



East Dunbartonshire
**Child Protection
Committee**

LEARNING & IMPROVEMENT FRAMEWORK

2022-2025

NOVEMBER 15, 2022
EAST DUNBARTONSHIRE CHILD PROTECTION COMMITTEE



Introduction

The world of safeguarding and protection of children and young people is complex, demanding and necessary; and nothing is more important than helping and protecting our children and young people at the earliest possible opportunity. Working together to make children and young people safer is the primary aim of East Dunbartonshire's Child Protection Committee (ED CPC) and it is essential that both professionals and agencies learn lessons when things don't go right and equally importantly, when they do.

With each lesson we learn, we need to make sure that this drives and sustains improvement in our front-line practice. ED CPC is committed to making sure this happens.

Our Vision - that all children in East Dunbartonshire are seen, heard and helped; they are effectively protected, safeguarded, properly supported and their lives improved by everyone working together.

At the core of our safeguarding and child protection work is the commitment to ensure children and young people are seen, heard and helped and that we truly understand the quality of their experiences. We want to learn from these experiences and have a positive impact upon young lives. We want our work to be characterised by an attitude of constructive professional challenge and we want to engage in a culture of continuous learning and review that inspires innovation, whilst always making sure we are getting the basics right.

The East Dunbartonshire Child Protection Committee (ED CPC) Learning and Improvement framework demonstrates how learning is identified, disseminated and implemented in practice within a multi-agency context, to improve outcomes for children, young people and their families within the local authority area. The ED CPC Learning and Improvement Framework is central to development and continuous improvement and our approach to multi-agency safeguarding and child protection arrangements. This framework enables and supports rigorous assessment of the quality of multiagency child protection arrangements and adopts our approach to how we learn and drive forward improvements to our systems and in turn, outcomes for children and young people. To ensure that this framework is effective, ED CPC will monitor its impact and review its content on an annual basis via the Management Information and Self Evaluation (MISE) Sub Group of ED CPC.

Our approach to continuous improvement

Learning opportunities from child protection practice arise from a variety of sources. This framework sets out the key practice reviews and learning opportunities that ED CPC will use to look at what is working well, and what needs to happen to improve practice.

At the forefront of all of these mechanisms will be a focus on ensuring the child's experience is captured (including views of parents and family members). The starting point will be engaging in understanding what life is like for the child and what could be improved from their perspective to influence better practice and service delivery in the future.

How ED CPC identifies Learning



This framework is designed to underpin and facilitate the development of a culture of continuous learning and improvement across the whole of our child protection system, it is based on:

- locally agreed priorities as set out in our Annual Report
- knowing our strengths, what we do well
- knowing what children and young people say
- learning from national research
- Improvement being sustained through regular monitoring and follow-up to make a real impact on improving outcomes for children.

Learning and improvement activity must be able to assure partners about the effectiveness of safeguarding and child protection arrangements and demonstrate improvements in:

- child protection arrangements including collaborative working
- ensuring children and young people receive 'the right help at the right time'
- outcomes for vulnerable children and young people.
- shared commitment to implementing and embedding improvement actions
- shared commitment to focus and learn from good practice as well as those cases that meet the criteria.

Child, family & Community

An effective learning and improvement framework will bring together in a joined up way the various views and experiences of the children, young people and families using our services; and not only from the review / audit processes that is in operation. There is a wide range of information already collected from children, young people, families and communities. At the heart of this work is trying to understand what children and families themselves believe could have made a positive impact on their lives had agencies worked differently or, what worked well, so this can be sustained.

In order to ensure transparency all learning and improvement activity should include:

- the involvement of children, young people and their families in improving the work of ED CPC
- publication of learning and improvement activity and its impact on outcomes for vulnerable children and young people
- production and publication of our Annual report evaluating the effectiveness of how we protect and safeguard children and young people.
- working together with our partner agencies to contribute and respond, to learning and improvement activity in a timely manner.

Lessons Learned Reviews

Reviews are undertaken to learn from past events, this learning is used to improve practice and services for vulnerable children and their families. Reviews consolidate learning about what is working well and what presents challenge, central to all review processes will be a focus on trying to understand events from a child's perspective.

How we review practice;

- Multi-agency case reviews
- Single-agency case reviews
- Learning Reviews
- External Learning
- Commitment to dissemination of learning and changes in practice which promote improved outcomes for children and young people.

Audit Activity

Having a systematic auditing process in place allows us to monitor the quality of practice and access where there is a need to target areas for development. The auditing process provides one of the best learning opportunities for both workers and organisations. Auditing will assess and measure the quality of professional practice and test:

- Whether the child / young person's voice has been heard through intervention.
- Whether multi-agency practice is making a difference for children, young people and their families.
- Whether or not what is happening should be happening.
- Whether current practice meets required standards, process and published national guidance.
- Whether current evidence about good practice is being applied.

Development of an overall understanding of the effectiveness of audit activity through the sharing of findings from:

- Quality Assurance and Audit Activity
- Inspection

- Internal reviews

ED CPC Minimum Dataset

- ED CPC oversees an agreed minimum dataset that monitors key points in the “the child’s journey” via child protection process and enables ED CPC to provide appropriate support and scrutiny of child protection activity and performance.
- The Management Information and Self Evaluation (MISE) Subgroup reviews this data alongside qualitative and quantitative information as part of a rolling cycle of quality assurance, performance management learning and improvement.

Workforce Knowledge

Engagement with our workforce to understand their experiences of what is working well and what isn’t is key to gaining a transparent understanding of the realities of front-line child protection / safeguarding work. Crucial to this is the exploration of workforce feedback in respect of the knowledge, skills, experience and opportunities they have for direct work and engagement with children and young people.

How we receive workforce feedback;

- Information/Briefing events
- Feedback from Multi-agency training
- Surveys & Consultation

External Learning

Opportunities for learning from national reviews, feedback from strategic structures and other forums external to this are equally relevant to how our system improves. We will take account of this learning and ensure it is appropriately disseminated or included in related action plans targeting service improvement.

Disseminating Learning and Identified Practice Improvement

Disseminating and embedding good practice, what works well and learning from when things go wrong is an important part of supporting a culture of continuous learning and improvement. Integral to the success of this framework will be the sharing of learning across organisations to ensure transparency, accountability and consistent improvement to practice. Review processes are a valuable resource for identifying learning from practice, and are a significant tool for disseminating and imbedding that learning.

Senior leaders across all agencies will be expected to drive a culture whereby learning is effectively disseminated and embedded into the day to day practice of front-line practice.

How we share learning;

- Multi-agency Briefing Events
- Embedded into training programme

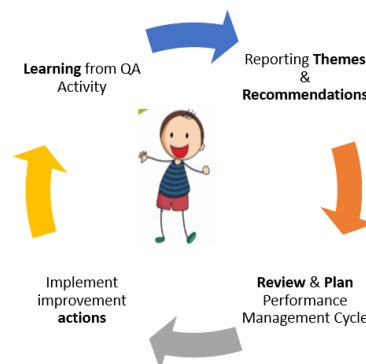
- Campaigns and promotional material
- Communications through Social Media
- Publication of Learning Reviews
- ED CPC Annual Report

In terms of embedding of learning this is monitored by the MISE and the Joint Learning and Development Subgroup in relation to learning points / findings from reviews and associated action plans we achieve this through;

- Development of Policy and Protocol
- Reflective Practice and Supervision
- Collaborative Joint Working Arrangements
- Service Team Meeting structures that focus strongly on how identified improvements will be implemented in a meaningful to our workforce

Monitoring & Evaluating the Impact of Changes

The aim of this framework is to make a positive impact on workforce practice and in turn improves outcomes for children and young people. Our most frequent question will be “what difference have we made to children’s safety and wellbeing as a result of identifying learning, disseminating lessons and embedding those lessons in our day to day practice.” There will be a variety of mechanisms by which we will attempt to achieve this, using new and existing approaches, however the most important evaluation will be the targeted tracking of individual children and being clear about the difference that any learning would have made to the child, if applied at the time of intervention, monitoring will be undertaken through the following processes:



Information sources to support identification of learning

Learning & Improvement Activity	Sources	Providers	Outcome
The Voice of the Child Child Protection Consultation Framework	<ul style="list-style-type: none"> - Mind of My Own App - Focus Groups - Having Your Say 	<p>MISE Subgroup Public Information & Communication Subgroup.</p> <p>All partners to demonstrate the voice of the child is captured within their own governance structures</p>	Children and families' views are heard and are responded to.
Case Review Process including Practice and Learning Reviews	<ul style="list-style-type: none"> - Completed Reviews - Review Updates - Implementation of action plans & evidence of embedded learning. 	<p>Learning Review Subgroup</p> <p>Learning Review Operational Group</p>	Organisations and agency settings gain learning and improve practice.
Multi-agency/single-agency Quality Assurance and Audit programmes	<ul style="list-style-type: none"> - Minimum Dataset - Programme of Audit Activity 	<p>MISE Subgroup</p> <p>Individual Agency</p>	<p>Gain learning from review to inform & improve practice.</p> <p>Identify areas for improvement that are informed by emerging themes and trends.</p>
Workforce Learning and Development	<ul style="list-style-type: none"> - Annual Training Review - Annual training programme - Recurring practice themes. 	Joint Learning & Development Subgroup	Workforce are suitably knowledgeable and skilled.
Public Protection Website	Statistics on the number of visitors the website receives, which pages are being viewed and how often.	Public Information & Communication Subgroup	Raised awareness of child protection and early help process.