LEARNING AND IMPROVEMENT FRAMEWORK

Contents

1. Introduction

1.1 A Partnership Approach to Learning and Improving

1.1.1 The Solihull Safeguarding Children Partnership (SSCP/ SCP) Learning and Improvement Framework (LIF) demonstrates how learning is identified, disseminated and implemented in practice within a multi-agency context, to improve outcomes for children and young people and their families within Solihull.

1.1.2 The Learning and Improvement Framework is central to Solihull's Multi-Agency Safeguarding Arrangements. The Framework enables learning from activities to assess the quality of multi-agency safeguarding arrangements to be taken forward to make improvements to the safeguarding system and, in turn, to improve outcomes for children and young people.

1.1.3 This framework is designed to underpin and facilitate the development of a culture of continuous learning and improvement across the whole children's safeguarding system in Solihull. It is based on:

- locally agreed priorities
- knowing our strengths, what we do well and do more of it
- knowing what children and young people say
- learning from national research
- an outcomes-based accountability methodology which asks:
  - o how much did we do?
  - o how well did we do it?
  - o what difference did it make to outcomes for children and young people?
- a shared commitment to implementing and embedding improvement actions

1.1.4 Implementation of the framework requires trust between partners that:
- provides a high level of mutual support, sets ambitious expectations and enables effective, constructive challenge
- fully involves professionals to contribute their perspectives without fear of being blamed for actions they took in good faith
- avoids the development of a 'blame culture'

1.1.5 Learning and improvement activity must be able to assure partners about the effectiveness of safeguarding arrangements and demonstrate improvements in:
- safeguarding arrangements and multi-agency working

- ensuring children and young people receive 'the right service at the right time'
- outcomes for vulnerable children and young people

1.2 Transparency and Public Accountability

1.2.1 In order to ensure transparency and public accountability learning and improvement activity should include:

- the involvement of children, young people and their families
- publication of learning and improvement activity and its impact on outcomes for vulnerable children and young people
- production and publication of the SCP Annual report evaluating the effectiveness of safeguarding arrangements in Solihull.

1.3 Partner Agency Contribution

1.3.1 Partner agencies should contribute, and respond, to learning and improvement activity in a timely manner. This will include:

Learning and Development activity

- provision of a learning and development lead (LDG member) who will participate in the development of multi-agency resources to embed learning across the workforce (see Appendix A for LDG Terms of Reference)
- provision of trainers to support the SCP training pool to deliver the SSCP multi-agency training programme

Performance Management

- Engagement in the development of the SCP dataset supporting the identification of performance measures and the reporting of data at agreed intervals and the provision of analysis and commentary
- provision of information about single agency activity as required
- engagement in the delivery of SSCP Multi-Agency Audit programme
- regular monitoring and follow up to ensure that improvements are made and sustained

Rapid Reviews, Child Safeguarding Practice Reviews (CSPRs) or other multi-agency activity to learn lessons through:

- the timely provision of high-quality information and analysis through the appropriately identified route

- o engagement of agency representatives at all levels in case reviews
- o a commitment to knowledge transfer, dissemination of learning and changes in practice which promote improved safeguarding outcomes for children and young people

Contributing to understanding the effectiveness of safeguarding activity in Solihull through the sharing of findings from:

- o Single agency inspections
- o Internal learning reviews
- o Single agency Quality Assurance and audit activity
- o Feedback from children, young people and families

1.4   Learning Methodologies

1.4.1   Learning will be drawn from a range of sources and all SSCP member organisations have an obligation to provide relevant, detailed and up to date information as required.

1.5   Using Learning Proactively

1.5.1   Learning will be used to understand what we do well and do more of it. It will also be used to challenge constituent partner agencies to make improvements through the implementation of single-agency and multi-agency action plans, based on the learning from inspections, case reviews, audits and other quality assurance activity. Learning will be used to make real, sustainable improvements to services to reduce the risk of future harm and the impact of learning will be evaluated through assurance reports from partner agencies, audits and service user feedback.

2.   Learning and Improvement Cycle

2.1   Sources of Learning

| Information	Sources	Providers
External Inspections and reviews	Ofsted, from outcomes of Safeguarding Inspections.	SMBC Children's Services
	CQC, from outcomes of Safeguarding Inspections	• BSOL ICB • Health Providers
	HMICFRS, from outcomes of Safeguarding Inspections	West Midlands Police
	Other sources: Outcomes of Safeguarding Inspections	Probation
The voice of the child	• The Health-Related Behaviour Questionnaire undertaken in Solihull schools across two year groups (1700 responses). The SCP will use the well-being responses to listen to what young people are saying.	SMBC Schools
	• The voice of children and young people is a focus within Section 11 audits and single-agency activity will be mapped to ensure it is understood and an escalation process agreed to ensure relevant learning is shared with the SCP	Constituent partner agencies
	Feedback from children and young people as part of the multi-agency audit process	• All partners to provide evidence of how they capture VOC and act on it to improve services • SSCP Audit Group
	Complaints and representations from young people about their experience of services	All partners
Child Death Overview Panel	Annual Report	Child Death Overview Panel

Section 2: Learning and Improvement Cycle

Information	Sources	Providers
Rapid Reviews and Child Safeguarding Practice Reviews, Safeguarding Adult Reviews and Domestic Homicide Reviews	• Learning from case reviews following serious incidents • Implementation of action plans	Partner agencies provide relevant information as requested for co-ordination by the SCP CSPR Panel
Specific Partner / Issue Reports	• LADO Annual Report • Private Fostering Report • Education reports	Partners to provide reports to the SCP Assurance and Review Group
Performance Analysis	• Multi-agency dataset • MASH performance data	• M/A dataset - Partners to provide data and commentary. • SSCP Assurance and Review Group • SSCP Executive Group
Multi-agency Quality Assurance and Audit programmes	• Practitioner questionnaires • Multi-Agency Audit Programme	• All SSCP partners to complete questionnaires as requested • Partner agencies to provide information as requested in accordance with the agreed audit programme. Learning is co-ordinated through the SSCP Audit Group
Practitioner Feedback	Practitioner Learning Forum	Two-way communication into and out of the SSCP
Single agency Quality Assurance and Audit programmes	Reports of internal safeguarding audits including objectives, outcomes and action plans.	All SSCP partners
Self-assessment audit programme (Section 11 / 175)	Section 11 Audit.	• Statutory Partners • Commissioned Services
	Section 157/175 education audit	Annual Report

Information	Sources	Providers
Complaints and compliments	Number of compliments / complaints by young people received by all agencies.	All statutory partners
Workforce development	• Annual Training Review • Gaps in training provision	Partners coordinated by SSCP Training officer
SSCP website	Statistics on the number of hits the website receives, which pages are being viewed and how often.	SSCP Communication support

2.2 Learning and Improvement Cycle

2.2.1 The SCP governance arrangements support the cycle of improvement: Driving Priorities – Action – Analysis - Improvement
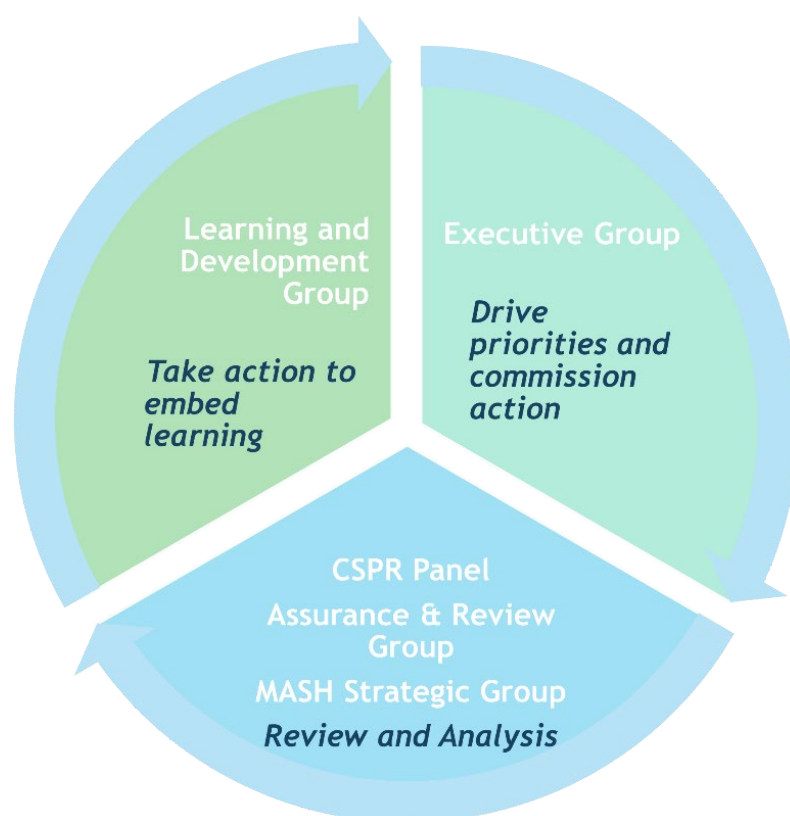
2.2.2 The learning which comes from the range of sources identified is the result of action commissioned by the Executive Group and the outcomes are analysed by subgroups to consider how the findings from the Quality assurance activities can lead to action to improve practice. This process involves identifying **learning outcomes** and the **key messages** required

to reach the most appropriate **target audiences**. Learning is more likely to become embedded if it is reproduced in a way which is accessible and relevant, and when it targets the most relevant sections of the multi-agency workforce.

2.2.3   In Solihull the learning and improvement process is set out below:

2.2.4   The subgroups at which learning is identified (CSPR Panel, Assurance and Review Group and MASH Strategic Group) will consider the key messages which need to be embedded and to the target audiences. A template has been developed to capture the key messages and target audiences located at Appendix B

2.2.5   The Learning and Development Group will then co-ordinate a Dissemination Action Plan which will identify a range of methods through

which the key messages will be communicated to those target audiences. The template for the Dissemination Action Plan is located at Appendix C.

3.   Disseminating Learning

3.1   The SCP Learning and Improvement Framework recognises that Child Safeguarding Practice Reviews and other review processes are a valuable resource for identifying learning from practice and are a significant tool for disseminating and imbedding that learning.

3.2   The SCP also recognises that it has responsibility for disseminating lessons to its partner agencies and ensuring that those lessons are further disseminated within the agencies and that they are embedded in practice.

3.3   The cascading of learning through the partnership will be undertaken using a range of different mechanisms including the following:

- The publication of reviews on the SCP website
- SCP newsletters
- Publication of learning briefings with signposting to associated resources on the SCP website
- Embedding of learning into multi-agency training
- Webinars and Learning events
- Formal requests to disseminate learning through individual agencies
- Updating policies and procedures to reflect learning
- Requests for learning to be incorporated into partner agency safeguarding training

3.4   Each representative within the partnership is tasked to provide robust oversight and leadership of learning across the child protection and safeguarding system in Solihull. This will be evident through their work to:

- **Promote** child centred practice ensuring the voices and perspectives of children, families and communities inform learning and improvements in child protection and safeguarding practice and policy in the services they represent and in multi-agency working

- **Tackle** perennial and complex barriers to effective single and multi-agency practice

- **Use** evidence from learning and data to drive system improvements in their agency and multi-agency practice

- **Encourage** system learning and sharing best practice to promote the behaviours and culture necessary for excellent child protection and safeguarding practice

Section 3: Disseminating Learning

3.5   Strategic Leads across the partnership will be formally asked to consider any learning within the context of their agency's operating processes and procedures to identify those specific points where the learning should be embedded. They will also be asked to consider what mechanisms need to be in place to support an improvement in practice and how they will evaluate over time whether the desired improvements have been made.

4. Monitoring the Impact of Changes

4.1 To ensure that local and national learning impacts positively on practice and that changes are embedded, sustainable over time and have the desired effect, monitoring will be undertaken through the following processes:

Performance analysis:

- o SSCP multi-agency dataset
- o Single-agency performance measures

Quality assurance and audit activity:

- o SSCP multi-agency audit activity
- o Single-agency audit activity

Survey activity:

- o children, young people and their families
- o practitioners and line managers

Feedback from:

- o practitioners and line managers on the impact on practice of learning and development activity
- o children, young people and their families on the impact of interventions

Appendix A: Terms of Reference
Learning and Development Group

1. Role and Function of the Learning and Development Group

The Learning and Development Group will disseminate learning across the Partnership. Learning will come from a range of activity including: rapid reviews, local and relevant national child safeguarding practice reviews, domestic homicide reviews and safeguarding adult reviews where safeguarding children issues have arisen, review of child deaths undertaken (CDOP), multi-agency audits, service user feedback, research and national guidance.

Multi-agency learning will be identified through the CSPR Panel, the Assurance and Review Group (ARG) and the MASH Strategic Group and reported to the SSCP Executive Group. The ARG will task the Learning and Development Group with activity to ensure that learning is widely disseminated and that activity is planned to evaluate the impact on frontline practice where necessary.

Learning may relate to an emerging theme or issue, or to a specific case, and will be achieved through:

- Development of a multi-agency learning and development annual work plan
- Responding to learning priorities and dissemination of learning
- Development of the SCP Learning and Improvement Framework to include monitoring impact of learning
- Co-ordinating multi-agency learning events and monitoring agency attendance
- Developing or reviewing policies and procedures
- Co-ordination of a practitioner learning forum
- Delivery of an effective multi-agency [training strategy](#) & offer
- Targeted and universal communications activity to include newsletters, learning briefings and promotion of the joint learning resource located on the SCP website
- Development of a model for the participation of children, young people and their families

Through the above activities the Learning and Development Group will support the process of driving continuous improvement in multi-agency working in Solihull.

2. Accountability

The Learning and Development Group is accountable to the three key Safeguarding Partners via the SSCP Executive Group.

The Learning and Development Group will responsible for producing a highlight report to each Executive meeting to include an overview of activity and progress against its annual work plan.

3. Role of Chair/Deputy Chair

The Chair of the Learning and Development Group should be a strategic lead representing one of the three safeguarding partners: local authority, police or health

The Chair of the group will prepare for meetings and set agendas with support.

The Chair will hold group members to account for attendance, engagement and the delivery of specific tasks.

The Chair will actively monitor individual attendance by group members and will report on this by exception to the SCP Executive Group.

The Chair will provide progress reports to the ARG and will identify and report on any barriers to the delivery of the work plan and escalate identified risks.

The Chair will model appropriate behaviours and language at all times.

4. Role of Group Members

Each member of the subgroup is responsible for both working on behalf of the Local Safeguarding Children Partnership in the delivery of its learning and delivery function and for holding their own agency to account for its safeguarding children activity.

Group members to ensure they have the support of their line manager/organisation to fulfil the requirements of the role.

Group members will prepare for meetings and come ready to actively engage with discussions.

Group members will positively support with the completion of tasks between meetings when asked to do so by the Chair/Deputy Chair.

Group members will attend all meetings and, in the event that they are unable to do so, will identify a suitable person from their agency to attend on their behalf.

Group members will be expected to respond in a timely way to communications between meetings.

Group members will model appropriate behaviours and language at all times.

5. Frequency of meetings: Alternate months (first year)

6. Administration

Meetings will be supported by SSCP Project Coordinators.

The agenda and papers will be circulated at least five working days ahead of the meeting.

Minutes will be produced and circulated within two weeks of the meeting.

7. Membership

Chair: DCI – Public Protection, West Midlands Police
Deputy Chair: Senior Designated Nurse Safeguarding (ICB)

Solihull Children's Social Care
West Midlands Police
NHS Birmingham and Solihull Integrated Care Board (ICB)
Coventry and Warwickshire Partnership Trust
University Hospitals Birmingham
Birmingham and Solihull Mental Health NHS Foundation Trust
Solihull Community Housing
CAFCASS
Probation Service
Voluntary Sector Representative
South Warwickshire NHS Foundation Trust
School/Education/Early Years Representative
SSCP Training Officer
SSCP Project Officer
SSCP Unit Manager (Regional Safeguarding Procedures Group representative)

8.   **Quoracy**

Meetings will not be considered to be quorate unless there is representation from all three named Safeguarding Partners.

Developed April 2023 (to be reviewed on an annual basis)

APPENDIX B: Summary of Learning for consideration by Learning and Development Group

Subgroup: _____

Examples of SCP activity are: Audits, User feedback, Complaints, Rapid Reviews, LCSPRs, other reflective learning activities

Type of SCP Activity	Brief description of SCP activity and dates undertaken	Summary of findings	Multi-agency learning – key messages	Target audiences for dissemination of learning

APPENDIX C: LEARNING DISSEMINATION ACTION PLAN

Examples of SCP activity are: Audits, User feedback, Complaints, Rapid Reviews, LCSPRs, other reflective learning activities

Purpose of Key Messages	Target Audiences	Communication Methods	Measures of Success
	Internal communications (Partnership members)		
	Workforce communications (professionals working within partner organisations)		
	External communications (children, YP, parents/carers)		
	General communications (general public)		