and action.



Decision-Making and Planning

- What does the information gathered say about **risk** of harm and **protective** factors around the adult/child at risk?
- Is there enough information to make an informed decision about the **next steps**?
- What are the wishes of the adult at risk? Are the child's wishes known? Has the adult's/child's voice been heard?
- What do **practitioners** need to do to protect the adult/child at risk from abuse and neglect without breaching their right to family life?

What can you identify as key factors/principle you need to consider when assessing risk?

Professional Judgement Based on Assessment Information

This should include:

- Identifying and analysing relevant factors that have/may increase complexity
- Professional boundaries (legal and organisational)
- Negotiate with others to reach decisions including individuals' views, needs, strengths, risk and protective factors
- Recommendations and justification of decisions (accountability)
- Use supervision and mentoring to consider and manage complexity – this is important to evidencing professional decision making
- Use of research evidence to inform professional decision making.

Safeguarding Task 3

Recap – What to include

You must demonstrate your understanding of:

SCW learning outcomes:

- The integration of analysis in assessment
- Collaborative working
- Professional judgements in increasingly complex situations
- Use of social work **theories**
- Specific dimensions of working in Wales
- Exploration of power differentials and social works dilemmas
- Current legislation, policy and procedures relevant to your area of social work
- Data protection and information sharing
- Equalities legislation
- Health and safety at work
- Domestic and international law; including human rights and the UN Convention of Human rights.

Safeguarding Task 3

Hints and Tips



- Fully answer the question, meet the marking criteria, evidence the learning outcomes and NOS, intergrade social work values and the CoPP.
- Set the scene - Identify the geographical and cultural context to the case e.g. age, ethnicity, language needs etc.
- Include references to **theories (at least 2 theories are required to pass)** and recent research.
- Be **critically reflective rather than overly detailed** –
- It can help to include and integrate a model of reflection, but you **do not** need a referenced model for this task).
- Make sure you write Task 3 in your designated area of work (either children or adults) not a mix of both and that it is a case you have worked on since you commenced the consolidation programme.
- Explain things fully, including your role in the safeguarding process or what your role **could** have been rather than presuming the reader understands, for example core groups, thresholds, identifying risk, links to legislation/policy/procedure etc.

Workshop 4

- You will be booked in for a 10 minute 1 to 1 slot at workshop 4 or an alternative time will be offered
- This is chance to clarify issues and discuss your work
- Please send work you would like to discuss to the trainer at least 5 working days before workshop 4 via email so they have had a chance to look through it before they meet you
- Please bear in mind the trainer may not be able to look at the whole of your portfolio, so pick out tasks you would like help/advice with and make this clear in the email.

By workshop 4

- Completed Task 1 part a – developmental review
- Undertaken and written up your observation – Task 2
- Finished a draft of your safeguarding essay – Task 3
- Workshop 4 will allow time to go over any section you would like to clarify/discuss further
- Ensure you book in your 3 days study leave if you have not done so already.

Reference List

- Adams, R, Dominelli, L and Payne, M (2009) *Social work Futures*, Basingstoke: Palgrave Macmillan.
- Johns, R (2005) *“Using the Law in Social Work”*, Exeter: Learning Matters Ltd.
- Kershall, H and Pritchard, J (2007) *“Good Practice in Risk Assessment & Risk Management”*, London: Jessica Kingsley.
- Tedam, P (2021) *Anti-Oppressive Social Work Practice*, London: Learning Matters, Sage Publication.
- Watson, D and West, J (2006) *Social Work Process and Practice*, Basingstoke: Palgrave Macmillan.

Evaluation

What do you think worked well in the workshop/what did you find helpful today?

Was there anything you didn't think worked so well?

Do you have any suggestions of ways we could improve this workshops?

- The trainers will leave you for 5 minutes to do an evaluation of the day.
- Please could one of you take notes of the feedback from the group and pass on to the trainer (either type into the discussion/chat box if online or on a flip chart if face to face).

Thankyou.