



Kirklees Safeguarding Children Partnership

The Kirklees Safeguarding Children Partnership (KSCP) Learning and Improvement Framework

Purpose:

The aim of this framework is to enable local organisations to improve services for children and young people by being clear about their responsibilities to learn from experience and insight into the way they work together with other organisations to safeguard and protect the welfare of children. It sets out an approach underpinned by a strong ethos of high challenge and high support with the aim of improving outcomes for children

Commitment:

Kirklees Safeguarding Children Partnership is committed to developing a culture of continuous learning to improve services involved in safeguarding and promoting the welfare of our children and young people.

Objectives

This framework is intended to fulfil the following objectives:

- Ensure that Kirklees Safeguarding Children Partnership fulfils its statutory obligations.
- Ensure that the restorative practice that underpins work with families is the ethos of collaboration amongst professionals but that effective challenge and follow through on actions is conducted with pace.
- Ensure the children's workforce is suitably skilled and supported.
- Improve services through developing the workforce.
- Ensure that the expectations 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 KSCP Training Strategy)
- Ensure robust links in respect of identifying learning between the SE Subgroup, Serious Practice Review Subgroup, Child Death Overview Panel and the Learning and Development Subgroup.
- Ensure that learning and improvement activities are pursued in relation to the Partnership priorities of early intervention and prevention, neglect, CSE and missing children.
- Ensure the views of children and families are utilised to improve services and contribute to service development.

How is this relevant to you?

This document will inform you about the KSCP partner agencies responsibilities to learn from what is working well and identify emerging problems in the safeguarding system for children in Kirklees. It involves people at all levels in the organisations learning from practice and supervision which is reflective, from involvement in audits of practice, and from reviews of specific cases. The sharing and dissemination of this learning facilitates a culture of continuous improvement to ensure good practice is embedded and sustained over time. It also explains that professional challenge supports development and works towards improving outcomes for children.

Kirklees Safeguarding Children Partnership (KSCP) will in the course of its business receive and use data, access information about the progression of actions audit activity with children and their families: and, as a minimum will:

- Assess the effectiveness of the help being provided to children and families, including early help;
- Assess whether LSCP partners are fulfilling their statutory obligations and following through on actions.
- Quality assure practice, including thorough 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.

The KSCP expectations of partner organisations are:

- When requested, provide performance information for review by the Partnership and its Subgroup and be prepared to provide evaluation.
- Participate in self and other evaluation and audit activity organised by the Partnership when requested to do so, providing full and honest responses and supporting evidence.
- Provide updates on progress for areas of work for which they are accountable in a timely way
- Contribute to the development and implementation of actions plans in response to evaluation and audit activity.
- Provide implementation update reports to the Partnership when requested to do so.
- Identify and inform the Partnership of areas of concern and recommend improvement strategies based on knowledge.
- Share examples of good practice and work with the Partnership and importantly disseminate across agency and partners.
- Contribute to reviews and audits conducted by the Partnership.
- Contribute to the effective functioning of Partnership Subgroups by ensuring they have regular representation from members of their agencies and ad-hoc representation when required.

Performance information relates to the data that partner organisations provide to the Safeguarding Effectiveness Subgroup. This data will provide the Subgroup a measurable indicator of safeguarding within organisations. This data must be:

- Relevant: The data supplied must be relevant to safeguarding and inform the Subgroup of areas to further analyse.
- Timely: All data should be supplied on an agreed regular basis.
- Accurate: To ensure that the data can be interpreted and to give the Subgroup a good snapshot of performance, the data needs to be accurate.

The data must also be captured in a meaningful way to inform KSCP of areas for further consideration, development and improvement.

Learning and Improvement will be achieved through conducting regular reviews of cases that meet the statutory criteria i.e. Serious Practice Reviews and Child Death Reviews and cases which may provide useful insights into the way organisations work together:

- The reviews will examine what happened in a case, why it happened and what action will be taken to enable learning

- The learning will be gleaned from both good and more problematic practice and organisational strengths and weaknesses
- Learning must lead to sustainable improvements in services and outcomes for children
- Learning will be transparent and share with other Subgroup to enhance improvement.

Principles for a culture of continuous learning and improvement from case reviews:

- Proportionate: A proportionate approach to reviews according to the scale and level of complexity of the issues being examined
- Independent: reviews of serious cases should be led by individuals who are independent of the case and of the organisation whose actions are being reviewed
- Practitioner Involvement: professionals should be fully involved in the reviews and invited to contribute their perspective without fear of being blamed for actions they took in good faith
- Family involvement: families, including surviving children, should be invited to contribute to reviews and fully informed how this may happen appropriately and sensitively
- Child: the child will be at the centre of the process
- Transparency: final reports of SPR's must be published, including the KSCPs response to the findings. The KSCP Annual Report will explain the impact of reviews on improving services to children and families and on reducing the incidence of deaths or serious harm to children. This will also inform inspections.
- Sustainability: improvements must be sustained through regular monitoring and follow up so that the findings make a real impact on improving outcomes.

In order to influence learning, develop services and improve outcomes for children and their families, every opportunity will be taken to seek their views and contributions through processes. All multiagency or single agency audits will include standard questions re view/voice of the child.

Methodology for Learning and Improvement

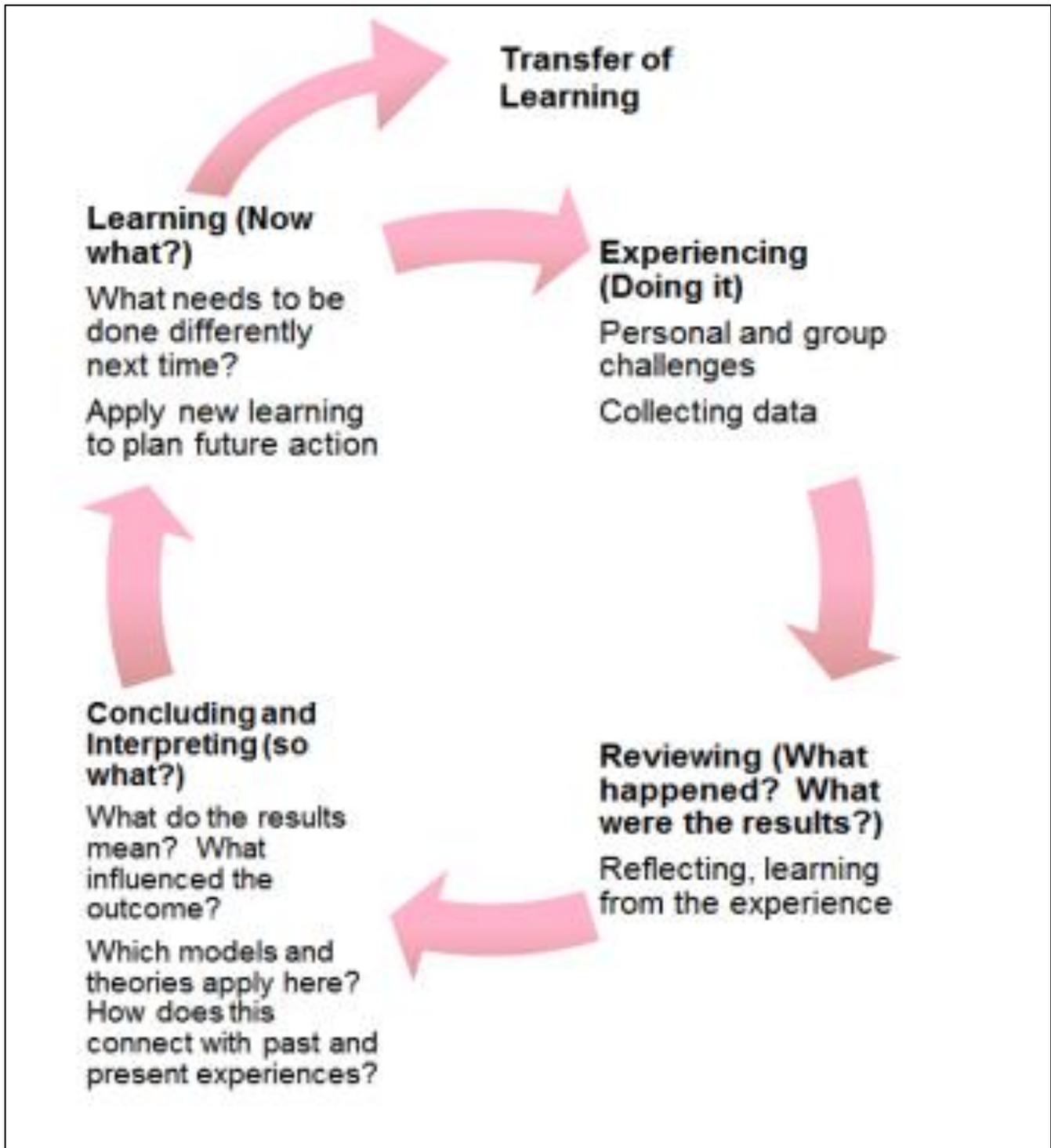
Information from performance discussions and from cases that go wrong are not the only way that the Kirklees Partnership seeks to embed learning and improvement. As a partnership there is a recognition that we learn from sharing good practice and from working in a culture that promotes effective support as well as effective challenge.

Our local learning model is based on:

- A Recognition of the complex circumstances in which professionals work together to safeguard children.
- Developing shared understanding of difficulties, challenges, and presenting issues.
- Creating the culture in which strong safeguarding practice can flourish.
- Transparency about the way data is collected and analysed.
- Use of relevant research and case evidence to inform the findings.
- Accountability to act.

This document provides the Kirklees Safeguarding Children Partnership the framework within which to meet its statutory requirements and ensure that all sources of learning are considered and that all opportunities to improve are taken.

Table One - The cycle of learning and Improvement cycle



Methods of Learning and Improvement

The LSCP is a learning organisation and through its provision, SPRutiny and challenge functions contributes to a significant amount of multi and single agency learning and improvement activity. The following table illustrates the various sources of learning and improvement and what the key stakeholders are in each instance:

Table Two – Methods of learning

Learning From	Method of Learning	Evidence of Learning	Evaluation of Learning	Lead Subgroup
Effective challenge processes	Agendas , minutes , key actions with key dates	Actions followed through in all meetings under the Partnership governance structure Quarterly Subgroup report to business group	Through effective chairing, action logs, matters arising and escalation to Chair of Partnership	All Subgroup
Serious Practice Reviews	Method dependent on case but with principles set out in WT2018	Publication on website, newsletters, agency action plans, training, briefings, policy and procedural updates, practice reviews, staff supervision & appraisals, staff surveys, Quality Assurance (QA)	Inspections, audits, Subgroup reviews	SPR Subgroup
Multi-agency learning reviews including Serious Incidents + Domestic Homicide Reviews which include children	Multi-agency and single agency reviews. Reflective learning lessons reviews including best practice and cases not meeting SPR criteria, multi-agency audits	Information cascaded by Subgroup, reports to Partnership, newsletter, briefings, website, changes to local protocols/ procedures	Inspections, peer review, participant feedback, QA	Serious Practice Review Subgroup/SE Subgroup
Child Death Reviews	Child Death Overview Panel (CDOP), training/ briefings, Panel development days	Themes and trends, modifiable factors, newsletters, information campaigns	Participant feedback, annual report	Child Death Overview Panel

Quality Assurance and Performance Management	Consideration of quantitative and qualitative data including exceptions, QA tool, national and local performance indicators, audits including Section 11 audit and challenge event: Inspection findings from safeguarding inspections.	Views of stakeholders, organizational and performance trends, quality of practice	Outcomes of these activities, participant feedback on process	SE Subgroup
Learning From	Method of Learning	Evidence of Learning	Evaluation of Learning	Lead Subgroup
LSCP courses, conferences, seminars and briefings	Participant feedback on safeguarding issues.	Nature and extent of safeguarding issues, good practice, themes and trends	Participant feedback, management feedback, action plan feedback	Learning and Development Subgroup
LSCP Virtual Training	Participant feedback on safeguarding issues.	The use of technology and application of virtual training has allowed for greater engagement with partners during training.	Participant feedback, management feedback, Increased number of conversations with partners virtually.	Learning and Development Subgroup
Audits of single agency training	Observation, evaluation of training programmes, S11	Quality and quantity of training, compliance with SCB standards, learning outcomes, training needs	Participant feedback, action plan feedback	Learning and Development Subgroup
Guidance, policy and research	Reviewing and sharing published guidance and policy. Consultation with partners regarding local and consortium safeguarding procedures, contributing to research projects	Government priorities, practice guidance, national and local perspectives, issue specific learning	Compliance with policy, participant feedback, researcher feedback, action plans	All, West Yorkshire consortium policy and procedures group

Children and families experiences and outcomes	Questionnaires, surveys, assessments, LAC and CP meetings, agency consultations, complaints, reviews of practice, Section 11 challenge event, advocacy.	Inclusion of the experience of children & families in changes to policies & procedures and identification of areas of practice for audits.	Section 11 feedback, audits, participant feedback, evaluation of agency protocols	All
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Driving Improvement

In order to drive effective improvement there is a responsibility to effectively log issues of concern, or areas requiring action and to track these through to completion with pace. The Chairs of each work stream have a responsibility to ensure that actions are followed through, with clarity around accountability and timescales for the avoidance of doubt. If actions cannot be completed there must be a clear recording of why this is the case and recording of what has been done instead. If an issue that led to challenge remains, this should be discussed by the Subgroup and if necessary escalated to the Partnership Chair. The principle being that if the timescale for achieving the action is unmet within two meeting cycles or if there are other reasons for drift and delay there should be active escalation. Each Subgroup should effectively evidence areas of strong practice using the same principles.

The areas of outstanding action or examples of strong practice should be a feature of a quarterly report from each Subgroup to the Business group. This will be included in the Forward plan.

Sharing Learning:

The learning and recommendations from the various activities can be implemented in a number of ways, such as demonstrably improved policies and procedures which are supported through training programmes. In some cases it will be an individual agency which will consider how these recommendations can be best implemented and in turn provide assurance to the KSCP that this has been achieved effectively. Where the learning is applicable to a number of agencies or the KSCP itself, it is the responsibility of the KSCP that this happens effectively.

Partnership members have a key and influential role within their own agency and via their involvement at a strategic level in a number of other partnerships. Partnership members will use these links to ensure that information and learning is shared and this will maximise opportunities for learning and improvement as well as influence decision making around commissioning activity and strategic planning.

Integral to the success of this framework will be the sharing of learning on an area wide basis to ensure transparency, accountability and consistent improvement to practice. As such, in addition to the statutory requirements on publication of Serious Practice Reviews, the Partnership will seek to develop mechanisms to publish, where practicable, the outcomes of learning which do not meet Serious Practice Review thresholds. A template for this is proposed in Appendix A. Appendix B is for other identified learning.

Expectations of Single Agencies Learning and Training

Partner agencies are required to provide assurances that they fulfil their safeguarding responsibilities including:

Employing agencies are responsible for:

- Ensuring that their workforce is suitably recruited, qualified and enabled to safeguard children
- Providing appropriate supervision and support for staff, including undertaking safeguarding training
- Ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- Creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role
- 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
- Ensuring that all professionals have regular reviews of their own practice to ensure they improve over time
- Releasing staff to assist in delivering multi-agency learning as well as attending multi-agency learning
- Ensuring that all staff have evidence of suitable basic safeguarding training. They are also responsible for ensuring evidence of updated safeguarding learning
- Responding to audits under section 11 of the Children Act 2004
- Reporting on their compliance and quality of single agency work

Expectations of Multi-Agency Learning and training

The KSCP Learning & Development Subgroup provides a key function in coordinating learning needs from a variety of sources to inform the planning and commissioning of multi-agency training. The quality of this training is reviewed through participant feedback and action plans which are collated and reviewed, subsequently informing future training delivery and the wider KSCP Strategy.

The KSCP Learning & Development Officer is responsible for quality assuring single agency training and provides a wide variety of multi-agency training courses for safeguarding practitioners and managers. This ensures they are equipped with the necessary skills, knowledge and values required to deliver quality safeguarding services that result in lasting improvements which safeguard and promote the welfare of children and protect them from harm. The types of training available include 2-hour sessions, 1 day courses, multi-day in depth courses, large practitioner conferences and E-Learning. This ensures that the wide and varied range of learning needs can be addressed in order to meet the needs of the diverse children's workforce.

KSCP provides strategic leadership to agencies and Subgroup for learning and improvement priorities and seeks assurance and evidence that improved learning is leading to improved knowledge and skills. They are responsible for ensuring the model of continuous improvement is implemented. This includes;

- KSCP Learning and Development Subgroup ensures that the training strategy to complement this framework is updated on an annual basis.
- KSCP Learning and Development Subgroup contributes to the KSCP Annual Report to the Safeguarding Partnership outlining learning and training activity, attendance and participation by other agencies and the impact this training has had.

- KSCP Learning and Development Subgroup works in collaboration with the other Subgroups in order to ensure the Partnership's strategic priorities and business plan are implemented and sustained learning and that improvement take place.

Multi-Agency Audits and Practice Reviews

KSCP undertakes audits and reviews of practice together with Multi-agency partners that focus on multi-agency and multidisciplinary interventions. Any issues identified for a single agency during the course of audit or review is reported back to that agency.

The SE Subgroup establish and maintain a programme of audits. The findings of the audits/reviews will be collated and presented to the SE Subgroup for quality assurance purposes. Quality assured reports, including recommendations, will then be shared with the Partnership and other relevant Subgroup. Action Plans will be produced in respect of all future audits and reviews.

The SE Subgroup has undertaken work to design a standardised action plan template to maintain consistency and to enable actions to be reviewed regularly as a standing item at Subgroup meetings.

Reports are published on the KSCP website. The availability of published reports are promoted through the KSCP newsletter, multi-agency training and established KSCP networks.

The KSCP will ensure that lessons from audits and reviews feed into multi-agency training and training development plans; and are fed back to individual agencies for inclusion in single agency training.

Learning from Serious Practice Reviews

The Partnership is committed to implementing Working Together 2018 and to undertake reviews of serious cases in specified circumstances.

The KSCP will:

- Implement practice led Local Learning Reviews
- Oversee the process of agreeing with partners what action they need to take in light of the SPR findings
- Establish timescales for action to be taken and monitor implementation of recommendations from Serious Practice Reviews
- Agree success criteria and ensure lessons from cases are understood and acted upon.
- Assess the impact of the actions so that learning can be identified.
- Work together with other Subgroup to ensure that Serious Practice Review recommendations are fully implemented and agencies are able to evidence that lessons are learnt.

Section 11 Audit

Within the Kirklees Safeguarding Children Partnership (KSCP) the SE Subgroup is tasked to look into compliance of agencies on their arrangements to safeguard and promote the welfare of children under Section 11 of the Children Act 2004.

Section 11 places duties on a range of organisations and individuals to make arrangements for ensuring that their functions, and any services that they contract out to others, are discharged with regard to the need to safeguard and promote the welfare of children.

For more information on the statutory duty of the Section 11 Audit, please [click here](#).

The Section 11 Audit tool is sent out every 2 years by KSCP and is based on self-evaluation by partner agencies helping them to identify areas of good practice and areas that need to be improved. Completed audits are returned to the Safeguarding Children Co-ordinator and are monitored by the SE Subgroup.

Agencies will be asked to specify any changes to their previous audit and any areas for further development. The section 11 audit will include a section as a specific theme.

Learning from Child Death Review Process

LSCPs are responsible for ensuring that a review of each death of a child normally resident in the LSCP area is undertaken by a Child Death Overview Panel (CDOP). Working Together 2018 recognised the challenges relating to the ability to learn from child deaths given the small cohort.

The Calderdale and Kirklees Joint Child Death Overview Panel (CDOP) aims to better understand how and why children in the two areas die. Through use of the findings it will take action to prevent other deaths and improve the health and safety of the children in the two areas. This will aim to move to a footprint in line with the hospital Trusts, supporting more effective system and organisational learning.

It will:

- Evaluate data on the deaths of all children normally resident in the area and thereby identify lessons to be learnt or issues of concern, with a particular focus on effective inter-agency working to safeguard and promote the welfare of children.
- Evaluate specific cases in depth where necessary to learn lessons or identify issues of concern.
- Identify significant risk factors and trends in individual child deaths and in the overall patterns of deaths in the area, including relevant environmental, social, health and cultural aspects of each death, and any systemic or structural factors affecting children's well-being to ensure a thorough consideration of how such deaths might be prevented in the future.
- The two LSCPs will take responsibility for disseminating the lessons to be learnt to all relevant organisations.

Appendix A - Views of Children, Young People and their Families

It is integral that the KSCP Learning and Improvement Framework influences learning, develops services and improves outcomes for children and their families. Every opportunity will be taken to seek their views and contributions.

Single agencies within their own organisation will take responsibility for ensuring they have mechanisms in place for seeking feedback from children and young people and their families in respect of service provision and will consult in respect of the development of service provision for children and young people.

The Local Authority will continue to consult with young people and seek their views and relevant feedback will be brought to Kirklees Safeguarding Children Partnership as challenge or information for the partnership of agencies.

The Child Protection and Review Unit (CPRU) will learn through consultation and feedback from children subject to child protection plans and Looked After Children reviews. An advocacy service will be available to enable their full participation.

The KSCP will continue to engage with the views of children and young people through the Section 11 process, e.g. involving young people in the challenge event; hearing from young people at the Partnership, asking specific groups to speak to the Partnership about their issues and what agencies working together can do in response; consulting with young people through surveys or questionnaires and including young people in practice reviews or Serious Practice Reviews where appropriate.

The KSCP will ensure that wherever possible young people and families will be instrumental in the learning gathered through the serious case or practice case review process.

Appendix B - Confidentiality and Data Protection

Integral to the KSCP Learning and Improvement Framework, the Partnership and its partners will ensure all learning activities take into account confidentiality and data protection. When compiling and preparing to publish any learning, the Partnership will consider carefully how best to manage the impact of publication on children, family members and others affected. The KSCP and its partners will comply with the GDPR and with any other restrictions such as court orders.

Appendix C - Communication and Publicity

The KSCP Learning and Improvement Framework will consider communication and publicity regarding all learning activities.

In order to ensure transparency and a culture of openness and willingness to learn and improve, the issues arising from individual local cases and the actions which organisations are taking in response will be shared with the public through the KSCP website unless this may have a harmful impact on the welfare of children or their family.

In order to support regional and national learning that impacts locally, learning will not only inform practice and service development and training but it will be cited on the website and if appropriate shared with partners through Twitter.

Any published reports on learning will be written in such a way that publication will not harm the welfare of those involved.