



BOURNEMOUTH, CHRISTCHURCH AND POOLE SAFEGUARDING ADULTS BOARD

DORSET SAFEGUARDING ADULTS BOARD

Standards for Essential Safeguarding Adults Skills Training

Version 4.1

Version Control		
Version 1 (2013)	Original version	Caroline Telford – B&P Adult safeguarding training coordinator Debbie Hopper - Royal Bournemouth and Christchurch Hospital NHS Foundation Trust Kathy Longridge –Poole Hospital NHS Foundation Trust
Version 2 (March 2016)	Updated in line with NHS Intercollegiate document - Adult Safeguarding: Roles and Competencies for Health Care Staff	Verena Cooper –Dorset Clinical Commissioning Group Lisa Rowe - Dorset County Council Teresa Divall -Borough of Poole
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Introduction

This document was first developed in 2013 to set out the standard required for Essential Safeguarding Adults Skills training in Bournemouth, Dorset and Poole. Since 2013 there have been some significant changes within safeguarding adults which are now reflected in this updated document.

The standards have been developed by both Safeguarding Adult Boards in Dorset and Bournemouth, Christchurch and Poole (BCP). The aim being to set a standard and to provide guidance to managers and their organisations with regard to the content required in this training. This will ensure that all staff acquire the appropriate knowledge, understanding and capability to safeguard adults at risk from harm.

National context

The Care Act 2014 now underpins and determines safeguarding adults work and the statutory requirement for local authorities to have a Safeguarding Adults Board (SABs) to ensure that local safeguarding arrangements to protect adults at risk are in place. The Care Act 2014 guidance states it is the responsibility of each organisation to train their staff & volunteers, with the SABs having an overview of content and standards.

There are six principles that underpin adult safeguarding and apply to all sectors and settings. The principles should inform the ways in which professionals engage with people at risk of abuse, harm and neglect.

Empowerment	Personalisation and the presumption of person-led 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	Proportionate and least intrusive response appropriate to the risk presented.	I am sure that the professionals will work for my best interests, as I see them and they will only get involved as much as needed.”
Protection	Support and representation for those in greatest need.	“I get help and support to report abuse. I get help to take part in the safeguarding process to the extent to which I want and to which I am able.”

Partnership	Local solutions through services working with their communities. Communities have a part to play in preventing, identifying 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 to get the best results for me."
Accountability	Accountability and transparency in delivering safeguarding.	"I understand the role for everyone involved in my life."

(ADASS 2018)

The Care Act requires that local authorities must make enquiries or cause others to do so, if it believes an adult is experiencing or is at risk of abuse or neglect. The enquiry should establish whether any actions need to be taken to prevent or stop abuse or neglect and if so, by whom.

The aims of adult safeguarding are to:

- Prevent harm and reduce the risk of abuse or neglect to adults with care and support needs
- Stop abuse and neglect wherever possible
- Safeguard adults in a way that supports them in making choices and having control about how they want to live
- Promote an approach that concentrates on improving life for the adults concerned
- Raise public awareness so that communities as a whole, alongside professionals, play their part in preventing, identifying and responding to abuse and neglect
- Provide information and support in accessible ways to help people understand the different types of abuse, how to stay safe and what to do to raise a concern about the safety or well-being of an adult
- Address what has caused the abuse or neglect

In order to achieve these aims, it is necessary to:

- Ensure that everyone, both individuals and organisations, are clear about their roles and responsibilities
- Create strong multi-agency partnerships that provide timely and effective prevention of and responses to abuse or neglect

- Support the development of a positive learning environment across these partnerships and at all levels within them to help break down cultures that are risk-averse and seek to scapegoat or blame practitioners
- Enable access to mainstream community resources such as accessible leisure facilities, safe town centres and community groups that can reduce the social and physical isolation which in itself may increase the risk of abuse or neglect
- Clarify how responses to safeguarding concerns deriving from the poor quality and inadequacy of service provision, including patient safety in the health sector, should be responded to

(Department of Health and Social Care (2018)
Care and Support Statutory Guidance Sections 14.11 and 14.12)

In addition to these principles there is making safeguarding personal which is a person led and outcome focused approach in responding to safeguarding concerns.

The aims of making safeguarding personal:

- A personalised approach that enables safeguarding to be done with, not to people.
- To work with the person to set safeguarding outcomes which have meaning to them.
- Practice that focuses on achieving meaningful improvement to people's circumstances rather than just an 'investigation' and 'conclusion'.
- To prevent harm and reduce the risk of abuse or neglect to adults with care and support needs.
- To safeguard individuals in a way that supports them in making choices and having control in how they choose to live their lives.
- To promote an outcome based approach in safeguarding that works for people resulting in the best experience possible.
- To raise public awareness so that professionals, other staff and communities as a whole play their part in preventing, identifying and responding to abuse, harm or neglect.

(ADASS 2018)

The Care Certificate as recommended by the Cavendish review in July 2013 has now been implemented across the NHS and Social Care. Standard 10 of the care certificate contains the learning outcomes for safeguarding adults and these are encompassed within the standards in appendix 1.

This standards document has been mapped to the National Competency Framework for Safeguarding Adults which has been updated by Bournemouth University in 2015. In addition it has recently been referenced to the NHS Adult Safeguarding: Roles and Competencies for Health Care Staff (Intercollegiate document).

Local Context

Dorset and Bournemouth, Christchurch & Poole Safeguarding Adults Boards have set out a standard for Essential Safeguarding Adults Skills training.

The standards relate to capability 1-5 on the National Competency Framework and the NHS Intercollegiate document, with each capability and competency having a required learning outcome.

These capabilities and competencies are underpinned by the adult safeguarding principles which are required to be adopted by all staff and volunteers working with adults at risk whether in direct care or non-direct care. The standards will support organisations in understanding the required training content whether they are :

- Delivering the training
- Using e-learning
- Commissioning training

Training context

The Dorset, Bournemouth, Christchurch and Poole Safeguarding Adults Training and Workforce Development Group have developed this series of learning outcomes for Essential Safeguarding Adults Skills Training linked both to the principles and the national competency framework for Safeguarding Adults.

These learning outcomes are generic, in that organisations can develop their own training to reflect their contextual needs and training requirements and to support the integration of each organisations Adult Safeguarding policies and procedures.

Each of the capabilities have been linked to the Care Quality Commission's fundamental standards that relate to safeguarding adults at risk although safeguarding is a core theme throughout these.

(SEE APPENDIX 1 – REQUIRED STANDARD LEARNING OUTCOMES)

Training Audience

This list is not exhaustive, but should include Staff and volunteers who

- Have direct care contact with adults at risk i.e. nurses, doctors health care assistants, supported living staff, domiciliary care , care workers, day services staff, allied health professionals social workers, police, prison officers, paramedics, patient transport services workers, fire and rescue and GPs
- Have direct contact with adults at risk but do not provide direct care i.e. adult education workers, housing officers, and volunteers

- Provide ancillary support and have contact with adults at risk i.e. cooks, receptionists, admin support, drivers and escorts
- Hold maintenance roles which means they work in environments where there will be contact with adult at risk i.e. general maintenance staff, gardeners
- Work in community services including the police, fire and rescue, leisure and youth services
- Work in children's services (including those in transitions teams) and have contact with adults at risk or with children transitioning into adult services.
- Are involved in the commissioning of police, health and social care services

Best practice for implementing learning outcomes

The Essential Safeguarding Adults Skills Training learning outcomes/standards (see Appendix 1) has been designed so that managers /supervisors use it in the following ways –

- To develop training programmes for their organisations
- To explore and assess staff members current knowledge/capabilities in line with the expected capabilities/learning outcomes to ascertain baseline knowledge
- To decide on training required using the baseline assessment and the best option or route for this
- To consider the depth of knowledge required for each member of staff/volunteer in relation to their role, level of contact and work location (as they may be in an area where they can see direct care delivery so need to have appropriate knowledge in recognising harm)
- To commission training and evaluate the impact of the training to meet the learning outcomes
- To ensure any e-learning package commissioned meets the learning outcomes/standards
- To develop training sessions plans to meet the learning outcomes
- To ensure that all adult safeguarding capabilities are covered, even those which may be included within other training sessions for example aspects of dignity, information sharing, and collaborative working.
- To consider the evaluation of learning outcomes and how knowledge is transferred into practice.

Appendices

Appendix 1 – The Required Standard Learning Outcomes

Appendix 2 – Dignity in care knowledge and capability that staff should be demonstrating in their practice

Appendix 3 – Further information resources

Appendix one – Essential learning outcomes mapped to the National Capability Framework					
Competence based on the principles of adult safeguarding	CQC Fundamental standards & regulations	Learning outcome: Will be able to	Suggested content	Resources /links	Methods for assessing knowledge
1. Understand and demonstrate what adult safeguarding is.	Health and Social care Act 2008 Regulations 2014 Regulation 13 Safeguarding service users from abuse and improper treatment CQC fundamental standard	<ul style="list-style-type: none"> • Demonstrate knowledge and identify the different categories of abuse and the context in which they occur. • Demonstrate a clear understanding of their role 	<ul style="list-style-type: none"> ❖ Types of abuse – including (but not limited to) Physical Abuse, Sexual Abuse, Psychological Abuse, Financial or material Abuses, Neglect and acts of omission, Self-neglect, Domestic Abuse, Discriminatory Abuse, Organisational Abuse, Modern Slavery, Exploitation, intentional or non-intentional acts– how this is abuse ❖ Indicators of abuse ❖ What are the issues and concerns in relation to internet safety relating to adults at risk ❖ Clarity on what constitutes a safeguarding concern/enquiry ❖ Have an awareness of the importance of Safeguarding Adult Reviews (SARs) ❖ Awareness of the potential impact of the stress of safeguarding on the physical and mental health of the individual ❖ How to raise concerns in line with Multi Agency Procedures 	Care Certificate – standard 10 NMC code of professional conduct HPCP Standards Social Work England (SWE) LMC/GMC guidelines for Medical Practitioners Police standards Multi-Agency Procedures for the Protection of Adults with Care and Support Needs in Dorset, Bournemouth, Christchurch and Poole (BCP)	Care Certificate assessment standard 3, 10 Organisations own workbook Discussion in supervision after training Staff appraisals Observation of practice. Revalidation for professionals members such as nurses

		<p>in identifying and reporting abuse of adult at risk.</p> <p>Identify the role of local (Social Services) authority and their duty to protect in relation to safeguarding adults at risk</p> <ul style="list-style-type: none"> • Demonstrate an understanding of their own organisations policies and procedures in relation to adults at risk. • Understand and demonstrate an appropriate response to reporting safeguarding concerns. • To have knowledge of and identify current national and local policies/legislation 	<p>for the Protection of Adults with Care and Support Needs in Dorset and BCP.</p> <ul style="list-style-type: none"> ❖ Understanding of local authorities role in safeguarding adults including: Sec.42 Enquiry overview of role of staff and tasks to undertake, role of the Nominated Enquirer sharing information without consent, duty to override consent in some circumstances ❖ Discuss what their role is as described in their internal Safeguarding Adults Policy ❖ Discuss the elements of the local Pan Dorset Policy and Procedures and cross reference with relevant internal safeguarding and associated policies ❖ Gain clarity around the roles and responsibilities and professional boundaries including professional abuse and raising concerns about conduct of colleagues ❖ Know the elements that make up safeguarding including; (but not limited to) rights, law, policy 	<p>NHS Adult Safeguarding: Roles and competencies for health Care Staff (Intercollegiate document)</p>	
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		<p>that support Safeguarding activity e.g. Care Act 2014, Mental Capacity Act 2005; Deprivation of Liberty Safeguards 2009; Human Rights Act 1998; Coercive and controlling behaviour 2015, Making Safeguarding Personal, Dignity in care for registered services; employing agencies policy and procedures</p> <ul style="list-style-type: none"> • Understand the importance of preserving evidence • Understand and demonstrate the importance of accurate record keeping and recording • Understand the principles of information sharing and information governance in safeguarding and the Dorset, Bournemouth and Poole Adult Safeguarding Personal Data Exchange 	<ul style="list-style-type: none"> ❖ MCA and its application ❖ Safeguarding proactive and reactive ❖ Consider the benefits of MSP and how it impacts Safeguarding practice ❖ Responding to a disclosure – best practice in what to do & what not to do – reassurance ❖ Understand the implication of cybercrime, postal scams and doorstep crime ❖ Discuss how to preserve evidence as described within the Pan Dorset Safeguarding Policy and Procedure including (but not limited to) taking steps to secure the room, not washing anything ❖ Report writing – how and what should be written in a report including distinguishing fact and opinion ❖ Dorset, Bournemouth and Poole information sharing agreements and MARAC information sharing protocol ❖ Confidentiality (information security) – need to know basis ❖ Being aware of the safeguarding 	
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		<ul style="list-style-type: none"> Agreement (PISA) and Dorset Information Sharing Charter (DISC) Understand the Data Protection Act 1998 Summarise the principals of confidentiality and consent when dealing with the reporting of harm of adults at risk Understand the 6 principles of safeguarding adults as defined by the Care Act 2014 	<ul style="list-style-type: none"> PISA, DISC, confidentiality of emails, and email encryption. ❖ Empowerment, Prevention, Proportionality, Protection, Partnership and Accountability 		
2. Recognise adults in need of safeguarding and take appropriate action.	<p>Health and Social care Act 2008 Regulations 2014</p> <p>Regulation 13 Safeguarding service users from abuse and improper treatment</p> <p>CQC fundamental standard</p>	<ul style="list-style-type: none"> Demonstrate clear understanding of the meaning of an adult at risk as defined in the Care Act 2014 Define what constitutes 'abuse' in line with national and local policy Demonstrate knowledge of the different types of abuse and how to identify indicators / signs of abuse Demonstrate an understanding of the 	<ul style="list-style-type: none"> ❖ Who is an adult at risk; policy definition – groups that may fit these definitions ❖ Types of abuse – including (but not limited to) DV, Self-neglect, Modern Day Slavery, FGM, PREVENT ❖ Who can abuse – consider service user to service user and intentional and non-intentional abuse ❖ Indicators of abuse as described in the Pan Dorset Policy and Procedures ❖ What factors can make an individual at risk including social, 	<p>Care Certificate assessment standard 10</p> <p>NMC code of conduct</p> <p>HPCP Standards</p> <p>SWE</p> <p>LMC/GMC guidelines for medical practitioners</p> <p>Police standards Bournemouth, Dorset and Poole Multi-</p>	<p>Care Certificate assessment standard 3, 10</p> <p>Organisations own workbook</p> <p>Discussion in supervision after training</p> <p>Staff appraisals</p> <p>Observation of practice</p>

		<p>factors that might increase risk of abuse</p> <ul style="list-style-type: none"> • Identify actions to take when there is immediate risk of abuse or further harm and know when to contact emergency services if an individual is in immediate danger. 	<p>personal, environmental</p> <ul style="list-style-type: none"> ❖ Keeping individuals safe and knowing when to contact emergency services for example; if a crime has been committed or the individual requires emergency attention ❖ Have an understanding of the needs and rights of carers 	<p>Agency Safeguarding Adults Policy Multi-Agency Procedures for the Protection of Adults with Care and Support Needs in Dorset and BCP</p> <p>NHS Adult Safeguarding: Roles and competencies for health Care Staff (Intercollegiate document)</p>	
3. Understand dignity and respect when working with individuals.	<p>Health and Social care Act 2008 Regulations 2014</p> <p>Regulation 13 Safeguarding service users from abuse and improper treatment</p> <p>CQC fundamental standard</p>	<ul style="list-style-type: none"> • Recognise the individual's rights to exercise freedom of choice whilst ensuring that they understand the implications of the choices they make, especially if these may cause them harm. • Recognise the individual's right to live in an abuse free environment • Have a working knowledge of the value of individuality. 	<ul style="list-style-type: none"> ❖ Identify the individual's right to exercise freedom of choice whilst ensuring that they understand the implications of their choice especially if it may cause harm. ❖ Ensure an understanding of MCA and the impact of whether an individual has capacity ❖ Social care principles – such as rights, choice, partnership etc. ❖ Consider discussing the principles of MSP 	<p>Care Certificate assessment standard 10</p> <p>NMC code of conduct</p> <p>HPCP Standards SWE</p> <p>LMC/GMC guidelines for medical practitioners</p> <p>Police standards</p>	<p>Care Certificate Assessment standard 3, 10</p> <p>Organisations own workbook</p> <p>Discussion in supervision after training</p> <p>Staff appraisals</p>

		<ul style="list-style-type: none"> • Identify how to practice in a non-judgemental way • Identify the importance of equality and diversity. • Recognise how your personal values and attitudes may influence your understanding of the situation • Demonstrate the ability to listen to individuals allowing individuals time to communicate any preferences and wishes. 	<ul style="list-style-type: none"> ❖ Communication and listening skills ❖ Have an awareness of an individual's rights in the adult safeguarding context 	Bournemouth, Dorset and Poole Multi-Agency Safeguarding Adults Policy Multi-Agency Procedures for the Protection of Adults with Care and Support Needs in Dorset and BCP NHS Adult Safeguarding: Roles and competencies for health Care Staff (Intercollegiate document)	Observation of practice
4. Understand the procedures for raising a Safeguarding concern.	Health and Social care Act 2008 Regulations 2014 Regulation 13 Safeguarding service users from abuse and improper treatment CQC	<ul style="list-style-type: none"> • Identify their role in raising a concern and any additional involvement within the enquiry process, in line with Dorset and BCP Safeguarding Adults policy and procedures and your local policy and procedures. • Recognise who they should contact about Safeguarding concerns, both within their own organisation and outside 	<ul style="list-style-type: none"> ❖ Policy guidance - How to raise concerns in line with Dorset and BCP Adult Safeguarding Policy and Procedures and local organisational policy including (but not limited to) clarity on what constitutes a safeguarding concern/enquiry; know who to contact and what information you should give 	Care Certificate assessment standard 10 NMC code of conduct HPCP Standards LMC/GMC guidelines for medical practitioners SWE	Care Certificate Assessment standard 3, 10 Organisations own workbook Discussion in supervision after training

	fundamental standard	<ul style="list-style-type: none"> • Demonstrate an understanding of how to work in a manner that reduces the risk of abuse • Understand the principles of information sharing and confidentiality in safeguarding • Identify the required documentation and importance of maintaining accurate records in relation to Safeguarding relevant to their role and organisation 	<ul style="list-style-type: none"> ❖ Reducing the risk – ways of working that can support this <ul style="list-style-type: none"> ❖ Confidentiality – need to know basis ❖ Codes of practice for social & health care ❖ Safeguarding principles ❖ Report writing – what to document, how and what should be written in a report 	<p>Police standards Bournemouth, Dorset and Poole Multi-Agency Safeguarding Adults Policy Multi-Agency Procedures for the Protection of Adults with Care and Support Needs in Dorset and BCP NHS Adult Safeguarding: Roles and competencies for health Care Staff (Intercollegiate document)</p>	<p>Staff appraisals Observation of practice</p>
5. Have knowledge of policy, procedures and legislation that supports Safeguarding Adults activity.	<p>Health and Social care Act 2008 Regulations 2014</p> <p>Regulation 13 Safeguarding service users from abuse</p>	<ul style="list-style-type: none"> • To have knowledge of and identify current national and local policies/legislation that support Safeguarding activity e.g. Care Act 2014, Mental Capacity Act 2005; Liberty Protection Safeguards; Making Safeguarding Personal Human Rights Act 1998; 	<ul style="list-style-type: none"> ❖ Awareness of Bournemouth, Dorset and Poole Adult Safeguarding Policy and Procedures ❖ Know the Law – Care Act 2014, Human Rights , MCA 2005, Deprivation of Liberties safeguards, Mental Health Act 2007, Serious Crime Act 2015 and how it supports 	<p>Care Certificate assessment standard 10 NMC code of conduct HPCP Standards SWE</p>	<p>Care Certificate Assessment standard 3, 10 Organisations own workbook</p>

	<p>and improper treatment</p> <p>Regulation 20 Duty of Candour</p> <p>CQC fundamental standard</p>	<p>care standards for registered services; employing agencies policy and procedures</p> <ul style="list-style-type: none"> • Identify 'whistleblowing' situations in relation to reporting abuse and poor practice and demonstrate an understanding of their responsibilities to 'whistle blow' as defined by Safeguarding policies and procedures • Determine the role advocacy plays in safeguarding adults including the requirements under the Care Act 2014 	<p>safeguarding adults</p> <ul style="list-style-type: none"> ❖ How other policies can link in with safeguarding adults – including (but not limited to) whistleblowing, disciplinary, domestic violence & reluctance to engage with services ❖ How children's safeguarding is linked – think family – 16-18 years old group ❖ Consider child safeguarding in relation to staff and organisation roles ❖ Awareness of role of safeguarding boards ❖ Whistle blowing – CQC guidance, organisations own policy – how protected by the Public Interest Disclosure Act 1998 ❖ Understanding the principles of 'speak up guardians' within health providers and their role in adult safeguarding. ❖ Discuss the importance of providing advocacy and when and how you would access this 	<p>LMC/GMC guidelines for medical practitioners</p> <p>Police standards</p> <p>Bournemouth, Dorset and Poole Multi-Agency Safeguarding Adults Policy</p> <p>Multi-Agency Procedures for the Protection of Adults with Care and Support Needs in Dorset and BCP</p> <p>NHS Adult Safeguarding: Roles and competencies for health Care Staff (Intercollegiate document)</p>	<p>Discussion in supervision after training</p> <p>Staff appraisals</p>
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		<ul style="list-style-type: none">• d) Identify responsibilities around the duty of candour	<ul style="list-style-type: none">❖ Understanding the elements of the Duty of Candour and 'Being Open' principles of open and transparent in communication with service users and/or family on all levels.		
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Appendix 2– Dignity Common Core Principles (skills for care)

Capability 3 of the National Competency framework for Safeguarding Adults (NCFSA) is designed to promote dignity. Managers and supervisors as part of the safeguarding adults required skills to ensure that staff are practicing confidently and competently in relation to dignity.

The table below outlines them in relation to the NCFSA and skills for care core principles on dignity this can help identify actions for assessing practice of staff.

Dignity Principle	Desired skill & Practice expected for staff members in relation to the dignity principles & capability 3
1.Value the uniqueness of every individual	<ul style="list-style-type: none"> • <i>Values & respects the individual as a unique person</i> • <i>Ensures their right to choice and control over how their needs are met</i> • <i>When supporting an individual they see the unique person not just the care required</i> • <i>Recognises, promotes and values diversity whilst practicing</i> • <i>Recognises the impact of personal attitudes, values and beliefs on own practice and that of others</i>
2.Uphold the responsibility to shape care and support services around each individual	<ul style="list-style-type: none"> • <i>Respects the individual's right to autonomy and dignity when developing & delivering care</i> • <i>Recognises potential conflict when balancing rights</i> • <i>Respects the individual as a person with their own experience and knowledge about their situation</i> • <i>Works together with those who are important in the individuals life</i>
3.Value communicating with individuals in ways that are meaningful	<ul style="list-style-type: none"> • <i>Does not make assumptions about how to communicate with individuals</i> • <i>Communicates clearly and effectively and uses the individual's preferred method of communication</i> • <i>Allows sufficient time to actively listen and engage with individuals</i>
4. Recognise and respect how an individual's dignity may be affected when supported with personal care	<ul style="list-style-type: none"> • <i>Respects and upholds the dignity of all the individuals they are supporting with personal care</i> • <i>Shows sensitivity as how individuals may feel when receiving personal care</i> • <i>Enable individuals to be as independent as they wish when receiving personal and intimate care</i> • <i>Ensures the privacy of individuals at all times and is able to recognise how being physically exposed can make individuals feel vulnerable</i>

5.Recognise that an individual's surroundings and environments are important to their sense of dignity	<ul style="list-style-type: none"> • <i>Respects individual's personal space and privacy</i> • <i>Shows a sensitivity to being in an individual's personal environment</i>
6.Value workplace cultures that actively promote the dignity of everybody	<ul style="list-style-type: none"> • <i>Respects the dignity of all work colleagues</i> • <i>They take responsibility for their personal conduct in all aspects of their work</i>
7.Reconise the need to challenge care that may reduce the dignity of the individual	<ul style="list-style-type: none"> • <i>Works to develop positive practice</i> • <i>Keeps accurate and clear records</i> • <i>Acts upon any concerns relating to poor practice and safeguarding</i> • <i>Follows the professional code of practice in all aspects of their work</i> • <i>Maintains integrity at all times</i>

Appendix 3 – Further information resources

- NHS Adult Safeguarding: Roles and competencies for health Care Staff (Intercollegiate document) <https://www.rcn.org.uk/professional-development/publications/pub-007069>
- Action on Elder Abuse - <http://www.elderabuse.org.uk/>
- Bournemouth, Christchurch & Poole Safeguarding Adults Board - <https://www.bcpsafeguardingadultsboard.com/>
- Department of Health - www.dh.gov.uk/
- Dorset Safeguarding Adults Board - <https://www.dorsetcouncil.gov.uk/care-and-support-for-adults/information-for-professionals/dorset-safeguarding-adults-board/about-the-safeguarding-adults-board.aspx>
- General Medical Council - <http://www.gmc-uk.org/guidance/index.asp>
- Health and Care Professional standards - <https://www.hcpc-uk.org/standards/standards-of-conduct-performance-and-ethics/>
- Nursing & Midwifery Council - <https://www.nmc.org.uk/standards/guidance/safeguarding/>
 - <http://www.nmc.org.uk/standards/code/>
- Police professional standards - <https://www.app.college.police.uk/app-content/professional-standards/>
- Prevent guidance - <https://www.gov.uk/government/publications/prevent-duty-guidance>
- Royal College of Nursing - <https://www.rcn.org.uk/professional-development/publications/pub-007069>
- SCILS - www.scils.co.uk/
- Skills for care - www.skillsforcare.org.uk/
- Social Care Institute for Excellence - www.scie.org.uk/adults/safeguarding/