



Learning and Improvement Framework

Revised April 2015

2. Background

"The review has presented the case for moving from a compliance to a learning culture. The complexity of the multi-agency child protection system heightens the need for continual and reliable feedback about how the system is performing. This is in order that organisations can learn about what is working well and identify emerging problems and so adapt accordingly. Such a learning culture is needed both within and between agencies. It needs to include people at all levels in organisations, from the frontline workers engaging with families, to the most senior managers in hierarchies. Mechanisms for generating organisational learning are therefore also valuable forms of multi-agency training. These provide opportunities for people to better understand their relative roles and areas of expertise across agencies and how they can best work together and support each other in their common goal of helping children and families" - Professor Eileen Munro (*The Munro Review of Child Protection: Final Report: A Child Centred System, 2011, p.82*), available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/175391/Munro-Review.pdf

Subsequently, the revised statutory guidance *Working Together to Safeguard Children 2015: A guide to inter-agency working to safeguard and promote the welfare of children (WT 2015)*, available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

sets out a new approach to learning and improvement for LSCBs and places a duty on them to develop their own local frameworks.

"Local Safeguarding Children Boards (LSCBs) should maintain a local learning and improvement framework which is shared across local organisations who work with children and families. This framework should enable organisations to be clear about their responsibilities, to learn from experience and improve services as a result." (WT 2015: p.72)

WT 2015 also sets out the following principles which -
"should be applied by LSCBs and their partner organisations to all reviews:

- *there should be a culture of continuous **learning and improvement** across the organisations that work together to safeguard and promote the welfare of children, identifying opportunities to draw on what works and promote good practice;*
- *the approach taken to reviews should be **proportionate** according to the scale and level of complexity of the issues being examined;*
- *reviews of serious cases should be led by individuals who are **independent** of the case under review and of the organisations whose actions are being reviewed;*

- *professionals must be involved fully in reviews and invited to contribute their perspectives without fear of being blamed for actions they took in good faith;*
- *families, including surviving children, should be invited to contribute to reviews. They should understand how they are going to be involved and their expectations should be managed appropriately and sensitively. This is important for ensuring that the child is at the centre of the process;*
- *final reports of SCRs **must be published**, including the LSCB's response to the review findings, in order to achieve **transparency**. The impact of SCRs and other reviews on improving services to children and families and on reducing the incidence of deaths or serious harm to children must also be described in LSCB annual reports and will inform inspections; and*
- *improvement must be sustained through regular monitoring and follow up so that the findings from these reviews make a real impact on improving outcomes for children." (WT 2015: p.74)*

This framework provides a vehicle for BSCB to meet these statutory requirements and go beyond this to ensure all sources of learning are considered, recognised and used to drive improved outcomes for children and families.

3. Objectives

This framework is intended to fulfil the following objectives:

- Ensure that BSCB fulfils its statutory obligations
- Ensure the children's workforce is suitably skilled
- Improve services through developing the workforce
- Ensure that the expectations of BSCB of member organisations are clear
- Ensure that single and inter-agency training and learning is of adequate quantity and quality
- Set a standard of professional knowledge, skills and values (via BSCB *Learning and Development Strategy, Training and Delivery Plan 2014-17*), available at:
- http://www.bradford-scb.org.uk/training/pdfs/2014_15/Learning%20&%20Development%20Strategy%20-%20T&D%20Plan%202014-17.pdf

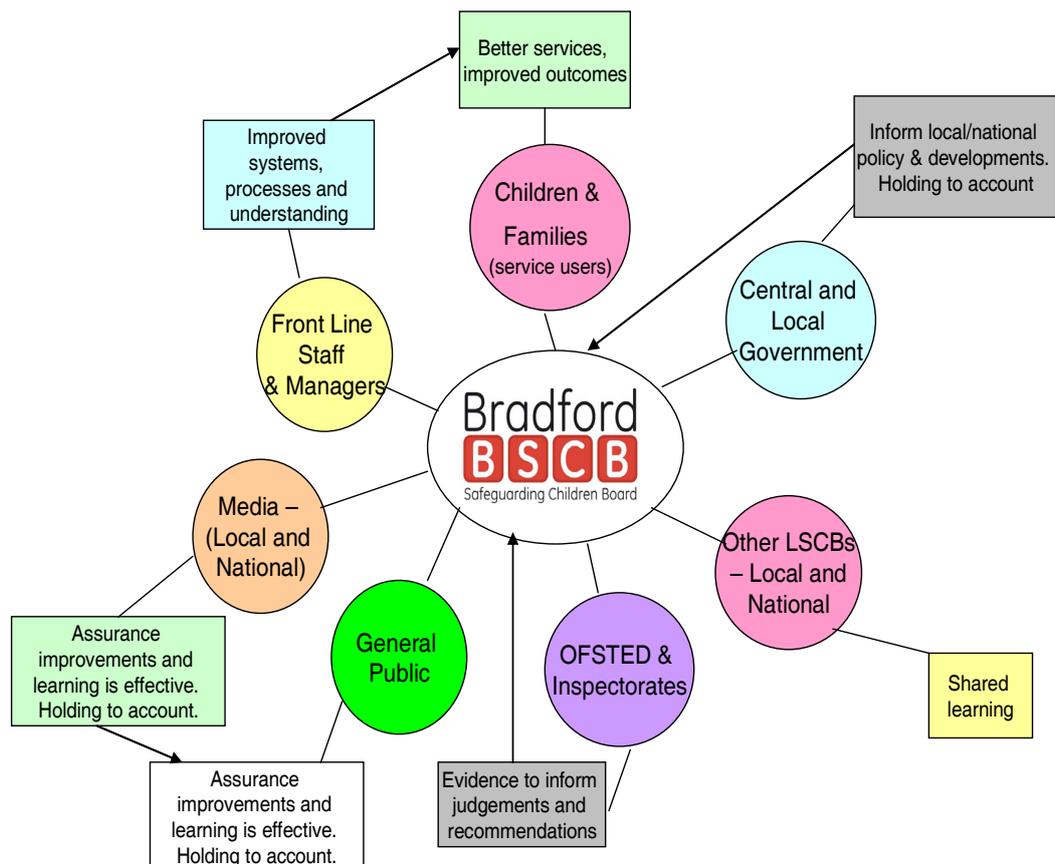
4. Scope

The framework will apply to BSCB and all partner agencies in their delivery of workforce development activities. It will inform single agency frameworks to ensure connectivity and compatibility.

5. Stakeholders

It is important to identify the key stakeholders who will influence and be influenced by BSCB learning and improvements. These are illustrated below, showing the key needs of each group. Any learning and recommendations identified by BSCB or its member agencies will need to meet different expectations and requirements specific to the stakeholder group. Some learning will be much wider than BSCB and member agencies.

Stakeholder Map – Safeguarding in Bradford



6. Methods of Learning

The BSCB is a continuous learning body and through its provision, scrutiny and challenge functions, contributes to a significant amount of multi-agency and single agency training.

WT 2015 does not prescribe any particular methodology to use in such continuous learning, except that whatever model is used it must be consistent with the principles for learning and improvement (see pp.3-4 above). Whilst *WT 2015* stops short of advocating any specific method, the systems methodology as recommended by Professor Munro (*Munro 2011*) is cited as an example of a model that is consistent with these principles. The following table sets out the various methods of learning employed by BSCB, including systems models such as Learning Lessons Case Reviews. The views of children and young people should run throughout many of these processes, and how learning can improve services for children.

Method: Reviews

1. A **Serious Case Review**, in line with *WT 2015*, will be undertaken where:
 - Abuse or neglect of a child is known or suspected; and
 - Either:
 - The child has died, or
 - The child has been seriously harmed and there is cause for concern as to the way in which the authority, their Board partners or other relevant persons have worked together to safeguard the child.

2. Reviews of cases that do not reach the threshold for a Serious Case Review

Reviews of cases that do not meet the criteria of a Serious Case Review, but that *'can provide valuable lessons about how organisations are working together to safeguard and promote the welfare of children'* (*WT 2015*, p.72) are also carried out by BSCB. This provides the Board with the opportunity to use different models of review that best meet the requirements for learning for that specific case, eg Learning Lessons Case Review.

3. Domestic Homicide & Serious Incident Review

When there has been a death of an individual of 16 years or over which has, or appears to have, resulted from violence, abuse or neglect by a person to whom s/he was related to, had been in an intimate personal relationship or was a member of the same household then a Domestic Homicide or Serious Incident review will be undertaken (if the deceased person was 16 – 18 years then a Serious Case Review will be undertaken, with the Domestic Violence fully considered). BSCB is involved in all reviews where there are children living in the house and the findings and recommendations are fed into the Safeguarding Children Board.

4. Child Death Review - BSCB is responsible for ensuring that a review of each death of a child normally resident in its area is undertaken by a Child Death Overview Panel.

Method: Reviews	What we learn	Evaluation methods	Key Stakeholders	Sub-groups & Panels
Serious Case Review	Multi-agency Lessons, Single Agency Lessons, Risk assessment information	Systems review methodology	BSCB Partner Agencies Media Service Users OFSTED The public	Serious Case Review sub-group Learning & Development sub-group
Local Learning Lessons Case Reviews – for cases that do not reach the threshold for a SCR	Multi-agency Lessons, Single Agency Lessons	Systems review methodology. This can be achieved through various ways, eg multi-agency steering group. Over a short time period using some of the SCR methods such as an integrated chronology. Or, a one day review could be adopted.	BSCB Partner Agencies Service Users	SCR Sub-group Learning & Development sub-group
Thematic Enquiry	Multi-agency Lessons, Single Agency Lessons	One day review that focuses on key themes from the case, that are identified prior to the learning event. Agencies are asked to provide summaries.	BSCB Partner Agencies Service Users	SCR Sub-group Learning & Development sub-group
Individual Agency Case Review	Single Agency lessons	Individual agency report presented to BSCB	BSCB Service Users	Learning & Development sub-group Pro-active & Responsive Safeguarding sub-group

Domestic Homicide & Serious Incident Reviews (but if deceased person was 16-18 years then SCR is undertaken)	Multi-agency lessons, Single Agency Lessons	Participant feedback, Annual report	BSCB Partner Agencies Media Service Users OFSTED The public Bradford Community Safety Partnership	SCR Sub-group Learning & Development sub-group
Child Death Reviews (CDOP)	Themes and Trends, Modifiable Factors	Participant feedback, annual report	BSCB Partner Agencies OFSTED	CDOP Every Baby Matters steering group Learning & Development sub-group

Method: Auditing

Section 11 of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children. S.11 is also re-emphasised in *WT 2015*. BSCB overseas this process through agencies completing a self-audit tool.

Other auditing activity takes place in order for BSCB to assess practice across its partner agencies, including single agency audits and multi-agency panels that challenge practice.

Method: Audits	What we learn	Evaluation methods	Key Stakeholders	Sub-groups & Panels
S.11 Audit	Compliance with s.11 and related statutory provisions.	Participant feedback, action plan feedback	BSCB Partner Agencies	Performance, Management, Audit & Evaluation sub-group Learning & Development sub-group
Single agency audits	Quality of practice, Trends, Quantitative information	Review of audit findings reported to BSCB	BSCB Partner Agencies Service users	Performance, Management, Audit & Evaluation sub-group Learning & Development sub-group
Multi-agency audits and challenge panels	Organisational performance trends, Quality of practice	Bespoke tools Review of progress against action plans	BSCB Partner Agencies Service users OFSTED	Performance, Management, Audit & Evaluation sub-group Learning & Development sub-group

Method: Procedures, Policies, Guidance and Briefings

In Bradford, there is a combination of single agency and Board (West Yorkshire) safeguarding procedures, plus guidance, briefings and a full range of courses available.

Method: Procedures, Policies, Guidance & Briefings	What we learn	Evaluation methods	Key Stakeholders	Sub-groups & Panels
Procedures & Policy, Guidance Includes single agency and West Yorkshire safeguarding procedures Madrassahs toolkit	Government priorities, Practice guidance, National perspectives	Compliance with policy,	BSCB Partner Agencies Media Central Govt. OFSTED	Performance, Management, Audit & Evaluation sub-group
Guidance and Policy briefings	Government priorities, Practice guidance, National perspective	Participant feedback	BSCB Partner Agencies	All sub-groups
BSCB courses, briefings, conference & workshops	International & National Research, Themes and Trends Good Practice, Nature & Extent of Safeguarding Issues, National perspective for local issues & learning from BSCB reviews	Participant feedback, action plan feedback	BSCB Partner Agencies Media OFSTED	Learning & Development sub-group
Good professional practice - forums/discussions	Case examples, Themes	Participant feedback	BSCB Partner Agencies	Learning & Development sub-group

Method: Various

There is a range of other activity which systematically feeds the learning and improvement process, including listening to the views of children, and compiling data which informs us about our performance.

Method: Various	What we learn	Evaluation methods	Key Stakeholders	Sub-groups & Panels
Learning & Improvement Framework sub-group learning logs & action plans	Sub-group activity on learning	Analysis and discussion in relation to the framework	BSCB Partner Agencies OFSTED	All sub-groups
Surveys, eg from children & families	Quality of practice, Organisational information	Analysis of 'Viewpoint', C&YP lifestyle, and other relevant surveys, Reflection and discussion	BSCB Service users Partner Agencies OFSTED	Performance, Management, Audit & Evaluation sub-group
Safeguarding Performance data	Quantitative information, Trends, Emerging issues	Reflection and discussion	BSCB Partner Agencies Service users OFSTED	Performance, Management, Audit & Evaluation sub-group
Inspection of Partner Agencies	Quality of practice	Review of progress against plans	BSCB Partner Agencies All Inspectorates Service Users	Performance, Management, Audit & Evaluation sub-group
Links to Local & Regional Networks	Trends, Emerging Issues, Improved information sharing	Nominated link person between BSCB & each network/forum	BSCB Partner Agencies Network/forums	All sub-groups
National investigations/independent enquiries/research	Themes for improving quality, safeguarding and service user experience	Compliance with recommendations	BSCB partner agencies	All sub-groups

7. The BSCB Learning & Development Sub-group

The learning and recommendations from the various learning activities illustrated above can be implemented in a number of ways, such as improved procedures and policies, and supported through training programmes. In some cases, it will be incumbent on individual agencies to consider how these recommendations can best be implemented and in turn provide assurance to BSCB that this has been achieved effectively. Where the learning is applicable to a number of agencies or BSCB itself, it is incumbent on BSCB to ensure this happens effectively. Depending on the nature of the learning much of this will take place through BSCB sub-groups as appropriate. Where it is felt specific training programmes should be considered, BSCB Learning & Development Sub-group (LDSg) will consider how best this can be achieved. The LDSg provides a key function in coordinating learning needs from a variety of sources to inform the planning and commissioning of multi-agency training.

The LDSg provides a wide variety multi-agency training courses for safeguarding practitioners and managers to ensure they are equipped with the necessary skills, knowledge and values required to deliver quality safeguarding services that improve outcomes for children and families. The types of training products available include half or one day courses, multi-day in depth courses, large practitioner conferences and e-Learning. This ensures the diverse range of learning needs can be catered for (from basic awareness raising to in-depth specialist learning). The details of how BSCB provides this, operationally, are contained within BSCB *Learning and Development Strategy, Training and Delivery Plan 2014-17, available at:*

http://www.bradford-scb.org.uk/training/pdfs/2014_15/Learning%20&%20Development%20Strategy%20-%20T&D%20Plan%202014-17.pdf

The quality of training is reviewed through participant feedback and action plans which is collated and reviewed, subsequently informing future training delivery and the wider BSCB strategy and business plan. The impact of training is also followed up with participants.

8. Expectations of Agencies ('agency' denotes those who provide and/or commission services)

- 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 evidence suitable basic safeguarding training. They are also responsible for ensuring evidence of updated safeguarding learning;
- 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

9. Summary of Agencies' Responsibilities to Learn from Experience and Improve Services

'Safeguarding is everyone's responsibility: for services to be effective each professional and organisation should play their full part' (WT 2015: p.9)

It is the responsibility of:

- BSCB to monitor the effectiveness of local services to safeguard children.
- All agencies to respond to the findings of the reviews, audits and evaluations, in the light of their safeguarding responsibilities. All member agencies of BSCB have a responsibility under section 11 to safeguard children through delivery or commissioning of its services.

In relation to the learning and improvement work undertaken, it is important that these are not seen as an end in themselves but as a progression of the safeguarding work:

'Reviews are not ends in themselves. The purpose of these reviews is to identify improvements which are needed and to consolidate good practice. LSCBs and their 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.' (WT 2015: p. 73).

In relation to SCR, non-statutory reviews and section 11, action plans are in place and these are regularly monitored by the Board.

For the majority of the other evaluations and audits, recommendations will be made for agencies to take forward. In some instances repeated evaluations/audits are undertaken that can highlight whether improvements have been made.

It is important that agencies are clear about their safeguarding responsibilities and respond to the Board's learning and improvement work, in particular the recommendations for their agency, providing evidence of their agency's response actively using this as a basis for developing their safeguarding work.

10. What Difference will the Learning and Improvement Framework make?

The development of our local framework enables BSCB, partner agencies and local partnership bodies to be clear about how learning and improvement can be achieved through various methods. The framework offers guidance, as well as the way in which learning can be shared in order to improve practice.