



Hampshire
Safeguarding
Children
Partnership

Learning and Improvement Framework





CONTENTS

Introduction 3

Roles and Responsibilities 4

Overview 5



1. Learning from Data and Audits 6



2. Learning from Experience 11



3. Improving Services 14



4. Front-line Intelligence 18



5. External Learning 19



INTRODUCTION

Working together to keep children safe is the primary aim of Hampshire Safeguarding Children Partnership (HSCP) and it is essential that both professionals and organisations learn lessons and share good practice.

HSCP is resolute in its commitment to fostering a culture of reflective practice, learning and continuous improvement that enables the Safeguarding Partners (Hampshire County Council, West Hampshire CCG on behalf of Hampshire's 5CCGs and Hampshire Constabulary) and partner agencies to:

- Identify and share concerns regarding safety and welfare of children.
- Highlight commonly recurring themes that require further investigation.
- Share learning, including from success, from across the safeguarding system.

This framework underpins our work and describes our overarching approach to learning and improvement.

'HSCP is dynamic and forward thinking' (Joint targeted area inspection of the multi agency response to abuse and neglect in Hampshire, February 2017) and we will ensure that the Partnership remains responsive to emerging safeguarding issues in our area, adapting our scrutiny and learning processes to maximise opportunities for system-wide learning.

ROLES AND RESPONSIBILITIES

Partner agencies and all local organisations who work with children and their families are expected to endorse and embed the principles outlined in this framework in their organisational policies. In addition, partner agencies and local organisations are responsible for:

- Providing staff and other resources to deliver the framework.
- Contributing to reviews of practice.
- Providing data and analysis to enable trends and emerging safeguarding issues to be identified and acted on.
- Ensuring lessons from reviews of practice are disseminated widely across their services (e.g. via internal training, policies/procedures, implementing actions plans).
- Ensuring that lessons from reviews of practice are embedded throughout their services, as evidenced via auditing and staff surveys.



OVERVIEW

This framework seeks to promote a culture of learning and continuous improvement. The building blocks to this framework are:



1. Learning from Data and the Scrutiny Programme

- a. Overseeing a robust multi-agency dataset
- b. Scrutiny programme



2. Learning from Experience

- a. Conducting Local Child Safeguarding Practice Reviews
- b. Identification of learning



3. Improving Services

- a. Embedding learning in practice
- b. Evaluation of learning



4. Front-Line Intelligence

- a. Front-line visits
- b. Training feedback
- c. Staff surveys



5. External Learning

- a. National Research and Child Safeguarding Practice Reviews
- b. Strategic Partnership Feedback
- c. Inspection Feedback
- d. Themed Reports

1. LEARNING FROM DATA AND SCRUTINY PROGRAMME

a) Overseeing a robust multi-agency dataset

HSCP oversees an agreed dataset that monitors multi-agency child protection arrangements and enables the Partnership to support and challenge partners for their performance. Our Scrutiny Group reviews agency data on a quarterly basis and refreshes the set of indicators annually, ensuring that the Partnership remains responsive to emerging safeguarding issues and can evidence the impact of its work.

The multi-agency dataset is aligned to the HSCP business plan and is aligned to the following themes:

- Children and families can access Early Help and it is effective.
- Thresholds are clear and appropriate; planning and decision making is effective.
- Children in need of protection are identified, safeguarded, and supported.
- The Local Authority fulfils its corporate parenting role and looked after children and care leavers have good outcomes.
- Groups of children with particular needs are identified, safeguarded and supported.
- Children in specific circumstances are identified, safeguarded, and supported.
- Children receive high quality education and are kept safe.
- Children affected by and / or at risk of neglect are identified, safeguarded, and supported.
- We are recognising the needs of children when considering the impact of domestic abuse, substance misuse and mental ill health in adults
- Missing, Exploited and Trafficked Children are identified, safeguarded, and supported.
- We have a coordinated multi-agency approach to Elective Home Education
- Unaccompanied and Separated Children are identified, safeguarded, and supported.
- Children at risk of suicide and self-harm are identified, safeguarded, and supported.

One of our key priorities is to ensure that the dataset and reporting to the HSCP Board and subgroups meets the following principles:

- **Scope and relevance** – The dataset demonstrate the performance of the partnership in terms of its strategy to improve outcomes for children across all priority areas.
- **Integrity** – The dataset is timely, accurate and reliable.
- **Trends** – There are clear explanations of upward or downward trends.
- **Targets** – Performance against national and local targets is included as appropriate.
- **Comparisons** - Relevant comparisons are made with other areas and/or organisations.
- **Confidence** – Analysis focusses on whether good performance will be sustained into the future.
- **Actions** – Analysis identifies opportunities to strengthen practice.

HSCP's dataset is reported biannually to the Scrutiny Group and the HSCP Board. This includes analysis undertaken by the Partnership Team against key themes linked to our safeguarding priorities. This enables HSCP members to understand how their services are performing and highlights any emerging safeguarding issues that require strategic intervention.

1. LEARNING FROM DATA AND SCRUTINY PROGRAMME

b) Scrutiny Programme

HSCP undertakes an annual scrutiny programme, including multi-agency audits, focussing on the quality of front-line practice. This work is commissioned by the Scrutiny Group and coordinated by the Partnership Team. This activity is also informed by feedback by recommendations from local Child Safeguarding Practice Reviews and national inspections.

Learning from the scrutiny programme is disseminated to front-line professionals via a range of mechanisms including HSCP Safeguarding Briefings. In undertaking audits and reviews, HSCP is committed to the following principles:

- We will avoid excessive or unnecessary checks. Targeted quality assurance is more effective.
- We will prioritise audits that provide opportunities to focus on front-line practice and encourage professional multi-agency challenge.
- We will adopt a thematic approach aligned to business plan priorities and emerging issues.
- We will be clear about the standard of practice that is required within the Terms of Reference
- We will involve children, families, and front-line workers in audits in an appropriate way.
- We will identify and share both good practice and opportunities for improvement and ensure that recommendations are addressed and monitored to deliver improvements to services.

Audit reports are presented to the Scrutiny Group and HSCP Board to ensure operational and strategic oversight of front-line practice. Progress against recommendations is overseen by the Scrutiny Group.



1. LEARNING FROM DATA AND SCRUTINY PROGRAMME

b) Scrutiny Programme

Type	Description	Who	Reporting
Multi-agency case audits	<p>Multi-agency case audits complement single-agency auditing.</p> <p>HSCP has an annual programme of multi-agency audits linked with the Business Plan priorities.</p> <p>The primary focus is to establish the effectiveness of front-line practice, what has worked well and where improvements, both single-agency and multi-agency, are needed.</p> <p>Recommendations are agreed and monitored by the Scrutiny Group.</p> <p>Frontline professionals and managers are involved and the 'voice of the child' and their lived experience is a key theme in the audit process. For all audits, consideration is given to how the 'voice of the child' will be included, either through analysis of agency reports or via direct participation where this is deemed appropriate.</p>	Scrutiny Group	HSCP via Scrutiny Group
Single-agency audits	<p>Single-agency case audits occur in most organisations as part of the assurance of their duties under section 11 of the Children Act 2004.</p> <p>The outcomes of single-agency audits are requested by the Scrutiny Group where this is necessary to evidence the impact on practice of HSCP initiatives and other programmes of work.</p>	Scrutiny Group	Scrutiny Group via partner agencies.
Themed Scrutiny Events	<p>Responsive scrutiny events set-up to explore emerging safeguarding themes and risks (e.g. safeguarding practice in secure children's settings).</p>	HSCP Team and Peer Scrutinisers	HSCP via Scrutiny Group

1. LEARNING FROM DATA AND SCRUTINY PROGRAMME

b) Scrutiny Programme

Section 11 Audits

Section 11 of the Children Act 2004 requires 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.

As part of our statutory duty to ensure the effectiveness of safeguarding arrangements, HSCP undertakes annual monitoring of compliance with safeguarding standards. This is undertaken through self-assessment and panel evaluation of an agreed Hampshire, Isle of Wight, Portsmouth & Southampton (HIPS) audit tool. The purpose of the audit is to support Board partners in achieving compliance with safeguarding standards through:

- Seeking assurance from partner agencies that services are compliant with safeguarding standards.
- Enabling partner agencies to showcase areas of good practice where positive outcomes for children can be evidenced.
- Enabling partner agencies to reflect on their safeguarding priorities and to identify areas for improvement.
- Providing a feedback mechanism on progress against areas for improvement including any barriers to partnership working.

The Partnership operates a two-year cycle of self-assessment (year 1) followed by monitoring and tracking of action plans (year 2). In each year, the process is complemented by a survey of front-line staff to provide further intelligence.

Members of HSCP's Scrutiny Group evaluate each agency's full self-assessment and feedback is provided via the Independent Chair. The second stage of monitoring action plans is undertaken via a multi-agency 'Safeguarding Children Conversation' led by the three Safeguarding Partners.

An overview of the Section 11 results is presented to the Scrutiny Group and HSCP Board, and key themes are included in the Partnerships' Annual Report and used as evidence in regulatory reviews of the LSCBs.

Scrutiny Group

HSCP via Scrutiny Group

1. LEARNING FROM DATA AND SCRUTINY PROGRAMME

b) Scrutiny Programme

<p>HSCP Scrutiny Visits</p>	<p>Scrutiny visits are led by the HSCP Team with support from a group of scrutineers from agencies across the Partnership. Their purpose is to establish whether safeguarding governance and processes in partner agencies enable front-line professionals to recognise and respond to abuse, including the application of agreed safeguarding procedures.</p> <p>The visits offer Board members and quality assurance leads the opportunity to visit settings other than their own, and to engage directly with safeguarding leads and front-line staff on a range of issues including:</p> <ul style="list-style-type: none"> • Leadership (governance, strategic line of sight, safeguarding supervision, appraisal processes, safeguarding culture). • Dissemination of HSCP and internal safeguarding policies, procedures, and resources. • Safeguarding training and professional development. • Engagement with multi-agency forums (e.g. early help hubs, child protection conferences). • Knowledge and use of referral thresholds including agreed escalation processes. • Safeguarding in the context of commissioned services. <p>Each visit is tailored to the agency or setting being visited.</p>	<p>Scrutiny Group</p>	<p>HSCP via Scrutiny Group</p>
<p>Section 175/157 audits</p>	<p>Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of children. Similar requirements are in place for proprietors of Independent Schools under Section 157 of the Education Act 2002.</p> <p>HSCP undertakes annual monitoring of the effectiveness of safeguarding arrangements in schools and post-16 settings. In Hampshire, this is led by Hampshire County Council's Local Authority Designated Officer (LADO) team in collaboration with Education & Inclusion Services. The findings are analysed with suggested improvements made to assist schools who have not yet reached the required standard.</p> <p>Follow-up site visits are undertaken to validate information provided during the audit and to gather evidence of good practice to share.</p>	<p>Maintained, Academy and Independent Schools, Post-16, and Language Schools (named as Relevant Agencies by HSCP)</p>	<p>HSCP via Education Group</p>

2. LEARNING FROM EXPERIENCE

a) Conducting Local Child Safeguarding Practice Reviews

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.

Safeguarding partners must consider the criteria and guidance set out in Working Together 2018 when determining whether to carry out a local child safeguarding practice review.

Type	Description	Who	Reporting
Local Child Safeguarding Reviews	Multi-agency statutory reviews for cases where: <ul style="list-style-type: none">• Abuse or neglect of a child is known or suspected; and• The child has died or been seriously harmed.	Reviewers who are independent of the case.	HSCP via the Learning & Inquiry Group.
Individual agency or management review	Reviews of safeguarding incidents where the concerns relate to practice in a single agency rather than the way that agencies worked together to safeguard children.	Partner agencies.	HSCP via the Learning & Inquiry Group for cases referred for consideration of a Local Child Safeguarding Practice Reviews.



2. LEARNING FROM EXPERIENCE

a) Conducting Local Child Safeguarding Practice Reviews

Principles for conducting Local Child Safeguarding Practice Reviews

The following principles should be applied by the HSCP 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 should 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 Local Child Safeguarding Practice Reviews must be published including the LSCP's response to the review findings, to achieve transparency. The impact of Local Child Safeguarding Practice Reviews 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 LSCP annual reports and will inform inspections.
- 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.

Protocols for conducting reviews

Guidance for commissioning Local Child Safeguarding Practice Reviews has been developed by HSCP and ensures that all partner agencies understand their role in contributing to reviews. The guidance provides information on review criteria, governance processes and engagement with professionals and family members.



2. LEARNING FROM EXPERIENCE

b) Identification of Learning

Identification of key learning is achieved through the function of the Learning & Inquiry Group (LIG), a subgroup of the HSCP.

The LIG has a responsibility for monitoring recommendations made following completion of a Local Child Safeguarding Practice Review and ensuring that the learning is cascaded to front-line professionals and informs service improvement and development. This is undertaken via a range of mechanisms including briefings, workshops, and multi-agency learning events.

The chair of the Scrutiny Group, or nominated member of the Partnership Team, attends the LIG at least annually to discuss learning identified through multi-agency audits.



3. IMPROVING SERVICES

a) Embedding learning in practice

To improve safeguarding practice, learning identified from reviews of practice must be embedded into current practice.

How	What	Who	Reporting
Dissemination of learning	HSCP's fully funded multi-agency training programme including workshops, briefings, eLearning etc. Delivered face-to-face or virtually (e.g. webinars, eLearning).	Partnership Team, Safeguarding Partners and Relevant Agencies.	HSCP via Workforce Development Group.
	HSCP online toolkits and other resources (e.g. Practitioner Guides).		HSCP via subgroup chairs and Partnership Team.
	Publication of Local Child Safeguarding Practice Reviews reports.		HSCP via the Learning & Inquiry Group.
	Single-agency training.	Safeguarding Partners and Relevant Agencies	HSCP via the Workforce Development Group.
	Single-agency training, briefings, and other communication strategies.		HSCP via the Learning & Inquiry Group and Scrutiny Group.



3. IMPROVING SERVICES

a) Embedding learning in practice

How	What	Who	Reporting
<p>Actions to improve practice</p>	<p>Single and/or multi-agency actions plans developed to respond to learning identified through Local Child Safeguarding Practice Reviews.</p>	<p>Partnership Team, Safeguarding Partners and Relevant Agencies.</p>	<p>HSCP via the Learning & Inquiry Group and Scrutiny Group.</p>
	<p>Single and/or multi-agency actions plans developed to respond to learning identified through case audits.</p>		<p>HSCP via Scrutiny Group</p>
	<p>Single and/or multi-agency actions plans developed to respond to learning identified through the Section 11 self-assessment process.</p>		
	<p>Single and/or multi-agency actions plans developed to respond to learning identified through annual Safeguarding Conversations with the Safeguarding Partners and Relevant Agencies.</p>		
	<p>Actions arising from reporting to HSCP and Scrutiny Group.</p>		
	<p>Reviews of, and updates to, HSCP and HIPS multi-agency procedures to incorporate learning into practice.</p>		<p>HIPS Executive via HIPS Procedures Group.</p>



3. IMPROVING SERVICES

b) Evaluation of Learning

The aim of the activity outlined in this framework is to make a positive impact on frontline practice and improve outcomes for children in Hampshire.

As part of its quality assurance activity, HSCP evaluates the impact of its work. This provides assurance that front-line professionals benefit from HSCP resources and that partner agencies, through their HSCP Board members and subgroup representatives, promote a culture of continuous improvement.

Evaluation includes:

How	Who	Reporting
Single and multi-agency audits of front-line practice informed by recommendations from Local Child Safeguarding Practice Reviews	Partnership Team, Safeguarding Partners and Relevant Agencies	HSCP and Learning & Inquiry Group via Scrutiny Group.
Reporting on action plans arising from audits and reviews		HSCP via the Learning & Inquiry Group.
Formal evaluations of HSCP initiatives such as the development of online toolkits and other resources/programmes of work (e.g. ICON, Neglect Strategy and Toolkit).		Partnership Team, Safeguarding Partners and Relevant Agencies.
Evaluation of the HSCP training programme including post-course feedback and follow-up surveys / interviews to ensure learning has been embedded		HSCP via Workforce Development Group.



3. IMPROVING SERVICES

b) Evaluation of Learning

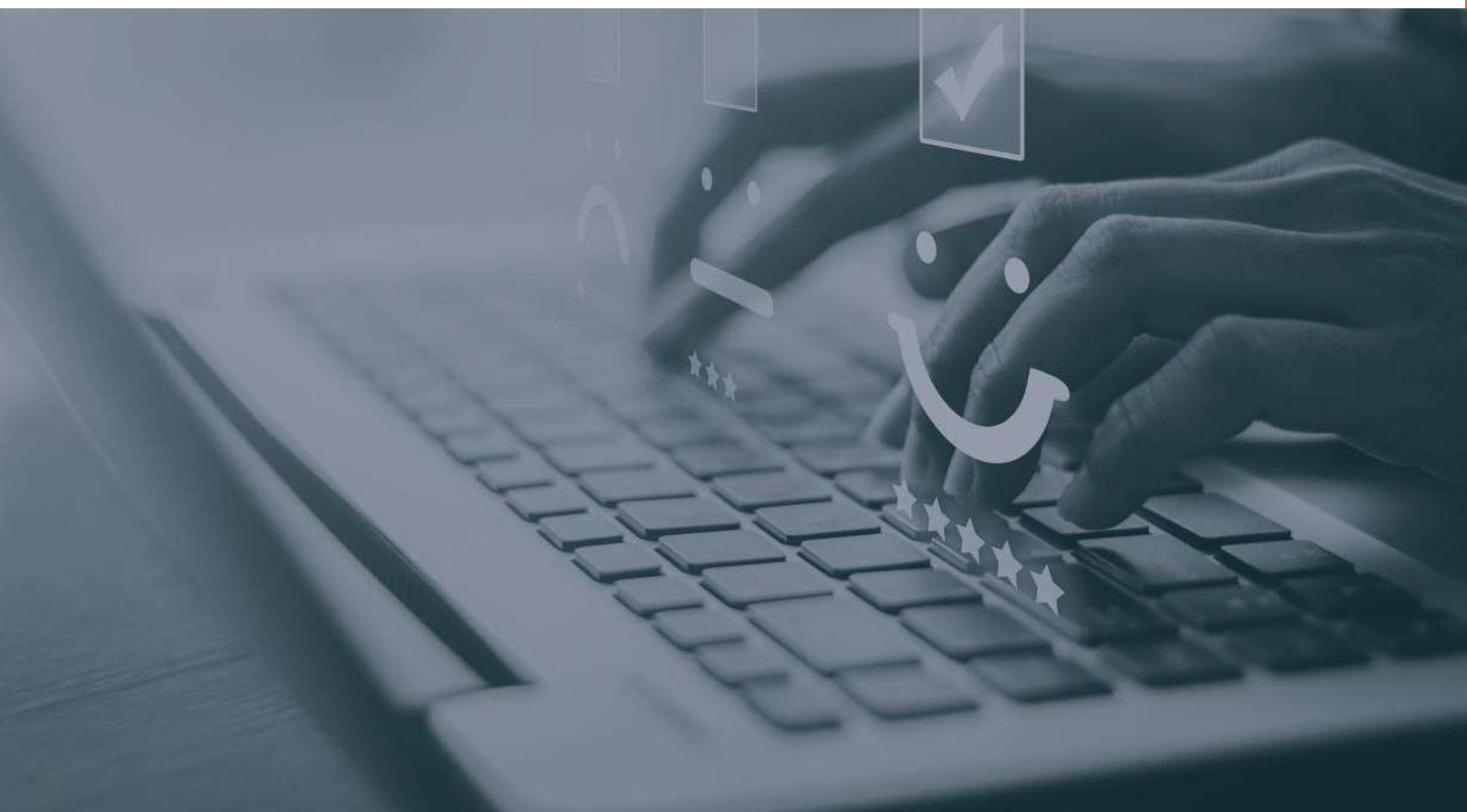
HSCP Annual Report

Provides the opportunity for Safeguarding Partners and Relevant Agencies to provide narrative against the following criteria as outlined in Working Together:

- Evidence of the impact of the work of the safeguarding partners and relevant agencies, including training, on outcomes for children and families from early help to looked-after children and care leavers.
- An analysis of any areas where there has been little or no evidence of progress on agreed priorities.
- A record of decisions and actions taken by the partners in the report's period (or planned to be taken) to implement the recommendations of any local and national child safeguarding practice reviews, including any resulting improvements.
- Ways in which the partners have sought and utilised feedback from children and families to inform their work and influence service provision.

Partnership Team, Safeguarding Partners and Relevant Agencies

HSCP via Partnership Team.



4. FRONT LINE INTELLIGENCE

a) Front-line visits/ listening events

Colleagues from the Safeguarding Partners and Relevant Agencies undertake visits as part of the Partnership's quality assurance programme, enabling front-line staff from agencies to discuss safeguarding issues and barriers to partnership working.

Scrutiny Visits

Scrutiny visits are led by the Hampshire Safeguarding Children Partnership (HSCP) Team with support from a group of scrutineers appointed/selected by the Independent Chair. The visits offer HSCP Board members and quality assurance leads the opportunity, in the role of peer scrutineers, to visit settings other than their own and to engage directly with safeguarding leads and front-line staff.

They give the partnership good scope to look at a broad range of issues, including those that are agency-specific, and are informed by learning reviews, inspections, and audits. They also provide the opportunity to explore key themes arising from the bi-annual Section 11 self-assessments and online staff surveys that are completed by partner agencies.

Practitioner Forums

The HSCP Team hosts briefings regularly to provide front-line staff with updates on HSCP initiatives/resources and safeguarding themes. These forums also provide opportunities for front-line professionals to share their perspectives on what is working well, areas of challenge and emerging issues.

b) Training feedback

HSCP commissions and delivers fully funded multi-agency training to complement single agency training.

Feedback from delegates is captured through formal evaluation (e.g. surveys, focus groups) and reported to the Workforce Development Group. The impact of training on practice is also monitored at three and six months from date of attendance. This feedback is used to inform the annual Learning Needs Analysis, which enables the training programme to be responsive to feedback from front-line professionals.

c) Staff surveys

HSCP undertakes a range of staff surveys to support the delivery of the business plan objectives and to inform future work of the Partnership. Themes for the surveys are informed by HSCP priorities, learning from audits and recommendations from both local and national Child Safeguarding Practice Reviews. Findings are reported to relevant HSCP subgroups and where appropriate, recommendations for further work are made.

5. EXTERNAL LEARNING

a) National Research and Child Safeguarding Practice Reviews

HSCP uses learning from national research and published Child Safeguarding Practice Reviews to assist in improving local safeguarding arrangements. Key learning is shared with the Learning and Inquiry Group to identify further opportunities for improving practice and to support the Partnership with disseminating examples of best practice.

b) Strategic Partnership Feedback

HSCP works closely with a number of other strategic partnerships including the Children's Trust, Safeguarding Adults Board, Health and Wellbeing Board, Corporate Parenting Board etc. through defined protocols that enable challenge, scrutiny and feedback to be given to the HSCP on its priorities and performance.

Feedback from HSCP Board members is obtained via an annual evaluation process led by the Independent Chair. These discussions help to strengthen the existing partnership arrangements and to identify further learning opportunities.

c) Inspection Feedback

The safeguarding system receives scrutiny and challenge from national inspectorates including the Office for Standards in Education, Children's Services and Skills (Ofsted), the Care Quality Commission (CQC), Her Majesty's Inspectorate of Constabulary and Fire & Rescue Services (HMRCFRS), Her Majesty's Inspectorate of Probation (HMIP) and others. These inspections generate single and multi-agency action plans and are an important source of learning for the Partnership.

d) Themed Reports

During each year, relevant reports will be produced for HSCP in respect of a range of safeguarding themes. The following list is not exhaustive and HSCP may request additional reporting on specific areas of service delivery.

- Restraint/Physical Intervention in Secure Children's Settings
- Multi-Agency Contributions to Child Protection Conferences (CPCs)
- Engagement with Multi-Agency Public Protection Arrangements (MAPPA)
- Engagement with Multi-Agency Risk Assessment Conferences (MARAC)
- Management of Allegations against Professionals and Volunteers working with children
- Notifications of Private Fostering
- Safeguarding procedures in Language Schools

Monitoring and Review of this Framework

This framework will be monitored by the Partnership Team and reviewed every three years to align with the HSCP Business Plan, or sooner in response to delivery of this framework, governmental guidance, and national agendas.

