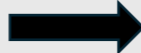


Self-Assessment Baseline:

1. The three core partner leads are actively involved in strategic planning and implementation	2.The wider safeguarding partners (including relevant agencies) are actively involved in safeguarding children	3.Children, young people and families are aware of and involved with plans for safeguarding children	4.Appropriate quality assurance procedures are in place for data collection, audit and information sharing	5.There is a process for identifying and investigating learning from local and national case reviews	6.There is an active program of multiagency safeguarding children training
1a. Have the three partners agreed a process for developing, reviewing and funding a child centred strategic safeguarding children plan: identifying agreed desired outcomes in line with national guidelines and recent research findings, including contextual safeguarding?	2a. Is the wider safeguarding children partnership, including all relevant agencies and the private and business sector, appropriately informed of and engaged with the safeguarding children partnership arrangements and safeguarding children plan?	3a. Are children and young people consulted, inputting into, and influencing the development, implementation and review of the safeguarding plan and related activities?	4a. Are mechanisms in place for the three core partners to collect and analyse relevant data pertaining to safeguarding children?	5a. Are all safeguarding partners aware of the criteria and process for referral of cases for consideration of meeting the threshold for local or national review?	6a. Is there a transparent and clearly understood process for identifying, providing and evaluating training needs for safeguarding children with all safeguarding partners, including children, families and communities?
1b. Are representatives of the three lead partners strategically placed on relevant partnership meetings, sub groups, and working groups, reviewing progress against the questions within this 'Six Steps' model?	2b. Is the wider safeguarding children partnership research informed and adhering to national guidelines regarding issues impacting on safeguarding children, including contextual safeguarding?	3b. Is there an outreach (engagement) strategy to ensure that those impacted most by safeguarding concerns are aware of their right to be safeguarded and to play a part in developing initiatives to prevent, respond to and report about safeguarding threats?	4b. Are agencies from the wider partnership undertaking and sharing their own audits of data pertaining to safeguarding children?	5b. Are case reviews adequately resourced to enhance learning, to embrace contextual as well as individual and family concerns and to involve the full range of personnel to extract learning?	6b. Is the planning and delivery of multi-agency training informed by the local safeguarding children plan; review of local data; local and national policy; legislative contexts; and up to date research findings?
1c. Are the three partners assured that the safeguarding children partnership works effectively alongside other partnerships: for example the safeguarding adults board; community safety partnership; health and wellbeing board?	2c. Are all safeguarding partners engaging with safeguarding children information sharing and staff training protocols?	3c. Are opportunities in place for children and young people to lead or co-lead safeguarding initiatives; safeguarding training for adults and children; and attending relevant meetings, working groups, and sub groups?	4c. Is all relevant data from within the core and wider partnership being used to review the impact of safeguarding initiatives on desired outcomes for children?	5c. Is learning from reviews being cascaded and used to improve outcomes for children, their families and community?	6c. Is the take up and use of safeguarding children training reviewed in both core and wider partnership agencies including take up and use of training by children, young people and communities?
1d. Are necessary reporting and scrutiny processes in place, with review of required outcomes, and forward planning procedures?	2d. Are all safeguarding partners engaged with identifying and reviewing safeguarding children priorities: facilitating safeguarding concerns up to and down from the three lead partners?	3d. Do young people play a role in assessing and representing safeguarding concerns in their transition to adult services?	4d. Is all relevant data shared across the partnership and used to inform: an assessment of gaps in data, identification of priorities, and future safeguarding plans?	5d. Is there evidence of the integration of learning from case reviews into future training, policy and practice for safeguarding children, young people and communities?	6d. Are the core partners assessing the impact of safeguarding children training (impact on practice and desired safeguarding outcomes) and using this to inform future training needs?

Scrutineer Summary

Measure	Self-assessed BRAG	Scrutineer BRAG	Scrutineer Comment	Suggested action
1. The three core partner leads are actively involved in strategic planning and implementation	1a		Essential to align the embedding of the process/arrangements to the CS Improvement plan (IP)/ journey. Arrangements are on track for publication. Are budgets and fundings agreed? Are you assured about the engagement of schools?	<ul style="list-style-type: none"> Cross correlation of Improvement activity
	1b		The process of self-assessment and scrutiny assessment has commenced	<ul style="list-style-type: none"> Review value of 6 steps in 6 months
	1c		To what extent have inter-board chairs agreed the areas of commonality? For example, Domestic Abuse, Serious Violence Duty/SYV. How can you reach agreement about shared strategies/approaches/outcomes?	<ul style="list-style-type: none"> Bi-annual cross partnership strategic workshop/meetings For cross cutting themes, a cross partnership dataset and agreed approach
	1d		This is linked to 1b in terms of oversight and development of these standards. Important to ensure that outcome measures are not “tick box” but meaningful assurance of impact. When making decisions on direction of travel are you clear enough on what you want to achieve and what you will be measuring?	<ul style="list-style-type: none"> Thematic Audits Focus group (workforce and CYP)
2. The wider safeguarding partners (including relevant agencies) are actively involved in safeguarding children	2a		There is evidence that you have developed the reach of the SCP to the partnership in its widest sense. However, you may want to test this out with all relevant agencies to gauge how informed and engaged they perceive themselves to be within the SCP.	<ul style="list-style-type: none"> Wider partnership focus group- this could be achieved through S11 methodology
	2b		Are you able to evidence a direct correlation between national and local learning, in terms of how it influences the priorities and associated activity within the SCP? How do you test that it reaches the target?	<ul style="list-style-type: none"> Wider workforce engagement at various levels to “test” out awareness
	2c		I am not sure what the evidence? The presented evidence is from audit of cases at child protection levels. What about across the thresholds. I am sure this standard links very closely to OFSTED findings and improvement activity. What exactly would you like to see shifting in practice?	<ul style="list-style-type: none"> Alignment of improvement plan dataset and SCP dataset
	2d		How connected is EH activity and development to the SCP? Oversight/Ownership by the partnership is essential to understanding challenges and solutions across the whole range of partners. Is priority setting based on looking at reactive data rather than listening to multiple earlier perspectives- these discussions were taking place at the priority setting development session.	<ul style="list-style-type: none"> Using audits more widely to inform actions and measurement of outcomes.

3. Children, young people and families are aware of and involved with plans for safeguarding children	3a		Progressions are evidently taking place against this standard. There is little current evidence that this is actually influencing or informing activity right now, but there is evidence that this is work in progress- the voice and influence group has potential to be influential	<ul style="list-style-type: none"> Consider C&YP scrutiny activity for the future
	3b		This could offer opportunity to do the “outreach” strategy as a cross-partnership piece as discussed in 1c- eg Domestic Abuse or contextual safeguarding.	<ul style="list-style-type: none"> Agree action re outreach/engagement strategy- opportunity to widen the scope
	3c		Comments as per 3a & 3b	<p>As per 3a & 3b</p> <ul style="list-style-type: none"> In terms of training, methodology such as CYPs videos has worked well elsewhere- education partners may be best placed to develop some of these initiatives directly produced by CYP
	3d		To what degree is transitional safeguarding being developed already and jointly understood across children and adult partnerships and boards? What is your current position on this?	<ul style="list-style-type: none"> Cross board/partnership shared task and finish work?
4. Appropriate quality assurance procedures are in place for data collection, audit and information sharing	4a		I agree that you have a partnership dataset which has undergone significant development and translates into the storyboard narrative, I have not yet seen the evidence that this is robustly influencing your SCP priorities and actions. It may also be helpful to ensure that CS improvement datasets are aligned with SCP dataset in terms of the wider partnership helicopter view of safeguarding activity across the thresholds.	<ul style="list-style-type: none"> Consider how data informs outcome measures as well as priority setting Align dataset with the CS improvement dataset
	4b		How will partner agency audits add value? Are they linked to priority areas?	<ul style="list-style-type: none"> More definition on what single agency audits or data the SCP wants? Thematic audits may be helpful
	4c		Think the success of this is linked to clarity around priorities- if priority action is clearly set out, it is easier to set out what you are trying to achieve and then to measure it.	
	4d		<p>Agree that further thought is needed to establish the value of the data and the usefulness in terms of informing and measuring (see 4a). Again, there is opportunity for cross partnership fertilisation of thematic data.</p> <p>Does the dataset align with the wider partnership quantitative narrative? What if the data indicates one thing, but the narrative of frontline and C&YP tells you another? How do you capture this?</p>	
5. There is a process for identifying and	5a		Agree with this assessment	

investigating learning from local and national case reviews	5b		Is there adequate resource within the SCP to allow for frequent learning processes for cases that are lower level but repeated themes- proactive and ongoing learning. This could be linked with themes noted in the escalation process too.	<ul style="list-style-type: none"> Consider monthly or quarterly learning circles to look at cases where there are repeated learning themes
	5c		There is good evidence that learning is being cascaded but much less evidence that the learning has informed significant change in practice or the measurement of outcomes. Does the learning tracker link to the dataset to allow for ongoing oversight and measurement of impact, and a loop back to the Q&I group	<ul style="list-style-type: none"> Frontline focus discussions to “test” the impact of learning on practice
	5d		In terms of policy and practice, does learning inform tangible changes of approach such as the development of strategy or working practises? Additionally, how does it influence commissioning process and decisions?	
6. There is an active program of multiagency safeguarding children training	6a		Regarding family hubs- does the partnership in its widest sense feel connected to the family hubs? How to you know?	Frontline focus discussions- what does uptake of training actually mean for practice? Does anything change?
	6b		This is dependent on the success of a number of other aspects e.g. audits, leaning, escalations, intelligence and robust data- overall a full helicopter view of the system	
	6c		How do you intend to ensure review of the take up and use of training to affect change?	
	6d		See 6b comment effective application of learning needs a robust loop from other parts of the SCP for full impact	