**MAKING SAFEGUARDING PERSONAL- TRAINING EXERCISES.**

These four exercises are designed to be used flexibly by trainers and can be used ‘stand-alone’ at e.g. team meetings, or as part of wider safeguarding adults training and development events.

Each exercise comes with a brief description, facilitator notes and a summary of the key messages that should be shared with participants.

**Exercise: 1**

**WHAT DO I VALUE?**

1) In groups (suggest 5 minutes), think about what you value about your life: what makes your life better, what makes you happy, what do you like and what would you miss? **Remind everyone to only talk about things they are comfortable sharing and talking about with the group.**

Group 1- Think about everything you like to eat and drink?

Group 2- Think about things you like to do (activities)?

Group 3- Think about family and relationships?

2) Ask the groups to feedback and explain their answers. E.g. why they enjoy something and how it makes them feel.

3) Using examples from the groups, discuss the risks and other negative effects associated with what we like and explore why we still make our choices.

4) Draw out positive aspects of taking risks using examples from groups and introduce the notion of ‘trade off’. Discuss trade-offs and compromises in our lives. Putting up with negative consequences to get what we want overall.

**Facilitator notes:**

Language- try to use ‘us’ rather than ‘them’ language – e.g. what we would want, what we would expect.

Example trade-offs e.g.

* salt and alcohol link to high blood pressure, sugars and simple carbs link to diabetes.
* social and fitness aspects of activities against risk of injury and costs.
* sense of belonging, friendships or sex against risk of getting hurt or STIs.

**Key messages:**

* Adults at risk of abuse and neglect want the same things.
* Effective safeguarding work helps people balance what they value with risks of abuse and neglect.
* What’s the point in being safe if it merely makes you miserable (Paraphrased from Lord Justice Mumby)

**Exercise: 2**

**BARRIERS TO MAKING CHOICES**

1) In small groups (suggest 5-10 minutes), imagine you had a range of care and support needs and are experiencing abuse or neglect. Think about what might get in the way of you making choices about your life. Write each ‘barrier’ on a large post-it.

2) Then ask participants to place post-its on a flipchart to form a brick wall. Discuss some of the examples on the bricks.

3) Ask participants (Together or back in small groups) to think about what support they would want to help them make decisions about their lives, relating to safeguarding scenarios. Using different coloured post-its for each, build a ladder of support to get over the wall.

**Facilitator notes:**

Consider asking each group to come up with a particular scenario. Ask them to identify-

* living circumstances? (e.g. Family Home, Living Alone, Nursing Home, Supported accommodation, street homeless etc. )
* Age?
* First name?
* Care and support needs? (e.g. mental health problems, substance misuse, dementia, learning disability, sensory impairment, physical impairment etc).
* Circumstances of abuse?

If they need a prompt about types of barriers, get groups to think about e.g. financial, physical ability, psychological, religion/beliefs or culture, health or external factors.

Relate barriers to ‘trade-offs’ people make , but

**Key messages:**

* We need to understand the barriers from each person’s viewpoint and provide personalised support to get over the barriers and help them make their own safeguarding decisions.
* Experiencing abuse effects self-esteem and motivation that can lead to lack of hope, lack of motivation and apparent acceptance of abuse.

**Exercise: 3**

**MODEL OF CONSENT**

1) Ask the question, what do we need to be able to make a choice? (What circumstances are needed for consent to be valid?)

2) Using a flip chart, discuss each answer and populate answers into the following framework.

**Valid Consent**

**Free will**

**E.g. Free from undue influence, coercion and control**

**Mental Capacity**

**Information**

**Relevant and communicated in a form I can understand**

Remember

Understand

Weigh Up

Communicate

**Facilitator Notes**

Start with drawing ‘Valid Consent’ box and four blank ones underneath.

If people come up with parts of the capacity assessment (ability to- Remember / understand / weigh up and express a choice) put them in the box beneath capacity.

Examples for discussion

* Someone being trafficked might have mental capacity, but e.g. might be from a country where police are more often corrupt and be unlikely to know where to get support (information). They or their family may be threatened with severe violence if they try to leave.
* Person with visual and hearing impairment might have mental capacity and free will, but needs information in e.g. braille if they are to give valid consent.

**Key messages**

* Valid consent has 3 parts (Free will, mental capacity and information). All are equally important in safeguarding responses.
* Better question might often be ‘can person give valid consent?’ rather than ‘has capacity?’
* You can have mental capacity around the safeguarding issue and still be an adult at risk (Unable to protect yourself from abuse or neglect due to your care and support needs).
* Show your workings out. Document reasons for you actions or inactions.

**Exercise: 4**

**ETHICAL PRINCIPLES FRAMEWORK**

1) Draw the ethical framework on flip chart (or use power-point).

2) Ask participants to think of a safeguarding related scenario

3) For each ethical principle, think about-

* What the person might want
* What are the issues and options (to achieve that principle)

**BENEFICENCE**

(Doing good or making things better)

**JUSTICE**

(Fairness or equal distribution of available resources and support)

**AUTONOMY**

Promoting and respecting the rights of people to make their own decisions

**NON-MALEFICENCE**

(Do no harm or don’t make things worse)

**Facilitator Notes**

Get participants to think about the principles from the persons perspective; what would feel better or harmful to the person?

E.g. a person may want to stay in their own home (autonomy), and want to avoid ruining a relationship with a friend (non-maleficence), but need some support from an advocate (beneficence) to stop them taking advantage and using their money (Justice).

**Key messages**

* Can be a useful way of thinking to help decision making
* Try to think about and promote all these principles in safeguarding responses.