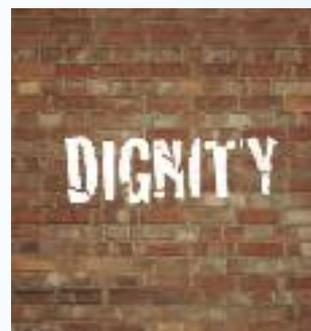


KEEPING ME SAFE AND WELL ASSESSMENT MANUAL



A HUMAN RIGHTS BASED APPROACH



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Also available:-

- 1) Human Rights Risk Assessment and Management Plan
- 2) Human Rights Benchmarking Tool
- 3) Speaking Up for Myself Group
- 4) Standing Up for My Rights Booklet
- 5) Accessible Information Pack

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Introduction

Why Is Service User Involvement in Risk Assessment Important?

"We looked at the problems I had first, the violence and stuff because I wasn't very well. My health worker wrote the stuff on the board, cutting myself, hanging myself and having a shower; that was a problem, falling wasn't a problem (pointing to the risk assessment pictures). I can't read so I drew the pictures, I'm good at drawing. The pictures helped me understand. My health worker went through everything from the beginning and explained it.

We then looked at each problem to see if it was something to worry about. Green meant that you are ok; you are not worried about that. Red was something to worry about and orange was in between the two. We scribbled the colours underneath each problem together."

(Service User, describing her risk assessment)

Service user perspectives are often excluded from traditional approaches to risk assessment, which focus on professional views of risks and challenging behaviour¹. This manual takes a different approach; that of a human rights perspective.

A human rights based approach (HRBA) to risk assessment balances the human rights of service users, their carers, and members of their communities. This is so we can, in effect, manage risk more positively. A HRBA looks at risk through a 'Human Rights' lens, identifies relevant equality and diversity issues, and maximises service user participation and empowerment.

Human rights principles are now explicit in not only the NHS constitution² but also in informing the approach of the Care Quality Commission³. We believe that our emphasis on service user inclusion, which forms such an essential part of a human rights based approach to healthcare, also fits well with government policy for service user involvement⁴, best practice in risk management and the recent White Paper, "Equity and Excellence: Liberating the NHS"⁵.

The 'Keeping Me Safe and Well Assessment'⁷, is designed to assess risk whilst applying a HRBA. In our service, it is used with all service users to identify people who may need the support of a risk management plan. The risk assessment was developed in conjunction with service users, experienced clinical practitioners, 'People First' (Liverpool), and the British Institute of Human Rights, as part of the 'Human Rights In Healthcare Project'⁸. It has been revised to include feedback following a pilot study involving Mersey Care staff and service users at Calderstones Partnership NHS Foundation Trust¹⁰.

The risk assessment looks at four areas of risk; risks to self, risks to others and risks from others and risks to property. Within each area of risk, common risk issues and difficulties (for example self harm, physical aggression, abuse issues) are itemised. The human rights which may be engaged by risk or difficulty are made explicit.

The need for involving service users is made explicit within the assessment and facilitated by the format, which includes pictures, accessible language and a 'traffic light system' to support service users in expressing their own perception of how risky the particular behaviour is. Alongside the traffic light system, there is a 'risk matrix', allowing the practitioner to consider the likelihood and the potential impact of the risk behaviour. The guidance notes encourage creative engagement with service users, for example through role plays.

1 Langan, J & Lindow, V. (2004). 'Living with Risk', Joseph Rowntree Foundation: Policy Press.

2 Department of Health (2009b). NHS 2010-2015: from good to great. preventative, people-centred, productive. London: Department of Health.

3 Care Quality Commission (2009) Voices into action: how the Care Quality Commission is going to involve people. Care Quality Commission.

4 Department of Health (Chairman: Darzi, A) (2008a). High Quality healthcare for all. NHS Next Stage Review. London: Department of Health.

5 Department of Health (2008b). (Chairman: J. Boyington) New Horizons for Mental Health Commissioning – An Opportunity to Help Shape the Agenda. London: Department of Health.

6 Department of Health. (2009a). Valuing People Now: From Progress to Transformation - A Consultation on the Next Three Years of Learning Disability Policy. London: Department of Health.

7 Department of Health (2007). Best practice in managing risk. Principles and evidence for best practice in the assessment and management of risk to self and others in mental health services. London. The Stationary Office.

8 Department of Health (2010) Equity and excellence: liberating the NHS, London, Department of Health.

9 Lee, A. Kaur, K. Cookson, A & Greenhill, B. (2008). The Keeping Me Safe and Well Screen. http://www.dh.gov.uk/en/Managingyourorganisation/Equalityandhumanrights/Humanrights/DH_088783

10 Department of Health & The British Institute of Human Rights. (2007; 2008). Human rights in healthcare – A framework for local action. Department of Health, Best Practice Guidance.

11 Roberts, A., Vyas, J., McEwan, L., Khawaja, Z., Evans, G., Punshon, C., Greenhill, B., (2010). A Human Rights Based Approach to Risk: Evaluating the Incorporation of the 'Keeping Me Safe and Well' Risk Screen into Community Learning Disability Services

12 Hall, S. (2010). Evaluation Report Involving Service users in the Risk Assessment Process; The Keeping Me Safe and Well Screen. MSc. Dissertation.

This step-by-step risk assessment manual is accompanied by the following:

Record forms:

for each service user, containing a shared summary sheet

Picture booklet:

to support communication

Traffic light picture card:

to support the service user to assess their own risk.

Traffic light scoring sheet:

to record the service user's assessment of their risk.

1.2 Facilitating Service User Involvement

How much involvement should the service user have?

A human rights based approach to risk, means ensuring service users are as involved as they can possibly be in their own risk assessment process. Whether the service user participates fully or contributes to a small aspect of their risk assessment, some involvement will almost always be possible. However, we recognise that when someone with a learning disability first accesses our service, they might not be able to take part in every aspect of their risk assessment process. Their ability to engage might be affected in different ways.

Who should complete the risk assessment?

Speaking to the service user to find out who they would like to be involved in their risk assessment is essential. They may want to complete the screen with their health worker. They may also want, or indeed choose not to have, input from family members, advocacy services or chosen support staff. Local Authority and other agencies may also need to contribute.

Is a person able to become actively involved?

A number of elements may be helpful in considered how best to involve the service user in their risk assessment. These may include thinking about the person's:

- Psychological state (e.g. is depression or anxiety preventing the person from engaging with the assessment?)

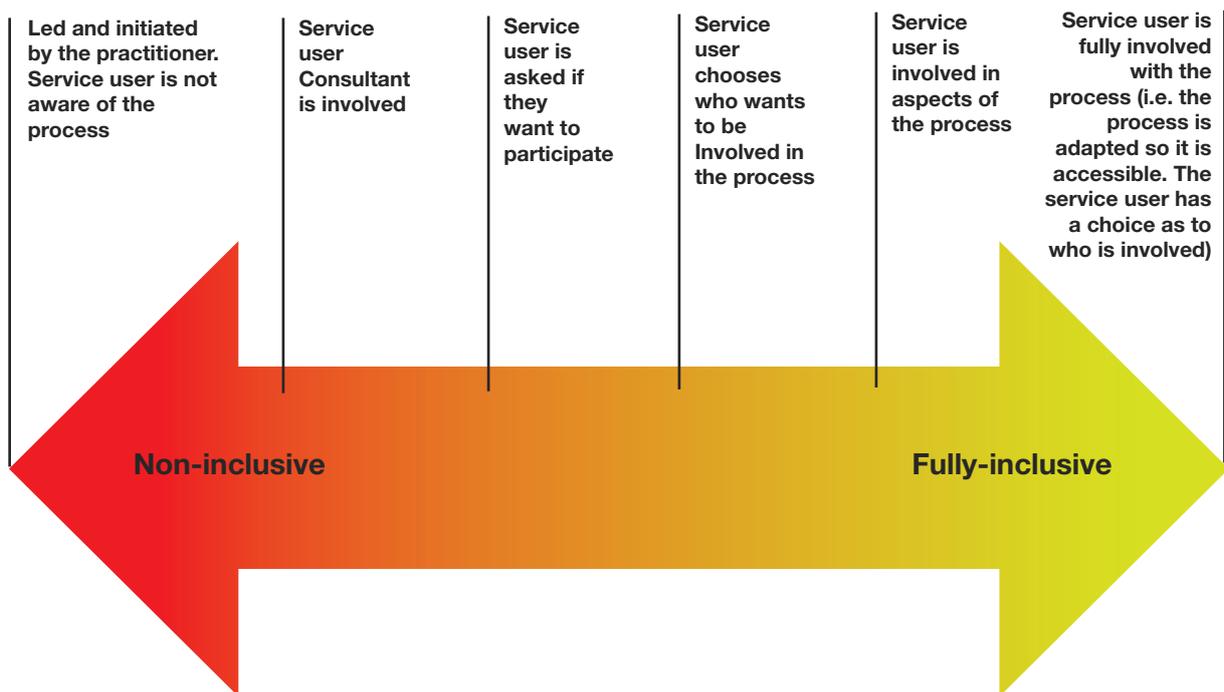
- Attention span (e.g. how long can the person concentrate for?)
- Engagement (e.g. will the person engage with the assessment?)
- Insight (e.g. if the person has problems with physical violence, do they realise they could be causing risk to themselves or others?)
- Remorse (e.g. if the person has hurt somebody, do they say sorry and mean it?)
- Suggestibility (e.g. is the person able to say 'no' and expect this to be heard or do they feel as though they have to agree and say 'yes'?)

Timing can be key when considering at what level the service user can participate in the risk assessment and requires good clinical judgement about what the service user can tolerate.

Where full participation isn't possible, the practitioner would be expected to work through the risk assessment on the service user's behalf with the help of family members, the person's advocate or chosen support staff. A 'service user consultant', or 'expert by experience', could become involved if the person is unable to participate. Over time, or as service user's capacity for engagement develops, they should become more actively involved.

The continuum below shows the journey a service user may go on in relation to their risk assessment. The 'gold standard' is for the service user to lead and be fully involved with the whole process. Although this is the aim, the level of inclusion may move back and forth along the continuum depending on the presentation of the service user at any given time.

Figure 1. Continuum of service user involvement



1.3 Personalising the ‘Keeping Me Safe and Well’ Assessment

The ‘Keeping Me Safe and Well’ Assessment can be personalised for each service user. Service Users and clinicians involved in the pilot project suggested a number of creative solutions to aid service user involvement after assessing the person’s communication skills. Actively involving the service user in their own risk assessment will increase accessibility, engagement and, ultimately, ownership of the service user’s care.

Improving accessibility of the risk assessment

Assessing the skills of each service user individually will allow you to conduct your assessment to fit the service users needs. Questions to consider may be:

- Does the person communicate verbally?
- Do they speak English as a first language?
- Can they read?
- Do they understand spoken language?
- If they do not communicate verbally, do they have any other ways of communicating?
 - Picture cards
 - Sounds
 - Behaviours
 - Signs

Wording

Although the words in the risk assessment are simplified, it might be the case that the service user needs more of an explanation. Alternatively they might need it displayed in a way that is more meaningful to them. For example, if in the ‘Transport’ section the risk is related to refusing to wear a seatbelt, make sure you highlight this. Use the person’s words and language because this is likely to make the process more meaningful. You might need to negotiate this with the person. Each question in the manual contains a list of prompt questions that can be used to gather information from the service user. This list is not exhaustive and should be used as a guide.

Picture Booklet

The booklet can also be used to facilitate communication. It may be particularly useful, for example, with individuals who have difficulty reading, or for whom English is not their first language.

For some service users, it might be more meaningful to work collaboratively producing shared pictures. Explaining each risk area and then working with the person to draw a picture to capture it’s meaning can be effective. For example: in ‘physical health’, if the service user has a risk relating to asthma, they might draw a picture of an inhaler. This might help the person think of the risks that are important for them.

Traffic Light Picture Card

Service users may also want to use the ‘traffic light’ picture card, by pointing to the relevant light to show the perceived level of risk. The traffic light can also be used by the assessor as a prompt to explain the different levels of risk.

Traffic Light Scoring Sheet

This scoring sheet enables service users to indicate to the assessor what they perceive the level of risk to be. Service users can use this sheet in a number of ways from colouring in the relevant ‘light’ or marking it with an ‘x’. Some service users used red, orange and green pen to colour the relevant traffic light in, depending on the risk, and reported that this was helpful.

Assessing Risk: Likelihood and Severity

The 'Keeping Me Safe And Well' assessment should be completed for ALL service users by the practitioner within 6 WEEKS of allocation.

When assessing the risk, take into account both the likelihood of the risk occurring and also the severity of the consequences.

Likelihood

When considering likelihood, only take into account the next six months. You should look at events over the last 6 months to make an estimate of likelihood over the next 6 months.

The scoring for likelihood is as follows:

1. Unlikely

It is unlikely that the risk will happen in the next 6 months.

2. Up to 50% chance

There is up to 50% chance that the risk will occur in the next 6 months.

3. More than 50% chance

There is more than a 50% chance of the risk occurring in the next 6 months.

Severity

When considering severity the scoring is as follows:-

1. Minor

- The risks that the client or others are exposed to are no greater than for the general population
- Where any harm that results (Physical or psychological) would not require professional support (e.g. medical, clinical, on-call etc).

2. Serious

- Physical injury to the client or others which would require medical attention (e.g. GP)
- Psychological trauma which impinges on the clients or others quality of life and sense of well-being, and would require professional support.
- Behaviour which may lead to breakdown of current placement.

3. Major

- Physical injury to the client or others which would require their admission to hospital (including death).
- Psychological trauma to the client or others which would require their admission to hospital.
- Behaviour which would result in criminal prosecution and imprisonment or sectioning under the Mental Health Act.

Scoring

The total score is obtained by multiplying the likelihood score by the severity score, eg $2 \times 2 = 4$. The scores correspond to the traffic light system as follows: 1 or 2 is green, 3 or 4 is amber and 6 and 9 is red.

Example: For somebody who has offended with children in the past, but who is now in a closely supervised package of support, the likelihood of the risk happening might be low (a score of 1), but the severity of the risk if it were to occur would be major (a score of 3). Therefore, the combined risk would be 3, or amber.

When is a Risk Management Plan Needed?

If a Service User scores more than 4 on a risk area, a risk management plan will be needed. Please use the shared summary at the back of the record form to highlight any significant risks (i.e. above a score of 4). Please also indicate if person's risk has a low score as a result of current intervention, for example because of high levels of staff support or observation.

When a service user scores 9 in more than 3 areas, this may be an indication that an HR-JRAMP is needed. This should be discussed, before proceeding, with your line manager.

3 Completing the Risk Assessment

3.1 Explaining Risk, Rights and the Scoring System

Please turn to the “Explaining Risk, Rights and the Scoring System” section in the picture booklet.

Before you start the assessment it may be helpful to explain the overall process to the service user and carers.

Talk through each of the sections using the picture booklet:

What is a risk?

What is this plan about?

What are human rights?

What is traffic light scoring?

What will staff look for?

This will give the service user the opportunity to ask any questions and to fully understand what the assessment is about.

3.2 Recording and Worked Example

Each question in the risk assessment asks you to work with the person to rate their risk and to identify the human rights implications of each area of risk.

This manual lists the human rights that could be affected for each area of risk. If a significant risk is recognised the assessor must record which human rights may be engaged (See Figure 2).

Figure 2 provides an example of how to fill in the record form. It demonstrates how to reference the human rights that have been engaged following the recognition of a significant risk.

Figure 2: Example of question on record sheet

Physical Health Please include details of identified risk	"John has had numerous hospital admissions over the last 6 months relating to his asthma"
Likelihood Please score here on the likelihood it will happen again 1-3	3
Severity Please score here on the severity of consequences	3
Total Please multiple the likelihood score by the severity score	9
Service User Rating Please indicate level of risk by circling the word or relevant light	 red amber green
Human Rights Implication(s) Please indicate which human rights are at risk of being infringed using the act number(s). (Human rights articles are listed below each question).	" 2, 8, 14"

In this example John's asthma has posed a significant risk for him within the last six months. He scored 3 for the likelihood that he should be admitted to hospital again and a score of 3 for the severity of consequences.

Multiplying the likelihood and severity together gave John a total score of 9 for Physical Health.

Using the human rights listed in the manual the assessor was able to identify that the following human rights may be engaged: Right to life (Article 2), Right to respect for private and family life (Article 8) and Prohibition of discrimination (Article 14).

Risk Areas: Questions, Prompts and Human Rights Involved

Section 1: Risks to Self

Please turn to 'Section 1: Risks to Self', in the picture booklet

This section focuses on the potential risks to the service user.

1) Physical health

Prompt questions

- Do you have diabetes or epilepsy?
- Do you go to hospital a lot?
- Are you in pain?
- Have you been ill?
- Have you been hurt?
- Do you feel well?



Human rights which may be engaged:

FREDA: Fairness, Respect, Equality, Dignity, Autonomy.

Is the person being treated with dignity, equality, autonomy with regards to their physical health?

Article 2: Right to life-

- Does the person have access to appropriate health care services?
- Has the person been refused any treatment for physical health on grounds of their disability? Is the person supported to make informed choices around medical treatment (e.g. attending the doctors)?
- Is the person supported to access medical checks / clinics? In extreme cases, a denial of any of these things could lead to death.

Article 3: Prohibition of torture, inhuman and degrading treatment- e.g. Are facilities available to enable persons with physical health needs to be cared for effectively? (e.g. hoists or changing facilities). Are there enough staff available to ensure aspects of the person's physical health needs are met with dignity? (e.g. if incontinent, is the person changed on a regular basis so they do not have to sit in wet clothing?). If not, this could be classed as inhuman or degrading treatment.

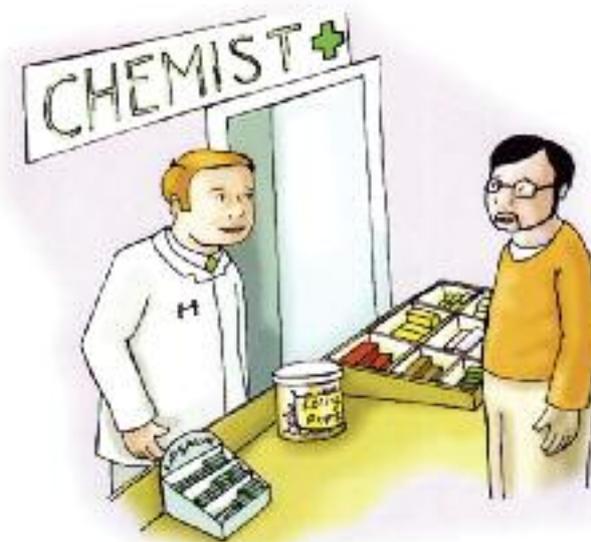
Article 8: Right to respect for private and family life – A physical health problem could have an impact on the person's physical and psychological well-being.

Article 14: Prohibition of discrimination – e.g. does the person have access to medical treatment they need regardless of their learning disability?

2) Medication

Prompt questions

- Do you have problems with your medication?
- Do you always take your medication?
- Do you forget to take your medication?
- Do you take more medication than you need to?
- Do you ever feel ill after taking your medication?
- Does anyone crush your medication or mix it in food/drink?



Human rights which may be engaged:

FREDA: Fairness, Respect, Equality, Dignity and Autonomy

Is the person treated with dignity and respect with regard to their medication? e.g. are they able to take it in private?

Article 2: Right to life – e.g. Does the person have access to any regular medication (e.g. is diabetes / epilepsy medication given at the correct time with the correct doses etc). Is medication easily available if the person has a head ache or an upset stomach etc? Does the person have access to appropriate mainstream health services?

Article 8: Right to respect for private and family life – e.g. is information about the person's medication shared only on a 'need-to-know' basis? Does the person have any input into their medication? Have they been involved in discussions of these areas? (Do they have capacity?) Is the person given respect and privacy while taking their medication? Are they given information as to why they are on any medication, and to what side effects may occur? Is medication used as a form of restraint for the person, and if so, have they consented and if not, is the restraint proportionate to the person's difficulty?

Risk Areas: Questions, Prompts and Human Rights Involved

Section 1: Risks to Self

3) Transport (public and private)

Prompt questions

- Are you ok travelling in a car?
- Do you find it difficult to sit in a car for a long time?
- Do people worry you are not safe on your bike?
- Are you able to cross the road safely?
- How much support do you need to travel safely?
- Do people say they need to lock doors to keep you safe?



Human rights which may be engaged:

FREDA: Fairness, Respect, Equality, Dignity and Autonomy

If it is the persons wish not to get into a vehicle is this wish respected?

Article 8: Right to respect for private and family life - Is the person able to make their own choices with regards to transport? If not this could potentially impact upon their psychological well being. E.g. Are the doors to the property locked because of the person's lack of road safety? Is the person able to leave the property whenever they wish? If not, does the person understand why and have they been involved in discussions regarding this?

4) Mobility

Prompt questions

- Do you need to use a walking frame/stick/wheelchair?
- Do you fall over?
- Is there someone to help you if you fall?
- Do you need help to get around?



Human rights which may be engaged:

FREDA: Fairness, Respect, Equality, Dignity, Autonomy

Is the person treated with fairness and respect despite any mobility problems? E.g. are facilities available to ensure persons are cared for effectively (e.g. hoists or changing facilities).

Article 2: Right to life – e.g. has the person been refused any treatment on grounds of their disability?

Article 3: Prohibition of torture, inhuman and degrading treatment- e.g. are there enough staff available to ensure the person does not suffer 'degrading' treatment? (e.g. if the person needs help changing or eating).

Article 8: Right to respect for private and family life – e.g. is personal care undertaken with respect, dignity and privacy? Is the place the person resides fully equipped for any mobility difficulties they may have? (E.g. disabled access, room calls, kitchen equipment that is suitable for disabled persons etc). Is there appropriate disabled access to the property? Is the person free to leave the property when they want to? Are there enough staff available to ensure the person gets out as frequently as they require?

Risk Areas: Questions, Prompts and Human Rights Involved

Section 1: Risks to Self

5) Safety at home

Prompt questions

Do people worry about your safety with household objects, e.g.

- Bleach
- Sharp knives
- Electrical items



Human rights which may be engaged:

FREDA: Fairness, Respect, Equality, Dignity, Autonomy

Is the person treated with fairness, dignity and respect with regard to their issues around domestic hazard? For example, is the person prevented from making hot drinks/food or using electrical equipment? Are certain things locked away to prevent the person from using them? If this is the case, is it proportionate to the person's difficulties? In shared accommodation, does this impede on the quality of life of other service users who do not have a problem with domestic hazards?

Article 2: Right to life – e.g. if the person is in danger of seriously harming or killing themselves due to a domestic hazard, are procedures in place to prevent this happening? (E.g. are sharp knives locked away?)

Article 8: Right to respect for private and family life – Either the risk itself or the strategies in place could have implications towards the person's psychological well being. Is enough being done to reduce this as much as possible? E.g. if the person is restricted in making hot drinks, could they be supervised to do it?

6) Getting lost

Prompt questions

- Sometimes when you go out on your own do you find it hard to get back home?
- Can you remember the bus number, or where to get the bus from to get home?
- Can you remember your address?
- Do you forget to take your phone with you?
- Do you run out of money to get home?
- Do you need support to go out?



Human rights which may be engaged:

FREDA: Fairness, Respect, Equality, Dignity, Autonomy

Is the person treated with fairness and autonomy despite a risk of being stranded? For example, are the doors to the property locked? Is the person able to leave the property when they wish (e.g. are there enough staff available to take the person out if they are not capable of going out alone?).

Article 8: Right to respect for private and family life – The risk of being stranded could have implications towards the person's psychological well being. Is enough been done to prevent this from happening? .e.g. Are staff available to go out with the person if they so wish?

Risk Areas: Questions, Prompts and Human Rights Involved

Section 1: Risks to Self

7) Not looking after myself

Prompt questions

- Do you look after yourself properly?
- Do you eat or drink when you should or do you eat/drink more than you should?
- Do you wash when you should?
- Do you look after your money?
- Do you change your clothes regularly?



Human rights which may be engaged:

FREDA: Fairness, Respect, Equality, Dignity, Autonomy

Is the person treated with equality and dignity regardless of their presentation? Is the person given respect and privacy (by both staff and other service users) whilst undertaking personal care? If the person refuses to do personal care, is this right respected? Is there a policy of restraint around the client in regard to personal care? Does the client have any input into this? Is the person encouraged to eat / refused food?

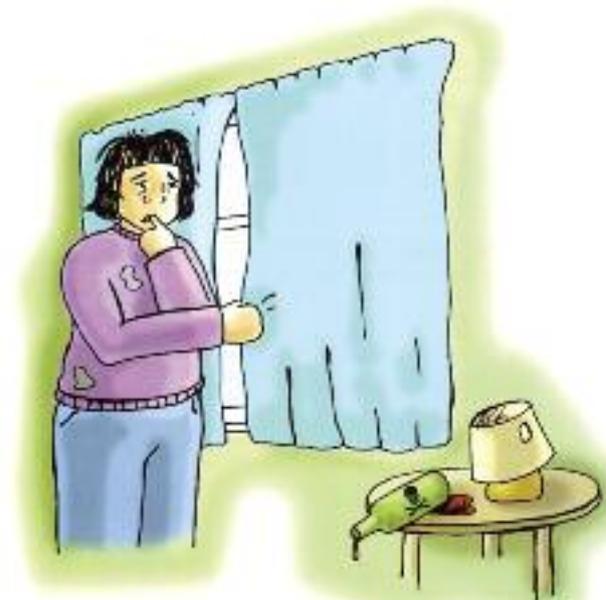
Article 2: Right to life – If self neglect becomes extreme, this could potentially lead to death. Are appropriate steps in place to ensure this does not happen?

Article 8: Right to respect for private and family life – e.g. does the person have the opportunity to make or get a drink / food when they want? Does the person have access to his / her own money? Are they able to spend their money on whatever they decide?

8) Hurting myself

Prompt questions

- Do you hurt yourself to cope with hard feelings?
- Do you use objects to cut/bruise yourself?
- Do you swallow things (not food or drink)?
- Have you swallowed a substance?



Human rights which may be engaged:

FREDA: Fairness, Respect, Equality, Dignity, Autonomy

Is the person treated with dignity and respect in the event of self harm? E.g. are they given the opportunity to speak with staff after an incident?

Article 2: Right to life – e.g. Are appropriate interventions in place to avoid serious injury to the person? Does the person have access to suitable healthcare services to get help? Or if the person is not causing serious harm, are their rights to make informed choices respected?

Article 8: Right to respect for private and family life - e.g. is all information about the person's behaviour kept confidential? If not, is it just shared on a 'need-to-know' basis? Does the person have any say in which staff members intervene when they are self harming? Also, is the person given dignity when they are self-harming and privacy where applicable?

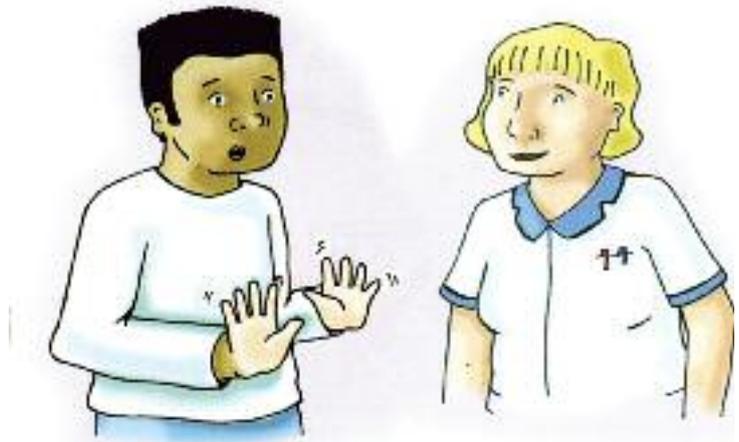
Risk Areas: Questions, Prompts and Human Rights Involved

Section 1: Risks to Self

9) Not wanting support/services

Prompt questions

- Do you ever run away without telling anybody when you are not allowed to?
- Do you ever leave your home without telling anyone?
- Do you ever leave your support workers/carers/family when you are out and about?



Human rights which may be engaged:

FREDA: Fairness, Respect, Equality, Dignity, Autonomy

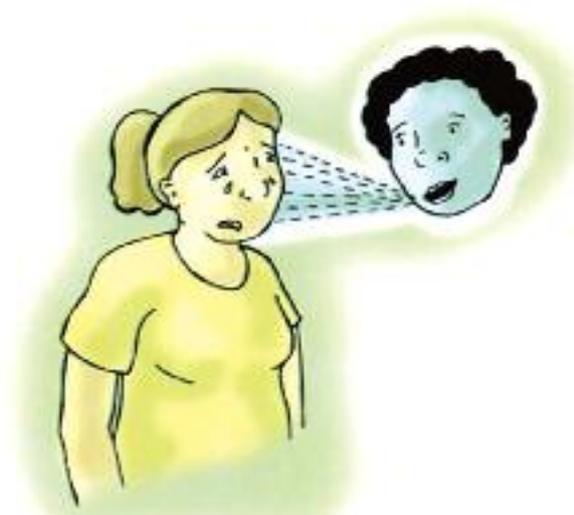
Is the person being treated with fairness respect equality dignity and autonomy in regard to the level of support they receive i.e. too much or too little.

Article 5: Right to liberty and security– e.g. Are the doors to the property locked? Is the person able to request to leave the property? Is the person sectioned? If so, are they aware of their rights relating to leaving the property? The actual fact of absconding does not impact on the right to liberty; this right becomes relevant with regards to the consequences of what might happen if the person does abscond.

10) Mental health

Prompt questions

- Do you ever think that your mind does not feel healthy?
- Have you been crying a lot?
- Have you been feeling angry?
- Do you feel down?
- Have you been hearing and seeing things that no one else can hear?



Human rights which may be engaged:

FREDA: Fairness, Respect, Equality, Dignity, Autonomy

Is the person treated with respect and dignity with regard to their mental health problems? This includes treatment by staff, family and other service users.

Article 5: Right to liberty and security– e.g. is the person able to leave the property whenever they wish? Is the person sectioned? If so, have they been given information as to why, and do they receive regular reviews/tribunals?

Article 8: Right to respect for private and family life – This risk could obviously have implications towards the person's psychological well being. Is physical restraint used as a means of preventing challenging behaviour associated with any mental health problems? If so, does the client have any input into their medication / restraint? Have they been involved in discussion?

Article 14: Protection against discrimination – e.g. does the person have access to appropriate healthcare services? If not, is this because the person also has a learning disability?

Risk Areas: Questions, Prompts and Human Rights Involved

Section 1: Risks to Self

11) Alcohol/substance abuse

Prompt questions

- Do people worry that you drink a lot of alcohol or use drugs?
- Do you use alcohol to deal with hard feelings?



Human rights which may be engaged:

FREDA: Fairness, Respect, Equality, Dignity, Autonomy

Is the person being treated with respect and dignity in regard to alcohol/substance? Are they receiving adequate support with this issue.

Article 2: Right to life – e.g. are mainstream services available for the person to help with his or her problems? (E.g. alcohol services?)

Article 8: Right to respect for private and family life- e.g. is the person able to drink in his own home? If so, does this impede on the human rights any other service users / carers living in the same place? Is the person supported in making informed choices regarding his or her drinking?

12) Suicide

Prompt questions

- Have you tried to kill yourself?



Human rights which may be engaged:

FREDA: Fairness, Respect, Equality, Dignity, Autonomy

Is the person taken seriously and treated with dignity in the event of attempted suicide?

Article 2: Right to life – e.g. have appropriate interventions been put in place to avoid serious injury to the person (with appropriate observations, access to therapy / services to help with their feelings)

Article 8: Right to respect for private and family life – e.g. is confidential information about potential suicide just shared on a 'need-to-know' basis?

Risk Areas: Questions, Prompts and Human Rights Involved

Section 1: Risks to Self

13) Para-suicide

Prompt questions

- Do you tell people you are going to kill yourself, when really all you want is for them to help you with your difficult feelings?
- Have tried to kill yourself but really you have just wanted someone to help you with your difficult feelings.



Human rights which may be engaged:

FREDA: Fairness, Respect, Equality, Dignity, Autonomy

Is the person treated seriously and with dignity in the event of para suicide?

Article 2: Right to life – e.g. have appropriate interventions been put in place to avoid serious injury to the person (access to a trusted person to talk to, therapy etc)

Article 8: Right to respect for private and family life – e.g. is confidential information about para-suicide just shared on a 'need-to-know' basis'? Are any forms of restraint used in the event of para-suicide and if so, are these restraints proportionate to the behaviour?

14) Any other risk to self

Please describe any other risks... for example restrictive practices, or 'challenging behaviour'



Risk Areas: Questions, Prompts and Human Rights Involved

Section 2: Risks to Others

Please turn to 'Section 2: Risks to Others', in the picture booklet.

This section focuses on the potential risks and human rights implications to individuals who come into contact with the service user e.g. staff, other service users, family, the community

1) Skin colour/and or culture

Prompt questions

- Do you think that people who don't come from the same country or are a different colour to you are not as good as you?
- If you don't understand why people are different, is it confusing? and can it make you angry?
- Do you think of hitting people different to you?
- Have you ever hit somebody because of their colour or culture?



Human rights which may be engaged:

FREDA: Fairness, Respect, Equality, Dignity and Autonomy

Is the person treated with dignity, respect and equality despite any beliefs they may hold against others? E.g. if a complaint is made against the person regarding how they treat another person, will they be informed about why it has happened, and will they be made aware of the process and of the outcome?

Article 3: Prohibition of torture, inhuman and degrading treatment- e.g. Do the person's beliefs cause behaviour towards another person which may compromise their right?

Article 14: Prohibition of Discrimination - The person will be impeding the victim's human right if they discriminate on grounds of any equality and diversity issue?

Article 8: Right to respect for private and family life – This risk has the potential to impede in the victim's psychological and physical wellbeing, as well as their private life.

2) Gender

Prompt questions

- Do you bully or hurt men because women are better than men
- Do you bully or hurt women because you think men are better than women



Human rights which may be engaged:

FREDA: : Fairness, Respect, Equality, Dignity and Autonomy

Is the person treated with dignity, respect and equality despite any beliefs they may hold against others? E.g. if a complaint is made against the person regarding how they treat another person, will they be informed about why it has happened, and will they be made aware of the process and of the outcome?

Article 3: Prohibition of torture, inhuman and degrading treatment- e.g. Do the person's beliefs cause behaviour towards another person which may compromise their right?

Article 14: Prohibition of Discrimination - The person will be impeding the victim's human right if they discriminate on grounds of any equality and diversity issue?

Article 8: Right to respect for private and family life – This risk has the potential to impede in the victim's psychological and physical wellbeing, as well as their private life.

Risk Areas: Questions, Prompts and Human Rights Involved

Section 2: Risks to Others

3) Religion

Prompt questions

- Do you think that people that don't believe what you believe are not as good as you?
- If you don't understand what somebody believes, is it confusing? Can it make you angry?
- Do you pick people because of their beliefs or religion?
- Do you try and hurt them?



Human rights which may be engaged:

FREDA: Fairness, Respect, Equality, Dignity and Autonomy

Is the person treated with dignity, respect and equality despite any beliefs they may hold against others? E.g. if a complaint is made against the person regarding how they treat another person, will they be informed about why it has happened, and will they be made aware of the process and of the outcome?

Article 3: Prohibition of torture, inhuman and degrading treatment- e.g. Do the person's beliefs cause behaviour towards another person which may compromise their right?

Article 14: Prohibition of Discrimination - The person will be impeding the victim's human right if they discriminate on grounds of any equality and diversity issue?

Article 8: Right to respect for private and family life – This risk has the potential to impede in the victim's psychological and physical wellbeing, as well as their private life.

4) Language

Prompt questions

- Do you pick on people because they talk a different language?
- Do you hurt people because they speak a different language?
- Do you talk in a language that others don't understand in order to exclude them?



Human rights which may be engaged:

FREDA: Fairness, Respect, Equality, Dignity and Autonomy

Is the person treated with dignity, respect and equality despite any beliefs they may hold against others? E.g. if a complaint is made against the person regarding how they treat another person, will they be informed about why it has happened, and will they be made aware of the process and of the outcome?

Article 3: Prohibition of torture, inhuman and degrading treatment- e.g. Do the person's beliefs cause behaviour towards another person which may compromise their right?

Article 14: Prohibition of Discrimination - The person will be impeding the victim's human right if they discriminate on grounds of any equality and diversity issue?

Article 8: Right to respect for private and family life – This risk has the potential to impede in the victim's psychological and physical wellbeing, as well as their private life.

Risk Areas: Questions, Prompts and Human Rights Involved

Section 2: Risks to Others

5) Sexuality

Prompt questions

- Do you think that people who are gay, lesbian or bisexual are not as good as you?
- Do you ever pick on and/or hurt someone because they are gay, lesbian or bisexual?



Human rights which may be engaged:

FREDA: Fairness, Respect, Equality, Dignity and Autonomy

Is the person treated with dignity, respect and equality despite any beliefs they may hold against others? E.g. if a complaint is made against the person regarding how they treat another person, will they be informed about why it has happened, and will they be made aware of the process and of the outcome?

Article 3: Prohibition of torture, inhuman and degrading treatment- e.g. Do the person's beliefs cause behaviour towards another person which may compromise their right?

Article 14: Prohibition of Discrimination - The person will be impeding the victim's human right if they discriminate on grounds of any equality and diversity issue?

Article 8: Right to respect for private and family life - This risk has the potential to impede in the victim's psychological and physical wellbeing, as well as their private life.

6) Disability

Prompt questions

- Do you think people in a wheelchair are not as good as you?
- Do you pick on or hurt people with a disability?



Human rights which may be engaged:

FREDA: Fairness, Respect, Equality, Dignity and Autonomy

Is the person treated with dignity, respect and equality despite any beliefs they may hold against others? E.g. if a complaint is made against the person regarding how they treat another person, will they be informed about why it has happened, and will they be made aware of the process and of the outcome?

Article 3: Prohibition of torture, inhuman and degrading treatment- e.g. Do the person's beliefs cause behaviour towards another person which may compromise their right?

Article 14: Prohibition of Discrimination - The person will be impeding the victim's human right if they discriminate on grounds of any equality and diversity issue?

Article 8: Right to respect for private and family life – This risk has the potential to impede in the victim's psychological and physical wellbeing, as well as their private life.

Risk Areas: Questions, Prompts and Human Rights Involved

Section 2: Risks to Others

7) Dependants

Prompt questions

- Do people worry that you do things to put your children in danger?
- Do you sometimes forget to give your child food or drink?
- Do you find it hard to keep your child clean?
- Do you find it hard to get your child to school?
- If you lose your temper, do you sometimes take it out on your child?



Human rights which may be engaged:

FREDA: Fairness, Respect, Equality, Dignity, Autonomy

Is the person's family life respected? Are they treated differently in terms of access to their children because of their learning disability?

Article 8: Right to respect for private and family life – e.g. is the person supported or given the opportunity to have a family life with their child? If the child does not live with the person, do they have visiting rights to see the child? Are steps in place to support the person to have a safe and productive family life with the child?

Article 2: Right to Life – Neglect of a dependent could potentially lead to death. Steps should be in place to prevent this from happening. E.g. support should be available for the person in regard to their child.

Article 2 of Protocol 1: Right to education – A risk to a dependent could potentially affect a child's education. E.g. if the person finds it difficult to take the child to school.

Article 3: Prohibition of torture, inhuman and degrading treatment– Neglect or degrading treatment of the child could be construed as torture.

8) Children

Prompt questions

- Do people worry that children might not be safe with you?
- Do people say you are too rough to be near children?
- Do you like to play with children, but people say that you shouldn't?
- Do people say you can't look after children properly?



Human rights which may be engaged:

FREDA: Fairness, Respect, Equality, Dignity, Autonomy

Is the person treated with dignity and respect despite the potential risk to children? Do they have a reputation around this risk? Does this then impede on the care they receive, or how they are treated by either staff members or other service users? If any allegations have been made against the person, are they still treated as an equal by staff? And are they aware of their rights around allegations against them?

Article 8: Right to respect for private and family life – This risk might affect the child's psychological or physical well being. Steps should be put in place to prevent this from happening.

Article 3: Prohibition of torture, inhuman and degrading treatment- Child abuse could be construed as torture of the child.

Article 2: Right to life – If the risk is severe enough, the risk could possible endanger the child's life.

Risk Areas: Questions, Prompts and Human Rights Involved

Section 2: Risks to Others

9) Verbal aggression/intimidation

Prompt questions

- Do you get angry at people, which can make them scared of you?
- Do you say nasty things to people when you are annoyed or upset?
- Do you shout at people when you are annoyed or upset?
- Do you get angry a lot?
- Do you argue a lot?



Human rights which may be engaged:

FREDA: FREDA: Fairness, Respect, Equality, Dignity, Autonomy

Is the person treated with respect and autonomy by staff despite any verbal aggression or intimidation they may display?

Article 3: Prohibition of torture, inhuman and degrading treatment– e.g. is the person's behaviour compromising a carer /relative / or the general public's human right? Are there relevant care plans in place to try and protect this from happening?

Article 8: Right to respect for private and family life - Is there a policy of restraint around the person to prevent verbal aggression or intimidation? If so, does the person have any input into this? Have they been involved with any discussions?

Article 8: Right to respect for private and family life – e.g. if the person is focussing the verbal aggression on other service users living at the same address, are their human rights compromised? If so, is anything in place to prevent this?

10) Physical violence (no weapons)

Prompt questions

- If you are angry or frustrated, do you sometimes hit out and hurt people?



Human rights which may be engaged:

FREDA: Fairness, Respect, Equality, Dignity, Autonomy

Is the person treated with fairness and respect with regard to any potential violence? E.g. If the person has a complaint made against them because of their aggression, will it be investigated fully? Will they be supported? Also, are there consequences with regard to violent outbursts? Removal of privileges etc may affect the persons equality or respect.

Article 8: Right to respect for private and family life - Is there a policy of restraint around the person to prevent verbal aggression or intimidation? If so, does the person have any input into this? Have they been involved with any discussions?

Article 3: Prohibition of torture, inhuman and degrading treatment- e.g. is the person likely to focus this aggression towards carers / family / service users or the general public? If so, are any care plans in place to prevent their human rights being compromised?

Article 8: Right to respect for private and family life – e.g. if the person is focussing the physical aggression on staff, family or other service users living at the same address, are their human rights compromised? If so, is anything in place to prevent this?

Article 2: Right to life – If the physical violence becomes so extreme that it could result in a loss of life, then the victim's 'right to life' may become compromised. Precautions should be in place to prevent this from happening.

Risk Areas: Questions, Prompts and Human Rights Involved

Section 2: Risks to Others

11) Physical violence (weapons)

Prompt questions

- If you want to hurt someone, do you think about what objects you are going to use?
- Do you use things like a chair or a knife?



Human rights which may be engaged:

FREDA: Fairness, Respect, Equality, Dignity, Autonomy

Is the person treated with fairness and respect with regard to any potential violence? E.g. If the person has a complaint made against them because of their aggression, will it be investigated fully? Will they be supported? Also, are there consequences with regard to violent outbursts? Removal of privileges etc may affect the persons equality or respect.

Article 8: Right to respect for private and family life - Is there a policy of restraint around the person to prevent verbal aggression or intimidation? If so, does the person have any input into this? Have they been involved with any discussions?

Article 3: Prohibition of torture, inhuman and degrading treatment– e.g. is the person likely to focus this aggression towards carers / family / service users or the general public? If so, are any care plans in place to prevent their human rights being compromised?

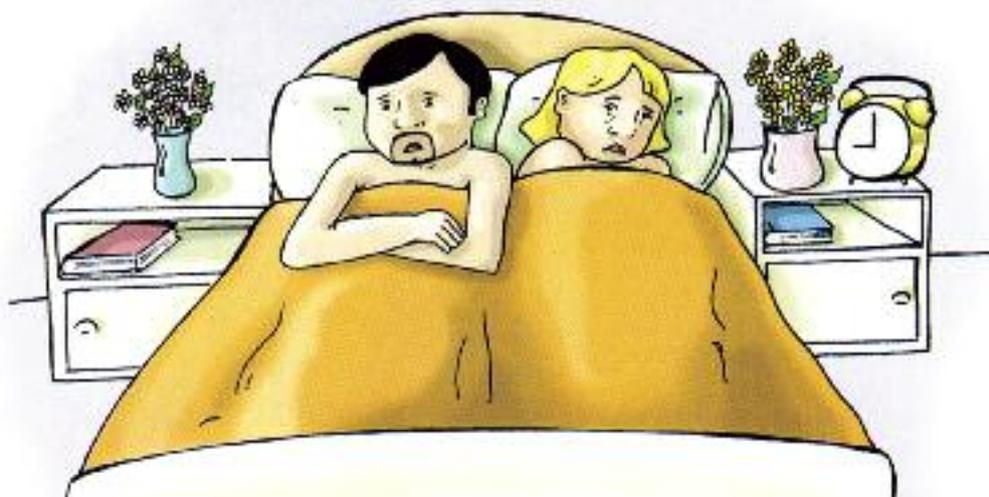
Article 8: Right to respect for private and family life – e.g. if the person is focussing the physical aggression on staff, family or other service users living at the same address, are their human rights compromised? If so, is anything in place to prevent this?

Article 2: Right to life – If the physical violence becomes so extreme that it could result in a loss of life, then the victim's 'right to life' may become compromised. Precautions should be in place to prevent this from happening.

12) Sexual behaviour

Prompt questions

- Have you made someone do sexual things even when they didn't want to?
- Have you made someone have sex with you?
- Have you made someone touch your private parts?
- Do you ever do touch other's private parts?



Human rights which may be engaged:

FREDA: Fairness, Respect, Equality, Dignity, Autonomy

In the event of a sexual offence, will the person be treated as an equal and with dignity, freedom and respect? E.g. are the doors locked as a way of preventing the person from going out to prevent them from sexually offending? Are they sectioned? If so, have they been given an understanding as to why? Have they been informed of their rights in regard to their section?

Article 3: Prohibition of torture, inhuman and degrading treatment– e.g. by sexually abusing someone, the person is treating them in an inhuman and degrading way.

Article 8: Right to respect for private and family
–By sexually abusing somebody, the person is effecting the person's psychological and/or physical well being.

Risk Areas: Questions, Prompts and Human Rights Involved

Section 2: Risks to Others

13) Taking other people's things

Prompt questions

- Have you taken things from other people that don't belong to you?



Human rights which may be engaged:

FREDA: Fairness, Respect, Equality, Dignity, Autonomy

Is the person treated with dignity and respect despite potential stealing behaviour? Do they have the same freedom and equality as persons who do not display this behaviour? E.g. Are doors locked to prevent the person from leaving the property to steal? Do they have a reputation of being a thief? If so, does this reputation cause the person to be treated differently or in a degrading way?

Article 1 of Protocol 1: Protection of property – e.g. are any care plans in place to protect this right of other service users who live with the person?

Article 8: Right to respect for private and family life – By stealing, the person might affect the victim's psychological well being. This includes family, carers and other service users.

14) Criminal or anti social acts

Prompt questions

- Have you done things which get you into trouble with the police?
- Have you done things which could get you into trouble with the police if they found out?



Human rights which may be engaged:

FREDA: Fairness, Respect, Equality, Dignity, Autonomy

Is the person treated with dignity and respect despite the potential for any other criminal or antisocial acts? Do they have a reputation around this risk? Does this then impede on the care they receive, or how they are treated by either staff members or other service users?

Article 8: Right to respect for private and family life – By stealing, the person might affect the victim's psychological well being. This includes family, carers and other service users.

Risk Areas: Questions, Prompts and Human Rights Involved

Section 2: Risks to Others

15) Fire starting

Prompt questions

- Have you set fire to something and it has put someone else in danger?



Human rights which may be engaged:

FREDA: Fairness, Respect, Equality, Dignity, Autonomy

Is the person treated with dignity and respect despite the risk of arson? Are they treated as an equal? E.g. do they have a reputation relating to this risk? Does this affect the care they receive, or how they are treated by either staff members or other service users?

Article 1 of Protocol 1: Protection of property - By setting fire to somebody's property, the person is impeding on the victim's right to have their property protected. Is there anything in place to stop this happening?

Article 2: Right to life - If the fire is severe enough, it could presumably cause death to the victim. This will impede on their right to life.

16) Truthfulness

Prompt questions

- Do you tell lies a lot?
- Do you lie to get your own way?
- Do you lie about your feelings?
- Do you lie to hurt people who have upset you?



Human rights which may be engaged:

FREDA: Fairness, Respect, Equality, Dignity, Autonomy

Is the person treated with dignity and respect despite the potential for fabrication? Do they have a reputation around this risk? Does this then impede on the care they receive, or how they are treated by either staff members or other service users? For example, have they got a reputation for making 'allegations' of sexual abuse? Does this result in any allegations they make not to be taken seriously? Any allegation should be treated as serious and acted upon.

Risk Areas: Questions, Prompts and Human Rights Involved

Section 2: Risks to Others

17) Difficulties with relationships

Prompt questions

- Do you sometimes do things other people don't like in order to try and make them listen or to get your needs met?
- Do you sometimes act in a way to scare people?
- Do you ever do things and say things to people to get your own way?
- Do you make demands that other people don't like?



Human rights which may be engaged:

FREDA: Fairness, Respect, Equality, Dignity, Autonomy

Is the person treated with dignity and respect despite the potential for exploitation, manipulation or intimidation? Do they have a reputation around this risk? Does this then impede on the care they receive, or how they are treated by either staff members or other service users?

Article 8: Right to respect for private and family life – This risk might affect the victim's psychological or physical well being. This includes family, carers and other service users.

18) Any other serious risk to others.

Please describe any other risks...



Risk Areas: Questions, Prompts and Human Rights Involved

Section 3: Risks from Others

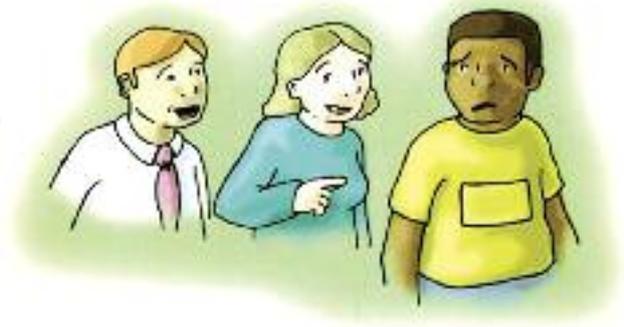
Please turn to 'Section 3: Risks from others', in the picture booklet.

This sections looks at the risk to the service users from other people, this could include other residents, staff, people in the community and generally anyone they may come into contact with on a day to day basis.

1) Skin colour/and or culture

Prompt questions

- Do you feel that people who are a different colour to you are not nice to you?
- Do people pick on you because of the colour of your skin?
- Do people hit you because of your skin colour?



Human rights which may be engaged:

FREDA: Fairness, Respect, Equality, Dignity, Autonomy

Is the person treated as an equal and with respect?
– e.g. if the person makes a complaint about how they are being treated, is it taken seriously and investigated fully?

Article 3: Prohibition of torture, inhuman and degrading treatment—e.g. is the person treated in a way that might be construed as inhuman or degrading as a result of any issues relating to equality and diversity? Extreme abuse that is discriminatory e.g. extreme racial abuse may be considered to be inhuman or degrading treatment

Article 8: – Right to respect for private and family life - Does the person feel able to express themselves? Is the person given the opportunity to express their identity by making choices about their clothes/hair/food/activities etc.?

Is the person supported to attend groups should they wish? Do they feel pressurised to attend groups when they would prefer not to? Does the person have the opportunity to meet and socialise with other persons of the same ethnic group/any other group should they wish to?

Article 14: Prohibition of discrimination – Are there particular reasons why the person may be vulnerable to discrimination, from staff or other Service Users? Is the person treated differently from others in a way that cannot be reasonably justified, because, for example, of their culture?

2) Gender

Prompt questions

- Have you been bullied or hurt by men because you are a woman.
- Have you been bullied or hurt by women because you are a man.



Human rights which may be engaged:

FREDA: Fairness, Respect, Equality, Dignity, Autonomy is the person treated as an equal and with respect? – E.g. if the person makes a complaint regarding any emotional abuse, is it taken seriously and is it investigated fully?

Article 8: Right to respect for private and family life - Does the person feel able to express themselves? Is the person given the opportunity to express their identity by making choices about their clothes/ hair/food/activities etc.?

Article 14: Prohibition of discrimination – Are there particular reasons why the person may be vulnerable to discrimination, from staff or other Service Users?

Is the person treated differently from others in a way that cannot be reasonably justified, because, for example, of their gender?

Risk Areas: Questions, Prompts and Human Rights Involved

Section 3: Risks from Others

3) Religion

Prompt questions

- Do people believe you are not as good as them because you don't go to their place of worship?
- If people don't understand your beliefs does this make them angry?
- Do you get picked on because of your beliefs?
- Do people hurt you because you go to Church/Mosque etc?



Human rights which may be engaged:

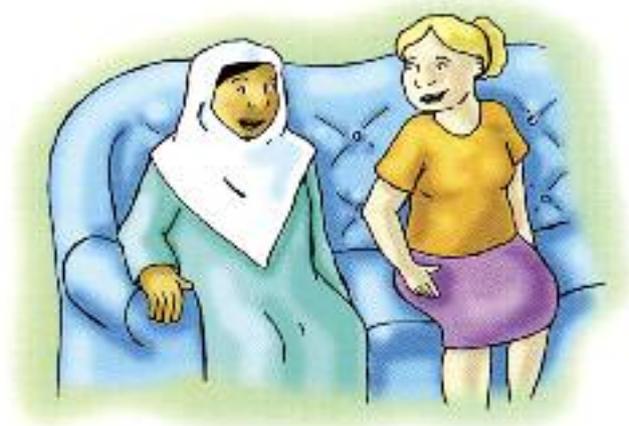
FREDA: Fairness, Respect, Equality, Dignity, Autonomy

Article 9: Freedom of thought, conscience and religion – e.g. does the person feel able to express their beliefs and practice activities regarding equality and diversity? Is the person supported to attend meetings / events etc? If so, are clients attending things when they don't want to?

4) Language

Prompt questions

- Do you get picked on because you talk a different language?
- Do people hurt you because you speak a different language?
- Do people talk in a language you don't understand in order to exclude you?



Human rights which may be engaged:

FREDA: Fairness, Respect, Equality, Dignity, Autonomy

Is the person treated as an equal and with respect?
– e.g. if the person makes a complaint about how they are being treated, is it taken seriously and investigated fully?

Article 3: Prohibition of torture, inhuman and degrading treatment—e.g. is the person treated in a way that might be construed as inhuman or degrading as a result of any issues relating to equality and diversity? Extreme abuse that is discriminatory

Risk Areas: Questions, Prompts and Human Rights Involved

Section 3: Risks from Others

5) Sexuality

Prompt questions

- Do people who are straight (heterosexual) think you are not as good as them?
- Do people who are gay, lesbian or bisexual think you are not as good as them?
- Do people pick on you or hurt you because of your sexuality (straight, gay, lesbian or bisexual)?



Human rights which may be engaged:

FREDA: Fairness, Respect, Equality, Dignity, Autonomy

Is the person treated as an equal and with respect?
– e.g. if the person makes a complaint about how they are being treated, is it taken seriously and investigated fully?

Article 14: Prohibition of discrimination – e.g. is the person discriminated against on the grounds equality and diversity issues? For example: is the person supported or given the opportunity to make a same-sex relationship? If the person wishes to engage in sexual activity is this supported? Prejudices against the person with regard to their sexuality could also impede on their psychological well being. Strategies should be in place to prevent or reduce this prejudice.

6) Disability

Prompt questions

- Do you have problems with your disability (for example because you are in a wheelchair,
- Are you blind or deaf?
- Do you have problems communicating because of your Learning Disability?
- Do people pick on you?
- Do people hurt you?
- Do people find it hard to communicate with you and so you don't always get your needs met?



Human rights which may be engaged:

FREDA: Fairness, Respect, Equality, Dignity, Autonomy

Is the person treated as an equal and with respect? – e.g. if the person makes a complaint about how they are being treated, is it taken seriously and investigated fully? Is the person supported to attend groups should they wish? Do they feel pressurised to attend these things when they would prefer not to?

Article 3: Prohibition of torture, inhuman and degrading treatment – e.g. is the person treated in a way that might be construed as torture as a result of any issues relating to equality and diversity?

Article 10: Freedom of expression – e.g. is the person given the opportunity to make choices about their clothes / hair / food or activity etc

Risk Areas: Questions, Prompts and Human Rights Involved

Section 3: Risks from Others

7) Physical abuse by others

Prompt questions

- Does anyone hurt you?
- Does anyone hit/slap/punch you?
- Does anyone spit at you?



Human rights which may be engaged:

FREDA: fairness, respect, equality, dignity, autonomy

Is the person treated as an equal and with respect? e.g. if the person makes a complaint about physical abuse, is it investigated fully and taken seriously?

Article 2: Right to life – If the person is subjected to extreme physical abuse by others, this could result in a loss of their life. Strategies should be in place to prevent this from happening.

Article 3: Prohibition of torture, inhuman and degrading treatment- e.g. is there a policy of restraint around the person? Could this be seen as physical abuse? If another service user is abusing the person, is anything being done about this to prevent a compromise to his / her right? Is the person vulnerable and likely to be a victim of physical abuse when out on their own? If so, are care plans and support in place to try and prevent this? (e.g. having a carer with them).

Article 8: Right to respect for private and family life – Physical abuse will affect the person's physical integrity and their psychological well being. Are strategies in place to reduce this abuse as much as possible?

8) Sexual abuse by others.

Prompt questions

- Does anyone touch you in a way you don't like?
- Does anyone make you perform a sexual act when you don't want to?
- Does anyone try to take photos of you when your undressed?



Human rights which may be engaged:

FREDA: Is the person treated as an equal and with respect? e.g. if the person makes a complaint about sexual abuse, is it investigated fully and taken seriously?

Article 3: Prohibition of torture, inhuman and degrading treatment- e.g. If the person has been sexually abused, this right has been compromised

Article 8: Right to respect for private and family life – e.g. Is the person supported or given the opportunity to make relationships? If the client wishes to engage in sexual relationships, is this supported? Has the person had help and advice about sex and been empowered to know their rights, therefore limiting the chance of sexual abuse?

Risk Areas: Questions, Prompts and Human Rights Involved

Section 3: Risks from Others

9) Financial abuse by others.

Prompt questions

- Do you worry about money?
- Does someone else use your cash card/cheque book?
- Do you think your money is going missing?
- Does someone use their supermarket reward card when getting your shopping?



Human rights which may be engaged:

FREDA: fairness, respect, equality, dignity, autonomy

Is the person treated as an equal and with respect? – e.g. if the person makes a complaint regarding their financial situation, is it taken seriously and is it investigated fully?

Article 4: Prohibition of slavery and forced labour – e.g. does the person undertake any kind of work, and if they do, do they receive suitable payment for the work? (e.g. the same as any other employee).

Article 8: Right to respect for private and family life – e.g. who handles the person's money? Are they informed about this and do they understand why? Does the person have access to their own money? Are they able to spend their money on whatever they decide? Is confidential data regarding the person's money kept locked away and only shared on a 'need-to-know' basis?

10) Emotional abuse by others

Prompt questions

- Do people make demands on you that you don't like?
- Do people act in a way that scares you?
- Do people listen to you?
- Are your emotional needs met?



Human rights which may be engaged:

FREDA: fairness, respect, equality, dignity, autonomy -is the person treated as an equal and with respect? – E.g. if the person makes a complaint regarding any emotional abuse, is it taken seriously and is it investigated fully?

Article 3: Prohibition of torture, inhuman and degrading treatment- Extreme emotional abuse could be construed as torture. Strategies should be in place to prevent this from happening. Staff need to be aware of potential emotional abuse as it could be more difficult to identify,

Article 8: Right to respect for private and family life – e.g. does the person feel respected in his / her home? Does the person have any involvement in choosing their staff / housemates? This is especially true if they feel they are being emotionally abused by somebody they live with.

Risk Areas: Questions, Prompts and Human Rights Involved

Section 3: Risks from Others

11) Looking out for my family.

Prompt questions

- Are your family elderly?
- Do your family have a lot going on?
- Do your family care for more than one person?
- Does your mum, dad, sister etc care for you by themselves?



Human rights which may be engaged:

FREDA: fairness, respect, equality, dignity, autonomy

Article 8: Right to respect for private and family life – e.g. if the person's carer's vulnerability is affecting the service users quality of life, are there strategies in place to help the situation? (e.g. outside carers to give extra support). Alternatively, if by looking after the person the carer's right is compromised, then again, are there interventions in place to help?

Section 4: Risks Relating to Property

Please turn to 'Section 4: Risks Relating to Property',
in the picture booklet

This section looks at potential problems around a person's property. Some service users may damage their own property as a way of communicating they need more help, or as a way to express how they are feeling. This becomes a problem if it occurs regularly and belongings have to be replaced. It can also become a problem if it is putting the service user or others at risk.

1) Damage to own property.

Prompt questions

- Do you find it difficult to express your emotions?
- Do you throw things when you are tired, angry, upset or confused?
- Do you break your things?



Human rights which may be engaged:

FREDA: Fairness, Respect, Equality, Dignity, Autonomy

Is the person treated with dignity and respect despite the potential for arson or damage their property? Are functional necessities replaced if they have been damaged (e.g. television)? Does the person have a reputation around this risk? Does this then impede on the care they receive, or how they are treated by either staff members or other Service Users?

Article 1 of Protocol 1: Protection of property – If the person damages their property, they are impeding the right to have their property protected.

Article 8: Right to respect for private and family life – e.g. If the person lives in a house with other service users, then their right for a home life may be compromised if the person damages the property regularly.

Risk Areas: Questions, Prompts and Human Rights Involved

Section 4: Risks Relating to Property

2) Damage to others people's property

Prompt questions

- Do you find it difficult to express your emotions?
- Do you throw other people's belongs when you are tired, angry, upset or confused?
- Do you break things that are not yours?



Human rights which may be engaged:

FREDA: Fairness, Respect, Equality, Dignity, Autonomy

Article 1 of Protocol 1: Protection of property – If the person damages somebody else's property, then they are violating their right to have their property protected.

Article 8: Right to respect for private and family life – e.g. If the person damages somebody else's property, they may be compromising the owner's right to a private home life.

Risk Areas: Questions, Prompts and Human Rights Involved

Section 4: Risks Relating to Property

3) Fire starting

Prompt questions

- Do you like using matches and lighters?
- Do you enjoy lighting fires?
- Have you been arrested for lighting fires?



Human rights which may be engaged:

FREDA: fairness, respect, equality, Dignity, Autonomy

Is the person treated with dignity and respect despite the potential for arson or damage to property? Does the person have a reputation around this risk? Does this then impede on the care they receive, or how they are treated by either staff members or other Service Users?

Article 1 of Protocol 1: Protection of property – Setting fire to somebody's property is violating their right to have their property protected.

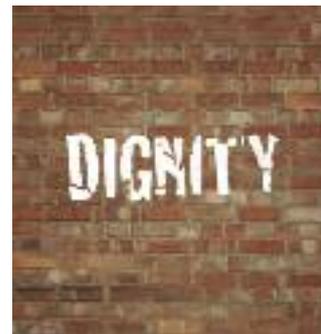
Article 2: Right to Life – If the person sets fire to a house with somebody still in it, it might compromise the victim's right to life.

Article 8: Right to respect for private and family life – e.g. If the person damages somebody else's property, they may be compromising the owner's right to a private home life.

3.4 Sharing the Summary

Using the “What are we going to do now?” sheet located at the back of the record form, the assessor summarises the recognised areas of risk and the human rights implications.

The ‘Keeping Me Safe and Well’ Assessment is the first stage of assessing somebody’s risk. Risks scoring four or higher indicate the need for a management plan (IRAMP / HR JRAMP) to be completed. Following this, the assessor should then identify strategies and plans to address them. This sheet can be completed either at the time of the assessment or at a later date, however the service user should ALWAYS receive a copy of this back page.



Improving Mental Health

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