Care Act 2014 Section	Statutory Duty / Explanation	Relevant Learning and Evidence from SARs
Section 42	**Safeguarding Enquiry Duty.** The core duty on the local authority (LA) to make enquiries, or cause others to do so, if an adult: 1. Has needs for care and support (whether or not the LA is meeting any of those needs); 2. Is experiencing, or is at risk of, abuse or neglect; AND 3. As a result of those needs is unable to protect themselves.	**Thresholds and Timeliness:** SARs frequently identify a failure to recognise situations meeting the S42 threshold or significant delays in initiating the enquiry. **Focus on Outcomes:** Learning often stresses that an enquiry is not just a process, but must result in actions that stop or reduce the risk.
Section 1	**General Duty to Promote Wellbeing.** This overarching principle means LAs must have regard to the adult's wellbeing when carrying out any care and support function, including safeguarding. Key elements include: personal dignity, physical/mental health, control over day-to-day life, participation in society and protection from abuse and neglect.	**Balanced Risk and Autonomy:** SARs often highlight the tension between protection and the right to self-determination (autonomy). Learning focuses on whether interventions truly promoted the adult's wellbeing and quality of life, rather than just reducing risk at all costs.
Section 10	**Carers' Assessment Duty.** Requires the LA to assess a carer's needs for support, where they appear to have such needs. This includes whether the carer is willing and able to continue caring.	**Impact of Carer Strain and Hidden Abuse:** SARs involving severe self-neglect or abuse within family settings often point to unmet carer needs or carer strain that escalated risk. Learning emphasises the need for early, high-quality carers' assessments and support to prevent the care relationship from breaking down and causing harm.
Section 67	**Independent Advocate Duty.** Requires the LA to arrange an Independent Advocate to be available to represent and support the individual for the purpose of facilitating their involvement, if the adult has substantial difficulty in being involved in the process, and there is no appropriate individual (family/friend) to support them.	**Voice and Control:** A lack of independent advocacy is a common systemic issue. SAR learning highlights that without advocacy, the adult's voice is often lost, leading to assessments based solely on professional opinion or a failure to properly consider the adult's wishes, feelings, and culture (e.g., SARs involving Deaf or BSL users).