

Repeat Victims & Vulnerability



By the end of this lesson, you will be able to:

1. Define what a repeat victim is
2. Describe the impact that asb/crime has on repeat victims
3. State who could be considered as vulnerable
4. State who could be considered as vulnerable
5. Explain the terms risk factor & protective factor & the difference between a risk factor & actual vulnerability
6. Explain key considerations when responding & supporting a person who may be vulnerable
7. Explain the initial action to take when dealing with a person who is, or may be vulnerable
8. Summarise some of the key national drivers in relation to vulnerability

BBC NEWS

Diane Lofthouse

Fiona Pilkington

<https://www.youtube.com/watch?v=JWozv3rlul8>



As an introduction, trainer to play below video clip up to 4 mins to show the impact to repeat victims and why it is of such high importance that they are dealt with appropriately.

Fiona Pilkington

QTS – What are your thoughts on this?

Trainer to facilitate a discussion on what went wrong. Points to get out will be Lack of Communication between Agencies. Lack of ownership by Police.

Following years of repeated abuse on October 23, 2007 Fiona Pilkington drove to a remote lay-by, with her 18 year-old daughter Frankie Hardwick. She poured petrol over the back seat and set the car alight. Both Fiona and Frankie died.

Are students aware of any cases?

A Victim

Someone who has suffered as a result of someone else's action or beliefs, or as a result of unpleasant circumstances

victim



Trainer to ask:

Q. What is a victim? Discuss.

Q. Why would victims not report being a victim of Crime or ASB to the Police?

Answers could include:

- not knowing how to report,
- language barriers
- trivial or no loss perceived
- previous poor experience of service
- Police can't/won't do anything, it's a private matter
- inconvenient to report
- reported to other agencies
- common occurrence
- fear of reprisals
- dislike or fear of Police
- not knowing a crime/ASB has taken place.

It could be that incidents that previous incidents have not been reported and as such did not receive a police presence.

Repeat Victim

When the same person or place suffers from more than one incident over a specified period.



Before showing the slide, trainer to ask:

Q. What do you think a 'repeat victim' is?

The Pattern

Once victimised, a person or place is more likely to be victimised again than one that has not. Furthermore, the risk of re- victimisation increases the more a person or place has been victimised.



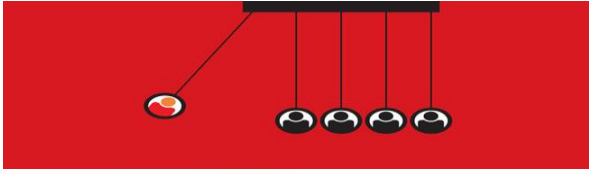
QTS – Do you agree with this?

QTS – Can you think of any examples where this may be applicable?

The Impact

Victims do not get 'used' to crime, and suffer many emotional side-effects even when victimisation episodes appear individually trivial

It can be compared to a bereavement process where victims go through various stages after each incident & this applies to relatively trivial crimes as well as those viewed as more serious by society.







QTS – what impact will this have on victims, society and the local community?

Every person who comes into contact with a member the Force will receive the highest standard of quality of service and professionalism. A Victim will tell you that their ultimate wish, apart from being a victim in the first place, is not to become a victim again.

It is therefore important that our response is aimed at safeguarding and preventing further victimisation.

The reporting officer must view each and every crime for its potential to be repeated. Those that fall into this wide category will follow the below escalation process.

Consideration should be given at an early stage, by supervisors, of involving Neighbourhood policing Teams to provide reassurance and to complete enquiries, especially if a response officer is the reporting officer and may have difficulty in providing the level of service required to address these issues

Consideration to be given to utilising other Agencies to assist.. What other agencies are there in your area?

**What does Vulnerability
mean to you?**



QTS – What is vulnerability? What does it mean to you?

Definitions from group – Board blast. Prior to de-briefing, play the video on the next slide. Contributions may be added by students following this film.

Look for the signs

<https://www.youtube.com/watch?v=IALupHU5A-0>



Click on the link and it will take you to you tube in relation to vulnerability. The video is 4:26 Developed by West Mercia and Warwickshire Police it will assist in de-briefing the boardblast. This is also a good platform when it come to Public Protection inputs later on in the course.

Definition

The quality or state of being exposed to the possibility of being attacked or harmed, either physically or emotionally

Oxford Languages

Someone who is vulnerable is weak and without protection, with the result that they are easily hurt physically or emotionally

Collins English Dictionary



No legal definition – Dictionary Definition

Who could be considered vulnerable?



Reiterate that this definition will be widely used throughout several other inputs they will receive and is an area of policing that is currently being focused upon.

Based on the information that has been given previously.

Q. Who could be considered vulnerable? Trainer to record on whiteboard

Answers to include:

- Children
- Some adults – those who are physically or mentally frail
- People with learning disabilities
- People suffering from mental ill health
- People who are ill and would need help to carry out normal daily tasks
- People who have undergone a recent traumatic event – e.g. bereavement, divorce, job loss etc.
- People who are victims of domestic abuse

Q. What can we do as the police to reduce the risk to them ?

Trainer to highlight that some measures such as Early Help and C of P guidelines will be discussed later in the session

Who can be classed as vulnerable?



Children (always)



Some Adults



A child is defined as any person under the age of 18 years of age
Section 105 of the Children's Act 1989

When is a person 'vulnerable'? – College of Policing Definition

A person is vulnerable if, as a result of their situation or circumstances, they are unable to take care of or protect themselves from harm or exploitation.



The situations or circumstances may include : -

Personal Circumstances: Social isolation, Poor social/communication skills, history of offending, repeat victim, self-neglect, living conditions, bereavement, poor education.

Health and Disability: Learning disability, physical disability or illness, mental health needs, people with diagnosed conditions such as autism, drug/alcohol misuse or dependency, intoxication

Personal Vulnerabilities: Gender / transgender, sexual orientation, ethnic background, age, disability, religion / belief

Economic Circumstances: Financial, unemployment, housing

If you take all of the above into consideration this pretty much means everybody is vulnerable. This probably includes us at some point in our lives.

Some of the factors & situations that should be taken into account in identifying people who may be vulnerable include the following:

Health and Disability

- Learning disability
- Physical disability or illness
- Mental health needs
- Drug and / or alcohol misuse

Equalities / Discrimination Factors

- Gender / transgender
- Sexual orientation
- Ethnic background (including language)
- Age
- Disability
- Religion / belief



Trainer to explain that although this is not an exhaustive list, these are some factors which may help identify vulnerability.

Factors & situations that should be taken into account in identifying people who may be vulnerable include the following:

Adverse family circumstances

Personal Circumstances

Language barriers

Lack of support

Poverty

Presence of an abuser

Isolation



Adverse family circumstances eg deprivation, financial concerns, poverty, unemployment, poor education, poor housing conditions (including geographical location) child protection, child in need, child in care, domestic abuse, family members/carers with mental health / drug / alcohol problems, family members/carers with a history of offending, presence of an abuser

Personal circumstances - Considers themselves vulnerable , social isolation, poor social skills, history of offending, self neglect, overcrowding, Affected by anti-social behaviour

Police cannot alter those personal factors that make an individual vulnerable.

Risk Factors vs Protective Factors

Risk factors

Characteristics at the biological, psychological, family, community or cultural level that precede and are associated with a higher likelihood of negative outcomes.

Protective factors

Characteristics associated with a lower likelihood of negative outcomes or that reduce a risk factor's impact. Protective factors may be seen as positive countering events.



QTS – What is a risk factor? What is a protective factor?

Risk and protective factors.

Many factors influence a person's chance of developing for example a mental and/or substance use disorder, effective preventions focuses on reducing those risk factors, and strengthening protective factors, that are most closely related to the problem being addressed.

Risk factors – are characteristics at the biological, psychological, family, community or cultural level that precede and are associated with a higher likelihood of negative outcomes.

Protective factors are characteristics associated with a lower likelihood of negative outcomes or that reduce a risk factor's impact. Protective factors may be seen as positive countering events.

Some risk and protective factors are fixed, they don't change over time. Other risk and protective factors are considered variable and can change over time. Variable risk factors include income level, peer group, adverse childhood experiences (ACE's), and employment status.

All people have biological and psychological characteristics that make them vulnerable to, or resilient in the face of potential issues. Because people have relationships with their communities and larger society, each person's biological and psychological characteristics exist in multiple contexts. A variety of risk and protective factors operate within each of these contexts. These factors also influence one another.

Targeting only one context when addressing a person's risk or protective factors is unlikely to be successful because people don't live in isolation. Eg.

In relationships risk factors include parents who use alcohol and drugs or who suffer from mental illness, child abuse and maltreatment, and inadequate supervision. In this context, parental involvement is an example of a protective factor.

In communities risk factors include neighbourhood poverty and violence. Here protective factors could include after school activities.

In society risk factors can include norms and laws favourable to substance use as well as racism and a lack of economic opportunity. Protective factors in this context would include hate crime laws or policies limiting the availability of alcohol.

Risk factors tend to be positively correlated with one another and negatively correlated to protective factors. In other words, people with some risk factors have a greater chance of experiencing even more risk factors and they are less likely to have protective factors.

These correlations underscore the importance of early intervention and interventions that target multiple not single factors

QTS - What is the difference between a risk factor and actual vulnerability?

Difference between risk factors (they can change/ be changed). Actual vulnerability e.g a child's age or MH status cannot.

Assessing Vulnerability

When making an assessment, individuals should apply a common sense approach in-line with the Protecting Vulnerable Persons training



Adultification & the Rights of Children

'When notions of innocence and vulnerability are not afforded to certain children.'
(Davis and Marsh 2020)



Adultification is a type of bias which skews the perception of certain children, leading to others – including professionals – viewing them as more 'grown up' or, 'adult'.

Adultification can lead to safeguarding procedures not being properly applied & children experiencing a higher risk of harm



QTS – what is Adultification?

Leading safeguarding experts in this field, Jahnine Davis and Nick Marsh, provide the following adultification definition:

'..When **notions of innocence and vulnerability are not afforded to certain children.**'
(Davis and Marsh, 2020)

They confirm that when this happens outside the home, it is **always grounded in bias and discrimination**. Certain aspects of that child's personal characteristics, socio-economic situation or lived experiences are met with discriminatory responses. This means that, rather than being seen as children experiencing abuse, they are viewed as either responsible in some way, or as more resilient and able to withstand maltreatment. It comes from the attitudes of people, organisations and services who surround the child.

Although adultification can apply to all children, there are clear groups of children that are more likely to be affected. Black children are much more likely to be subject to adultification bias. Black boys and girls are often perceived through the lens of racialised stereotypes.

A recent report commissioned by HM Inspectorate of Probation, also highlighted that the following factors can also contribute to children being more at risk of adultification:

- Experiencing domestic abuse.
- Socio-economic disadvantage.
- Experiencing transphobia.
- Homelessness.

•Each child's circumstances are unique and an individual may possess a number of different characteristics that increase or decrease their likelihood of being subject to adultification (or of experiencing other forms of discrimination along with adultification). The interplay of characteristics, such as age, ethnicity, gender identity and sexual orientation all have an impact.

Adultification can lead to safeguarding procedures not being properly applied and children experiencing a higher risk of harm. It can lead to a more punitive response than a safeguarding one. For example, a teenager found to be criminally exploited to sell drugs may be seen more as a culpable individual that needs to be penalised, rather than a child who needs to be protected from those seeking to exploit them.

- www.highspeedtraining.co.uk

Adultification Impact & Child Q

- Devastating & far reaching impact on child
- Further abuse & trauma
- Lack of trust in people & agencies supposed to protect them
- Experiencing poorer life outcomes

- Black girl, secondary school age, strip searched whilst menstruating
- No appropriate adult present, mother was not informed
- School called the police with suspicions that she was carrying drugs
- Search of her possessions did not support this. However, police went ahead with strip search
- No drugs were found on her person



QTS – what could be the impact of Adultification on a child?

Adultification can lead to a more punitive response than a safeguarding one. For example, a teenager found to be criminally exploited to sell drugs may be seen more as a culpable individual that needs to be penalised, rather than a child who needs to be protected from those seeking to exploit them.

Adultification can have devastating and far-reaching effects on a child. These can include, but are not limited to:

- Being subject to further abuse, in turn causing trauma.
- Developing a lack of trust in the people and agencies that are supposed to protect them, meaning that they do not feel able to seek support or protection.
- Experiencing poorer life outcomes – missing education, entering the criminal justice system, experiencing mental ill-health, etc.

The concept of adultification became more widely recognised after the review of the case of Child Q.

Child Q, a Black girl of secondary school age, was strip searched whilst menstruating, by police officers on school premises in 2020. There was no Appropriate Adult present and her mother was not informed. School staff had called the police with suspicions that she was carrying drugs. Searches of her possessions did not support this and no drugs were found. However, police went ahead with the strip search. No drugs were found on her person.

In March 2002, a [Local Safeguarding Practice Review](#) concluded that Child Q had been exposed to a traumatic event and had suffered harm. The report found that **adultification was a factor in her treatment**. It concluded that she 'received a largely criminal justice and disciplinary response from the adults around her, rather than a child protection response' and that 'the disproportionate decision to strip search Child Q is unlikely to have been disconnected from her ethnicity and her background as a child growing up on an estate in Hackney'.

Welsh Government

Safeguarding is about protecting children and adults from abuse or neglect and educating those around them to recognise the signs and dangers.



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

<https://gov.wales/topics/health/socialcare/safeguarding/?lang=en>

Trainer to signpost the students to the additional reading on Moodle contained in the folder –

Information sharing – advice for practitioners providing safeguarding services to children, young people, parents and carers.

Safeguarding disabled children

All Wales Safeguarding App

Key Principles	
Empowerment: People being supported & encouraged to make their own decisions & informed consent	I am asked what I want as the outcomes from the safeguarding process & these directly inform what happens'
Prevention: It is better to take action before harm occurs	'I receive clear & simple information about what abuse is, how to recognise the signs & 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 & they will only get involved as much as needed.'

6 key principles underpin all safeguarding work – Department of Health, 2017, paragraph 4.13)
 Making safeguarding personal

Key Principles	
Protection: Support & representation for those in greatest need.	'I get help & support to report abuse & 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. Communities have a part to play in preventing, detecting & reporting neglect and abuse?	'I know that staff treat any personal & sensitive information in confidence, only sharing what is helpful & necessary. I am confident that professionals will work together & with me to get the best result for me.'
Accountability: Accountability & transparency in delivering safeguarding	'I understand the role of everyone involved in my life & so do they.'

6 key principles underpin all safeguarding work – Department of Health, 2017, paragraph 4.13)
 Making safeguarding personal

Social Services & Wellbeing Act 2014

Section 128 Duty to report adults at risk

Relevant partners have a duty to report any incidents involving an Adult at Risk

Adult at Risk

Aged 18 years or older who:

- Is experiencing, or is at risk of abuse or neglect
- Has needs for care & support (whether or not the authority is meeting any of those needs), &
- As a result of those needs is unable to protect self against the abuse or neglect, or the risk of it



QTS – what do you think the criteria is for an adult to be at risk?

In order to safeguard each organisation has a Statutory Duty to work together to protect the most vulnerable

Relevant partners have a duty to report any incidents involving an Adult at Risk.....

So what agencies do you think fall under relevant partners?

GET STUDENTS TO DISCUSS

QTS- How does this definition differ from the police definition?

Relevant partners include local authorities, probation services, NHS Trusts, the secretary of state, Welsh ministers and us the police.

As serving Police officers we now all have a duty to report to any or suspected incident involving any adults at risk regardless of where you work or your role. The duty is to report to the local authority of that area.

The key elements to note here refer to the individuals who have needs for care and

support (whether or not the authority is meeting any of those needs) and as a result of those needs they are unable to protect themselves from the risk of abuse or neglect

Section 127 of the Social Services and Well-being (Wales) Act 2014 enables an application to be made to magistrates' courts for an adult protection and support order. An order under this provision may be sought in relation to a person living in any premises within the area of the appropriate local authority. The purpose of such order is to enable an authorised officer of the local authority to speak in private to a person suspected of being an adult at risk in order to establish whether he or she can make decisions freely, to assess whether the person is an adult at risk and to establish whether any action should be taken, and if so, what action.

Applications for such orders may be made by an authorised officer who is an individual authorised by the appropriate local authority to perform functions under this section. Section 127(9) of the SSWA 2014 enables the Welsh Ministers in regulations to place restrictions on who may be authorised under this section, for example, by requiring particular qualifications or experience. (see the Adult Protection and Support Orders (Authorised Officer) (Wales) Regulations 2015(), regulation 3.

When an adult protection and support order is in force, the authorised officer, a police constable (if considered necessary) and any other person specified in the order has the power to enter the premises where the suspected adult at risk is living, for the purposes of the order. The constable may use reasonable force (for example, to gain access to the premises where the adult at risk lives) if such force is necessary to enable the purposes of the order to be fulfilled.

Q. Who are the relevant partners? Who do the partners report the Adult at Risk to?

Trainer to note student responses and discuss

Relevant partners: -

Police

Health

Care Settings

Probation

Local Authority

The local Authority are the agency to whom the concern is reported (similar to concerns regarding children)

Early Help

‘Early Intervention & prevention’ aims to ensure that children, young people, adults & families ‘in need’, who do not meet the statutory safeguarding threshold, get the right help as early as possible **before a situation escalates** to being a safeguarding concern or intervention



We currently use Public Protection Notices (PPN's) as a means of referring people and families to Partner Agencies for safeguarding support, but over the last few years as many as 70% of those PPN's submitted by police were not shared as they did not meet the safeguarding threshold of significant harm. This means that many people and families do not get the appropriate help or wellbeing support they need **at the earliest opportunity** and they subsequently keep calling the police as they do not know who to turn to, for help.

The Early Help referral pathway is the evolution of the Early Action Together (EAT) pilot which ran in 2019/2020, which not only demonstrated the improved quality of life for those people referred for early help and support, but also showed that a greater synergy between police and social care partners could further reduce, redirect, and resolve demand earlier and more effectively.

Evidence demonstrates that majority of vulnerability related incidents that police deal with on a day to day basis constitute wellbeing demand, which would in all likelihood benefit from early intervention in the form of support and assistance; be that through simple signposting or more intensive bespoke services.

Neighbourhood Policing and Local Authorities have embedded PCSOs force-wide in Early Help hubs, and

help bridge the gap between the wider police service and early help, by giving a criminal justice perspective on cases, advising when the police needed to intervene and building trust with victims to support them to take police action.

Public Protection Notice Vs Early Help

A PPN is suitable for any incident:

1. That requires an officer to use their powers to protect a vulnerable person from harm
2. Where their ongoing wellbeing needs are likely to be supported by external agencies

A PPN is likely to be suitable for properly graded & relevant G1 calls involving vulnerable people

A EH is suitable for any incident:

1. In any other case (i.e. not urgent) where the officer determines that the person needs external support to help them with identified needs
2. It may be that the assessment is such that an officer can undertake low level problem solving at scene, referral to victim support etc & nothing should detract from this



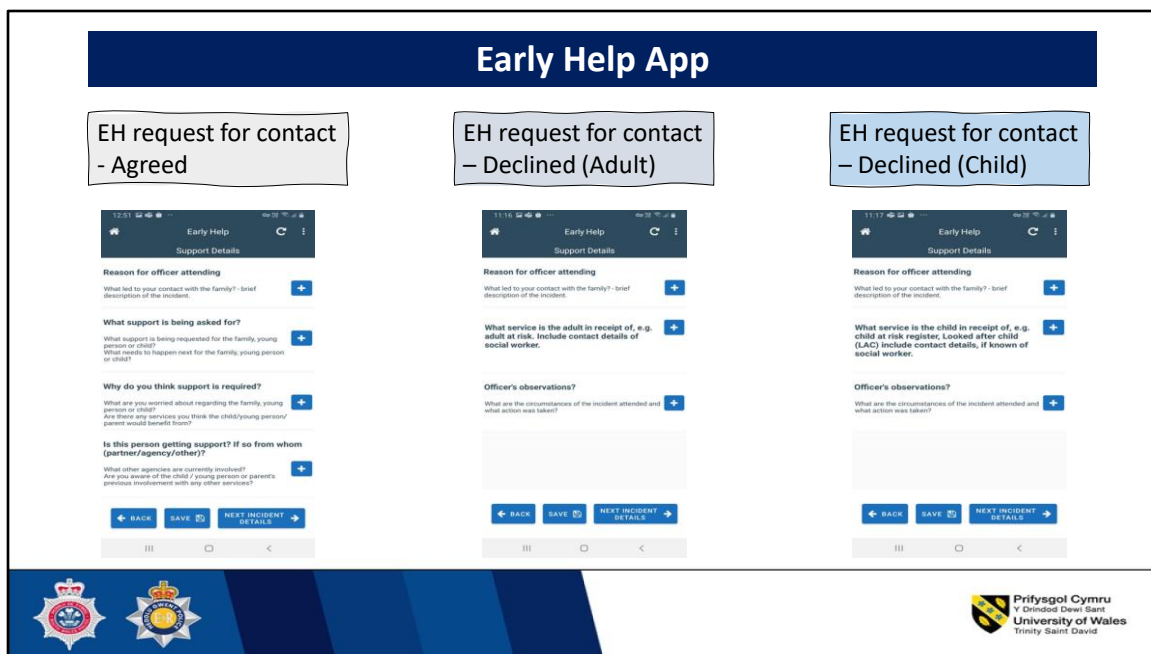
Circumstances where a PPN must be submitted

1. Where a vulnerable person is known by police to be an active case with social care
2. Children in custody (referral to YOS)
3. Cases involving any form of domestic abuse
4. Repeated situations whereby Early Help referral is declined
5. Care of missing from home where exploitation is suspected to be a factor
6. Cases that are likely to lead to criminal investigation (i.e. joint investigation between PPU and Social Care Services)

Some FAQ

Do we submit both a PPN and EH referral? The answer is 'no'

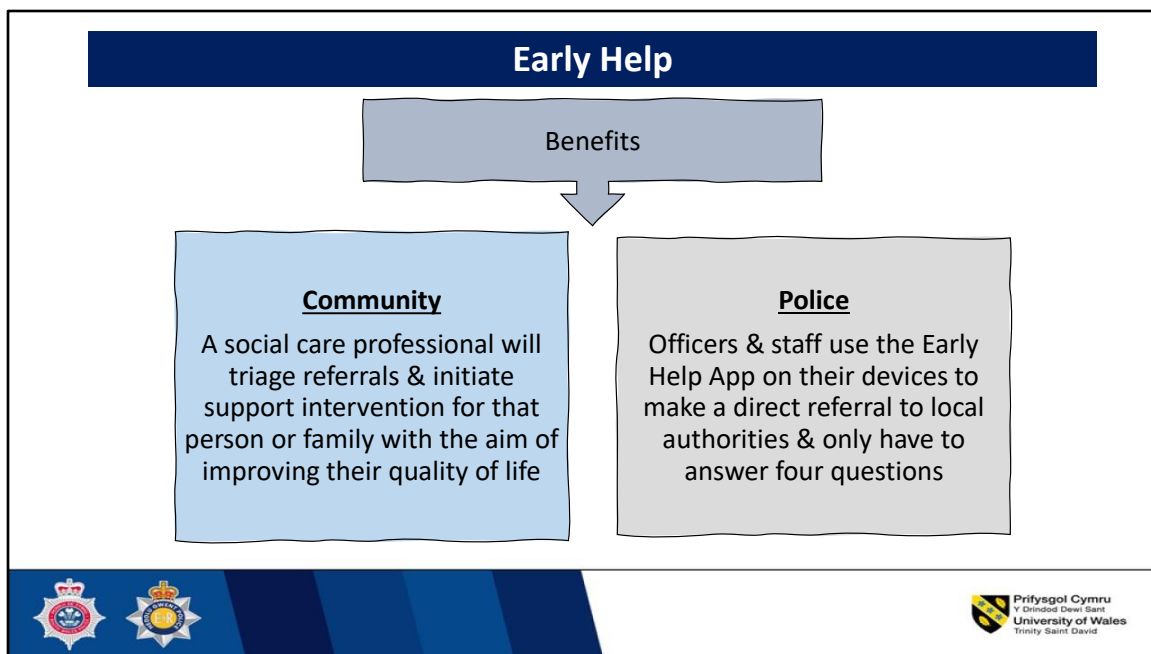
What if I submit the wrong referral? There is a step up process with each Local Authority. If any safeguarding is identified, they will step it up to safeguarding so even if you get it wrong, there is a contingency to cover this.



This is relevant for SWP and Gwent as it is a joint app developed by DSD (although this is not in in Gwent as yet, it will be)

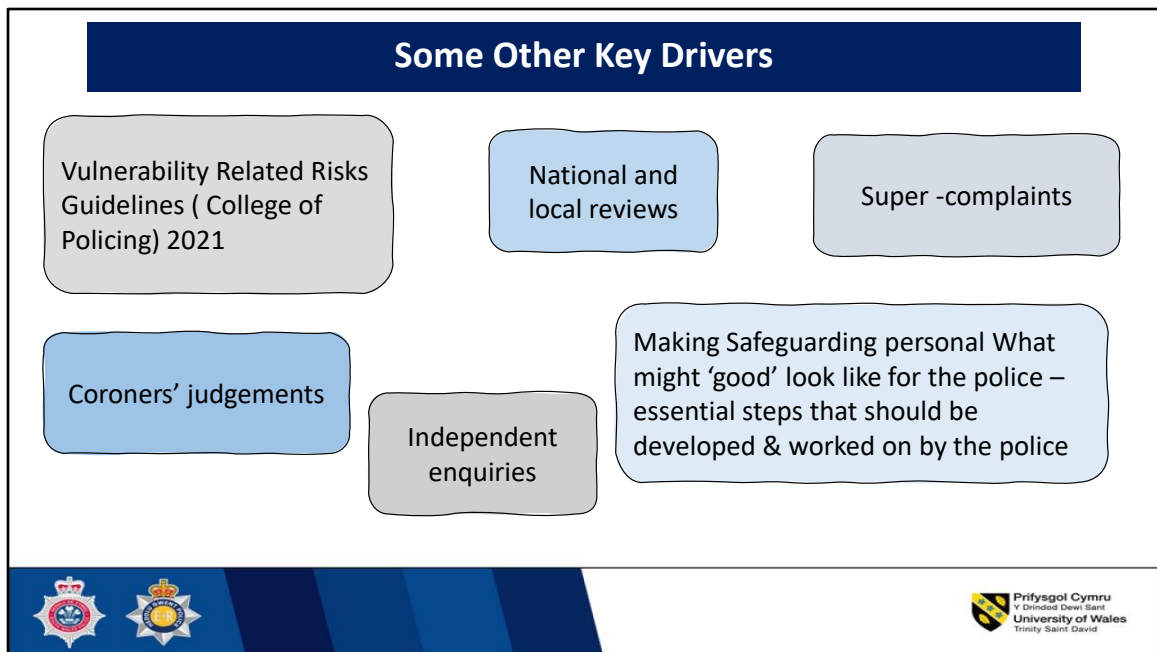
Consent is key when making an Early Help referral. Without consent, the Local Authority will not make contact. So it is important that you explain what Early Help is and the risk of what may happen if issues are not resolved.

We have introduced the declined Early Help referral to help us ensure families get support. If a person or family declines on three separate occasions, the app will pop up an alert advising to submit a PPN as they are not addressing their issues and increase risk of safeguarding concerns



Early Help Hubs have been operating within Local Authorities for several years, giving our Partners, such as Health and Education Services the opportunity to make referrals for low risk, wellbeing support for people and families.

The Early Help referral pathway now enables police to do the same.



Trainers to highlight that there are independent Commissioners for various areas of vulnerability including Domestic Abuse, victims, children, anti slavery

HMICFRS will continually inspect Forces in relation to vulnerability-related policing

Super complaints – the police super-complaints system allows designated organisations (as designated by the Home Office) to raise issues on behalf of the public about harmful patterns or trend in policing

An overview is provided on the following slides for Vulnerability Related Risks guidelines & Making safeguarding personal but both documents have been uploaded to Moodle should students wish to do any further reading.

Recognising & Responding to Vulnerability-Related Risks

Summary

Recognise
individuals at
risk of harm



Better understand the
vulnerabilities of all
those they encounter,
rather than thinking
about risk in relation to
individual forms of harm,
such as child abuse or DV
in isolation



Interact with
vulnerable people
in a way that
maximises
opportunities for
disclosure



These vulnerability related risks guidelines focus specifically on the policing response to vulnerability. Vulnerability-related demand has increased for the police service, and a proportionate and effective response is required to manage it. The police are one part of a broader system that is responsible for protecting vulnerable people. Senior leaders across the system should work together, to make sure that people receive help from professionals with the right skills. Policing should contribute in circumstances when policing skills are most appropriate

These guidelines, in combination with the College risk principles, provide officers and staff with a framework that will help them to make confident assessments and decisions in a complex area of policing. This will contribute to a more appropriate and holistic service for vulnerable individuals, which aims to ensure that the right agencies can provide the right services at the right time

Guidelines for Police Responders

Clues

Officers & staff should be alert to, & understand, the clues that indicate vulnerability-related risk (including exploitation & abuse). They understand why individuals may not disclose their vulnerability.

Communication

Officers & staff should develop & use advanced communication skills to establish trust quickly, build rapport & encourage individuals to be open about their potential risk or vulnerability, including any experience of abuse.

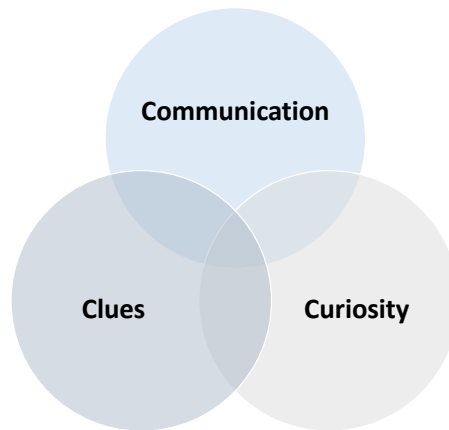
Curiosity

Officers & staff should exercise professional curiosity to identify & investigate vulnerability-related risks, so they can deliver the appropriate policing response.



1. **Clues** - Officers & staff should be alert to, & understand, the clues that indicate vulnerability-related risk (including exploitation & abuse). They understand why individuals may not disclose their vulnerability. These include – fear, bullying or coercion, disempowerment, dependence, lack of recognition of abuse, cultural & societal influences, perception of authority, experience, feeling blamed or not believed, impact of trauma.
2. **Communication** - Officers & staff should develop & use advanced communication skills to establish trust quickly, build rapport & encourage individuals to be open about their potential risk or vulnerability, including any experience of abuse. Key skills include – building rapport, active listening, using a procedurally just approach (eg, being open, respectful & transparent), minimises biases & judgement, awareness of internal motivations for disclosure.
3. **Curiosity** - Officers & staff should exercise professional curiosity to identify & investigate vulnerability-related risks, so they can deliver the appropriate policing response. Professional curiosity includes – exploring & understanding what is happening by asking questions & maintaining an open mind, not necessarily accepting things at face value, enquiring more deeply & challenging one's own assumptions, understanding one's own responsibility to investigate, & knowing when & how to take action.

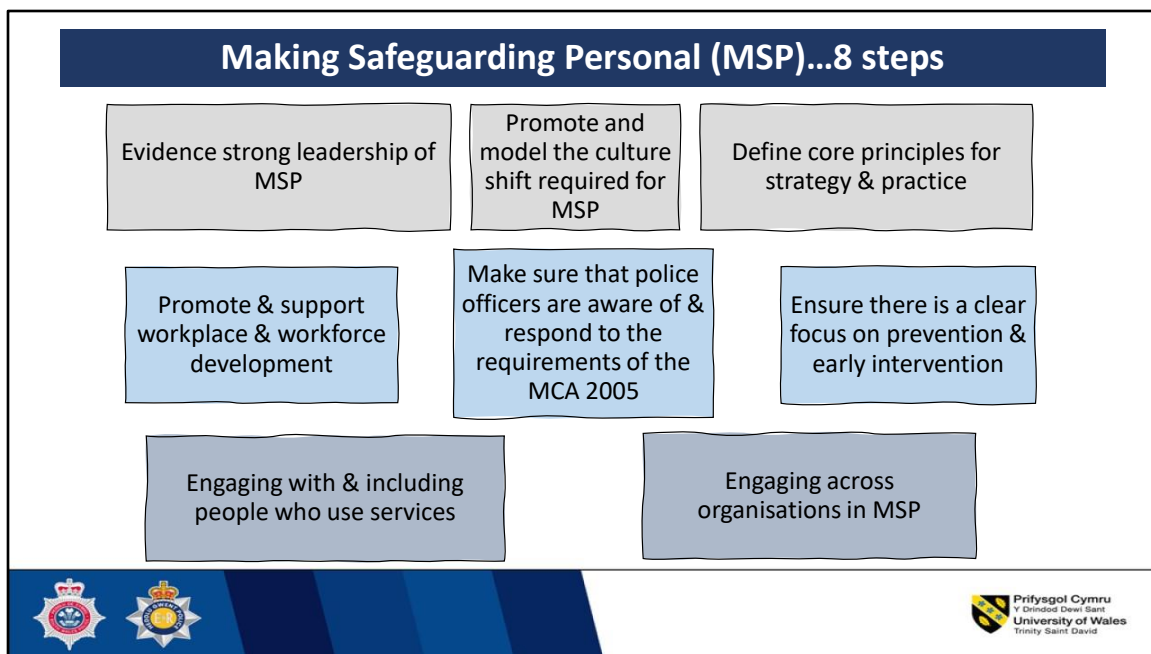
Recognising & Responding to Vulnerability-Related Risks



Applying these guidelines To better inform professional judgement, the three guidelines should be applied in combination, not in isolation. They are not hierarchical – one is not more important than any other. The three guidelines are also potentially self-reinforcing. For example, good communication can reveal more clues, which may open up more avenues for investigation (curiosity). This can then lead to more focused communication, and so on. If officers and staff listen to people, spot potential indicators of risk and are curious about these indicators, it will help them to identify individuals who require higher levels of intervention and support, as well as those who do not. In order to respond effectively to a person’s vulnerabilities, and to manage them so they do not suffer harm, it is necessary to have an assessment of the capacity and

resilience of that individual, as well as the people around them. Individuals are resilient and resourceful to different degrees. They are supported by families, friends and communities to different levels. The police form part of a broader system that should work together to make people safer, building on the resilience of the individual and those around them

**** Please note that this is extremely important in relation to children when attending incidents. Please direct the students to the document 'Voice of the Child' on Moodle which is a national resource via C of P****



Making Safeguarding Personal sits firmly within the Department of Health Care and Support Statutory Guidance as revised in 2017 . It 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. Making Safeguarding Personal must not simply be seen in the context of formal safeguarding enquiries² but in the whole spectrum of safeguarding activity, including in prevention.

Making safeguarding personal requires a focus on Leadership, within principles set down in statutory guidance, early intervention & prevention, including engaging with people, support & development of the workforce, engaging with organisations across the partnership.

8 steps

- 1: Evidence strong leadership of Making Safeguarding Personal Establishing & developing Making Safeguarding Personal as a core objective within police safeguarding activity, recognising it as core business.
- 2: Promote & model the culture shift required for Making Safeguarding Personal the culture & values within police organisations are clear and transparent. These are

reflected consistently in police strategies and policies & support police officers to deliver on expectations set out in guidance & training.

3: Define core principles for strategy & practice. The six statutory safeguarding principles are defined as core to Making Safeguarding Personal & there is an emphasis on wellbeing alongside safety. These principles are made clear to all police officers.

4: Promote & support workplace and workforce development. Deliver & seek assurance on baseline standards that can contribute to Making Safeguarding Personal (including in respect of staff: recruitment, supervision, induction, development). Ensure that workplace values support police officers in this. Make sure that there is a range of support & information for officers and staff.

5: Make sure that police officers are aware of & respond to the requirements of the Mental Capacity Act (MCA) (2005) Recognise its significance as empowering legislation that supports Making Safeguarding Personal. Early intervention and prevention and engaging with people

6: Ensure there is a clear focus on prevention & early intervention. The Making Safeguarding Personal approach applies in prevention as well as to responses to abuse & neglect. Prevention & early intervention requires empowering both police officers & people living in communities to recognise the potential for abuse or neglect & to raise concerns.

7: Engaging with & including people who use services so that police responses are influenced by the people who use them, both in the way in which frontline practice is delivered & at a strategic and policy level. Support responds to the issues that people have themselves identified. Engagement supports people's resilience.

8: Engaging across organisations in Making Safeguarding Personal Engage with the range of partners to support gaining a full understanding of the individual & their context; working together to achieve the outcomes people want

