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Safeguarding Guidance for Trustees of User-led Organisations (ULO)

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Learning Objectives



To raise awareness of the guidance

To promote use of the guidance

To increase knowledge of trustees' safeguarding responsibilities

To promote effective safeguarding arrangements in ULOs



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The webinar will cover:

- How the guidance was developed
- Using the guidance
- The safeguarding role of Trustees
- An overview of the guidance and case studies
- 3 key points
- Opportunities for questions and comments at the end of the webinar

How the guidance was developed

The guidance was co-produced by ULOs and SCIE

Steering
Group

Focus
Groups

Case
studies

Key terms explained

Trustee - people who have the general control and management of the administration of a ULO

ULO - organisations run by and controlled by people some of whom may use support services

Safeguarding – responding appropriately to concerns about children, young people, or adults with care and support needs who may be experiencing, or at risk of, abuse or neglect.



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The Safeguarding Role of Trustees

What are a trustees' safeguarding roles?

- ❖ A good quality service as a basis for good safeguarding practice
- ❖ A safeguarding strategy, policy and procedures
- ❖ Identify a safeguarding lead who reports to the board
- ❖ Develop the right organisational culture
- ❖ Risk assessment
- ❖ Eyes on, hands off!

What are a trustees' safeguarding roles?

- ❖ Collect information to understand where improvements or changes are needed
- ❖ Make sure you are informed of any concerns
- ❖ Ensure safeguarding decision makers in your organisation understand the relevant law on information sharing
- ❖ Ensure safeguarding is part of the recruitment process

Case Study 1

❖ Examples of trustee roles

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WHOSE ROLE IS IT ANYWAY?

WHOSE?...

Risks

Rights

Responsibility

Accountability

WHOSE?...

Choice

Control

Whose Decision?...

Risk of harm to self or others

Maintain Confidentiality or Disclosure





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Using the Guidance

Who is the guidance for?

- Trustees of ULOs have duties and responsibilities for safeguarding
- Trustees are sometimes given other titles, such as directors or management committee members

When should you use it?

- Can be used any time
- If you want to check that safeguarding is effective in your ULO
- As a guide for developing safeguarding in your ULO



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How do you use it?

- For reference to develop good governance and practice
- As a checklist to make sure you have the right safeguards in place
- To seek assurance about safeguarding in your ULO
- To identify what is working well to build on
- To identify areas of improvement so action can be

Why should you use it?

- It provides **protection** to those who may need it most
- It's good practice to **respond to concerns appropriately and proportionately**
- To **prevent** abuse and neglect by picking things up as early as possible



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Why should you use it?

- To **uphold your reputation** (individual and organisational) and to avoid litigation and bad publicity.
- It's the right thing to do!
- As a trustee you are expected to act with care and diligence.
- You need to **comply with legal requirements.**



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Case Study 2

- How have we used the guidance?



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An overview of the guidance

Developing good safeguarding governance, oversight and assurance

- Developing and embedding good safeguarding governance and practice in your ULO
- Or providing assurance of this
- The role of all trustees regarding safeguarding is made explicit

Complying with the law – adults with care and support needs

- The Care Act 2014 sets out the framework for adult safeguarding and places a duty (section 42) on local authorities to make enquiries, or ask others to make enquiries when an adult in their area:
 - has **needs for care and support** (whether or not the local authority is meeting any of those needs)
 - is experiencing, or at risk of, abuse or neglect and
 - as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect

Complying with the law – children and young people

- The [Children Act 1989](#) provides the legislative framework for child protection in England. Key principles established by the Act include:
 - the child's welfare is paramount
 - the expectations and requirements around duties of care to children.
- We must keep children in focus throughout our work in safeguarding them, and when making decisions about their lives.
- Anyone working with children should see and speak to the child that they are concerned about. They should listen to what they say, take their views seriously.

Developing your safeguarding strategy, policy and procedures

- Having a safeguarding **strategy, policies, and procedures** including reporting safeguarding concerns and how you will manage allegations made against trustees, staff, volunteers, and users of the service.
- Strategy – your plan for safeguarding in your ULO
- Policy – your ULO’s approach to safeguarding
- Procedures – what your staff and volunteers will do to recognise, respond to, record, report and refer safeguarding concerns



Your safeguarding lead

- Identifying a **safeguarding lead**. This can be delegated to a member of staff by the trustees. The guide tells you what their role should involve. For example:
 - ✓ Oversee all safeguarding activity in the organisation.
 - ✓ Regularly brief trustees and senior staff (executives, directors) on any safeguarding issues within or relating to the organisation.
 - ✓ Advise the organisation on the requirements of the legislation and guidance relating to safeguarding.
- Raise awareness on safeguarding with staff and people using the service.

- Using a **risk assessment** to identify where safeguarding can be strengthened. It will help you to:
 - prepare for most events.
 - ensure you can prevent or identify safeguarding concerns early.
 - enhance your prevention work.



Case Study 3

❖ Inclusion Barnet -safeguarding lead and risk assess

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Developing an open and honest culture and Making Safeguarding Personal

- Developing **an open, honest culture** is central to good safeguarding practice.
- This includes **Making Safeguarding Personal** ensuring that the views and wishes of the adult concerned are respected as a fundamental part of safeguarding practice.
- Specific requirements may vary between ULOs, for example, language including BSL, access, dementia, and mental capacity.



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The importance of good record keeping

- Record keeping is important because it:
 - ✓ supports good communication.
 - ✓ helps staff to consider what action they are taking and why.
 - ✓ helps you explain and evidence your actions if questioned.

Principles of good record-keeping

- Evidence of care planned, decisions made, care delivered, and information shared
- Accurate
- Risks identified and action taken to rectify
- Content, layout and style
- Timely
- Show revisions/amendments
- Original entry still clearly visible



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Reporting to regulatory bodies

- Some regulatory bodies require notification of certain types of concern.
 - ✓ Check which regulators you are required to report to and what you are required to report.
 - ✓ Make sure systems are in place to ensure the reporting happens.



Partnership working

- The local authority has statutory duties for safeguarding but safeguarding is everyone's responsibility
- Safeguarding practice is only effective if all agencies work together and cooperate.
- As a 'partner' agency you should, where possible, make good local links. If your organisation is national, without local branches, then this may not be feasible.
- Make links with the board or partnership through a forum that feeds into it. At the very least your safeguarding lead and any other relevant staff should familiarise themselves with the work of the local authority safeguarding boards and partnerships

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Training on safeguarding and whistleblowing

- All staff should receive safeguarding training as part of their induction and their roles.
- Evaluate your training
- Your staff should repeat safeguarding training, so their knowledge is up to date (for example, every 3 years).
- You should have a whistleblowing policy so staff, volunteers and users of the service know what to do if they feel a concern has not been properly dealt with internally.



Monitoring safeguarding activity

- Monitoring any safeguarding activity in your organisation helps you to:
 - ✓ identify any themes, trends or patterns of abuse and neglect
 - ✓ learn from mistakes and safeguarding concerns
 - ✓ develop prevention strategies
- How to monitor activity:
 - ✓ Decide what data needs to be collected
 - ✓ Implement systems for collecting relevant data
 - ✓ Scrutinise data at regular intervals
 - ✓ Utilise data for organisational learning and service improvement

Case Study 4

❖ Check video

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Summary: 3 key points

3 key points

1. Trustees (or their equivalent) are accountable for safeguarding in their ULOs.
2. Identify a safeguarding lead for your ULO. They will play a key role in embedding good safeguarding arrangements in your ULO.
3. Use the guidance to develop or assure yourselves of good safeguarding in your ULO. Make sure you involve your safeguarding lead, staff, volunteers, and the people who are supported by your ULOs.



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Thank you!



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