



Cwm Taf Morgannwg  
**Bwrdd Diogelu**  
Safeguarding Board

# Learning and Improvement FRAMEWORK



GIG  
CYMRU  
NHS  
WALES  
Bwrdd Iechyd Prifysgol  
Cwm Taf Morgannwg  
University Health Board



**BAVO**

Gwasanaeth Prawf  
Cenedlaethol  
National Probation  
Service

InterLink  
Rhondda Cynon Taf



VOLUNTARY  
ACTION  
MERTHYR TYDFIL  
GWEITHREDU  
GWIRFODDOL  
VOLUNTARY ACTION  
MERTHYR TYDFIL  
GWEITHREDU  
GWIRFODDOL  
MERTHYR TYDFIL

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# Introduction

**The Cwm Taf Morgannwg Regional Safeguarding Board (CTMSB) is committed to promoting a culture which values and facilitates learning and in which the lessons learned are used to improve future safeguarding practice and partnership working.**

This Learning and Improvement framework demonstrates how learning will be identified, disseminated and implemented in practice within a multi-agency context in order to improve outcomes for children, young people and adults within Cwm Taf Morgannwg. The Framework enables, not only a rigorous assessment of the quality of multiagency safeguarding arrangements, but also how we learn from this to drive forward improvements to safeguarding and in turn, outcomes for children and adults at risk.

The Learning and Improvement Framework recognises that Board partner agencies have their own internal governance and learning structures. This Framework, therefore, seeks to complement and build on current single agency arrangements by adding a multi-agency approach to support partner agencies to learn lessons from a range of functions and reviews and to use this learning to improve joint working.

This Framework is relevant to all CTMSB partner agencies and their staff working to safeguard children, young people and adults at risk. This includes statutory partner agencies of the Board as well as other partners involved in safeguarding activities including the Third Sector and care/service providers.

# Objectives

This framework is intended to fulfil the following objectives:

- 1 Ensure that the CTMSB fulfils its statutory functions as set out in the Social Services and Wellbeing (Wales) Act 2014**
- 2 Ensure that CTMSB Annual Plans are informed, and focused, on relevant priorities**
- 3 Ensure that the CTMSB's expectations of partner agencies are clear**
- 4 Ensure that the workforce in CTM is suitably skilled**
- 5 Ensure that single and multi-agency training and learning is of adequate quantity and quality**
- 6 Ensure that the individual's voice is heard and influences service provision and commissioning**
- 7 Ensure that relevant performance data is captured and analysed to inform priorities**

# Principles

The principles underpinning the Learning and Improvement Framework are:

- There should be a culture of continuous learning and improvement across the agencies that work together to safeguard children, young people and adults at risk, identifying opportunities to draw on good practice.
- Individual agencies need to take responsibility for disseminating learning to all staff, using appropriate methodologies and evidence that this has been implemented appropriately
- Practitioners and professionals should be fully involved in reviews and audits and be invited to contribute their perspectives within a positive learning environment
- Improvement must be sustained through regular monitoring and follow up so that the findings from these reviews and audits make a real impact on improving outcomes.
- Practice Reviews should be led by individuals who are independent of the case under review
- Families and children or adults at risk, should be fully engaged in the Practice Review process and invited to contribute to learning and reviewing opportunities
- Transparency around the issues arising and the resulting actions organisations take in response to the findings from individual cases, including sharing the final reports of Practice Reviews with the public.
- The impact of all reviews and audits, on improving services to children, adults at risk and their families and on reducing the incidence of deaths or serious harm must also be described in the Board's Annual Reports and will inform Annual Plans

# Governance

**All the Board's Meetings and Sub Groups have a role to play in fostering a culture of learning and improvement (see Board structure Appendix 1).**

The Board will have overall responsibility for ensuring the effective application of this framework and this role will be carried out via the Joint Operational Committee

The role of the Sub Groups is set out below. This is an inter-changeable approach and ultimately all Sub Groups and individual partner agencies will potentially have an input into this framework at all stages

## Identifying Learning

- Suicide Review Group
- Joint Review Group
- MASH QA groups
- Adults QA and Performance Group
- Children QA and Performance Group
- Multi-Agency CSE Groups
- Self Neglect Partnership Panels

## Sharing Learning

- Engagement Participation and Communications Group
- Training and Learning Group

## Implementing Learning

- Protocols and Procedures Group
- Joint Operational Committee
- MASH Operational Committees

## Monitoring Learning

- Adults QA and Performance Group
- Children QA and Performance Group
- Monitoring Group
- Suicide Prevention Steering Group

# Roles and Responsibilities

## **Board members and partner agencies will provide evidence of compliance with the framework along with evidence of engagement in the methods of learning.**

Professionals and agencies protecting children, young people and adults at risk need to reflect upon the quality of their services and ensure that they learn from their practice, and that of others, in order to improve regional safeguarding practice.

Board partner agencies are expected to endorse this framework and embed it into workforce learning and development policies.

### **Partner agencies are responsible for contributing and responding to learning and improvement activity in a timely manner by:**

- Providing performance information to the Board's Quality Assurance and Performance Groups to enable the groups to monitor data linked to learning
- Engaging in the Quality Assurance and Performance Groups Audit programmes
- Providing a representative on the Board's Joint Review Group
- Contributing to Practice Review Panels, as Independent Chairs, Reviewers or panel members
- Providing a representative on the Board's Protocols and Procedures Group (PPG) to support, contribute to and drive recommended implementations/changes to Board documents
- Providing a representative to sit on the Board's Training and Learning Group (TALG) to ensure that learning is embedded into training programmes
- Providing a representative on the Board's Engagement Participation and Communications (EPC) Group to ensure that learning is disseminated and shared widely.
- Providing staff with resources to deliver the framework and to the delivery of the Board's statutory functions
- Ensuring that lessons learnt are widely disseminated within their organisation through changes to policies and procedures; updating of internal training programmes and through the implementation of action plans
- Embedding learning into practice and using systems of evaluation, audit and survey to quantify the impact of learning on practice
- Sharing findings from external inspections, internal reviews and Quality Assurance and audit activity

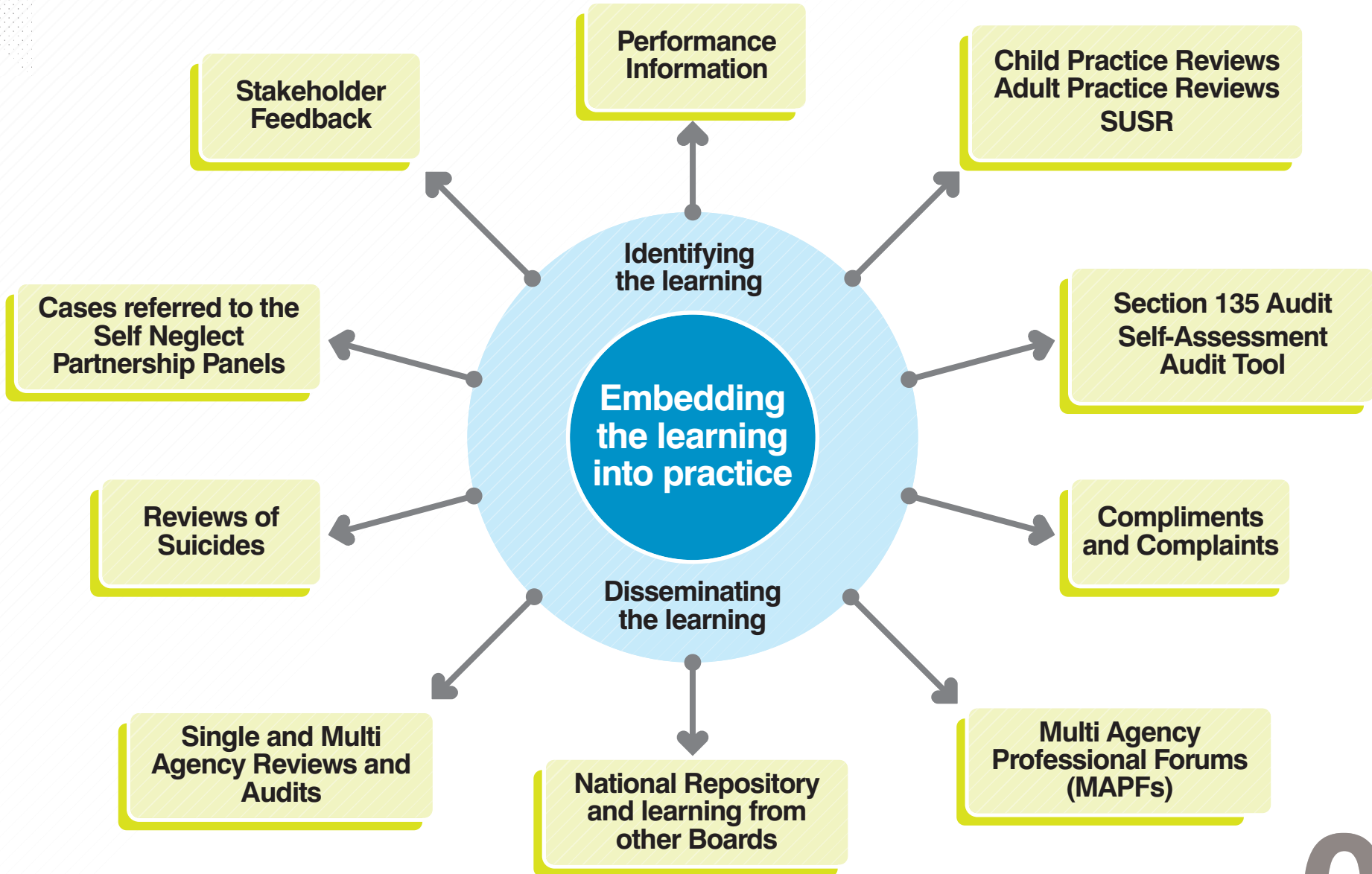
The table below summaries the activities undertaken by the Board that identify learning and improvement, the type of learning identified and the methods of sharing and monitoring.

Board Activity	What We Learn	Methodology	Responsibility	Method(s) of Sharing	Monitoring and Evaluation
<b>APRs, CPRs, DHRs (SUSR)</b>	<ul style="list-style-type: none"> <li>Multi-agency and single agency lessons</li> <li>Areas of good practice</li> <li>Recommendations for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Statutory guidance via Panels, use of Learning Event</li> </ul>	JRG and Panels	<ul style="list-style-type: none"> <li>Publication on website</li> <li>7 Minute briefing</li> <li>Multi-agency feedback events</li> <li>Safeguarding Board Updates and E-Bulletins</li> </ul>	Action plans overseen by Monitoring Group, co-ordinated by BU. Review dates agreed to monitor impact
<b>Multi-Agency Audits</b>	<ul style="list-style-type: none"> <li>Multi-agency and single agency lessons</li> <li>Areas of good practice</li> <li>Recommendations for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Audit tool.</li> <li>Audits planned and delivered as part of QAP audit programmes.</li> <li>Summaries completed.</li> </ul>	QAP groups	<ul style="list-style-type: none"> <li>Audit summaries shared within QAP groups.</li> <li>7 Minute briefings developed (as appropriate) and shared within QAP groups and other groups as appropriate</li> <li>Safeguarding Board Updates and E-Bulletins.</li> </ul>	Action plans overseen by QAP groups. Individual agencies report back on how they have delivered on actions.
<b>MAPFs</b>	<ul style="list-style-type: none"> <li>Multi-agency and single agency lessons</li> <li>Areas of good practice</li> <li>Recommendations for improvement Themes</li> </ul>	<ul style="list-style-type: none"> <li>Case MAPFs carried out in line with agreed ToR</li> <li>Thematic MAPFs planned and supported by Board CEO</li> </ul>	JRG and panels Board CEO	<ul style="list-style-type: none"> <li>MAPF reports and 7 minute briefings shared with JRG</li> <li>Safeguarding Board Updates and E-Bulletins</li> </ul>	Action plans overseen by Monitoring Group, co-ordinated by BU. Review dates agreed to monitor impact
<b>Single agency reviews and audits</b>	<ul style="list-style-type: none"> <li>Single agency lessons, evaluations of quality of practice</li> </ul>	<ul style="list-style-type: none"> <li>Dependant on agency</li> </ul>	JRG, QAPs	<ul style="list-style-type: none"> <li>Dependant on agency</li> </ul>	Progress reports to relevant sub-group as required
<b>S135 audit</b>	<ul style="list-style-type: none"> <li>Agency compliance with safeguarding responsibilities</li> <li>Areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Audit tool agreed by Board/JOC</li> </ul>	JOC	<ul style="list-style-type: none"> <li>Findings summarised and shared with Board at annual development day.</li> </ul>	Audit to be carried out on an annual basis to monitor progress and improvement

Board Activity	What We Learn	Methodology	Responsibility	Method(s) of Sharing	Monitoring and Evaluation
<b>Reviews of Suicides</b>	<ul style="list-style-type: none"> <li>• Themes and triggers</li> <li>• Multi-agency and single agency lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Database shared with SRG, individual agency analysis and joint analysis as part of SRG</li> </ul>	SRG	<ul style="list-style-type: none"> <li>• Currently only shared with Suicide Steering Group</li> </ul>	To be determined by the Regional Suicide Prevention Steering Group
<b>Performance Data</b>	<ul style="list-style-type: none"> <li>• Quantitative data</li> <li>• Trends</li> <li>• Emerging practice issues</li> </ul>	<ul style="list-style-type: none"> <li>• Spreadsheet completed</li> </ul>	QAPs	<ul style="list-style-type: none"> <li>• Spreadsheet shared and analysed in QAP, summary reported by QAP Chairs to JOC and MOp</li> </ul>	End of year reports produced and compared/benchmarked to previous years
<b>Complaints</b>	<ul style="list-style-type: none"> <li>• Lessons in relation to the CP process and AP process</li> </ul>	<ul style="list-style-type: none"> <li>• Ad hoc reports provided to the QAP groups via the Business Manager</li> </ul>	QAP	<ul style="list-style-type: none"> <li>• Shared with QAP Partner agencies and others depending on the case</li> </ul>	To be determined by the QAP groups depending on the case
<b>Stakeholder feedback</b>	<ul style="list-style-type: none"> <li>• Greater understanding of service user experience</li> <li>• Service Improvements</li> <li>• Key themes for improving quality and service user experience</li> </ul>	<ul style="list-style-type: none"> <li>• Reports to the EPC Sub Group</li> <li>• Link to ladder of participation</li> </ul>	EPC and QAPs	<ul style="list-style-type: none"> <li>• Via the Board's Annual Report</li> </ul>	To be determined by the EPC Group

The methods of identifying learning are also captured in the diagram below.

## How do we Learn?



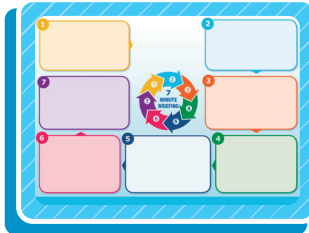


# Sharing the Learning

The Board's Business Unit, its partner agencies and Sub Groups are expected to use a variety of methods to share learning and disseminate widely.



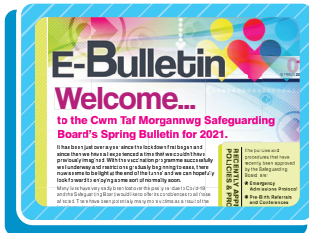
**Feedback Events**



**7-Minute Briefings**



**E-Mail**



**E-Bulletins and Safeguarding Updates**



**Reports**



**Team Meetings**



**CTMSB Website**

# Monitoring and Evaluation

The Board uses a variety of methods to monitor recommendations and actions arising from identified learning.

## Section 135 Partner Agency Compliance Audits

**Under section 135(3) of the Social Services Well-being (Wales) Act 2014 the Regional Safeguarding Board has a statutory duty to scrutinise local arrangements and assess whether partners are fulfilling their statutory obligations in respect of safeguarding.**

An audit tool has been developed which is part of an annual review process based on self-evaluation by partner agencies. It helps identify areas of good practice and areas that need to be improved.

Section 5 of the tool sets standards in relation to the organisation's Learning Culture (see Appendix 3):

- The organisation proactively disseminates the learning generated from audits, Child/Adult Practice Reviews, Domestic Homicide Reviews and Multi Agency Practitioner Forums (MAPFs)
- The organisation acts promptly on any recommendations and/or actions assigned to it as a result of audits and reviews
- The organisation measures the impact of audits and reviews on practice and reports back to the Regional Safeguarding Board
- The organisation proactively shares learning and good practice with the Regional Safeguarding Board and other safeguarding boards
- Board members feedback key messages from Board meetings to staff

All partner agencies score themselves, using a BRAG rating, to evaluate their current compliance against these standards, providing evidence for these judgments. This information is further analysed at the Board's Annual Development Day.

## Learning Themes Database

**A database for recording and monitoring learning themes arising from Practice Reviews, MAPFs and audits has been developed.**

This will be reported to the Training and Learning Group and upwards to the Joint Operational Group. This allows the Board to identify recurring themes so that appropriate action can be taken. This may entail:

- A Thematic MAPF event
- Targeted Communications
- Targeted Training
- Further audit work

## Action Planning

**All Reviews and Audits should have a resulting outcome focussed action plan (see Appendix 2).**

The majority of these are pulled together in a composite plan that is monitored by the Board's Monitoring Group. Review dates are identified by the Monitoring Group to revisit or re-audit specific actions to identify how progress has been made and what difference this has made to safeguarding practice. This is a key element of measuring impact.

## Partner Agency Annual Reports

**The Safeguarding Board is required to publish an Annual Report each year on the 31st July. All partner agencies are expected to contribute to this report.**

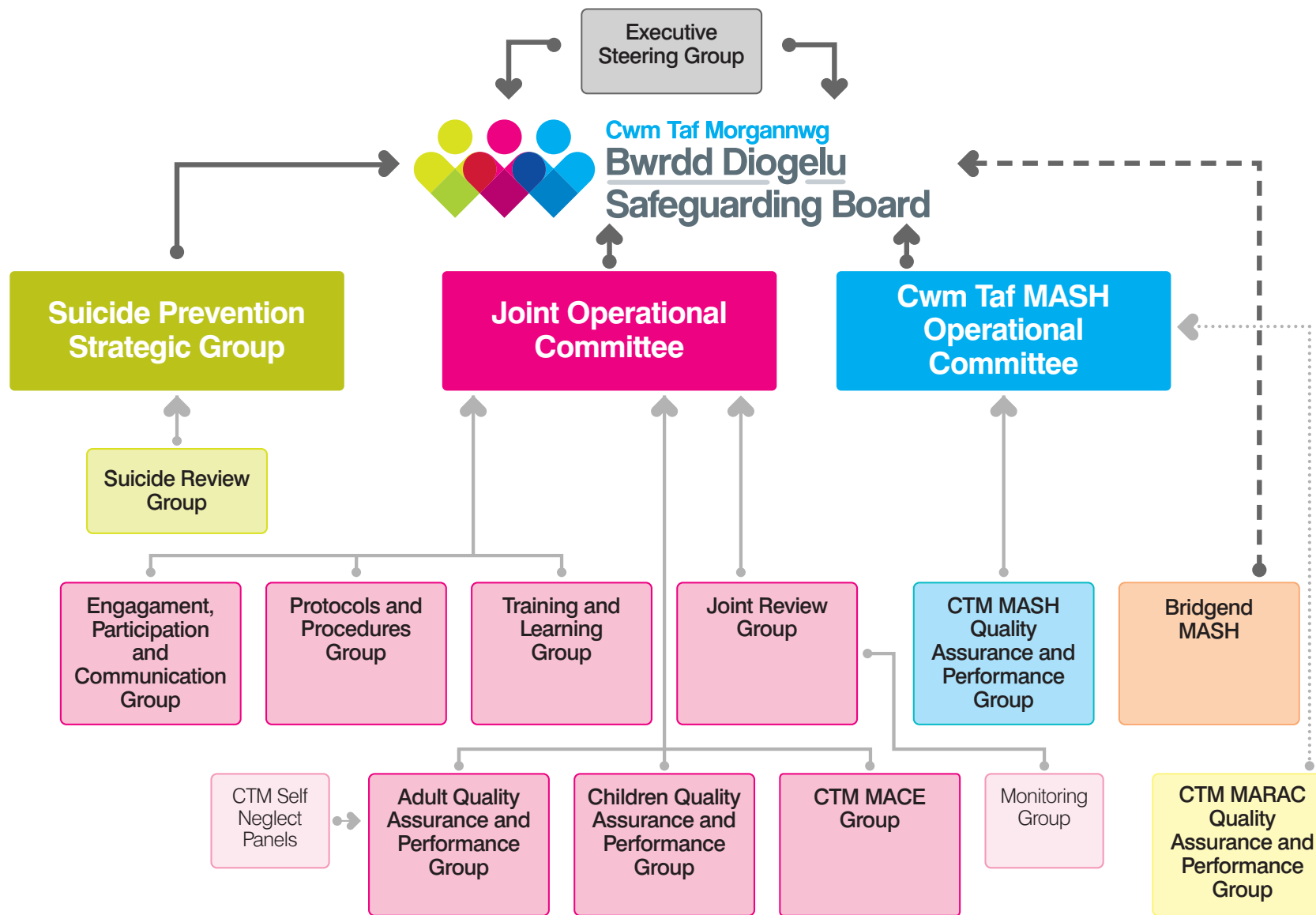
In the Cwm Taf Morgannwg region this is achieved by requesting an annual partner agency report (see Appendix 4) which sets out the agencies' contribution to safeguarding in the previous year. An important element of this report is demonstrating how the organisation has shared and implemented learning in relation to any published Practice Reviews.

## Other Performance and Individual Partner Agency Reports

**This will include:**

- Single agency reviews and audits reported to the Board and Sub Groups
- End of year Performance reports presented to the Quality Assurance and Performance Sub Groups
- Outcome of Complaints, learning to be monitored by the Quality Assurance and Performance Sub Groups
- Stakeholder feedback to be overseen by the Engagement, Participation and Communications Sub Groups and included in the Board's Annual Reports

## Board Structure



# Practice Review Action Plan

<b>Recommendation:</b>					
<b>Rationale:</b>					
Action	Timescale	Responsible	Intended Outcome	How will we measure the Outcome?	Progress

# Extract from Section 135

## Partner Agency Compliance Audit

### PRIORITY AREA 5: Learning Culture 6

Standard	Compliance Brag Rating	Summary of Current Position	Evidence
The organisation proactively disseminates the learning generated from audits, Child/Adult Practice Reviews, Domestic Homicide Reviews and Multi Agency Practitioner Forums (MAPFs)			
The organisation acts promptly on any recommendations and/or actions assigned to it as a result of audits and reviews			
The organisation measures the impact of audits and reviews on practice and reports back to the Regional Safeguarding Board			
The organisation proactively shares learning and good practice with the Regional Safeguarding Board and other safeguarding boards			
Board members feedback key messages from Board meetings to staff			

# Partner Agency Annual Report

PRIORITY AREA	AGENCY RESPONSE
<p><b>1. Please comment on your agency’s contribution, attendance and participation in the work of the Board for 2020-2021</b></p>	
<p><b>2: Please could you comment on the work your agency has done around the Board’s Priorities for 2020-21 as follows:</b></p> <ol style="list-style-type: none"> <li>1. Enhance and promote a learning culture where the Board can evidence the difference it is making to safeguarding practice.</li> <li>2. To have in place a fully integrated, functioning regional Safeguarding Board.</li> <li>3. Improve communication and strengthen structural links with other Partnerships in the region in relation to areas of common concern.</li> <li>4. Improve the way in which we engage and promote participation with our communities.</li> </ol>	
<p><b>3: Please could you identify any good practice/case studies/key achievements/ improvements in relation to safeguarding practice within your agency during 2020/21?</b></p>	
<p><b>4: The Board published XX Practice Review during XX (INSERT REFERENCE)</b></p> <p><b>Please comment on how your agency has disseminated the learning from this review and how this has made a positive impact on practice?</b></p>	