



## **Buckinghamshire Safeguarding Children Board Learning and Improvement Framework**

*“Together.... Keeping Children Safe in Buckinghamshire”*

***“Professionals and organisations protecting children need to reflect on the quality of their services and learn from their own practice and that of others. Good practice should be shared so there is a growing understanding of what works well.***

***Conversely, when things go wrong there needs to be a rigorous, objective analysis of what happened and why, so that important lessons can be learnt and services improved to reduce the risk of future harm to children”  
(Working Together to Safeguard Children 2015)***

### **1 Introduction**

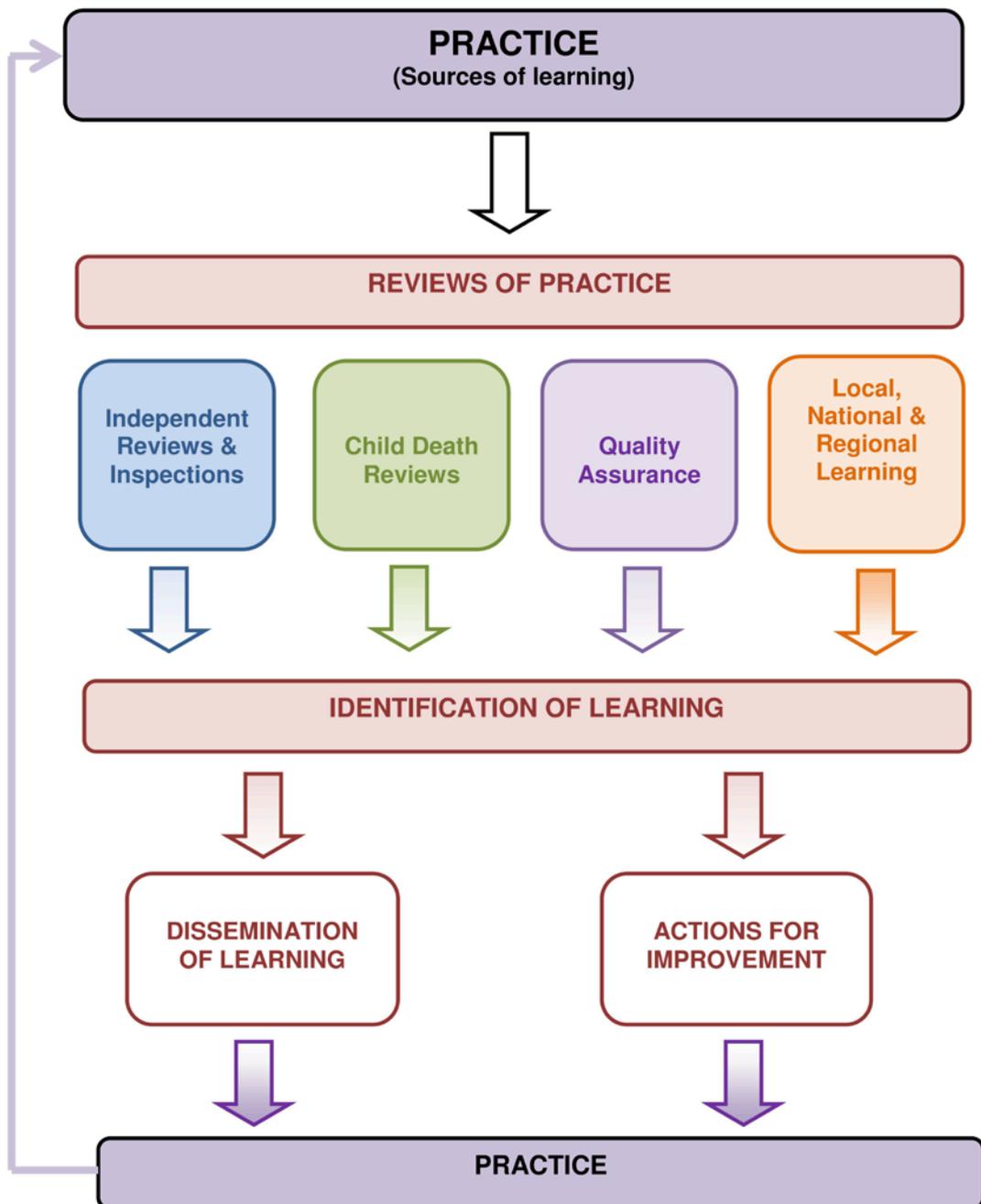
The Buckinghamshire Safeguarding Children Board (BSCB) has a key role in identifying what needs to be in place and what needs to change in order to make a positive difference to the lives of children. In order to do this effectively the board and its sub groups engage in numerous activities to establish what is working well and what needs improvement. This framework will provide an opportunity to make the required links between the identification of what needs to improve and the various mechanisms available to the Board to achieve those improvements.

This Framework sets out the processes we use to evaluate the work of the Board and of other agencies to understand if it is effective and making a positive impact on outcomes for children. These processes involve a systematic monitoring and evaluation of practice, policies and procedures across all our partner agencies.

#### ***Diagram 1: The Learning and Improvement Cycle***

*This diagram summarises the different ways in which practice can be reviewed to derive learning and how this learning is then used to further improve practice. The 4 categories of activity are explored in more detail in the table at appendix A.*

The Learning and Improvement Framework is underpinned by the Board's



## 2 Our Vision and Values

The Learning and Improvement Framework is underpinned by the Board's vision and values, which were agreed in partnership in January 2015.

### Our Vision

**A strong and shared safeguarding culture across partners ensures every child and young person in Buckinghamshire grows up safe from maltreatment, neglect and harm. Children and their parents receive the right help and support when they need it, leading to better outcomes for children and young people.**

### Our Values

- We will be honest and clear about the difference we are making for children and young people
- We will respectfully challenge each other to ensure we are making a difference
- We will all take responsibility for helping each other to improve outcomes for children and young people
- We will value difference to help us to improve
- We will look to hold to account rather than to blame
- Everything we do will benefit children and young people in Buckinghamshire
- We will be courageous
- We are all in it together – as a Board we accept collective responsibility for our performance

## 3 Supporting a Learning Culture

The Learning and Improvement Framework is intended to strengthen and support a learning culture across agencies in Buckinghamshire to continuously improve services to safeguard and promote the welfare of children and young people. To achieve this end, the Board must create a culture of openness and challenge to firstly identify the need for learning and improvement and then follow through with the processes of improvement and establishing effectiveness.

The Buckinghamshire Safeguarding Children Board is required to:

(a) coordinate what is done by each partner agency represented on the Board for the purposes of safeguarding and promoting the welfare of children in the area

**AND**

(b) ensure the effectiveness of what is done by each partner agency for those purposes.

To achieve this, the Board must as a minimum:

- assess the effectiveness of the help being provided to children and families, including early help
- assess whether LSCB partners are fulfilling their statutory obligations through section 11 audits
- quality assure practice, including through joint audits of case files involving practitioners and identifying lessons to be learned
- monitor and evaluate the effectiveness of training, both single and multi-agency training, to safeguard and promote the welfare of children.

By developing strategies, policies, and procedures; commissioning, delivering and quality assuring safeguarding training; undertaking and sharing the learning from audits and reviews, the BSCB will seek to create an informed context in which agencies deliver safeguarding services to children and young people. The Board and each of its agencies must all play their part in achieving good and improving outcomes for children and young people. The Board must be receptive to learning and improvement in order to be successful in creating the context for its agencies to be effective in delivering the services that achieve improving outcomes for children and young people.

### **The Link between the Board and its Sub Groups for Learning and Improvement**

The Board operates with a Sub Group and network group structure to manage the functional tasks of the Board and to promote an understanding of the work of the Board. The terms of reference of each element of the Board structure necessarily compartmentalises aspects of the Board's work, with the Board itself having overall responsibility for all aspects of learning and improvement within that structure. However, the effectiveness and thoroughness of the Board requires that the work of each Sub Group interacts with the work of the others, whereby the output of one Sub Group informs the input to another, ultimately creating the context for the Board to evaluate the effectiveness of agencies' services to safeguard and promote the welfare of children.

A number of systems are in place to ensure effective links between different Sub Groups and between Sub Groups and the main Board.

### **Links between Sub Groups and BSCB**

- BSCB Chair meets with Sub Group chairs every 6 months to discuss key issues, risks, concerns and areas of good practice
- The multi-agency dataset is monitored across a number of Sub Groups. The commentary provided by the Sub Groups to each Board meeting allows key notable trends and red flag areas to be highlighted to the Board.
- Sub Group work plans are an integral part of the overall BSCB Improvement and Development Plan and play a key part in enabling the BSCSB to deliver its priorities. Work plans are living documents that are updated through the year to

reflect changing priorities or emerging need. The Board is able to see a summary of progress within each Sub Group as part of the Improvement and Development Plan progress report presented to every Board meeting.

- All Sub Groups are able to suggest items for inclusion in the main Board agenda and Chairs are regularly invited to present at the main Board or circulate items in the Board information report.
- Full BSCB papers are circulated to all Sub Groups chairs so they can share relevant information with their Sub Group members. The BSCB newsletter is distributed to all Sub Group members to provide an overview of the Board's work and to disseminate learning.

### **Links between Sub Groups**

- Sub Group Terms of Reference highlight where Sub Groups need to work together to support effective working arrangements.
- Sub Group Chairs and the BSCB Business Manager have a role in ensuring effective working arrangements between Sub Groups. For example audits identified through SCR recommendations may be reviewed through the Performance & Quality Assurance Sub Group (P&QA Sub Group); Audits carried out through the P&QA Sub Group may involve or be shared with other Sub Groups dependent upon the theme.
- A formal arrangement has been agreed whereby the CDOP Coordinator attends SCR Sub Group meetings to ensure timely consideration of all new child deaths for SCR.

### **The relationship of the Safeguarding Children Board with other bodies**

Learning and improvement is not exclusive to the BSCB; it must be open to importing learning from, and exporting learning to, other bodies, including the Health and Wellbeing Board, the Safeguarding Adults Board, the Safer and Stronger Bucks Partnership Board

A [Joint Protocol](#) has been developed setting out the relationship between the BSCB, other strategic partnerships operating in Buckinghamshire and the Council's Scrutiny function. The Protocol sets out:

- How these bodies work together to safeguard and promote the welfare of people living in Buckinghamshire
- Governance, accountability and coordination arrangements for thematic areas that are relevant to more than one of the above bodies

The Protocol is based around the following principles which seek to ensure robust partnership working where information and learning are effectively shared.

- **We will share good practice and resources**
- **We will work together on themes of common interest**

- **We will focus on outcomes for children, young people and vulnerable adults**
- **We will be open and honest**
- **We will talk to each other about areas of risk**
- **We will think partnerships**

The [annual report](#) of the Board will be an important means of communicating Board learning. This is published via the BSCB website and shared across a number of fora. It is also formally presented to the Safeguarding Adults Board, Safer and Stronger Bucks Partnership Board, Health and Wellbeing Board and Full Council at Buckinghamshire County Council.

A [newsletter](#) is cascaded via partner agencies after each bi-monthly Board meeting to update them with relevant information and to disseminate learning.

The Board [Communication strategy](#) clarifies and expands the methods of communication both from the Board and to the Board. The strategy is underpinned by the following key principles:

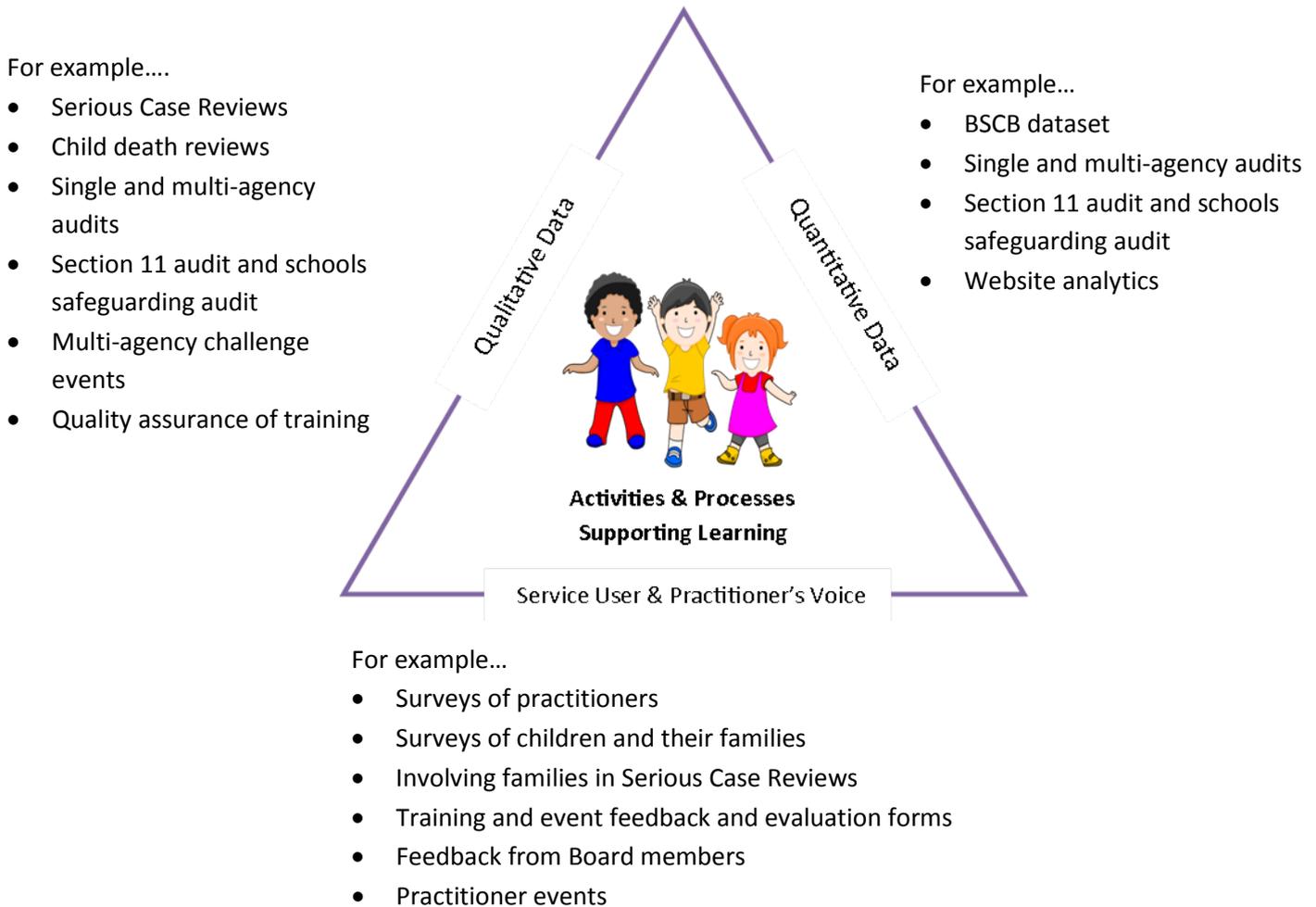
Communication and participation are:

- Accessible and inclusive
- Relevant and coordinated
- Timely and well planned
- Appropriate
- Professional and ethical

#### **4 Key principles of Learning and Improvement**

- The child or young person must remain central to the activity of the Board and the views of parents / carers, families and local communities should also be heard
- The 'voice of the child' must inform the development of policy and measures of effectiveness
- Both quantitative and qualitative information should be considered when evaluating the effectiveness of services for children and young people
- The perspectives of practitioners must be taken into account
- The Board must be willing to promote challenge to achieve improvements

**Diagram 2: How the key principles of learning and improvement will be supported through gathering information from different sources**  
 (The sources of information and learning are set out in more detail in the table in Appendix 1.)



The effectiveness of the Learning and Improvement Framework will be reviewed annually to take account of the Board's own learning on how to improve its ways of working to better safeguard and promote the welfare of children and young people.

## 5 Multi-Agency Audits

The BSCB's Learning and Improvement Framework has a particular focus in ensuring that the partnership is effective and to this effect there is a clear case audit process which has been set up.

The audit schedule (see Appendix B) is maintained and agreed by the Performance and Quality Assurance Sub Group. Multi-agency audits provide an opportunity to celebrate good practice and investigate concerns, as well as providing a wider

quality assurance function. As such, topics and lines of enquiry for audits will come from various sources including:

- The BSCB Risks and Concerns Log
- Findings and recommendations from Serious Case Reviews, lessons learned reviews or other reviews
- Issues or concerns identified by the other BSCB Sub Groups
- Key issues or queries arising from the BSCB dataset
- BSCB Business Plan priorities

Audits will be reflective of BSCB priorities; where appropriate will seek to incorporate these:

- Priority 1 – Domestic Abuse
- Priority 2 – Children with Disabilities
- Priority 3 – Neglect
- Priority 4 – Child Exploitation
- Priority 5 – Workforce
- Priority 6 – Impact and Effectiveness of the Board

In addition, all audits will contain a section on the voice and participation of the child and where possible audits will consider threshold decisions and whether the escalation process was used appropriately.

The schedule includes different types of audit including:

**Section 11 Audits:** The BSCB has a role in ensuring organisations are fulfilling their statutory obligations to safeguard and promoting the welfare of children and young people. Section 11 audits are a key mechanism for quality assuring the safeguarding practice in Buckinghamshire and will be conducted on a bi-annual basis. The audits will be subject to rigorous multi-agency challenge to facilitate collaborative learning and the sharing of practice across Board partners.

**File Audits:** To evaluate single agency and multiagency working, the BSCB has a structured programme of file audits. There are set audit days which have been agreed and set out for the year ahead and aligned to the priorities within the [BSCB Improvement and Development Plan](#).

**Independent Audits commissioned by the BSCB:** The BSCB recognises the benefit of involving practitioners in the audit process. However, external auditors can bring a different perspective that is independent of the Board and all its partners.

**Thematic/ deep dive file audit days** may also be scheduled through the year in response to emerging themes locally and nationally, changes to legislation or any other agendas.

File audits are conducted using multiagency audit tools. There will be variety of tools available and an appropriate tool will be selected or designed dependent on the theme and methodology of the audit.

A scoping document will be completed for each multi-agency audit and agreed by the P&QA Sub Group and the BSCB. All audit reports will be presented to the P&QA Sub Group before being taken to the BSCB.

It is important that the findings and learning from audits are disseminated appropriately. The mechanism for this will be agreed for each individual audit and will be in line with the BSCB Learning and Development Framework. As a minimum a summary version of all multi-agency audits will be published on the BSCB website and this will be publicised via the BSCB newsletter to allow all partners to disseminate learning appropriately within their own organisation.

## **6 The Multi-Agency Dataset**

The multi-agency dataset is a key mechanism for identifying learning. A number of 'themed' datasets are owned and scrutinized within Sub Groups as follows:

- Child Exploitation dataset – CE Sub Group
- Early Help, Thresholds and Neglect dataset – Early Help Operational Group
- Workforce Dataset – Learning & Development Sub Group and Employment Sub Group
- Voice and Journey of the Child – Performance & Quality Assurance Sub Group
- Increasing the Effectiveness of the Board - Performance & Quality Assurance Sub Group

For each dataset, the relevant Sub Group will produce a headline dashboard to feed up to the Board. This contains top level data only along with any notable trends to highlight to the Board. Red Flag areas, where action is required or the Board may wish to undertake further scrutiny, are also highlighted.

This format ensures the Board is presented with key information and learning and that the detail is monitored more closely through the Sub Groups.

## **7 The Dissemination of Learning and Improvement across member agencies**

In order to improve safeguarding practice across agencies and services in Buckinghamshire, learning from national and local reviews, research and audits will

be embedded into current practice. All agencies and services must have strategies in place which ensure that:

- a) learning reaches all relevant staff within their organisations; and
- b) the impact of this learning is evaluated

The following requirements are designed around embedding BSCB Learning and Improvement activity, but equally apply to safeguarding improvements generated by internal agency audits and reviews; inspection findings; research; and, guidance from Government and professional bodies.

### **Communications from the BSCB**

Member agencies are notified by the BSCB of key publications on the BSCB website including Serious Case Review Reports; other reviews, guidance tools and audit findings. Key learning is also shared via the BSCB newsletter.

In response, agencies must bring these to the attention of their staff and, where appropriate, provide emphasis to issues of particular importance to their agencies. Agencies and services will have different methods of disseminating this information, but these will often include:

- updating the agency's website e.g. a 'What's new?' item
- staff bulletin or newsletter
- briefing/training events
- safeguarding updates as standing agenda items for management and team meetings
- use of noticeboards
- via supervision (one to one or group/peer)

Communicating learning points and any associated changes are not enough by themselves to ensure a learning and improvement culture. Agencies and services must also take action to ensure that learning points are understood and that their impact for children and young people is monitored.

## **8 BSCB Learning and Improvement activity**

### **Staff attendance at BSCB multi-agency briefing events and conferences**

As well as running conferences, the BSCB runs lunchtime forums and other short learning events for staff. It also runs learning events for staff and managers contributing to reviews. Agencies should ensure that staff access these events and on return, disseminate the learning to others within the organisation.

### **BSCB multi-agency training**

Each agency is required to identify the level of safeguarding training required by each member of staff and ensure they have the opportunity to access appropriate

training. All delegates attending the BSCB courses are required to complete a course evaluation form which identifies whether the course has improved their knowledge and understanding.

Three months after each course, the BSCB approaches a sample of delegates and their managers to seek evidence of the impact of the training on practice. Feedback from this process is reported to the BSCB Training Pool and Learning & Development sub group. These feedback arrangements allow for any necessary adjustments to courses to take place and provide evidence of the impact of training.

### **Single agency Learning and Improvement activity**

Agencies should also undertake evaluations of the impact of the training and any development activity that they provide for their staff.

This activity should promote two-way communication, so that agencies are routinely informed by their front line staff about current and emerging issues that impact on service delivery to children and young people. This can be achieved through a range of activity which could include:

- Managers undertaking 'floor walking' – asking staff: “if they know .....", “what would they do if ...” or “what is it like....” questions
- Through supervision
- Internal audits of staff awareness
- Internal audits of anticipated impact areas
- Monitoring traffic to relevant intranet pages
- Staff surveys
- Feedback sessions for partner agencies
- Contributions to BSCB multi-agency audits and reviews

The BSCB has introduced a quality assurance framework to reassure itself on the quality of single agency training provided by partner agencies. This includes:

- Discussion with the agency about their safeguarding training provision
- Reviewing training materials and providing constructive feedback
- Requesting and reviewing copies of collated evaluation forms
- Dip sampling evaluations forms
- Observation of training delivery.

## Appendix 1: How the Board and its Sub-Groups will address Learning and Improvement

### Abbreviations:

Serious Case Review Sub Group – SCR

Performance & Quality Assurance – P&QA

Learning and Development Sub Group – L&D

Policy and Procedures Sub Group – P&P

Child Death Overview Panel Sub Group - CDOP

Category of Learning	Method	What We Learn	Evaluation Methods	Key Stakeholders for disseminating learning	Sub-Group / Network
Independent Reviews and Inspections	Serious Case Reviews / learning lesson reviews	<ul style="list-style-type: none"> <li>Multi-Agency Lessons</li> <li>Single-Agency Lessons</li> <li>Impact of practice on outcomes for children and young people</li> </ul>	<ul style="list-style-type: none"> <li>Ofsted inspection</li> <li>Single / multi-agency audit against particular SCR recommendations</li> <li>Monitoring and discussion through SCR Sub Group</li> <li>Participant feedback from family/carers/ professionals</li> </ul>	<ul style="list-style-type: none"> <li>BSCB</li> <li>Partner Agencies</li> <li>Service users &amp; public</li> <li>Ofsted</li> <li>Media</li> </ul>	<ul style="list-style-type: none"> <li>SCR</li> <li>P&amp;QA</li> <li>L&amp;D</li> <li>P&amp;P</li> <li>Employment</li> <li>Other Sub Groups where relevant to theme of review</li> </ul>
	Inspection of Partner Agencies, National investigations & independent enquiries	<ul style="list-style-type: none"> <li>Quality of practice and evidence of outcomes</li> <li>Areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Review of progress against plans</li> </ul>	<ul style="list-style-type: none"> <li>BSCB</li> <li>Partner Agencies</li> </ul>	<ul style="list-style-type: none"> <li>Board</li> <li>P&amp;QA</li> <li>Other Sub Groups as relevant</li> </ul>

Category of Learning	Method	What We Learn	Evaluation Methods	Key Stakeholders for disseminating learning	Sub-Group / Network
Child Death Reviews	Child Death Reviews (CDOP)	<ul style="list-style-type: none"> <li>Themes and Trends</li> <li>Modifiable Factors</li> </ul>	<ul style="list-style-type: none"> <li>Input from partners</li> <li>Annual Report</li> </ul>	<ul style="list-style-type: none"> <li>BSCB</li> <li>Public Health</li> <li>Partner Agencies</li> <li>Service users &amp; public</li> <li>Provider Networks</li> <li>Media</li> </ul>	<ul style="list-style-type: none"> <li>CDOP</li> <li>L&amp;D</li> <li>P&amp;P</li> <li>CDOP Regional Network Meeting</li> </ul>
Quality Assurance	Single agency audits	<ul style="list-style-type: none"> <li>Quality of practice and evidence of outcomes</li> <li>Trends</li> <li>Areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Participant engagement and level of challenge</li> <li>Review of audit findings reported to BSCB</li> <li>Review of progress against action plans</li> </ul>	<ul style="list-style-type: none"> <li>BSCB</li> <li>Partner Agencies</li> </ul>	P&QA
	Multi-agency practice audit	<ul style="list-style-type: none"> <li>Quality of practice &amp; multi-agency working</li> <li>Evidence of outcomes</li> <li>Trends</li> <li>Areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Participant engagement and level of challenge</li> <li>Review of audit findings reported to BSCB</li> <li>Review of progress against action plans</li> </ul>	<ul style="list-style-type: none"> <li>BSCB</li> <li>Partner Agencies</li> </ul>	P&QA
	Multi-agency dataset	<ul style="list-style-type: none"> <li>Trends</li> <li>Emerging practice issues</li> <li>Risks and concerns</li> <li>Areas of improving / good practice</li> </ul>	<ul style="list-style-type: none"> <li>Dataset is up to date and reported to relevant Sub Groups and Board meetings</li> <li>Level of engagement and challenge through Sub Groups and at the BSCB</li> </ul>	<ul style="list-style-type: none"> <li>BSCB</li> <li>Partner Agencies</li> <li>Ofsted</li> </ul>	<ul style="list-style-type: none"> <li>Board</li> <li>P&amp;QA</li> <li>CSE</li> <li>Early Help</li> <li>L&amp;D</li> <li>Employment</li> </ul>
	S11 Audit and Schools Safeguarding Audit	<ul style="list-style-type: none"> <li>Compliance with safeguarding requirements set out in Children Act</li> <li>Good practice &amp; evidence of outcomes</li> <li>Areas for further improvement in practice</li> </ul>	<ul style="list-style-type: none"> <li>Individual Agency Self Evaluation</li> <li>Panel Assessment / Challenge event</li> <li>Participant engagement and level of challenge</li> </ul>	<ul style="list-style-type: none"> <li>BSCB</li> <li>Partner Agencies</li> </ul>	Board P&QA

Category of Learning	Method	What We Learn	Evaluation Methods	Key Stakeholders for disseminating learning	Sub-Group / Network
	Multi-agency challenge events	<ul style="list-style-type: none"> <li>• Areas of good practice and evidence of outcomes</li> <li>• Current and emerging concerns or risks</li> <li>• Areas for further improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Participant engagement and level of challenge</li> <li>• Monitoring of progress and outcomes achieved for identified areas of challenge</li> </ul>	<ul style="list-style-type: none"> <li>• BSCB</li> <li>• Partner agencies</li> </ul>	Sub Groups involved will depend on theme of challenge event
	Quality Assurance of Training	<ul style="list-style-type: none"> <li>• Quality and quantity of single and multi-agency training</li> <li>• Compliance with BSCB quality assurance standards</li> <li>• Good practice and evidence of learning outcomes</li> <li>• Areas for further improvement in practice including gaps in training provision</li> </ul>	<ul style="list-style-type: none"> <li>• Training quality assurance tool</li> <li>• Observation write up</li> <li>• Evidence from on the day and 3 month follow up evaluation forms</li> </ul>	<ul style="list-style-type: none"> <li>• BSCB</li> <li>• Partner Agencies</li> <li>• Trainer</li> </ul>	L&D
Other local, national and regional learning	Consultation & engagement activity, including with young people	<ul style="list-style-type: none"> <li>• Views of service users and professionals</li> <li>• Suggestions for improvement to policy and practice</li> <li>• Areas of risk or concern</li> <li>• Good practice &amp; evidence of outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Extent to which feedback influences the work of the Board.</li> </ul>	<ul style="list-style-type: none"> <li>• BSCB</li> <li>• Partner agencies</li> <li>• Children and young people</li> </ul>	<ul style="list-style-type: none"> <li>• Board</li> <li>• All Sub Groups</li> <li>• Youth Voice Steering Group</li> </ul>
	Guidance and Policy	<ul style="list-style-type: none"> <li>• Government priorities, policy and statutory requirement</li> <li>• (Inter)national perspectives</li> <li>• Local policies and procedure</li> </ul>	<ul style="list-style-type: none"> <li>• Single and Multi-Agency audits which evidence compliance with policy and procedure</li> <li>• SCRs</li> <li>• Google Analytics to show evidence of access to policy documents</li> </ul>	<ul style="list-style-type: none"> <li>• BSCB</li> <li>• Partner Agencies</li> <li>• Media</li> <li>• Central Government</li> <li>• Ofsted</li> </ul>	<ul style="list-style-type: none"> <li>• P&amp;QA</li> <li>• P&amp;P</li> </ul> Other Sub Groups dependent on topic of policy.

Category of Learning	Method	What We Learn	Evaluation Methods	Key Stakeholders for disseminating learning	Sub-Group / Network
	<b>Focussed Studies/Research</b>	Will vary dependent upon focus of the research, but will include: <ul style="list-style-type: none"> <li>• Issues relating to (intern)national / local policy decisions</li> <li>• Areas of good practice and evidence of outcomes</li> <li>• Areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Methodology appropriate to nature of research study</li> </ul>	<ul style="list-style-type: none"> <li>• BSCB</li> <li>• Partner Agencies</li> </ul>	Sub Groups involved will depend on theme of research
	<b>BSCB Training Programme, Briefings, Conferences &amp; Workshops</b>	<ul style="list-style-type: none"> <li>• International &amp; national research</li> <li>• (Inter)national perspective for local issues</li> <li>• Themes and Trends</li> <li>• Good Practice and areas for development</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence from on the day and 3 month follow up evaluation forms</li> <li>• Participant engagement and level of challenge</li> </ul>	<ul style="list-style-type: none"> <li>• BSCB</li> <li>• Partner Agencies</li> <li>• Participants</li> </ul>	L&D Other Sub Groups dependent upon theme of event
	<b>Links to Local &amp; Regional Networks</b>	<ul style="list-style-type: none"> <li>• Trends</li> <li>• Emerging Issues</li> <li>• Improved information sharing</li> </ul>	<ul style="list-style-type: none"> <li>• Nominated link person between BSCB &amp; each network/forum</li> </ul>	<ul style="list-style-type: none"> <li>• BSCB</li> <li>• Partner Agencies</li> <li>• Network/forums</li> </ul>	<ul style="list-style-type: none"> <li>• All sub groups</li> <li>• Networks e.g. CDOP network; LSCB Business Managers; TICPIN (training)</li> </ul>
	<b>Risks, concerns, compliments and complaints</b>	<ul style="list-style-type: none"> <li>• Areas of good practice</li> <li>• Areas of risk or concern</li> <li>• Areas where services users are dissatisfied with the service they are receiving.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of progress and outcomes achieved as a result of action against areas of risk or concern.</li> <li>• Satisfactory resolution of complaints.</li> </ul>	<ul style="list-style-type: none"> <li>• BSCB</li> <li>• Partner Agencies</li> </ul>	<ul style="list-style-type: none"> <li>• BSCB</li> <li>• All Sub Groups</li> </ul>
	<b>Website analytics</b>	<ul style="list-style-type: none"> <li>• How many people are accessing information on the BSCB website</li> <li>• How easily people are finding information on the BCSB website</li> <li>• The impact of Board activity, such as publicity, on access to our website</li> </ul>	<ul style="list-style-type: none"> <li>• Google analytics reports</li> <li>• Increased traffic to website / pages in response to specific Board activity n</li> </ul>	<ul style="list-style-type: none"> <li>• BSCB</li> <li>• All partners</li> <li>• Public</li> </ul>	<ul style="list-style-type: none"> <li>• BSCB</li> <li>• All Sub Groups</li> </ul>

## Appendix 2: Multi-agency Audit Schedule 2017/18

Audit title & methodology	Which BSCB priority does this audit link to?	What are we seeking to understand?	Why has this topic been chosen for audit?	Audit date / time frame	Date for reported to P&QA	Date for report to BSCB
<p><b>Private Fostering</b> Questionnaire to partners to gain assurance, with accompanying pack of resources that could be used to support improved knowledge and awareness.</p>	<p>Impact and Effectiveness of BSCB</p>	<ul style="list-style-type: none"> <li>• Whether agencies are working effectively to support children who are privately fostered</li> <li>• Whether agencies have a good understanding of levels of awareness in their agency.</li> <li>• Any good practice or areas of challenge in relation to working with privately fostered children</li> </ul>	<p>Ofsted identified in their 2014 inspection that the BSCB needed to do more in relation to understanding and supporting the local picture around privately fostered children. Since then we have supported awareness raising across partners and continued to monitor the numbers of privately fostered children. An audit would help us gather assurance around the way all partners are supporting these children.</p>	<p>May 2017</p>	<p>Virtually over summer</p>	<p>19<sup>th</sup> Sept</p>
<p><b>Children with Disabilities</b></p> <p>Use case studies as a way of testing knowledge – ask professionals to discuss their responses to the case studies. Consider whether this could be online survey or group discussion.</p>	<p>Children with Disabilities</p>	<ul style="list-style-type: none"> <li>• How well are thresholds understood and applied for children with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Children with disabilities is a new priority for the BSCB and we would like to draw up a clearer picture of disabled children in Buckinghamshire and how effectively they are safeguarded.</li> <li>• There is good evidence overall that knowledge and application of thresholds has improved across the partnership. This would allow us to test knowledge in relation to this specific group where we know there can be additional challenges in applying thresholds (evidence from national research and local feedback)</li> <li>• The National Working Group on Safeguarding Disabled Children recently produced a report highlighting the key areas that LSCBs should focus on in relation to children with disabilities – gaining assurance around the application of thresholds was one of the key areas.</li> </ul>	<p>August 2017</p>	<p>26<sup>th</sup> Sept 2017</p>	<p>Nov 2017</p>

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<b>Transitions for Children with Disabilities</b>  Deep dive case file review to be done jointly with SAB.	Children with disabilities	<ul style="list-style-type: none"> <li>• Whether effective transition arrangements are in place for children with physical and learning disabilities.</li> <li>• Whether there has been improvement since last BSCB audit conducted.</li> </ul>	<ul style="list-style-type: none"> <li>• Children with disabilities is a priority for the BSCB.</li> <li>• This provides an opportunity for joint working with BSAB</li> <li>• This provides an opportunity to look for improvements since the last audit conducted.</li> </ul>	July 2017	26 <sup>th</sup> Sept 2017	Nov 2017
<b>Children of dual heritage/ BME who are CIN / subject to CP / LAC</b>  Audit Day involving P&QA members and practitioners or commissioned audit.  Possibility of involving student from BNU.	Voice and Journey of the Child	<ul style="list-style-type: none"> <li>• Are we responsive to the needs of the multi- cultural community in Bucks?</li> <li>• Is there relevant acknowledgement of the child's ethnicity or heritage in assessments and interventions?</li> <li>• Are assessments positive in promoting issues of heritage in planning and decision making?</li> <li>• Evaluate cultural competence within workforce.</li> <li>• How effectively are children and young people involved in assessment?</li> </ul>	<ul style="list-style-type: none"> <li>• Consideration of diversity issues raised as an area of concern by recent peer review.</li> <li>• This was on the schedule for 2016/17 but we did not complete</li> </ul> <p style="color: red; text-align: center;">POSTPONED</p>	Sept 2017	26 <sup>th</sup> Sept 2017	Nov 2017
<b>Neglect</b>  Deep dive case file audit by BSCB and bring in single agency case file audit from CSC, review of prosecutions from TVP	Neglect	<ul style="list-style-type: none"> <li>• The effectiveness of the multi-agency response to neglect</li> </ul>	<ul style="list-style-type: none"> <li>• This remains a priority for the BSCB and is now a priority in its own right.</li> <li>• Neglect strategy will be launched for consultation shortly and Graded Care Profile Training is being rolled out across the partnership in May. Given the increased focus on neglect, an audit would help us look at evidence of impact and the effectiveness of the</li> </ul>	April 2017	July 2017	July 2017

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and review of children on CP Plans for neglect.			multi-agency response. <ul style="list-style-type: none"> <li>We completed a neglect audit in April 2016 which highlighted a number of areas for improvement. A re-audit could help show distance travelled.</li> </ul>			
<b>Fabricated and Induced Illness</b>		<ul style="list-style-type: none"> <li>Whether correct procedures are being followed for cases of FII</li> <li>Outcomes achieved for the child.</li> </ul>	There has been a recent complain in relation to FII and across partners a recognition that the multi-agency guidance and procedures need to be reviewed.	February 2018		
<b>Domestic Abuse</b>  Discuss whether Jo Edwards (Bucks New Uni) would continue to work with us.	Domestic Abuse	The audit to be scoped jointly with the SSBPB and the SAB to include: <ul style="list-style-type: none"> <li>Review of the 6 journeys audited in March / April 2017 to focus on outcomes for the children and family (via quick contact and update with agencies involved).</li> <li>Review of the effectiveness of the multi-agency system (could cover a larger number of cases) and the way cases progress through the system - including MARAC</li> </ul>	DA is now a priority for the Board and a number of concerns have been raised around whether the multi-agency 'system' is working effectively in relation to DA.	March 2018	July 2017	Sept 2017
<b>Pre-Birth</b>						
<b>Non-Accidental Injury</b>						