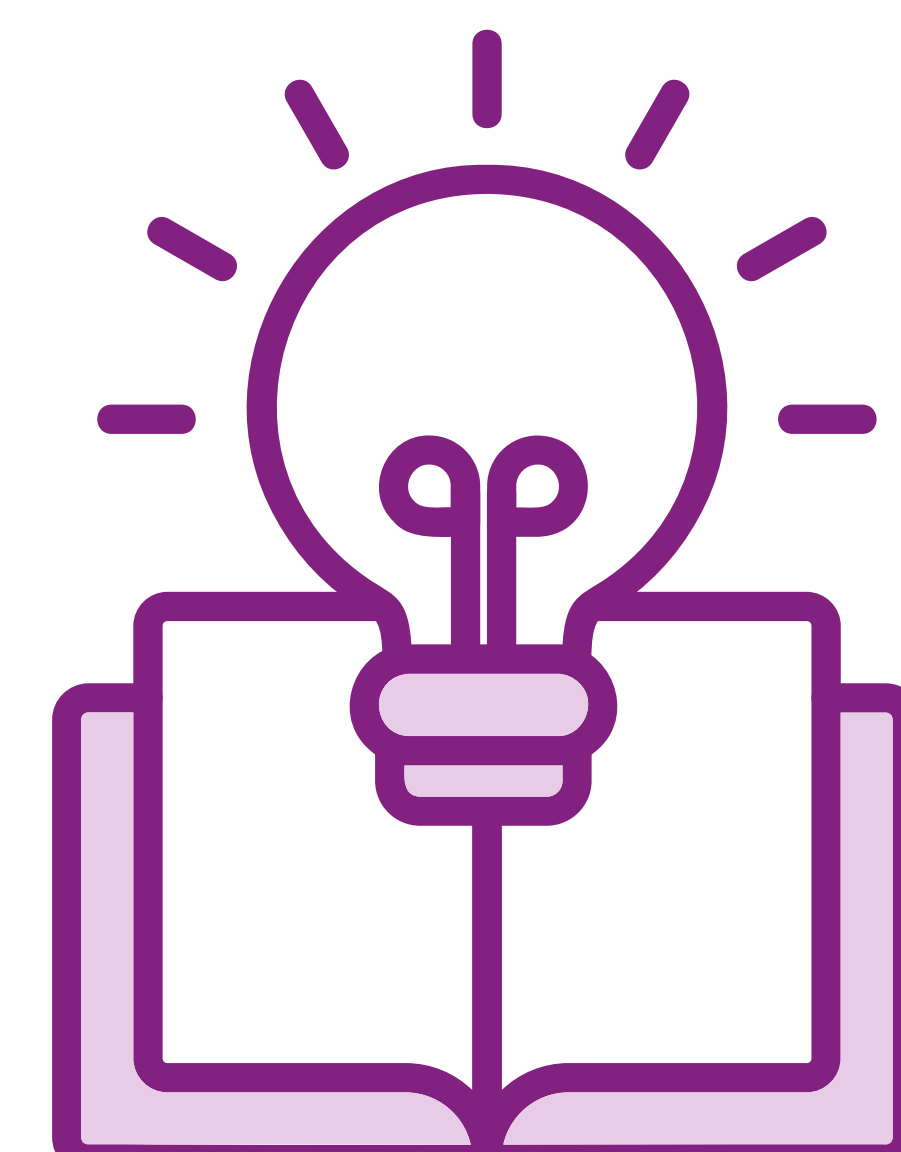


INTRODUCTION

- Safeguarding Transition or Transitional Safeguarding is “An approach to safeguarding adolescents and young adults fluidly across developmental stages which builds on the best available evidence, learns from both children's and adult safeguarding practice and which prepares young people for their adult lives” (Holmes and Smales, 2018). The transition period can be a vulnerable time for the person involved and can result in increased risk of abuse or neglect.
- There are different legal frameworks for safeguarding children and adults. The Children Act 1989 and The Care Act 2014 cover safeguarding duties. The Mental Capacity Act 2005 is also important, because this applies to people aged 16 and over.
- Locally, the NSAB and NSCP have a Safeguarding Transition Protocol which outlines the process for safeguarding a young person approaching their 18th birthday.
- Learning nationally from Safeguarding Adult Reviews highlight a lack of awareness of the duty for Local Authorities to undertake Transition Assessments for young people. This duty applies to children with a “likely need” as an adult. The Local Authority must undertake a Transition Assessment if a child is experiencing or at risk of abuse or neglect, even if the child refuses.
- Incorrect presumptions can be made about children being unlikely to be eligible for adult services. The Care and Support Statutory Guidance (paragraph 14.5) is clear that level of needs is not relevant, and the young adult does not need to have eligible needs for care and support under the Care Act, or be receiving any particular service from the local authority, in order for the safeguarding adult duties to apply.



TEAM TALK REFLECTIVE QUESTIONS

1. In your experience, what has worked well in safeguarding children across into adulthood?
2. How confident are you in using the NSAB and NSCP's Safeguarding Transition Protocol?
3. If you work specifically with adults, are there any opportunities to forge links/strengthen relationships with colleagues working with children?
4. Are you aware of types of risk, abuse or harm that young people might be more commonly exposed to in our City?
5. How do you ensure that a young adult's voice is heard and respected through the safeguarding adults process? Does a person's age impact on how you support them?
6. What is your/your organisation's role in supporting a safe transition from childhood to adulthood?
7. Final reflection – how will discussions today impact upon your practice?



FURTHER RESOURCES AND TRAINING

[Care and Support Statutory Guidance \(Chapters 14 and 16\)](#)

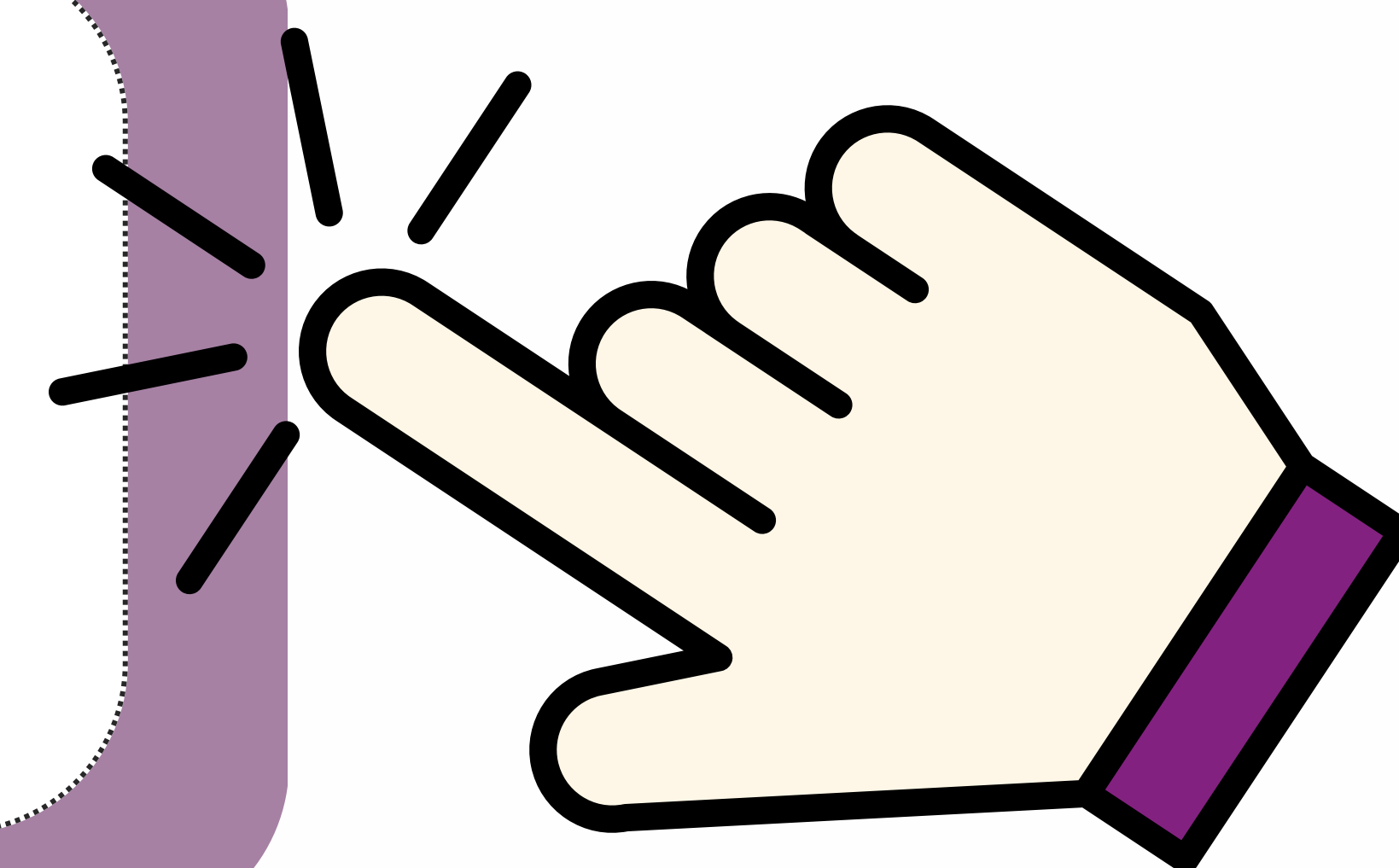
[NSAB/NSCP Safeguarding Transition Protocol](#)

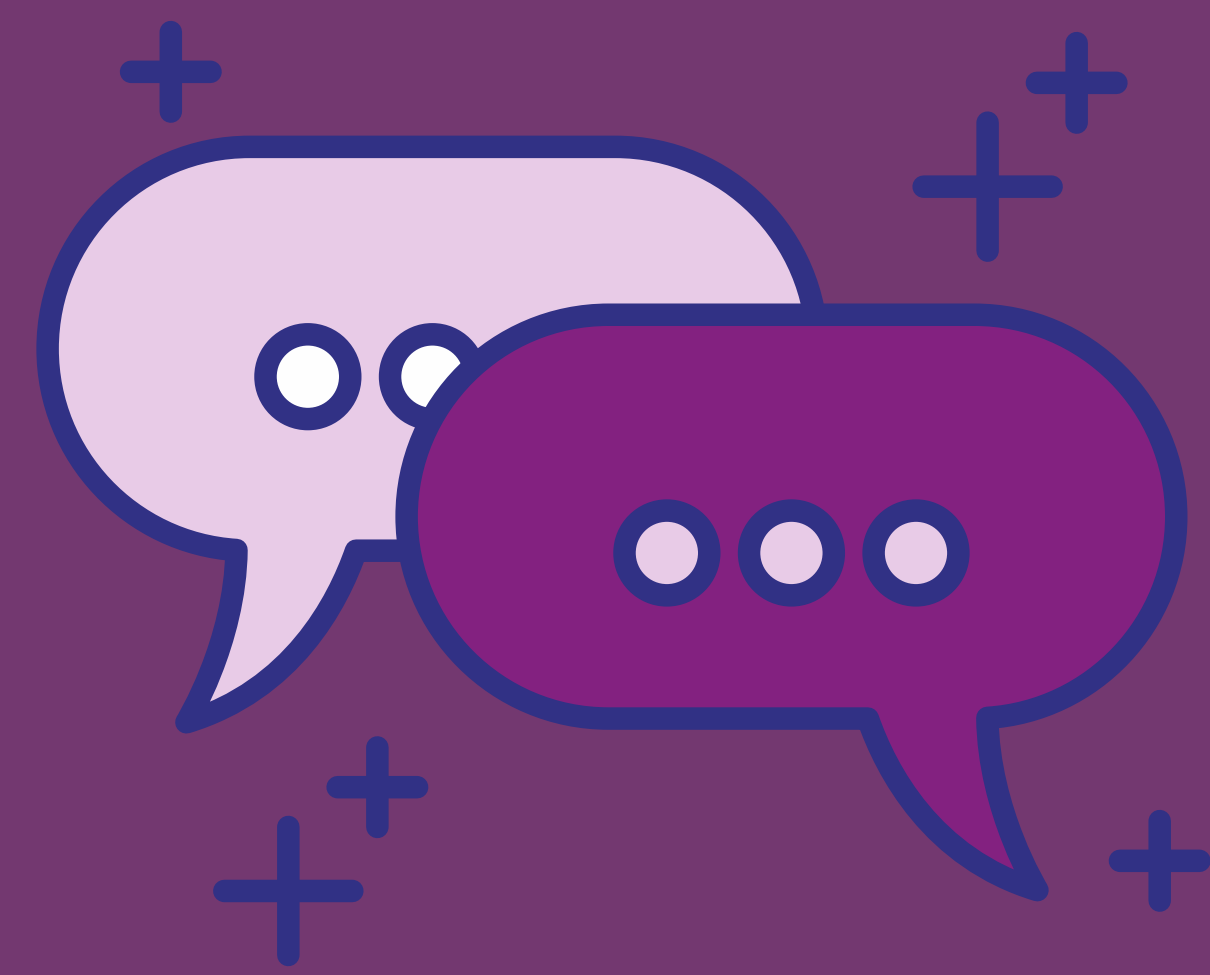
[Bridging the Gap: Transitional Safeguarding and the Role of Social Work with Adults](#)

[Transitional Safeguarding; Christine Coker, Dez Holmes, Adi Cooper, 2024 \(book\).](#)

[Newcastle Safeguarding Adult Reviews](#)

[2nd National SAR Analysis \(Stage 1 Report\)](#)





- The Newcastle Safeguarding Adults Board is exploring different ways that key messages can be cascaded to front-line staff. Although formal training can be an important aspect of learning, we are trying to encourage creative ways of learning - in diverse, flexible, and innovative ways. The Team Talk training tool is intended to be used in a Team Meeting but could equally be used in a supervision scenario.
- The tool is divided up into three sections:

INTRODUCTION

Details any relevant legislation or learning from Safeguarding Adult Reviews (SARs). This information could be used to provide an introduction to the topic – why it is being discussed.

TEAM TALK REFLECTIVE QUESTIONS

Suggested questions which should prompt discussion around a particular topic area. Is it not intended that there are right and wrong answers to these questions, hopefully they will facilitate discussion around the topic and give the opportunity for practitioners to share experiences and knowledge that are relevant to their role/p rofession/ service. Try to take an appreciative approach (see below).

FURTHER RESOURCES/TRAINING

Includes a variety of resources, some of which could potentially be used within the team meeting e.g. showing a video/animation or are there for team members to access at a later date.

The Manager of the Team could send out the information in advance to allow team members to consider the topic and questions that are posed. Using the Team Meeting Training Tool could be used to evidence Continuing Professional Development (CPD) for those professions who are required to evidence this.

TAKING AN APPRECIATIVE APPROACH

Focus on Strengths and Positive Outcomes:

- What went well? Celebrating successful safeguarding interventions and good practice.
- Encouraging staff and volunteers to recognise and build on strengths within their teams and cases.

Solution-Focused Reflection:

- “What solutions can we implement to improve this situation?”
- Focus on next steps and positive change.

Collaborative and Open Discussion:

- Foster an open dialogue where everyone feels heard and valued.
- Share ideas and experiences to promote mutual learning and team building

We'd like to know more about the use of the Team Talks, please complete this [short survey](#) to help us understand their use and improve them for the future.