Safeguarding Early Adopters

Developing the Learning on Multi-agency Safeguarding Arrangements

Final Report – August 2019

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National Children's Bureau

UNITED FOR A BETTER CHILDHOOD

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Executive Summary

From 2019, new multi-agency arrangements for safeguarding children are taking effect. The Safeguarding Early Adopter Programme, a cross-government initiative, brought together 17 projects across the country to develop new and innovative approaches in the new arrangements. The National Children's Bureau (NCB) facilitated the programme, supporting areas to explore opportunities, overcome implementation challenges and disseminating key lessons that were identified.

This report, produced by NCB, sets out the learning that has been gathered. This is framed through 15 principles for effective implementation, developed with the early adopter areas to support all partnerships in their approach to implementing the reforms. The principles cover the gamut of topics inherent to this process: leadership, engagement and relationships; vision and design; planning, individual accountability and ongoing management; and learning, review and assurance.
The central points from the report are as follows:

- The changes to the statutory framework present a range of opportunities for partners to be innovative and facilitate improvements in their local safeguarding arrangements, particularly in terms of involving children and young people in priority-setting and scrutiny; learning more quickly from case reviews; engaging senior leaders across the local authority, police and health; and consolidating structures so that they are more closely aligned and focused;

- In the short-term it may be necessary to focus on a limited range of improvements in implementation, but this should be part of a gradual longer term transformation plan towards improving outcomes for children and young people and it will be important for partners to maintain ambition and momentum towards this goal;

- Attention should be paid to ensuring leaders in local authorities, police and health come together in equal partnership and also how partners engage other relevant agencies and practitioners including those in education organisations and the voluntary and community sector;

- There should be time and space for partners to consider values and their ultimate vision for safeguarding and promoting the welfare of children in their area. An agreed vision should be ambitious in terms of outcomes for children and this should inform the future review of arrangements;

- Collaboration across areas where there are shared priorities can allow for streamlined processes, the sharing of intelligence and may reduce duplication for the benefit of practitioners, children and young people, and their families;

Executive Summary continued

- Scrutiny should be integrated throughout the arrangements and there is diversity in terms of approaches taken to the structure of the executive board, the chair function and creativity in terms of the use of an independent scrutiny function;

- A learning culture should be embedded into arrangements and plans should adapt over time to emerging lessons. It may be beneficial to use a model of review that recognises positive practice and the voice of service users should be part of any review.

The central message for safeguarding partners across England is that the transition to the new legal framework in 2019 should be seen as just the beginning of a transformative journey towards arrangements which are increasingly efficient, equitable, responsive and dynamic.

Acknowledgements

Chapter One: Introduction

Safeguarding statutory reforms: The Children and Social Work Act 2017 and Working Together 2018

The statutory framework for the new safeguarding arrangements was introduced by the 2017 Children and Social Work Act (amending the 2004 Children Act), with further detail provided in the transitional guidance and the 2018 update to Working Together. The reforms were a response to the conclusions of the government-commissioned 2016 Wood Review into the role and functions of local safeguarding children boards (LSCBs). The Review highlighted a number of key issues that the strategic partnership should focus on:

- Determining the physical area of operation covered by multi-agency arrangements.
- The authorising vision for multi-agency arrangements, the partnership commitment.
- The resource framework, e.g. the cost of the multi-agency strategic decision making body, the cost of agreed initiatives, e.g. joint training, agreed local research, innovation in service design.
- The method to assess outcomes of multi-agency practice, including how intervention happens if performance falters, and how 'independent' external assurance/ scrutiny will be utilised.
- The strategy for information and data sharing, including to allow for identification of vulnerable children in need of early help.

- High-level oversight of workforce planning, e.g. gaps in skilled areas.
- A multi-agency communication strategy on protecting children.
- Risk strategy, identifying and adapting to challenges including new events, and establishing a core intelligence capacity.
- The model of local inquiry into incidents.

About the Safeguarding Early Adopters and NCB's role as Facilitator

In spring 2018, 17 projects across England (covering 39 local authorities) came together as part of the Safeguarding Early Adopter Programme. This is a cross-government programme involving the Department for Education (DfE), Department of Health and Social Care (DHSC) and the Home Office. Areas have developed innovative approaches in their new multi-agency safeguarding arrangements. Through the programme, challenges and opportunities in the safeguarding reforms have been analysed and key lessons identified.

Each early adopter focused on one or more for the following areas of activity:

- Regionalisation
- Alternative structural arrangements
- Engaging schools
- Independent scrutiny
- Voice of the child
- Local reviews
- Child death reviews
- Addressing local practice challenges.

As the appointed facilitator of the programme, NCB has supported the projects to find sustainable solutions to the challenges of developing and implementing new arrangements. NCB has enabled the development of a community of practice, promoting the sharing of learning between early adopter projects as well as to the rest of the country to support all areas implementing new arrangements.

The facilitator programme focused on three primary activities: learning and development; research and evaluation; and dissemination of learning. Included in these activities was the use of an online practice forum, learning and development workshops, and regular support to representatives from all agencies on policy as well as project planning. NCB has also widely disseminated learning from the early adopter projects, through the sharing of tools, resources, learning examples, and a regular newsletter.

About this report

This report aims to give an overview of learning gathered through the Safeguarding Early Adopters Facilitator programme. It draws on the outputs produced by or in partnership with the 17 early adopters including learning examples and published arrangements as well as other documents such as tools, guidance and evaluation reports. It is also based on data gathered from:

- 17 responses to a call for evidence, completed by project leads for the early adopters in October 2018.
- A baseline survey on perceived effectiveness of LSCBs and anticipated effectiveness of successor arrangements. We received 239 responses from leaders, managers and practitioners across the early adopter projects between February and June 2019.
- Four focus groups totalling 24 participants, carried out in April 2019.
- Interviews with 13 participants including those from the three statutory safeguarding partners as well as business teams and independent chairs, carried out in April and May 2019.
- Observation of four meetings carried out as part of visits to early adopters.

Data gathered from these additional sources is reported in anonymised format.

The remainder of this report is set out as follows:

- Chapter two sets out the hopes and aspirations that the early adopter project teams had as they commenced their journey within the programme. It also draws on the baseline survey looking at the aspirations of, and challenges anticipated by, frontline practitioners working in the early adopter areas but not directly involved in the project
- Chapters three to six set out, organised under 15 'principles for effective implementation' how early adopter projects are delivering change
- Chapter seven sets out our overarching conclusions and reflections on how the safeguarding partners across England will want draw on learning from the programme

Chapter Two: Opportunities, expectations and constraints

This chapter sets out the starting point for the early adopters' learning journey. Drawing in particular on interviews and focus groups with the project teams, but also on the baseline survey, it looks at the aspirations of, and challenges anticipated by, those working in the early adopter areas.

Understanding the opportunities for change

Changes to the legal framework present a range of opportunities for local partners to take more control of their multi-agency work on safeguarding children. Those leading work in early adopter projects readily identified specific benefits that they wanted to unlock. These were initially set out in partners' bids to take part in the early adopter programme. Interviews carried out towards the end of the programme provided corroboration of their belief in the potential of the reforms to facilitate improvements in a number of tangible ways. Many of these benefits are explored in more detail through the learning examples in chapters three to six.

Examples of the opportunities highlighted in interviews included:

- Giving children, young people and families a stronger role in priority-setting and scrutiny
- Extracting more useful learning more quickly from audits and case reviews
- Improving the role of business teams and independent scrutineers in supporting partners to make good decisions
- Harnessing more effective engagement of police and health partners by giving them a bigger say in the design of arrangements
- Making decision-making structures simpler and more focussed

"It's enabled the three key partners to maybe take a bit more control and shape some of that, which has been really positive."

Interview participant

Collaboration across wider geographical footprints was one particular area of opportunity where multiple potential benefits were anticipated. These included:

- Pooling financial and human resources for delivery
- Combining knowledge and intelligence to make more confident decisions

- Enabling local authorities to benchmark against each other
- Creating regional fora that will be easier for agencies covering a wider area to engage with
- Aligning procedures so that they are easier for professionals working across local authority boundaries to implement
- Making support more consistent for children and families when they move between areas

"This seemed like an ideal opportunity to be able to look at some of the things that would be pressures for the future or challenges for the future and look at how collectively we might be able to resolve those, either on an individual basis that actually, this is what we will all do, or collectively, this is what we can do together as a region."

Interview participant

The context for this work

At the inception of the programme, there was a range of starting points amongst early adopters in terms of their latest Ofsted inspection results. Analysis of the results of the baseline survey, however, suggests that stakeholders across the early adopter areas had a high degree of confidence in their historic arrangements. These positive perceptions may, in part, have

been instilled as a result of areas taking action in response to previous Ofsted judgements. Additionally, we also heard in interviews and focus groups that some early adopters had set about making improvements to their arrangements directly in response to the Wood Review, rather than waiting for reforms to the legal framework to come into effect.

More detail on the survey, including methodology and respondent data is included in Appendix A.

Those who took part interviews were also asked to consider what changes to policy and wider society might help to keep children safe in their local area. Some of their suggestions could be feasibly, at least partially, progressed through planned improvements to multi-agency safeguarding arrangements. Involving children and families in scrutiny and shifting the perspectives of partner agencies so that safeguarding is not just seen as local authorities' responsibility, for example, may fall into this category.

"all that safeguarding stuff is seen really as a social worker's responsibility or the local authority's responsibility. In some respects, the safeguarding partnerships that we're developing should help to equal that out... I do think having the local authority seen as the lead, or the people who deal with child protection or safeguarding, is not always the best way of doing things."

Interview participant

Expectations and initial progress

The central aim of the programme has been to explore how the opportunities, including the additional flexibility, afforded by the reforms can support improved outcomes for children and young people. The early adopters have published their arrangements at different times across the course of the programme with some publishing their arrangements in October 2018, some between January and April 2019 and others, particularly those projects focussed on bringing together large numbers of partners across regions, published in June. This means that the limited timescales for implementing the new arrangements within the life of the programme has not allowed for evaluation of specific approaches. However, there are a number of areas of emerging learning across the 17 projects.

Despite the challenging timescales, the opportunity to reflect and understand next steps in strengthening local partnerships was seized by early adopters. Ensuring that key local priorities for vulnerable children are part of a shared vision for practice has been a crucial starting point. Even in areas where LSCB practice had been rated good or outstanding in the past, many of those involved in the programme felt it was important to consider that the approach to delivering multi-agency safeguarding will need to look and feel genuinely different in order to capture the spirit of the new arrangements. This is not to say that existing good practice should not be considered as a way of implementing the new arrangements but that it should be reappraised against the outcomes new partnerships are seeking to achieve.

Where early adopters felt they had made significant progress or valuable learning, this was discussed during the learning and development workshops and set out in the early adopter presentations and learning examples. The largest amount of learning related to four themes:

- Exploring the links between children's multiagency safeguarding arrangements and adults' safeguarding boards, alongside community safety partnerships; (see chapter four)
- Understanding how children and young people can be involved in scrutiny; (see chapter six)
- Developing and testing new approaches to extrafamilial harm and child exploitation within the new arrangements;
- Building learning into day-to-day practice through restorative approaches and appreciative inquiry models as well as sub-regional learning and/or innovation hubs. (see chapter six)

Inevitably there was also some caution in expectations for what could (or should) be achieved, including concern that elements of what was working well in existing arrangements may be lost.

"the core business of the new arrangements is safeguarding and promoting the welfare of children, and that was exactly the same as the old arrangements. There's an existing process of working together, and if people get hung up on structural stuff they might lose sight of the work that they were doing"

Interview participant

"people are a bit fed up with change. They're a bit fed up because they think they were doing a good job, and it's unnecessary to change these things. Some of their negativities and told you so attitude comes out, and I think sometimes we struggle to leave that to one side."

Interview participant

This concern amongst those leading early adopter work was mirrored and amplified in what appeared to be scepticism in the wider workforce. This was seen in the results of the baseline survey, where respondents gave very similar views on the overall effectiveness they expected from the new arrangements as they perceived in existing ones.

Individual early adopter projects each had between one and three focus areas for their activities. This reflects an acknowledgement that time and capacity constraints mean it may be unrealistic to realise all of the opportunities for improvement at once and emphasises the importance of embedding a learning and review cycle into the new arrangements. Further analysis of the baseline survey results established the proportion of survey respondents who thought that new arrangements would lead to improvement in at least one of the specified purposes of multi-agency safeguarding arrangements. Around three fifths of respondents (59%, n=141) did so – painting a more encouraging picture than the raw results.

However, there is still a considerable section of the sample (n=98, 41%) who either viewed the new arrangements as leading to no change or saw them as less effective than historic procedures. The results of this analysis, stratified by agency, are set out in figure 1, below.

Figure 1: Proportion of respondents who anticipate the new arrangements will be more effective in at least one of the six domains, by organisation type (n=239)
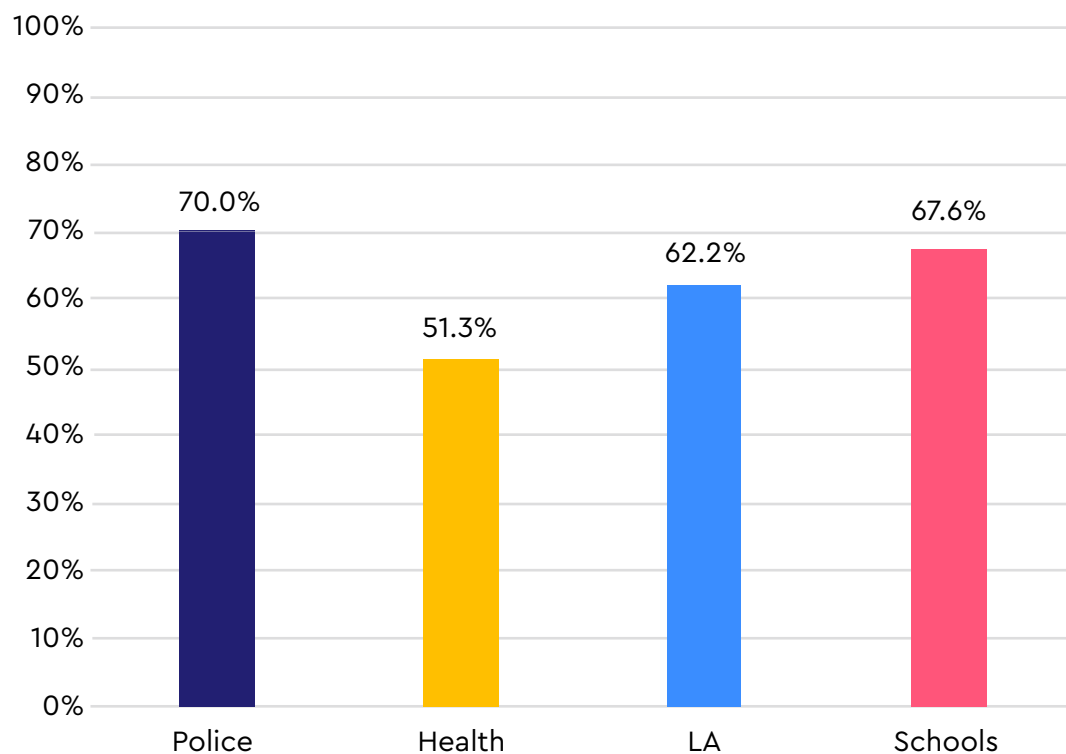
Police respondents and school respondents were slightly more positive than the overall sample mean – 70% of police respondents (n=14) and 67.6% of school respondents (n=23) thought at least one dimension would improve under the new arrangements. LA children's services did not differ much from the overall sample mean (n=28, 62.2%), whereas only 51.3% of health respondents (n=39) anticipated a positive change under the new arrangements.

Anticipated challenges

Through the survey, we also gathered data on the challenges anticipated for making new multi-agency safeguarding arrangements a success. Respondents were asked to give a view on which issues, from a list based on the conclusions of the Wood Review, would be the biggest challenge to making new local arrangements a success. The most frequent answers are set out in figure 2, below.

Whilst there was no clear consensus on what the biggest challenge would be, the most frequent response was 'Pooling of budgets across agencies' with 17% of respondents saying this would be the biggest challenge. This was followed by 'distribution of responsibilities and burdens between agencies' with 16% saying this would be the biggest challenge. Other issues were chosen by less than 10% of respondents. There were some issues which seemed to be of unique concern to particular agencies, i.e. only appeared in their top three challenges:

- Health – access to data on emerging safeguarding issues
- LA children's services – information sharing at an operational level
- Schools – shared understanding across agencies of child protection, safeguarding and wellbeing issues

Figure 2: Perceptions of the biggest challenges to addressing children's safeguarding issues locally

Safeguarding challenge	No. of respondents (total=239)	% of survey sample
Pooling of budgets across agencies	41	17.2%
Distribution of responsibilities and burdens between agencies	37	15.5%
Information sharing at an operational level	23	9.6%
Shared understanding across agencies of child protection, safeguarding and wellbeing issues	19	7.9%
Coordination of commissioning of highly specialist provision (e.g. secure children's homes, Tier 4 mental health services, residential special schools)	19	7.9%
Understanding amongst agencies of their safeguarding responsibilities	14	5.9%
Access to data on emerging safeguarding issues	14	5.9%
Geographical boundaries	12	5.0%
Other	18	7.5%

The task at hand

The evidence outlined above suggests that there are a range of opportunities presented by this reform programme, whilst acknowledging that turning these into wholesale improvement in children and young people's outcomes may be a challenging process. Over the past 12 months, early adopters have necessarily focussed on a limited range of improvements that they aim to make locally as part of a longer term transformation plan. This diversity of focus areas is perhaps further vindicated by the apparent lack of consensus on the biggest challenges facing the successful establishment of new arrangements.

The key task over the coming months and years will be for safeguarding partners to maintain their ambition and momentum to realise a more comprehensive, positive, and considered transformation of their approach.

The remainder of this report sets out learning from early adopters about how this may be done, using 15 'principles for effective implementation'.

"I think that one of the things that I've watched people do, and they're still doing it, is get their heads around what the significance and the potential opportunity of the changes are. You probably heard one or two people say that today. That's been a major challenge, so what's helped do that is – yes, is that focus on, well how do we do it now? How could we do it differently, and do we want to?"

Interview participant

Chapter Three: Leadership, engagement and relationships

This is the first of four chapters setting out learning from early adopters based on 15 principles for effective implementation. This chapter, covering principles one to four, focuses on how early adopters have maintained but shifted the relationships between those involved in joint working on safeguarding. Specifically, it looks at how these relationships can be best managed throughout the change process. It includes detailed examples of how safeguarding partners have engaged schools.

Principle 1: Establish genuine shared leadership, responsibility and teamwork across safeguarding partners

Responses to the survey stressed the importance of leaders coming together in genuine equal partnership.

Those involved in early adopter work, whom we heard from through focus groups and interviews, spoke positively of how partners had risen to this challenge. This included, in particular, partners getting used to a more active role in decision making that was less reliant on the chair.

Partners also described how coming together to design their new arrangements has set a course for more constructive day-to-day relationships going forward.

"It forced them to talk to each other on a different level to what they had been used to, which was usually divert and let somebody else, i.e. the chair makes the decision, now that they were forced to communicate and make a decision that they were all jointly responsible for."

Focus group participant

"I think it's enabled us to become closer, and really, possibly, understand some of the pressures and the constraints around organisations in terms of statutory requirements – for example, understanding how the local authority get things through council, and elected members, and for them to understand, well, you can't just stop doing that; that's a statutory responsibility for the CCG"

Interview participant

Perceptions of engagement of the three partners was interrogated further in interviews. It was notable that improved relationships were observed both between local authorities and police and between local authorities and health, but not both in the same early adopter areas. Some conflict around the appropriate seniority of representatives was reported. Looking at published arrangements, however, the officials to which lead responsibility has been delegated in each agency seem to be from a consistently senior level.

The typical leads specified are:

- Local authority: Director of Children's Services
- Clinical commissioning group: Chief Nurse
- Police: Assistant Chief Constable or Chief Superintendent

Published arrangements also set out partners' commitment to sharing leadership. These demonstrate how shared leadership of the new arrangements works on both strategic and practical levels.

For instance, the published arrangements from Wiltshire mention how the three partners contribute equally to all key phases of the implementation:

A number of the published arrangements address in detail the issue of resources contributed by the respective partners and its importance for successful collaboration. As well as funding, some also set out contributions in terms of time allocations. Whilst partners frequently committed to "equitable and

"All safeguarding partners will make a shared and equal contribution to the quality and impact agenda in terms of leadership, culture setting, data production and evaluation of practice"

Published arrangements, Wiltshire

proportionate" funding, where numbers were provided there was a clear pattern of local authorities providing by far the most funding, followed by clinical commissioning groups and then police. Through interviews and observation of meetings a number of sticking points were identified including:

- Local authorities and police feeling uncertain about their overall budgets because of the impending spending review by central government.
- Clinical commissioning group representatives being unsure of the future configuration of their organisations due to ongoing mergers.
- Funding decisions of police being made at a level far removed from those engaged in local authority-level arrangement.s
- Due to the limited number of firm decisions about changes to arrangements having been made, partners feeling unsure about the extent to which their individual purpose would be served by investing their resources.

Principle 2: Keep all partners and relevant agencies engaged throughout the process

Early adopters have been proactive in their work to keep relevant agencies involved in the design and implementation of the new arrangements. We heard how safeguarding partners, chairs and business teams dedicated time to identify and engage relevant agencies.

We heard a number of times from those involved in early adopter work about the importance of engaging wschools and other parts of the education sector.

Working Together places a clear expectation on safeguarding partners to engage with schools, arguably giving them a priority status amongst relevant agencies. A desire to give schools a higher priority in this work was commonly expressed in focus groups and interviews, with them being referred to as 'the fourth partner'.

Engaging with schools was an explicit focus area for several early adopter projects. In practice, giving schools a similar role to the statutory safeguarding partners has been challenging due to the lack of formal local leadership structures from which to co-opt representatives of this sector.

Early adopters have used schools and early years fora, either existing or newly established, as a method of engagement. In some cases early adopters then planned to invite nominations from these fora to sit on partnership boards and sub-groups,

giving the sector a stronger formal role in decision making. Detail on how the Berkshire West and Hertfordshire early adopter projects have taken this forward is set out in box 1.

"we couldn't identify a single person, one person, or even three people that would be prepared to represent education, as a whole, across the three localities. It's really difficult because in the same way that health and health services are very fragmented, let's face it, it's a complicated conundrum. Education is exactly the same. You can't just dump education in the local authority arena anymore and say well local authority you speak to education. It doesn't work like that. The irony of that, the only kind of rigid service requirement for children in this country, is that the child has an education."

Focus group participant

Box 1: Engaging schools

Training, learning and audit in Hertfordshire

Partners in Hertfordshire have focused significant time and resource into continuing and strengthening engagement with schools in their new arrangements. This included making schools part of the local learning hub and running twilight sessions to provide accessible opportunities for engagement. Termly twilight sessions have been held in all schools to engage with designated safeguarding leads and provide schools with the opportunity to "contribute to safeguarding agenda and be part of the feedback loop."

Rolling out Education Safeguarding Groups across Berkshire West

To secure the role of schools in the new arrangements, Education Safeguarding Groups are being established in the Reading and Wokingham areas, led by schools, to mirror a similar, previous (and recently-expanded) iteration in the West Berkshire area. Simultaneously, Quality and Performance subgroups, established to fulfil the role of 'Independent Scrutiny', will benefit from increased schools' engagement.

Partners are proposing the establishment of a 'golden thread' of safeguarding from frontline practice in schools, through LA governance and then through to the overarching arrangements.

Specifically, this includes:

- Adapting the NSPCC S175 self-assessment tool under the guidance of the Education Safeguarding Groups to better reflect local needs, risks and challenges;
- The development of a parallel self-assessment tool for use in early years settings;
- Further training of governors;
- Roll-out of the Peer Reviewer role across the West Berkshire area between pairs of schools.

The voluntary and community sector was mentioned several times as a key player in the implementation of the new arrangements. On the whole, the contributions of this sector were experienced as positive by the partners and other relevant agencies, and there was an acknowledgement of the level of engagement, as exemplified in the following quote from a focus group discussion:

"The other positive thing as well is we've had a lot of engagement from other people in the board arrangements and as conversations have continued and we've got the three executives, the other people like particularly the voluntary sector are really keen to keep involved"

Focus group participant

In moving to the new arrangements, one of the key challenges for the early adopters has been maintaining the positive contributions of the previous structures, such as the LSCBs. The knowledge and skills of former LSCB members and chairs, accumulated over a number of years, has functioned as an important starting point for the new arrangements.

A good example of this was found in the published arrangements of Bexley, as the following example shows:

"The work of our local safeguarding children board (LSCB), the dedication and leadership of our outgoing chairperson, (...) the commitment of practitioners across the system to our emerging learning hub, our champions programme and our talented LSCB business support team has set a strong foundation for us to make the move to a new safety partnership"

Published arrangements, Bexley

An ongoing commitment to keep a wider group of agencies included at the heart new partnerships has been set out in several published arrangements.

"Whilst the national arrangements propose leadership from Police, Local Authority and CCG, Berkshire West's experience and good practice demonstrates that a collective partnership ownership of safeguarding including schools, the breadth of the health economy and voluntary, community and faith sector partners, is essential to continually improving local arrangements. The structure of the Berkshire West Safeguarding Arrangement is intentionally designed to maximise partnership leadership"

Published arrangements, Reading, West

Principle 3: Inform, engage and empower practitioners

Effective communication, information sharing and continued engagement of practitioners were all highlighted by survey respondents as key to the success of the new arrangements. Project leads and safeguarding partners also described what they saw as great value in engaging with front line practitioners to help inform the new arrangements.

Some projects have adopted social media as a means of communicating with practitioners and their wider community. Early adopters have used Twitter, for example, as a tool to share updates, resources and increase engagement in their area.

@salfordscp
@salfordscp

EXCITED to announce Salford Safeguarding Children Partnership (SSCP) has now replaced Salford Safeguarding Children Board (SSCB).

Download our new SSCP 7 Minute Briefing and look out for our roadshows in May partnersinsalford.org/sscb/7minutebr …#safeinsalford #makingadifference

An example of Salford using Twitter to share updates

The extent to which this constituted two-way communication, and a genuine opportunity to engage, inevitably varied. On occasions it was thought that more could have been done to engage practitioners at an early stage.

"by participants finding their own solutions there is a greater likelihood of success when it comes to implementation solutions as these were self-created rather than imposed by others."
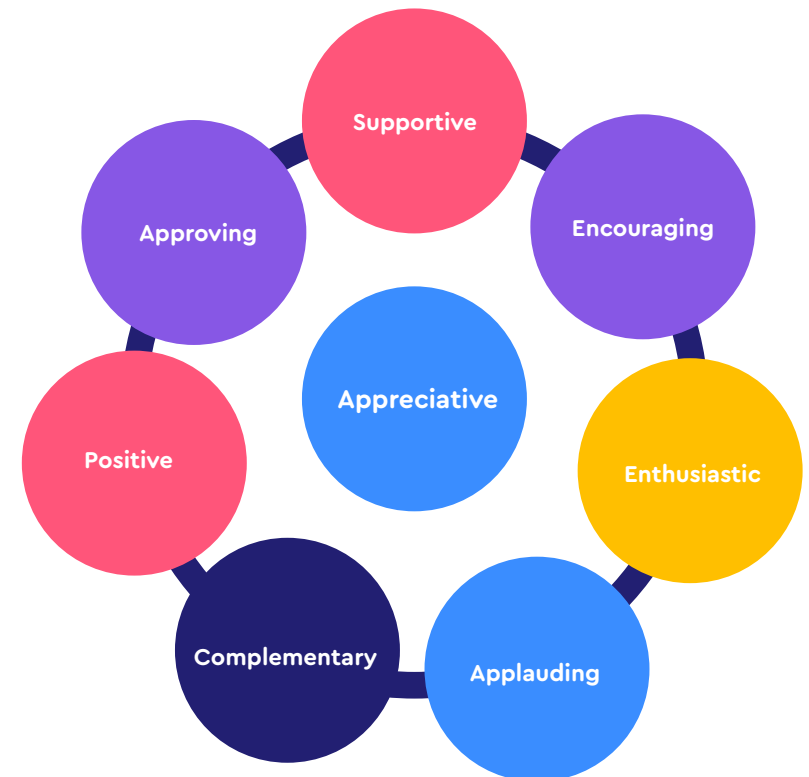
Learning example, Devon

"We're probably pretty good strategically, but actually engaging, and informing, and impacting on front line practice; how do we do that differently? How can we evidence that? I think that was a real, strong driver for the new arrangements, really, to ensure that we've had that really well embedded"

Focus group participant

Some respondents made the point that practitioners were crucial for learning, particularly in cases where things had gone wrong. Practitioner learning events were mentioned as a useful forum for sharing important experiences and learnings, which could be missed if the partnership only works at the strategic level. Early adopter projects that have been focussing on new approaches to practice reviews included 'appreciative conversations' which gave practitioners a more active role in developing solutions.

Devon's approach to appreciative inquiry

Principle 4: Ground wider communication and engagement in the reality of day-to-day safeguarding activity

A key consideration in engaging practitioners has been how communication is done in a way that is relevant and accessible to practitioners.

Such activity would need to take into account the pressures that some services may be under, and convincing practitioners of the opportunity for change that would directly impact on their day to day work. In survey responses, capacity on the ground was described as a barrier to the practical implementation of the new safeguarding arrangements.

For instance, the increased number of referrals as a result of more efficient safeguarding arrangements could in some cases lead to congestion in other parts of the system.

In one early adopter area, a group of GPs discussed day to day safeguarding processes and their frustration over having to chase referrals they made to children's social care

"there may be some misconception of what a board does versus what it actually does and the fact that practitioners potentially don't feel that sometimes it impacts their work too much. So it's about if you're going to look at changing those arrangements, really, you want frontline practitioners to start to say what they need out of it as well because that can start to shape and prioritise how you might want to set up your governance kind of structures around it or the things that you're discussing."

Focus group participant

Chapter four: Vision and design

This section presents four of the principles which reflect the work which has gone into designing the new arrangements and the development of shared learning. It includes learning from early adopters focussing on child death reviews.

Principle 5: Develop an ambitious vision that is not tied to current structures and statutory timescales

Interviewees stressed the importance of creating the space to think about and reflect upon the vision and values that partners want to pursue, to reflect upon questions such as: 'what is it you stand for?', 'what is to you want to be?', 'what are the behaviours you want to adopt?', 'what are the behaviours that are going to drive us?' And crucially, it is important to reflect upon these questions within the partnership, so that everyone can 'understand each other's worlds'.

Hertfordshire's published arrangements includes a stated vision based around quality of safeguarding, putting the child at the centre of the work and practice which continuously evolves and improves. The area aims to achieve this partly through the adoption of 12 shared values across the partnership, which stress the role of the partnership arrangement, shared goals, openness and placing the child at the heart of the partnership.

In a focus group discussion, one participant from another area talked about how reflection works in practice, with the support of a facilitator who ran a workshop with all the stakeholders:

"You might need to get into a space and find out what you have in common. Then, you build your vision up from that by saying, what is it we all want? What can we agree on? Where do we want to go from, from that point?"

Focus group participant

References were also made by the early adopters to the importance of scheduling in time for review, sometimes at a considerable time distance from the original case, whilst emphasising the need to embed the culture of legitimate questioning across the partnership:

"I suppose the biggest difference which I will not say we've achieved this, this is a challenge, is the culture. It's the culture of people consistently, and it has to be ultimately across all systems at all levels eventually, but at the level of the partnership it's that culture of not just asking to do something for doing's sake. Why are we asking to do this, and what are we expecting to get to evidence assurance? Within that, the assurance, everything is about how has it made a difference? How do we know? Sometimes we might not know, so we schedule six months' time to come back and revisit after we've done whatever we need to do. Some of it is the culture, the language."

Interview participant

It was also highlighted that having clear, ambitious vision is key when it comes to reviewing the effectiveness of arrangements later on.

Periodic review is discussed further in chapter six.

Some focus group participants reflected on the fact that a very particular environment would be needed in order for all partners and stakeholders to have such open conversations. This might be supported, for example, by gradually building trust through understanding each other's perspectives – an issue which is touched upon under principle 1. Wider cross-agency initiatives such as the 'spirit of Salford' may give partners in some areas a head start in developing shared ambitions.

Principle 6: Reflect on cases and issues that have been handled well in practice, as well as what has gone not so well

Several of those we heard from stressed the value of framing discussions in terms of strength and success, rather than simply what has gone wrong.

This principle is perhaps most obviously relevant for learning and review in relation to specific cases, and in approaches to child safeguarding practice reviews. However, insight from early adopters suggests that this tactic could yield benefits at all levels from strategic discussions to practitioners' direct work with families.

The Devon early adopter project, for example, used a method of Appreciative Inquiry (AI) 'across the partnership to build on existing good and excellent practice and create a solution-focused positive environment within and across agencies'. More detail on this is set in box 2.

One interviewee, who did not make reference to the AI method specifically, still stressed the importance of using strengths-based language, even in the most challenging of cases: 'They're never going to be nice cases, but the whole point of why they were rapid review, that doesn't mean we can't have strength-based language in it.'

For some areas which did specifically make reference to learning from cases which had not gone as well, one described their method as a 'proportionate approach' where the focus is not just on negativity or conversely, solely on positivity:

"The other thing that we've done differently is introduced a case discussion tool so that when we do our case reviews, we're using a consistent tool. It's kind of a hybrid of the Signs of Safety language with a bit of an analytical process, a model where you triangulate root-cause analysis with the number of agencies involved and who did what, where. It's consistent so everyone knows how we review it. And it's stopping everyone from just sitting there and going, "Here's all this information, what do people think we should do". It applies more of a proportionate approach where it goes, "What's working well? What are we worried about?", doing that analysis, and then at the end of it you've kind of done 50 per cent of your review."

Focus group participant

Box 2: Deploying 'Appreciative Inquiry' in Devon

The Appreciative Inquiry (AI) approach takes a positive stance, gleaning information on what has worked well and how this can be built on.

Devon applied the approach within both the police and health services to trial the versatility of the AI method. Common elements across both settings were:

- Use of simple language, free from organisational jargon to facilitate understanding across all stakeholders;
- The development of 'appreciative conversations' based within 'safe environments' within each agency;
- The support of an AI trainer, provided by Research in Practice to assist with question design and interpretation of the AI model;
- A 3-stage approach of:

1) planning – identifying the setting and question planning around the theme of 'what works well in multi-agency working'
2) facilitation – workshop of key questions based around the AI model, with a focus on positive questioning
3) follow-up

Keeping the conversation positive with a focus on solutions, rather than identified problems, was found to be challenging. However, feedback from participants indicated the value of focusing on what has gone well:

'The team reported valuing a focus on what is working well as they feel overwhelmed by the huge amount of learning disseminated from recent serious case reviews and a focus on "what has gone wrong". They recognised the value of the "Appreciate Inquiry" approach as a methodology and suggested it be used more in supervision.'

It was suggested that the AI approach within a multi-agency forum could lead to
a) improved relationships and partnerships;
b) the identification of good practice leading to consistency of practice across the country; and
c) more agency for families as they are encouraged to focus on positive outcomes.

That balance of focus of reflection which lies somewhere between the AI approach and a 'deficit model' was also highlighted by others who stressed the need for equanimity.

"We need to look at what works well but also not. I'm somebody who hates the deficit model. However, I think it's important. It says that we need to keep all the partners and relevant agencies engaged throughout the process."

Focus group participant

Principle 7: Enhance and integrate with other multi-agency work and structures

As highlighted in chapter two, early adopters have identified a wide range of opportunities from the potential of integrating across wider geographic areas and related joint working activity. The impact of the wider (regional) footprint is clearly illustrated by this interviewee when describing the challenges of working cross regions as a social worker:

"If we think, for example, about policies and the specific policies and procedures, before I joined, a social worker in [Area X] would be following a slightly different process to a social worker in [Area Y], which is a neighbouring authority, around if a child goes missing or if there's sexual exploitation. Slightly different processes, different forms to fill in, different data to be recorded. Because of the nature of the region, social workers move frequently between local authorities, children and families move frequently between local authorities and police were working for cases across the piece. The adoption of different referral forms, different policies, different procedures, different data collection processes, was building delay and confusion into the system. It made sense to me to be introducing a way of making it easier for staff and for children and families, to be able to transfer practice across the piece."

Interview participant

There were several references to the desire for 'simplification', to 'simplify processes' and to 'reduce bureaucracy'.

"From my point of view, I wanted to be simplifying the processes and procedures because I thought it would produce gains for children and for social workers."

Interview participant

Greater efficiency was highlighted as one potential positive outcome of such a kind of working:

"I think the other thing to do, on the bigger footprint, is that we should be able to do more and more efficiently. [Area] is duplicating five boards with the meetings or the infrastructure, so the ability to do things much more efficiently and streamlined across [the area] is another big bonus I think for us."

Interview participant

Two early adopters have formed multi-agency safeguarding arrangements that cover the footprint of two or more previous LSCBs. Staffordshire and Stoke-on-Trent combine a city unitary authority area with the shire county that surrounds it. Berkshire West is based on the footprint of the CCG of the same name and incorporates the Reading, Wokingham and West Berkshire unitary authority areas. We heard that considerable time and negotiation was needed to finalise these arrangements.

Three early adopter projects focussed on developing a wider geographic footprint for child death reviews:

- Bexley, Greenwich and Lewisham who have come together to develop a three-area child death review process.
- North West London, which has aligned processes across seven different CDOP Panels as well as eight different rapid response arrangements for unexpected child deaths to form one strategic steering group or board which will be responsible for the policies, learning and the strategic oversight of the work, with two clusters undertaking the case review work along side a rapid response team.
- The Black Country Strategic CDOP which will cover the resident population of Dudley, Sandwell, Walsall and Wolverhampton local authority areas. More detail on the new arrangements in the Black Country is set out in Box 3.

Box 3: Black Country Strategic CDOP

The Black Country Strategic Child Death Overview Panel (CDOP) has oversight of the child death review processes across four local authority areas with approximately 120 expected deaths reviewed per year.

Deaths will be reviewed at two child death review panels in both the North (Wolverhampton and Walsall) and the South (Sandwell and Dudley). Notification and information sharing will be done on a Black Country footprint, using eCDOP.

The child death review arrangements include a revised governance structure in place to guide the process, chaired by senior strategic lead. A Black Country-wide database for recording data has also been developed, as well a standardised learning disability death review (LeDeR) process.

Through developing consensus around a preferred model the child death review partners have created a coordinated approach

across the health and social care economy and valuable opportunities to discuss child death review issues across the Black Country.

Options under consideration for further development include:

•   Shared arrangements for learning and education, sudden unexpected death in childhood (SUDC), and annual reporting;
•   A Black Country memorandum of understanding (MoU) with the coroner;
•   Standard protocols of child death reviews;
•   Standard mechanisms sharing of learning from these and the local maternity system;

•   Protocols to link local hospital mortality reviews, regional networks with CDOPs;
•   Data collection procedures and data sharing agreements including the results of hospital mortality review processes.

As well as more consistency in terms of notification and information sharing, it is hoped that these changes will create improved intelligence to inform future policy. This includes influencing the various strategic partnerships such as the multi-agency

safeguarding arrangements, health and wellbeing boards and community safety partnerships. It also includes plans to develop

improved opportunities to reducing risks faced by young people.

Wiltshire has adopted a community-focused approach to arrangements, with the message 'Think Family, Think Community' at its foundation. The area has recruited a 'Criminal Exploitation – pathways and risk analyst' to map trends. This post sits within the development of a Safeguarding Vulnerable People Partnership which is

focused on the challenge of reducing duplication and has shared intelligence and data at the heart of the new arrangement. This partnership assures and complements the work of the community safety partnership and safeguarding adults board.

Think family – working holistically

Families and Children Systems Assurance Board

Overseeing quality assurance, improvement and impact of the partnership's work to safeguard children

Safeguarding children and young people

Safeguarding those adults most at risk of harm

Safeguarding Vulnerable People Partnership

Building more resilient communities by protecting people from harm and injury

Safeguarding Adults Board

Overseeing quality assurance, imporvement and impact of the partnership's work to safeguard adults with care and support needs from abuse and neglect

Community Safety Partnership

Increasing community resilience by working across the partnership to reduce the impact of wider harm and vulnerability

Wiltshire's adoption of a community-focused approach

A number of projects referred to the opportunity for 'triangulation' which is afforded by the new arrangements, across the different partners. One project refers to a 'True to us?' exercise whereby each partner gets the opportunity to assess whether a case review links with their strategy:

"A really good example is we did a case, a rapid review on a child suicide, and we have now triangulated the work that we're doing on that review with the health and wellbeing partnership board. I've said, "we're doing this review, but you've also got the suicide prevention action plan, the health and wellbeing action plan, and the CAMHS commissioning service, which links entirely with the case review sitting here in the safeguarding partnership".

Interview participant

One point of caution was sounded however around the need to identify a clear lead across the partnership, again with the aim of reducing duplication:

"We're doing a big piece of work on domestic abuse needs analysis in [area] at the moment, and one of the things that's already coming out of that is, who is truly the lead? I think generally there's a lot of duplication, a lot of overlap, and I can see it decreasing as time goes by, making sure the right people are in the right place".

Interview participant

Principle 8: Learn from your neighbours and partners within your local area or region

The regional focus has been identified as key in some areas in the development of partnerships. Whilst formal mergers or shared functions may not be right for all areas, the process of exploring regional collaboration has still yielded benefits for several early adopters.

The Birmingham early adopter area for example is leading a project to develop a regional framework and guidance for local child safeguarding practice reviews, in collaboration with the 13 other local authority areas in the wider West Midlands. A regional approach to 'rapid reviews' has been developed, evaluated and piloted alongside a thematic review of serious case reviews to identify good practice. This has allowed for the development of a regional framework and guidance for the new child safeguarding practice reviews, to replace the former serious case review system. The launch of the regional guidance is accompanied by training for practitioners.

The North and South Tyne area has developed guidance for the development of the new arrangements which both stresses the importance of a shared vision whilst also offering a series of points to consider when reflecting on the role of each partner in the arrangement, especially around capacity, information sharing, delineation of responsibilities and leadership and governance.

Bexley, Greenwich and Lewisham have come together with a view to 1) develop a tri-borough hub model, aimed at improving front line practice engagement; 2) develop a common approach across the three areas to missing children and children at risk of sexual exploitation; 3) explore the role of independent scrutiny across the three areas; 4) establish shared mechanisms and processes for local learning reviews; and 5) increase the footprint for child death reviews.

As a collaboration across several areas with separate arrangements, this partnership is working to respond to and address a set of identified challenges around complexity, lack of clarity, lack of funding and uncertainty where effective communication has been recognised as key in helping to resolve some of these challenges.

Chapter Five: Planning, individual accountability and ongoing management

This chapter discusses how early adopters have managed the change process in terms of phasing, project management and human resources. It includes examples of approaches that have been chosen for independent scrutiny.

Principle 9: Work towards transformation on a phased basis, with the mechanics of initial transition constituting just part of this

Work to implement early adopters' visions for change was often described as 'a journey'. This was particularly the case when there were aims for a cultural or attitudinal shift in how partners work together. Those who discussed this suggested that it would be a gradual process that could take years.

"...when we're talking about this cultural change, I think it's a really long process."

Focus group participant

"A gradual increase in actually hearing the voice of children and young people's voices. A gradual growing in confidence by other agencies and practitioners to challenge without fear."

A survey respondent setting out what they hoped could be achieved through the implementation of the new arrangements.

However, it was also noted that further work, beyond the implementation deadline, may be needed to conclude even the specific tasks and decisions which inform longer term change. In some areas plans for putting into effect consultation with young people and with practitioners were delayed until some point in the first year of the new arrangements operating. Business managers and others expressed concern that these longer term goals may conflict with the need to successfully transition the required day-to-day work of their teams and partners to the new arrangements. For all local areas this has involved agreeing responsibilities and processes and codifying them in published arrangements by the end of June 2019. Some early adopter areas committed to publishing their arrangements early, and in at least one cases this meant 'pausing' some development work so that the required preparation for publication could be carried out.

In many conversations those working in the early adopter areas alluded to the need to balance successful practical transition with continued commitment from partners to a longer term change process.

"You need just to start... giving some partners reassurance that if you're going to look very different... This is our statutory stuff and the stuff that we're required to do, and we've built this already into the transition plan. The bits that we're going to do in addition, which we are going to do differently and better, hopefully, [partners have] got some sense of when you're going."

Focus group participant

Guidance produced by the North and South of Tyne SSP encourages partners in constituent local authority areas to plan for gradual transition. A three year period is suggested regarding the realisation of outcomes. Indeed, published arrangements from across the early adopter areas are open about plans to further develop the potential of their new partnerships. This ranges from specific plans for development such as working with regional partners to develop the market for independent scrutineers, to a broader commitment from local partners.

"we, the safeguarding partners along with local agencies and organisations continue to be committed to the transformational journey to help and protect children, young people and families."

North Lincolnshire published arrangements

One interview participant was quite explicit about the opportunity to build on any initial changes at a later date:

"There's nothing to say that in a year's time you couldn't publish a new set of arrangements when you've found out which bits weren't working so well, or where you need to make changes and strengthen things and so on... So those that aren't very far down the road, I'd encourage them to put something out that complies with the statute... and then do some of the detailed work later, but to keep doing what they're doing around their priorities and things so that those things don't drop off."

Interview participant

Principle 10: Identify clear priorities for the use of specialist, expert and leaders' time

As discussed in chapter two, the new legal framework allows safeguarding partners to reflect on which agencies and individuals are best placed to contribute to different aspects of strategic safeguarding work. This in turn has the potential to create more efficient arrangements.

"We've reviewed all our sub-groups and we're bringing together a number of boards and really looking at removing all the duplication across and really streamlining all the workstreams."

Focus group participant

Some early adopters took this forward by reviewing the membership of what was the LSCB and various subgroups. Sub groups have been organised around task or topic or a combination of both.

Some focus group and interview participants suggested a view that the question of who the most appropriate organisational representative is would be determined by the task at hand or, more specifically the stage of the change cycle.

Senior representatives may be required for certain decisions, but may be less well placed to identify specific challenges and solutions.

Solihull, for example, has adopted the 'Kolb cycle' as the theory underpinning the design of the multi-agency safeguarding arrangements. At the heart of these arrangements are three groups.

The Assurance and Review Group (1) which assesses information, intelligence learning to recommend work streams.

The Safeguarding Partnership (2) then decides which work streams are to be taken forward by the Response and Delivery Group (3).

This is typical of several arrangements which have a slimmed down executive board (in comparison to the requirements of LSCB), and to some extent, distributed different aspects of decision making across the structure.

Having said this, there appears to be a wide degree of variation in the complexity of structures set out in published arrangements.

"The exec is right at the top, so everything goes to them and then they feed back, whereas there was no exec group before. If the independent chair wasn't happy about something they would just say, 'I'll arrange to meet with X, Y, Z,' and then it would be left solely to whatever discussion they had with them and we wouldn't even know what that looked like. Now you've got the partnership group who say, 'This is what's going to the exec,' and it's all owned so it's clearer".

Interview participant

"It's hard to explain because some of it is about the culture that the new working together has allowed you to start to embed, but parallel to that, the way we do our new arrangements just makes things feel more effective and meaningful. I feel like I don't go to a meeting now because we needed a meeting. I feel like we go and it's much clearer and meaningful how what we're doing fits in with the framework to then ultimately say how we made a difference. To be honest, it's not rocket science. It's nothing massive or innovative or new, it's just about doing things in the right way."

Interview participant

Again, references were made by several early adopters to the change in culture, mindset and general approach afforded under the new arrangements.

Early adopters have explored how the expertise of independent associates can be more effectively deployed in light of there no longer being a requirement to have an independent chair. In some areas similar or slightly smaller levels of resource have been allocated for specific ad-hoc scrutiny tasks, as part of the requirement to procure appropriate independent scrutiny. In these areas chairing roles have been taken on by representatives of safeguarding partners, with each partner chairing different fora within the multi-agency safeguarding arrangements or allocated on a rotating basis.

Some areas have kept an independent chair. Whilst some interview and focus group participants saw chairing as a generic skill that was appropriate to reallocate, others reflected on how challenging it could be to hold senior partner representatives to account for ongoing participation in arrangements.

"we also do not have an independent chair and... Already, I'm starting to see some issues arising over decision-making at the board. Partly because some of them aren't attending, so they're deputising. Sometimes the deputies are deputising again, so we aren't getting the right people around the table"

Focus group participant

Examples of how some early adopters have reformed their approach to independent scrutiny are set out in Box 4.

"I think the three partners are definitely starting to take responsibilities and showing that the leadership and the chair hasn't been as active"

Focus group participant

Box 4: Approaches to independent scrutiny

Several early adopter projects have focused on developing effective approaches to independent scrutiny in their new safeguarding arrangements. In contrast to the former local safeguarding children board, there is no requirement that new arrangements include an independent chair. Across the early adopter projects there was a clear message that, whatever form independent scrutiny takes, it should not be viewed as a single function: there should be a focus on scrutiny leading to improved outcomes and this may involve building on effective existing checks and balances.

In Hertfordshire, for example, there is a focus on integrating robust scrutiny into the new arrangements while retaining aspects of good practice from existing systems. The emphasis is on practice improvement and, critically, partners agreed that scrutiny will be positive in its approach. It is based on a culture where everyone welcomes, and participates in, scrutiny. The principle is that practitioners will learn from each other as well as be held to account and that this will be embedded throughout the work of the partnership.

To achieve this, the partners invited an independent chair from another area to provide peer challenge. They also held a workshop with an independent facilitator who used an appreciative inquiry approach to support partners to consider what scrutiny and challenge meant, what worked, and aspirations for the future. Following this, it was agreed that appreciative inquiry would be used as a tool as part of new scrutiny arrangements.

Across Bexley, Greenwich and Lewisham, there was a comparison by academics at the University of Bedfordshire into the use of a more traditional independent chair (which was, at the time, being used in Greenwich and Lewisham) with an independent scrutineer role (used in Bexley). All three areas have in fact moved to the model of having an independent scrutineer in their new arrangements.

In Salford, they are developing an approach which uses both internal and external scrutineers, including peer scrutiny from partners in the area and the wider region (as part of the Greater Manchester Standards Board). Partners will also appoint an independent adviser who will chair the partnership in its first year.

In Berkshire West, meanwhile, partners are in the process of appointing two individuals to scrutiny functions: one strategic independent scrutineer and one operational independent scrutineer.

Another approach to reducing the time required to participate in partnership work is the concept of 'virtual participation'. This has been employed in York's published arrangements, which specify where agency representatives may participate via email correspondence telephone and teleconferencing.

"In an increasingly 'digital'
world it is anticipated that some of the
work of the Partnership will be carried out using
electronic- and tele- communications between face-to-face meetings. The use of media and virtual technology
will increase the capacity of the Partnership and the
involvement of partner agencies."

Published arrangements, City of York

Where the role of business teams has been discussed with early adopters, it is apparent that consistency and continuity has been valued by partners in managing the transition to new arrangements. Several projects have used resources from their involvement in the early adopter programme to procure additional capacity in this area. In many cases this appears to have been critical. This resource was typically used to hire consultants to project manage particular parts of the change process or to produce options papers or tools. It has also included the commissioning of academic partners to support learning and evaluation or covering the costs of running events.

Principle 11: Identify and address a realistic number of initial barriers to address, with clear project management

Insight shared by early adopters has highlighted that the change process can generate significant desk based work and requires the time and space to consider more detailed decisions. Where the volume of such tasks being generated is not proportionate to the available capacity this could potentially lead to a bottleneck and subsequently inertia. Some focus group and interview participants reflected on the importance of demonstrating tangible progress, if only in some areas of change, in order to maintain the commitment of partners and momentum over the longer term. Early adopters have addressed this in two main ways.

"I don't think it's often recognised how much work is done behind to drive it forward."

Focus group participant

"Things that are no-brainers, get them sorted, get them at least moving because then people will see that at every level, all partners want it...this is all consensus working, but some of the consensus partners are getting fed up with what they perceive as the slowness of the change process. I'm on the side of let's just put our foot down, let's move on"

Interview participant

Firstly, looking for 'low hanging fruit' in terms of aligning processes across regions. This has been taken forward in Solihull, for example, through a systematic analysis of local and neighbouring areas' procedures to identify candidates for alignment. A tool for carrying out this process has been shared as part of the programme. Secondly, partners have identified a limited number of priority tasks or work streams to be taken forward by project leads or 'task and finish' groups. Examples of tasks chosen include:

A project lead for identifying approaches to engage children and families

A task and finish group to revise case review documentation and processes, including the addition of guidance pre-referral for a case review

A sub group, led by a CCG representative, exploring models for child safeguarding practice reviews (which was signed off regionally)

Creation of a directory of Designated Safeguarding Leads (DSLs) in schools

It is important to note that these tasks will still require some capacity. Indeed, some of the focussed project work was led by colleagues whose time was funded through the early adopter programme. Early adopters reflected more broadly, however, that a taking a project management approach helped to generate rewards.

"I think the fact that we took a project approach is quite significant, because I think it sort of positioned the input well in terms of engaging that group of stakeholders in something that they felt they could own... we've reported to the forum, as a project."

Interview participant

Principle 12: Adapt implementation plans in light of learning and emerging evidence

As is clear from this report as a whole, early adopters have been trying a number of new approaches, developing new relationships and engaging in a learning process. This perhaps inevitably means that some have had to adapt their plans for change in response to lessons learnt. In most cases, this has involved revising expectations about how much progress can be achieved within a certain time frame, but has also included changes to how things are approached.

One interview participant reflected on the benefit of having ambitious schedules for change that could then be amended if needed, suggesting this would help keep partners focussed and motivated.

"...we had I think a clear idea of what each phase would look like and we've not really lost sight of it. It's not that the times have slipped, but what has changed is what we would do in each phase? We've had to shift according to the partner's views."

Focus group participant

One interview participant reflected on the benefit of having ambitious schedules for change that could then be amended if needed, suggesting this would help keep partners focussed and motivated.

"There was debate, is it 12 months or is it three years? I was really clear that it should only be 12 months because otherwise, nobody does anything... the fundamental decisions, the decision about a new structure should be taken, we're making one set of decisions now, everybody's doing that and then we should make another set of decisions at this time next year, which I hope will be much firmer and much more of a move towards a regional strategic framework."

Interview participant

Chapter 6: Learning, review, and assurance

This chapter discusses how early adopters have developed new approaches to review practice and strategic arrangements. It includes examples of approaches to child safeguarding practice reviews and engaging children and young people.

Principle 13: Ensure clear service user voice in assurance and priority setting

Across all early adopter projects, there is a recognition of the importance of including service user voice, with interviewees noting it is vital role in shaping a service that is appropriate for young people's needs:

We heard from early adopters that prioritising such activity has already had an impact on the work of the safeguarding partners. This included not just informing priorities but impacting on how the partnership develops. The breadth of the feedback could help start the conversation in a way that is equally relevant for all involved partners.

"If we're providing a service for them, it needs to be relevant and accessible ... we learn a lot from them ... So what I think would have been relevant, isn't anymore and they've got the current knowledge, haven't they?"

Interview participant

"It's kind of looking at the broader partnership maybe in a way that we haven't done before to tackle the things that are important to the majority of children rather than a small cohort."

Interview participant

However, where the challenge will lie for most safeguarding partners will be making participation a meaningful activity for the individuals involved and that it has the ability to positively impact on outcomes:

"It's challenging to make it meaningful. You can certainly find ways of going out and consulting, but actually, when you then try and say, 'Well, how has that made a difference to outcomes?' it's really difficult... Sometimes it feels a bit lip service, without really offering anything particularly positive to the arrangements."

Interview participant

All early adopter areas have set out their plans to incorporate the voice of children and families (in varying detail) in their published arrangement documents, as required by Working Together.

Calderdale and Tameside have both focussed on promoting community engagement and integrating the voice of children and families as part of their learning themes.
In particular, they have both developed a set of activities

and useful learning examples which facilitate clear service user voice in assurance and priority setting. More details of these are set out in box 5.

A further example of good practice in terms of engaging children and young people is to produce young person versions of key documents. Solihull is producing a young person-friendly version of its annual report and this was noted to be **"distributed by our partners to provide a more accessible means by which young people can obtain information on safeguarding activity in their area."**
(Solihull published arrangements)

Box 5: Engaging Children and Young People

Co-designed community engagement events in Calderdale

Calderdale organised a successful, large-scale community event – 'FaxFest' that was co-designed and delivered by young people and provides "a successful model of engagement with children, young people, family and members of the community." (Calderdale published arrangements). The event aimed to consult with the local community and identify safeguarding issues that are important to them, as well as raising awareness and accountability of safeguarding partners.

The organisers of the event learnt several important lessons regarding community engagement. The use of interactive activities appeared to work well and child-friendly provisions, e.g. face-painting, appealed to a broad range of families who may initially be put off attending an event that centred on safeguarding.

The event evaluation report also noted the importance of tailoring events to the interests and needs of local communities and acknowledges the differences in safeguarding issues across different localities. Being involved in the event helped some practitioners to think more broadly about local concern

Tameside's 'Voice of the Child' Strategy

Another example of good practice is Tameside's ambitious 'Voice of the Child' strategy, which incorporates a number of approaches to engagement, including a co-designed strategy document; child-led training as part of multi-agency training programme; development of a Youth Challenge Panel trained to scrutinise safeguarding arrangements and service delivery; and appointment of a Children's Independent Advocate responsible for bringing together a network of youth forums and represent their collective voice at the Safeguarding Children Executive Partnership. Across all these activities lies the vision to give children and young people an 'equal voice in decision making' and be 'empowered' to influence improvements in service delivery.

Although several projects discuss their plans for dedicated community events and activities, there are other ways to increase engagement and involvement that are potentially not as resource intensive. One interviewee spoke about their successful technique of 'piggybacking' on to activities that are already going on, for example, attending parents evenings, youth clubs, reaching out to members of local Youth Parliament, and members of the children in care council.

Other ways to maximise the use of existing resources include identifying and applying sources of relevant child-report data, such as Birmingham's initiative to utilise findings from citywide pupil surveys and respond to key issues highlighted in Make your Mark ballots. The collection of 'everyday' feedback can be as simple as collecting routine feedback from all children involved in services, e.g., through regular multi-agency audits, asking for direct feedback from parents and children about their views of the services they received and resulting outcomes. However, there is also a need for training in terms of having the skill to collect good quality and meaningful insights from children and young people. It was suggested by some interviewees that the baseline of knowledge and skills in this area may vary between agencies.

Another way to ensure the success of engagement activities is to have a dedicated provision in place to oversee the involvement of children and families. Some of this work could be led by a Children's Independent Advocate (as in

Tameside), or by the independent scrutineer in the case of Berkshire.

Increasing the representativeness of individuals involved in engagement activities is an important reflection and consideration for all projects. One interviewee reflected that the young people involved in shaping their plans for service delivery are "probably all universal or targeted services young people" and may not represent the cross-section of young people being supported by safeguarding agencies. This is something that requires careful planning and support and perhaps where the input of a dedicated participation specialist could add real value.

"I think there's an argument to say there should be people that have been in the care system or through child protection, but they're really difficult sometimes to engage, because they don't necessarily want to talk about their experiences."

Interview participant

A final area of reflection was in terms of planning how to respond to and action feedback gained from engagement activities. It is not enough to just gather the voices of children and young people and some areas have a dedicated resource in place to best respond to implementation.

York's Voice and Involvement Group (VOIG), for example has been set up to specifically think about the appropriate response to children and young people's input.

Principle 14: Embed a learning approach into the operation of the arrangements and everyday practice

Learning and reflections on practice are not only relevant locally, but they also have a "wider importance for all practitioners working with children and families and for the government and policy-makers. Understanding whether there are systemic issues, and whether and how policy and practice need to change, is critical to the system being dynamic and self-improving." (Working Together, 2018)

Berkshire West has reflected on some key components for multi-agency learning in its published arrangements document. These include mutual support, accountability, effective support for leaders to safely reflect on what might have been managed differently, respectful dialogue, understanding of challenges, and shared responsibility for future change.

Safeguarding partners in Devon are trialling an innovative approach to learning and development, more detail of which is set out in box 2 on page 25.

"Safeguarding is not an exact science. It is essential that as system leaders we work together to review and learn from circumstances where multi-agency arrangements for safeguarding and protection have not met the standards that we expect or where something has gone wrong."

Published arrangements, Berkshire West

In Bexley, the learning approach has been imbedded into the structure of the local arrangements, as set out in box 6.

Box 6: Bexley's 'Learning Hub' model

As part of its new arrangements, Bexley developed a new framework and approach to learning across the multi-agency partnership. Partners have implemented a new local Learning Hub which aims to improve frontline practice engagement across the new partnership.

The 'hub' is practitioner led and in the first year is examining three priority areas of practice (children and young people missing or at risk of exploitation, parental mental health, basic child protection) with a lead statutory partner for each. It includes also frontline operational leads and managers from all partner agencies.

The Learning Hub considers feedback from Bexley agencies and frontline staff on what is working and what needs to change in multi-agency safeguarding practice and makes recommendations for change to the senior decision making board.

The group meets on a monthly basis and meetings are structured around a four-monthly cycle of events.

Month 1 – initial scoping of practice issues;
Month 2 – single- and multi-agency auditing;
Month 3 – feedback from children, young people, families, practitioners;

Month 4 – agreeing recommendations and actions.

The Birmingham early adopter project has focussed on developing procedures for rapid reviews and child safeguarding practice reviews. This was originally developed as a regional set of procedures for the West Midlands. Some safeguarding partners in other parts of the country also decided to adopt elements this work. More detail is set out in box 7.

Box 7: A shared regional procedure for Local Child Safeguarding Practice Reviews in the West Midlands

As part of their new arrangements, partners in Birmingham have committed to producing comprehensive practice guidance on commissioning and undertaking local child safeguarding practice reviews (CSPRs) which will replace existing serious case reviews (SCRs). A regional project team was set up to develop a rapid review process and related documentation, and all 14 areas in the wider West Midlands agreed to take part in a three-month pilot of the new rapid review arrangements. During the course of the pilot, rapid review guidance and templates were revised and fine-tuned to reflect user feedback and experience.

Feedback from those participating in the pilot showed that the new rapid review process and documentation was helpful and should improve both the quality and consistency of rapid reviews across the region, whilst also facilitating peer support. Anecdotal evidence suggested it has potential to streamline and enhance process – all five rapid reviews that used the new regional documentation were submitted within the 15-day deadline. Furthermore, key local learning could be quickly identified, negating the need for further review.

However, there were challenges and these relate to meeting the 15-day deadline, e.g., in cases where essential historical information had been archived. When working with multiple partners, there are also challenges in relation to engaging everyone with the timescale, especially across multiple local authority areas, and a delay from a single area could derail the whole timescale.

In its published arrangements, Birmingham also describes the benefits of producing a 'Learning Lessons Briefing' for every local practice review which "will provide a short summary of the background to the case, identify key learning and highlight areas for practice improvement for use in team meetings and/or supervision sessions."

Principle 15: Build in periodic review

In the new legal framework, the safeguarding partners have, in effect, a responsibility to design and implement arrangements that are fit for purpose. This means that they do not just have to assure themselves that individual parts of the system are doing what they need to do to safeguard children, but also to assure that the multi-agency arrangements themselves are doing what they should.

"Regular review of the progress and implementation of findings from the reviews is a key component to effective systems change"

Published arrangements, Berkshire West

Working Together (2018) guidance sets out a requirement for safeguarding partners to publish a report at least once in every 12-month period. The report must provide detail on safeguarding activities, including child safeguarding practice reviews, and the effectiveness of their support and interventions. Impact must be evidenced across the broad spectrum of need from early help to looked-after children

and care leavers. If there has been minimal progress in an area, then this should also be discussed. Recommendations and learnings from practice reviews and evidence of the inclusion of children and families voices to service provision must also be clearly detailed.

North Lincolnshire's approach to listen, learn, review, republish

Listen, learn, review, adapt

Annual Review including independent scrutiny

Republish
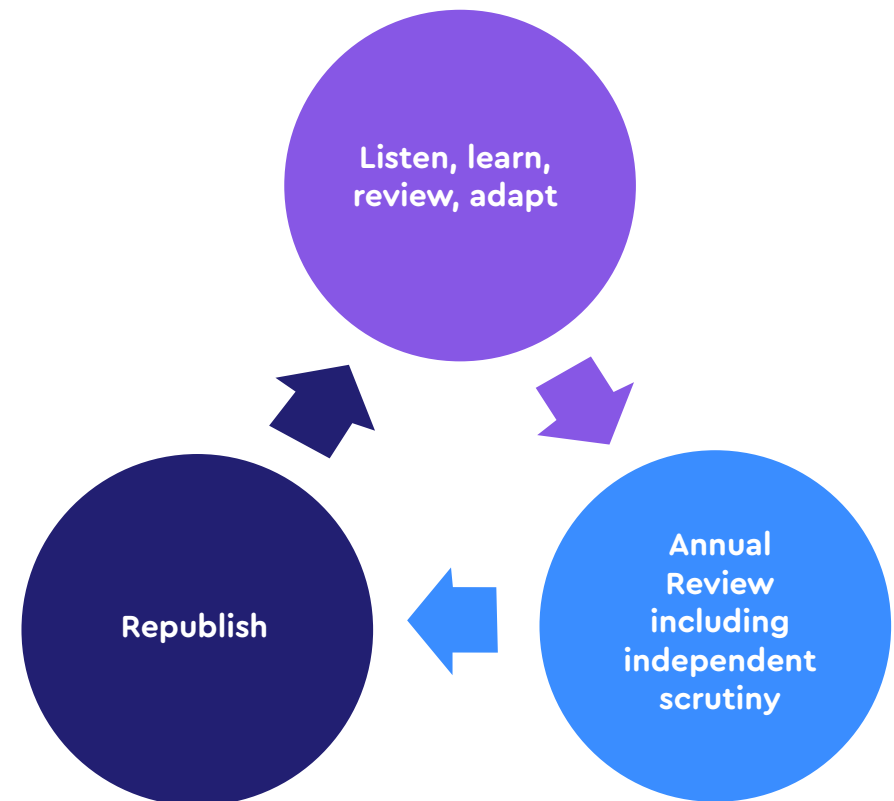
Early adopters have also highlighted further methods and perspectives to learning and review which were seen as important vehicles for positive change, including:

• **Having a dedicated framework and reference group to oversee learning and implementation across the partnership.** Partners in Salford, for example, have designed a 'Safeguarding Effectiveness Framework' to bring together processes and learning from a range of different types of reviews and audit across all partnerships in Salford, including single agency and multi-agency reviews. This framework aims to triangulate and scrutinise practice across the system and enables testing of assurance or identifying where additional activity or assurance may be required.

• **Commissioning independent evaluation of arrangements.** Partners in Bexley, Lewisham and Greenwich and in Trafford have commissioned independent evaluations of their new approaches to partnership working.

• **Combining insight from a combination of sources.** Several projects also discussed the importance of triangulating learning from a range of different sources – utilising lessons from national and local reviews, and reflecting on practice issues both for individual partners, and across the partnership as a whole. Most importantly, at the heart of all reviews should be the voices of children and families.

Chapter Seven: Discussion and conclusions

In this report we have set out an overarching narrative on the learning of the 17 early adopter projects gathered over the last 10 months. We hope that, in being framed under 15 principles for effective implementation, it provides a useful reference guide to safeguarding and child death review partners across England.

In using the principles of effective implementation, local partners will inevitably need to make some trade-offs. Chapter three highlights the importance of engaging a wide range of stakeholders to enhance this area of work, and chapter four the importance of taking time with partners to reflect and consider what the best arrangements might look like. It is clear, however, that such activities do involve significant work amongst already pressured partners and business teams. This is why in chapter five there is significant attention given to how time and resources can be managed to best effect, and a potentially overwhelming change process effectively managed.

The results of the baseline survey demonstrate limited expectation of immediate and comprehensive improvements in the effectiveness of arrangements. However, they also indicate that the early adopters are working from a position of strength in terms of the perceived effectiveness of their existing arrangements.

The central message for safeguarding partners across England is that the transition to the new legal framework in 2019 should be seen as just the beginning of a transformative journey. Many of the principles set out in this report play a key role in maintaining momentum on this journey – phasing work, having clear priorities, and ensuring all partners and stakeholders are in the right place to contribute positively. Taken as a whole, the learning of the early adopters demonstrates the potential for, and value in, moving towards arrangements which are increasingly:

• Efficient – making the best use of time and resources by, for example carrying out functions and aligning process across wider geographical areas, creating leaner local structures and complementing rather than duplicating work in related areas such as adults safeguarding and community safety. We have seen several examples of reconfiguration along these lines. It is, however, taking some early adopters longer than they hoped to get where they wanted to go in this regard, and there appears to be a wide range in terms of the complexity of arrangements. It will also, of course, take time to see how effective some of the leaner arrangements may be.

- Equitable – gradually shifting culture and approach so that all three statutory safeguarding partners feel equally responsible and engaged in relationships, and all relevant agencies are engaged proportionately in line with their role in safeguarding. Early adopters have shared great examples of engaging with schools, and there is evidence of senior police, health and local authority representatives being at the heart of arrangements. We also heard genuinely shifting culture may take longer, and funding remains a sticking point for some.

- Responsive – having a much more effective interface with the children, young people and families that these arrangements serve. Several early adopters have been ambitious in how they engage with communities and give children and young people a role in holding partners to account. Successful work to commence rapid reviews and expand the footprint of child death review arrangements will also enable partners to identify emerging risks more quickly in the future.

- Dynamic – as highlighted in chapter six, the requirement to review arrangements annually and ability to republish arrangements has been grasped by early adopters. This is key in being able to set out aims and review progress and success on the transformational journey described above. It will also enable arrangements to be amended to respond to changes in the profile of risk affecting children. Individual early adopters have each focussed on a limited number of learning themes. This has enabled them to pro-

duce insightful learning examples for other partners across England to draw on. As highlighted in chapter two, early adopters identified a wide range of opportunities. However even with this aspiration and the additional resource from being part of this programme, early adopters still appear to have some way to go to realise these opportunities. This underlines the ongoing value of peer-to-peer learning in improving multi-agency arrangements.

Success must ultimately be measured in terms of the outcomes of children and young people. Delivering tangible change and seeing real benefits in this area of work will take time. Thanks to the efforts of the early adopters, however, this process has got off to an encouraging start.

Appendix A: Baseline survey methodology, respondent information, and additional analyses

Methodology

An online survey was developed in consultation with Early Adopters and the Department for Education. The 11-item survey consisted of open and closed questions and sought respondent's views on the:

- Effectiveness of historic safeguarding arrangements (i.e., the LSCB and associated arrangements)
- Current areas of challenge
- Expectations and hopes for positive change in the new multi-agency safeguarding arrangements

The survey was sent via email to project leads in each of the 17 Early Adopter projects and was cascaded to a broad range of practitioners working across the multi-agency partnership, including within local authority (LA) children's social care, health, police, schools, and other partner agencies.

Project leads were encouraged to cascade the survey to anyone who may have insight into the effectiveness of the relevant arrangements and plans for local reform. It was anticipated that number and range of individuals to which it would be possible and appropriate to cascade the survey would vary between Early Adopter projects.

Eligible participants included front line staff, such as police constables, social workers, nurses, teachers; those with managerial/service manager responsibilities, including police inspectors, deputy head teachers, team leaders/

service managers, health services commissioners, consultant paediatricians; and those in senior leadership roles, such as chief superintendents/chief officers, head teachers/principals, directors, CEOs.

The survey was open from 18th February 2019 until 10th June 2019 (see Appendix B for the survey questions).

Respondent information

Survey responses were returned by 388 individuals from 17 Early Adopter projects, of which 239 responses were valid. A 'valid' response was defined as one with no missing data on questions 5 and 9, which asked about perceptions of the effectiveness of new vs. existing safeguarding arrangements.

There were no differences between those who completed the full survey and those who did not, in terms of whether they had published their arrangements prior to completing the survey. Of the 239 valid responses received, 194 (81.2%) completed the survey after their local arrangements had been published, which is very similar to the proportion within the full 388 sample who completed the survey after publication (n=127, 85.2%).

The data analysis was restricted to the 239 respondents with valid survey data.

Geographical coverage

There was a spread of respondents from the different Early Adopter projects. There were five areas that were poorly represented with only one survey respondent from each. One of these had focussed on child death reviews and one had focussed on child safeguarding practice reviews in their Early Adopter work making the survey less relevant.

Respondent organisations and current job roles

The majority of survey respondents worked within the NHS (n=76, 31.8%), followed by local authority children's services (n=45, 18.8%), and education providers (n=34, 14.2%), (see Table 1 for full breakdown).

Free text responses to current job roles were coded into four categories: 1) Front line staff (which included police constables/sergeants, social workers, nurses, teachers); 2) Managerial/service managers (which included police inspectors/chief inspectors/superintendents, deputy head teachers, team leaders/service managers, health services commissioners, consultant paediatricians, GPs); and 3) Senior leadership (which included chief superintendents/chief officers, head teachers/principals, directors, CEOs); 4) Other (which included administrative roles).

Most of the survey respondents worked in managerial/service manager positions (n=135, 56.5%), followed by front line staff (n=57, 23.8%), and senior leadership roles (n=36, 15.1%), (see Table 2 for full breakdown). When asked about whether they specific responsibility for safeguarding in their organisation, most of the survey respondents said yes (n=198, 82.8%).

Table 1 Survey respondents, by organisation type

Respondent organisations	No. of respondents (total n=239)	% of survey sample
Health (NHS)	76	31.8%
Local authority children's services	45	18.8%
Education (including primary, secondary, colleges)	34	14.2%
Voluntary, community, social enterprises (including independent health and social care providers)	21	8.8%
Police	20	8.4%
Business teams and chairs (including LSCB)	10	4.2%
Housing	8	3.3%
Charity and third sector	8	3.3%
Prefer not to say	5	2.1%
Early years settings	3	1.3%
Public health	3	1.3%
Probation	3	1.3%
Other local authority department	3	1.3%

Table 2 Survey respondents, by current job role

Respondent current job role	No. of respondents (total=239)	% of survey sample
Front line staff	57	23.8%
Managerial / service manager	135	56.5%
Senior leadership	36	15.1%
Other	11	4.6%

Additional data tables and figures

Table 3 Perceptions of the top three biggest challenges to children´s safegaurding, by type of agency

	Police (n=20)	Health (n=76)	LA children's services (n=45)	Schools (n=34)
1st biggest challenge(s) to safeguarding	Pooling of budgets across agencies (n=5, 25%) / Distribution of responsibilities & burdens (n=5, 25%)	Distribution of responsibilities & burdens (n=11, 14.5%) / Coordination of commissioning of highly specialist provision (n=11, 14.5%)	Pooling of budgets across agencies (n=10, 22.2%)	Pooling of budgets across agencies (n=9, 26.5%)
2nd biggest challenge to safeguarding	Engagement from schools (n=3, 15%)	Understanding within agencies of safeguarding responsibilities (n=7, 9.2%)	Distribution of responsibilities & burdens (n=7, 15.6%)	Distribution of responsibilities & burdens (n=8, 23.5%)
3rd biggest challenge(s) to safeguarding	Coordination of commissioning of highly specialist provision (n=3, 15%) / Understanding within agencies of safeguarding responsibilities (n=3, 15%)	Access to data on emerging safeguarding issues (n=9, 11.8%)	Information sharing (n=7, 15.6%) / Engagement from schools (n=7, 15.6%)	Shared understanding (n=6, 17.6%)

Table 4 Perceived effectiveness of historic safegaurding arrangements across different domains (n=239)

	Very ineffective or ineffective	Neither	Very effective or effective	Don't know
Children are safeguarded	7.9%	8.8%	81.5%	1.70%
Children's welfare is promoted	5.9%	14.6%	78.3%	1.3%
The voice of children & families is included	6.3%	25.1%	64.8%	3.8%
Partner organisations and agencies collaborate, share and co-own the vision for how to achieve improved outcomes for vulnerable children	12.5%	18.0%	66.5%	2.9%
Organisations and agencies challenge appropriately and hold one another to account effectively	13.4%	19.2%	63.6%	3.8%
There is early identification and analysis of new safeguarding issues and emerging threats	9.6%	17.6%	68.6%	4.2%
Learning is promoted and embedded in a way that local services for children and families can become more reflective and implement changes to practice	9.7%	18.4%	67.4%	4.6%
Information is shared effectively to ensure more accurate and timely decision making for children and families	17.6%	17.2%	63.6%	1.7%

Table 5 Perceived effectiveness of new safegaurding arrangements across different domains (n=239)

	Very ineffective or ineffective	Neither	Very effective or effective	Don't know
Children are safeguarded	2.5%	12.6%	73.6%	11.30%
Children's welfare is promoted	1.7%	12.6%	75.8%	10.0%
The voice of children & families is included	3.7%	15.5%	67.3%	13.4%
Partner organisations and agencies collaborate, share and co-own the vision for how to achieve improved outcomes for vulnerable children	7.1%	15.5%	65.7%	11.7%
Organisations and agencies challenge appropriately and hold one another to account effectively	8.4%	15.5%	62.7%	13.4%
There is early identification and analysis of new safeguarding issues and emerging threats	3.4%	17.2%	66.1%	13.4%
Learning is promoted and embedded in a way that local services for children and families can become more reflective and implement changes to practice	4.2%	17.6%	67.4%	10.9%
Information is shared effectively to ensure more accurate and timely decision making for children and families	7.5%	13.8%	66.5%	12.1%

Appendix B: Survey questions

Introduction

This survey is aimed at managers and front line staff working for any agency in one of the 17 early safeguarding Early Adopter partnership projects. It is being carried out by the National Children's Bureau (NCB) as part of our role as Facilitator of the Early Adopter Programme. It will ask you about your perceptions of the effectiveness of historic arrangements your hopes for positive change and thoughts on associated challenges.

The information you provide will feed into a report that will be published in 2019 to inform the work of other local areas across England as they develop and implement their new multi-agency safeguarding arrangements. We may also share data with local leaders taking part in the Early Adopter Programme in an anonymised form (i.e. with information about your role and any other information that may identify you removed). No personally identifiable information that you share through this survey will be published or shared outside NCB.
The survey should take between three and eight minutes to complete and all responses are anonymous and confidential. If you have any questions or comments, please contact the Research and Policy Team at research@ncb.org.uk.

Thank you for taking part.

Part 1: About you

We would like to know about your role and your local area to help us understand what you tell us in the survey.

1. Which Early Adopter area(s) does your work cover? Your work may cover more than one area.

- Devon (Devon and Cornwall)
- Tameside (Greater Manchester)
- Trafford (Greater Manchester)
- Salford (Greater Manchester)
- Hertfordshire
- North Lincolnshire (Lincolnshire)
- Bexley, Greenwich and Lewisham (Metropolitan)
- North West London (Metropolitan)
- North and South of Tyne (Northumbria)
- York (North Yorkshire)
- Stoke on Trent and Staffordshire (Staffordshire)
- Reading, Wokingham and West Berkshire (Thames Valley)
- Birmingham (West Midlands)
- Dudley, Sandwell, Walsall and Wolverhampton (West Midlands)
- Solihull (West Midlands)
- Calderdale (West Yorkshire)
- Wiltshire

2. Which of the following best describes the organisation you work for?

- Police
- Health (NHS)
- Local authority children's services
- School
- Prefer not to say
- Other (Please suggest a category for your role, e.g. College, Early Years setting, Fostering Agency, Housing, Local Authority Public Health, etc.)

3. What is your current role? (open text)

4. Do you have a specific responsibility for safeguarding children in your organisation?

- Yes
- No

Part 2: Your views on the current safeguarding arrangements

5. In your view, how effective (or ineffective) have the existing safeguarding arrangements (i.e., the LSCB and associated arrangements) been in your area in ensuring that...

	Very ineffective	Ineffective	Neither Ineffective nor effective	Effective	Very Effective	Don't know
Children are safeguarded						
Children's welfare is promoted						
The voice of children and families is included						
Partner organisations and agencies collaborate, share and co-own the vision for how to achieve improved outcomes for vulnerable children						
Organisations and agencies challenge appropriately and hold one another to account effectively						
There is early identification and analysis of new safeguarding issues and emerging threats						
Learning is promoted and embedded in a way that local services for children and families can become more reflective and implement changes to practice						
Information is shared effectively to ensure more accurate and timely decision making for children and families						

6.   If you answered very ineffective to any of the above, please provide more detail. (Open textbox)

7.   If you answered very effective to any of the above, please provide more detail. (Open textbox)

8.   In your opinion, what are the greatest challenges to addressing current safeguarding concerns in your area? (please select your top 3 reasons, with 1 representing the biggest challenge)

Pooling of budgets across agencies
Geographical boundaries
Distribution of responsibilities and burdens between agencies
Safeguarding information needed to inform service design
Gaining insight from views and experiences of children in individual cases
Implementation of insights from children and families to inform service design
Access to data on emerging safeguarding issues
Learning from and reflecting on practice e.g. child death reviews and/or local or national reviews (formerly serious case reviews)
Independent scrutiny
Coordination of commissioning of highly specialist provision (e.g. secure children's homes, Tier 4 mental health services, residential special schools)
Information sharing at an operational level
Understanding amongst agencies of their safeguarding responsibilities
Shared understanding across agencies of child protection, safeguarding and wellbeing issues
Engagement from/involvement of schools in this work
Other (please specify)

Part 3: Your expectations for the new multi-agency safeguarding arrangements

9.   How effective (or ineffective) do you think the new multi-agency safeguarding arrangements will be in ensuring that...

	Very ineffective	Ineffective	Neither effective nor ineffective	Effective	Very Effective	Don't know
Children are safeguarded						
Children's welfare is promoted						
The voice of children and families is included						
Partner organisations and agencies collaborate, share and co-own the vision for how to achieve improved outcomes for vulnerable children						
Organisations and agencies challenge appropriately and hold one another to account effectively						
There is early identification and analysis of new safeguarding issues and emerging threats						
Learning is promoted and embedded in a way that local services for children and families can become more reflective and implement changes to practice						
Information is shared effectively to ensure more accurate and timely decision making for children and families						

10.   What do you see as the key challenges for the new multi-agency safeguarding arrangements? (Open textbox)

11.   What do you think will be the most positive change to come out of the new multi-agency safeguarding arrangements and what could help enable this change to happen? (Open textbox)

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