Safeguarding Early Adopters

Interim Learning from the programme so far

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NCB's role

- Learning facilitator;
- Work with EA partnerships to develop a community of practice;
- Disseminate emerging learning;
- Develop an evidence base of effective approaches to delivering multi-agency safeguarding arrangements;
- Develop tools and resources to support implementation;
- Identify and share examples of effective practice;
- Provide constructive support and challenge;

The Early Adopters

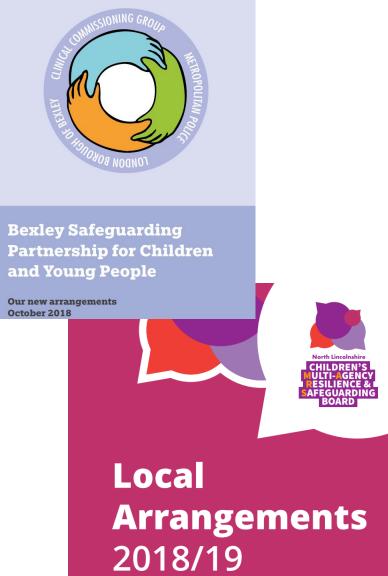Who are they and what are the approaches they are developing?

https://www.ncb.org.uk/resources-publications/resources/safeguarding-early-adopters-overview-learning

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EA site	Ind. Scrutiny	Local reviews	CDR	Engagement with schools	Voice of the child	Practice challenges	Contextual safeguarding	Alternative structural model
Tameside	X			X	X			
Trafford	X						X	
Salford		X						
Northumberland, Gateshead, Newcastle upon Tyne, North Tyneside, South Tyneside, Sunderland								X
Calderdale				X	X	X		
North Lincolnshire	X			X			X	
York				X	X			
Hertfordshire	X			X				
Dudley, Sandwell, Walsall, Wolverhampton			X					X
Birmingham		X						
Stoke on Trent/Staffordshire				X				X
Solihull				X				X
Bexley, Greenwich, Lewisham	X	X	X			X		X
North West London Partnership			X					
Reading, W. Berks, Wokingham				X				X
Devon, Plymouth, Torbay		X				X		
Wiltshire	X							X

Who has published their new arrangements?

- **Bexley** - https://media.inzu.net/2acc977c715cd84d14a75f01032546ad/mysite/downloads/684_Bexley_Children_and_Young_People_Safeguarding_Partnership_Arrangments_October_2018_FINAL.pdf

- **Devon** - https://www.devonchildrenandfamiliespartnership.org.uk/documents/2018/11/safeguarding-arrangements-for-children-and-young-people-in-devon-our-response-to-working-together-2018.pdf/

- **North Lincolnshire** - http://www.northlincscmars.co.uk/wp-content/uploads/2018/11/CMARS-Local-Arrangements-Plan.pdf

Bexley Safeguarding Partnership for Children and Young People

Our new arrangements
October 2018

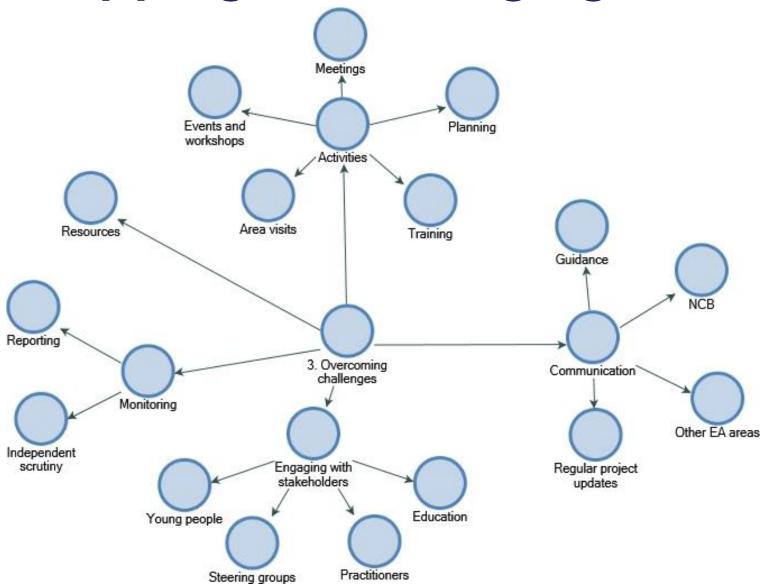**Local Arrangements** 2018/19

Identifying the learning – NCB's Enquiry framework

How can effective local arrangements be led equally by the three safeguarding partners and ensure the best outcomes for children and young people?

- Structural arrangements
- **Independent Scrutiny**
- **Learning Reviews**
- Role of Children, Young People and Families
- **Role of Wider Partners**
- Addressing Local Practice Challenges
- Information Sharing
- Regional Alignment of CDR
- Resourcing

Mapping the emerging solutions

The role of the Independent Scrutineer

There may be a need for a whole range of tools/a menu of options to utilise to evaluate practice and policy at different levels.

There may be a need for various functions including:
- Challenge and accountability
- Addressing conflicts of interest
- Escalation
- Conflict resolution
- Decision making re: Case Reviews
- Review of progress
- Analysis and assessment of performance
- Identifying and mitigating risks

There needs to be an array of people across the partnership engaged including:
- National experts
- Peer reviewers
- Frontline practitioners
- Children and Young People
- Parents and carers who are involved in the system

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Practice examples from the early adopters.

Devon:

Will make use of some or all of the following processes in conducting its scrutiny work:

- Developing partnering arrangements with neighbouring safeguarding partners to provide peer reviews;

- To buy in expert scrutiny from national bodies and/or acknowledged experts as needed;

- To generate a system of internal peer reviews within Devon – e.g. a team of practitioners from one area peer reviewing the work of a team from another;

- To ensure the practice evaluation work described above generates locally based scrutiny with local safeguarding systems and that those lessons are disseminated more widely across the County as needed.

N. Lincs:

Through the Children's MARS Board Scrutiny and Assurance Framework, a range of mechanisms are in place to ensure scrutiny and assurance including independent scrutiny, which are:

- Section 11 Process
- Assurance Events
- Practice Learning Process and Line of Sight Events
- Peer Review

These mechanisms provide opportunities for quality assurance, case tracking and deep dives into specific agencies, themes, cohorts and areas of focus. In the spirit of continuous learning and a responsive approach, there will be ongoing review of the Children's MARS Board Scrutiny and Assurance Framework, including independent scrutiny arrangements. This reinforces the local ethos of being forward thinking and outward looking and the ongoing drive towards 'breaking the mould', while ensuring the approach to scrutiny and assurance continues to be transparent and inclusive.

Independent Scrutiny Officer(s) will play a significant role in the Children's MARS Board Scrutiny and Assurance Framework, as will safeguarding partners and representatives from relevant agencies, to engage in peer review processes including at a regional and national level.

The role of education

Things to consider:

- What is the role of schools and other wider community partners in safeguarding in the new arrangements?
- What arrangements will effectively ensure that all schools (including multi academy trusts), colleges and other educational providers (early years, post-16), in the local area are fully engaged, involved and included in the new safeguarding arrangements?
- How is a culture of partnership working, with all wider partners, created outside of formal board structures?

Approaches being taken:

- Utilise existing 'forums' to engage with education (across Early Years, Schools, FE);
- Chair of governors key education engagement group
- Two way dialogue
- Peer auditing schools
- Separate voluntary and faiths sector strand in some areas
- Representative from secondary school seconded one day per week to LA, conducting visits to post-16 and Early Years providers
- Feeding back to schools is important – keeping them in the loop re referrals, engagement with families. This could be promoted via multi-agency events and using model of feedback from police to schools.

Practice examples from the Early Adopters – engaging wider partners

West Berkshire (including Reading and Wokingham) EA have identified some useful questions for use in workshops with wider partners. There are two areas of focus:

- **Questions designed to identify who will constitute the Board membership and how partnership with children, young people and families is effectively achieved**

- **Questions designed to elicit how we will work together to achieve effective independent scrutiny, ensure the effectiveness of arrangements and support/challenge each other (Q&P stands for Quality and Performance)**

Approach to workshop 1:

- *Based on your experience, what comments do you have on the proposal to adopt membership Option ...?*

- *What are the risks and benefits that you would specifically like all partners to give thought to?*

- *How might the transition be managed?*

- *In your experience as a LSCB Board Member, what have been the most effective ways of engaging children, young people and families in the work of the LSCB?*

- *How would you like to see these replicated in new arrangements?*

Approach to workshop 2:

- **Workshop 2A** - All LSCB Board senior leaders are asked to consider the membership of the Q&P sub-groups and ensure that they have sufficient representation on the groups, ideally from key managers/leaders within their services who can effectively contribute to analysis of performance data, proactively undertake partnership audit and assurance functions, and propose and follow through on recommendations relating to practice and service design.

- **Workshop 2B -** LSCB Members are asked to review the list of annual reports presented to LSCB Boards in the course of a year and to determine which of these reports:
  - Need to go to the LSCB Board for discussion
  - Could be received by Quality and Performance (on the condition that Q&P than summarise their view of these reports to LSCB Board).

- **Workshop 2C** - LSCB Members are asked to comment on how they would like to achieve effective support and challenge of each other within the system (please consider each bullet point below).

- Would you prefer to:
  - Discuss all risks or capacity issues in the Board meeting; or send them in writing to the Chair and Business Managers in advance of the meeting, discussing the exceptions that the Board need to note in the meeting.
  - Receive all Q&P data reports; or receive only an exception report produced by Q&P following their discussions.
  - Receive all audit reports; or receive a summary of activity, learning and recommendations from Q&P Chairs.
  - Meet periodically with children and young people in a LSCB Board environment; or expect all LSCB members have direct contact with children and young people to understand their lived experiences outside of Board meetings, to inform LSCB priorities and planning.

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Tools and Resources from the programme

- Compliance/Quality;
- Learning examples and FAQs across the key learning themes:
  - Independent Scrutiny
  - Learning reviews
  - Child Death Reviews
  - Funding approaches
  - The role of wider partners
  - The voice of children and young people

Engage with the programme

- Newsletters
- Resources
- Learning examples
- Sign up with tmoncada@ncb.org.uk
- Find out more about the programme and download new resources here: https://www.ncb.org.uk/what-we-do/our-priorities/vulnerable-children/projects-and-programmes/safeguarding-early-adopters