

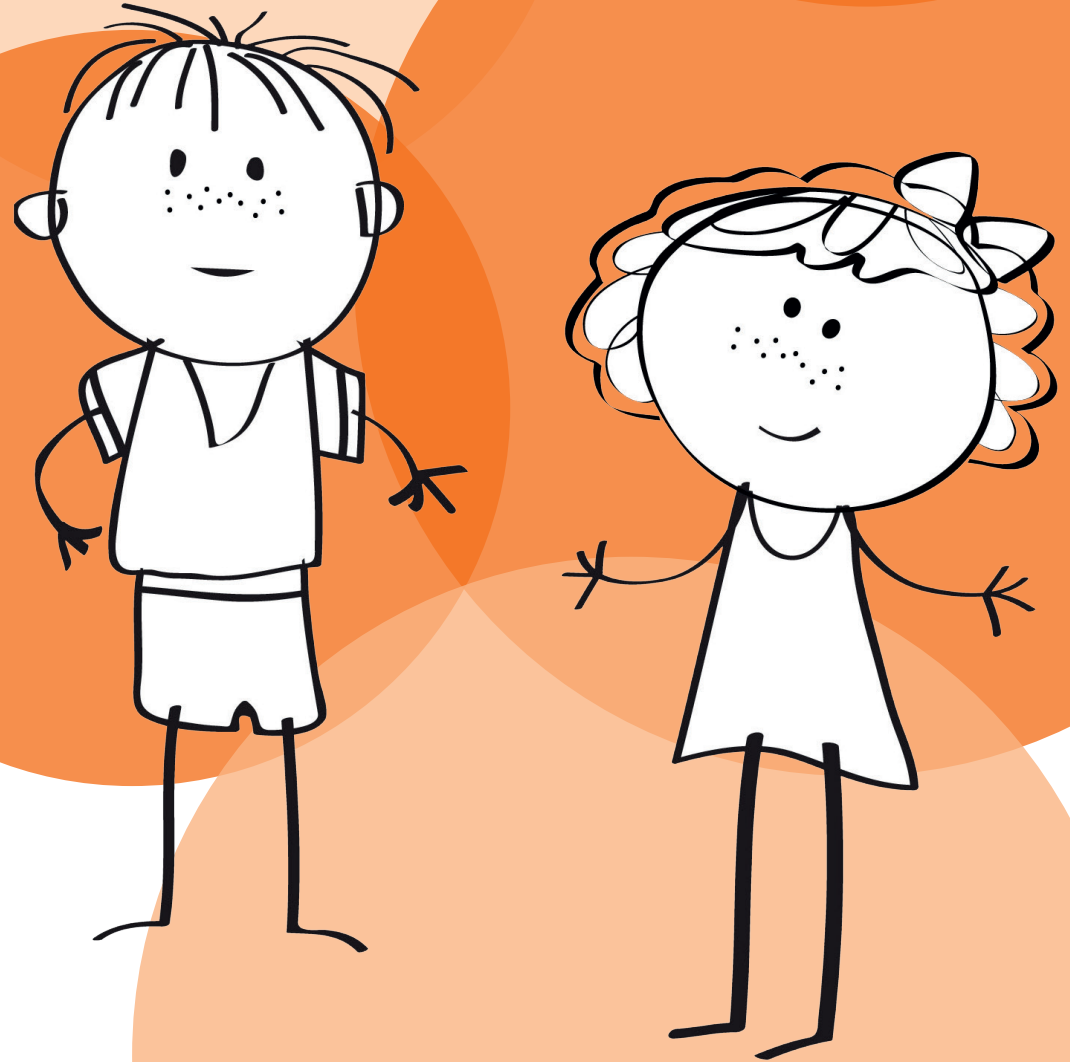


National Children's
Bureau

Safeguarding Early Adopters

Developing the Learning on
Multi-agency Safeguarding
Arrangements
Interim Report - December 2018

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and Keith Clements



Department
for Education



Department
of Health &
Social Care



Home Office

Acknowledgements

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Contents

1	Introduction	3
1.1	Methods	4
1.2	Areas of focus in the EA projects	5
1.3	Research and Evaluation	8
2	Implementation Challenges	10
3	Summary of progress across the learning themes	11
3.1	Independent Scrutiny	13
3.2	Local Reviews	16
3.3	Child Death Reviews	17
3.4	The Role of Wider Partners	18
3.5	The voice of children	20
3.6	Resourcing	22
4	Bexley's learning journey	24

1. Introduction

The National Children's Bureau (NCB) is working with the 17 Early Adopters (EA) to draw together the lessons learnt as they develop, test and implement their new Multi-agency Safeguarding Arrangements.

Purpose of the report

In this Interim Report we will seek to share the emerging learning from the programme including:

- Activity from the NCB programme so far
- Approaches the EA projects are testing and implementing
- Early principles for implementation
- Learning examples from EA projects
- Next steps and resources

From our initial work with the EA project leads there are a number of themes emerging:

1. Context
2. Specific reform areas
3. Ways of working

We will consider the specific reform areas and ways of working later in this report, but initially it is important to reflect on the different contexts in which each project is working.

Each of the EAs are coming from different starting points, some were further ahead than others before the NCB facilitator programme started. The project leads have reflected that the understanding of roles and responsibilities of individuals and agencies can be different between former LSCB areas (even those coming together into one EA/Multi-agency Safeguarding Arrangement).

EAs have identified that there are strengths from existing arrangements that they are keen to build on, and generally there are positive views about what can be achieved in the new arrangements. Whilst there is some early learning to share, it is important to note that this report is a snapshot of the activity in the programme as at the beginning of December 2018 and we will continue to develop and share learning and resources in other ways throughout the life of the programme.

The purpose of multi-agency safeguarding arrangements

Working Together 2018 defines the purpose of these local arrangements as a system to support and enable local organisations and agencies to work together to ensure that:

- children are safeguarded and their welfare is promoted
- 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 facilitate more accurate and timely decision making for children and families

These principles underpin the NCB programme and the developments in all of the EA projects.

Next steps from the programme

NCB are keen to support areas outside of the EA programme to be able to utilise the tools, resources and learning from the EA projects. As such we are committed to sharing activity and emerging learning as regularly as possible to ensure that it is able to feed into the transitional timelines as set out in the guidance.

Over the coming weeks and months we anticipate sharing the following outputs to support areas to engage with the learning from the programme and develop their own multi-agency safeguarding arrangements:

- Newsletters in January, April and June 2019
- Monthly blogs and learning examples
- A webinar in April 2019
- A national learning event in June 2019 to share learning on implementation from the EA projects

Emerging topics to be explored in upcoming activity

- Dispute resolution
- Practice issues
- Role of designated health professional
- Format for transfer of activity from LSCB to new multi-agency safeguarding partnership
- Developing a learning hub
- Any other emerging issues/learning as identified through learning and development workshops, DfE regional events, evaluation visits, NCB lead facilitator phone calls, and implementation board feedback

NCB have established a **national project steering group** to help guide the programme and support the dissemination of learning which includes representatives from: NCB Head of Research; NHS England; National Network of Designated Health Professionals; National Policing Coordinator; Voluntary and Community Sector organisations; Local Government Association; Association of Directors of Children's Services (ADCS); and the Association of Independent LSCB Chairs (AILC). This group met for the first time on the 11th December 2018.

1.1 Methods

We are using a range of approaches to ensure the EA partnerships are supported and that we are able to identify and share effective ways of overcoming implementation challenges, as well as sharing learning from the evaluation of the approaches being tested.

To gain a clear understanding of both the implementation challenges and elements of effective practice, the experiences of each multi-agency partner within the early adopter programme will be called upon via our approach.

The activity of the programme so far has included:

- Publishing an **overview of the learning themes** that each EA is working on
- Developing a **compliance checklist** for published arrangements
- Setting up and facilitating a **community of practice** across the 17 EA projects through:
 - Online forum
 - Learning and Development workshop (held on 19th October 2018)
 - Allocating each EA project an NCB facilitator
 - Regular action planning phone calls between the NCB facilitators and each EA's project leads and key partners
- Identifying **emerging learning** via:
 - Developing an **enquiry framework** for the programme
 - Call for evidence on progress from the EAs
 - Development of a baseline survey to support ongoing monitoring across EA projects
 - Analysis of published arrangements from EAs
 - Facilitation and observation of 'world cafe' sessions for sharing challenges and solutions (as part of learning and development days)

1.2 Areas of Focus in the EA Projects

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

1.3 Research and Evaluation

To focus the learning from the programme, we have created an [enquiry framework](#) which provides the EA projects with key questions to develop their learning around each of the work themes. The main question we are seeking to answer through the programme is:

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

Areas can use this question, and others within the detailed enquiry framework, with stakeholders locally to support the development of their multi-agency safeguarding arrangements.

The key learning themes being explored by the evaluation team are in relation to:

- Structural arrangements
- Independent scrutiny
- Local reviews
- Role of wider partners
- Role of children, young people and families
- Addressing local practice challenges
- Information sharing
- Regional alignment of Child Death Reviews (CDR)
- Resourcing

The learning in some of these areas is more developed at this stage of the programme and therefore this report will focus primarily on the activity and emerging solutions in relation to **independent scrutiny, local reviews and child death reviews, the role of wider partners, and resourcing** new arrangements, alongside some learning examples across the themes.

Some early thinking on dispute resolution

Working Together to Safeguard Children (2018) makes clear the expectation that safeguarding partners are expected to work together to resolve any disputes locally and highlights the role of regulatory and inspection activity in holding public bodies to account. In our work with the EAs to date, dispute resolution has not stood out as a particular area of challenge, however it is anticipated that as more projects begin to finalise and publish their new arrangements, there will be further learning to share in this area.

Of the EAs who have published their new arrangements, each has acknowledged that the escalation of concerns is an expected aspect to establishing new arrangements and has recognised the importance of agreeing a process for dispute resolution. Suggested approaches include the convening of multi-agency meetings to resolve issues between statutory agencies, along with the expectation that safeguarding partners will act as arbitrators/mediators to resolve issues. Local areas have recognised that where disputes cannot be resolved between agencies, it is necessary to have in place an escalation process. Proposed escalation approaches include seeking resolution of issues from nominated lead representatives of each of the safeguarding partners or from those sitting on a working group for the arrangements. One area has set out the possibility of seeking formal independent arbitration via a professional body such as the Chartered Institute of Arbitrators to reach an acceptable conclusion if other routes are unsuccessful.

Whilst local areas are expected to determine a local process for dispute resolution, legislation allows the Secretary of State to take enforcement action against any agency that is not meeting its statutory obligations as part of local safeguarding arrangements should none of the established resolution protocols be effective.

2. Implementation Challenges

Some concern was expressed that the cultural change in delivering what is hoped from Multi-agency safeguarding arrangements will be difficult within the timescale of the programme. However some areas have accepted that this will be an iterative process over the coming years.

Several areas highlighted the challenge of needing to continue to make decisions and deliver the ongoing work of the existing LSCBs at the same time as making the transition to multi-agency safeguarding arrangements. It is suggested that strong leadership is needed to make the decisions about prioritising aspects of reforms and existing work.

EAs described challenges ensuring the right people from the right agencies were engaged. However the specific challenges they faced varied between areas. Whilst some suggested it was difficult to ensure the right engagement in meetings and decisions from the three strategic safeguarding partners, others were more focused on keeping wider relevant agencies on board.

Berkshire West¹ illustrated the logistical challenge presented by the need to keep the wider education sector involved:

“We have over 400 education sector stakeholders to engage in arrangements in schools and colleges alone. In addition, there are over 1000 early years providers to meaningfully engage with. Recent Serious Case Reviews and multi-agency audit and review have developed strong and effective working relationships with education colleagues, that the new arrangement needs to maintain and maximise, to improve outcomes for children and young people.”

1 - Berkshire West incorporates Reading, Wokingham and West Berkshire

3. Summary of Progress Across the Learning Themes

At the time of writing three of the EAs have published their new arrangements, they are [Bexley](#), [North Lincolnshire](#) and [Devon](#). Further published arrangements across the majority of the EA projects are expected early in 2019.

The emerging learning in this section is based on analysis of the published arrangements, feedback from the call for evidence, and 'world cafe' sessions on independent scrutiny; engagement with education; and local reviews and child death reviews held at the October Learning and Development workshop.

A reminder...

Principles for enabling effective multi-agency change²:

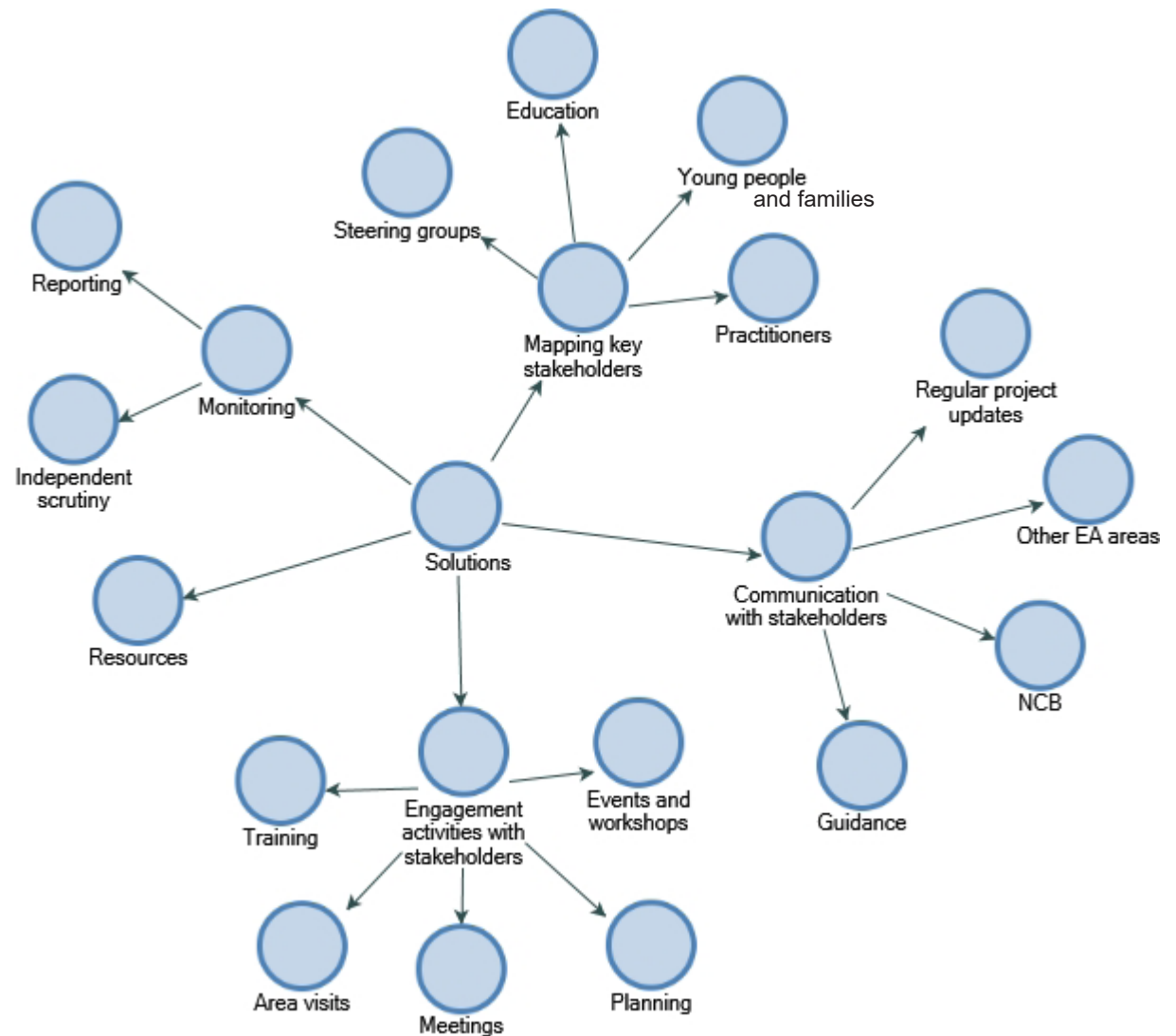
- Restate principles and values driving change; ensure the Safeguarding Partners become the lead decision makers in all things.
- Building the relationship and trust is key as is getting dates in diaries early
- Create a solid governance framework to support the aims Don't let finances be the driver for decision making and planning for future arrangements
- Decide what local arrangements you need, then consider resources

2 - NCB principles developed from the EA projects feedback and workshops

Summary of Progress Continued

Across the EA projects there are activities underway to develop solutions. There are five overarching themes that are emerging across the breadth of the specific reform areas:

1. Mapping key stakeholders
2. Engaging with stakeholders: activities
3. Engaging with stakeholders: communication
4. Monitoring
5. Resources



3.1 Independent Scrutiny

Scrutiny needs to focus on outcomes for children and young people, not on compliance and processes. There are a range of emerging approaches across the EA projects in the way they are planning to implement independent scrutiny. EAs have begun by creating the standards and vision for the new partnership to get clear on what will be scrutinised, then they are deciding how it will be delivered across all work streams.

Their work has highlighted that there may be a need for a whole range of tools and/or a menu of options which can be utilised to evaluate practice and policy at different levels.

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

- Developing partnering arrangements with neighbouring safeguarding partners to provide peer reviews;
- Buying in expert scrutiny from national bodies and/or acknowledged experts as needed;
- Generating a system of internal peer reviews within Devon – e.g. a team of practitioners from one area peer reviewing the work of a team from another;
- Ensuring the practice evaluation work described above generates locally based scrutiny with local safeguarding systems and that those lessons are disseminated more widely across the County as needed.

Independent Scrutiny Continued

One of the key questions the EA projects are considering is how the independent scrutineer role is different from the role of an LSCB Independent Chair.

London Borough of Bexley, Royal Borough of Greenwich and London Borough of Lewisham are working with an academic learning partner to understand how the role of Bexley's Independent Scrutineer is different from Lewisham and Greenwich's Independent Chair.

Some sites are moving the chairing of meeting responsibilities to a rota of the three partners and bringing someone independent in to provide challenge/support and focus activity on improving practice and getting to the heart of learning.

Hertfordshire is developing the role of an independent scrutineer to ensure independent oversight and scrutiny to satisfy that partnership arrangements are equitable and to hold partners to account. They are specifically considering their role in any dispute resolution amongst potential competing priorities, as well as time and resource required to support this role.

Other sites are sharing an independent scrutiny role across local areas.

One key area for development is considering how to ensure that the culture of coproduction with children, young people, parents and carers is embedded within independent scrutiny arrangements.

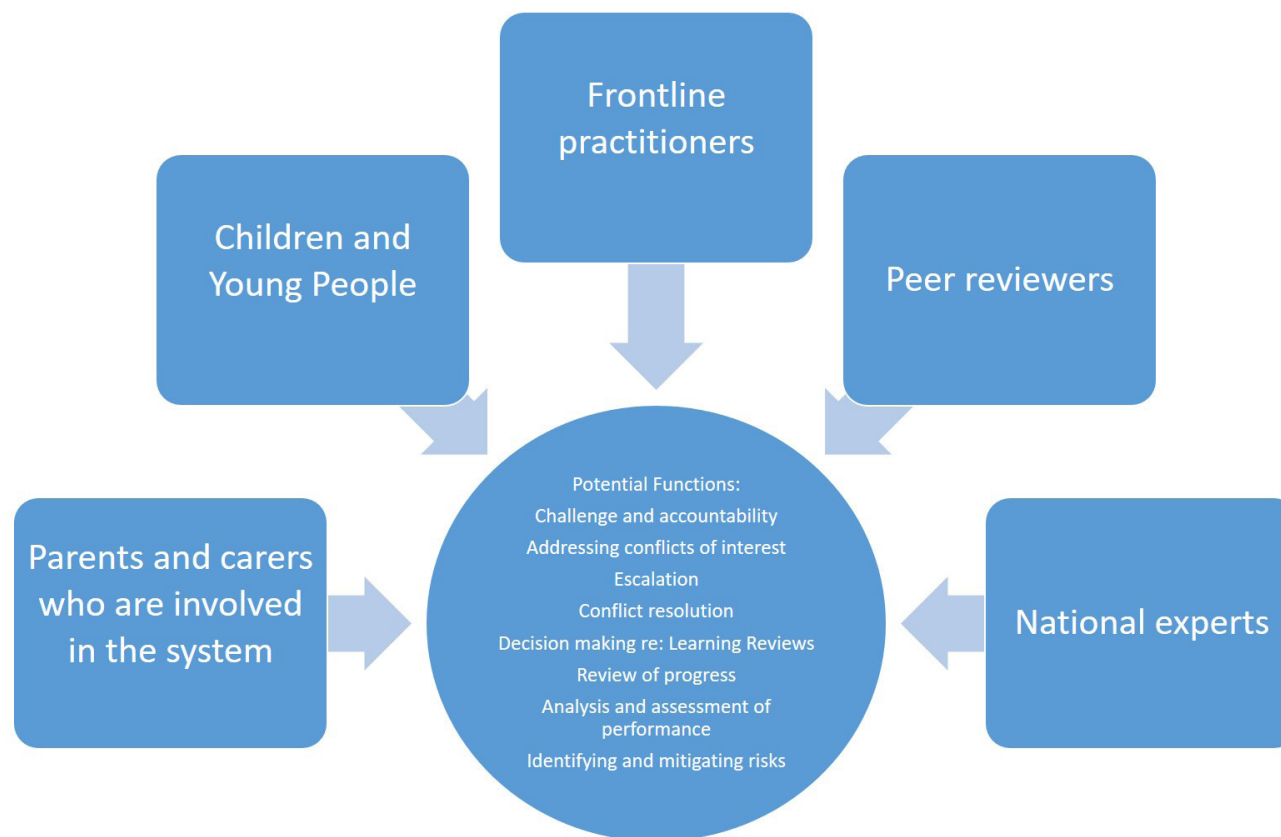
Wiltshire is developing a service-user informed approach to independent scrutiny, with family led multi-agency auditing and local reviews. This includes ensuring that parents (especially parents of children in need, those with child protection plans and those looked after) are more actively engaged in scrutiny work and that they move from consultation to genuine engagement and co-production. This approach underlies their new whole systems approach to protecting children and vulnerable people through the introduction of a "Public Protection Board" which provides quality assurance and scrutiny across a number of partnership arrangements.

Another key area of focus across many of the sites is looking at how Independent Scrutiny arrangements can be consistent across all local strategic partnership arrangements

Trafford is developing a governance and assurance model that provides a whole family response which includes a strategic approach to safeguarding partnership arrangements across a combined children and adult safeguarding agenda. This builds on their integrated all age health and social care service and enables an efficient and effective use of partner agencies time and resources.

Independent Scrutiny Continued

The development activity so far suggests that there is a need for various functions and for an array of people across the partnership to be engaged:



Key things to consider:

- How the scrutiny work of the partnership adds value to the independent scrutiny bodies already in place in individual agencies
- How the scrutiny functions undertake quality assurance across the safeguarding work of the partnership
- What training and support may be required for all involved

3.2 Local Reviews

EAs are shifting their approach to Local Reviews to ensure that they are proportionate, are focusing on systemic partnership improvement and will lead to sustained practice change for children, young people and families. EA projects continue to take different methodological approaches to learning reviews and are working with other strategic local and neighbouring partnerships to consider opportunities for shared mechanisms and processes for learning and improvement.

West Midlands Region (Covering 14 Local Authorities) are developing a regional framework and practice guidance for the commissioning, case management, dissemination of learning and publication of Local Child Safeguarding Practice Reviews. This involves safeguarding partners from 14 Local Authorities across the West Midlands region. This initiative is exploring alternative approaches to securing the requisite independent oversight and analysis (currently undertaken by Lead Reviewers), including a “Peer Review” approach, utilising a regionally accredited review team with trained facilitators.

London Borough of Bexley, London Borough of Lewisham and Royal Borough of Greenwich are working together to establish shared mechanisms and processes for initiating and learning from Local Case Reviews which will incorporate a shared tri-borough, multi-agency serious incident and learning sub group.

Important to consider:

- What is a proportionate level of case information and detail and what is necessary in order to inform reviews?
- The timeline and process for notification and the need to prioritise ongoing work on the case as well as ensure learning occurs in a timely way.
- Training/skills/accreditation and associated costs required for different models.
-

3.3 Child Death Reviews

The move to increasing the footprint of Child Death Review arrangements is providing EA projects with the opportunity to understand the wide array of processes that have been in place across neighbouring authorities and challenging them to consider what is an effective model to enable learning from the deaths of children across a larger landscape.

Getting started:

- Understand the variation with which individual Child Death Overview Panels (CDOP) have been working including the variation in functions, funding and resource arrangements between boroughs.
- Consider questions such as: which agencies are responsible for funding? who in those agencies can authorise funding? what happens when there is disagreement between partners about the amount of resource required?
- Be conscious that this is not only about re-aligning models and pooling activity but also about integrating new guidelines published in the national Child Death Review statutory and operational guidance.

Important to Consider

- How processes can provide an oversight of causes of child deaths, including a focus on wider social issues (such as drug and alcohol misuse, domestic abuse, mental ill health and socio economic issues) rather than a focus on symptoms.
- How learning from Child Death Reviews feeds into the wider scrutiny and learning framework.

Dudley, Sandwell, Walsall and Wolverhampton CDOPs are coming together to form a strategic Black Country CDR arrangement which will cover a population of over one million. This will:

- enable robust thematic analysis locally (and nationally by the National Child Mortality Database) due to handling a larger number of cases;
- provide good quality data on causes of death and modifiable factors in domains related to the child and the wider system; and
- develop approaches to linking hospital mortality review processes.

3.4 The Role of Wider Partners

The role of education is of particular interest to the EA projects, the following are some of the questions that they are using to lead their planning:

- What is the role of schools and other wider community partners in safeguarding in the new arrangements?
- Why are some schools, colleges and other educational providers/community partners not effectively engaged in their safeguarding role? what barriers do they face?
- What arrangements will effectively ensure that all schools (including multi academy trusts, colleges and other educational providers), in the local area are fully engaged, involved and included in the new safeguarding arrangements? What support is required?
- How is a culture of partnership working outside of formal board structures created? What models have proven to be effective?
- How is collective accountability for safeguarding ensured across such a wide array of partners with so many variables in their roles and responsibilities?

Some of the projects are referring to education as a fourth Partner, to recognise how important their engagement is.

In some cases, they have reviewed and built on already established forums such as education forums or sub groups to ensure clear engagement and buy in moving forward.

A range of approaches are being undertaken across the EA projects:

- Utilise existing 'forums' to engage with education and ensure a two way dialogue (across Early Years, Schools, FE) ie. Chair of governors is seen as a key education engagement group
- Hosting safeguarding peer audits amongst schools
- Continuing to develop the work of voluntary and faith sector engagement across the partnerships
- Putting in place secondment arrangements to support improvement to safeguarding work (ie. representative from secondary school seconded one day per week to LA, conducting visits to post-16 and Early Years providers)
- Ensuring ongoing feedback loops to schools is embedded throughout the partnership work.

The Role of Wider Partners Continued

Berkshire West³ has shared the questions they used in an event to engage partners in decision making around partnership arrangements.

- Based on your experience, what comments do you have on the proposal to adopt partnership arrangement (share different options)?
- What are the risks and benefits that you would specifically like all partners to give thought to?
- How might the transition be managed?
- In your experience as a LSCB Board Member, what have been the most effective ways of engaging children, young people and families in the work of the LSCB?
- How would you like to see these included in new arrangements?

3.5 The Voice of Children and Young people

In addition to engaging with partners across the relevant agencies areas have also been exploring how to effectively engage with children and young people. In **Tameside** they are talking about children as their fourth Safeguarding Partner with the support of Education Providers and Voluntary and Community Sector.

Calderdale held their children and young people's engagement festival, which was co-produced with their young advisers, on the 1st November. You can find out more about their approach to planning and how the findings from the event will feed into their safeguarding priorities [here](#).



FAXFEST  Free Entry
Ticket Only!

Promoting the safety of Children and Young People in Calderdale...come and have your say!

WHERE– The Orange Box, Halifax

WHEN– Thursday 1st November 2018

TIME– 10:30am–14.30pm

WHAT– Fun festival to share your views about safeguarding children and young people and what's important to you!

WHO – Children and young people aged 9-17, parents/carers and professionals from all agencies

WHATS GOING ON–  Free Food!

- Festival Wristband on entry
- Games
- Performances
- Freebies
- Stalls
- Glitter and Face Painting

For tickets, or more information about the event please contact Sophie.Boyles@Calderdale.gov.uk or call 01422 393184 or 07976169514.

This flyer was produced by Calderdale Safeguarding Children Board Young Advisors

Calderdale's vision

- Create a place to listen to children and young people, and their families.
- Create a common language and understanding throughout Calderdale communities.
- Create an approach that meets communities' needs and generates a culture of partnership working in a wider sense outside the structure of a formal Board setting.

The Voice of Children and Young people continued

Co-producing the event

- Consultation with the Young Advisors
- Facilitated session to bring ideas to life
- Style; Target Audience; Venue; Timing; Promotion; Engagement
- Agreeing on a name – FAXFEST
- Joint planning with partners

Plans for the day

- Inputs by Independent Chair and Statutory Partner Leads
- 'Entertainment'
- Interactive Voting
- Information stalls and displays
- Activities (serious and fun)
- Opportunities to 'have a say'
- Bunting, Wishing tree, Postcards, Graffiti wall, Evaluation bins and forms

What worked well

- The young people felt listened to
- All but one young person said their ideas had been included in the event
- Allocation of roles and responsibilities was realistic
- Dedicated Coordinator important
- Contributors committed to attend the full event

Next steps

- Analysis of responses from children, young people, parents and practitioners attending the event
- Information used to inform planning for the new arrangements



3.6 Resourcing

Some of the EA projects have reflected some challenges in broaching the conversation to review and develop ways of resourcing the new multi-agency safeguarding arrangements. EAs reflected that the first step is to develop an approach to the new arrangements to ensure that the driver for planning and decision making is better outcomes and that innovative thinking is not limited by resource implications in the early stages of planning.

There are a number of EAs who have made progress in this area leading us to be able to share some key principles from the programme:

- Develop the model of the new arrangements first. That way it is possible to better understand the role of each partner and of relevant agencies. This enables conversations about what is proportionate and equitable to happen more effectively as everyone knows what their role will be and what they can expect from the new arrangements.
- Develop a shared understanding about what proportionality means considering each partners circumstances including levels of risk, safeguarding priorities and the population they serve
- Flexibility is key particularly where partners may be expected to vary their current contributions. Consider transitional plans to support funding arrangements to adapt gradually over an agreed implementation period.
- Consider how relevant agencies will contribute to the resources of the multi-agency safeguarding arrangements, considering that they continue to benefit from the work of the partnership
- Develop a funding model that takes into account the resources that partners can offer and what partners get in return for their investment rather than focussing only on cash budgets.

Resourcing Continued

Examples of approaches from the published arrangements:

North Lincolnshire

Safeguarding partners' will provide equitable and proportionate funding to the Children's MARS arrangements. The funding will be sufficient to cover all elements of the arrangements and consists of actual funding and in kind resources. In addition, safeguarding partners will contribute to the development and delivery of the training programme, communications, marketing and events. In the event of a child safeguarding practice review, funding will be met by the three safeguarding partners and where necessary, each partner will contribute equitable and proportionate funding over and above the normal allocation in order to fulfil the full costs of any child safeguarding practice review arrangements.

Bexley

The work of the BSCB was funded through a Pooled Budget which supported the pooling of resources from partners and enabled any underspends to be carried forward to fund expenditure in future years. The budgeted expenditure for 2018-19 is funded by income from the Council, health partners, the Police and Probation Services. The budget for future years will be subject to careful consideration in the light of the level of contributions from the partners and any remaining accumulated surplus. The new partnership arrangements may also necessitate a review of the Pooled Budget agreement. Reasons for the budget ratio continuing as it is would be subject to discussion by the 3 key agencies.

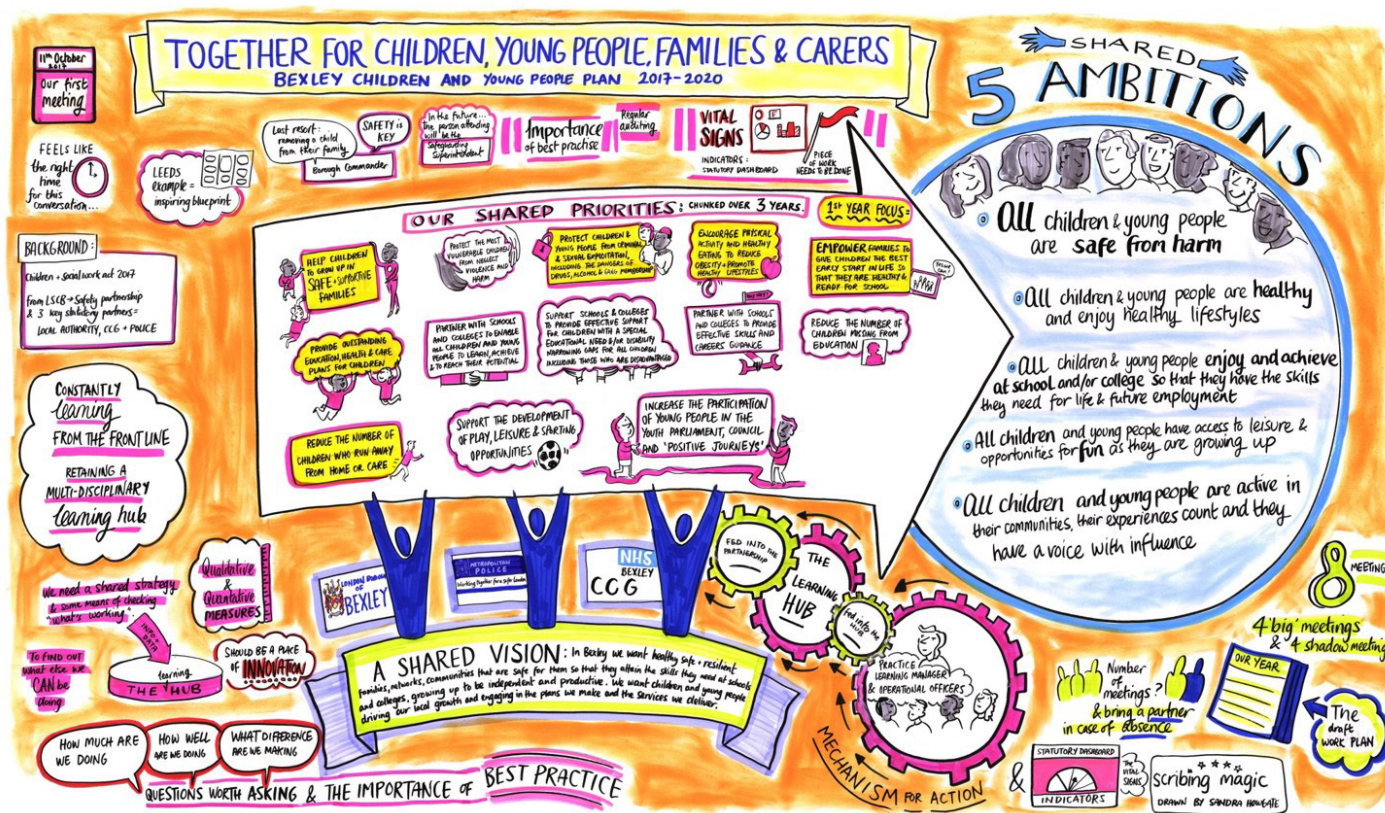
Devon

The Safeguarding Partners have agreed a budget and funding formula to support the delivery of this Plan and the work of the DCFP. An in-principle agreement has been reached that the cost of the partnership should be shared equally by the Partners. This presents a challenge in year one 2018/19 as significant adjustments have to be made; exceptional arrangements have been agreed for this year. This will be further explored through the first year of the Plan. Investment in business intelligence and service user engagement are key priorities.

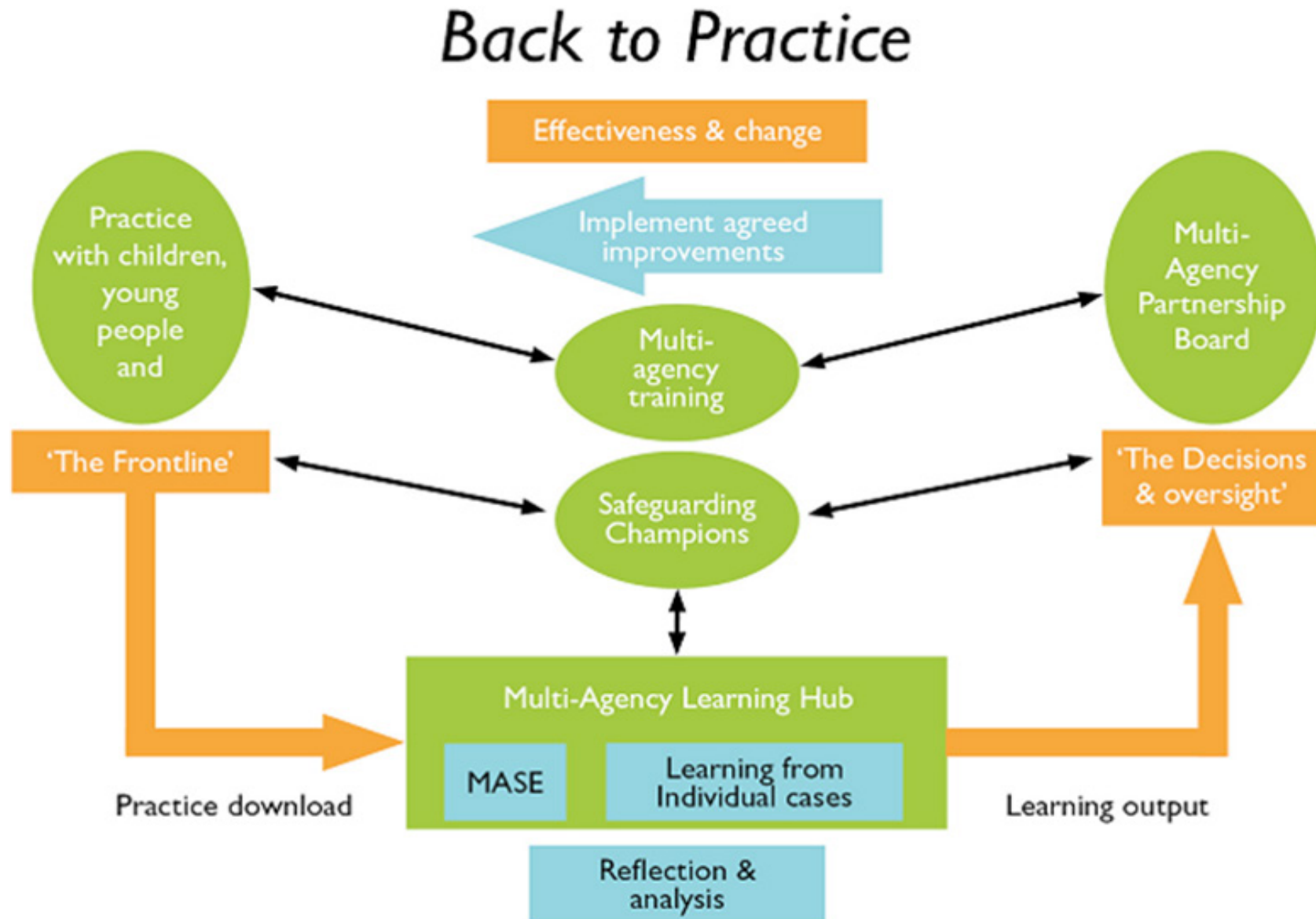
4. Bexley's Learning Journey

A shared vision:

"In Bexley, we want healthy safe, resilient family networks in communities that are also safe. We want children to attain the skills that they need at schools and colleges so that they grow up to be independent and productive. We want children and young people driving our local growth and engaging in the plans we make and the services we deliver."



Getting 'Back to Practice'



Bexley: Measuring Success

Bexley have identified the following success measures:

Success measure 1: restorative learning with families and children

- A new framework and approach to learning alongside families. Used when practice makes a real difference and when it isn't good enough - replacing serious case reviews with family practice learning inquiries (for good and less good practice)
- Establishing a new mechanism to consider when a family practice learning inquiry needs to happen (old serious incident subgroups).

Success measure 2: learning with practitioners

- Implementing a new Learning Hub that is practitioner led and in the first year, examines three priority areas of practice with a lead statutory partner for each
- Each Learning Hub priority supported by a core practitioner membership – led by Practice Review and Learning Manager
- Learning Hub priorities for improvement presented to the main partnership each quarter.

Bexley: Developing the Learning Hub

Learning Hub 2018-19

The Learning Hub is central to the Back to Practice model and is at the heart of the safeguarding partnership's work on multi-agency practice. The Learning Hub is made up of nominated members who attend a set of events relating to one of the safeguarding partnership's priorities and who have tasks to complete between these events to progress the Hub's work.



OCT 2018

- Introductions
- Revisiting the learning model: sign-up, commitment and oversight
- Scoping current issues and challenges in system
- Presenting the delivery plan – first phase knowledge (impact measures/hope for future change, data, research, guidance)
- What do we need to know more about?
- Set up plans for audits and feedback events and agree any other next steps

NOV 2018

- Single agency audits
- Multi-agency audits

DEC 2018

- Feedback events for children, young people and families
- Feedback events for practitioners

JAN 2019

- Revisit the delivery plan – learning and change phase
- Hub does the final analysis and identifies the actions and recommendations to take forward

FEB 2019

- Single agency audits
- Multi-agency audits

MAR 2019

- Feedback events for children, young people and families
- Feedback events for practitioners

APR 2019

- Revisit the delivery plan – learning and change phase
- Hub does the final analysis and identifies the actions and recommendations to take forward

MAY 2019

- Single agency audits
- Multi-agency audits

JUN 2019

- Feedback events for children, young people and families
- Feedback events for practitioners

JUL 2019

- Revisit the delivery plan – learning and change phase
- Hub does the final analysis and identifies the actions and recommendations to take forward

Priority 1

Reduce the number of children and young people missing from home or care including those subjected to criminal and sexual exploitation

- Introductions
- Revisiting the learning model: sign-up, commitment and oversight
- Scoping current issues and challenges in system
- Presenting the delivery plan – first phase knowledge (impact measures/hope for future change, data, research, guidance)
- What do we need to know more about?
- Set up plans for audits and feedback events and agree any other next steps

Priority 2

Respond effectively to the mental ill health of parents so they are supported to give their children the best start

- Introductions
- Revisiting the learning model: sign-up, commitment and oversight
- Scoping current issues and challenges in system
- Presenting the delivery plan – first phase knowledge (impact measures/hope for future change, data, research, guidance)
- What do we need to know more about?
- Set up plans for audits and feedback events and agree any other next steps

Priority 3

Get basic child protection right

Success measure 3: a kind and healing system

- A children and families partnership board will be a central element of the new arrangements – they will work with the system and professionals to influence the improvements we will continuously make (part of the early adopter programme)
- Our Bexley young Director and the participation team will support this success measure
- We are determined that the work of the new partnership will prioritise healing and trauma that comes from difficult lives and complex professional experiences. The partnership recognises that in order to be successful and work well together, we need the following context and system conditions:
 - Relationship based – both practitioners with each other and with families – a ‘we’ and not ‘those others’
 - A kind but accountable partnership
 - Equal between statutory partners
 - Engaging of a range of communities, schools, colleges, early years providers, voluntary partners and those whose work affects children.
 - You can find out more about all the aspects of Bexley's work in their **published arrangements**

Next steps from the NCB programme

Over the coming weeks and months NCB's facilitator team will be working with the EA projects to develop a range of implementation tools and resources such as:

- Detailed learning examples across the specific reform areas;
- Further analysis of published arrangements;
- Emerging evidence of the impact of implementing new arrangements across the specific reform areas;
- Learning opportunities such as webinars and e-learning;
- Newsletters with regular updates on the programme;
- Participating in DfE and DHSC regional events;
- Developing the EA community of practice and developing and sharing FAQs and factsheets;
- National learning event in June 2019

To sign up for information from the programme please contact Thamara Moncada - tmoncada@ncb.org.uk.

Email us: info@ncb.org.uk

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