

Version:1 FOI Status: Controlled	Derbyshire Safeguarding Adults Board Transitions Audit Practice Briefing	Originally Issued: June 2022 Review Due: June 2024 Author: Thomas Brown
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## Derbyshire Safeguarding Adults Board Transitions Audit Practice Briefing

### Background

Derbyshire Safeguarding Adults Board have recently (18/05/2022) completed a multi-agency audit looking at Adult Safeguarding where people have been through the Transitions Process. The Transitions process is a process where young people move from Childrens Services to Adult Care this process starts age 14. Adult services are involved in discussions with the young person, their family and existing workers, and where there is Care Act 2014 eligibility will take over the provision of care and support services when the young person turns 18.

As part of this audit young people involved have given direct feedback to inform practice and learning. An action plan has been developed and shared with relevant professionals and organisations

This briefing is to highlight good practice and support existing practice guidance when working with young adults in the Safeguarding Adults process (Care Act 2014).

Note: The majority of themes and actions around practice from the audit applied to Adult Care and Childrens Services. However, the principles and much of the good practice is transferable to any organisation working with young people in Derbyshire.

### Person Centred-Practice

- It is essential in safeguarding practice with young people that practitioners work in a person-centred way, keeping the person at the heart of managing risk. Good practice should be both inclusive and holistic, and outcomes should be negotiated with the person who the safeguarding referral is about
- Young people should be treated as experts in their own lives
- Practice should be flexible to individual need, informed by the persons social history and current/historical risks
- Relevance of risk, current and historic should be considered carefully and proportionally
- People leaving care have often suffered trauma which effects their development, ability to engage with services, and trust in public services. This needs to be taken into account when planning interventions
- Practitioners should use professional curiosity, and where appropriate and proportionate, an assertive approach when working directly with young people
- Adults praised the work of the Leaving Care Team, and this include having a good working relationship with leaving care workers, and their caring approach. This was important to ensure that there is trust and confidence in professionals

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- Practitioners being open and honest is very important to young people
- Young people do not want to be labelled or judged by professionals and it can reinforce past trauma
- People who use services, and carers, should be supported to weigh up risks and benefits, including planning for problems which may arise
- Management of risk should be proportionate to individual circumstances
- Good information and advice around staying safe, including easy ways of reporting concerns through Adult Safeguarding should be shared with adults through planning
- Where there have been difficult conversations or interactions young people benefit from being contacted very soon afterwards as this helps to reinforce positive and trusting relationships
- Adults and their representatives should be aware of safeguarding referrals made about them, consent to referral, their rights in safeguarding, and outcomes
- Information should be shared in ways that the people who are involved in services understand. This includes where appropriate using person centred tools when setting outcomes and sharing meeting minutes or outcomes accessibly

### **Strong links and information sharing between Childrens and Adults Services**

- Good practice in Safeguarding people in the Transitions process often relies on strong links and information sharing between Childrens and Adults services
- Transitions referrals should be made as early as possible. Referrals can be made from age 14
- All relevant information from Childrens services for adult workers should be available and read carefully. This should include specific risks, risks from individuals, and risks in certain localities.
- Where possible a detailed handover between Childrens and Adults workers should take place which includes discussion of risk
- Where possible and appropriate joint visits should take place during handover and with leaving care workers. Joint working can be particularly useful when young people are going through 'crisis' situations
- It is important that Childrens Social Workers and Adult Social Workers know each other's roles, responsibilities, and limitations. This creates more effective joined up working.
- Leaving Care Workers role working with adults from age 16 means they will often already have a strong working relationship with young people referred to safeguarding. This should be considered and utilised where possible
- Learning from good practice working with young people in Safeguarding should be shared with all relevant practitioners. This is to ensure that practice is continually learned from and there is a culture of continual improvement and constructive feedback. Adult's service could benefit from greater knowledge of systemic and elements of restorative practice work to help reduce risk and improve engagement. Childrens services could benefit from greater knowledge of adult legislation
- All workers should carefully manage expectations and be transparent about their roles with the young people they are working with

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## Managing Risk

- It is important that risk is handed over from Childrens Services to Adult Services clearly, timely, and proportionately
- Risk that is currently relevant needs to be given precedence over historic risk that is no longer of concern or where the risk has been minimised and is unlikely to exist in the future
- Where appropriate clear risk assessment, safety plans and risk enablement plans aid planning in Adult Safeguarding and making sure risk is managed and reduced with the person being Safeguarded
- Service managers need make sure there has been assurance DBS, disciplinary, and PIPOT process have been completed
- Safeguarding supervision should coach frontline staff through risk assessment and reduction of risk
- Positive risk taking should be encouraged but carefully considered and assessed to ensure abuse or neglect is reduced

## Theory

Several theories have been identified as good practice during the transitions audit:

- Understanding of Developmental Theory and the life course is very important when considered how to engage young people. Young people have complex emotions about their self, others, care givers, and professionals. This can inform assumptions and knowledge about what they feel being involved in safeguarding may entail
- The young person's stage of development and developmental difficulties should be considered when thinking about language and supporting outcomes that will not overwhelm the young person. Practitioners should reflect on the difficulty of transitioning from childhood to adulthood and how it applies to the person they are working with
- Transitions are fluid and different for each person based on their specific need, and development
- Workers should use a trauma informed approach reflecting on what might support, engage, and motivate young people to manage risk
- Practitioners should consider questions such as 'How do I know pushing services away is linked to how the person is feeling in that moment rather than what they really want?' And 'How do I know the person wants a service but no longer needs it, or needs a different service?'
- A trauma informed approach to young people experiencing harm. Principles of trauma informed practice are safety, trustworthiness, choice, collaboration, and empowerment
- Systemic thinking about young people and utilising people they know already who they trust can support relationship building
- Relationship based practice is effective when working with young people. Relationship based practice is a way of communicating and resolving difficulties in building and strengthening the developmental relationships that are essential for effective interventions. In relationship-based practice social or emotional problems are subjected to integrated or psychosocial approaches instead of technical or clinical responses. This way the relationship is the channel for support and help. Each new intervention is seen as a fresh opportunity to promote positive change

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- The Leaving Care Team have imbedded good practice and relevant theory into their work culture with young people which has helped promote consistency in service delivery across Derbyshire

### Training

- Training that is specific to working with people in transitions is important such as the Derbyshire County Council 'Preparing for Adulthood' training
- A hybrid of adult and children specific course could be beneficial such as adult safeguarding for workers working with young people 16 to 25 and 'systemic practice' for adult workers
- Training for adult workers in Childrens Social Work practice and vice versa can be valuable to understanding roles and improving collaborative working

### Reflection

- Discussion with practitioners suggests reflection on power, risks, positive risk taking, and impact is important in understanding the young person's outcomes and proportional responses to risk management
- Using reflection as a tool to support young people to set outcomes is important to the focus is not on practitioners setting outcomes and solving problems
- Using the making safeguarding personal reflective practice tools could benefit practice in some circumstances

### Multi-agency Working

- Multi-agency working is important for all agencies working with young adults in adult safeguarding
- Some services such as schools and colleges mainly interacted with adult care through transitional cases, other services such as housing and DWP have different rules for young people. This needs to be considered when looking at how to minimise risk in Adult Safeguarding
- Positive relationships between providers of services including sharing concerns and risks are important to make sure early intervention is possible
- Identifying the agencies who already know or have good relationships with the young person can improve and offer a way in to engaging the person
- Early identification of the agencies who should be involved can help joined up working and provided consistency in individual organisations
- Some young people prefer to interact predominantly with one person/agency as a focal point. How a young person wants to interact with multiple agencies should be considered.
- Safeguarding approaches should also be proportionate and coordinated so that everyone understands their role

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## Mental Capacity

No adults who lacked mental capacity (Mental Capacity Act 2005) to consent in their Safeguarding have been involved in this audit. However, Derbyshire Safeguarding Adults Board have recently updated practice guidance for adults who lack capacity in Transitions (see Practice Guidance link below).

- People who lack mental capacity to consent to the Safeguarding process should be involved in the Safeguarding enquiries as much as possible. It should be considered whether understanding the Safeguarding process and understanding specific outcomes should require separate mental capacity assessments
- It is essential advocacy both formal and informal is used when safeguarding people who lack mental capacity around the process and/or outcomes

## Practice Links:

[Derbyshire Safeguarding Adults Board](#)

[Derbyshire Safeguarding Adults Board Practice Guidance](#)

[Derbyshire Safeguarding Childrens Partnership](#)

[Making Safeguarding Personal – Practice Guidance](#)

[Bridging the Gap](#)

[DSAB Trauma Informed Practice webinar](#)

[Opening Doors: Trauma Informed Practice for the Workforce](#)

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