

# Learning and Improvement Framework

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Local Safeguarding Children Board: Updated  
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## Contents

Section 1: Introduction.....	
Section 2: Why do we have a Learning and Improvement Framework? .....	
Section 3: The Principles of the Learning and Improvement Framework .....	
Section 4: Purpose, Content and Scope .....	
Section 5: How we achieve this? .....	
References.....	

## Section 1: Introduction

Kingston and Richmond Local Safeguarding Children Board (LSCB) Learning and Development Strategy sets out a single, clear ambition to ensure that all children and young people in the Boroughs, whatever their background, lead safe, happy and healthy lives, with opportunities to learn, develop and fulfil their potential. This is a shared ambition across the LSCBs and partner agencies, clearly noted in the Children and Young People's Plan. In addition to the Strategy the LSCB has developed this Framework to ensure that responsibilities are clear, for all partners. Working Together to Safeguard Children and Young People 2013 places a requirement on Local Safeguarding Children Boards (LSCBs) to maintain a local learning and improvement framework which is shared across local organisations who work with children and families. This framework will therefore enable organisations to be clear about their responsibilities, to learn from experience and improve their services as a result.

## Section 2: Why do we have a Learning and Improvement Framework?

The following outlines the themes behind the development of this framework

- **Assessing and consolidating good and effective practice**  
The Framework seeks to identify and promote continuous learning through the identification of good and effective practice and seeks to consolidate this across the LSCB membership. The LSCB in its Business Plan identified its improvement priorities for the year which are reflected in this Framework.
- **Professor Munro's Review of Child Protection**  
Professor Munro's review of child protection made it clear that the LSCB is a scrutiny body and is given the statutory responsibility to monitor whether local partners are effectively safeguarding and promoting the welfare of children and young people in Richmond. The LSCB is not accountable for the operational work of the Board's partners, but it is through the LSCB that the effectiveness of practice to safeguard and promote children's welfare in Richmond is coordinated. Professor Munro went on to recommend in her report that through its arrangements each LSCB should take account of local need and include in their annual reports an assessment of the effectiveness of the help being provided to children and families. LSCBs are also directed to evaluate the effectiveness of multi-agency training to safeguard and promote the welfare of children and young people.<sup>1</sup>
- **Working Together to Safeguard Children, 2013**  
Chapter 4 of the revised Working Together to Safeguard Children (2013) directs LSCBs to have in place and maintain a local learning and improvement framework which is shared across local organisations that work with children and families. Working Together directs organisations who are members of the LSCB

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<sup>1</sup> See recommendation 6 on page 14 of Professor Munro's final report here:  
[http://media.education.gov.uk/assets/files/pdf/m/8875\\_dfe\\_munro\\_report\\_tagged.pdf](http://media.education.gov.uk/assets/files/pdf/m/8875_dfe_munro_report_tagged.pdf)

to be clear about their responsibilities for contributing to the learning and improvement process, and for making sustainable changes to services as a result of the learning. Moreover, the LSCB has a responsibility to make any findings from serious case reviews (SCRs) public as the learning is not only valuable for professionals, but for members of the public to understand what works well and what can go wrong when systems fail to support and protect children. The Learning and Improvement Framework embodies the principles set out below in line with the expectations set out in chapter 4 of Working Together to Safeguard Children, 2013.

### Section 3: The Principles of the Learning and Improvement Framework

This framework is based on the following principles for learning and improvement as set out in Working Together to Safeguard Children

- Drives **improvements to practice** in safeguarding children
- Drives the identification of and champions the **Improvement Priorities** of the LSCB set out in the LSCB Business Plan
- Places **children at the centre** of practice and service provision
- **Promotes early intervention and prevention** across all organisations
- **Produces targeted learning outcomes** based on evidence
- Is **transparent and proportionate** in its approach to learning
- Promotes a **common understanding of thresholds** and access to services for children
- Drives **training and development** to ensure staff are suitably knowledgeable and skilled
- Promotes **equality, diversity and inclusion**

For this framework to be effective it must be underpinned by the first principle stated above. All organisations must adopt a culture of continuous learning and improvement. In practice this means practitioners, managers and organisations taking a reflective, non-blaming, systemic and analytical approach that focuses on achieving improvements and best outcomes for children and young people.

### Section 4: Purpose, Content and Scope

The main purpose of the Framework is to drive organisational and service improvements in practice to safeguard children. In this respect; the Framework will also give authoritative guidance for the advancement of learning within organisations. The content of the Framework embraces the principles set out at section 3 of this Framework and meets the requirements of chapter 4 'Working Together to Safeguard Children'.

The Framework's content and scope contains the following;

- Learning from multi-agency and s.11 audit
- Learning from Serious Case Review
- Learning from inter agency case review (where SCR criteria is not met)
- Identifying, sharing and consolidating good practice
- Learning from observational work

- Findings, identified themes, and learning from single agency audit work
- Views of children, young people and their families
- Analysis of quantitative information and trends emerging from performance information across all organisations

## Section 5: How we achieve this?

The LSCB will seek to achieve the purpose of the Learning and Improvement Framework through Learning from Serious Case Review (SCR), Case Review and Child Death Reviews

'Working Together to Safeguard Children', 2015 states that SCRs and other case reviews should be conducted in a way which:

- recognises the complex circumstances in which professionals work together to safeguard children;
- seeks to understand precisely who did what and the underlying reasons that led individuals and organisations to act as they did;
- seeks to understand practice from the viewpoint of the individuals and organisations involved at the time rather than using hindsight;
- is transparent about the way data is collected and analysed; and
- makes use of relevant research and case evidence to inform the findings.

Reviews are a method used by LSCBs to identify learning and deliver improvements in practice. Reviews should also highlight, share and consolidate good practice where this exists. Using systems methodology, the LSCB and partner organisations will translate the findings from reviews into programmes of work which lead to sustainable practice improvement for safeguarding children and their families.

Reviews of cases will be conducted regularly, not only on those cases which meet statutory requirements but also on other cases which can provide valuable lessons about how LSCB partners are working together to safeguard and promote the welfare of children.

- **Child Death Reviews (CDOP)**

In line with the Children Act 2004, Child Death Overview Panels (CDOPs) were set up under the auspices of LSCBs to review all child death in the local area whether expected or unexpected. Information about children and the circumstances of their death is collected and summarised from records held by ambulance services, hospitals, community health services, schools, police, children's services and other agencies whose staff knew the child. The CDOP will report on findings from Rapid Response meetings and the reviews of children's deaths to LSCB summarising the key learning points and recommendations arising.

- **Multi-Agency Case Reviews and Audit**

The main purpose of multi-agency audit and review is to describe the child's journey through examining how well the multi-agency partnership has worked together to share information and respond collectively to children's needs, making the right judgements at the right time. The LSCB is developing a systems approach to multi-agency audit and review. This will improve how well partners are involved and ensure the learning is fed directly back to the practice base.

Using an innovative format developed in line with systems methodology, the LSCB partnership will work with the multi-agency practice base to conduct live multi-agency case discussions. The Case Review Group of the LSCB will identify which cases go forward for review. It is important to note that any case considered for multi-agency review does not have to have been considered for a Serious Case Review (i.e., where significant harm has been caused and abuse or neglect is a known factor). This group will receive referrals from any LSCB agency where a case is causing concerns and the multi-agency working has not been effective enough to respond to these.

This approach will support the LSCB to assess whether partners are fulfilling their statutory obligations set out in Working Together to Safeguard Children, 2015. Additionally, it supports quality assurance of multi-agency services and practice and helps to monitor and evaluate the effectiveness of training, including multi-agency training, to safeguard and promote the welfare of children. This methodology includes practitioners and service providers examining current cases on a live multi-agency basis. In this way, the LSCB will ensure that learning and improvement is fed directly back into service delivery across the LSCB partnership. All learning and action arising from review and audit will be reported at each LSCB meeting.

- **Section 11 audit**

Section 11 audits are carried out in line with statutory guidance issued by HM Government. The LSCB has completed and reported upon four tranches of s.11 audit since 2009. The LSCB is now making section 11 audit online. This online audit will improve the reach of s.11 audit making it readily available to organisations and ensuring that the LSCB retains an overview of all audit work completed. Themes emerging from audit will be identified and responded to.

- **Single agency audit**

Single agency audit is carried out by LSCB members in line with their own internal quality assurance frameworks. The LSCB will have the opportunity to review the learning from this type of audit and to triangulate it with performance information and with learning arising from Serious Case Review, Case Review, observational work and multi-agency audit. Figure 1 below illustrates how all of the above work to monitor and review the quality of practice will work to support effective children centred practice.

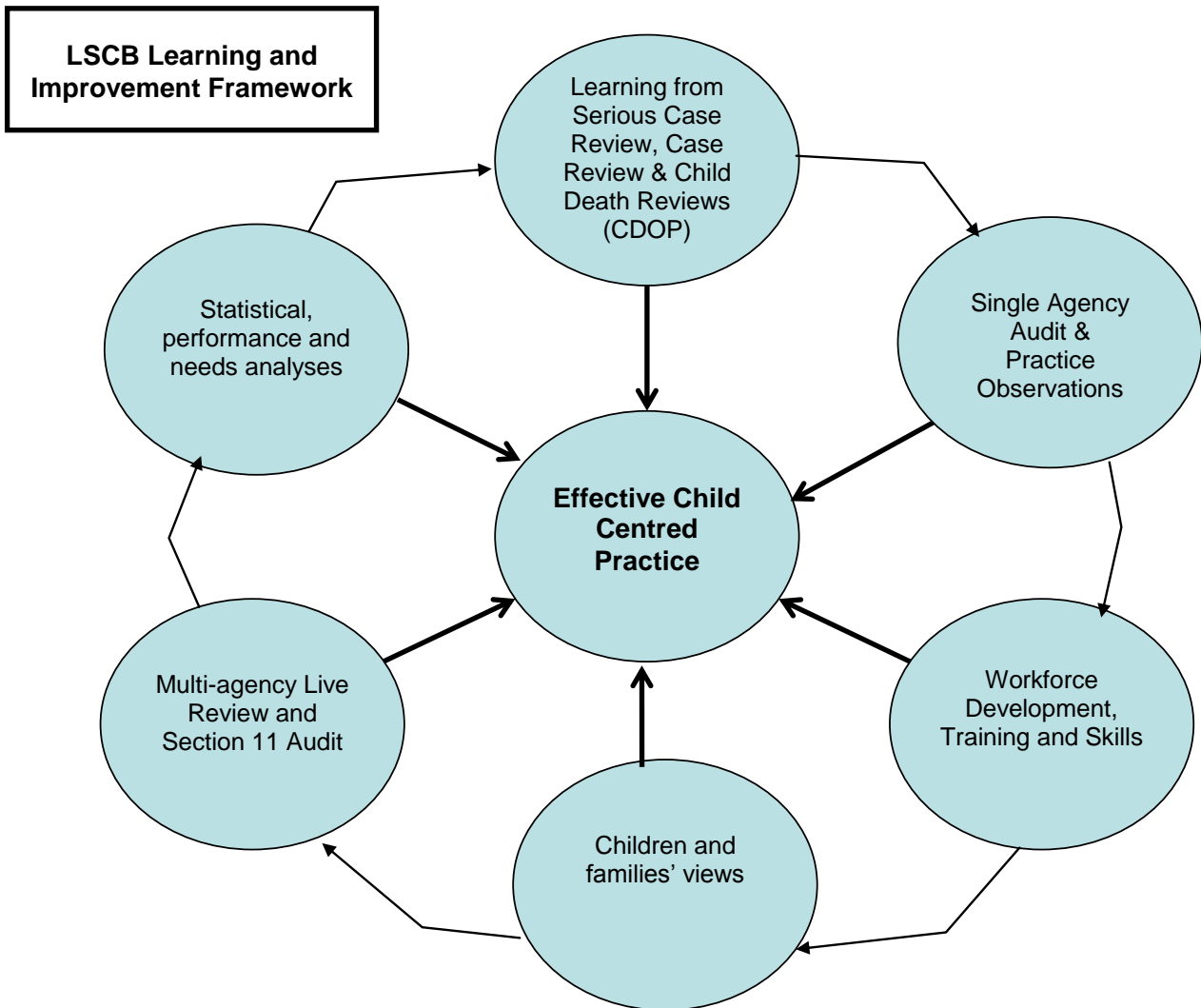
- **Learning and development**

Sharing and embedding good practice, what works well and learning from when things go wrong is a crucial part of supporting a culture of continuous learning and improvement. Professionals and organisations should have access to a wide range of learning and this should be disseminated through a range of methods. Embedding learning must be integrated into everyday practice for it to be truly effective. Dissemination of learning can take place through:

- Single Agency Training
- LSCB Multi Agency Training
- Conferences
- Best Practice Briefings, Forums and Networks LSCB Newsletters

The LSCB multi agency training programme has a key role to play in relaying latest practice and learning. The provision available is outlined in the LSCB training strategy and learning and improvement plan.

**Figure 1**





**Table 1**

<b>Learning and Improvement Activity</b>	<b>Method</b>	<b>When</b>	<b>Who</b>	<b>Expected Outcome</b>
Serious Case Review and Case Review <sup>2</sup>	LSCB endorsed systems methodology	As and when required	LSCB	Organisations and agency settings gain learning and improve practice.
Section 11 audit and Multi-agency review and audit	Online audit tool (s.11) and LSCB endorsed live review using systems methodology	As and when required.	Multi-agency Audit Group and Case Review Group	Organisations and agency settings comply with s.11 requirements, gain learning from review and improve practice.
Reviews of Child Death (CDOP)	Rapid Response and CDOP Reviews	Summary for LSCB Meetings	CDOP Chair	The LSCB will gain learning and take forward actions arising from the reviews of child deaths.
Children's and families' views	LSCB endorsed surveys, evidence from review and audit findings.	As and when required	LSCB	Children and families' views are heard and are responded to.
Workforce Development and Training	LSCB Training Programme	Annual	Learning and Development Subgroup	Staff are suitably knowledgeable and skilled.
Statistical performance data and needs analyses	LSCB Dataset	Quarterly	QASG	The LSCB identifies areas for improvement and are informed of emerging themes and trends.
	Needs Analysis	Annually	QASG	
	Supporting data <sup>3</sup>	As and when required	QASG	

## References

Working Together to Safeguard Children, DfE, 2015

Statutory Guidance on Learning and Improvement, DfE, 2012

The Munro Review of Child Protection: Final Report, 'A child-centred system', May 2011

<sup>2</sup> Where SCR criteria is not met

<sup>3</sup> Information relating to early intervention, e.g., Early Help Assessment information, or information relating to child protection (profile of children and reasons for children becoming subject to child protection plans).