

Isle of Wight

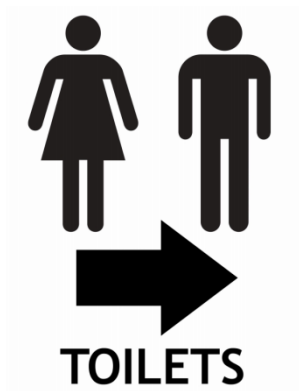
Safeguarding Children Board

The Isle of Wight Safeguarding Children Board works to protect and safeguard the children of the Isle of Wight.



Escalation & Thresholds Workshop
March 2018

Housekeeping



We are...



- Jenni McCabe,
- Candise Horner,
- Paul Barnard,
- Amanda Sheen,
- Lorraine White.

Aims and Objectives



- To hear the findings and lessons from recent local Serious Case and Partnership Reviews
- To be aware of themes emerging from National Serious Case Reviews
- To be able to apply this learning to your own practice



Pause for thought

- Today may raise painful memories or associations from work and personal life.
- This is not a good time to share personal memories
- If you want to, you can talk outside the session to one of the facilitators, or seek advice from your agency



The local SCR Landscape

- Over the past year there has been 1 Serious Case Review completed and published on the Island
- In addition 1 Partnership Review has been completed.
- We have also considered the 3 SCR's published by Hampshire and the 6 Partnership Reviews they have undertaken as much of the learning is the same.

Serious Case Review's:



- Child G – IWSCB
- Child L - HSCB
- Child s18 - HSCB
- Child M – HSCB



Exercise 1.

Information about children and their families is often described as being like having pieces of a jigsaw, and its only when we share information and put the puzzle together we have a clear picture of what life is like for a child.

Working in pairs, please describe the piece of jigsaw from your envelope to your partner and vice versa.

Together write on one of the post-it notes in your envelope what between you, you think the bigger picture is.

10 minutes



Feedback

- It should come as no surprise that information sharing or a lack of it features in local, as well as national SCR's.
- Hopefully the exercise was representative that we often have pieces of the information picture but it is only when we get all the pieces of the puzzle that we see the bigger picture.



Exercise 2:

Ruby:

Please read the case study on Ruby and discuss a response to the following questions:

Q1. What issues have you been able to identify ?

Q2. What was life like for Ruby?

Q3. Were there any opportunities to intervene

20 minutes

Feedback





Learning from local Reviews

1. Ineffective information sharing between agencies and across borders,
2. The lack of comprehensive assessments,
3. Understanding and recognising the signs of neglect,
4. Ensuring that the voice of the child is heard and there is careful consideration of the lived experience of children within the family,
5. Recognition for the potential for children to become young carers where neglect is an issue within the family,
6. Ensuring the vital role of early years settings in the safeguarding system is understood by all involved,
7. Parents/adults not allowing access to children on CP visits.

Going back to Exercise 1:



- Did you get what the bigger picture was?
- How did it feel not knowing the bigger picture?



Another learning point..

- Information Sharing is important but so is 'Information Flow' back to and between referrers/other agencies.
- This promotes confidence and trust across agencies and a joined up approach to working together.

The picture was...





Task 1.

- Please take out the little card from your envelope and write a learning point that you can take back to your workplace from the first two exercises.



Exercise 3:

Sally:

- Please read the case study and in groups discuss the questions.
 1. Have you ever felt like this Health Visitor?
 2. What would you do if you were raising concerns that weren't resulting in any action being taken?
 3. What could have been done differently?
- **20 minutes**



Feedback

- What did you decide?
 1. Are you aware of the Escalation Policy?



Exercise 4:

Relative Harms:

- Another common theme in Serious Case Reviews is the application of the thresholds
- In this exercise you need to all work together to take the different scenarios (based on young people at school) and put them in order of the effect of the harm on the young person.
- Once you've done that you need to decide where the thresholds sit against your relative harms.

• **20 minutes**



Exercise 5:

Vinny:

Please read the case study and in groups discuss the questions.

1. What would you be worried about if this child came to your attention?
2. What reduces your worries about Vinny?
3. What should you do next if anything?
4. What else would you need to know to make the referral?

• **20 minutes**



Learning Points

1. It is important when making a referral that you give as much information as possible.
2. There is nothing worse than coming off the phone and realising that you haven't provided all the information.
3. We also need to ensure we don't jump to conclusions. For any situation there may be a justifiable explanation that you just don't know. **Share** as much **information** as you can



Exercise 6:

Charlotte:

Please read the case study and in groups discuss the questions.

1. What are the main issues that may give you cause for concern?
2. What further information would be helpful if any?
3. What protocol's are relevant?
4. What would you do next?
5. CiN or Child Protection?

• **20 minutes**

Learning Points



Other Local Learning



1. Effective assessment is key to safeguarding children,
2. The need for high quality reflective supervision to enable practitioners to plan and deliver assessments which are both proportionate and robust, and make decisions on all information available
3. Judgement about risk and the need for intervention is only valid at the time it is made. As circumstances change, more information comes to light or concerns continue risks may need to be re-assessed and further cation considered.
4. Practitioners working with troubled young people must recognise and work with the complex factors affecting the day to day experiences of adolescents, to ascertain their view of their situation/problem. ,
5. Missed opportunities to speak to parents where domestic violence is present alone,
6. A lack of accurate and consistent record keeping.



7. If there is evidence of unclear or inconsistent information, clarification of factual information should be sought,
8. Be clear of validity of information gained from other agencies such as historical diagnosis,
9. All front line staff should be supported and encouraged to escalate challenges in managing cases and developing inter agency relationships as a matter of course.
10. The potential impact on parenting capacity when a parent/carer has a significant health issue,



Learning From National Serious Case Reviews

The government publishes an analysis of SCR's every 3 years and the last one was published in 2016 covering the period 2011- 2014.

<https://www.gov.uk/government/publications/analysis-of-serious-case-reviews-2011-to-2014>

Many of the lessons learnt are in line with local learning

- The latest Triennial Analysis found a number of themes across practice:



- Effective safeguarding work depends on collaborative multi-agency working and no single professional retains all of the required knowledge or skills. Communication is essential for collaboration but is inevitably one of the key points of breakdown. There is evidence of uncertainty amongst practitioners about how and when to share information, despite national guidance. Breakdown in communication can happen where there is an absence of local safeguarding systems, barriers to effective co-working or failure to recognise or act upon safeguarding opportunities..



- Effective communication requires practitioner skills and a culture that promotes information sharing as well as clear systems and guidance that enables information to be critically appraised and used to guide decision making and planning. Information received must be triangulated and verified and child protection agencies must feedback promptly to referrers and others participating in safeguarding



- Only 12% of cases that went to SCR were subject to a CP Plan at the time of the critical incident and another 12% had been subject to a CP plan previously, meaning that in 76% of cases the threshold for a CP plan had not been reached yet the SCR threshold was met



- Factors which may increase a child's vulnerability to harm are poor school attendance, exclusion from school, and unmonitored home education in inappropriate circumstances. Attending school has the potential to decrease the child's social isolation, and to increase opportunities for development, as well as providing respite from everyday difficulties at home.



- Risk of harm to a child increases when a number of identified vulnerabilities or risk factors are present in combination or over periods of time. This has been highlighted in previous national analyses of SCRs in relation to domestic abuse, substance misuse and parental mental health problems. The latest report draws attention to some additional parental risk factors:



- domestic abuse,
- parental mental health problems,
- drug and alcohol misuse,
- adverse childhood experiences,
- a history of criminality, particularly violent crime,
- patterns of multiple, consecutive partners,
- acrimonious separation.



- Effective joint-agency working depends on ensuring all relevant parties are involved in safeguarding practice, that professionals take seriously their own safeguarding responsibilities, and that they are enabled to effectively challenge and escalate concerns



Task 2.

- Please take out the little card again from your envelope and write a further learning point that you can take back to your workplace from the latter exercises.

Planning for Change



Action to follow up after this session:

- On your cards, you should now have two learning points to take back to your workplace.
- Place the card back in an envelope and take them to your next supervision/1 to 1 with your line manager to discuss.



A Final Thought.

A short ode for you...

Evaluations



Survey monkey will be sent to you in the near future.

Please complete the evaluation as it helps improve these sessions.



Question and answer session



Thank you for attending today