

CROYDON SAFEGUARDING CHILDREN PARTNERSHIP

LEARNING AND IMPROVEMENT FRAMEWORK



QIG Approved	Nov 2019
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Review due	Autumn 2020
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Croydon Safeguarding Children Partnership

Learning and Improvement Framework (2019)



1. Purpose

The Croydon Safeguarding Children Partnership (CSCP) supports local organisations and agencies to work together in a system which ensures children and young people are safeguarded and their well-being promoted.

This Learning and Improvement Framework provides an approach to help create a culture and practice of continuous learning and to provide a clear line of sight on what is working well and what needs improving; doing so is central to the function of the CSCP.

The Framework incorporates [Working Together 2018](#) which emphasises that: 'effective safeguarding is achieved by putting children at the centre of the system and by every individual and agency playing their full part'.

The CSCP will use this framework to plan, design and embed learning from child safeguarding practice reviews, organisational safeguarding standards assessments, and single and multi-agency audits; thereby influencing individual and collective safeguarding culture, behaviours and practice. These processes should be transparent, with findings of reviews shared across the professional network, and publically where appropriate.

2. Learning and Improvement Framework position statement 2019

In order to ensure that the CSCP applies its Learning and Improvement Framework with purpose and focus, the current context of the CSCP has to be considered. Some of the key influencing factors which are most likely to affect the learning and improvement priorities, include:

- Transition to Croydon Safeguarding Children Partnership (away from LSCB)
- Current CSCP priorities: Vulnerable Adolescents, Neglect and Safeguarding Children with Disabilities
- Section 11 Findings as at Nov 2018
- Findings and action plan from the Croydon CQC Inspection
- Findings from the Croydon YOS Ofsted Inspection
- Establishment of the National Child Safeguarding Practice Review Panel
- Introduction of local Safeguarding Practice Reviews
- Ongoing improvement to Croydon Children's Social Care and Early Help Services including introduction of a new practice model and localities model

CSCP Learning and Improvement Framework



Illustrated overview

PRINCIPLES

- Reviews and Audits aim to make sense of the safeguarding system
- Activity is designed to influence behaviour and practice improvement
- Partners are participative
- Reviews, audits and L&D activity is appreciative of what works and what needs improving
- Partners support and demonstrate professional challenge and curiosity
- Reviews, audits and L&D generates , co-creation, meaning and reflectiveness
- System feedback is central and utilised in reviews, activity and L&D
- Activity is evaluated with evidence of what works, why and in what contexts.



3. Principles for Learning and Improvement

The following principles should be applied by all safeguarding partners to support continuous learning:

- Reviews and audits act to make sense of the safeguarding system; to co-ordinate and orient a view for agencies and individual practitioners,
- That such activity is designed and commissioned with intended outcomes to influence collective and individual behaviour, and practice improvement,
- Partners are participative in the process to enable understanding and coherence across the system; including sharing from single as well as multi-agency audit activity and reviews,
- Reviews, audits and learning and development activity appreciates what is working well and what needs to improve,
- Partners support and demonstrate a culture of professional curiosity and challenge; to be both respectfully challenging and challenged,
- Reviews, audits and learning and development activity generates co-creation, meaning and reflectiveness,
- That reviews, audits and learning and development is effectively evaluated; evidencing what works, why and in what contexts,
- That activity facilitates and utilises information and feedback in the system including from frontline practice, families and the child's lived experience.

4. Roles and responsibilities of all Partners and Agencies

The three Safeguarding Partners: Local Authority, Croydon Clinical Commissioning Group and Police, and including local relevant agencies, have a responsibility to work collaboratively to improve outcomes for children and families; activity such as reviews, audits and learning and development should all aim to support this.

The [Quality Improvement Group \(QIG, see Appendix 1\)](#) holds the responsibility for implementing this framework using it to identify areas of learning and improvements which partner agencies can work on individually or together.

Within this however, there is an expectation that all partners and agencies will support engagement with learning and improvement as illustrated in this framework, specifically the '[Conditions for transfer of learning¹ and influencing factors](#)'; thus helping create an environment where practitioners can access learning and development activity and apply what they have learnt to their practice.

It is expected that all Safeguarding Partners and relevant agencies support the communication and dissemination of learning from single agency and multi-agency reviews and audits, and will:

- evaluate and determine what themes and practice issues need to be prioritised for action, specifically considering what needs to be :-
 - Created – (what needs have emerged or gaps have been identified)

¹ Research in Practice 2012 (adapted from)

- Stabilised – (what is known to be working well, or has potential)
- Changed – (what needs to improve or be different)
- Disseminate key learning messages through single or multi-agency learning resources and briefings
- Ensure that lessons learnt from multi-agency and single agency reviews and audits are embedded into practice through building a culture of learning and enquiry – such as through management and peer group support
- Demonstrate use of the Learning Improvement Framework in triangulation of evidence from previous and subsequent audits
- Apply professional challenge and curiosity to help create development of practice, source further information on specific issues and appreciate perspectives of others
- Provide adequate resources for staff to fulfil their safeguarding responsibilities, including provision of safeguarding and reflective supervision, and relevant learning and development opportunities,
- Provide their staff mandatory induction, which includes familiarisation with safeguarding and child protection responsibilities, where to access advice and support, and procedures to be followed if anyone has any concerns about a child's safety or welfare, and multi-agency working processes;
- Ensure completion of Organisational Safeguarding Standards and Approaches assessments by relevant services (including commissioned services), to evidence standard of compliance with their safeguarding children duties, and thus enabling partners and agencies to hold one another to account effectively, and
- Submit contributions to the Croydon Safeguarding Children Partnership Annual Report relating to key safeguarding activity, data and emerging themes.

5. Identification and assessment of need

Identification and assessment of local safeguarding learning and improvement needs will be achieved through use of different approaches, and informed by different data sources.

The drivers and demand to understand particular issues may arise from:

- Serious or significant local safeguarding incidents,
- National safeguarding issues,
- Local statutory inspections (what works/needs improvement)
- Quantitative data highlighting patterns of performance and practice, risk, and demands on services,
- Agreed safeguarding priorities.

In order to review and assess practice standards, effectiveness of working together and processes, the following approaches and methodologies can be used:

- **Audits** – multi-agency practice and thematic audits will be programmed and prioritised by the QIG, and include consultation with practitioners and service users. Single-agency audit will also be carried out and can inform the QIG audit programme and priorities.
- **Organisational Safeguarding Standards and Approaches Assessments** – Each Safeguarding Partner and relevant agency are required discharge organisational functions, and any service it contracts out to others, with regard to safeguarding and promoting the welfare of children. This is a duty set out in Chapter 3 Working Together 2018 and Section 11 Children’s Act 2004. Agency self-assessment of Organisational Safeguarding Standards and Approaches are a means to question and connect different aspects of an organisation’s safeguarding practice and culture. Gaining insight into organisational safeguarding standards and approaches can:
 - Enable reflective practice at a strategic and operational level
 - Identify good practice as well as areas for development within each organisation
 - Provide insight across the safeguarding partnership, feeding into learning and improvement at a single and multi-agency level.
- **Safeguarding Practice Reviews** (see below)

Outcomes from such activity will contribute toward safeguarding partnerships priority planning, learning and development programme, policies and procedures.

6. Child Serious Case Reviews and Safeguarding Practice Reviews

Working Together 2018 sets out that: The responsibility for how the system learns the lessons from serious child safeguarding incidents lies at a national level with the [Child Safeguarding Practice Review Panel \(the Panel\)](#)² and at local level with the safeguarding partners.

Locally, the CSCP has arrangements to identify and review serious child safeguarding cases which raise issues of importance. The primary purpose of a Serious Case Review or Safeguarding Practice Review is to focus on improving learning, professional practice (collective and individual) and outcomes for children. The CSCP will, via the [Safeguarding Practice Review Group \(see Appendix 1\)](#), commission a Serious Case Review or Safeguarding Practice Review and oversee the review.

Serious child safeguarding cases are those in which:

- abuse or neglect of a child is known or suspected and
- the child has died or been seriously harmed. Serious harm includes (but is not limited to) serious and/or long-term impairment of a child’s mental health or intellectual, emotional, social or behavioural development. It should also cover impairment of physical health.

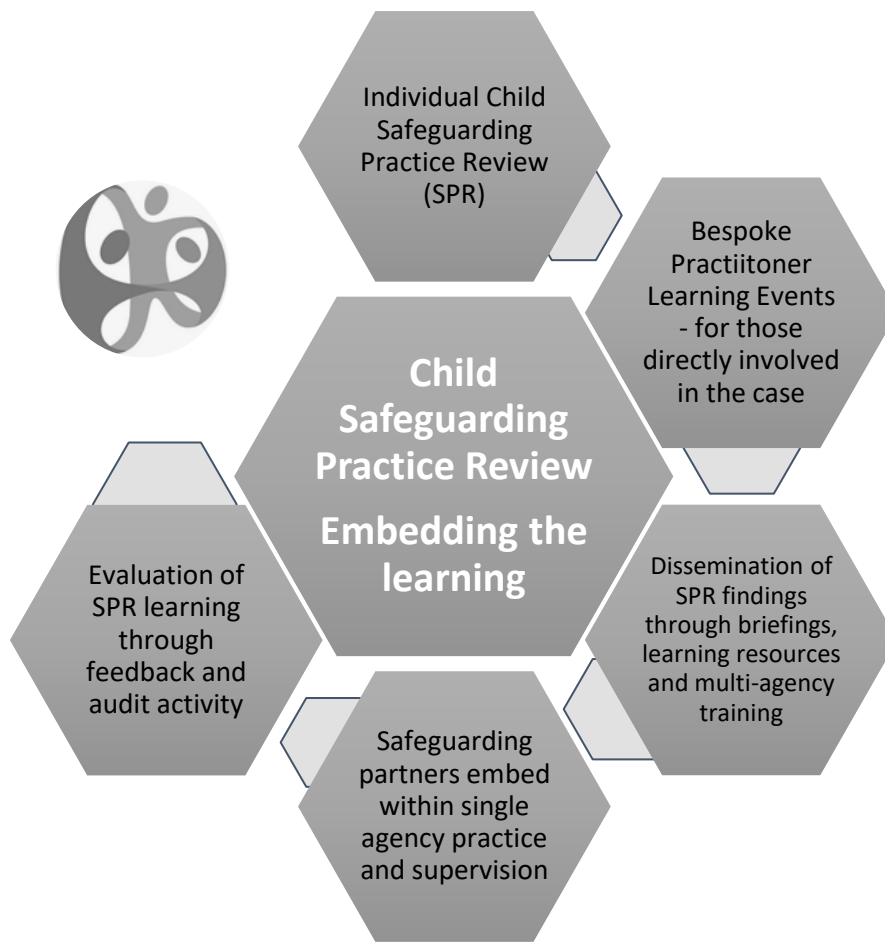
² National child safeguarding practice review panel is an independent panel commissioning reviews of serious child safeguarding cases of national interest, and will advise if a local review is required. Child Safeguarding Practice Review Panel works with the [Department for Education](#).

The Safeguarding Practice Review Group will make the decision about conducting a review and which methodology will be used for each review, this decision may be influenced by:

- Known areas of improvement needed, including where those improvements have been previously identified,
- Recurrent themes in safeguarding and promotion of the welfare of children,
- Concerns regarding effectiveness of agencies working together and associated procedures,
- Concern about the actions of a single agency and relevant procedures
- Where there has been no agency involvement and this gives safeguarding partners cause for concern
- Where more than one local authority, police area, or CCG is involved, particularly where families have moved around
- Recommendation from the National Child Safeguarding Practice Review Panel to undertake a local review
- Locally we will also consider undertaking a review when criteria not met, such as in cases of where good practice is shown or it is a 'near miss' events.

Any review commissioned should apply the principles of this Learning and Improvement Framework; with particular regard for appreciating what works and what needs improving, and be appropriately curious and challenging.

Safeguarding partners have a responsibility to ensure learning from Child Safeguarding Practice Reviews is embedded. This Learning and Improvement Framework supports this through the identification and commissioning of a review, dissemination of the findings, and embedding and evaluating impact on practice. As illustrated below:



Croydon Safeguarding Children Partnership – Embedding learning from Serious Case Reviews and Safeguarding Practice Reviews

7. Implementing and evaluating the impact of this Framework

The QIG will be responsible for overseeing the implementation of this framework; using it to identify areas requiring improvement for partner agencies can work on individually and together. To ensure this Framework has an impact on frontline practice, it is important that agencies fulfil their roles and responsibilities as set out in Section 4.

The effectiveness of the Learning and Improvement Framework will be evidenced with each intervention and activity undertaken, and may include both qualitative and quantitative data. It will be the responsibility of those leading the relevant review, audit or activity to ensure clear measures and outcomes agreed when designing or commissioning the activity, to obtain evidence of impact on practice, effectiveness of working together and for families; and to share findings with the QIG.

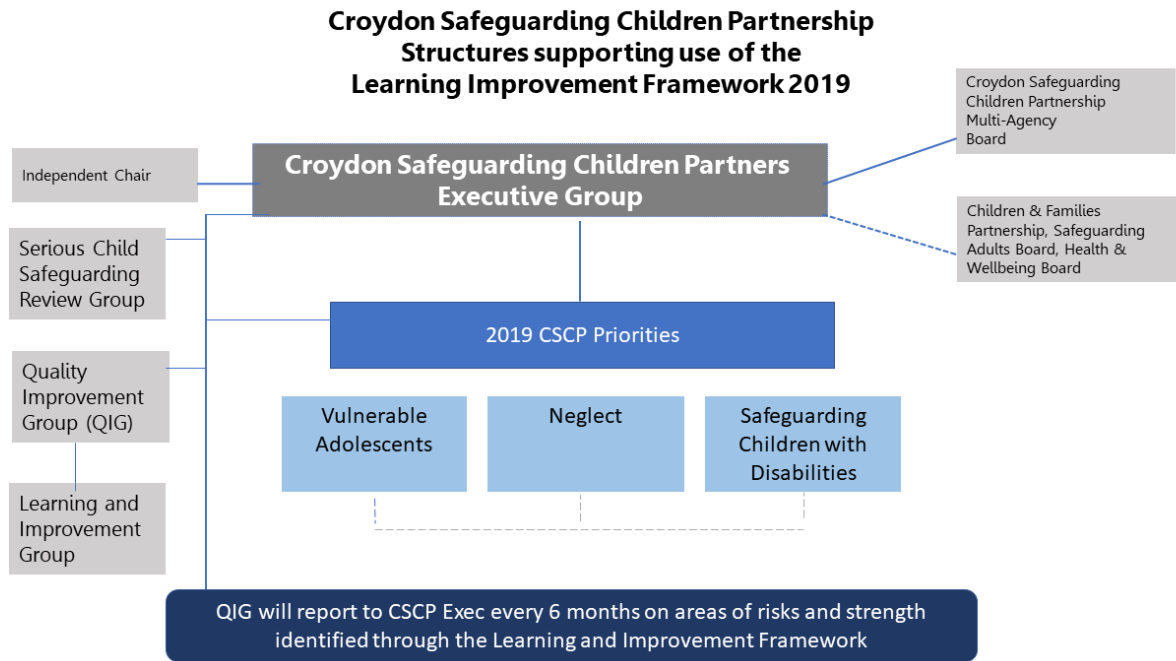
Where data highlights particular areas of risk or strengths, these will be reported to the CSCP Executive Group on a six-monthly basis. If an area of serious risk is identified this will be flagged to the relevant agency and Safeguarding Partner.

Findings and data from such activity will also be reviewed with each CSCP annual report, which will pay particular attention to evidence of impact on the outcomes for children, families and front-line practice.

8. Reviewing the CSCP Learning and Improvement Framework

The Quality Improvement Group will review this framework and its impact annually. Next review of this Learning and Improvement Framework document is Autumn 2020.

APPENDIX.1



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