



Gofal Cymdeithasol **Cymru**
Social Care **Wales**



Noddir gan
Lywodraeth Cymru
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Getting in on the Act

Learning objectives

- To consider the role of the review process in safeguarding individuals in the context of the *SSWBA(W) Act 2014*.
- To consider the role of the reviewer and to equip the reviewer to undertake a review.
- To consider the aspects of the review process.
- To consider the opportunities and the challenges.
- To consider the role of the Reviewer, the Chair, Review Panel and members, Board and its subgroups in undertaking effective reviews.



Confidentiality



Caring and safe environment



Listen respectfully

Working Principles Agreement



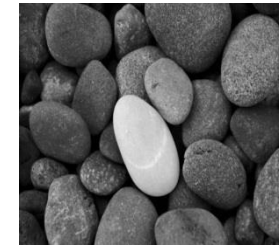
Keep focused



Everyone has a contribution to make!

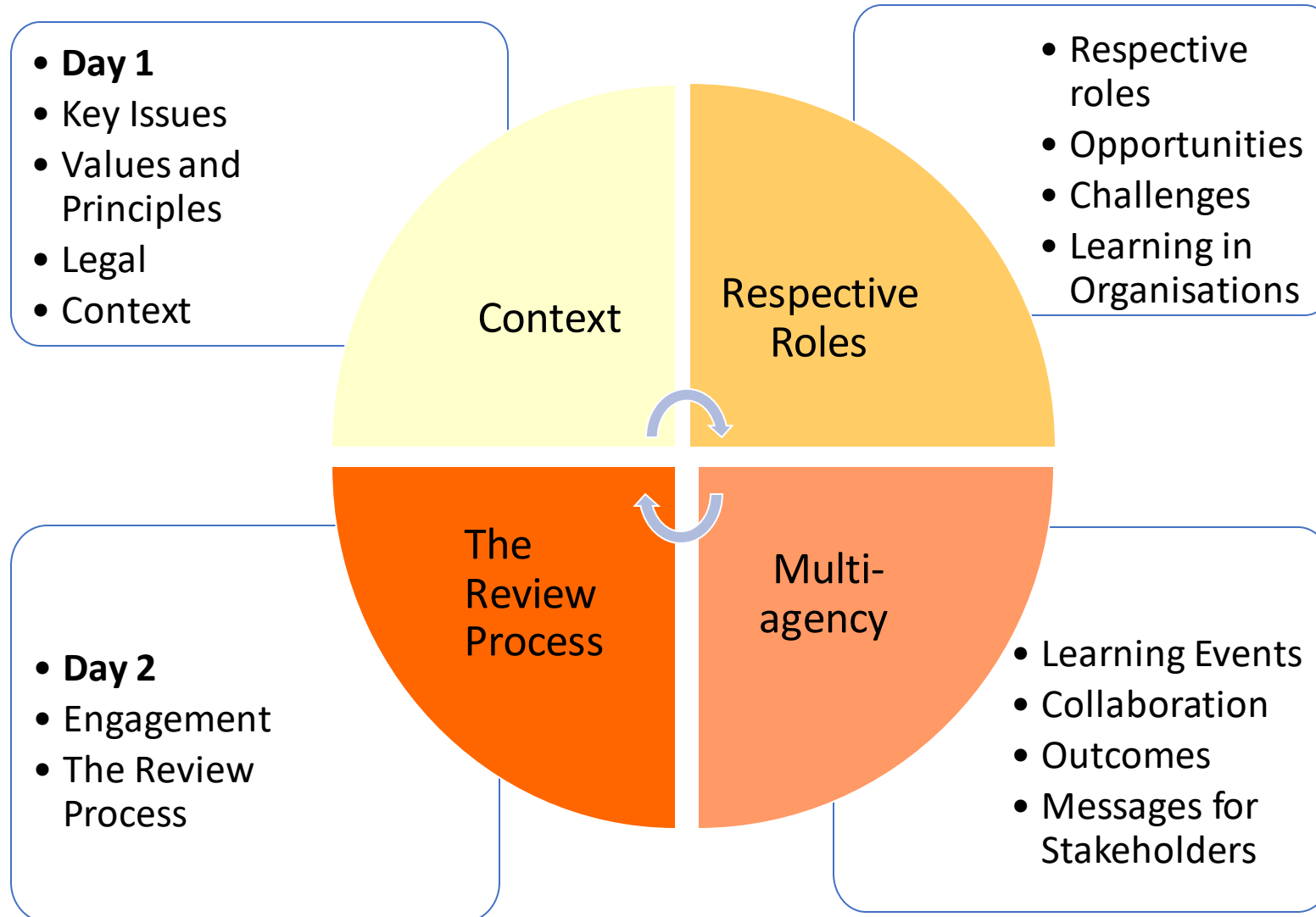


Challenge the statement not the person



Respect difference

Two Days



Activity

- Reintroduce self
- Something you remember from Day One



Engagement



Getting in on the Act

The guidance says

- ‘Engages with children and families in individual cases and takes account of their wishes and views.’ (Guidance, page 3)
- ‘Reviews should illuminate the past to make the future safer’, and ensure that they, ‘articulate the life through the eyes of the victim.’ (Guidance, page 6, para. 7)
- ‘To seek contribution to the review from the individual(s) and appropriate family members and keep them informed of key aspects of process.’ (Template 1, guidance, page 34)

Think about

- How much understanding do you have about the principles of engagement – is this common to all review team?
- Do you draw upon advice from relevant others eg, advocacy providers?
- Describe the values of the team in relation to engagement eg, minimal or maximal.
- What are the drivers/counter drivers within your agency/partnership?
- For drivers how have you deepened these?
- For counter-drivers how have you addressed them?

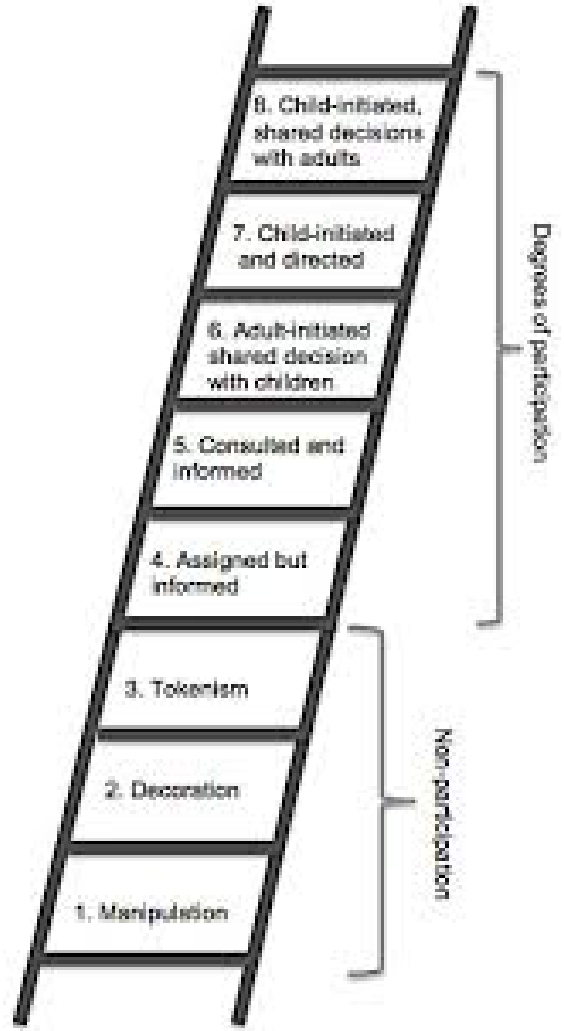
Direct testimony and 'voice' of review subject

- Is there a sense of the subject at all times?
- Some panels ensure a photo of the subject is visible at meetings.
- Is the subject's 'direct testimony' explicitly portrayed in the review?
- Main responsibility towards the subject of the review.
- 'Reviews should illuminate the past to make the future safer... articulate the life through the eyes of the victim.'
(DHR HO guidance, page 6)
- Mudaly N and Goddard C (2006) *The Truth is Longer than a Lie: Children's Experiences of Abuse and Professional Intervention*. JKP

Engagement of family members

- Ensuring that their perspectives and views inform the review process.
- Creative ways of ensuring that their experience informs learning/Learning Event.
- Reviewer has critical role.
- Careful arrangements for explaining the process at the beginning of the review, for sharing the findings at the conclusion of the report and reflecting their comments in the final report.
- Children's Commissioner's 2016 interest in this area.
- Equality and Diversity.
- Reviewer has critical role in balancing the engagement of family members with the primary responsibility to the subject of the review particularly when there is conflict or dissonance.

Models of engagement



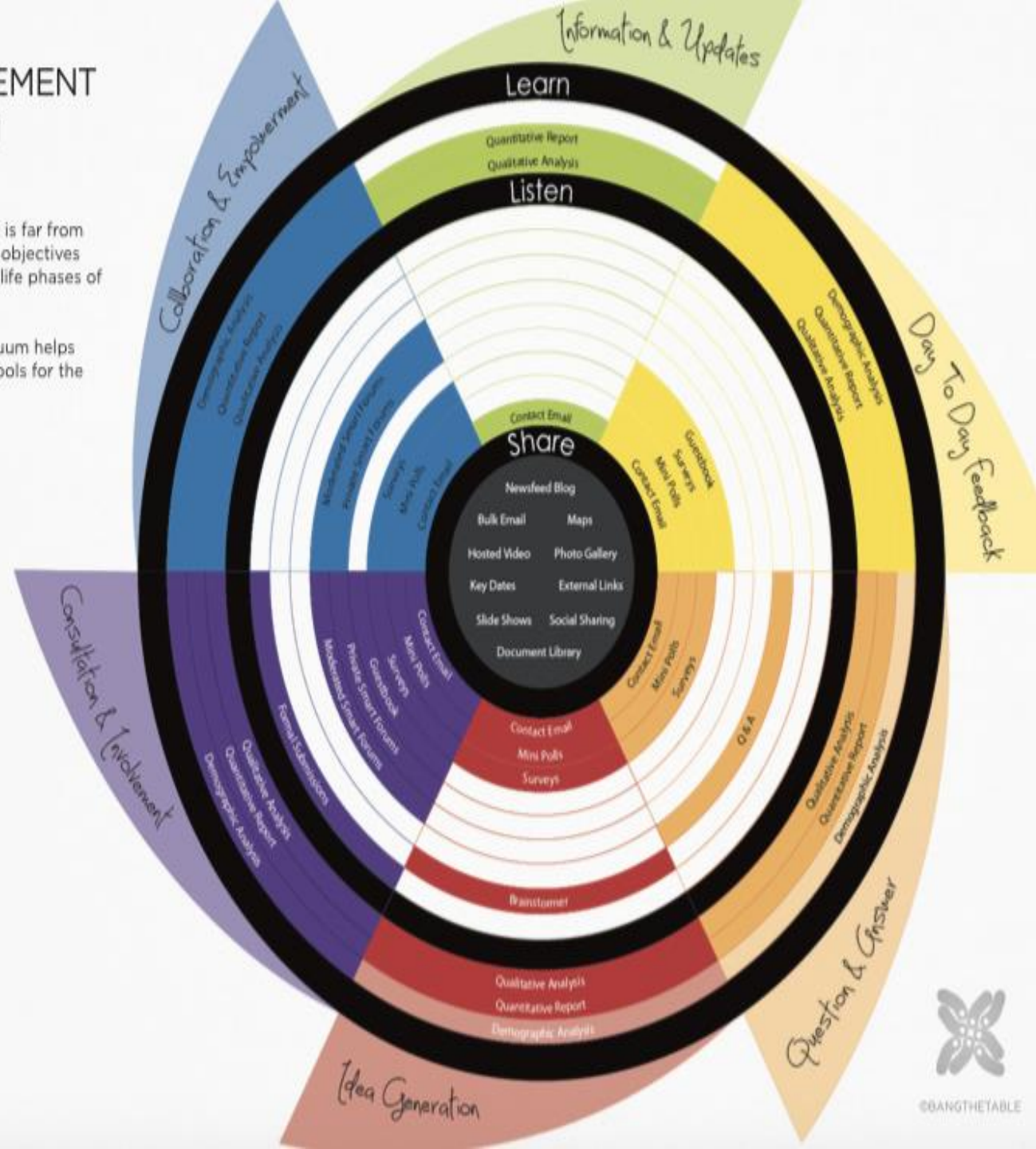
Arnstein (1969) Ladder of citizen participation



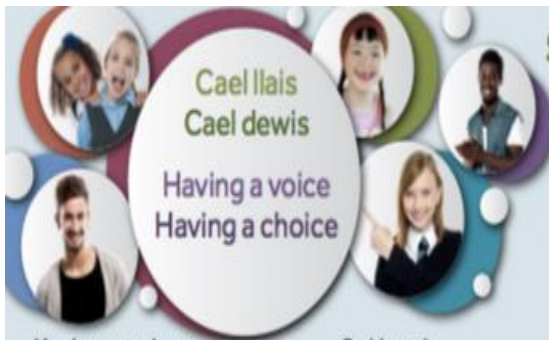
THE ENGAGEMENT CONTINUUM

Community engagement is far from static. Your engagement objectives evolve through time and life phases of the project.

The Engagement Continuum helps you to choose the best tools for the job.



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Safonau Cyfranogiad Cenedlaethol dros Blant a Phobl ifanc

Children and Young People's National Participation Standards

"Mae gan blant hawl i roi eu barn ynghylch beth ddyfal ddigwydd, pan fydd oedolion yn gwneud penderfyniadau sy'n effeithio arnyn nhw, ac i gael sylw i'w barn"

Erthygl 12: Confensiwn y Cenedlaeth Unedig ar Hawliau'r Plantyn (CCUHP)

"Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account"

Article 12: The United Nations Convention on the Rights of the Child (UNCRC)

Mae hyn yn golygu:	Byddwn ni:		This means:	We will:
<ul style="list-style-type: none"> Mae gennych chi'r hawl i wybodaeth sy'n hawdd ei deall ac sy'n gadael i chi wneud penderfyniad gwybodus. 	<ul style="list-style-type: none"> Yn darparu gwybodaeth o safon dda, yn glir ac yn hawdd mynd ati. Yn rhoi gwybod i chi pwy sy'n mynd i wrando a gadael i chi wybod pa wahaniaeth gallai'ch cyfranogiad chi ei wneud. 	<p>1</p> <p>Gwybodaeth Information</p>	<ul style="list-style-type: none"> You have the right to information that is easy to understand and allows you to make an informed decision. 	<ul style="list-style-type: none"> Provide information that is good quality, clear and accessible. Inform you about who's going to listen and let you know what difference your involvement could make.
<ul style="list-style-type: none"> Mae gennych chi'r hawl i ddewis cymryd rhan a gweithio ar bethau sy'n bwysig i chi. 	<ul style="list-style-type: none"> Yn rhoi digon o gefnogaeth ac amser i chi ddewis a ydych chi eisiau cymryd rhan. 	<p>2</p> <p>Chi biau'r dewis It's your choice</p>	<ul style="list-style-type: none"> You have the right to choose to be involved and work on things that are important to you. 	<ul style="list-style-type: none"> Give you enough support and time to choose if you want to get involved.
<ul style="list-style-type: none"> Mae plant a phobl ifanc i gyd yn wahanol ac mae ganddyn nhw'r hawl i gael eu trin yn deg. 	<ul style="list-style-type: none"> Yn herio gwahaniaethu. Yn cynnig amrediad o gyfleoedd a chefnogaeth i fodoni anghenion plant a phobl ifanc. 	<p>3</p> <p>Dim gwahaniaethu No discrimination</p>	<ul style="list-style-type: none"> Children and young people are all different and have the right to be treated fairly. 	<ul style="list-style-type: none"> Challenge discrimination. Provide a range of opportunities and support to meet the needs of children and young people.
<ul style="list-style-type: none"> Mae gennych chi'r hawl i leisio barn. Mae'ch safbwyntiau chi'n bwysig a chânt eu parchu. 	<ul style="list-style-type: none"> Yn gwrandao ar eich barn, eich profiadau a'ch syniadau ac yn eich cymryd chi o ddifrif. Yn gweithio gyda chi ar bethau rydych chi'n dweud eu bod nhw'n bwysig. Yn gwerthfawrogi beth sydd gennych chi i'w gynnig. 	<p>4</p> <p>Parch Respect</p>	<ul style="list-style-type: none"> You have the right to have a say. Your opinions are important and will be respected. 	<ul style="list-style-type: none"> Listen to your views, experiences and ideas and take you seriously. Work with you on things you say are important. Value what you have to offer.
<ul style="list-style-type: none"> Mae gennych chi'r hawl i ddysgu a bod y gorau y gallwch chi fod. Bydd gennych chi gyfleoedd i weithio gyda phobl eraill a gwneud gwahaniaeth. Rydyn ni eisiau i chi gymryd rhan mewn profiadau positif. 	<ul style="list-style-type: none"> Yn gweithio gyda chi mewn ffordd ddiogel, hwyli a phleserus. Yn manteisio i'r eithaf ar beth rydych chi'n ei wybod ac yn gwneud pethau sy'n mellethrin eich hyder a'ch sgiliau chi. 	<p>5</p> <p>Bod ar eich ennill You get something out of it</p>	<ul style="list-style-type: none"> You have the right to learn and be the best you can be. You will have opportunities to work with others and make a difference. We want you to be involved in positive experiences. 	<ul style="list-style-type: none"> Work with you in safe, fun and enjoyable ways. Make the most of what you know and do things that build your confidence and skills.
<ul style="list-style-type: none"> Mae gennych chi'r hawl i wybod pa wahaniaethau rydych chi wedi eu gwneud a sut mae rhywun wedi gwrandao ar eich syniadau chi. 	<ul style="list-style-type: none"> Bob amser yn sicrhau eich bod chi'n cael adborth o fewn amser sydd wedi'i gytuno. Yn dweud wrthyddych chi sut mae'ch syniadau wedi cael eu defnyddio a pham. Yn dweud wrthyddych chi beth sy'n digwydd nesaf. 	<p>6</p> <p>Adborth Feedback</p>	<ul style="list-style-type: none"> You have the right to know what differences you have made and how your ideas have been listened to. 	<ul style="list-style-type: none"> Always ensure you have feedback in an agreed time. Tell you how your ideas have been used and why. Tell you what happens next.
<ul style="list-style-type: none"> Dylai'r bobl sy'n gwneud penderfyniadau sy'n effeithio ar blant a phobl ifanc roi hawliau plant yng nghanol popeth maen nhw'n ei wneud. 	<ul style="list-style-type: none"> Yn gweithio gyda chi ac yn dysgu sut i wneud pethau'n well. Yn gwneud yn siŵr bod eich barn yn gwneud gwahaniaeth i'r ffordd rydyn ni'n gwneud cynlluniau a phenderfyniadau. 	<p>7</p> <p>Gweithio'n well drosoch chi Working better for you</p>	<ul style="list-style-type: none"> Those who make decisions that affect children and young people should put children's rights at the centre of everything they do. 	<ul style="list-style-type: none"> Work with you and learn how we can do things better. Ensure your views make a difference to the way we make plans and decisions.

Activity

In small groups using a model apply it to the practice review process.

You are asked to map the process against the model.

Review activity

Resources

research in practice for adults

Leaders' Briefing

Involving people in safeguarding adults

research in practice

EVIDENCE REVIEW

Voice of the child

Meaningful engagement with children and young people



Dartington

www.rip.org.uk

The review process

Guidance:

- ‘The overall purpose of the review system is to promote a positive culture of multi-agency child protection learning and review in the local area’
- Vol. 2: 6.7-6.12 (Concise); 7.5-7.13 (Extended)
- Vol. 3: 6.7-6.11
- Flowchart Figure 2, page 29

Criteria and designation of review

- Concise CPR Vol. 2: 3.4-3.11
- Extended CPR Vol. 2: 3.12-3.17
- MAPF Vol. 2: 3.3 'examine case practice'
- Vol. 3: MAPF 3.3
- Vol. 3: Concise Review 3.4-3.11
- Vol. 3: Extended Review 3.12-3.17
- Vol. 2; Vol. 3: Annex 3, historic, organised or multiple abuse

Criteria and designation of review

- Member agencies' commitment to identifying and referring appropriate cases
- Rigorous and robust referral systems
- Re-designation as necessary
- Learning opportunities afforded by MAPF
- Historic, organised or multiple – CSE, residential establishments, specific cohort

Terms of Reference

- Living document to be revised as necessary.
- Sets parameters and manages expectations.
- Reflects specific aspects eg, historic, organised or multiple abuse.
- Facilitates Chair's role in constructive challenge including conflict of interest.
- Ensures proper focus and mandate.
- Mechanism for redress – complaints' process?
- Guidance:
 - Vol. 2: 6.17-6.19; Vol. 3: 6.16-6.18
 - Annex 2 Exemplar.

Parallel reviews

- Vol. 2: 6.7-6.12 (Concise) = Vol. 2: 7.8-7.13 (Extended)
- Vol. 3: 6.7-6.10; 7.7-7.10
- Inquest; criminal investigations; IPCC investigations; judicial proceedings; competence to practice; DHR; prisons and probation; HIW; Serious Untoward Incident
- CPS and ACPO guidance on simultaneous processes including sharing information (Vol. 2, page 13)

Direct testimony and 'voice' of subject

- *Human Rights Act 1998*
- *Mental Capacity Act 2005*
- UNCRC Article 12
- UN Principles for Older Persons
- Is there a sense of the subject at all times?
- Some panels ensure a photo of the subject is visible at meetings
- Is the subject's 'direct testimony' explicitly portrayed in the review?
- Main responsibility towards the subject of the review
- 'Reviews should illuminate the past to make the future safer... articulate the life through the eyes of the victim.'

(DHR HO guidance, page 6)

- Mudaly N and Goddard C (2006) *The Truth is Longer Than a Lie: Children's Experiences of Abuse and Professional Intervention*. JKP

Direct testimony and 'voice' of subject – review pathways

POSITIVE OUTCOME

- The subject remains the focus
- Experience of the subject is validated
- Review is fully informed
- Learning is robust and valid

LIMITED OUTCOME

- Subject is not the focus of the review/process
- Replicates and devalues the subject's experience
- Review is not fully informed
- Learning is limited

Engagement of family members

- Ensuring that their perspectives and views inform the review process and are reflected in the report.
- Creative ways of ensuring that their experience informs learning/Learning Event.
- Reviewer has critical role including Equality and Diversity.
- Three main engagement points.
- Children's Commissioner's 2016 interest in this area.
- Fine balance.
- Vol. 2: 6.31-6.36; Vol. 3: 6.30-6.35.

Engagement of family members – review pathways

POSITIVE OUTCOME

- Appropriate balance achieved
- Affords due regard to significant others
- Review is fully informed

LIMITED OUTCOME

- Due regard not given
- Review is not fully informed
- Over identification may deflect from the subject of the review and distort learning
- Process is deflected and becomes a means of achieving 'redress'

Genogram

- Vol. 2: 6.24; 7.27
- Vol. 3: 6.23; 7.25
- Genogram should be available at panel meetings and or reference at all stages of the review report
- Useful in complex cases
- Facilitates understanding of family dynamics
- Not to be included in the published report
- Good Practice Example

Timeline

- Timeline of 12 months – to be extended in exceptional circumstances including extended reviews to a maximum of two years.
- May be extended to include decisions and action(s) following the incident.
- There is no suggested individual agency timeline template in the guidance.
- Evidential basis for the review and lessons to be learnt.

Merged Timeline

- Merged Timeline of significant events from the individual agencies' Timelines.
- Annexes 1-3 Summary Timeline Template – anonymised to be included with the published report.
- Board arrangements for merged Timeline process.

Timeline - pathways

POSITIVE OUTCOME

- Robust evidential basis for the review report
- Provides coherent narrative and facilitates analysis
- Facilitates single and multi-agency understanding
- Holistic consideration

LIMITED OUTCOME

- Fragmented consideration
- Single agency dimension
- Incoherent narrative
- Inhibits analysis

Agency Analysis (AA)

- Guidance (Vol. 2: 6.23, 7.26; Vol. 3: 6.22, 7.24) refers to brief analysis.
- Setting out context, issues and/or events.
- Is the AA comprehensive and analytical?
- There is no suggested AA template in the guidance.
- Evidential basis for the review and lessons to be learnt.
- Role of the Review Panel member in ensuring that the AA is fit for purpose.

Report and outline action plan

- Report – Vol. 2: 6.41-6.45; 7.39-7.43; Template Annex 1.2
- Succinct and focused on improving practice.
- To include the circumstances of the review, the practice and organisational learning, effective and improvements needed.
- Ongoing process of refining and synthesising and ongoing analysis.
- Synthesise and collate the learning to date for panel discussion.
- Actions should be specific, workable and affordable and have clearly defined intended outcomes.

Presentation to the Board

- Guidance, Vol. 2: 6.46; 7.44-7.48.
- Once agreed by Panel, the anonymised draft review report including anonymised summary Timeline, identified learning and an outline action plan will be presented to the Board by the Panel Chair and Reviewer(s).
- Reviewer to present the Timeline and practice organisational issues arising from the review.
- The role of the Board is to engage and contribute to the analysis, to provide appropriate challenge and to ensure that learning is turned into action.
- Identify additional learning or strategic actions to be in the final review.

Presentation to the Board

- Review Panel and Reviewer to complete the review report to reflect any further learning.
- Board accepts the review report and accepts responsibility for the action plan.
- Chair of the Board to submit the review report to WG at least two weeks before publication.
- Finalised practice review to be published on the Board website for a minimum of 12 weeks and may be available on request subsequently.
- Important link between Review Panel member and Board representative – liaison and mandate to ensure shared understanding and early indication of any difficulties arising from any of the review findings.

Action plan

- Review Panel and review prepare outline action plan to reflect the single-/multi-agency learning from the review report.
- Actions should be outcomes-focused, SMART, and demonstrate how they will achieve intended outcomes.
- Finalised action plan to be completed within four weeks of presentation to the Board.
- The Chair to sign off for partner agencies.
- To be sent to the WG for information.

Ongoing monitoring of the action plan

- Vol. 2: 6.54; 7.51-7.55.
- Reviewed and monitored by review subgroup and reported to the Board.
- Wide dissemination of review and action plan within and across agencies.
- Action plans should lead to improvements and audit is required to quantify achieving intended outcomes.
- Reviewer may be requested to undertake staff events.
- On completion of the action plan to be signed off by the Board and a report to WG evidencing improvements in practice/achieving intended outcomes.
- Other subgroups – training and audit to action any related action points.
- Themed learning within and across regional safeguarding boards.
- Dovetailing between children and adult themes.

Action plan

- Action plan is not an end in itself.
- Outline action plan – reflect learning including good practice, ‘outcome focussed and indicate how actions are intended to make a difference to local systems and child protection practice’.
- ‘Means by which recommendations/learning points are translated into workable actions and followed through.’ (Brandon et al, 2011)
- ‘Take findings into action.’ (Wirtz et al, 2011)

SMART action plans

- ‘The results suggest that CDRTs are doing a better job of ‘assessing the problem’ than in ‘proposing solutions’ – CDRT reports often do not address follow up of their written recommendations.’
- Tension between quick ways to audit learning and more considered responses and deeper learning.
- ‘Breaking down recommendations into achievable actions has resulted in a further proliferation of tasks to be followed through.’
- Procedural compliance v professional judgment – conducive to measurement?
- ‘Those recommendations that were easy to implement rarely addressed complex matters of professional judgment.’ (Brandon et al, 2011)
- <http://www.safeguardingchildren.co.uk/safeguarding-news/outcome-focused-problem-solving-making-serious-case-reviews-work/>. (Grint, 2005)

SMART action plans

- Specific – breaking down into discrete actions, clearly identified outcome.
- Measurable – how much, how many – training events, policies etc... can be quantified; more difficult to quantify impact in terms of follow on outcomes.
- Achievable/appropriate – delegated responsibility for action completion, ownership and commitment critical.
- Relevant/realistic – risk of potentially inappropriate or irrelevant actions on the basis of a single case.
- Timely – realistic timescale, priority rating.

SMART action plans

- How can we ensure that learning points are translated into specific actions with measurable outcomes?
- How can we ensure that this ‘knowledge to action’ is viewed as a central part of the review process?
- How do we audit and evaluate the action plan in relation to whether the intended outcomes are realised?
- How do we futureproof the action plan?
- What is the role of the:
 - Reviewer?
 - CPR Panel?
 - CPR group and other subgroups?
 - Board?

Workshops

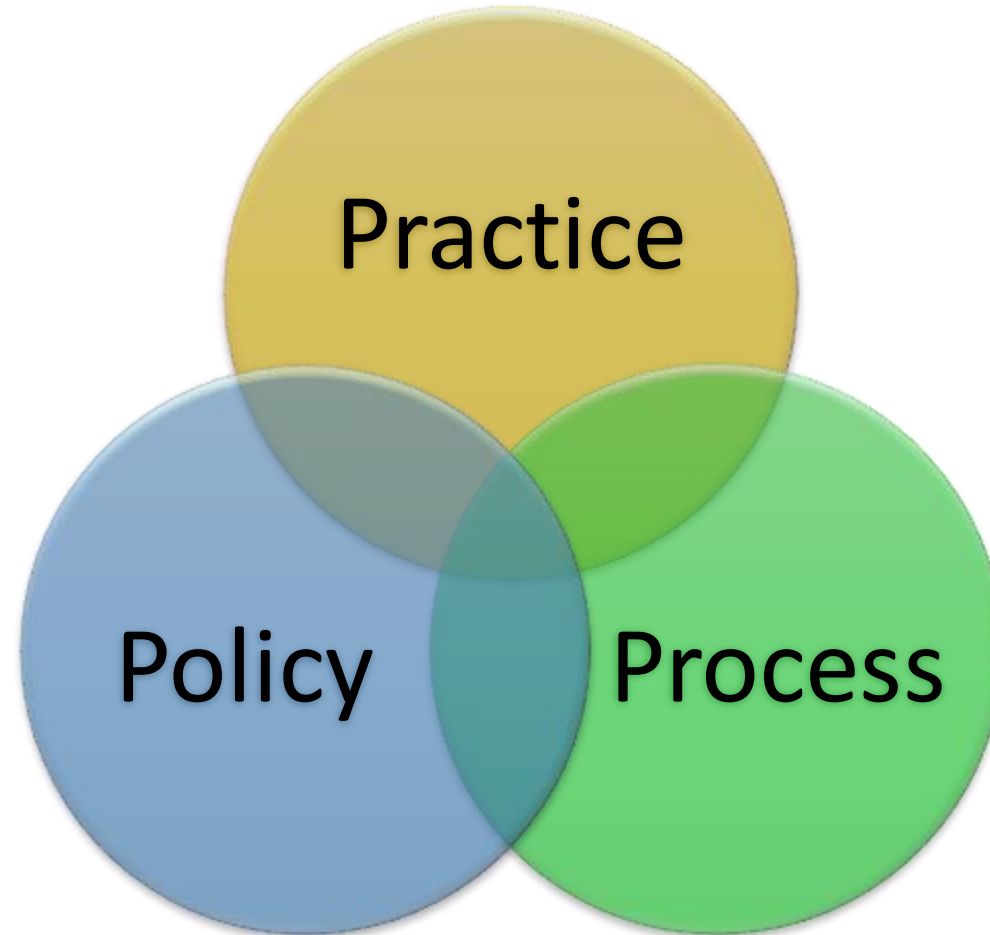
Messages for stakeholders

We want

- More of

- Less of

Messages for stakeholders



My leadership and safeguarding

- Participants will develop a tweet
- When leading safeguarding, I will



Review and evaluation Day Two

References

- Calder and Archer (2016) *Risk in Child Protection Assessment Challenges and Frameworks for Practice.*
- Mudaly N and Goddard C (2006) *The Truth is Longer Than a Lie: Children's Experiences of Abuse and Professional Intervention.* JKP