



# West Sussex Safeguarding Children Partnership

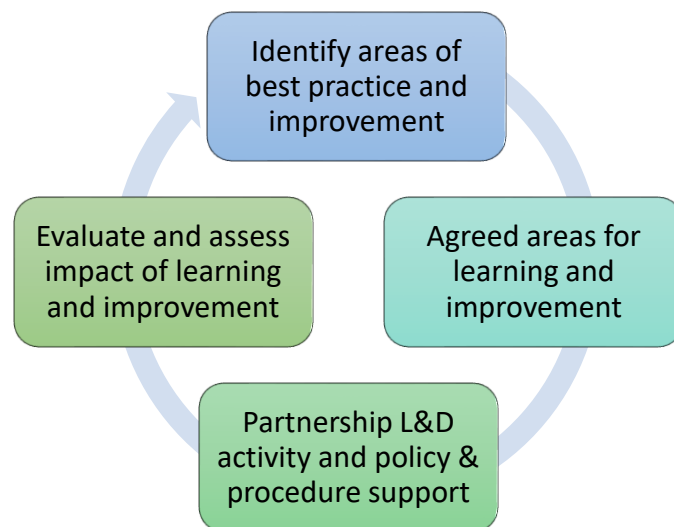
## Learning Improvement Framework

### PRINCIPLES

- Reviews and Audits aim to make sense of the safeguarding system
- Activity is designed to improve outcomes for children and learning influences practice & behaviour
- Partners are participative: including sharing from single as well as multi-agency audit activity and reviews
- 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
- Feedback from families and practitioners is central and utilised in reviews, activity, and L&D
- Activity is evaluated with evidence of what works, why and in what contexts

### Assessment of local safeguarding learning and improvement needs

Identified strategic safeguarding issues | Safeguarding Practice Reviews and rapid reviews | Thematic Scrutiny and Case Audits | Section 11 Assessments | Safeguarding Data patterns | Feedback from families and front line



### Conditions for the transfer of Learning

- Management support for learning
- Subject profile and priority
- Collective and individual approach to practice improvement
- Quality of policies, procedures, and training

### Purpose

The West Sussex Safeguarding Children Partnership (WSSCP) 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 WSSCP.**

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 WSSCP will use this framework to plan, design and embed learning from child safeguarding practice reviews, single and multi-agency audits, section 11 findings and feedback; thereby influencing individual and collective safeguarding culture, behaviours, and practice. Learning should be transparent, with findings of reviews shared across the professional network, and publicly where appropriate.

### Principles

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 activity is designed and commissioned for improving outcomes for children and learning understands and influences 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 is effectively evaluated; evidencing what works, why and in what contexts and understands what needs to improve
- Partners support and demonstrate a culture of professional curiosity and challenge; to be both respectfully challenging and challenged,

## WSSCP Learning Improvement Framework

- Reviews, audits and learning and development activity generates co-creation, meaning and reflectiveness,
- That activity facilitates and utilises information and feedback in the system including from frontline practice, families, and the child's lived experience.
- A culture of continuous **learning and improvement is applied** utilising learning to reflect not just on our actions, but on the underlying assumptions and rationale behind our actions. This enables us to identify where we need to challenge our thinking and approach (**double loop**

### Connected learning

The WSSCP operates with a Sub-Group and network group structure to manage its functional tasks. The effectiveness and thoroughness of the WSSCP requires that the work of each Sub-Group interacts with the work of the others, whereby the output of one Sub-Group informs the input to another. All WSSCP groups will be conversant with this Learning Improvement Framework and consider it within its business.

Learning and improvement is not exclusive to the WSSCP, and it must be open to importing learning from, and exporting learning to, other partnerships and agencies.

### Responsibilities

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 learning<sup>1</sup> 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.

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)
  - 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

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<sup>1</sup> Adapted from Research in Practice 2012

## WSSCP Learning Improvement Framework

- 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 section 11 audits 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 West Sussex Safeguarding Children Partnership Annual Report relating to key safeguarding activity, data, and emerging themes.

## Identification of needs

The process by which scrutiny and challenge is informed is through the collation, coordination, and analysis of information from a variety of different sources.

- **Safeguarding partnership dataset:** The WSSCP holds a quantitative partnership dataset highlighting patterns of performance and practice, risk, and demands on services,
- **Rapid Reviews and Local Child Safeguarding Practice Reviews:** The WSSCP undertakes systemic reviews of cases to deliver a rigorous, objective analysis of what happened and why in order to learn lessons for the future.
- **Audits:**
  - Section 11 audits
  - Single agency audits
  - Multi-agency audits
  - Thematic scrutiny and case file audits

## Learning from 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)<sup>2</sup> and at local level with the safeguarding partners.

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<sup>2</sup> 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.

## WSSCP Learning Improvement Framework

Locally, the WSSCP has arrangements to identify and review serious child safeguarding cases which raise issues of importance.

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.

When partners are notified of a child safeguarding case which meets the criteria, a rapid review must be carried out. The primary purpose of a rapid review is to establish immediate facts and learning. Where partners determine there is more to examine and learn, a decision to conduct a safeguarding practice review will be undertaken.

The safeguarding practice review is to focus on improving learning, professional practice (collective and individual) and outcomes for children

- The approach taken to reviews should be proportionate according to the scale and level of complexity of the issues being examined
- 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 LCSPRs must be published, including the WSSCP's response to the review findings, in order to achieve transparency.

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 dissemination of the findings and embedding and evaluating impact on practice. Learning from rapid reviews should be done in a timely way.