



EAST RIDING SAFEGUARDING CHILDREN BOARD

LEARNING AND IMPROVEMENT FRAMEWORK

2016/17



EAST RIDING SAFEGUARDING CHILDREN BOARD
LEARNING AND IMPROVEMENT FRAMEWORK

Contents	
Background and legislation	2
Accountability	3
Single Agency expectations	4
Quality and outcomes	4
Continuous learning cycle	5
Key work areas:	
A. The voice of children, young people and families	7
B. Performance including outcomes	8
C. Audits (Single agency, multi-agency and Section 11)	9
D. Reviews	10
E. Workforce	11
F. Our local area and priorities	12
G. Effectiveness of the ERSCB	13

1. Background and legislation

- 1.1 Working Together 2015 states in order to fulfil the statutory function under regulation 5 a Local Safeguarding Children Board (LSCB) should use data and, as a minimum, should:
- assess the effectiveness of the help being provided to children and families, including early help;
 - assess whether LSCB partners are fulfilling their statutory obligations set out in chapter 2 of Working Together 2015;
 - quality assure practice, including through joint audits of case files involving practitioners and identifying lessons to be learned; and
 - monitor and evaluate the effectiveness of training, including multi-agency training, to safeguard and promote the welfare of children
- 1.2 Professionals and organisations protecting children need to reflect on the quality of their services and learn from their own practice and that of others. Good practice should be shared so that there is a growing understanding of what works well. Conversely, when things go wrong there needs to be a rigorous, objective analysis of what happened and why, so that important lessons can be learnt and services improved to reduce the risk of future harm to children.
- 1.3 Local Safeguarding Children Boards should maintain a local learning and improvement framework which is shared across local organisations who work with children, young people and families. This framework should enable organisations to be clear about their responsibilities, to learn from experience and improve services as a result.
- 1.4 The Principles for Learning and Improvement state that LSCBs should promote;-
- *A culture of **continuous learning and improvement** across organisations who work together to safeguard and promote the welfare of children.*
 - *Improvement must be sustained through regular monitoring and follow up so that findings from reviews make a real impact on improving outcomes for children*

2. Accountability

- 2.1 ERSCB is committed to these principles and this learning will be monitored through the Board and its subgroups. The Children's Trust agencies are to provide performance and quality assurance information and Health and Wellbeing Board a profile of vulnerable children. The Management, Evaluation and Effectiveness group will challenge services to improve practice and therefore outcomes for children.
- 2.3 Transparency and public accountability
- The involvement of children, young people and their families and lay members in improving the work of the LSCB.
 - Publication of learning and improvement activity and its impact on outcomes for vulnerable children and young people.
 - Production and publication of the LSCB Annual Report evaluating the effectiveness of safeguarding arrangements in East Riding.
- 2.2 The framework will measure the effectiveness of meeting the Board's four main priorities as outlined in the Business Plan:
- 1. Neglect**
 - 2. Domestic Abuse**
 - 3. Child Sexual Exploitation**
 - 4. Self Harm and Suicide**

3. Single agency expectations

- Employing agencies are responsible for ensuring that their workforce is suitably recruited, qualified and enabled to safeguard children
- Employing agencies are responsible for providing appropriate supervision and support for staff, including undertaking safeguarding training
- Employing agencies are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
- Employing agencies are responsible for offering their staff mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare; and
- Employing agencies are responsible for ensuring that all professionals have regular reviews of their own practice to ensure they improve over time.
- Employing agencies are responsible for releasing staff to assist in delivering multi-agency learning as well as attending multi-agency learning
- Employing agencies are responsible for ensuring that all staff have undertaken suitable safeguarding training. They are also responsible for ensuring evidence of updated safeguarding training every three years.
- Agencies are responsible for responding to audits under section 11 of the Children Act 2004.
- Agencies are responsible for reporting on their compliance and quality of single agency work.

4. Quality and outcomes

- 4.1** The Munro (2011) review of child protection included the recommendation that local authorities and their partners should use a combination of nationally collected and locally published performance information to help them benchmark their own performance, facilitate improvement and promote local transparency and accountability.
- 4.2** ERSCB has developed a performance framework which includes national indicators and local information that will monitor how partners are improving outcomes for children and young people in East Riding. It reflects both quantitative, qualitative and outcome focused information. This will include strengthening information captured in terms of experiences and outcomes.
- 4.3** The performance framework collates a specific data set and provides information under four headings, agreed by the Board. These are:
- Understanding and acting on risk
 - Agencies safeguarding the welfare of children and young people
 - Children and young people receiving the right service at the right time
 - Safeguarding and promoting the welfare of children and young people.

The full data set includes:

Understanding and acting on risk

- Number of Looked After Children
- Children looked after rate, per 10,000 children
- Number of children on Child Protection Plans
- Children who are subject of a child protection plan – rate per 10,000
- Percentage of Children in Need by duration (3 to 6 months)
- Number of missing children by age bracket
- Number of Looked After Children Adopted
- Average time between a child entering care and moving in with adoptive family
- Percentage of repeat incidences of Multi-Agency Risk Assessment Conferences
- Hospital admissions caused by unintentional and deliberate injuries to children (aged 0-14 years) per 10,000
- Under 18 conception rate per 1,000 population

Agencies safeguarding the welfare of children and young people

- CAMHS – assessments
- CAMHS – interventions
- CAMHS – caseloads
- CAMHS – pathways
- Initial CPCs of the CYP population (per 10,000)
- Stability of placements of looked after children: length of placement 2 years or more
- Number of S47 investigations initiated
- Sexual offences against children (16 and under)
- Children in Need (exc LAC) who achieve 5+ A*-C grades at GCSE inc English and Maths
- Children in Need (exc LAC) who achieve at least L4 at KS2 in reading, writing and mathematics
- Percentage of Children in Need who are persistent absentees
- Childcare referrals by source
- Number of domestic abuse/violence referrals from the police
- Number of first time entrants into the Youth Justice System
- Hospital admissions for intentional self-harm for under 18

Receiving the right service at the right time

- Number of Children in Need cases
- Percentage of Child Protection Plans lasting 2 years or more
- Percentage of children becoming the subject of a Child Protection Plan for a second or subsequent time
- Number of contacts forwarded to Support & Safeguarding Services
- Percentage of re-referrals to Children's Safeguarding within 12 months
- % of children looked after for at least 12 months who had an annual health assessment

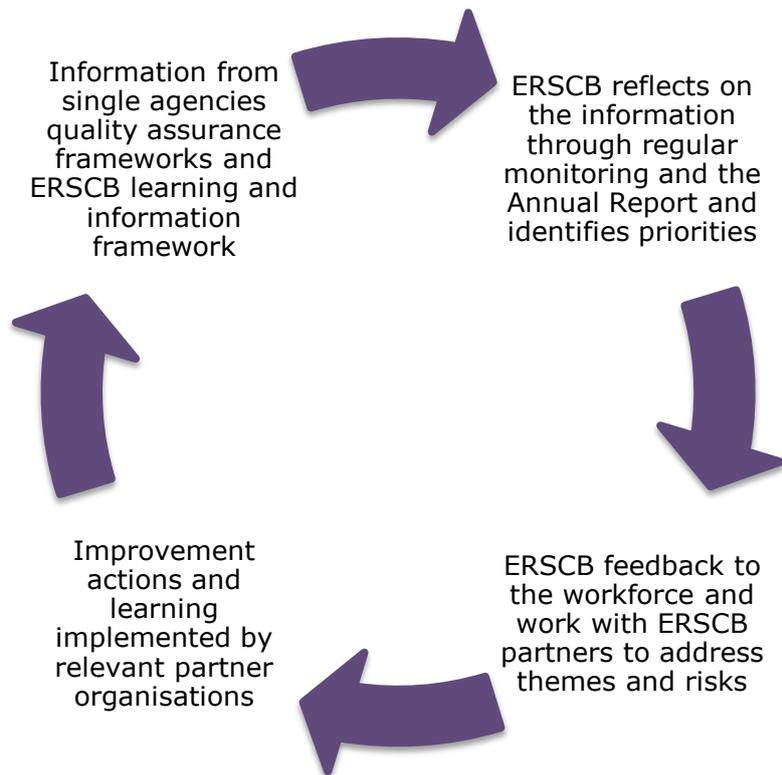
Safeguarding and Promoting the Welfare of Children and Young People

- Percentage of children looked after cases reviewed in timescales
- Percentage of Child Protection cases reviewed on time
- Take up of 3 and 4 year olds benefiting from early education
- Secondary fixed period exclusions (% of school population)
- Number of permanent exclusions – Secondary schools
- Children and young people successfully completing treatment for substance misuse

5. Continuous learning cycle

- 5.1 As a learning organisation it is important to be clear how the learning from this wide variety of sources is used to drive improvement in practice, policy and procedure. ERSCB has identified seven domains that would measure the effectiveness of services and help develop a learning culture:
- A. The voice of children, young people and families
 - B. Performance information including outcomes
 - C. Audits
 - D. Reviews
 - E. Workforce
 - F. Our local area
 - G. Effectiveness of the LSCB
- 5.2 The framework has been developed to meet all statutory responsibilities, ensure robust oversight and focuses on improving outcomes for children through a systematic approach to learning and improvement.

- 5.3 To get the best understanding of quality and impact in respect of the domains it is necessary to triangulate the information from different sources, as each source is likely to give a partial, but not complete, picture. Partial pictures can be misleading.
- 5.4 The work that we all do should be reflected upon so that learning can be identified, what works well can be shared and services are continuously improving which leads to better outcomes for children and young people.
- 5.5 The diagram below illustrates how the LSCB should incorporate organisational learning into its wider strategic planning cycle and priority setting.



A. Listening to and responding to the voice of children, young people and their families

What does good look like for children and young people?

- Children and young people are safe
- Children and young people feel safer
- Children and young people feel listened to
- Children and young people feel involved in decisions that affect their lives
- Children's experience of the social work relationship is positive
- Young people attend or have their views represented at child protection conferences
- Young people attend and chair their looked after children reviews

What does good look like for parents and carers?

- Parents and carers feel listened to
- Parents and carers are included in decisions that affect their lives
- Services are honest and direct about what they were worried about
- Services notice what is working well within the family
- Services help children understand what is happening
- Services make it clear what needs to happen
- The family get on better with each other
- Their child is getting on better at nursery, school, college etc.
- Their family can manage difficult situations or problems better
- They feel more positive about their child's future
- They feel more positive as parents and carers

How will the Board make a difference?

- ERSCB aims to utilise the views and experiences of young people to inform all ERSCB partner activity.
- Youth Forums consult directly with young people in each locality. Themes will be fed into ERSCB and inform Teenlife articles.
- Single agency consultations are fed into to the Board.
- Attendance and advocacy support consultations are undertaken after child protection conferences and looked after children reviews which are shared with independent chairs and themes are fed into the ERSCB and newsletter.
- Complaints, compliments and comments annual report.
- Listen to and learn from:
 - The Children in Care Council and Mini Children in Care Council; The Groovy Gang; The Altogether Group (for children of families who foster); Adoption I.D. Group; Lollipop Group; YFS Facebook and Twitter pages, and targeted consultations.

How will ERSCB implement learning?

- Incorporate learning directly into the ERSCB training.
- Provide regular feedback to frontline practitioners through the ERSCB newsletter.
- Themes will be fed into the ERSCB and inform Teenlife articles.
- Annual review of look after children consultations and child protection conferences. Monthly feedback is provided to independent chairs during supervision.
- Themes and trends will be reported to the Board to inform planning and commissioning.
- Advice material will be responsive to the consultations and proactive to issues identified locally and nationally.

What does good look like for children and young people?

- Children and young people are safe and protected
- Children and young people are achieving educational outcomes
- Children attend school and education settings
- Children experience positive health outcomes
- Our arrangements for early identification and intervention are well understood and effective
- The multi-agency Children's Front Door Service is acting as an intelligence hub
- Drift is avoided and is not a feature of our safeguarding practice

How will the Board make a difference?

Single agencies will report, through the Performance Dashboard highlighted in Section 4, directly into the Management, Evaluation and Effectiveness (MEE) Group to compare longitudinal trends as well as regional and national comparators. Performance reporting to the Board is undertaken by exception, as agreed by the MEE Group, who review the full dataset at each meeting.

How will ERSCB implement learning?

- Annual indicators are assessed and compared to regional and national comparators as part of the annual report process.
- Monthly child protection and looked after children performance information is shared with the Service Manager of ERSCB and issues are escalated as appropriate.
- Child sexual exploitation and missing children performance is reviewed quarterly.
- The Management, Evaluation and Effective group scrutinise and challenge performance.

C. Audits (single agency, multi-agency and section 11)

The LSCB uses case file audits including joint case audits to identify priorities that will improve multi-agency professional practice with children and families. The chair will intervene and work with agencies where there are concerns that the improvements are not effective. Practitioners and managers working with families should be involved in practice audits, identifying strengths, areas for improvement and lessons to be learned. The experiences of children and young people are used as a measure of improvement.

What does good look like for children and families?

- Risk is identified, responded to and reduced.
- Children and young people are listened to; practice is focused on their needs and experiences and influenced by their wishes and feelings.
- There is evidence of stable and meaningful relationships between professionals and families.
- Support is timely and proportionate to early help and risk.
- Information sharing is timely, specific and effective.
- Help and protection for children and young people is sensitive and responsive to age, disability, ethnicity, faith or belief, gender, gender identity, language, race and sexual orientation.
- Decision making is effective and involves the family.
- There is effective and timely management oversight.
- There is effective coordination between agencies and quality joint working.
- Assessments are timely, analytical, identify risk, needs and protective factors.
- Professionals share plans and families understand expectations and what needs to change by when.
- Reviews are regular, effective and demonstrate robust scrutiny and challenge of plans.
- Children are prepared and matched to placements.
- Plans for permanence are achieved without delay.
- Young people are supported to achieve their full potential including emotional, health and safety outcomes.
- Young people are prepared for independence.

How will the Board make a difference?

The Management, Evaluation and Effectiveness group is responsible for coordinating and scrutinising audits. Audit activity includes:

- Weekly threshold challenge meeting.
- Regular multi-agency audits focussing on areas of development.
- Section 11 audits to be completed each year with partner agencies providing additional information regarding their agency's priorities for the year ahead. Progress against these priorities is monitored by ERSCB.
- Single agency audit themes and trends to be reported as part of the section 11 audit process.
- Bi-annual thematic multi-agency audits to be undertaken to assess the quality of work undertaken by all agencies. These are undertaken with ERSCB members, managers, and practitioners and incorporate feedback from children and families.
- Monitoring of escalation and dispute resolutions.
- Training and awareness raising sessions to ensure the workforce is kept up-to-date with relevant information, procedures and processes. This to include one-off awareness raising sessions where appropriate.

How will ERSCB implement learning?

- Practitioners and managers working with families should be involved in practice audits, identifying strengths, areas for improvement and lessons to be learned.
- The Management, Evaluation and Effectiveness group scrutinise and challenge audit activity.
- Audit themes and trends will be reported directly into ERSCB training.
- Themes and trends will be taken to the Board for them to disseminate through their agency, in addition to dissemination through the ERSCB newsletter and learning events.

D. Reviews

Working Together 2015 states each local framework should support the work of the LSCB and their partners so that:

- reviews are conducted regularly, not only on cases which meet statutory criteria, but also on other cases which can provide useful insights into the way organisations are working together to safeguard and protect the welfare of children;
- reviews look at what happened in a case, and why, and what action will be taken to learn from the review findings;
- action results in lasting improvements to services which safeguard and promote the welfare of children and help protect them from harm; and
- there is transparency about the issues arising from individual cases and the actions which organisations are taking in response to them, including sharing the final reports of Serious Case Reviews (SCRs) with the public.

Reviews and audits are aimed at driving improvements to safeguard and promote the welfare of children. Some of these reviews (i.e. serious case reviews and child death reviews) are required under legislation.

Reviews are not ends in themselves. The purpose of these reviews is to identify improvements which are needed and to consolidate good practice. ERSCB and partner organisations should translate the findings from reviews into programmes of action which lead to sustainable improvements and the prevention of death, serious injury or harm to children.

What does good look like for children and families?

- Recommendations arising from the lessons learned from Serious Case Reviews are implemented and positively impact on the improvement of safeguarding and promoting the welfare of children
- Identify recommendations for action to reduce the number of preventable deaths

How will the Board make a difference?

The Serious Case Review Panel commission (see Working Together page 75)

- Serious Case Review for every case where abuse or neglect is known or suspected and **either**:
 - a child dies; or
 - a child is seriously harmed and there are concerns about how organisations or professionals worked together to safeguard the child;
- Review of a child protection incident which falls below the threshold for an SCR; and
- Undertake reviews or audits of practice in one or more agencies from national serious case reviews.

The Child Death Review Panel (see Working Together Chapter 5):

- A review of all child deaths up to the age of 18.

Peer review

- Local Safeguarding Children Board peer review.

How will ERSCB implement learning?

- The Serious Case Review Panel, Child Death Overview Panel and Learning and Improvement groups will cascade and embed learning dependent on the lessons learnt.
- The Learning and Improvement and Management, Evaluation Effectiveness Groups will measure the impact of this learning.
- Learning will be incorporated into ERSCB training.
- Disseminated through the Board, ERSCB Newsletter and learning events.

E. Workforce

ERSCB ensures that sufficient, high-quality inter-agency training is available and evaluates its effectiveness and impact on improving front-line practice and the experiences of children, young people, families and carers. All board members support access to the training opportunities in their agencies. ERSCB considers inter-training to be the bedrock for developing a culture and shared understanding of working together.

What does good look like for children and families?

- The children's workforce is stable and suitably experienced.
- They have meaningful relationships with professionals and volunteers.
- Professionals and volunteers know what to do, and take action where appropriate, if they have concerns about a child or young person's welfare.
- Professionals and volunteers have a good understanding of what an appropriate referral to the Early Help and Safeguarding Hub (EHaSH) is.
- Professionals and volunteers are aware of arrangements to meet the needs of children and young people that do not meet children's social care thresholds.
- Professionals and volunteers have a good understanding of safeguarding procedures.
- Children, young people and families receive a timely, proportionate, honest and open response from services.

What does good look like for professionals and volunteers?

- The workforce is suitably recruited, qualified and enabled to safeguard children.
- Professionals receive regular and reflective support and supervision.
- They are able to access appropriate safeguarding training needed to do their role.
- They have manageable workloads.
- Workforce has a sound working knowledge of up-to-date and evidence based practice.

How will the Board make a difference?

- The ERSCB is briefed about key workforce issues and takes action where necessary.
- ERSCB training evaluation reflects on volume of practitioners accessing multi-agency training, training evaluations and learning into improved outcomes.
- ERSCB undertakes and requests assurance activity when poor performance or issues are identified.
- ERSCB reviews training numbers and feedback.
- ERSCB evaluates the quality of partner agency training.

How does the ERSCB implement learning?

- Gaps in training are identified in the training evaluation and incorporated into the Annual Report
- Key messages from practitioners are shared across the partnership and are informing planning and commissioning.
- ERSCB implements learning through challenge where workforce issues are identified.

F. Our local profile

Working Together 2015 (page 11) states in addition to individual practitioners shaping support around the needs of individual children, local agencies need to have a clear understanding of the collective needs of children locally when commissioning effective services. As part of that process, the Director of Public Health should ensure that the needs of vulnerable children are a key part of the Joint Strategic Needs Assessment (JSNA) that is developed by the Health and Wellbeing board.

The LGA (2008) states "A strategic approach to commissioning and delivering community-based outcomes requires public bodies across a community to step back and take an overall view of their role in the locality...It is about imagining and delivering new solutions that do not yet exist and being prepared for challenges yet to emerge".

The JSNA and joint Health and Wellbeing Strategy can be the foundations upon which Health and Wellbeing Boards exercise their shared leadership across the wider determinants that influence improved health and wellbeing, such as housing and education. JSNAs and joint Health and Wellbeing strategies will enable commissioners to plan and commission integrated services that meet the needs of their whole local community, in particular for the most vulnerable individuals and the groups with the worst health outcomes.

What does good look like for children and young people?

- Our profile of local needs, activity and trends is robust.
- Clear priorities set out in the Health and Wellbeing Strategy, Children and Young People's Plan and ERSCB Business Plan.

How will the Board make a difference?

- ERSCB will utilise and inform the needs assessment focus on vulnerable children including:
 - Children living with Neglect
 - Children who are at risk of self-harm and suicide
 - Children living in a household where there is domestic abuse
 - Children at risk of sexual exploitation
 - Mental ill health of a parent and/or carer
 - Alcohol and substance misuse of a parent and/or carer
 - Children and young people and substance misuse
 - Children subject to a child protection plan
 - Looked after children
 - Children with learning difficulties and disabilities
 - Teenage parents
 - Young carers
 - Children engaged in risk taking behaviour
 - Missing children
 - Persistent absentees
 - Children living in poverty
 - Children at risk of physical or sexual abuse
 - Children at risk of honour based violence and/or trafficking
 - Children at risk of Female Genital Mutilation
 - Children at risk of Fabricated or Induced Illness

How will ERSCB implement learning?

- ERSCB will utilise the needs assessment to inform business planning priorities and work plans.
- ERSCB will influence commissioning through the annual report.

G. Effectiveness of ERSCB

Section 14 of the Children Act 2004 sets out the objectives of LSCBs, which are:

- (a) to coordinate what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children in the area; and
- (b) to ensure the effectiveness of what is done by each such person or body for those purposes.

What does good look like for children and young people?

- Sustainable improvement in outcomes for children and families.

How will the Board make a difference?

- The governance arrangements enable Board partners (including the Health and Well-Being Board and the Children's Trust) to assess whether they are fulfilling their statutory responsibilities to help (including early help), protect and care for children and young people.
- Regular and effective monitoring and evaluation of multi-agency front-line practice to safeguard children identifies where improvement is required in the quality of practice and services that children, young people and families receive. This includes monitoring the effectiveness of early help.
- The Board effectively prioritises according to national local issues, emerging themes and trends and demands, and there is evidence of clear improvement priorities identified that are incorporated into a delivery plan to improve outcomes.
- The ERSCB is an active and influential participant in informing and planning services for children, young people and families in the area and draws on its assessments of the effectiveness of multi-agency practice. It uses its scrutiny role and statutory powers to influence priority setting across other strategic partnerships such as the Health and Well-being Board.

How will ERSCB implement learning?

- The ERSCB, through its annual report, provides a rigorous and transparent assessment of the performance and effectiveness of local services. It identifies areas of weakness and the causes of those weaknesses, and evaluates and where necessary challenges the action being taken. The report includes lessons from management reviews, serious case reviews and child deaths within the reporting period.

References and links

ERSCB Annual Report 2014/15 <http://www.erscb.org.uk/about-erscb/>

ERSCB Business Plan 2011-16 <http://www.erscb.org.uk/about-erscb/>

Ofsted (September 2011) Good practice by Local Safeguarding Children Boards
<http://www.ofsted.gov.uk/resources/good-practice-local-safeguarding-children-board>

DfE (March 2015) Working Together to safeguard children 2015

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Ofsted **Review of the Local Safeguarding Children Board**

Ofsted – Framework and evaluation schedule children in need of help and protection, looked after children and care leavers

<http://www.ofsted.gov.uk/resources/framework-and-evaluation-schedule-for-inspection-of-services-for-children-need-of-help-and-protectio>

LGID, January 2011 Developing a strategic quality assurance framework to safeguard children

C4EO, November 2009 What are the key questions for audit of child protection systems and decision-making?

Childhood Wellbeing Research Centre, 2011 Canary in the cage? Lead indicators and their potential use by LSCBs

DfE, October 2012 Children's safeguarding performance information framework

DCSF, 2008 The LSCB Challenge and Improvement Tool