



# Preparing for the New Multi-Agency Safeguarding Arrangements

With lessons from the early adopter areas



National Children's  
Bureau

# Today's agenda

**12:30** **Arrival, registration and lunch**

12:50 Introduction

12:55 Legal framework and statutory guidance

13:05 National perspectives from police and health

13:30 Final NCB research report: key messages

**13:50** **Break**

14:00 Effective implementation: part 1

15:00 Implementation action planning

15:20 Effective implementation: part 2

16:10 Identifying themes and innovation

16:25 Closing remarks

**16:30** **Close**

# Welcome

Stephanie Brivio

Deputy Director, Safeguarding and Child  
Protection, Department for Education

# Statutory framework – purpose, key changes and opportunities

Amanda Harvey

Facilitator for the early adopter programme

# The purpose of the reforms

Children are safeguarded and their welfare is promoted

Partner organisations and agencies collaborate, share and co-own the vision for how to achieve improved outcomes for vulnerable children

Organisations and agencies challenge appropriately and hold one another to account effectively

There is early identification and analysis of new safeguarding issues and emerging threats

Learning is promoted and embedded in a way that local services for children and families can become more reflective and implement changes to practice

Information is shared effectively to facilitate more accurate and timely decision making for children and families

# Key Changes



# The opportunities



National Children's  
Bureau

# National perspectives from health and police

Liz Balfe

Department of Health and Social Care

Peter Green

National Network of Designated Health Professionals

Gareth Edwards

National Police Chiefs Council





Department  
of Health &  
Social Care



# WORKING TOGETHER SAFEGUARDING CHILDREN REFORMS

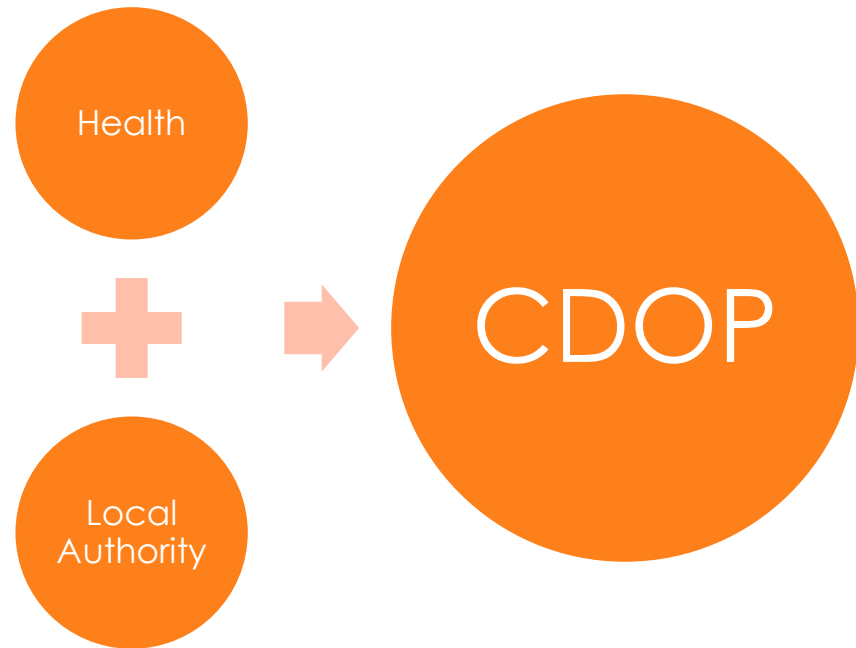
LIZ BALFE  
HEALTH FACILITATOR

NCB Early Adopter Conference  
June 2019

# SAFEGUARDING PARTNERSHIPS



# CHILD DEATH REVIEWS



# National Panel

Rapid Reviews

Local Child Safeguarding  
Practice Reviews

National Child  
Safeguarding Practice  
Reviews

SAFEGUARDING  
PRACTICE  
REVIEWS

# THE CHANGING HEALTH LANDSCAPE

National structural reforms

Reduction in numbers of CCGs

Integrated care

STP, ICS and ICP

Opportunities for new ways of working

Accountable Officers



I am really  
confused  
about  
health  
service  
reforms



How do you  
think I feel?



And me!



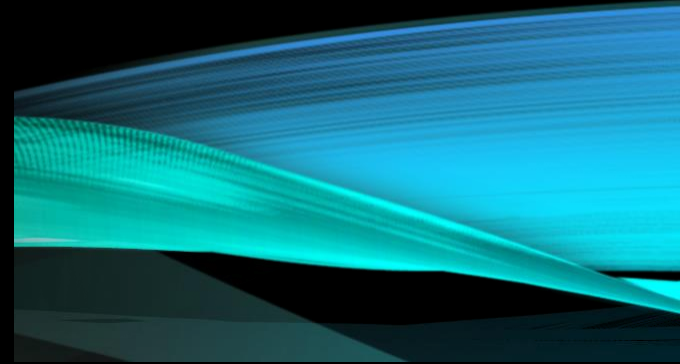
# THE VOICE OF HEALTH

- Distinctive elements
- A universal set of values
- Continuing relationship
- Focus on health & welfare
- The voice of the child





# HEALTH FACILITATOR ROLE





# EMERGING THEMES

Equality in  
development of  
partnerships

Funding  
arrangements

How  
independent is  
scrutiny?

Involvement of  
Designated  
Professionals

Relevant  
agencies

CDOP plans

Wider health  
involvement

How do the  
reforms fit with  
health service  
reforms



REFORMS  
HEALTH  
SUMMIT

Health leaders

Key stakeholders

Wider partners



ANY  
QUESTIONS



# The Voice of Health

**The Voice of Health in Safeguarding Partnerships**

Safeguarding and promoting the welfare of children and young people is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's health and development
- Ensuring that children grow up with the provision of safe and effective care

Taking action to enable children to have all the best outcomes.

Health will bring distinctive elements to the new partnership arrangements that include:

- Continuing relationships with children from before birth to adulthood
- An evidence based approach to interventions
- Outcomes that focus on healing
- A universal set of values

The NNDHP regards the new arrangements as a critical opportunity to reverse the deteriorating situation in children's health and welfare. We urge that the new safeguarding partnership arrangements must, with their new inclusive leadership, move to dramatically reduce problems that together constitute a national child health emergency viz:

- Childhood obesity
- Child and adolescent mental health disorders
- Rising neonatal and infant mortality rates
- Excessive death rates from asthma, epilepsy and pneumonia

This set of ambitions is consistent with the paramountcy of the needs of children, gives a voice to all those children who are telling us about their concerns and is in line with the rights of every child to the best possible health.

In the spirit of multi-agency collaborative working, we urge action to:

- allow the voices of all children to be heard
- reverse the worsening levels of all child maltreatment including fatal assaults
- further research to turn back any damaging consequences of Adverse Childhood Experiences (ACEs)

The NNDHP see the establishment of local safeguarding needs analysis as vital to achieving these outcomes.

Bibliography:  
1) Working Together 2018  
2) The Children and Social Work Act 2017  
3) United Nations Convention on the Rights of the Child (UNCRC) 1989  
4) The Lancet Vol 389 P 108  
5) The State of Child Health: Year report 2017 RCPCH  
6) Inquest Report Lord J.J. 2017 JMCSP  
7) Commission for UK Child Survival 2017: mortality progress and targets <https://www.ukchildsurvival.org/2017/02/24/>

voice of health - final version - 28.11.18



**@NNDHP**  
**#TheVoiceofHealth**  
**#WeCanWeMustWeWill**

**@NHSsafeguardin**  
**g**  
**#NHSsafeguarding**

# **The voice of policing within the new strategic child safeguarding arrangements**

June 27<sup>th</sup> 2019 – NCB

Gareth Edwards – Head of VKPP



Vulnerability Knowledge  
& Practice Programme

# Work streams

National  
Vulnerability  
Action Plan  
Force  
Assessment

LSCB Reform

Serious Case  
Review  
Briefing

Data  
mapping

Practice  
Evaluations

Practice Map

CSA/E  
Prevention  
Programme



Vulnerability Knowledge  
& Practice Programme



# Strategic child safeguarding reforms– Recent activity

- National coordinator in place since November 2018 – Funded through to March 2020
- Fact finding conferences with all English Constabularies with particular support being offered to areas covering multiple local authority boundaries
- All England event to share experiences and start to build a vision for policing relating to this reform agenda
- DFE/ Cross Govt Implementation board & related sub groups
  - Third sector meetings
- Six areas of particular focus identified to form part of the Co-ordinator 's multi agency future work-plan
- Voice of policing document agreed at Chiefs council April 2019



Vulnerability Knowledge  
& Practice Programme





## The Voice of Policing – Our offer and focus

- Policing must meet moral and statutory responsibilities – has a unique role/ voice
  - Seek to be led from the top
  - Be evidence based – avoiding unnecessary criminalisation where possible
  - Outcomes focussed –Prevention/ early intervention as well as enforcement
- Appropriate focus is required on the issues currently impacting on the service:
  - Prevention/ early intervention (ACE's)
  - Exploitation / serious violence (contextualised safeguarding)
  - Online
  - Physical / sexual abuse/ DA in home
  - Missing – causes
  - Reporting within marginalised communities



## The Voice of Policing - Partnership focus

- Long term planning required
- Shared understanding of threat
- Bureaucracy
- Clear line of sight from strategic planning to practice delivery
- Early intervention and prevention
- Voice of the child
- Build in systematic learning



## **Prioritised areas for initial focus**

1. Leadership – extent of chief officer involvement
2. Dispute resolution, escalation & shared value sets
3. Funding
4. Practice improvement (tracking outcomes) and shared intelligence / data collection
5. Relevant agencies - education/ third sector
6. Publishing arrangements and naming



Thanks to new policy implementation,  
we are getting nowhere  
much faster than we  
used to.



someecards  
user card



Vulnerability Knowledge  
& Practice Programme



- Next steps:
  - Operationalise the voice of policing document
  - Forthcoming deadlines – monitoring and support
  - CPS/ Police guidance: local reviews and criminal investigations
  - 2<sup>nd</sup> round of benchmarking calls
    - Funding benchmarking
  - Developing training with college
  - Future evaluation activity
  - Policing work on drawing out learning from SCRs and other review types – National review



Lorraine Parker

**Policing Coordinator Multi Agency Safeguarding Children Reform**

**[Lorraine.parker@norfolk.pnn.police.uk](mailto:Lorraine.parker@norfolk.pnn.police.uk)**

**Mobile; 07866 044365**

Gareth Edwards

**[Gareth.edwards@norfolk.pnn.police.uk](mailto:Gareth.edwards@norfolk.pnn.police.uk)**



# Research findings and key learning themes

Keith Clements, Senior Researcher, NCB

# Outline

- Research activity
- Starting points – baseline survey
- Introducing the ‘principles for effective implementation’
  - Leadership, Engagement and relationships
  - Vision and design
  - Planning, individual accountability and ongoing management
  - Learning, review and assurance
- Key messages



# Research activity

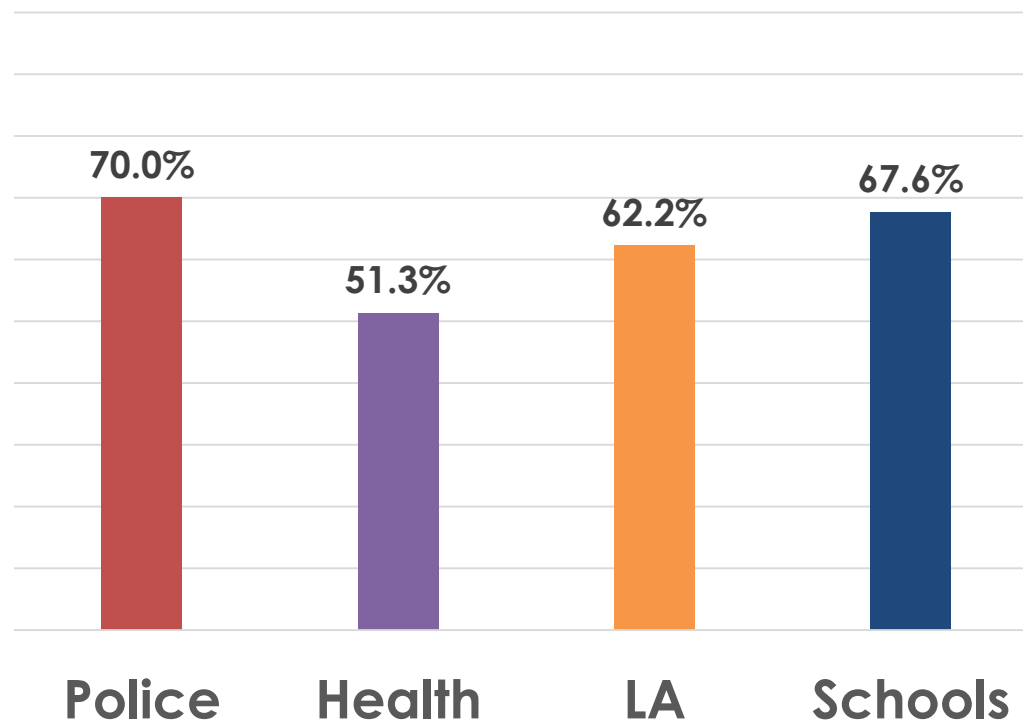
- Wider context – understanding starting points
- Call for evidence; baseline survey – opportunities and challenges anticipated
- Learning examples; published arrangements – what has been tested and adopted
- Interviews; Focus groups; Meeting observation – how have you got there? Was it 'that simple'?

# Baseline survey

- High degree of confidence in historic arrangements
- Scepticism re wide-ranging improvement
- Top challenges anticipated: Agreeing budgets; Sharing responsibility; Operational information sharing + + +
- **But** over half thought at least one function would be delivered better by new arrangements

# Starting points: Baseline survey

New arrangements will be more effective in at least one function



# So....

- How to realise opportunity, manage relationships and resources, keep challenging each other, *maintain momentum?*
- *I.E.* What are the **principles for effective implementation?**

# Principles for effective implementation



# Leadership, Engagement and relationships

1. Establish genuine shared leadership, responsibility and teamwork across safeguarding partners
2. Keep all partners and relevant agencies engaged throughout the process.
3. Inform, engage and empower practitioners
4. Ground wider communication and engagement in the reality of day to day safeguarding activity

# Spotlight: Keep all partners and relevant agencies engaged

*“good practice demonstrates that a collective partnership ownership of safeguarding including schools, the breadth of the health economy and voluntary, community and faith sector partners, is essential”*

*Berkshire West published arrangements*



# Spotlight: Keep all partners and relevant agencies engaged

Examples:

- Education Safeguarding Groups in Berkshire West
- Voluntary and education sector subgroup chairs in Calderdale
- Sector-specific workshops/meetings



# Vision and design

5. Develop an ambitious vision that is not tied to current structures and statutory timescales
6. Reflect on cases and issues that have been handled well in practice, as well as what has gone not so well
7. Learn from your neighbours and partners within your MASA area or Region
8. Enhance and integrate with other multi-agency work and structures

## Spotlight: Enhance and integrate with other multi-agency work and structures

*“social workers move frequently between local authorities, children and families move frequently between local authorities and police were working for cases across the piece. The adoption of different referral forms, different policies, different procedures, different data collection processes, was building delay and confusion into the system.”*

*Interview Participant*



# Spotlight: Enhance and integrate with other multi-agency work and structures

Examples:

- North and South of Tyne Strategic Safeguarding Partnership
- Wiltshire Safeguarding Vulnerable People Partnership
- Staffordshire and Stoke; Berkshire West mergers
- Wider footprint for CDOPs in the Black Country, South East and North West London

# Planning, individual accountability and ongoing management

9. Work towards transformation on a phased basis ,with the mechanics of initial transition constituting just part of this
10. Identify clear priorities for the use of specialist, expert and leaders' time
11. Identify and address a realistic number of initial barriers to address, with clear project management
12. Adapt implementation plans in light of learning and emerging evidence

# Spotlight: Transformation on a phased basis

*“those that aren't very far down the road, I'd encourage them to put something out that complies with the statute... and then do some of the detailed work later, but to keep doing what they're doing around their priorities and things so that those things don't drop off.”*

Interview participant

# Spotlight: Transformation on a phased basis

## Examples

- Wiltshire hoping to expand scope of vulnerable people partnership
- North Lincolnshire commitment to 'transformational journey'
- Different approach to Scrutiny to be delivered by 'development of market' over coming years

# Learning, review and assurance

13. Ensure clear service user voice in assurance and future priority setting
14. Embed a learning approach into the operation of the arrangements and everyday practice
15. Build in periodic review

# Spotlight: Service user voice

*“If we're providing a service for them, it needs to be relevant and accessible ... we learn a lot from them”*

*Interview participant*



# Spotlight: Service user voice

Examples:

- Solihull YP-friendly annual reports
- Birmingham's use of pupil surveys
- Calderdale's Fax fest
- Tameside's Voice of the Child Strategy
- YP involvement in Scrutineer recruitment

# Key messages

- Range of potential opportunities recognised
- Will need to prioritise and phase
- Some balancing between principles may be needed – only local partners will know how!
- Gradual move towards more *efficient, equitable, responsive* and *dynamic* arrangements

# Break

Return at 14:00

# Effective implementation: principles from early adopters

## Part 1

# Effective implementation: principles from early adopters

- Early adopter areas will speak about their work in relation to the following principles:
  - *Establish genuine shared responsibility across safeguarding partners and keep all agencies engaged through the process;*
  - *Make space for a discussion of the 'ideal' that detaches from current structures and timescales;*
  - *Embed a learning approach into everyday practice.*

# Working Together<sup>2</sup>

Establishing genuine shared responsibility across safeguarding partners  
and keeping all agencies engaged through the process

DfE New Safeguarding Arrangements Event - 27 June 2019

**Tiffany Slack, Business Manager**

**Carole Brooks, Early Adopter Programme Lead**

@salfordscp

#safeinsalford

#makingadifference

[www.partnersinsalford.org](http://www.partnersinsalford.org)



# About Salford

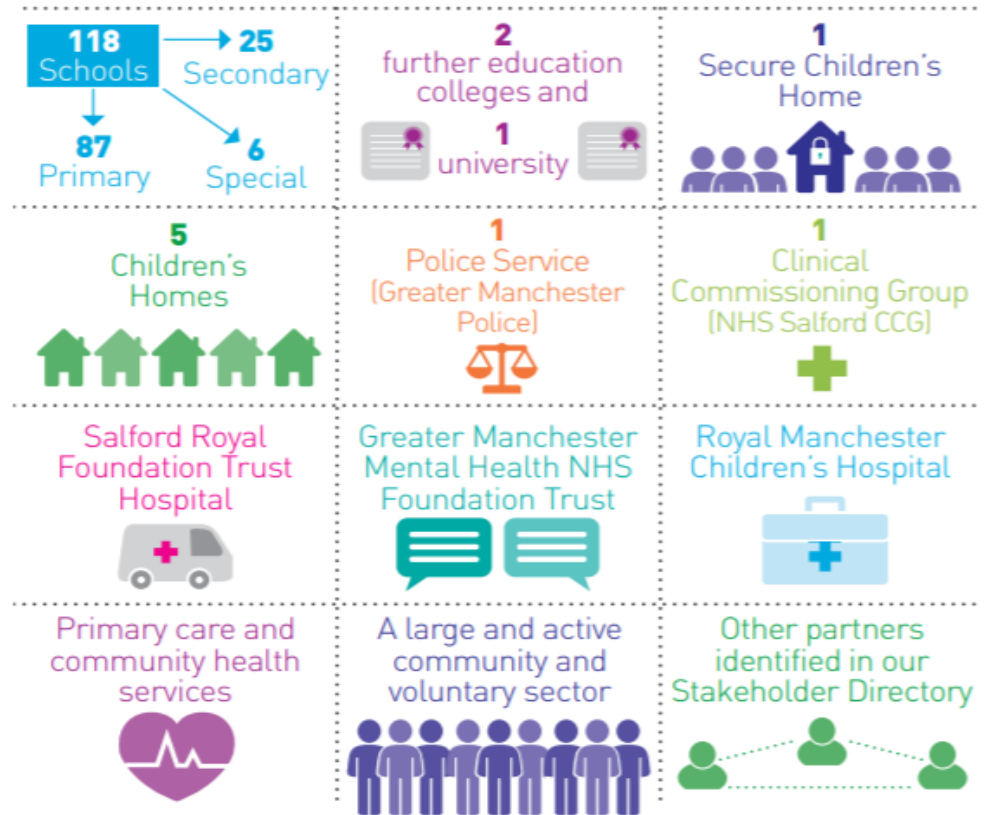
- One of the ten local areas that form Greater Manchester.



- Local Authority Children's Services Rated 'Good' and CCG rated 'Outstanding'.

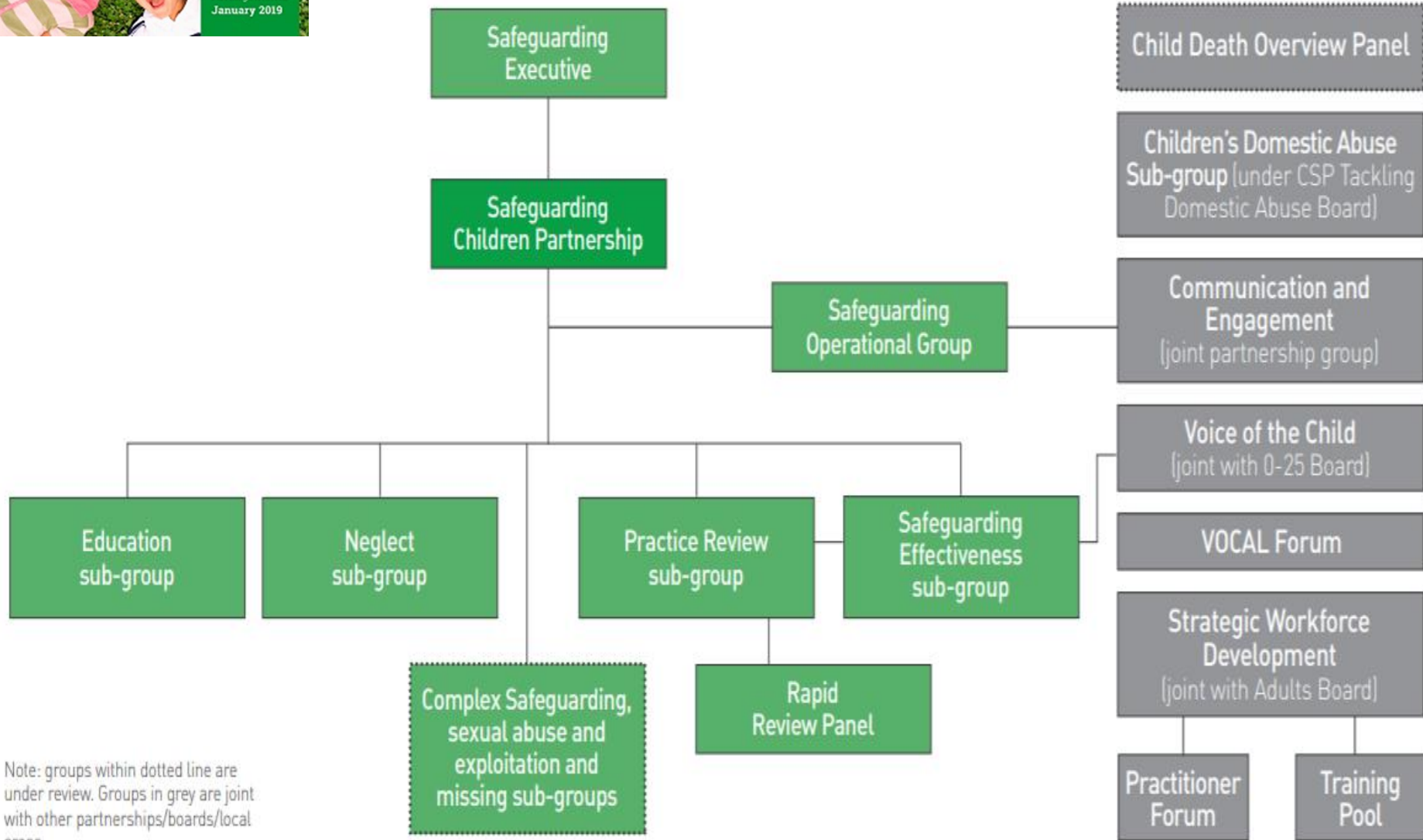


Salford City Council, a metropolitan local authority delivering a range of services including **housing**, **early help**, **social work**, **youth offending**.





# Salford Safeguarding Children Partnership



Note: groups within dotted line are under review. Groups in grey are joint with other partnerships/boards/local areas.



# NEW ARRANGEMENTS

## DESIGN AND DEVELOP TOGETHER

### WHAT HAVE WE DONE?

- Share understanding of WT18 from Mar 18
- Project steering group inc. 3 partners
- Commitment at highest level and Safeguarding Exec from mid-2018
- Iterative version of key docs and processes
- Check and reflect (e.g. 2nd SSCP meeting agenda items).

### WHAT DIFFERENCE DID IT MAKE?

- Clear 'self assessment'. Everyone on the same page
- Open to change – mix of approaches
- Authority and support to get on with it
- Positive chairperson involvement (culture change)
- We got on with it

### WHAT NEXT?

- Quick guide for chairs
- Revisit WT18 periodically
- Clarity & checking in.
- Independent evaluation Nov/Dec 2019

# SSCP PARTNERSHIP WORKING

## WORKING TOGETHER

### WHAT HAVE WE DONE?

- Legacy of strong partnership working
- Common vision, values, principles
- Conversations with individuals and at nearly all sub-group meetings since Sept 2018
- People made time for it
- Guidance and standards
- 2 frameworks, tools
- See Blog for more info

### WHAT DIFFERENCE DID IT MAKE?

- Common goal – inc. massive focus on lived experiences of children and impact.
- Accountability. Faster pace. Evidence based
- Understanding but not afraid to ask questions or ideas
- We got on with it

### WHAT NEXT?

- 'Who are we' for all professionals
- Induction for new group members
- Inter-board work
- Continue to nurture and work at it!

# SALFORD-WIDE PARTNERSHIP WORKING

## WHAT HAVE WE DONE?

## WHAT DIFFERENCE DID IT MAKE?

## WHAT NEXT?

### COMMUNICATE

- Joint sub-group with other Boards
- Strong involvement of voluntary sector
- 7 Minute Briefing
- 1 hr Roadshows on new arrangements and Neglect priority – 200 professionals (Governors, GPs, open sessions)
- Strengths-based approach based on Signs of Safety

- Great feedback from professionals about Safeguarding in Salford and Neglect
- Offers to join groups and get involved, inc. in Neglect Strategy refresh

- Complete website development
- Improve community engagement and campaigns (2019/20 SSCP priority)
- Continue to develop inter-board working.

# YOUR PART IN THE PARTNERSHIP - WHAT CAN YOU DO?



**Access** safeguarding procedures, guidance, training and a wealth of other information on the SSCP website. This level of support for families and professionals will continue in the new arrangements.



Maintain a **learning culture** in Salford where we talk about what we do, share good practice, learn from each other and externally about what doesn't work as well as what works. Information is shared appropriately, and transparently.



Keep a focus on **achieving the best outcomes** for children and young people both individually and together. By understanding their lived experiences and seeing life through their eyes, every action can have a positive impact.



**Your ideas** and feedback:

- *WHATS WORKING WELL?*
- *WHAT ARE YOU WORRIED ABOUT?*
- *WHAT CAN YOU, OR OTHERS DO DIFFERENTLY TO KEEP CHILDREN SAFE?*



# Capturing and Celebrating Our Partnership...

**SALFORD SA**

**01** Backgr

The Salford Safeguarding Children Partnership (SSCP) is replacing the Salford Sa... 1 April 2020. For many... and leadership in Salford... professionals working in... SSCP has led on policy, reviews and audits, sup... we are doing and ensure... safeguard children.

Working Together... changes to the... agenda... concerns... ever

**07** Worried about a child?

Complete an online refer... Partnership

- If a child is in immed... call 999.
- If in doubt consult wit... Safeguarding Lead or... Bridge Partnership

Web: [www.salfordccg.uk/safeguarding](http://www.salfordccg.uk/safeguarding)  
 Email: [safeguard@salfordccg.uk](mailto:safeguard@salfordccg.uk)  
 Tel: 0161 602 4000

**Good Practic**

- Access safeguarding training and a wealth of... on the website. This i... new arrangements.
- Maintain a learning where we talk about... share good practice, l... other.
- Keep a focus on ad... best outcomes for chi... young people both in... and together.

**06**

Salford Safeguarding Children Partnership

Visit: [www.partnership](http://www.partnership)  
 Email: [SSCP@salford](mailto:SSCP@salford)  
 Twitter: [@salfordscp](https://twitter.com/salfordscp)



**@salfordscp** @salfordscp · Apr 29  
 #MondayMotivation great 1st Partnership meeting 🙌 #safeinsalford #makingadifference

@charlottehrams1 @ChrisPacker15 @sharonhubbe @EyFord1 @APatel40 @tiff\_slack @peanutdeb @SalfordCVS



**Emma Ford** @EyFord1  
 First @salfordscp Partnership meeting today! Focusing on our impact on outcomes for children and families. Great to be apart of such a fantastic partnership! @SalfordCouncil @SalfordCCG @gmpolice @SalfordCVS  
 Show this thread

1 comment 2 retweets 9 likes

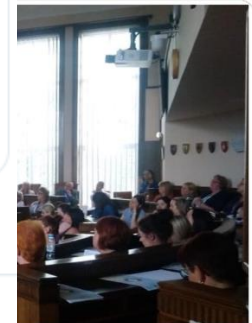
@salfordscp Retweeted



**Carole Brooks** @carolebrooksuk · Apr 29  
 I have said it before and I'll say it again: effective partnership working is powerful. You have got it in spades @salfordscp! 👍

dscp roadshows... to hear about... artnership... on SSCP priority:

ence... ord... il



# Critical Success Factors

1. Strong partnership culture is essential. If it is not strong, actively invest in and develop it at the start.
2. Don't under-estimate the amount of additional time that will be needed to communicate clearly.
3. Function before form.
4. Meltdown in transition is ok.
5. Continue to remind ourselves to be child-centred and impact: Never at the finish line.

## 4. Lewin's model of change:

Unfreeze – Change – Refreeze



*Lewin, K. (1943a). 'Psychological ecology'. In Cartwright, D. (Ed.), Field Theory in Social Science. London: Social Science Paperbacks.*



# Hearing from our Partnership



[Video link](#)



# How can we help?

- Blog: [What makes a strong partnership](#)
- Three NCB learning examples:
  - Inter-Board Learning Event and Learning Methods Tool
  - Safeguarding Effectiveness Framework (part 1 – developing)
  - Practice Review – including Salford Case Discussion Tool
- Website overhaul in progress







# Tyne, Wear and Northumberland Safeguarding Partnership



# Today

1. Context
2. Key Learning
3. Key areas of learning
4. Shared Responsibility across the 12 ( People)
5. Engagement across partnerships ( Process)
6. Detachment from current models ( Partnership)

# The Scope (6+5+1)

- Statutory Safeguarding Partners from
- 6 Local Authorities
- 5 Clinical Commissioning Groups
- 1 Police Force ( Northumbria )
- Footprint = approx 2144 sq miles – total population approx 1.5 m (children/young people = 270,000)
- Ambitious – Children and Vulnerable Adults
- System leaders focus on more effective and joined up prevention, early intervention & safeguarding

# Key Learning

## People

- Time was constant enemy – 10 month window
- Partners have different understanding and are in different places.
- Early commitment to reduce barriers, promote consistency to improve outcomes by collaboration.
- The other challenges and drivers for 12 partners are different.
- Single structure which fits into wider partners existing structures and governance arrangements is a challenge.
- Building the commitment levels of partners
- Consistent attendance at meetings.
- Budget was the elephant in the room.
- People always say they are up for change but when it comes down to it they are not always so sure
- Places pressures on those who champion change

# Key Learning 2

## Processes

- Plans , TOR, Risks, Workstreams
- Hub and Spoke Model – Challenges
- Governance was a real issue for some
- Steering group – drive/ leadership

# Key Learning 3

## Partnerships

- Making sure that Forum members are actively engaged and ensuring connect within their own organisations – Critical
- Handling and managing legitimate different perspectives and interests
- Continuing to promote engagement, review and dialogue so that we look before we leap
- What's a partnership without legitimacy?

# Challenges and opportunities

- Scale and scope of footprint, partner landscape, wider political/economic & social agendas
- High level of investment in present arrangements
- Whole system (adults and children) v MASA focus
- Getting to the heart of what makes for effective safeguarding partnerships

# Where are we ?

- Each area developed a MASA Plan to a common framework.
- Alongside a North & South of Tyne SOI setting out how Strategic arrangements will operate ( Hub & Spoke model)
- One Policy & Procedure ( £)
- One Learning Improvement Framework ( progressing)
- One Training & Workforce Development Plan
- One Performance Scorecard



# Where might we be in 12 months ?

- One partnership approach embedded in MOU and governance
- Further gains re strategic thematic objectives
- Learning from MASA informs further definition re 1 + 6
- Next steps that evidence more efficient use of resources and improved focus on outcomes
- Revised and single approach to scrutiny, challenge , learning and assurance.



# Questions and discussion



*Principle: 'Make space for a discussion of the 'ideal' that detaches from current structures and timescales'*

*Principle: 'Embed a learning approach into everyday practice'*

**Stephen Matthewman**  
**Partnership Manager**  
**Devon Children and**  
**Families Partnership**



## Why be appreciative?



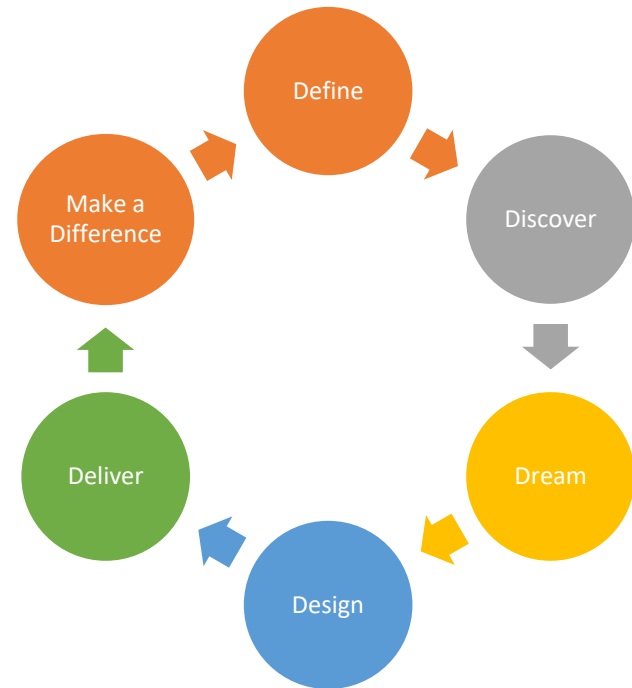
## What is Appreciative Inquiry?

founders of AI refers to the Appreciative Inquiry 4-D model. This involves:

1. Discovering - Appreciating the best of what is happening now
2. Dreaming - Imagining what could be
3. Designing - Options for making changes and improvements
4. Destiny - Creating and Implementing plans

David Cooperider, one of the

# The emerging Devon approach to Appreciative Inquiry



## What is an appreciative conversation?

chance to pause and reflect on what's working well.

They seek to identify achievements and successes and to build on these by exploring “what could be” and then use these ideas to develop plans which will make a positive difference.

Appreciative conversations offer a

#WeAreDevon #ShareTheLearning



Access the resources:-

<https://www.dcfp.org.uk/training-and-resources/appreciative-resources-safeguarding-early-adopters-programme/>





## **Creating something brand new**

Wiltshire's approach –  
safeguarding across agendas

# Starting Points...

- LSCB already changed –
- Smaller slimmed down executive group
- Smaller slimmed down agendas
- Wider Practitioner Themed Workshops
- Partnership working strong and established – good JTAI
- Common boundaries
- Families & Children’s Transformation Programme
- Effective internal QA Processes
- Effective Adult and CSP Work



**NHS**  
Wiltshire  
Clinical Commissioning Group

Working in partnership with  
**Wiltshire Council**  
Where everybody matters

# Our Approach

1. Children live in families and in communities – they are both a source of support and of risk

Our approach must reflect that....'think family think community'

2. Must add value to not replicate existing partnerships

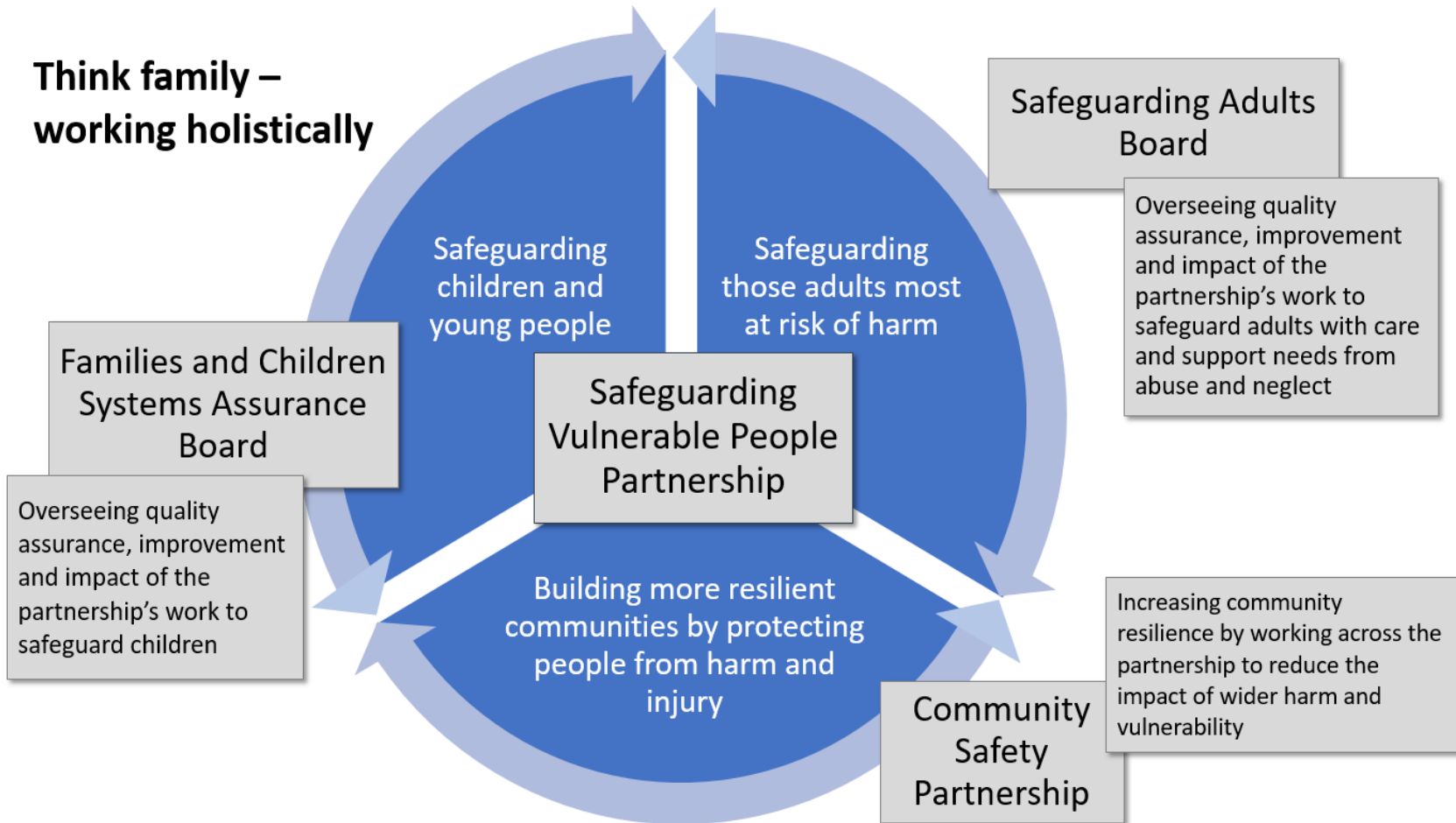
3. The 'doing' work is being done elsewhere – role of SVPP is scrutiny and challenge



**NHS**  
Wiltshire  
Clinical Commissioning Group

Working in partnership with  
**Wiltshire Council**  
Where everybody matters

**Think family –  
working holistically**



# Our Work (so far.....)

- Small very senior SVPP with Safeguarding Partners and Chairs
- Retaining a strong component of Independent Scrutiny (less meetings more challenge) – themed review on Under 1s and NAI and children in temporary housing
- Investing in **analysis** – focus on adolescent risk
- Investing in a new service-user co-production approach to scrutiny and QA
- Rapid reviews completed – innovative approaches to reviewing and learning
- Integrated Business Support Unit



**NHS**  
Wiltshire  
Clinical Commissioning Group

Working in partnership with  
**Wiltshire Council**  
Where everybody matters



# Role of Scrutineer / Learning Hubs and Twilight Sessions

Nicky Pace  
Independent scrutineer

# Developing the scrutiny role

Independent scrutiny to provide assurance, monitoring & challenge to the quality of agencies' work

- Provide assurance in judging the effectiveness of multi-agency arrangements to safeguard & promote the welfare of all children, including arrangements to identify & review serious child safeguarding cases
- Act as constructive critical friend & be a key driver to promoting reflection for continuous improvement
- How effectively the arrangements are working for children & families as well as for practitioners, as well as how well the safeguarding partners are providing leadership.

# Cultural change

Children are best safeguarded when partners have a shared language & understanding, but continue to have different perspectives

Enrich our understanding of complex situations and lead to deeper learning

Partnership built on openness & honesty; strive to ensure a balance of respect & challenge.

Conflict will be resolved through conversations and restorative approaches

Culture that welcomes scrutiny and actively participates in it; trusting and learning from each other as well as taking accountability- normalise peer to peer challenge

Learning from what works rather than deficit model



# System of scrutiny

System of rolling scrutiny with an **Independent scrutineer** who will

‘Provide assurance in judging the effectiveness of services to protect children, assist when there is a disagreement between agencies & support the HSCP to be a learning organisation’.

To do this the scrutineer will:

- Attend the Executive Group & Strategic Partnership group, as well as the Audit & Performance sub group.
- Review the Partnership’s annual report
- Review audits and performance data, including s11 audits
- Ensure regular thematic peer reviews
- Determine the effectiveness of arrangements to identify & review serious child safeguarding cases
- Be involved in the escalation and conflict resolution process

# System of scrutiny continued

The Scrutineer will also contribute to:

- The Learning Hub
- Having a direct line of sight to frontline practice including conversations/feedback with frontline practitioners
- Ensuring the voice of the child and service users is at the heart of all aspects of scrutiny by talking with and receiving direct feedback from children, young people and families to test the interconnectedness between performance, practice and the voice of the child, young person and family
- Culture change throughout the Partnership to embed scrutiny as a positive process with learning as its outcome
- Ensuring informed challenge from Elected Members takes place

# Next steps for scrutiny

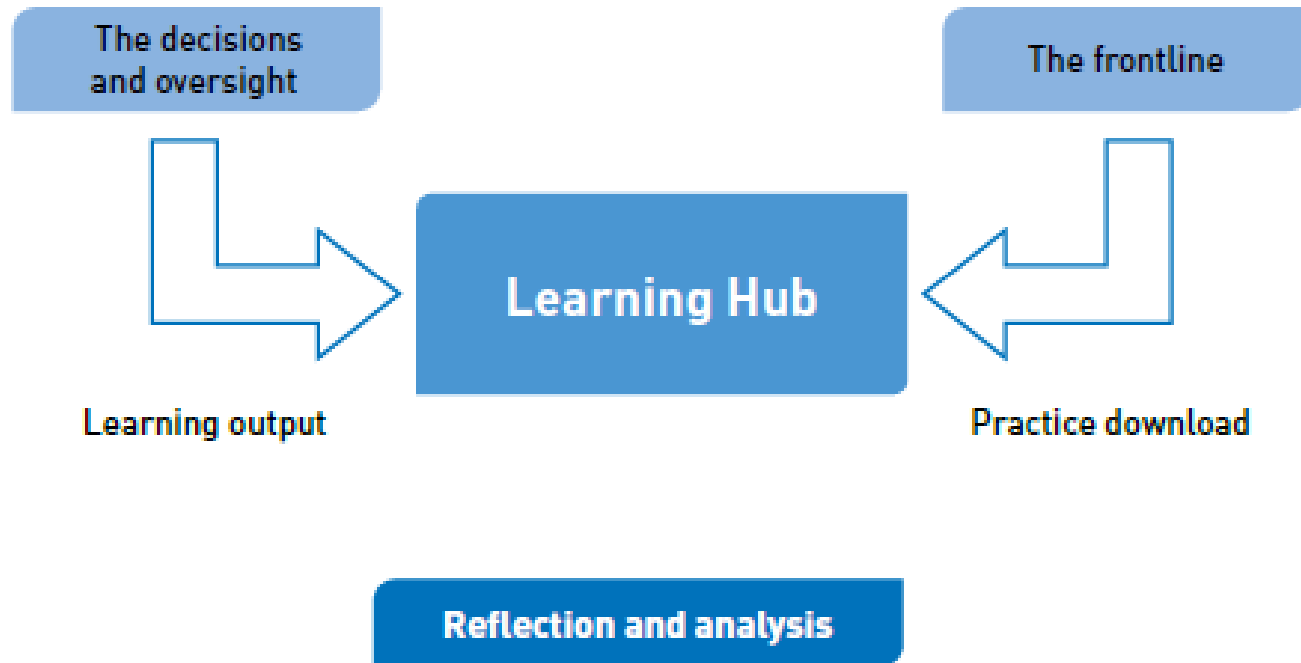
- Develop & define the scrutiny system, agreement of a consistent set of principles for scrutiny & an annual scrutiny plan.
- A model of appreciative enquiry will be at the centre of developing the scrutiny framework.
- 'Freedom to roam'

- Develop an audit schedule of multiagency audits, including s11 & deep dives , focussed on learning from case reviews & priority areas identified by the partnership including evidence on what works well .

- Involve staff at all levels in practice & improvement through learning hubs & other mechanisms as practitioners in all agencies have a in-depth knowledge and understanding about how our systems work in practice.
- Include an awareness of the lived experience of children, young people and families. The scrutineer will work closely with existing forums but also seek opportunities though audits and deep dives to hear the voice of the child and family.

- Peer review – work closely with the Eastern region & LGA to develop peer review & challenge into the annual rolling system of scrutiny .
- Areas for consideration 2019/20 – Missing children; MASH & thresholds/referrals; Child Protection medicals.

# Background to the Learning Hub



The Learning Hub was designed as an important two way feedback loop between front line practitioners and the Strategic Boards, ensuring learning on priority local safeguarding issues is shared and acted on at all levels in a timely way

# How the Learning Hub Works

## Learning

- Newsletter produced and circulated on the key theme
- 5 local forums held with presentations on the theme
- Children and families asked for their views

## Frontline feedback

- Feedback from frontline practitioners sought during the forums
- Online survey circulated for those who cannot attend

## Strategic feedback

- Feedback from practitioners, children and families is presented to the HSCP Strategic Group
- Strategic Group feeds back to practitioners on actions taken

# Review of Gangs and Knife Crime Newsletter



## Learning Hub: Gangs and Knife Crime Newsletter March 2019

### In this newsletter:

1. The Problem of Gangs and Knife Crime
2. The Hertfordshire Picture
3. The Impact on Young People and Vulnerable Adults
4. Examples and Resources

### The Hertfordshire Learning Hub

The Learning Hub is an important two way feedback loop between front line practitioners and the Strategic Safeguarding Partnership/Board, ensuring learning on priority local issues is shared and acted on at all levels in a timely way.

The first Learning Hub is running in March 2019 on the theme of gangs and knife crime. This newsletter provides key information about gangs and knife crime in Hertfordshire and how it is being tackled. It is not intended to provide a comprehensive overview, but it aims to stimulate discussion about the issues, what is working well locally and what could be improved.

Please respond to our [online survey](#) to feedback your views on gangs and knife crime in Hertfordshire.

### 1. The Problem of Gangs and Knife Crime

*"Knife crime has increased in Hertfordshire by 44% in the last three years"*

*"One incident of violence with injury is estimated to have an economic cost of £13,000"*

While overall crime continues to fall nationally, homicide, knife crime and gun crime have risen since 2014 across virtually all police force areas in England and Wales.

The Government published a national [Serious Violence Strategy](#) in 2018. The key message of the strategy is that tackling serious violence is not a law enforcement issue alone and it requires a multiple strand approach involving a range of partners across different sectors.

#### National trends and evidence

- There has been a shift towards younger victims and perpetrators.
- About half the rise in robbery and knife/gun crime is due to improvements in police recording. If for the remainder, drug-related cases seem to be an important driver.
- Social media may be playing a role in spreading violence related to drug markets.
- There is evidence of considerable overlap between victims and offenders of serious violence. The rise may also therefore be related to increases in certain vulnerable groups like the homeless and excluded children.
- We still do not really know the most important causal drivers of serious violence at the individual level, nor the exact types of interventions that are most effective.

- 6 page newsletter produced
- Sections on:
  - The Problem of Gangs and Knife Crime
  - The Hertfordshire Picture
  - The Impact on Young People and Vulnerable Adults
  - Examples and Resources
- Included input from: Hertfordshire Constabulary, Targeted Youth Support, YC Herts, SSAG, young people, voluntary organisations, district and borough councils
- Distributed to all HSCP and HSAB mailing lists

# Review of Gangs and Knife Crime Local Forums and Survey

## 5 local forums ran across the county:

- 225 front line practitioners attended overall
- Attendees were from a range of agencies supporting both children and adults
- All forums were oversubscribed with waiting lists in place

## Each forum included:

- Local Chair and Keynote speaker from the Police
- Video of young people talking about their views (YC Herts)
- A range of different local speakers
- 40 minutes group discussion of key feedback questions

## 90% said they thought the forums met their objectives:

- 92% said the forums gave them a better understanding of gangs and knife crime
- 87% felt able to fully contribute to the forums
- 38% thought the forums were too short and wanted more time

## An online Survey was distributed:

- This was sent to all HSCP and HSAB distribution lists (395 people) as well as those on the waiting lists for the local forums
- 33 responses were received

# Feedback from Young People on the issue of gangs and knife crime in Hertfordshire

*“What I hear in the news makes me worry”*

*“It depends where you hang out, it is more of an issue in certain areas”*

*“I know people in my area who have been stabbed”*

(comments made during focus group with young people in Ware, February 2019)

## **Suggestions for addressing the issue:**

- Parent sessions as ‘most parents don’t have a clue what’s going on’
- Peer talks in schools from ex gang members
- Harsher punishments for carrying knives
- Safety sessions for what to do if someone is stabbed or has acid thrown on them
- Early education from the age of 11 on gangs, weapons awareness, drugs and consequences
- Getting young people involved in what they’re interested in i.e. sport, boxing, martial arts
- Giving young people opportunities and achievable goals i.e. interests, education and career

(views expressed by 4 young people affected by gangs and supported by TYS)



# Feedback from Front Line Practitioners: Summary of Themes 1

Theme	Feedback
Information sharing	This needs to be more proactive to ensure risk is adequately managed and intelligence can be shared between agencies in a timely way. Young people and vulnerable adults should also be supported and encouraged to report issues anonymously.
Communication	There are lots of good services, but clearer pathways to them are needed as well as more information on the services available to refer to and awareness training on what the issues are.
Funding and service capacity	There are good interventions available in many areas but there is a need to ensure there is adequate funding for timely interventions and services for the different levels of risk, as well as diversionary activities.
Partnership working	This is seen as a strength by some, and many community safety partnership are being very active. Others feel improvement in multi-agency working is needed.

*(N.B. This feedback is the perceptions of front line practitioners, gathered during the local forums and online survey)*

## Feedback from Front Line Practitioners: Summary of Themes 2

Theme	Feedback
Education	It is important to prevent young people from becoming involved through education and raising awareness at an early age.
Engagement	It can be challenging to engage parents and young people in interventions, particularly at the stage when they are voluntary.
Parents	Parenting is seen as a key contributing factor, with improving parental awareness suggested as an important area of focus.
Individual agencies	The role of the Police and Schools are seen as particularly vital.
Specific issues	<ul style="list-style-type: none"><li>• Families being moved to Herts from other areas of the country.</li><li>• Awareness and approach to addressing cuckooing is variable.</li><li>• Young people not attending school are very vulnerable.</li><li>• Young people aged 8-13 can fall between the gaps in services.</li><li>• There is potential for the private sector to play a greater role.</li></ul>

# Next Steps



## Strategic feedback

- Feedback from practitioners, children and families is presented to the HSCP Strategic Group
- Strategic Group feeds back to practitioners on actions taken

The feedback was considered by the HSCP Executive Group and agreed actions will be fed back to front line practitioners at the next Learning Hub.

**The next Learning Hub will take place in June 2019 on the theme of emotional wellbeing.**

# Learning from the Learning Hub Process

## Successes

- Level of engagement by front line practitioners – all events had waiting lists and good attendance on the day.
- Contribution to multi-agency engagement more generally - 55 new contacts were added to the HSCP database during the Learning Hub.
- Having one strategic county level speaker and different local speakers at each forum worked well.
- 92% said the forums gave them a better understanding of gangs and knife crime.
- Focus on discussion and feedback and the use of *Slido* and the online survey to do this – lots of rich feedback collected.
- The opportunity to include young people's voices which is a commitment in the new Safeguarding Arrangements Plan.

## Areas for development

- Branding of the forums as an HSCP/HSAB initiative could have been clearer, and Local Chairs should be briefed on this in future.
- Depending on the theme, it could be helpful to consider certain targeting front line practitioners to attend.
- More engagement from members of the HSAB could be achieved by clarifying upfront how the theme is relevant to both Boards.
- More time and consultation spent on selecting the right local speakers, to ensure they fully represent what is going on in each area.
- More time was needed at the events for local presentations and discussions.
- Only 17% of attendees completed the post evaluation survey.
- Only small number of young people could be engaged with the available resources.

# Schools engagement



Large county with 535 schools,  
including 60 independents

Schools have continued representation in the new  
arrangements

Safeguarding  
Leaders  
meetings

Twilight  
sessions for  
DSLs - follow  
priorities and  
mirror learning  
hubs (300+)

Schools  
involved in  
presenting to  
Learning Hubs

ACE training

s175/s11  
process – 280  
schools  
responded  
5900 individual  
returns

Free HSCP  
training funded  
for schools

*Breaking the  
Chain*  
production  
rolled out to 23  
secondary  
schools over  
5,000 children



# **Solihull Local Safeguarding Children Partnership**

**Embedding a learning approach into  
everyday practice**

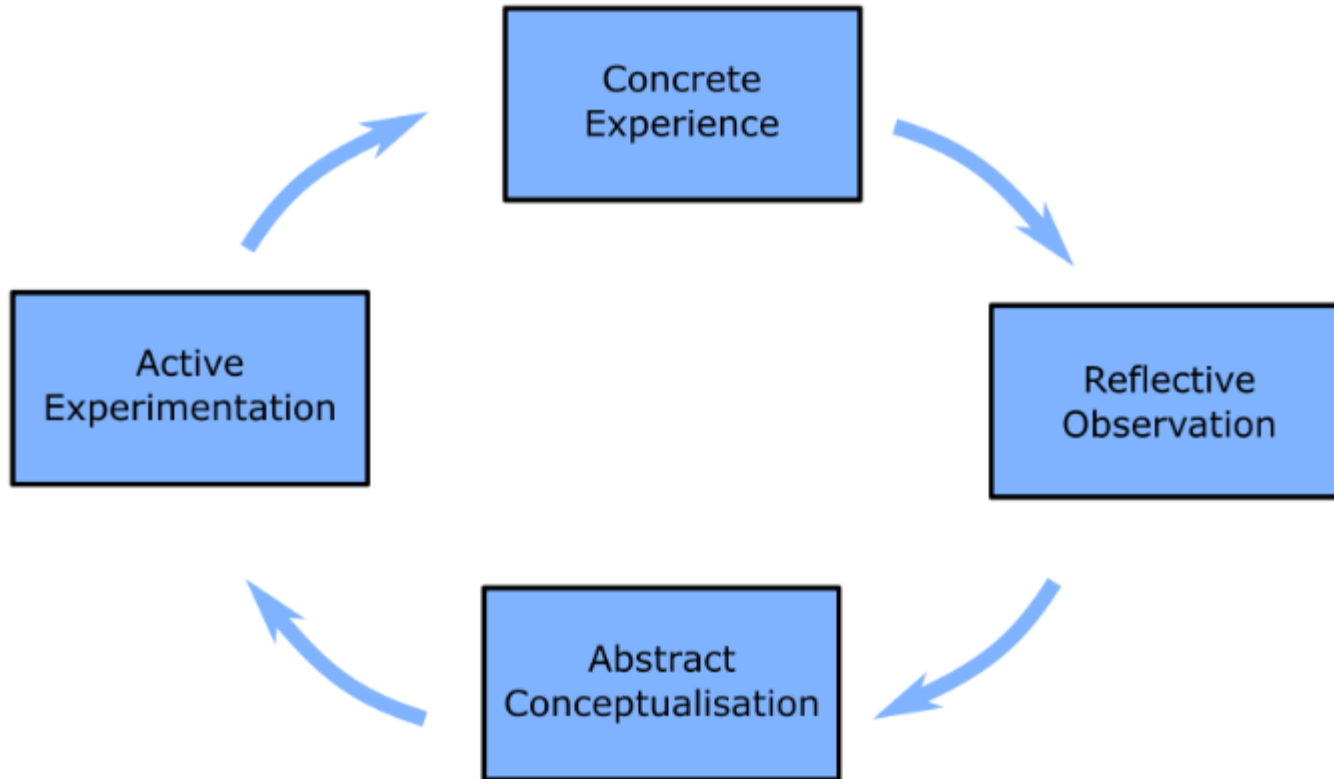
Dave Peplow

# Our Journey



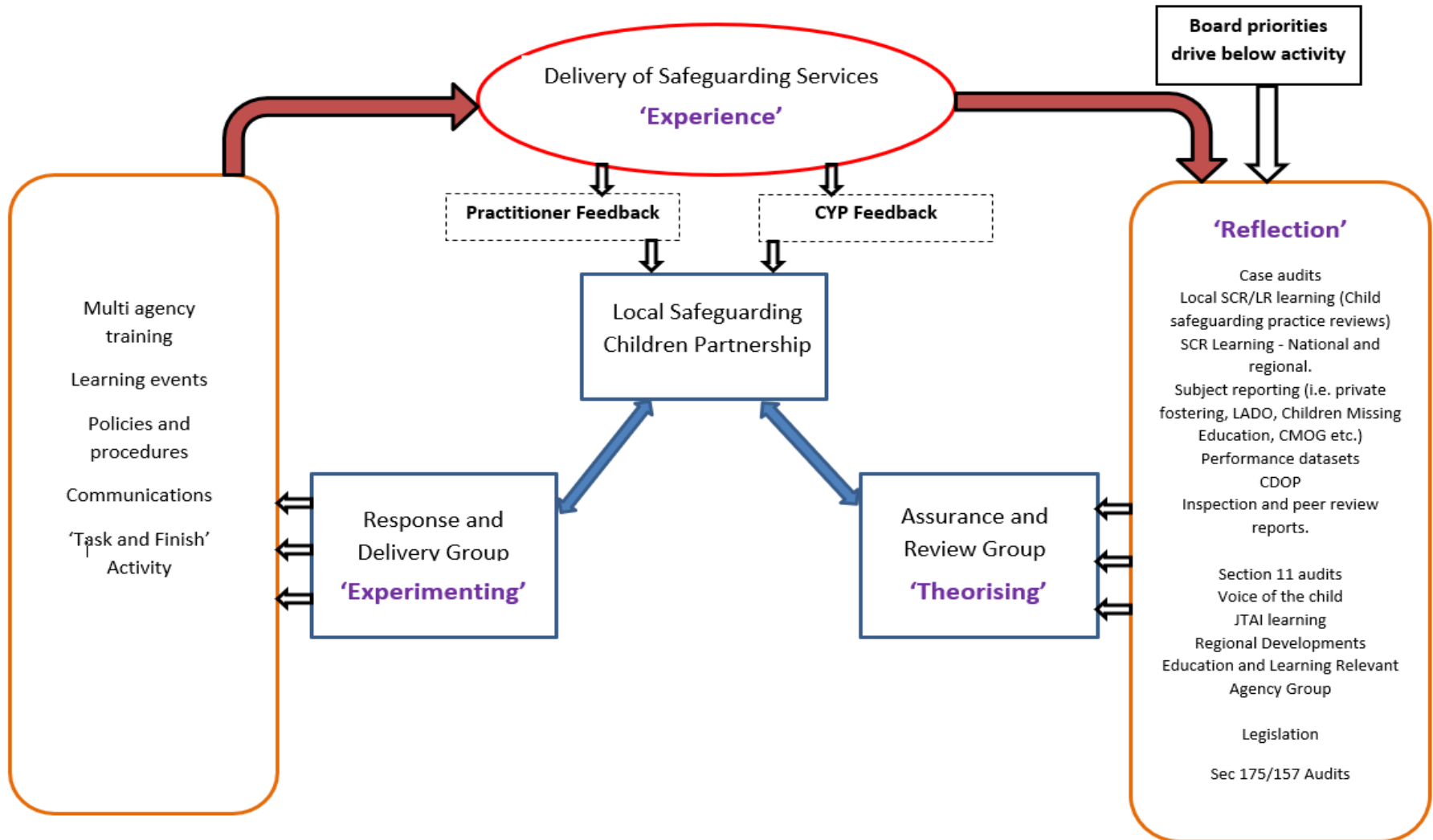
- January 2018 – LSCB Development Day – ‘stop, start, continue’.
- May 2018 – ‘Early Adopter’ status
- July 2018 – LSCB – Project Initiation Document
- October 2018 - Change Programme Project Steering Group
- March 2019 – Final ‘sign off’ of arrangements
- April 2019 – Publish/’Go live’
- October 2019 – Independent Peer Review

# A new way of working – ‘Kolb’





# A new way of working



# The Assurance and Review Group



- Will assess and quality assure information coming from the reflective activities within the partnership arrangements.
- The group will identify priorities and patterns from this work and recommend key multi-agency work streams to the Local Safeguarding Children Partnership (LSCP).
- These work streams will be based on the LSCP priorities and their potential impact on the effectiveness and efficiency of local safeguarding arrangements.

# The Local Safeguarding Children Partnership



- The LSCP is central to decision making. Decides which aspects of work presented by the Assurance and Review Group will be taken forward for action by the Response and Delivery Group.
- The LSCP will have oversight of the entire cycle of reflective activities, assurance and review, response and delivery, actions resulting from learning and the safeguarding experience of children, young people and practitioners.
- Finally, the LSCP will have responsibility for ensuring that the selected work priorities are delivered in such way that they make a positive impact on the outcomes for children and young people in Solihull.

# Membership of the LSCP



1. Local Authority - Director of Children Services
2. CCG - Chief Nurse
3. Police – Borough Commander
4. Chair of Assurance and Review Group
5. Chair of Response and Delivery Group
6. Lead Member
7. Independent Scrutineer (Chair)
8. Schools Representative (as nominated by the Education and Learning Sub Group)
9. Business Manager

# The Response and Delivery Group



- It develops the action plan put forward to the LSCP by the Assurance and Review Group, delivers the actions associated with these decisions and disseminates associated learning.
- It therefore drives the process of continuous improvement through practitioner led evolution of policy, communication and learning, within the scope of the LSCP priorities.
- Impact of that measured via ARG input processes.

# Assessing Effectiveness



- Well established multi-agency case audit programme.
- Links to annual practitioner learning event.
- Continue to use single agency audits to ensure local partners are fulfilling their duty under Section 11 of the Children Act 2004.
- Quantative data in relation to both specific areas of priority and the overall functioning of the child protection system, using the well established systems of the previous Local Safeguarding Children Board.
- Continued reporting on areas of specific importance and/or interest in relation to safeguarding.
- Child safeguarding practice reviews.

# Workforce Development



- The current multi-agency training offer is based on a modular format. This is supported by a multi-agency training pool, each member bringing different skills, experiences and agency perspectives to the training on offer.
- These arrangements are well established and recognised as a strength within the partnership, and so continue unchanged.
- They will be fed by the outcomes from the Response and Delivery Group when the need for learning and development is identified.
- The overall training offer is supported by the Learning Development Forum. The forum gives practitioners the opportunity to influence the scope and content of the multi-agency training on offer.



**Thank you**

**Any questions?**



# Implementation action planning

- Please select the theme you are interested in planning for and join the relevant table:
  - **Table 1** - Child death review arrangements
  - **Table 2** - Independent scrutiny
  - **Table 3** - The role of wider partners - (including education, the voluntary and community sector and other relevant agencies)
  - **Table 4** - The voice of children and young people
  - **Table 5** - Practice reviews

# Effective implementation: principles from early adopters

## Part 2

# Effective implementation: principles from early adopters

- Early adopter areas will speak about their work in relation to the following principles:
  - *Embed a learning approach into everyday practice;*
  - *Build in periodic reviews and treat 2019 compliance as just one part of implementation, not the 'final product';*
  - *Ensure clear service user voice in assurance and priority setting, including involving children and young people.*

# Black Country Child ▶ Death Review Process

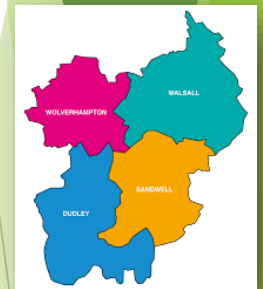
27 June, 2019

Jaki Bateman



## Early Adopter Aim

- ▶ Learning theme: Increase the child death review footprint of the local area involving multiple local authority areas and NHS organisations



## Approach


- ▶ Engagement
- ▶ Opportunity
- ▶ Flexibility
- ▶ Understanding
- ▶ Strengths Based
- ▶ Communication



# What would we do differently?

- ▶ Map out key stakeholders, key decision makers and decision making groups and when (and where) decisions need to be made
- ▶ Clarify the dates of all relevant strategic meetings in advance
- ▶ Know your audience
- ▶ Ensure there are plans for continuity
- ▶ Learn from what Good looks like



A stack of five smooth, grey stones is balanced on a beach of pebbles. In the foreground, a white paper overlay with four corner fasteners is centered, containing the title and authors' names. The background shows a blurred ocean and sky.

# Berkshire West Independent Scrutiny

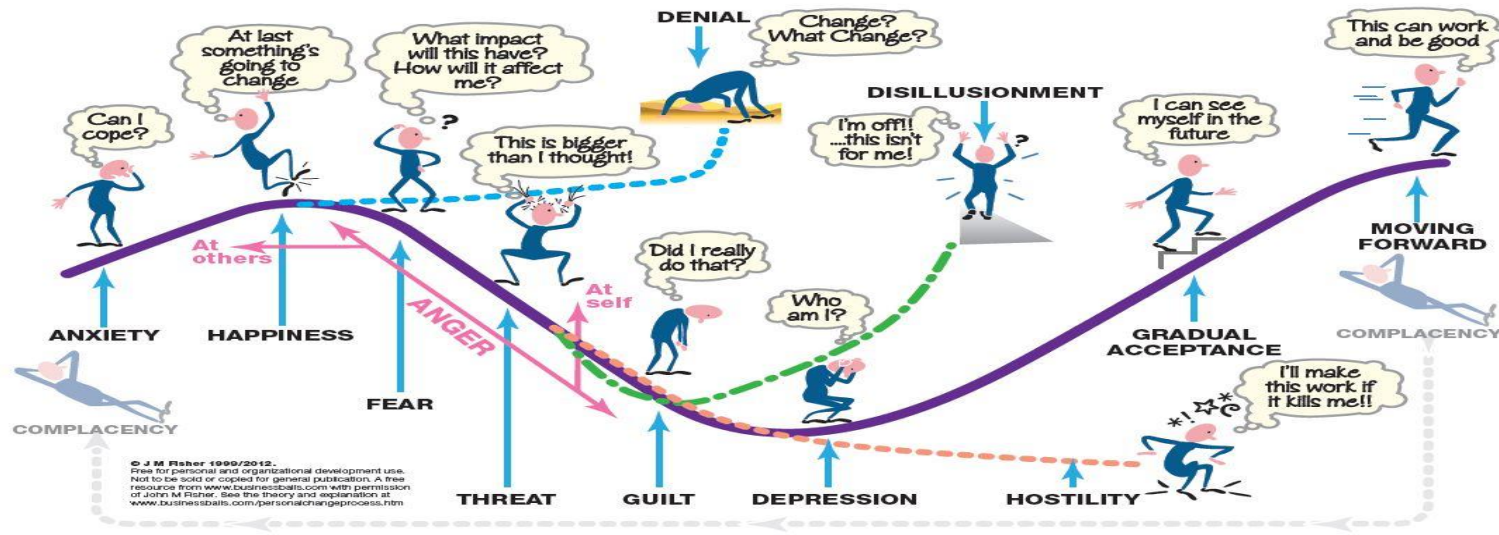
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Liz Stead & Andrea King



# Change is tricky

## The Process of Transition - John Fisher, 2012 (Fisher's Personal Transition Curve)





# Overall change

- Three LSCBs serving unitary authorities merged into one arrangement – microcosm of the national diversity
- Considerable work with education leaders (300 contributors) to set up education led safeguarding forums, annual conference for schools, response safeguarding responding to what schools see and manage
- A core leadership of statutory partners; a wider reference forum reflecting the breadth of safeguarding partnership meeting 3 times a year
- Commitment to starting with CYP experience; engaging the frontline & effectively and proactively mitigating risk

# IS - Role & Function - components



LISTENIN  
G TO  
OUR CYP



AUDIT  
AND  
REVIEW



PERFORM  
ANCE  
ANALYSIS



LISTENIN  
G TO THE  
FRONTLI  
NE



# Being clear

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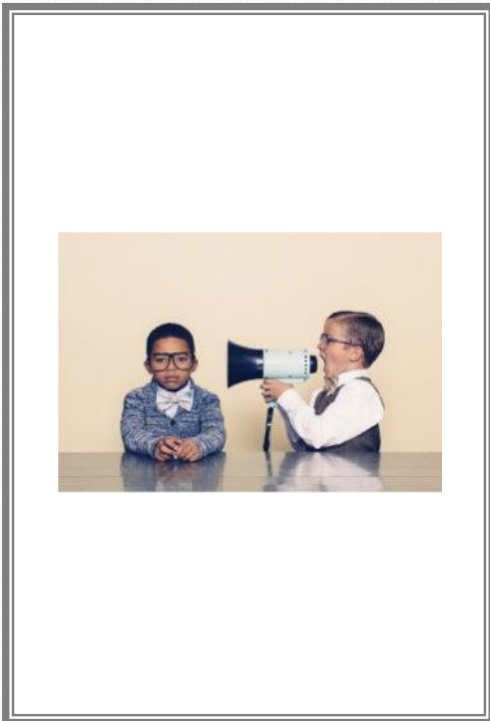
- Independent Scrutiny groups are not a mini Board
- Nor are they a receptacle for a large number of annual reports – because this has been ineffective
- Although there will be a few key regular reports – Child Protection conference and review timeliness, quality, progression of plans and decision making; MAPPA; MARAC; LAC/CiC; LADO
- Where local needs or risks arise –Independent Scrutiny will respond with support and challenge

# The Independent Scrutineers

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- Recruitment for Strategic and Operational Scrutineers currently taking place
- Job descriptions are available
- Interview Panel consists of CCG, DCS, Police
- Appointees are expected to start in July/August 19 and will be contracted for 12 months, subject to review.



## What it means to listen to our children and young people

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- Overarching principle – every theme we review starts with the experience of CYP
- CYP voice challenges the assumptions that as professionals we are inclined to make from time to time – looking through their eyes
- Expectation of a range of our statutory leadership environments e.g. Children in Care Council, Corporate Parenting Board, embedded participation in children's services design and evaluation, CYP chairing LAC Reviews, RP training
- Building on what works & co-design solutions

# Three Shared CYP discussion, Frontline reflections and Audits

(next 12  
months)

## Contextual Safeguarding

**Contextual safeguarding** - Understanding the impact of contextual safeguarding on adolescents and in the context of safeguarding in schools. Which children are we worried about? What risk factors do we need to be vigilant for? What resources do our schools and other partners need? What good practice can we build upon?

## Domestic Abuse

**DA** – in light of the recent Berkshire West Serious Case Reviews and Domestic Homicide Reviews what elements of practice in our system do we need to review? How effective are our early help arrangements in reducing the likelihood of recurrent DA? What evidence have we of the impact of DA interventions on outcomes for children? How effective are our CP Plans in improving DA outcomes?

## Children in Need

**CiN** – what is the quality of our CiN Plans? How are we monitoring impact on outcomes for CYP? To what extent are we sustaining change – what are the features of that? How effective is the interface with child protection and early help provision? What good practice can we share? Where are our gaps and vulnerabilities as a system?



Thank you for  
listening

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[@BerksWestCCG](#) [@Andrea14King](#)



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## North Lincolnshire

### Children's MARS Local Arrangements Update:

Build in periodic reviews and treat 2019 compliance as just one part of implementation, not the 'final product'

NCB Learning Event – 27 June 2019

**CHILDREN'S MULTI-AGENCY RESILIENCE & SAFEGUARDING BOARD**



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# Children's MARS arrangements....



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## Children's MARS arrangements....

- ✓ Built in a commitment to listen, learn, review and adapt



# Five Intents

Build resilience



Even stronger partnership  
incl. schools



Make safeguarding personal  
– children remain in families,  
in schools



Co-produce

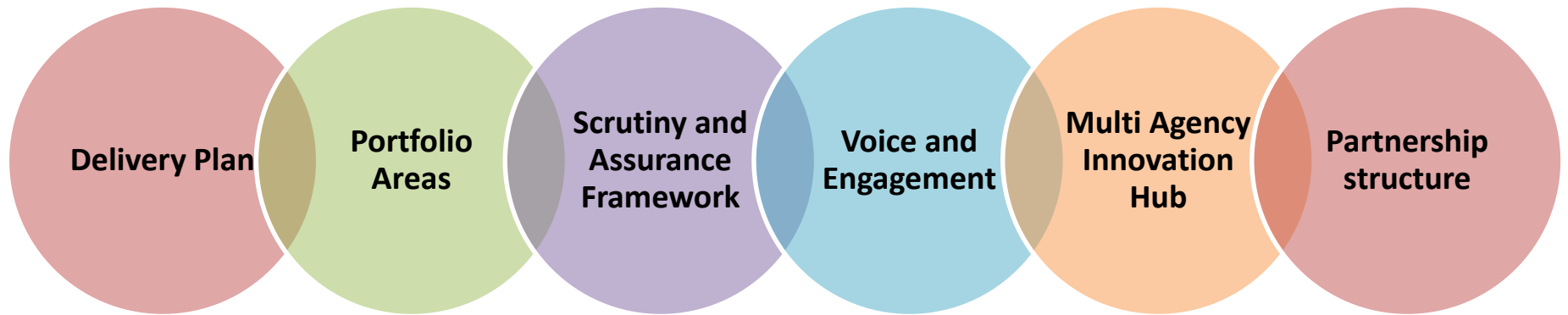


Scrutiny and assurance



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# Key areas of implementation



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# Periodic review points (from Oct 18)

Inaugural  
Children's  
MARS Board –  
Nov 18

Children's  
MARS Board –  
Jan 19

Section 11  
process – Jan  
19

Square Table  
event – Mar  
19

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# Periodic review points (from Oct 18)

Agency  
Specific  
Assurance  
Event – Mar  
19

Agency  
Specific  
Assurance  
Event – Apr  
19

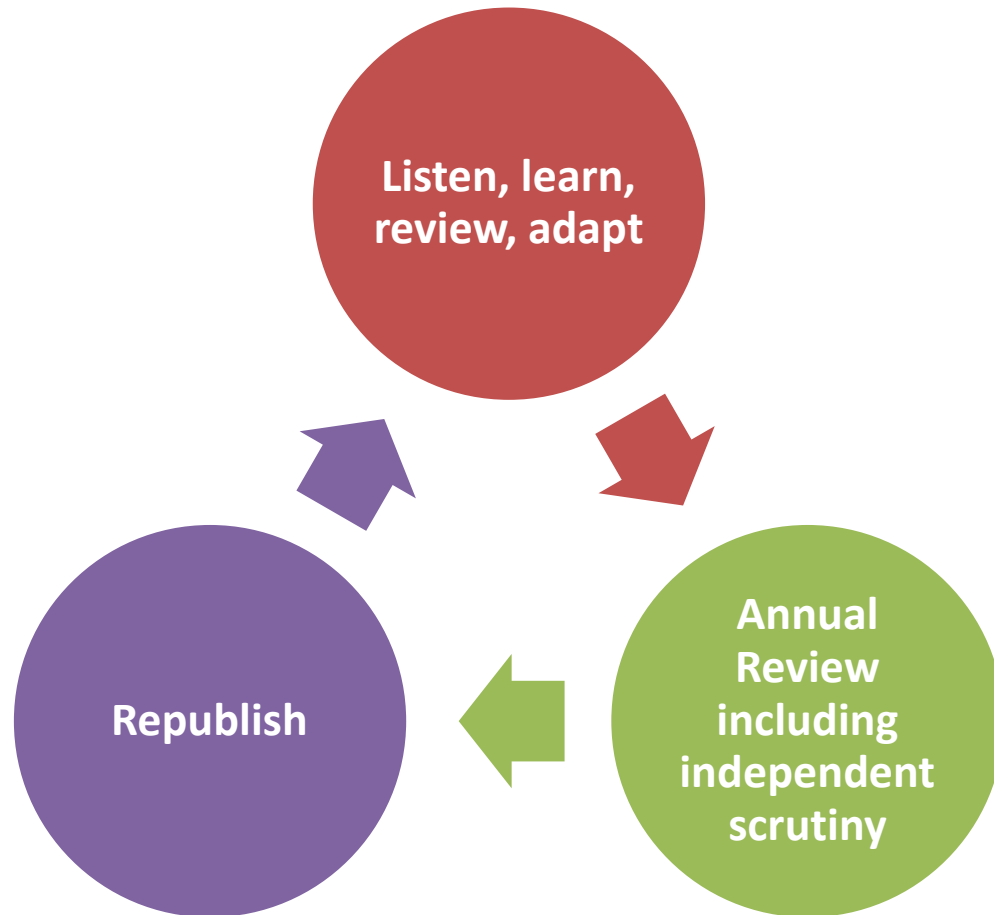
Children's  
MARS Board –  
Apr 19

Practice  
Learning Line  
of Sight – Jun  
19

Stakeholder  
Partnership –  
Jun 19

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# Children's MARS arrangements....





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[mars@northlincs.gov.uk](mailto:mars@northlincs.gov.uk)

[www.northlincscmars.co.uk](http://www.northlincscmars.co.uk)

@SafeNorthLincs

**ANY  
QUESTIONS ?**



Tameside  
**Safeguarding  
Children Partnership**

Voice of a Child

# Aims of the Early Adopter Bid

- to strengthen the collective voice and influence of children and young people and to secure the Voice of the Child at the heart of the future local safeguarding arrangements.
- to develop an Integrated Neighbourhood Model that enables local communities and services to identify emerging issues and deliver placed based solutions.
- To engage and support schools and other universal services to strengthen the Early Help Offer.

# Voice of a Child Strategy

- Owned and developed by the Youth Council and Children in Care Council
- Consultation with young people across the Borough including the Voluntary and Community Sector organisations
- Launched in March 2018 at a high profile event inc. Mayor, Council Members & Chief Executive
- 15 'statements of expectation' underpin the strategy

[https://www.tamesidesafeguardingchildren.org.uk/resources/materials/misc/voice\\_of\\_a\\_child\\_strategy.pdf](https://www.tamesidesafeguardingchildren.org.uk/resources/materials/misc/voice_of_a_child_strategy.pdf)

**VOICE**

**OF A CHILD  
STRATEGY**

## STATEMENT OF EXPECTATIONS FROM CHILDREN AND YOUNG PEOPLE

1. If you say you are going to do something, DO IT. If it can't happen then check back in with me and explain why.
2. I won't always agree with you, my views should be respected even if adults disagree with them.
3. Don't make excuses, tell us honestly rather than being vague and unclear.
4. Respect confidentiality, ask before sharing. We know there are times what we say has to be passed on, we ask that we are told that is going to happen and to whom the information is being passed.
5. Young people's wishes should be taken seriously. Why ask us what we think or want, if it has no influence on what happens. This builds false hope. Don't ask our opinion if you have already made your decision, what would it change? I want to see, how what I have said, and influences the way forward.
6. We are young not stupid, don't patronize us. Our words should have the same weight as an adult.
7. Difference doesn't mean BAD or WRONG, embrace my differences.
8. Professionals should be knowledgeable and passionate about the topic.
9. Young people want to know that the adult is qualified and relatable. We need to be able to build a valued relationship.
10. Make commitments and appointments and stick to them. To cancel a meeting can lead to us thinking you don't value us.
11. Is the young person comfortable? If not do something about it! Think about the way to build a positive relationship.
12. All adults should take on board young people's concerns and ideas. Help us find the solution rather than impose your own on us.
13. Honesty is a good way to build trust.
14. We are all unique, our problem is unique, and the solution should be unique! One size DOES NOT fit all.
15. We need to be an equal partner in any relationship, we are as important as any adult.



# VOICE

12



# Delivery Sept 2018 – June 2019

- Wider launch of the ‘Voice of a Child’ strategy and promotion of the 15 statements of expectations
- Voice of the Child Training delivered by young people
- Children’s Independent Advocate recruited and supporting schools
- 1<sup>st</sup> round of termly Neighbourhood Learning Circles in each of the 4 localities to identify place based issues
- Phase 1 & 2 of the Team around the School Model rolled out
- Published arrangements in December 2018

# Early Successes

We're already being true to the vision of the 'Voice of the Child' strategy. Children and young people have been;

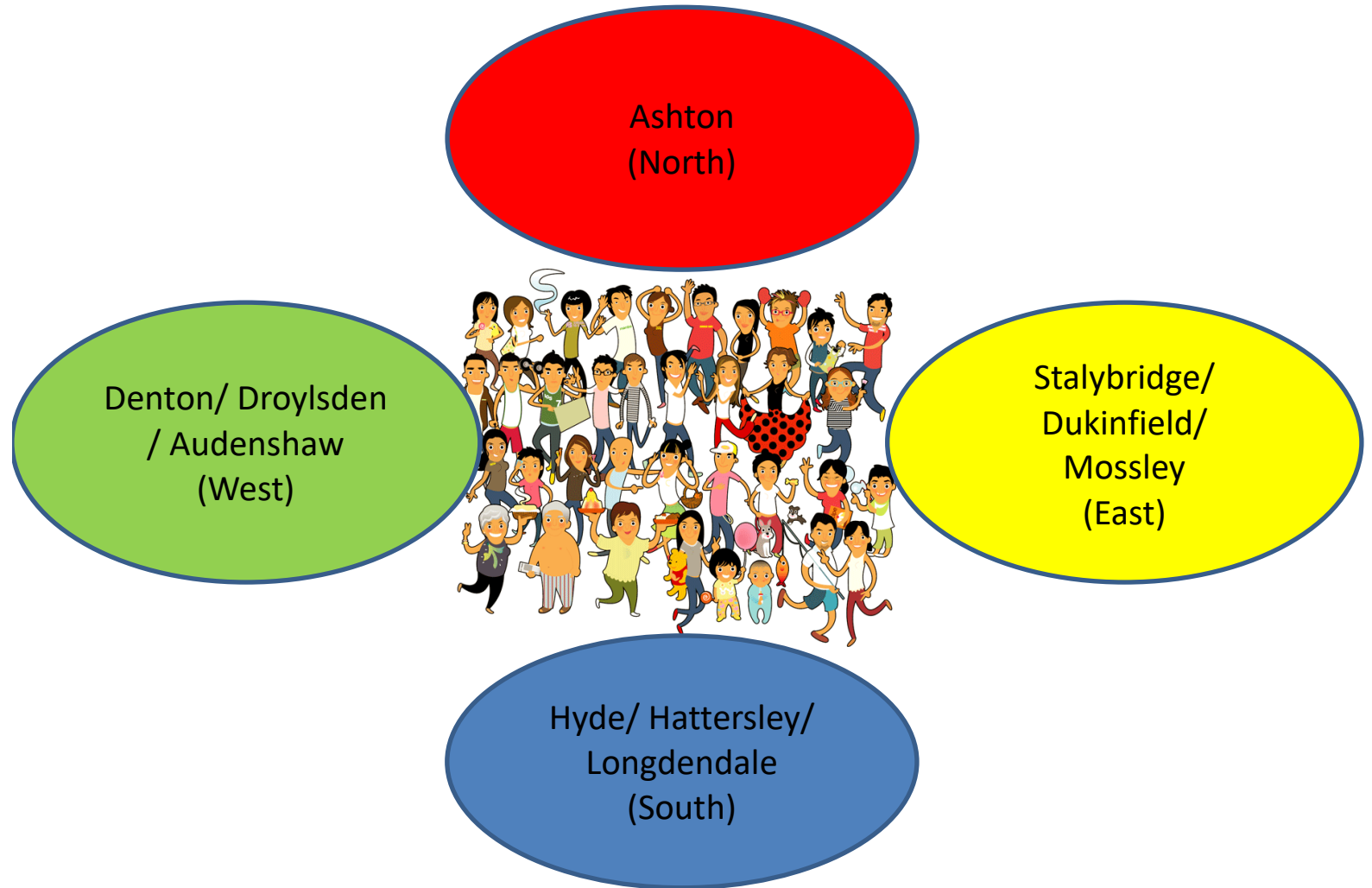
- given an equal voice in decision making via recruitment
- empowered and commissioned to deliver their own training and
- trained to scrutinize our safeguarding arrangements and service delivery.



# Independent Advocate Role

- Support and development of School Councils with the aim of creating a young peoples network
- SSNAP initiative set up in other schools
- School Councils reporting on the issues that are important to them which are reported up
- Will speak directly to children and families about their experience of the signs of safety approach
- Will meet with the Youth Engagement Officers to find out what practice related issues they are finding and common experiences of children and young people

# Neighbourhood Learning Circles



# Neighbourhood Learning Circles

## Purpose

To identify emerging issues from the local neighbourhoods, develop solutions to those issues and assign actions to improving outcomes in the community.

## Aims

- Ensure the Early Help offer to children and their families are delivered effectively by working together to improve agreed performance measures.
- Deliver agreed action plans in response to identified emerging issues and demonstrate improved outcomes.

# What are the issues in our communities?

- Every Neighbourhood presented issues regarding the perceived lack of mental health provision for young people, anti-social behaviour, Healthy relationships and domestic abuse and drug and alcohol misuse. Or those that did have mental health services felt the issues in accessing these services were the waiting list and timescale of getting an appointment.
- Both SDM and HHL discussed issues with gangs and online bullying
- All neighbourhoods felt there was lack of housing support, youth activities (although it was commented on in DDA that there are Football and Scouts clubs)
- Neighbourhoods discussed the lack of school nurses in particular SDM
- SDM and DDA both felt CSE was an issue in the community and the neighbourhood co-ordinator steered them towards the online resources available from CEOP
- HHL felt they were isolated from other services especially due to lack of transport
- HHL stated they are also finding it difficult working across border and the difference in agencies and referral processes

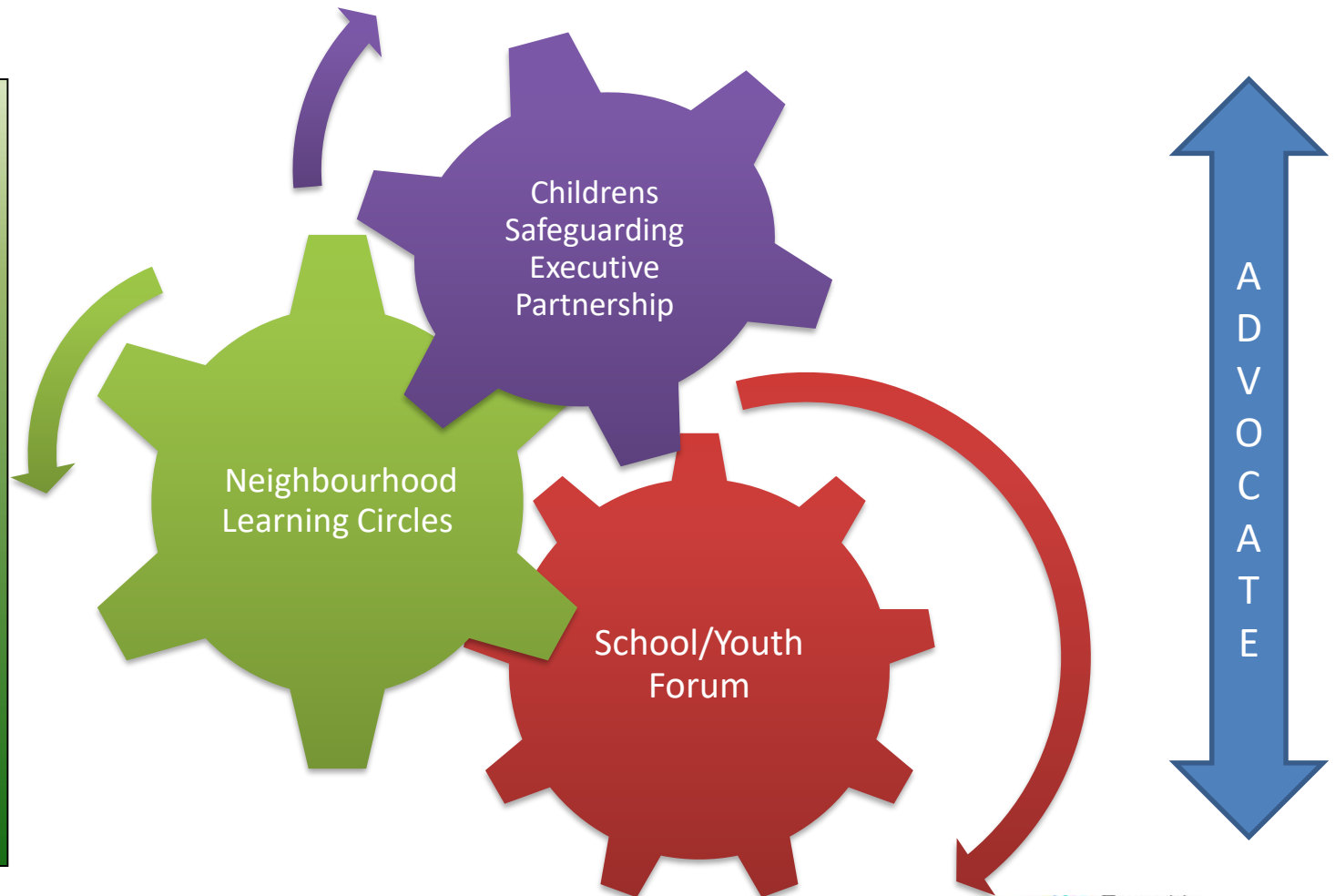
Source: Neighbourhood Coordinator

# Joining the dots

Children's Safeguarding Executive Partnership task Neighbourhood Learning Circles with areas requiring improvement.

2 way communication supported by the Children's Independent Advocate

Neighbourhood themes raised up from the School/Youth Forums 3x per year to the relevant Neighbourhood Learning Circle.



# Partnership Priorities

1. Complex Safeguarding closely aligned to a multi-agency operational response initiated via the MASH arrangements.
2. Early Help underpinning all other priority issues especially Neglect which in turn increases vulnerability to complex safeguarding.
3. Domestic Abuse and the protection of children via the MASH Triage, Operation Encompass and ChiDVA support.
4. School Exclusions leads to increased vulnerability, particularly in relation to complex safeguarding, and poor outcomes for children and young people.

# Partnership Priorities

5. Engaging children and young people in our safeguarding arrangements and service design and improvement. Opportunities for young people to provide independent scrutiny, peer to peer support/mentoring.
6. MASH & Integrated Working (link to points 1,3 and 8)
7. Mental Health offer needs to be consistently promoted by all partners agencies which requires enhanced workforce development
8. Communication via practitioner involvement and feedback, information sharing agreements between agencies and making the most of the opportunity for joint working within the MASH and Integrated Neighbourhood Working arrangements.

# Questions

Stewart Tod, TSCP Business Manager

[stewart.tod@tameside.gov.uk](mailto:stewart.tod@tameside.gov.uk)

0161 342 4344



# **‘Maximising learning from Local Child Safeguarding Practice Reviews’**

**27<sup>th</sup> June 2019 - The King’s Fund**

Presentation by Simon Cross, Project Lead,  
Birmingham Safeguarding Children Partnership

# Statutory Guidance and Framework



- ✓ The Children & Social Work Act 2017
- ✓ Working Together published July 2018;
- ✓ Abolition of Local Safeguarding Children Boards;
- ✓ Multi-Agency Safeguarding Arrangements by 29<sup>th</sup> September 2019;
- ✓ Leadership role of 'Safeguarding Partners' (Police, CCGs & Local Authorities);
- ✓ National Panel Established - June 2018;
- ✓ Local Child Safeguarding Practice Reviews replace Serious Case Reviews;
- ✓ Completion of ongoing Serious Case Reviews by 29<sup>th</sup> January 2020;
- ✓ New Child Death Review Arrangements by 29<sup>th</sup> September 2019;

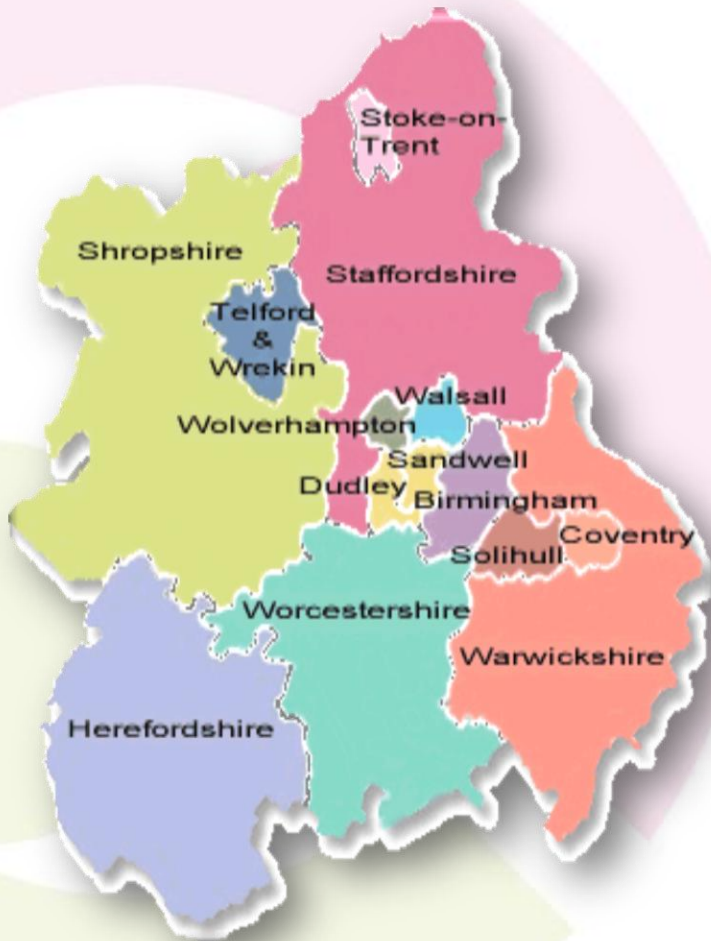


## Working Together: transitional guidance

Statutory guidance for Local Safeguarding Children Boards, local authorities, safeguarding partners, child death review partners, and the Child Safeguarding Practice Review Panel

July 2018

# Why a Regional approach?



- ✓ Prevent agencies being asked to provide information in 14 different ways!
- ✓ Identify regional trends to improve dissemination of learning from reviews
- ✓ A desire to build on existing regional and national good practice in developing the new review arrangements
- ✓ Pilot and evaluate a Rapid Review model
- ✓ Provide support and guidance for agency report writers
- ✓ Peer support for Managers of LCSPRs
- ✓ Simplify commissioning of LCSPRs/Lead Reviewers
- ✓ Improve cross border collaboration in the review process

# Overview of the Project

Birmingham lead partnership in conjunction with 13 other LSCBs/MASAs across the wider West Midlands to develop a Regional Framework and Practice Guidance for the commissioning and dissemination of learning from Local Child Safeguarding Practice Reviews


- ✓ **Phase 1** – Develop, Pilot and Evaluate a Rapid Review Model
- ✓ Evaluation of the three month pilot - published 21<sup>st</sup> January 2019
- ✓ **Phase 2** – Develop Regional Framework and Practice Guidance
- ✓ Regional Framework and Practice Guidance - Published May 2019
- ✓ **Phase 3** – Develop Regional Training Programme for new arrangements
- ✓ Regional Training delivered 12<sup>th</sup> and 13<sup>th</sup> June 2019
- ✓ **Phase 4** – Regional Procurement of Lead Reviewers
- ✓ Regional Project Team progressing final stage of the project
- ✓ National Panel and National Children’s Bureau - Consultation

# Phase 1 - Rapid Review Pilot



- ✓ The 14 local authorities across the Wider West Midlands took part in the 3 month pilot:
- ✓ 16 Rapid Reviews (July to Dec 2018)
- ✓ 2 out of 14 areas didn't undertake Rapid Review
- ✓ 44% of Rapid Reviews on time (Achieved 15 working day target)
- ✓ National Panel struggled to respond on time (31%)
- ✓ 5 Rapid Reviews completed during the pilot using the new regional approach achieved the 15-day deadline
- ✓ No discernible pattern between the timeliness of the rapid review and the outcome
- ✓ Delay in completion of Rapid Review (44, 51 and 61 days) cited complexity as the biggest contributing factor
- ✓ Requires effective liaison between Safeguarding Partners and National Panel

Document 4: Rapid Review Template revised 16 April 2019



**Rapid Review**

**Purpose of the Rapid Review**

In line with *Working Together 2018*, the aim of this rapid review is to enable safeguarding partners to:

- gather the facts about the case, as far as can be readily established;
- discuss whether there is any immediate action needed to ensure children's safety and share any learning appropriately;
- consider the potential for identifying improvements to safeguard and promote the welfare of children;
- decide what steps to take next, including whether or not to undertake a child safeguarding practice review.

**Background Information**

**Name of Child:**  
**Date of Birth:**  
**Date of Death / Serious Incident:**  
**Date notified to Ofsted:**

**Date of Rapid Review:**  
*(Ideally this should be a face to face meeting but may be a telephone conference if constrained by time)*

**List of Participants in Rapid Review:**  
*(To be quorate at least one representative from each of the safeguarding partners needs to be present – i.e. a representative from the CCG, Police and Local Authority)*

Name	Job Role/Title	Agency/Organisation

**Omissions to the list of participants:** *(Please explain the reason for the omission of any agency whose involvement would normally be expected)*

1

# Timeliness - Rapid Reviews

A suggested approach to meet the 15 working day target;

- ✓ Serious Incident Notifications - Over reporting ! - Effective liaison with your Local Authority
- ✓ 15 working days, It can be done!
- ✓ A shift in organisational culture!
- ✓ Focus on the learning!
- ✓ National Panel Guidance – April 2019
- ✓ A good Rapid Review can obviate the need for a more detailed review

Agency submits Serious Incident Referral Form

Within 2 working days of referral

- *Initial Scoping and Information Sharing Template* sent to all relevant agencies
- Date set for Rapid Review Meeting (*This could be a standing Group responsible for overseeing learning from serious incidents or an extraordinary meeting to undertake the Rapid Review*).

Within 5 working days

- Completed *Initial Scoping and Information Sharing Template* returned by agencies and then shared with those attending the Rapid Review meeting along with the Referral Form and any LA notification.

Between 7 and 13 working days of receiving the referral

- **Rapid Review** meeting held to:
  - Review the facts about the case presented in the documentation.
  - Agree any immediate action.
  - Consider the case against the criteria for Child Safeguarding Practice Reviews.
  - Decide whether a practice review or other learning review should take place.
  - Complete the *Rapid Review Template* and agree the recommendation.

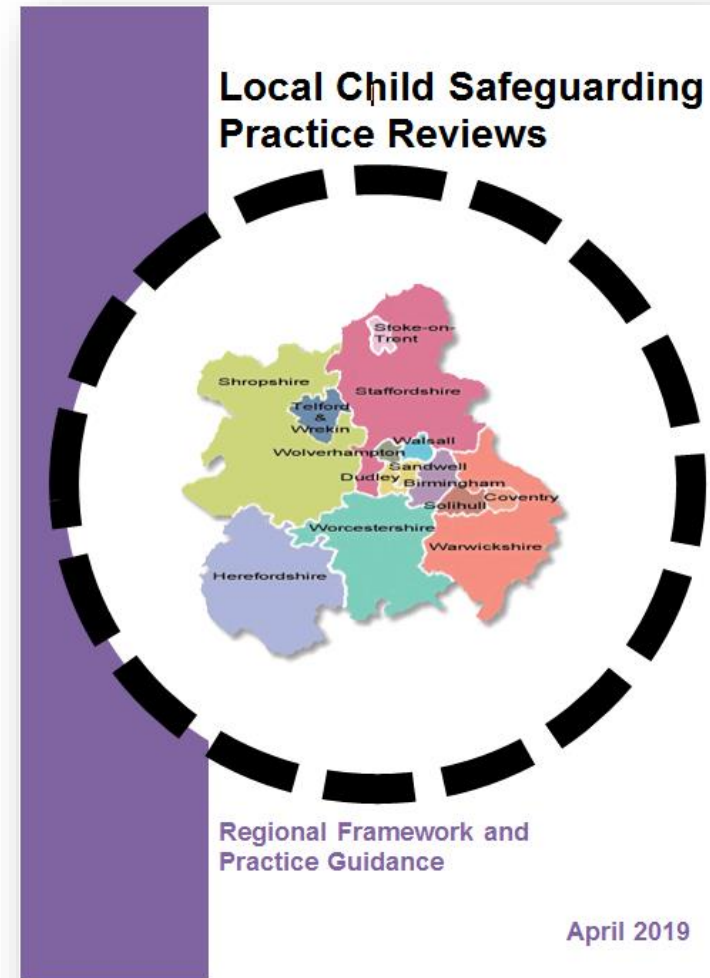
Within 2 days of the Rapid Review meeting

- *Rapid Review Template* and *accompanying letter* sent to National Panel. Agencies (including the agency who made the referral) are informed of the outcome of the Rapid Review.

# Phase 2 – Regional Guidance

1. Introduction 'Systems' Approach'
2. Information Sharing
3. Timescale for completion
4. Initial Decision making process
5. Agreeing Scope & Terms of Reference
6. Appointing Lead Reviewers and Review Teams
7. Engaging Children & Family Members
8. Choosing the right Methodology
9. The Reports
10. Publication
11. Embedding Learning

*An 'Aid Memoir' - Tools to do the job for Practitioners and Commissioners!*



# Phase 3 – Regional Training



## Learning Objectives

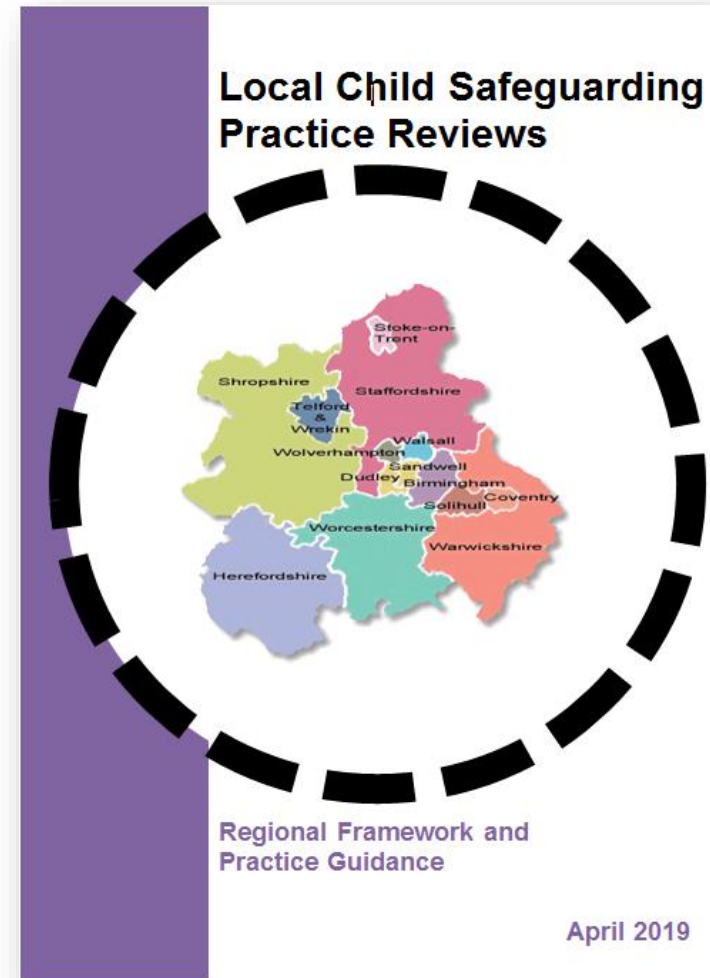
1. Better understanding of Local Child Safeguarding Practice Reviews (LCSPRs)
2. Find out about the Child Safeguarding Practice Review Panel (National Panel)
3. Gain an overview of the new Regional Framework and Practice Guidance
4. Be able to access guidance and templates that help you produce reports as part of the review process
5. Find out about the 'Review Teams' role in supporting Lead Reviewers in undertaking the LCSPRs
6. Hear top tips from experienced 'Report Writers'
7. Find out from an Independent Lead Reviewer what makes a good agency report
8. Get an opportunity to discuss the new LCSPRs with a panel of experts and colleagues.

- ✓ Project Lead - Overview new arrangements
- ✓ Designated Nurse and Experienced Agency Report Writer – How to do it, on time!
- ✓ Systems Trained Lead Reviewer – What Good looks like!
- ✓ Interactive Q&A Session – identified further areas for improvements to the review process and support for agencies involved in LCSPRs
- ✓ Evaluation feedback - 78% felt Confident/Very Confident about their role



# Phase 4 – Lead Reviewers

- ✓ Regional Procurement Model
- ✓ SARs, DHRs and LCSPRs
- ✓ Regional Sign up – Business Case
- ✓ Lead Reviewer - Person Specification
- ✓ Quality of Reports – Less is more!
- ✓ ‘Systems’ Trained
- ✓ Transparency on cost
- ✓ Focus on Quality - Trip Advisor Ratings
- ✓ Regional Project Team progressing



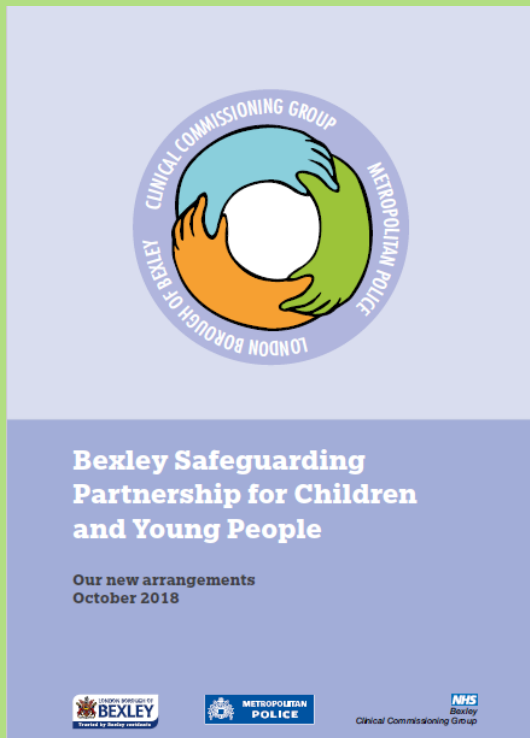
# Over to you, fire away!



# **Learning from Bexley, Greenwich and Lewisham**

**Early Adopter National Event –  
27<sup>th</sup> June 2019**

# Published arrangements



# EARLY ADOPTER BID

5 areas we are committing to



# 5 shared priorities

## I. Addressing local practice challenges

To complete the **implementation of the Bexley local learning hub**, for Lewisham and Greenwich to evaluate the usefulness of the learning hub model and for all 3 areas to consider roll-out of a hub model across the tri-borough for any future shared priorities

# 5 shared priorities

## 2. Geographical areas

To establish a **programme of safeguarding partnership improvement and delivery priorities** that are shared across the new police basic command unit (BCU) and three neighbouring London Boroughs – Lewisham, Greenwich and Bexley – the first priority is children and young people who go missing and are at risk of criminal or sexual exploitation

# 5 shared priorities

## 3. Independent scrutiny

Explore **the role of independent scrutiny across all three boroughs** where a range of scrutiny arrangements will be tested. The focus will be on the impact of the partnership arrangements rather than processes. Establish a children and young people's partnership board to enable children and young people to influence local safeguarding arrangements



# 5 shared priorities

## 4. Local reviews

To establish **shared mechanisms and processes for initiating local learning reviews**, which incorporate a shared tri-borough, multi-agency serious incident and learning sub group. Each review to be led by one of the three participating local authorities and published across the local areas. This strand will also consider the provisions of a bi-annual learning and improvement report (with conference) for the local tri-borough area

# 5 shared priorities

## 5. Child death reviews - increasing the footprint

To establish a **tri-borough arrangement for reviews of child deaths**

# Learning from everyday practice

- *Embed a learning approach into everyday practice*

– Learning hub model



– Learning reviews – local arrangements – the tri-borough forum

# The learning hub model

- 3 practice priorities over the year
- Each priority led by either the Police, Local Authority or CCG
- Each priority initially considered over a 4-month period
- Learning Hub membership for each priority is selected by the 3 safeguarding partners and made up of practitioners and managers

# The learning hub model: delivery plan

## Priority 1 - Reduce the number of children and young people who run away from home or care (led by Police)

### Current data and performance

- Children's Social Care Monthly Performance Data – data as at 30<sup>th</sup> September 2018

Number of Children Looked After who are currently missing	2
---	---

Missing episodes for Children Looked After	Year to date	
	Missing episodes	Away from placement without authorisation
All Teams	455	170

Number of Children Looked After going missing or away from placement without authorisation	Total	Under 10 years	10-15 years	16+ years
Female	29	0	12	17
Male	46	0	9	37
Total	75	0	21	54

Missing from home	Total	Apr	May	Jun	Jul	Aug	Sep
Number of missing from home episodes	132	20	23	24	24	25	16

Number of children with a missing from home episode	Total	Under 10 years	10-15 years	16+ years
Female	58	2	34	22
Male	74	1	37	36
Total	132	3	71	58

Missing from education	Apr	May	Jun	Jul	Aug	Sep
Number of children missing education about whom the LA is concerned	19	13	13	13	9	9

Attendance and Exclusions	2014/15	2015/16	2016/17	2017/18
Number of Bexley CLA who had been in care for at least a year at 31st March and are eligible for schooling	130	127	130	tbc
Overall Attendance	96.3%	95.5%	92.6%	tbc
Persistent absence - missing 15% sessions	4.6%	7.9%	11.5%	tbc
Number of pupils permanently excluded	1	1	1	tbc
No. of pupils with a fixed term exclusion	15	17	11	tbc
Number of fixed term exclusions	26	28	24	tbc

- 903 return from DfE – requested (not released by DfE to date)
- Police data – to be supplied and presented by Lesley Hamilton
- Missing weekly meeting information – to be presented by Amanda Gillard

- Return interviews from National Youth Advocacy Service (NYAS) Referral levels have increased significantly over the last twelve months, as can be seen by the figures for the comparable period in 2017-2018 (shown in brackets):

	April	May	June	Total 1 <sup>st</sup> quarter	July	August	Sept	Total 2 <sup>nd</sup> quarter	Total 1 & 2
New Return Interview Cases Created	15 (4)	14 (4)	15 (8)	44 (16)	43 (1)	27 (15)	14 (11)	84 (27)	128 (43)
Interviews completed	5* (2)	8* (1)	6* (2)	23 (5)	6* (0)	4* (3)	4* (2)	14 (5)	37 (10)
Interview declined by young person	2 (1)	4 (2)	6 (6)	12 (9)	33 (0)	21 (11)	7 (8)	61 (19)	73 (28)
Interview not completed for other reasons	3	1	2	6	3	0	3 (2 not known)	6	12

### Success and impact measures

- Children and young people feel safe and settled where they are living**
  - Do children and young people feel supported by us and do they and their families understand why they go missing?
  - The number of children and young people reported missing reduces as well as the length of their absence
  - Children in need of help, protection or care are more settled where they are living and this sustains over time
  - There is a single system for recording children who are missing from home, care or education to support strategic planning and operational oversight
- Clear programme of support for young people who are not in school and/or who go missing**
  - Plans record the support to be offered to the child/young person and their parents/carers and all children and families have a clear 'safety plan' with next steps (for example, if there is a further missing episode)
  - Plans record any agreed actions between the support worker, the family and the child/young person
  - The episodes and number of children and young people reported missing reduces
  - There is an improved response to and advocacy for children and young people who go missing
- Effective multi-agency disruption and risk management when a child/young person is missing**
  - There is evidence of improved co-ordinated intelligence about where children and young people go missing, who they are with, and other risks they are exposed to e.g. CSE, resulting in more effective safety planning and risk management (this includes the effective use of return interviews to feed into safety planning)
  - Audits of practice show that all agencies involved provide timely and effective help for children and their families
  - Families can describe what action was taken and whether it was effective

### Relevant statutory and other guidance

- Statutory guidance on children who run away and go missing from home or care (DfE, 2014)
- Flowchart showing roles and responsibilities when a child goes missing from care (DfE, 2014)
- London Child Protection Procedures (London Safeguarding Children Board, 2017)
- Bexley Children's Social Care & Bexley Borough Police: Missing from Home, Care & Education, Child Sexual Exploitation Joint Operating Procedures & Practice Guidance
- The London Child Sexual Exploitation Operating Protocol (2017)
- Children missing education: Statutory guidance for local authorities (DfE, 2016)
- School attendance: Guidance for maintained schools, academies, independent schools and local authorities (DfE, 2018)
- Missing children: who cares? The police response to missing and absent children (HMIC, 2016)
- Missing Children and Adults strategy (Home Office, 2011)
- Guidance on the Management, Recording and Investigation of Missing Persons (College of Policing)
- Railway Children Reach model: a best practice model which looks at support for those who run away or are missing from home care (before, during and after the incident)

# The learning hub model: 4-monthly cycle

- *Month 1* – scoping
- *Month 2* – multi-agency auditing
- *Month 3* – feedback from children, young people, families and practitioners
- *Month 4* – recommendations

## Learning Hub 2018-19

The Learning Hub is central to the Back to Practice model and is at the heart of the safeguarding partnership's work on multi-agency practice. The Learning Hub is made up of nominated members who attend a set of events relating to one of the safeguarding partnership's priorities and who have tasks to complete between these events to progress the Hub's work.

**OCT  
2018**

- Introductions
- Revisiting the learning model: sign-up, commitment and oversight
- Scoping current issues and challenges in system
- Presenting the delivery plan – first phase knowledge (impact measures/hope for future change, data, research, guidance)
- What do we need to know more about?
- Set up plans for audits and feedback events and agree any other next steps



**NOV  
2018**

- Single agency audits
- Multi-agency audits

**DEC  
2018**

- Feedback events for children, young people and families
- Feedback events for practitioners

**JAN  
2019**

- Revisit the delivery plan – learning and change phase
- Hub does the final analysis and identifies the actions and recommendations to take forward

- Introductions
- Revisiting the learning model: sign-up, commitment and oversight
- Scoping current issues and challenges in system
- Presenting the delivery plan – first phase knowledge (impact measures/hope for future change, data, research, guidance)
- What do we need to know more about?
- Set up plans for audits and feedback events and agree any other next steps

**FEB  
2019**

- Single agency audits
- Multi-agency audits

**MAR  
2019**

- Feedback events for children, young people and families
- Feedback events for practitioners

**APR  
2019**

- Revisit the delivery plan – learning and change phase
- Hub does the final analysis and identifies the actions and recommendations to take forward

- Introductions
- Revisiting the learning model: sign-up, commitment and oversight
- Scoping current issues and challenges in system
- Presenting the delivery plan – first phase knowledge (impact measures/hope for future change, data, research, guidance)
- What do we need to know more about?
- Set up plans for audits and feedback events and agree any other next steps

**MAY  
2019**

- Single agency audits
- Multi-agency audits

**JUN  
2019**

- Feedback events for children, young people and families
- Feedback events for practitioners

**JUL  
2019**

- Revisit the delivery plan – learning and change phase
- Hub does the final analysis and identifies the actions and recommendations to take forward

## Priority 1

*Reduce the number of children and young people missing from home or care including those subjected to criminal and sexual exploitation*

## Priority 2

*Respond effectively to the mental ill health of parents so they are supported to give their children the best start*

## Priority 3

*Get basic child protection right*

# Learning reviews

- Collaborative work to develop terms of reference for carrying out learning reviews in each area – discreet local arrangements retained
- Tri-borough learning forum





# Implementation journey

- *Build in periodic reviews and treat 2019 compliance as just one part of implementation, not the final product*
- **Year 1 in Bexley:** January 2019 early reflections – reviewing role of independent scrutineer June/July 2019 and work plan for Year 2 – academic evaluation – plan for self-assessment of statutory basics – annual report (October 2019) and refresh published arrangements document (October 2019)

# Implementation journey

- Year 1 in Greenwich and Lewisham

*“Find time to keep thinking”*

About:

- Moving from a Scrutineer to a System of Scrutiny
- How do we learn as a system?
- What is making a difference and what isn't?
- The things we don't yet know we should be thinking about

# North West London's Approach to Child Death Reviews

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Chris Miller

Independent LSCB Chair Harrow and London Region Chair

27.06.2019

# The London CDOP Problems

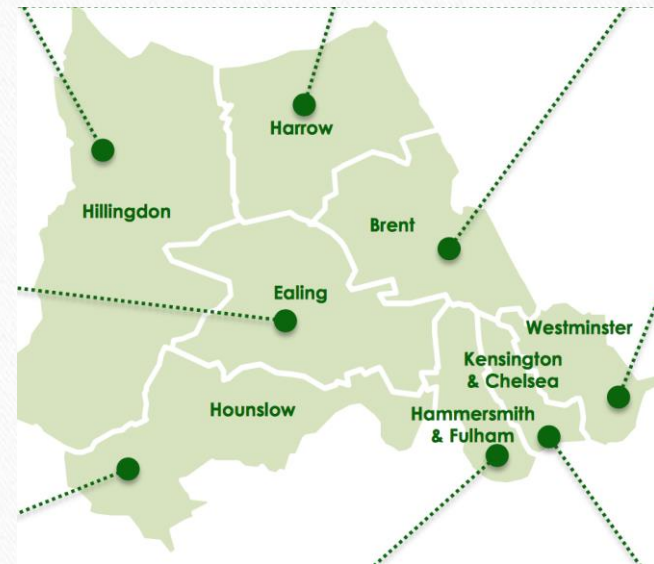
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- Peri-natal mortality not improving
- Too Many Panels; 8 ( NW London)
- Too Little Data (<30 per year)
- Fragmented and Inconsistent Analysis
- Dispersed ownership



# NW London Project

- Eight Boroughs
- Population 2.1 million
  - 440,000 children
- 140-150 deaths a year
- Seven CDOPs



# The NWL Opportunity

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- Collaboration of Eight NWL CCGs
- Appointment of a senior safeguarding quality nurse
- The requirement to change
- Early engagement
  - Healthy London Partnership
  - Purchase of eCDOP

# The New Child Death Review Challenges

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- The Child Death Review Meeting
- Provide coherent Joint Agency Response to unexpected deaths
- Data set of at least 60 deaths per year
- Support bereaved families with a key working function
- Data for the national database



# This Led To

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- NWL LSCB Chairs' agreement –Dec 2017
- Steering Group March 2018- now
- EA Funds – June 2018
- Task and Finish Groups July 2018





# Difficult Choices

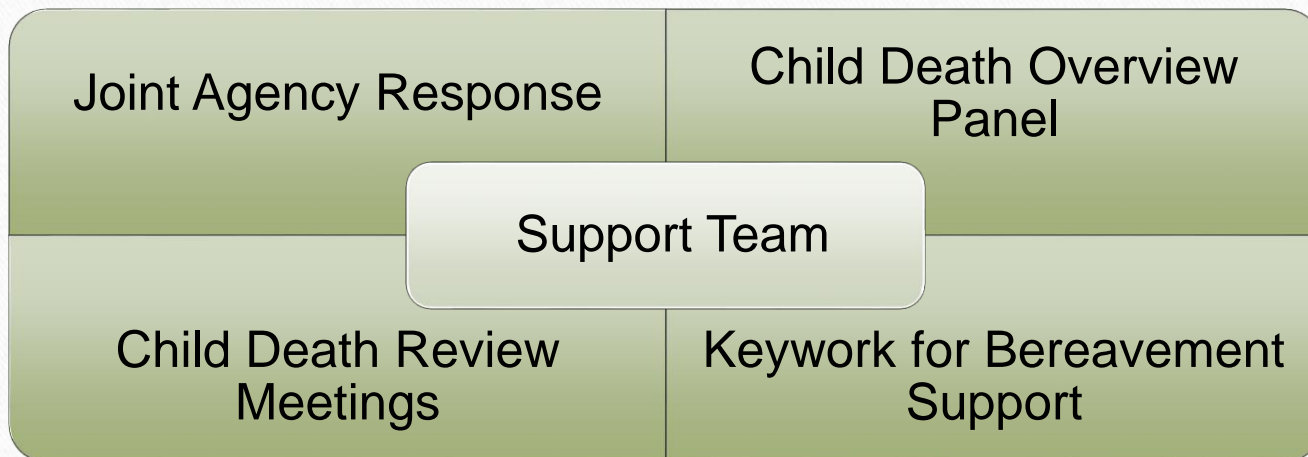
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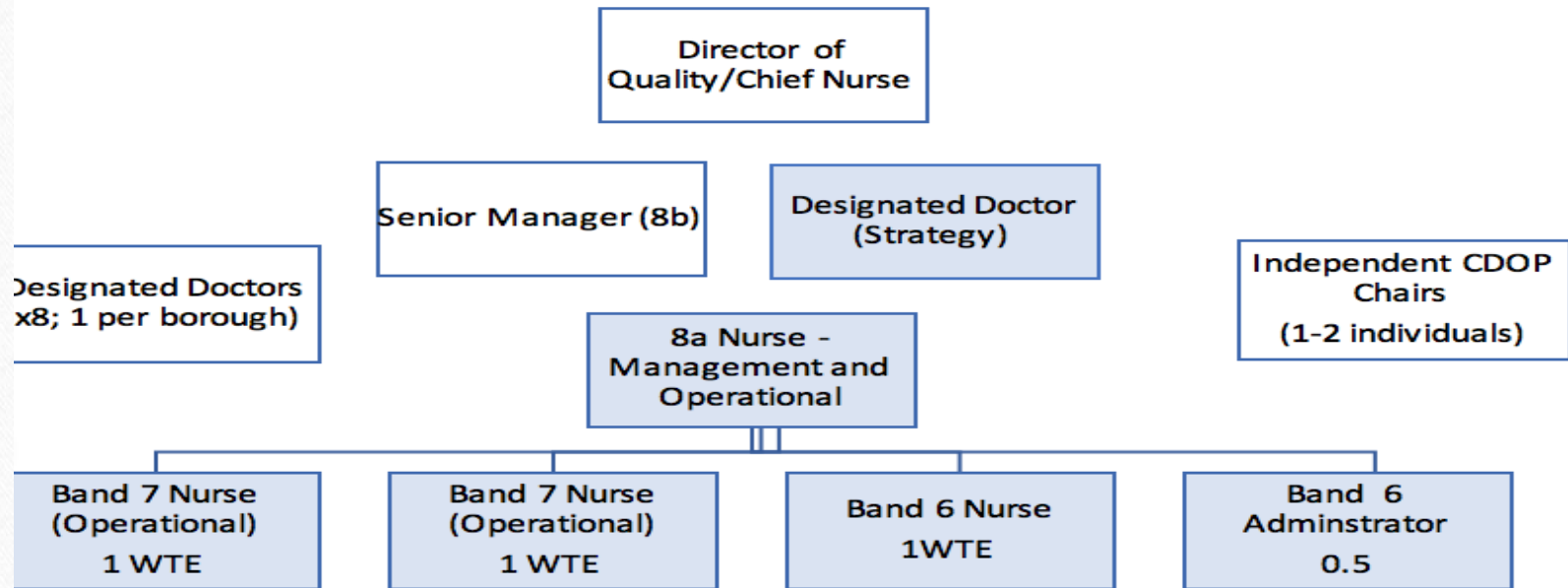
- Options Document Jan 2019
  - One CDOP or more (and if not how many and who)
  - Dedicated Team?
  - Independent Chair
  - In house or commissioned key working
  - Dr or Nurse Led Joint Agency Response

# The NW Model

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# The Support



## Plans Published

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- 26<sup>th</sup> June !!!

# Leading not Following



The image shows a screenshot of a BBC News website article. At the top, the BBC logo is on the left, and navigation links for 'Sign in', 'news', 'sport', 'weather', 'iPlayer', 'TV', and 'Radio' are on the right. Below this is a red navigation bar with the word 'NEWS' in large white letters. Underneath the red bar is a white navigation menu with links for 'Home', 'UK', 'World', 'Business', 'Politics', 'Tech', 'Science', 'Health', 'Education', and 'Entertainment'. Below the white menu is another white navigation bar with links for 'England', 'Regions', and 'Manchester', where 'Manchester' is underlined. The main headline of the article is "'Button battery' warning over child deaths in Manchester" in bold black text. Below the headline, the date "14 October 2014" and the location "Manchester" are displayed. To the right of the date is a green 'Share' button with a share icon. Below the text is a large image showing a close-up of a small, round, silver button battery resting on a dark, textured surface.

NEWS

Home | UK | World | Business | Politics | Tech | Science | Health | Education | Entertainment

England | Regions | Manchester

## 'Button battery' warning over child deaths in Manchester

14 October 2014 | Manchester [Share](#)



# NEWS

## Laughing gas' teenager dies after party in Abbey Wood

26 July 2015 | [England](#)  Share

## Friends and Family Sometimes Are Quicker off The Mark Than Us

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Student researchers at Brunel University have been using NHS reports, hospital records and data from the Serious Organised Crime Agency to map the 'bagging' trend backwards towards its centre.

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Chris Miller ([cjmiller@cantab.net](mailto:cjmiller@cantab.net))

Harrow Local Safeguarding Children's Board and  
Project Facilitator NWL CDR Programme



# Identifying themes and innovation

- Note down on anything new and innovative in local arrangements (please note which area on the back of the post-it).
- Please place a post-it note under relevant headings with:
  - Information about the approach in your area to this aspect of the new arrangements
  - Innovations you have introduced in your new arrangements
  - How you have done things differently in practice

# Thank you!

**National Children's Bureau**

[www.ncb.org.uk](http://www.ncb.org.uk)

 ncbtweets  ncbfb



National Children's  
Bureau