



social care  
institute for excellence

# The Role and Duties of Safeguarding Adults Boards: Leading on a Collaborative Learning Approach Between Partner Agencies

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SCIE

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# Overview



1. Strategic commissioning of SARs as a means of achieving SAB objectives
2. Producing 'systems findings' however small and speedy a SAR is



Using SARs to help improve safeguarding of adults in a SAB locality

# **1. STRATEGIC COMMISSIONING**

# SARs are a core duty & a key mechanism for achieving the main objective of the SAB



## Main objective

- to assure itself that local safeguarding arrangements and partners act to help and protect people in its area who have care and support needs

- oversees and leads

- source of advice and assistance AND offer constructive challenge and hold main partner agencies to account

## Core duties

Arrange SARs

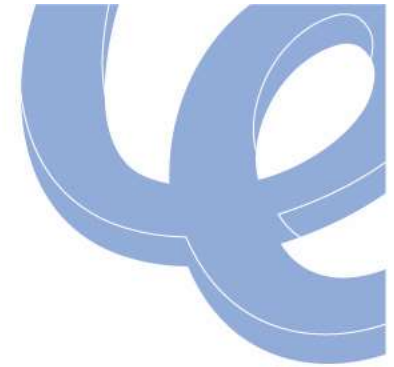


Take action on findings



Effective learning and improvement action

# Requires a strategic approach to organisational learning and improvement



- Understanding the learning and improvement needs of your local safeguarding system
  - Drawing together all sources of evidence & intelligence
- Spotting emerging patterns or themes
- Being proportionate - making informed decisions about where learning needs to be focussed
- Where SARs fit within your learning strategy
- Choosing which cases to take forward as SARs

# SAR Quality Markers



The SAR Quality Markers emphasise a strategic approach  
Look out for reference to “case and context”

**Think strategically about which cases are useful to take forward as SARS ...**



**... and which ‘windows’ you need any particular SAR to open onto your multi-agency system**

# The pandemic brings a strategic approach to the fore



- SARs already agreed have been delayed
- New referrals continue
- Risk of a growing backlog
- Some cases urgency of identifying and sharing learning is pressing
- How to balance with other demands on partners
- The Care Act gives the freedom of what a SAR looks like
- DHSC funded SCIE to produce new 'rapid review' processes and tools





Department  
of Health &  
Social Care

# SCIE support to SABs & partners



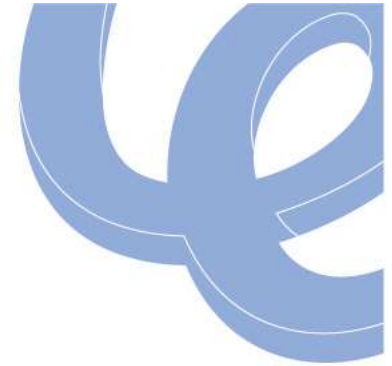
Part of the DHSC's Covid-19 Action Plan for Social Care

## **New model: SARs In Rapid Time**

- producing guidance and templates for the SAR In Rapid Time process and outcomes
- supporting familiarisation with the process with webinars, and remote support

# SARs In Rapid Time

## What it is and what it isn't



An additional  
tool in SAB tool  
boxes

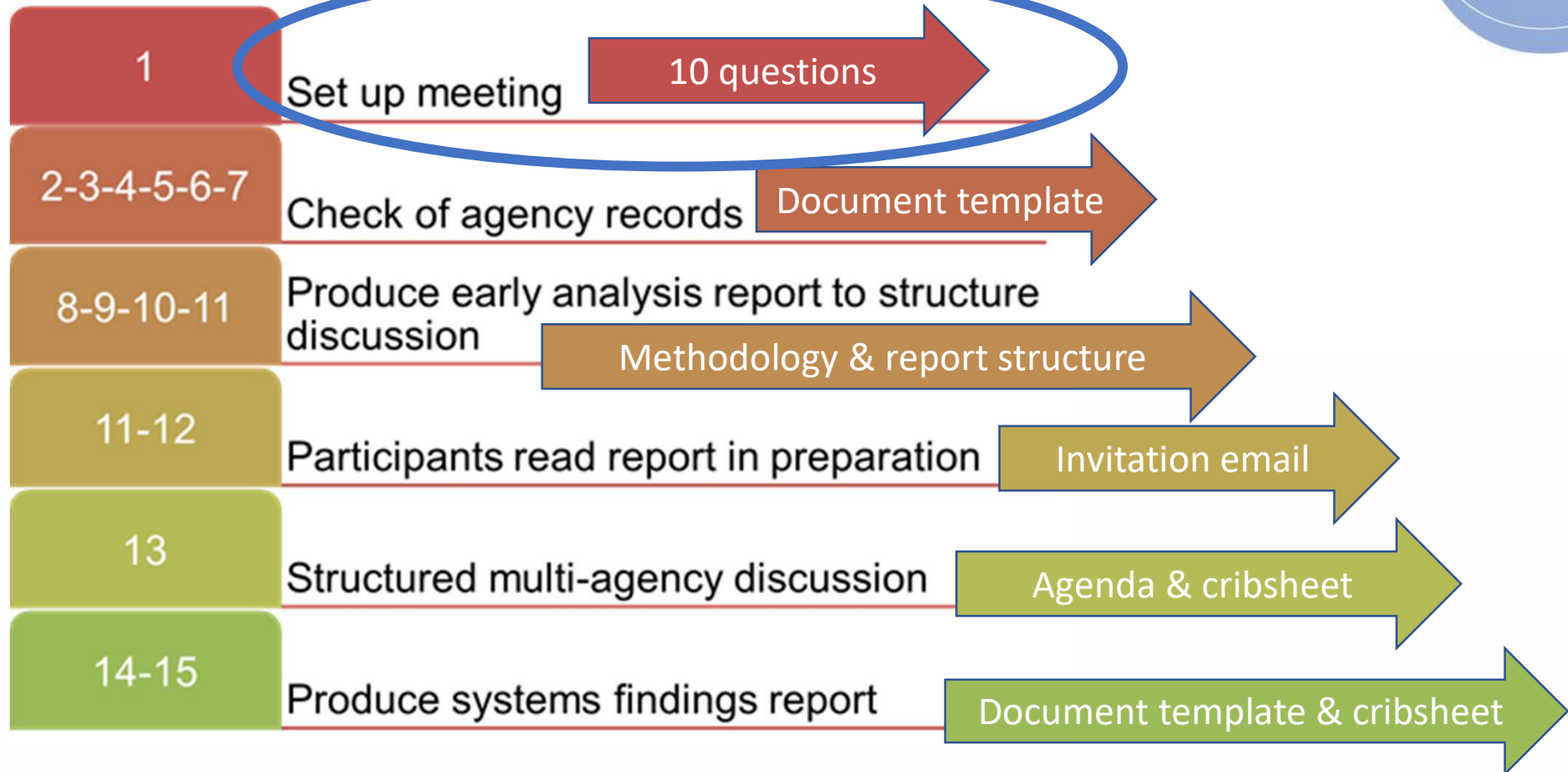
~~a one-size-  
fits-all  
solution~~

~~an imposition or  
a requirement~~

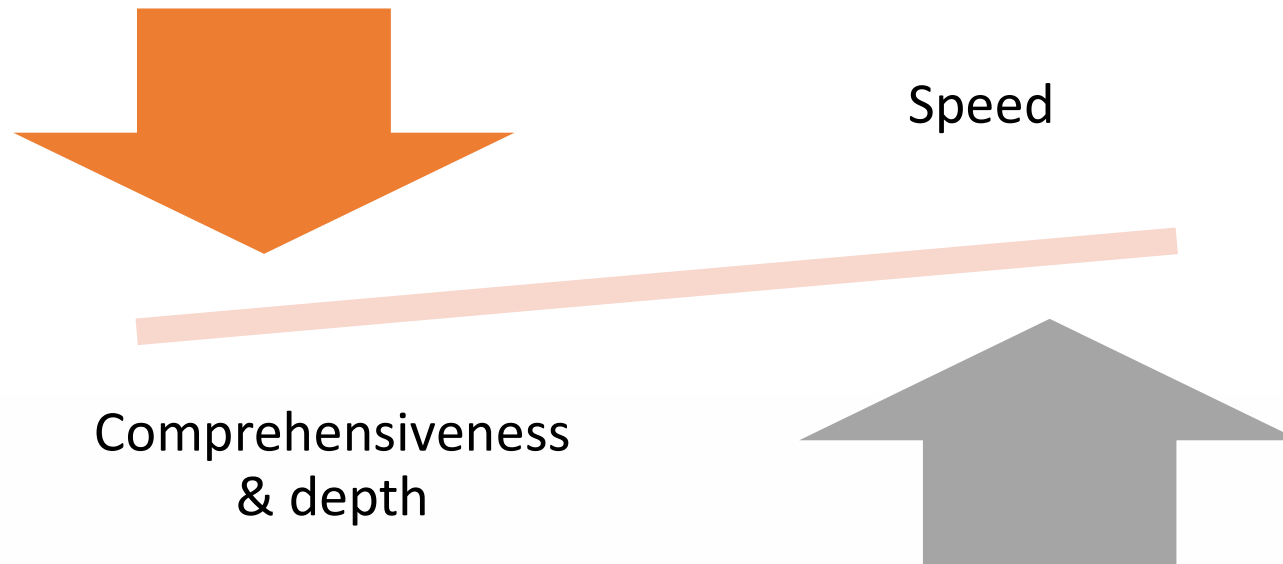
~~A panacea~~

# Outline SAR in Rapid Time

## Tools, templates and guidance



# Q2. Why the urgency? It is not a cost free choice



- Judgement is required
- Transparency of rationale is important

Illustrations

# Q3. Need strategic decisions about the wider systems issues or areas

- ... that the case has the potential to illuminate
- ... that we need to better understand

The SAR Quality Markers emphasise a strategic approach to commissioning SARs.

Look out for reference to “case and context”

- Relate discussion about SAR to what is already known and outstanding learning needs locally
- Use intelligence from other quality assurance (existing audits, reviews etc) and feedback sources
- Explore if issues in the case and/or systemic causes are new, complex or repetitive
- Relate discussion to SAB strategic plan, current and future priorities

# Thinking strategically about what cases to take forward as SARs and what size/shape SAR to commission

Brief illustrations from the test SARs in Rapid Time



Learning from SARs to support improvement

## **2. WHAT KIND OF 'LEARNING' DO WE NEED**

# What the Act says about the kind of learning a SAR needs to generate

- Explanations for users, family and friends
- Sound analysis of what happened and why
- Lessons about how your local safeguarding system is working to make it less likely that harmful scenarios will reoccur
- Establish whether anything might have been done differently

The analysis needs to be robust enough to draw out learning about what and the why, to help identify what needs to change



# How to get the most useful learning from a review to inform improvements



A wealth of experience and expertise in other sectors learning from incidents

The biggest lesson is that identifying poor practice or mistakes made need to be the start, not the end, of the review process

Focus needs to be on what is causing the poor practice

# Effective approaches to learning ... examine social and organisational factors

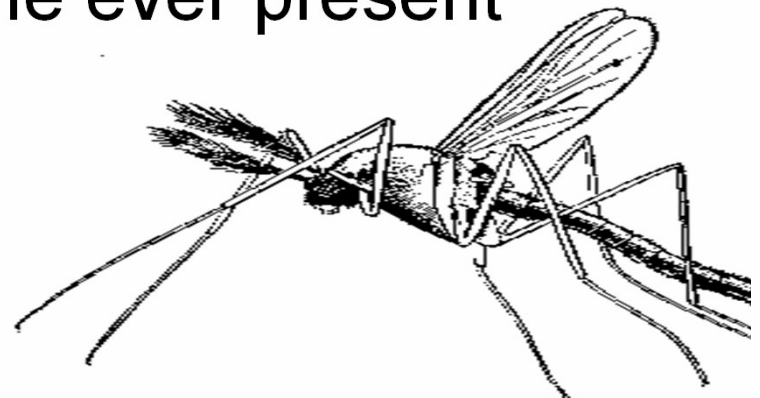


Active failures are like mosquitoes. They can be swatted one by one, but they still keep coming.

The best remedies are to create more effective defences and to drain the swamps in which they breed.

The swamps, in this case, are the ever present latent conditions.

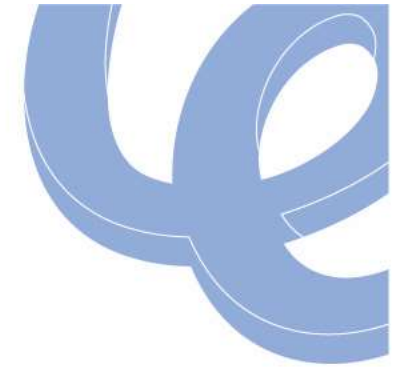
James Reason



# **Evolving SAR Library has introduced a new language to distinguishing different kinds of learning**



- case findings
- systems findings
- recommendations

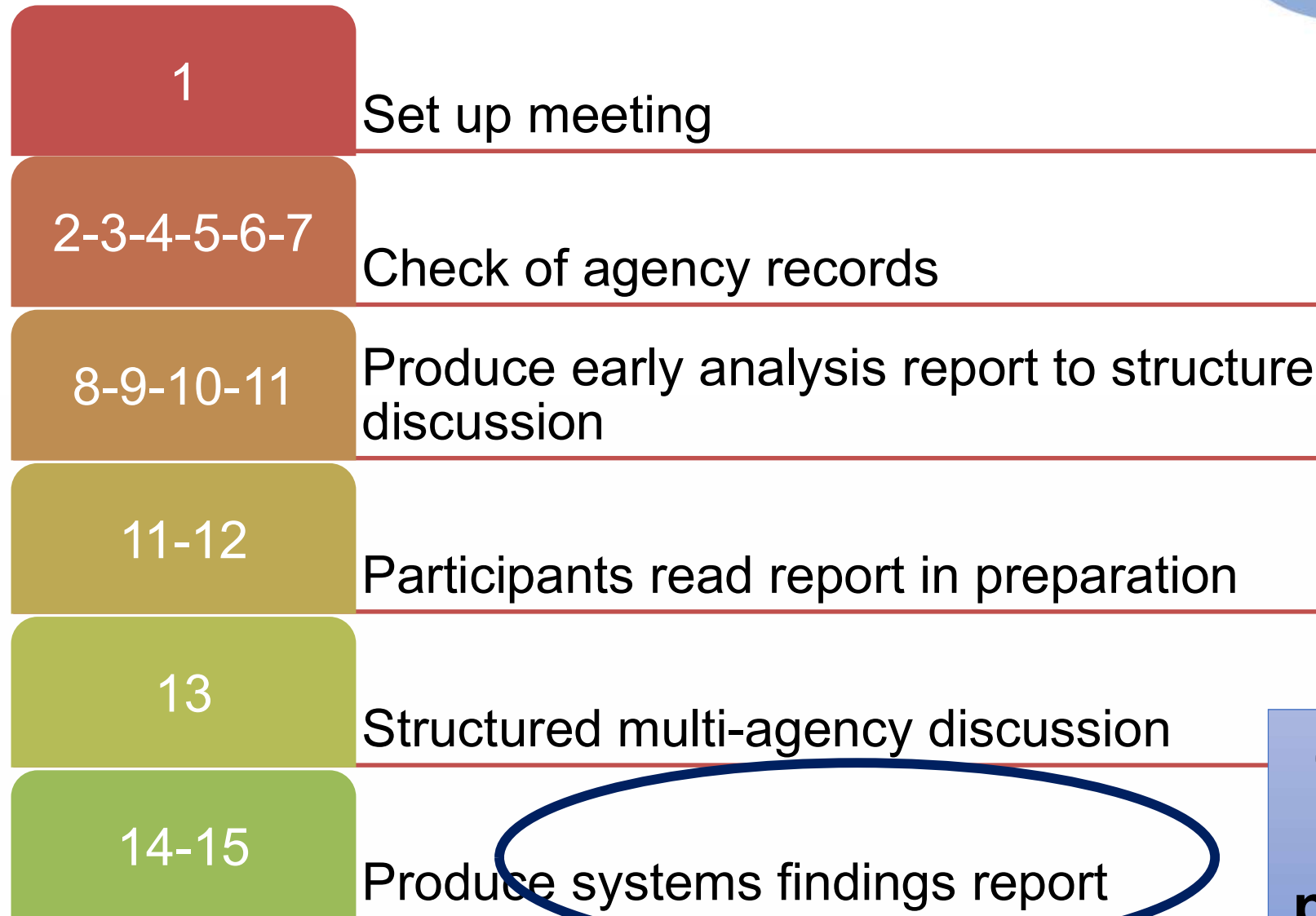


There is no established palliative care pathway or related roles for people with long term addictions

Andrew was left to die with no palliative care or support to die with dignity.

The SAB bring together agencies to map out what a possible care pathway for people with addictions needing palliative care would look like.

# New SARs in Rapid Time



**Only  
5-7  
pages**

# Feedback from SABs on new look SAR 'systems findings' report

As Chair it suits me. I've briefed the DAS and Lead Member with it. Sharing the learning means there's less risk of identifying people, and also less hold up with issues of accuracy

Much prefer it ... concise; tells us where we need to focus on

People say the purpose of a SAR is to look at lessons learnt but then a traditional report gives out a 3 page chronology ... This helps us get on with it

# Recap



1. Strategic commissioning of SARs as a means of achieving SAB objectives
2. Producing 'systems findings' however small and speedy a SAR is

# Phase 2 testing starting shortly

## PHASE 1

SCIE facilitated test SARs no. 1 and no.2 (the analytic tools)

- Management of early outbreak of Covid in a care home
- Help for woman facing multi-exclusion homelessness including mental health problems and chronic drug dependencies

Webinar  
to launch  
tools v1

## PHASE 2 (a)

SCIE facilitated test SARs no. 3 and no.4 (+the timing)

- Domestic abuse by elderly Jehovah Witness husband
- Risk assessment in grouping of rough sleepers for Covid emergency housing

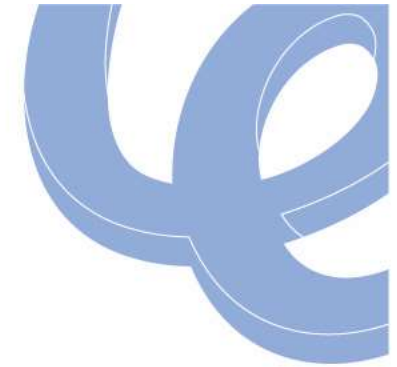
## PHASE 2 (b)

Non-SCIE facilitated test SARs with SCIE group supervision

- High levels of interest; ? Cap on numbers?



# Thank you!



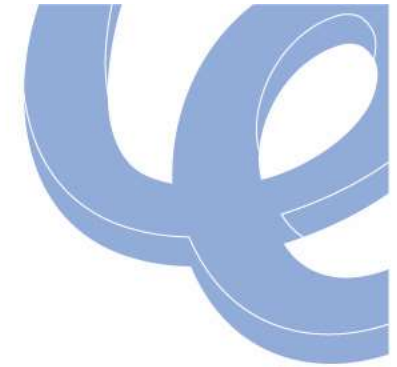
- To join Phase 2 cohort testing SARs in Rapid Time
- For LSCPR/SAR training, reviewers, Review QA and supervision

[learningtogether@scie.org.uk](mailto:learningtogether@scie.org.uk)

## SCIE Learning Together:

- publications & films at [www.scie.org.uk](http://www.scie.org.uk)





# Project team

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