

Safeguarding – what next?

Ambitious for Children

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Is this our opportunity to go for gold?

Or the collapse of safeguarding as we know it?

- What have we learnt and where are we starting from?
- Core principles – footprint, functions, funding
- Key propositions – what do we hold on to?
- Early messages from AILC survey and sector-wide concerns
- Discussion of options for the future



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What have we learnt?

- Listen to children and young people, and their families
- Recognise the ways that abuse, neglect and exploitation can be linked, cumulative and complex – in place, time and impact – and demand multi-agency responses, often across boundaries, generations and jurisdictions – County Lines
- All too easy for issues to be ignored or left unchallenged – or hidden – CSE, CSA, bullying, EHE
- Partner agencies need to be held to account - independently and publically; and hold each other to account – robustly and regularly
- We need to ensure that schools, primary care and other universal services are included – safeguarding is not just about child protection intervention by statutory agencies.
- Repeating weaknesses – lack of cumulative improvement



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Why did we get the Wood Review?

- Second guessing Ofsted (but not CQC or HMIP?);
- Concerns about leadership role from some DCSs; demise of Children's Trusts
- Too many meetings – complicated structures – diffuse authority and action;
- “Mission creep” – increasing expectations and new duties pulling away from child protection focus
- Lack of impact and evidence of outcomes – what difference to children's lives?

“We should not hide from the reasons why we are not as effective overall as we should be. These are found at national and local level; they are evident in all professions; exist in all agencies; and are present in all regions. This evidence shows *bureaucratic processes*; too much *timid inquiry* at practitioner and system level; an *unwillingness to challenge* partners when they opt out of cooperating; and too much acceptance of *less than good performance* at both the level of agency performance and individual practice.”

“We should be asking for outcomes for children and young people to be improved, not how they are organised.”

“We do not have a national learning framework for considering the lessons of the tragic events that take a child's life or seriously harms them.”

Will the new arrangements deliver better answers? Are LSCBs a convenient scapegoat?



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Opportunities not yet realised?

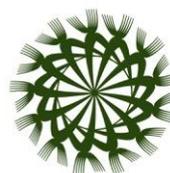
- Much that isn't in Act – Opportunity for greater flexibility and tailoring to local priorities is welcome and significant
- Complexity and existing diversity and strengths not recognised by Wood Review
- Lots of voices – did the implications of the safeguarding provisions in the bill receive the same scrutiny as the exemption clauses, PHSE, care leavers, social work regulation and reform?
- What is the incentive for police and health to pick up the tab?
- New Minister and wider political uncertainty around resources, austerity, policy, Brexit
- Still a lot to debate and finalise – Up to us to make the most of possibilities.



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Where are we starting from?

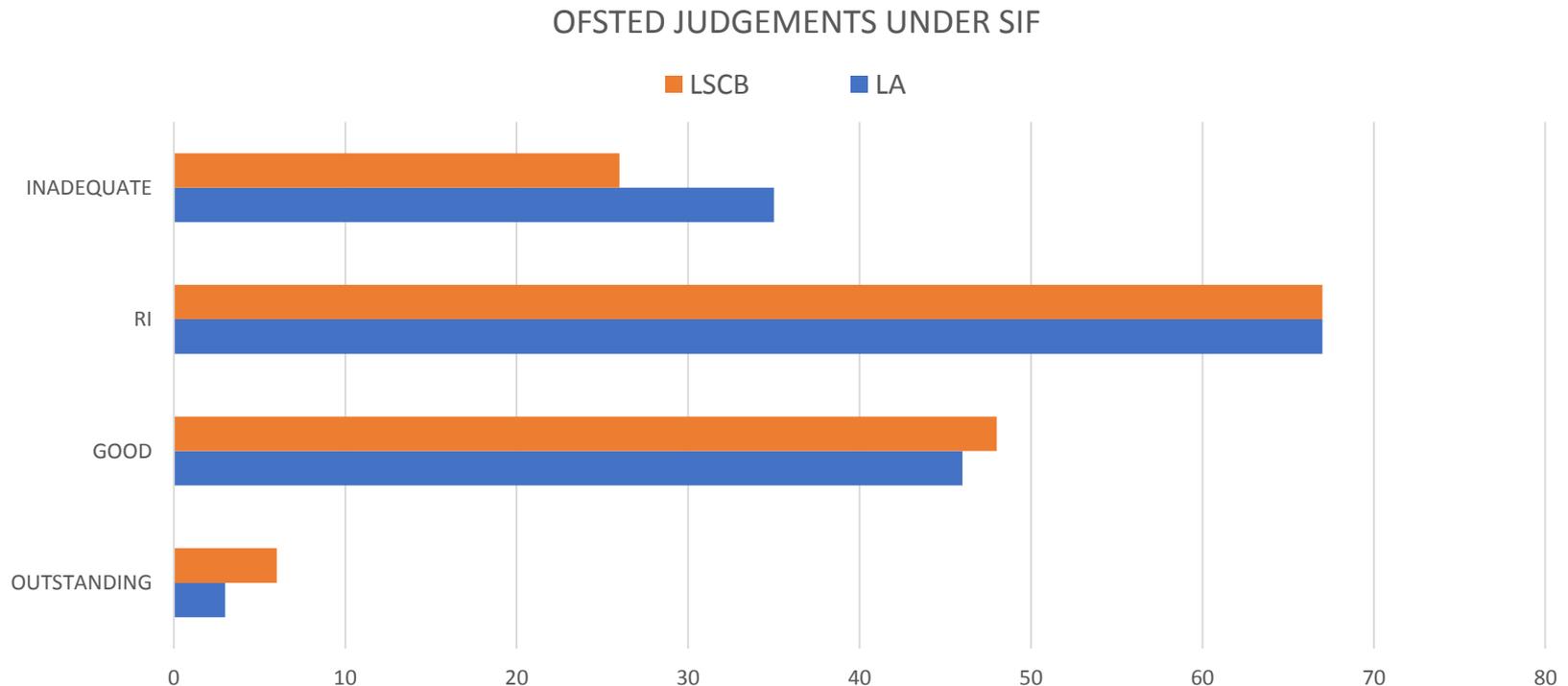
- Strengths and achievements of Boards, agency leads, partners, professional leads and chairs in ensuring effective safeguarding practice – reflected in Ofsted, CQC, JTAs and other inspections
- Benchmark of what needs to be in place – Good and Outstanding Boards and Partnerships – more LSCBs judged good or better than LAs
- Encourage local authorities, health and police to be **bold and ambitious** in aspirations for future safeguarding plans
- Use the new flexibilities to do it better, rather than just to do less
- Dangers of a ‘lowest common denominator’ approach
- Serious risks to funding and resource – loss of capacity and expertise.



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Are Boards broken and/or are they getting better?

In 2016-17, 43% of LSCBs were judged 'Good' or 'Outstanding', a 32% increase compared to 2015-16 and a 59% increase compared to 2014-15.



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Criteria for Good LSCBs

- Governance, links to other boards, local improvement priorities
- Regular and effective monitoring of front-line practice
- Partners hold each other to account
- Safeguarding as a priority for all members and proportionate financial and resource contributions
- Local learning and improvement framework with SCRs initiated, published and disseminated
- High quality policies and procedures and application of thresholds monitored and evaluated



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Criteria for Good LSCBs

- Missing and CSE – local strategies and action plans
- Case files audits
- Challenge where improvements not effective
- Practitioners involved and experience of children and young people used as a measure of improvement
- Active and influential on planning through scrutiny role
- High quality training available, accessed and evaluated
- Annual Report assesses performance and effectiveness of local services



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Inspecting Multi-agency partnerships

- Too many inspectors were social care professionals with less partnership experience at senior level
- Early inspection weren't sure what to look for
- LSCBs weren't always sure what to present
- Tied too closely to performance of Children's Social Care

BUT

- Reviews provide a baseline of what good looks like
- Chairs and other leaders have changed and responded to lessons
- Optimism and focus on what working together can achieve as a result of scrutiny



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Evidence base

- Ofsted Reviews of 151 LSCBs – powerful analysis of what works
- AILC published 6 Summary Reports on Reviews
 - January, May and October 2015
 - March and September 2016
 - May 2017
- Final report will report on final cohort and summarise learning
- Exemplars and good practice available through AILC website
- Scrutiny of Annual Reports
- Research studies on functioning and effectiveness of LSCBs by NSPCC, ADCS, RiP, etc, etc,



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Improvements

- Streamlined Board structures – fewer sub groups – attention to priority issues
- Co-operation and joint arrangements across LA borders – combined Boards
- Focus on leadership and senior commitment across partners
- Effective links to other Boards – Adults; HWB; DASV;
- Common workforce development and training arrangements
- Innovation on thresholds – not just gatekeeping for social care but managing demand across the whole system
- Proportionate and more inclusive SCRs – less emphasis on the report as a product but on learning and impact – new methodologies
- Thematic frameworks for learning and improvement – how do various scrutiny processes contribute to overall improvements in front-line practice



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You get what you pay for?

- Funding is a complex and inconsistent mess
- Police contributions range from £150/10000 population to £850/10000 population
- Above the line Board budgets average £250,000, but count very different things and range from £74K to £682K
- Outstanding LSCBs spend £1.17 per head; Inadequate Boards £0.69
- As with LAs, investment often follows a poor judgement
- Contributions in kind and time vary – seniority and input varies
- SCRs often get funded outside these figures as non-recurring costs
- Some Boards generate significant income from training
- Some Boards manage their own agreed partnership budget – some are heavily controlled by one partner



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Core principles

- Safeguarding is everyone's responsibility: for services to be effective each professional and each organization should play their full part
- A child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children
- Organisational responsibilities founded on Section 11 duties of Children Act 2004 and other legislation
- Decisions required on:

Footprint, Functions, Funding.



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Where are triumvirate starting from?

- **Local authorities**

- Role of DCS and Lead Member – the buck stops here for all children
- Core responsibilities for the state's intervention in family life
- Social work lead – powers, profession and practice - Residual education responsibilities
- Acute funding and capacity pressures

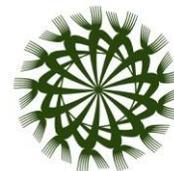
- **Health**

- Are children a priority for CCGs, or STPs?
- Fragmented and complex – multiple layers of commissioning and provision
- Where do we locate the clinical and executive authority?
- Fundamental culture differences on intervention/treatment, consent, whole life journeys, etc

- **Police**

- Enforcement and crime, even in the context of greater awareness of vulnerability
- Command and control
- Great anxiety about footprint, Board attendance and multiple representation

- Add your own suggestions!



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Functions for any MASA

- Coordinate what is done by partners to safeguard and promote the welfare of children and young people
- Ensure the effectiveness of what is done by each partner
- Monitor, evaluate and challenge – listen to feedback
- Demonstrate inclusion and co-operation
- Undertake reviews of cases and practice
- Maintain Learning and Improvement framework
- Policy and procedures including thresholds, training, recruitment, supervision, allegations
- Communicate and promote safeguarding to raise awareness
- Participate in planning of services

How can all this been done to best advantage?



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Questions

What is the incentive for police and health to pick up the tab?

What will encourage the three partners to be bold and ambitious?

Scrutiny, challenge, inspection – is the mix right?

How can we broker the funding and capacity questions?

How can we shift to impact on outcomes rather than agency compliance?



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Effective local safeguarding arrangements

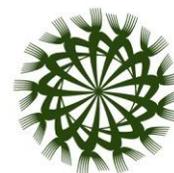
- Strong, effective multi-agency safeguarding arrangements do not just happen; they demand an active commitment to collaboration and common purpose
- This can be in tension with other organisational and policy objectives: agencies have different authorising environments, but must share a common purpose for their joint safeguarding work
- Effective protection of children and the promotion of their well-being can only be secured through working together
- Therefore, safeguarding arrangements for children and young people have to be **built, sustained, tested** and **continuously improved**.



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Built, Sustained, Tested and Improved

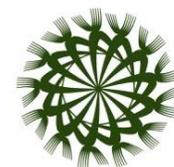
- *Built* – a framework is required to enable agencies to actively participate and engage – should be locally determined but must deliver consistent functions
- *Sustained* – safeguarding is always about risk and uncertainty – events, cases, practice will challenge and effort is required to maintain the best – leadership demands renewal. Adequate funding and capacity is essential
- *Tested* – open to scrutiny and challenge – using meaningful measures and focusing on outcomes
- *Continuously improved* – we can always get better – learning across the UK, expertise, research and the voices and views of users, victims and survivors



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Key propositions

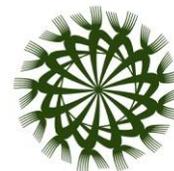
- **Champion** the interests and rights of children and young people;
- Provide the **independent challenge and leadership** that is essential to ensure the best outcomes for children amidst competing priorities;
- **Involve all partners**, not just police, health and the local authority, with a clear duty to co-operate and sanctions;
- **Scrutinise and improve practice** - using a range of approaches and meaningful measures (e.g. section 11, audits, data, case reviews, learning hubs; feedback from children, families and practitioners and Annual Reports) to provide accountable oversight and feedback on performance and outcomes;
- **Learn from experience and evidence of what works well** – creating workable strategic and operational arrangements that fit form to function and are proportionate, efficient, effective and adequately resourced;
- Meet the **leadership challenge of harnessing multiple partners** to achieve common goals.



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1. Champion the interest and rights of children

- Focus on outcomes for children rather than agency compliance
- Children and young people can often be marginalised within and between public agencies – mental health and emotional well being; those outside education system
- Championing children in health services and as citizens of place.



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2. Provide independent challenge

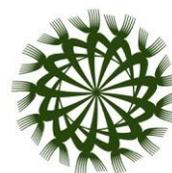
- Challenge is a process not an event – scrutiny is not enough – ‘to boldly go where no one has gone before’
- Requires strong and persistent relationships
- “Never let it go” Outstanding Board Chair
- Engaging elected members and non-executives, MATs



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3. Involve all partners

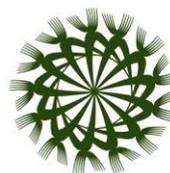
- Danger of two-tier arrangements, and of locating where responsibility sits in health
- Involvement of schools is key – status blind
- National partners – NPS, CRCs and CAFCASS, NHS England, Home Office, etc
- Role of professional advisors and expertise: DHPs; PSW; Legal; Business Managers; Performance and Monitoring and audit roles, etc.
- Charitable, voluntary and community groups, increasing fragmentation of provision.



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4. Scrutinise and improve practice

- Focus on outcomes for children rather than agency compliance
- Using a range of measures and mechanisms – not just SCRs and KPIs:
 - Section 11
 - Multi agency audits
 - Case reviews and good practice
 - Learning hubs – process of practice review and learning
 - Feedback from children, families and practitioners
 - Annual Reports and public accountability.
- Learning and improvement frameworks:
 - Not just how training is coordinated, but a whole system approach to leadership and learning: improvement as both sector- and practice-led.



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5. Learn from what works well

- System is not broken – but is under acute and serious pressure
- LSCBs have already developed and changed – the best work is not done round a Board table!
- CSE was a wake-up call, but many LSCBs have led good responses and made links to other risks to children
- Working with other boards and challenges – SABs, DASVBs, CSPs, STPs, HWBs,
- Public Protection Forums/Strategic Safeguarding Boards
- Influence on strategic direction and provision – evidence-based challenge around prevalence, pathways and gaps.



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6. The challenge of multi-agency working - the leadership question

- Brokering complex and competing demands
- Who holds the ring for safeguarding children?
- Creating the space for all to work together
- Modelling respectful challenge and professional curiosity
- Demanding effective joined-up commissioning.



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Early learning – AILC Chairs' survey

- 35% staying the same
- 30% preliminary discussions
- 21% minor changes/improvements with core LSCB structure
- 14% significant change being processed.
- “Early Adopters” – gathering experience and practical examples
– still takes time, clear purpose, and strong relationships and leadership – most of it possible under existing legislation
- Further surveys in October and during 2018



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A few quotes and thoughts

“We envisage arrangements underneath an umbrella of
‘keeping people safe’”

“If it ain’t broke - don’t fix it”

“Avoid pressure to
be reductive”

“Further change could remove focus from children”

“There is no consensus as to what steps to take or when to
take them”

“Future arrangements are dependent on the capacity,
competence and characteristics of local partners”



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A few quotes and thoughts

“Behaviors and relationships rather than structure”

“Changes in wider partnerships context – STPs etc”

“Current statutory framework must be fulfilled until bitter end”

“Wood Review added little to a system that was generally working well”



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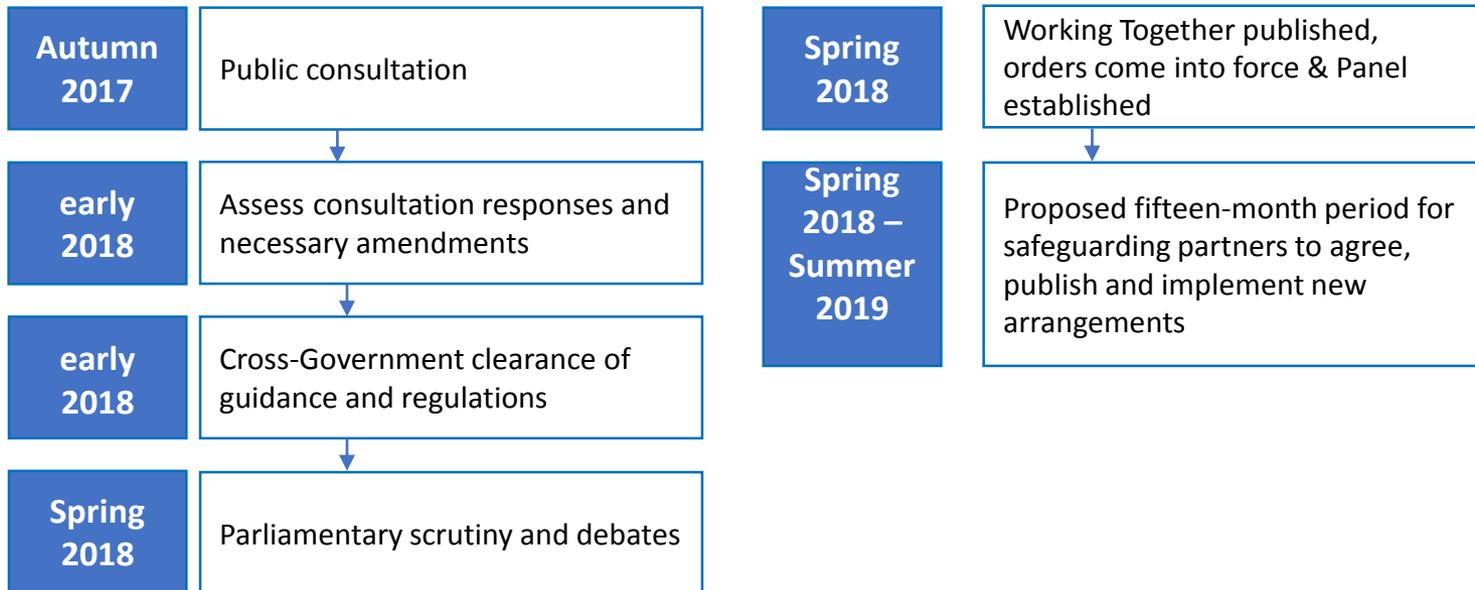
Common concerns across the system

- Schools as core safeguarding partners
- Consistency in arrangements – outcomes for children
- Co-ordination with other safeguarding processes and structures – Adults, Prevent, Domestic Abuse, etc
- Funding – inheritance is compromised – prospects poor
- Accountability, Inspection and Intervention
- Membership and role of national Panel – Practice Reviews
- CDOP arrangements - not just an epidemiological data exercise



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Indicative Timetable (as at 27 September - subject to change)



Looking Beyond Wood

- Will the three partners champion safeguarding arrangements that are inclusive, challenging, adequately resourced, innovative, and focused on children not agencies??
- Will partners really hold each other to account, robustly, publicly?
- What are the constraints to ensure that local arrangements are not merely the lowest common denominator?
- There is confusion between central control and local flexibility right through almost all the provisions – which will win out? Or will it be a fragmented and confusing mishmash?
- How will we manage the long transition period?
- Will new arrangements answer the legitimate questions about effectiveness and impact?
- Will we have a national system?



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We hope these thoughts provide a stimulus for debate and discussion and prompt reflection on the changing safeguarding landscape in order to make a difference for children and young people.

Safeguarding Outcomes: Ambitious for Children

Thank you

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