

Understanding safeguarding

people with learning disabilities finding out and raising awareness together



About this booklet



This booklet will tell you how safeguarding works to keep people safe from harm.

People from Keele University worked with Reach members.

Reach is the group advocacy project at Asist in Staffordshire.



This booklet was made using the ideas, thoughts and experiences from our work.

We made up the stories in this booklet to help you think about safeguarding.



You can talk to people you trust about the information in this booklet about safeguarding.

There is space for you to write or draw your thoughts and ideas.

Everyone has rights



Everyone has the right to live their life without fear or discrimination.

Everyone has the right to be treated fairly by the law.
Everyone has the right to have a private life.



Everyone has the right to be treated fairly and not bullied.
Everyone has the right to good healthcare.



Everyone has the right to feel safe and be free from harm and abuse.

All abuse is wrong.

Understanding safeguarding



Everyone has a duty to make sure people are safe from harm.

Safeguarding is when health and social care organisations work together to make sure people are safe.



Some people are vulnerable and cannot protect themselves from harm and abuse.

A **vulnerable adult** is someone who is not able to protect him or herself from harm.



A **vulnerable adult** is someone who needs health or community care and support because of age, disability or ill health.

Safeguarding keeps people safe from harm and abuse if they are a **vulnerable adult**.

What is abuse?

Abuse is when a person hurts or treats someone badly or makes them feel unsafe.

Abuse is when a person stops someone from making their own choices and decisions.

Different kinds of abuse

Emotional abuse can be:

- people swearing at you
- being called names
- being shouted at
- being talked about
- being treated like a child
- abuse by text or computer

Physical abuse can be:

- being hit, kicked or bitten
- being held down in a chair or locked up in a room
- being hurt by people for their entertainment



Different kinds of abuse



Being treated unfairly (discrimination) because of:

- your faith or religion
- your skin colour
- being male or female
- your age
- your mental health
- your disability
- your relationship choices
- your weight
- the clothes you wear



Sexual abuse can be:

- someone touching you if you don't want them to
- someone kissing you when you don't want them to
- someone forcing you to touch them or other people
- someone forcing you to have sex with them or with others



Different kinds of abuse



Financial abuse can be people:

- taking money off you
- taking your things
- making you spend your money on them
- making you take money out of the cash point machine
- borrowing money from you and not paying it back
- forcing you to give away control of your money



Neglect can be:

- not having help to stay clean, warm and dry
- not getting enough food, drinks, medicines and care
- not getting help to stay safe



People who could abuse



Abuse can happen to you or other people you know.

A person who abuses someone could be:

- a man or a woman
- younger or older than you
- a person you think is a friend
- family member, carer or staff
- a stranger



Reporting abuse

Tell someone about the abuse.

If they don't believe you, tell someone else, such as:

- a social worker, carer or staff
- a family member or friend
- a nurse or doctor
- an advocate
- the police



How abuse affects people



It can be hard for people to tell someone about the abuse.

Some people “keep themselves to themselves” and don’t even tell their family about it.

People can be physically hurt from abuse and need help.



Abuse can make people feel:

- alone
- upset
- scared
- depressed
- angry



Some people might have very bad memories of abuse and need to talk to someone who is trained to help them.

People can get help so that abuse does not get in the way of their future.

What can help?



Having clear information about safeguarding, about who can help and how to report abuse.

Support to talk about abuse in a private and confidential way.

Talking to someone you trust can help you with your feelings and help you to stay safe.



Independent advocacy support to help you report the abuse.

It is important that people believe you and show you respect when you report abuse.



Some people find it helpful to talk to friends about how they feel and what they can do.

Advice from the police about staying safe and how to protect yourself from harm and abuse.

How safeguarding works



In every local area there is a safeguarding team who investigate reports of abuse.

You can ask your local council or police for more information.

The safeguarding team will:



- act straight away to protect you and other people who may be at risk of abuse
- talk to you to find out more about what has happened
- talk to other people who know you to find out what has happened
- involve the police if a crime has been committed
- agree a plan of action with you to help you stay safe from abuse and harm





“Finding a person you can trust and talk to.”

Betty's Story



Betty lives in a home with some other people who have a learning disability.

Betty was unwell and went into hospital.



Betty had bruises on her arms and legs and her nurse Carole was worried that someone was hurting Betty.

Carole wanted to make sure Betty felt safe in hospital.



Carole asked Betty if she would like to talk to an advocate in private.

You can think about this story and write notes.



How has abuse affected Betty?



How might Betty feel?



What could help Betty?

What could help Betty?

Please ☒ tick the 'yes' or 'no' box to show what could help Betty.

Someone to talk to about what has happened and how Betty is feeling	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<hr/>		
Talking to the staff at her home about what Betty needs	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<hr/>		
Distracting Betty from her problems and not talking about them	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<hr/>		
More people understanding what safeguarding means	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<hr/>		
Independent advocacy support to help Betty to speak up	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<hr/>		
A social worker to plan what will happen when Betty leaves hospital	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<hr/>		
Local phone numbers of people and organisations that can help	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<hr/>		



“My mum tells everyone what is best for me.”

John's Story



John had a sore mouth so his mum took him to see the Doctor (Dr) for a check up.

The Dr told John's mum he had an abscess in his mouth and the Dentist may need to take John's tooth out.



John's mum said that he wouldn't cope with having a tooth out so she asked the Dr for painkillers instead.



Without asking John, the Dr gave John's mum some painkillers for John to help manage the pain.

You can think about this story and write notes.



How has abuse affected John?



How might John feel?



Who could help John?

What could help John?

Please ☒ tick the 'yes' or 'no' box to show what could help John.

The Dr respecting John as the patient and talking to John	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<hr/>		
Involving John in all the decisions about his own health	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<hr/>		
The Dr asking John's mum what treatment she thinks is best for John	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<hr/>		
Support for John to speak up and say what he wants and needs	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<hr/>		
The Dr explaining what might happen if the abscess is not treated	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<hr/>		
Clear information about going to the Dentist and different treatments	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<hr/>		
Helping John's mum to understand the best way to support John	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<hr/>		

“I struggle to cope... I don't know who to ask.”



Roger's Story



Hospital

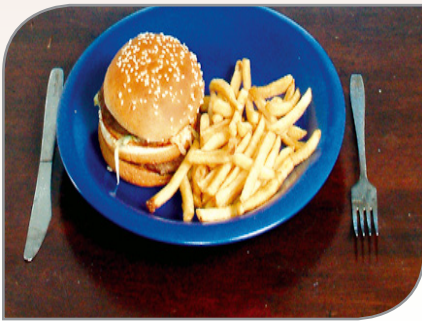
Roger's friend Jane visited him one day in hospital and noticed that Roger had not eaten his lunch.

Roger's lunch was still on the table over his bed where it had been left earlier.

It looked cold and greasy. There was a knife and fork but no spoon.

Jane knew Roger needed help to eat his meals and he needed to use a spoon.

Jane felt cross but didn't know what to do about it.



You can think about this story and write notes.



How has neglect affected Roger?



How might Roger feel?



Who could help Roger?

What could help Roger?

Please ☒ tick the 'yes' or 'no' box to show what could help Roger.

Asking Roger if he is hungry and why he hasn't eaten anything for lunch	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<hr/>		
Jane could check how often Roger is not eating his meals in hospital	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<hr/>		
Independent advocacy support to help Roger to speak up	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<hr/>		
Staff understanding more about Roger and about what he needs	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<hr/>		
Putting the meal in the bin so that no one notices Roger hasn't eaten	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<hr/>		
Jane could talk to Roger's named nurse about Roger's needs	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<hr/>		
Bringing food to the hospital for Roger if he doesn't like hospital food	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Think about what could help if you or someone you know feels threatened.



How would you feel if you or someone you know was threatened?



Who could you talk to and ask for help?



What would help you to report abuse?

Contact



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Keele University



Websites for further information about safeguarding:
www.npsa.nhs.uk
www.bild.org.uk
www.scie.org.uk

Clear communication by  part of 

Thanks to  for some of the images used.

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