



# Housekeeping

TOPHOUSE – Towards Person Centered Housing Services in Europe  
2017-1-AT01-KA202-035029

- Knowledge, skills and behaviours audit
- Action planning logs
- Refreshments
- Fire alarms and exits
- Toilets
- Breaks
- Finish time





# Purpose of training

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- TOPHOUSE Erasmus+ funded resources support staff in undertaking person centred integrated housing and support assessments
- Suite of training modules covering 11 different learning outcomes
- Co-delivered by a service user with ‘lived experience’ and a technical trainer
- This training contributes to the learning outcomes
  - LO1 Work in a person-centred way
  - LO2 Treat Service User with dignity and respect
  - LO3 Support choice and control by users of services
  - LO4 Practice co-production with service users who are ‘experts by experience’
  - LO5 Develop networks and collaborate with other services providers



# Learner Agreement

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- Respect others and their experience, knowledge and skills
- Contribute and allow others to contribute
- One voice at a time
- Ask questions seeks clarification
- Confidentiality
- Time-keeping
- Mobiles off silent and out of sight please





# Objectives of module

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- By the end of this module you will be able to:
- Describe tools that will assist you in the assessment process
- Implement a strength based approach to assessment
- Understand Psychologically Informed Environments
- Apply trauma informed care approach to assessing service users



# Rights of service users – Convention to Practice --- a golden thread

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- EU Convention on Human Rights (Legislation)
  - Article 3 Prohibition of torture – includes degrading treatment
  - Article 5 Right to liberty and security of person
  - Article 8 Right to respect for private and family life, home and correspondence
- UN Convention on the Rights of Persons with Disabilities (ratified by EU Countries)
  - Respect for rights and dignity of people with disabilities
- Irish Human Rights and Equality Act 2014
- <https://www.youtube.com/watch?v=ew993Wdc0zo> 2.30
- <https://www.youtube.com/watch?v=pRGhrYmUjU4> 2.08



# Customer Journey

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# What is safeguarding?

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It is:

- Action taken to **promote the welfare** of service users and protect them from harm
- To protect from harm or damage with an **appropriate measure**
- Measures to protect the **health, wellbeing and human rights** of service users enabling them to live **free from abuse, harm and neglect**
- **Putting in place processes** that ensure that service users are not abused in any way, including verbally or physically
  - **Safeguarding is Everyone's Responsibility**



# Safeguarding and Rights of service users

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- EU Convention on Human Rights
  - Article 3 Prohibition of torture – includes degrading treatment
  - Article 5 Right to liberty and security of person
  - Article 8 Right to respect for private and family life, home and correspondence
- UN Convention on rights for persons with disabilities (ratified by EU Countries)
  - Respect for rights and dignity of people with disabilities
- *Safeguarding Vulnerable Persons at Risk of Abuse - National Policy and Procedures, HSE, 2014*
- *Children First Act 2015*
- <https://www.youtube.com/watch?v=x51BzIV3vJY>





# Aim of Safeguarding

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- Stop abuse wherever possible
- Prevent harm and reduce the risk of abuse, harm or neglect
- Put measures in place that support service users making choices and having control about how they want to live
- Promote an approach that improve service users lives
- Raise awareness so those around a service user play a part in preventing identifying and responding to abuse
- Provide information so everyone knows what to do when abuse is suspected/happens



# Principles of Safeguarding

**Empowerment** – Service users are supported and encouraged to make their own decisions, and informed consent.

*“I am asked what I want as the outcomes from the safeguarding process and these directly inform what happens.”*

**Prevention** – It is better to take action before harm occurs.

*“I receive clear and simple information about what abuse is, how to recognise the signs and what I can do to seek help.”*

**Proportionality** – The least intrusive response appropriate to the risk presented.

*“I am sure that staff will work in my interest, as I see them and they will only get involved as much as needed.”*



# Principles of Safeguarding

**Protection** – Support and representation for those in greatest need.

*“I get help and support to report abuse and 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 and reporting neglect and abuse.

*“I know that staff treat any personal and sensitive information in confidence, only sharing what is helpful and necessary. I am confident that professionals will work together and with me to get the best result for me.”*

**Accountability** – Accountability and transparency in delivering safeguarding.

*“I understand the role of everyone involved in my life and so do they.”*



# Your role in promoting safeguarding and choice

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- Staff have a role in promoting safeguarding but also ensuring they are not contravening service users' rights
- Balancing service user autonomy with a desire to protect from harm isn't easy
- Staff should ensure that they are able to recognise signs of abuse
- Staff should also be aware of their own actions and non actions
- <https://www.youtube.com/watch?v=a927T34wiFg>



# What is abuse?

## Abuse is defined as

- Any **action** that **intentionally harms or injures another person**
- Violation of a service user's human and civil rights by another person or persons
- Behaviour or action designed to control, intimidate, threaten, or injure another person
- Usually is a misuse of power by one person over another
- Can be single or repeated acts



# Types of abuse

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- Physical
- Psychological
- Financial
- Sexual
- Organisational neglect
- Neglect
- Discrimination
- Domestic violence
- Modern slavery
- What about self abuse?
- Self neglect
- Substance misuse
- Obesity
- Self harm







# Indicators of abuse

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- Physical – unexplained bruising, finger marks, unexplained injuries etc.
- Emotional – strain in a relationship, silence when abuser in room, withdrawal etc.
- Sexual – not wanting to be alone, unexplained behaviour change, difficulties in walking etc.
- Financial – unexplained missing money/documents, not having money after payments of income, begging etc.
- Neglect – hunger, poor hygiene, inappropriate dress etc.
- It is difficult to detect abuse – it is often hidden by abuser and service user



# Responding to abuse

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- Recognise – Ability to recognise the types of behaviour that indicate abuse or other types of harm is fundamental
- Respond – Appropriate response is vital all indications or disclosures of abuse/harm should be acted on
- Report – to the appropriate person concerns to manager or safeguarding to a designated safeguarding person
- Refer – designated safeguarding person responsible for gathering information and referring to other agencies e.g. police
- Record – detailed notes after the disclosure important to record exactly what has been said and what has been done



# A Safeguarding Response

- Establish the facts
- Ascertain the service user's views and wishes
- Assess the needs of the service user for protection, support and redress and how they might be met
- **Protect from the abuse and neglect, in accordance with the wishes of the service user;**
- Make decisions as to what follow-up action should be taken with regard to the person or organisation responsible for the abuse or neglect;
- Enable the service user to achieve resolution and recovery



# Balancing Factors

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Mental  
Capacity

Service user's  
Wishes  
& Views  
**Wellbeing**

Risk to  
others

Ability to  
protect self

Harm  
Reduction

Intimidation?  
Misuse of authority?  
Undue influence?  
Criminality?



# The 'alerter' role

- Small pieces of information
- Any member of staff
- Immediate decision
- Accurately record information
- Do not investigate
- Share concerns with line manager/safeguarding lead



# Disclosure

- Stay calm – don't show shock
- Listen carefully and empathetically
- Medical or physical evidence
- Reassure the person
- Explain next steps
- Honour service user's wishes – unless:
  - A child
  - Capacity is an issue
  - They are in physical danger
  - Others are at risk





# Sharing Information

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- It's essential
- Data protection is no barrier
- Consent
- What is reasonable?
- Seek advice
- Keep a record



# Escalation

- No appropriate responses
- Internally – use the whistleblowing policy
  - If still no adequate response or the abuse is organisational or others are at risk
- Contact statutory agency e.g. social services
  - Inform of the original alert and lack of response
- Externally – contact safeguarding team again or somebody higher in team



# Summing up

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- In this module you have learnt to
  - Describe what is meant by safeguarding
  - Know how to safeguard service users
  - Identify different types and indicators of abuse
  - Respond appropriately to allegations, incidents and suspicions of abuse
  - Operate within the legal framework
- Knowledge, skills and behaviours assessment
- Feedback sheet
- Action planning log



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