

# research in practice

**Using the MSP resources to support learning and development**

**Amanda Richards and Lisa Smith**

**3 February 2021**

## Aims and Objectives

- › Purpose of this session is to refresh awareness of the resources to support MSP, learning and specific areas of practice.
- › To demonstrate how learning can be built around case study examples using the available MSP Resources.

# Making Safeguarding Personal 2018/19

Case studies



‘Myths and realities’  
about Making  
Safeguarding  
Personal

## Making Safeguarding Personal toolkit

The practice toolkit handbook guides you through the best approach and effective application of safeguarding with a range of helpful tools and practice based case examples.

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## Poll

## Refresh and navigation of MSP resources and toolkit

## Some thoughts on online learning activities

- > Choose your platform
- > Decide how much interaction you want – this will inform your group size
- > Consider a blended approach (some “offline” activity in the session)
- > Do a tech check at the start of the session if you’re using podcasts or video
- > Agree with the group around use of cameras (if relevant)
- > Encourage use of the chat for what would traditionally be ‘non-verbal’ communication (when you’d nod/shake your head in a face to face session, or where you might lean to your neighbour and say something)
- > Any other thoughts from delegates?

## Myths & Realities of MSP

- > The Myths & Realities document sets out 11 statements around MSP
- > This lends itself well to a context setting quiz with delegates giving a rationale for their response
- > Depending on the platform or context for the session this could be an activity where you put people into teams and they could discuss the answer
- > We'll just test out a quiz with limited interaction here... (credit to Paul Willis University of Bristol)

## Polls

## Using the podcasts

- › The podcasts are linked to the myths & realities publication
- › You could use them as a follow up to the poll activity, picking up particular areas of practice
- › They can be used in building a learning session around a particular area of practice (demo to follow)
- › Here's a clip from the podcast "is it just about intervention"?

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## **Making Safeguarding Personal:** An introduction to resources to support practice.



Clip from Episode 3 - Is it just about intervention?

## Using the MSP toolkit

## The Handbook

- › Provides the background to MSP
- › Links MSP practice to strengths-based working
- › Gives an overview of the outcomes framework
- › Has three main sections:
  - Providing information and support in safeguarding
  - Upholding the rights of people involved in safeguarding
  - Achieving resolution and recovery in safeguarding
- › Each section contains:
  - An overview explanation & introduction to topics
  - Links to other relevant resources
  - Links to the tools
  - Links to case examples (this is different from case studies)

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✓ 1. Information and advice: audit

✓ 2. Information and advice: what's working / not working

✓ 3. Circles of support

✓ 4. Jargon buster

✓ 5. Six principles "I" statements

✓ 6. When you can't make you

✓ 7. Promoting less restrictive

✓ 10. Risk enablement chart

✓ 11. Supervision using the Ethical Dilemmas tool

✓ 12. What to do if you suspect domestic abuse or coercive control

✓ 13. The Duluth Model

✓ 14. Responding to FGM

✓ 15. Anti-racist practice: critical self-reflection

✓ 16. Signs of safety and wellbeing practice framework

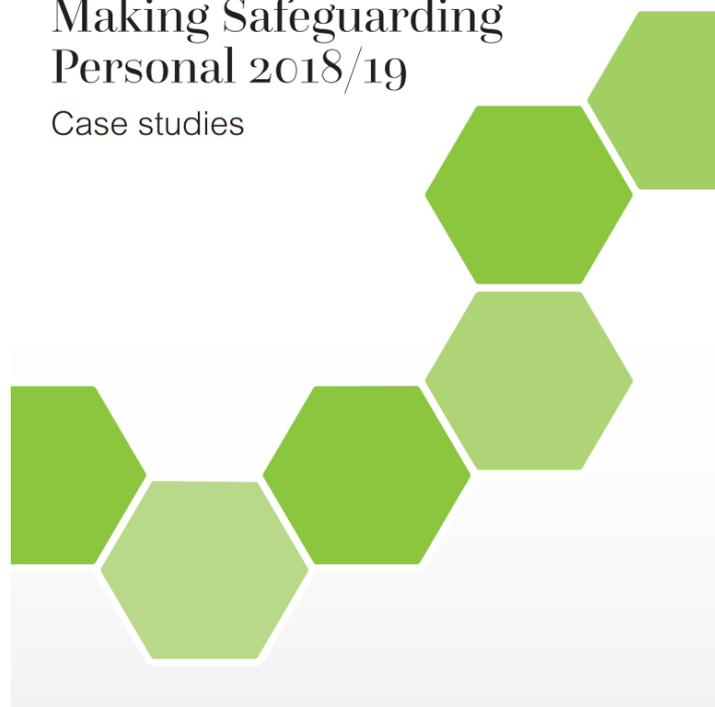
✓ 17. Appreciative inquiry podcast

# Case studies

The screenshot shows the top navigation bar with links: About, COVID-19, Our support, Case studies, Parliament, Topics, Publications, Events. The main heading is 'Making Safeguarding Personal 2018/19 case studies'. Below this is a paragraph: 'These case studies illustrate outcome focused practice in safeguarding adults in line with the Making Safeguarding Personal approach. They are from nine council areas who put forward case studies.' A sub-heading 'Adult social care | 17 Oct 2019' is present. A text block states: 'The development of this case study resource remains iterative and local areas are welcome to put forward further case studies to continue to build this resource.' A download box contains a small image of the resource, 'Published by: LGA', 'Reference code: 25.143', and a 'Download' button. A 'Share this page:' section includes icons for Twitter, Facebook, LinkedIn, Email, and a 'Print this page' button. At the bottom, there are logos for 'Political groups' including Conservative Group, Labour Group, Liberal Democrat Group, and Independent Group. Contact information: '18 Smith Square, Westminster, London SW1P 3HZ', 'info@local.gov.uk | 020 7664 3000'. Footer includes 'Cookie guidance', 'Terms of use', 'Privacy', 'Accessibility', 'Copyright © 2021', 'Local Government Association company number 11177145', and 'Improvement and Development Agency for Local Government company number 03679577'.



## Making Safeguarding Personal 2018/19 Case studies



## Building learning around a case study

- > Introduce a case study
- > Show linked tools
- > Linked podcasts.

## Case study four

- › Case Study 4: Social housing provider (6)
- › Practice areas: multi-agency contributions, homelessness, Section 42 enquiry decisions, financial abuse, prevention, establishing resilience, financial abuse.
- › Katie is an 84-year-old woman in poor physical health who recently moved into her own property. This was following a four-month period of living in temporary accommodation in a homeless hostel. Concerns were raised regarding alleged financial abuse from her son, Tom.
- › This case illustrates a multi-agency approach to a complex case of financial abuse.

## Tool 5: Six principles “I” statements

You can use this tool from ‘What might good like for advocacy?’ (ADASS & LGA, 2017) as a check list with a person involved in safeguarding and to inform the ways in which professionals communicate with people about safeguarding.

<b>Empowerment:</b> People being 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.’
<b>Prevention:</b> 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.’
<b>Proportionality:</b> The least intrusive response appropriate to the risk presented.	‘I am sure that the professionals will work in my interest, as I see them and they will only get involved as much as needed.’
<b>Protection:</b> 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.’
<b>Partnership:</b> 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.’
<b>Accountability:</b> Accountability and transparency in delivering safeguarding.	‘I understand the role of everyone involved in my life and so do they.’

# Tool 12: What to do if you suspect domestic abuse or a pattern of coercive control?



# Tool 24: Mediation stages

3



## Case study three: Tool 2 - Mediation stages

This tool sets out the stages of a mediation process. You can use it to plan and deliver a mediation session.

### Mediation

Establish the arena



Define and clarify  
the issues



Set the agenda,  
prioritise and plan



Discuss the issues and  
explore options



Develop solutions and  
secure agreement

#### Stage 1: Establishing the arena

The mediator manages introductions, clarifies the process, establishes ground rules and confirms their role. They will make sure that all participants have signed the Agreement to Mediate, which sets out the terms and conditions of mediation.

#### Stage 2: Defining and clarifying the issues

The mediator will ask each participant to explain why they have come to mediation, their concerns and what they hope to gain from mediation. The mediator will summarise this information after each participant has presented their view, to ensure that they have understood the issues correctly and to acknowledge the concerns and feelings of each participant.

#### Stage 3: Agenda setting, prioritising and planning

The mediator will ask each participant to help set an agenda for mediation. The issues will be drawn from each participant's presentation in stage 1. The mediator will:

- > ensure that the participants lead the development of the agenda
- > include issues that are significant to the participants
- > help the participants to link issues, which can make resolution easier in stages 4 and 5
- > ensure that all issues that can be included are included.

The mediator will help the participants to prioritise the issues and agree an order in which to discuss them. It may be necessary for participants to be given the chance to resolve some issues before others can be discussed.

#### Stages 4 and 5: Discussing the issues and exploring options

The mediator will encourage participants to discuss each issue in the order set out in the agenda. They will listen carefully for agreement on certain issues and find ways to bring participants closer on issues they do not agree on. The mediator will also encourage participants to focus on interests – what each party needs – rather than positions – what each party wants. By establishing interests that are the same or similar, the mediator will encourage participants to be creative and explore options that meet everyone's needs and interests.

#### Stages 6 and 7: Solutions and securing agreement

The mediator will encourage participants to build on the options discussed in stages 4 and 5 to develop solutions that meet everyone's needs. Two important processes happen at this stage:

- > Participants are empowered to find their own solutions that work.
- > Participants work in partnership – collaborating to find solutions that are beneficial to everyone.

The mediator plays an important role here: to help the participants test the achievability of the solutions they have developed. In appropriate cases, they will help the participants to focus on how their proposed agreement meets the needs of anyone – including those not present – affected by its outcome.

This information is based largely on:  
[www.scie.org.uk/publications/mediation/mediation/stages.asp](http://www.scie.org.uk/publications/mediation/mediation/stages.asp)

## A Myth to consider

**3.** **Myth:** “If you do Making Safeguarding Personal and don’t bring perpetrators to justice because the person doesn’t want action, they will go on and abuse again.”



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Episode 7 - Using MSP with a person who doesn't want anything, the abuser will continue

## Topic led learning sessions

## Considering Mental Capacity: Myths & Realities

- > Podcast on mental capacity: Episode 9
- > Myth

**5.** **Myth:** “It’s not possible to use an MSP approach where/when people lack mental capacity.”

**Reality:** Making Safeguarding Personal is for everyone, including people who lack mental capacity.

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## Podcast clip

## Case Studies

**Practice around mental capacity**

See case studies: 1, 3, 4, 7, 8, 9

# Toolkit and mental capacity

## 2.1 Mental capacity and best interests

### Overview

The Mental Capacity Act (MCA) 2005 is a legal framework to empower and protect individuals in two different ways:

### Practice tools <https://www.local.gov.uk/making-safeguarding-personal-toolkits>

Practice tool 6: When you can't make your own decisions

Practice tool 7: Promoting less restrictive practice: reducing restrictions tool

Practice tool 8: Providing information about the Human Rights Act

Practice tool 9: Anti-oppressive practice

### Case examples and reflection <https://www.local.gov.uk/msp-toolkit-case-examples>

Case example 5: Working with LGBT+ older people

Case example 6: Best Interests decisions

### Useful resources

#### General resources:

British Institute of Human Rights (2016) *Mental Capacity Act 2005: A practitioner's guide*. London: BIHR. <https://www.bih.org.uk/shop/mental-health-mental-capacity-act-2005-a-practitioner-s-guide>

MCA Rights Card: a short, pocket-sized “2005” guide to the MCA is available on the SCIE Directory website. [www.scie.org.uk/files/mca/directory/2902597-DH-Z-Card-2005.pdf](http://www.scie.org.uk/files/mca/directory/2902597-DH-Z-Card-2005.pdf)

Department of Health (2005) *Mental Capacity Act 2005*. [www.dh.gov.uk/information-support/legal-rights/mental-capacity-act-2005](http://www.dh.gov.uk/information-support/legal-rights/mental-capacity-act-2005)

Mental Capacity Act website. [www.local.gov.uk/mca](http://www.local.gov.uk/mca)

## Another way to use the resources: Share a case study and send people off...

- › Case study 3: **Herefordshire Victim Support Restorative Justice Team (5)**
- › Michael and Abby are young adults with learning disabilities who are in a relationship. Abby reported an alleged incident of inappropriate touching (sexual) by Michael to the police which was then referred onto the Restorative Justice (RJ) team. Over a six-month period, the team worked with them – along with their families and support workers – reach an appropriate resolution. This case illustrates how creative methods can be used to tailor the format of RJ sessions in order to meet specific needs of individuals.



## Some suggested resources...

- > The *Making Safeguarding Personal toolkit* (LGA, 2020) guides you through the best approach and effective application with a range of helpful tools and practice based case examples. [Making Safeguarding Personal practice tool: providing information about the Human Rights Act \(local.gov.uk\)](#)
- > [Making Safeguarding Personal practice tool 21 motivational interviewing \(local.gov.uk\)](#)
- > [Making Safeguarding Personal practice tool 22: solution focused communication \(local.gov.uk\)](#)
- > [Making Safeguarding Personal practice tool 25: restorative questions \(local.gov.uk\)](#)

**Any questions?**



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