# Key Areas

- Leadership behaviours in adult safeguarding
- Identify and understand the barriers to reporting, effective information sharing and learning in healthcare organisations
- Improving the way concerns are identified, reported and escalated
- How can we ensure learning from concerns whether they lead to section 42 enquiries or not
- Ensuring a proportionate and least intrusive response appropriate to the risk presented
- Developing your skills and competence in adult safeguarding improvement
- Ensure understanding of the various roles, responsibilities and governance in adult safeguarding

Leadership Behaviours in Adult Safeguarding

Identify and understand the barriers to:

Reporting

Effective Information Sharing

Learning in Healthcare Organisations

Improving the way concerns are identified, reported and escalated

How can we ensure that we learn from concerns whether they lead to Section 42 enquiries or not

- Single agency or multi-agency Focus groups to review cases of concern and look at the outcomes

- Identify the factors that made the difference between S42 or not?

- Use case scenarios in training/development – preferably real-life examples

- Don't just look for learning in problematic cases
  - Look at those cases that have progressed well
  - Identify what has worked well, and why

OUTCOME

Ensuring a proportionate and least intrusive response appropriate to the risk presented

Chaired by Robert Francis QC

Report of the Mid Staffordshire NHS Foundation Trust

Mental Capacity 2005

Care and Support Statutory Guidance
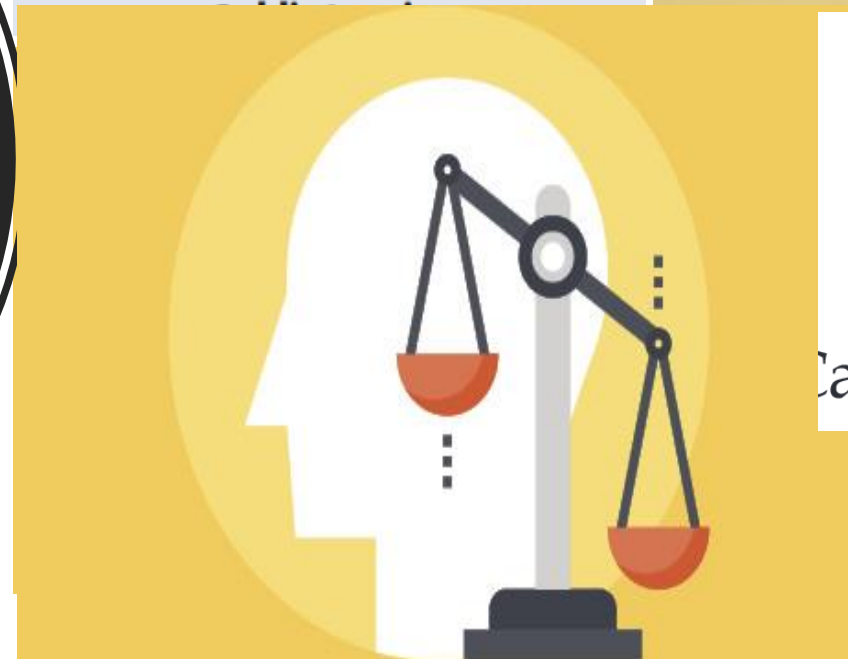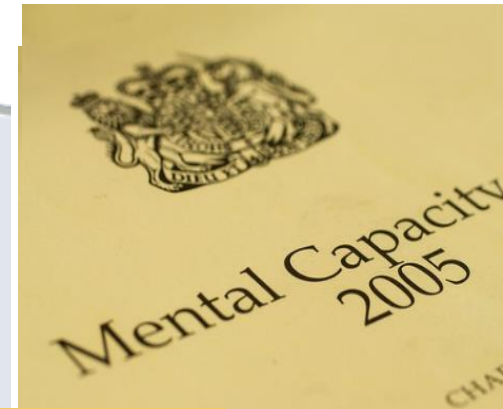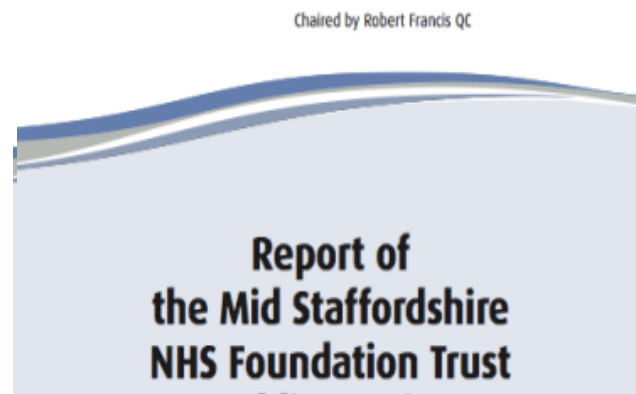
Care Act 2014

before harm occurs

3. **Proportionality:** the least intrusive response appropriate to the risk presented

4. **Protection:** support and representation for those in greatest need

5. **Partnership:** local solutions

Making safeguarding personal toolkit

Practice toolkit handbook

December 2019

Developing your skills and competence in adult safeguarding improvement

- Roles to gain experience

- Understanding and using organisational data e.g. conversion rates of S42 referrals & what does this tell us

- Up to date with developments and 'Horizon Scanning'

- Seek out opportunities - for shadowing, learning, development, study

- Discuss with specialist safeguarding colleagues

- Networking

- Subscriptions to Professional Publications/Organisations

Ensure understanding of the various roles, responsibilities and governance in adult safeguarding.

How well do you know your partner agencies and organisations?

- How well do you understand their SG roles/responsibilities?
- Do you ever spend time shadowing your partners (Buddying)?
- Who, in your organisation, is responsible for SG Governance?