

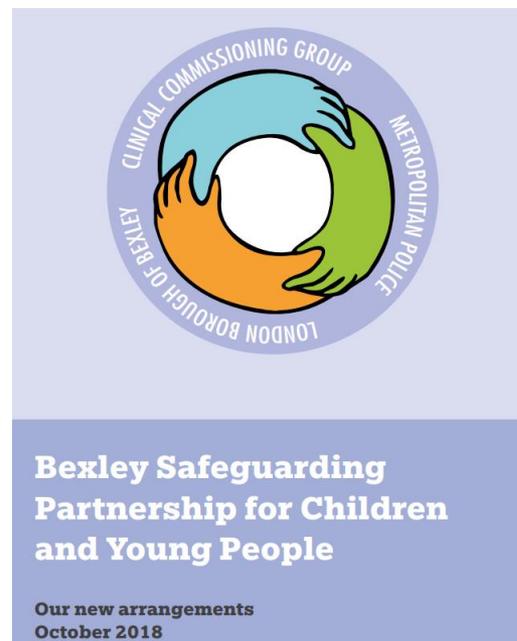


Safeguarding Early Adopters

Developing a community of practice

Which EAs have published their new arrangements?

- [Bexley](#)
- [Devon](#)
- [North Lincolnshire](#)
- [Tameside](#)
- [Calderdale](#)
- [Salford](#)
- [Wiltshire](#)
- [Hertfordshire](#)
- [York](#)



**Local
Arrangements
2018/19**

Key learning from the programme – Independent Scrutiny

Key issue: Ensuring Independent Scrutiny adds value and minimises duplication

- Understand the existing checks and balances in the system and trust those systems rather than duplicating them.
- Be clear what scrutiny activity is needed and where independence is truly needed as well as where existing systems are sufficient:
 - Existing contracting arrangements;
 - Role of IROs
 - Inspections
- Focus should be on outcomes rather than the need for independence.
- Not just one answer! Use local intelligence to understand and commission independent scrutiny that is fit for purpose e.g. SEND/safeguarding expertise.

Key learning from the programme – Learning Reviews

- Some sites are working to integrate appreciative inquiry into routine practice which streamlines the process- very little extra resource is needed to gather evidence and determine lessons
- Cases should be referred based on whether there are lessons to be learned, not just based on the severity of the case
- Areas are working to involve families and young people in discussions as part of the review
- Some areas have thought about having an online library of reviews to access
- Hertfordshire found that participants valued having a template to submit evidence

Key learning from the programme – Child Death Reviews

- Areas have found that the rapid response is effective whether led by designated doctor or designated nurse, but nurse-led service is less costly
- Some areas have commissioned a third sector provider to support families involved in reviews (e.g. Lullaby Trust) and this has worked well
- Key challenges when expanding the footprint of CDR has included:
 - Agreeing the model
 - Identifying who is accountable for sign off in CCGs and LA's
 - Agreeing Budget
 - Addressing HR issues when staffing structures have changed
 - Developing Governance/Understanding where accountability lies

Key learning from the programme – engagement with wider partners

- Some partners previously engaged are feeling left out of the process-all partners need a targeted approach/need to consider how they will contribute.
- It is noted that in each area there will be some organisations who are very rarely engaged – e.g. it is always hard to engage some schools;
- Areas have found it helpful to use various incentives to boost engagement – e.g. with schools, offering free safeguarding training; offering evening sessions to increase participation; and using peer scrutiny (i.e. one head to another);
- Areas have found that fitting the system around partners' other commitments, and explicitly recognising this, helps them engage;
- In terms of engaging children and families, Tameside has recruited to a children's advocate post who will begin working directly with schools. They will consider how engagement includes being a part of quality assurance work
- Some boards have effective children/parent subgroups or advisory boards which will continue to operate.

Engaging with the programme

- Newsletter –Sign up to newsletters from the programme here: <http://bit.ly/2Sxl2cy>
- Find out more about the programme and download new resources here:
<https://www.ncb.org.uk/what-we-do/our-priorities/vulnerable-children/projects-and-programmes/safeguarding-early-adopters>