

## **CHIEF OFFICERS' GROUP/CHILD PROTECTION COMMITTEE**

### **NOTE OF DEVELOPMENT SESSION HELD ON WEDNESDAY 3 AUGUST 2011 AT 0900 HOURS IN THE CAFE BAR, SHORTLEES COMMUNITY CENTRE, BLACKSYKE AVENUE, KILMARNOCK**

**PRESENT:** Fiona Lees, Chief Executive and Chair of Chief Officers' Group; Graham Short, Executive Director of Educational and Social Services; Eddie Fraser, Head of Service: Community Care; Susan Taylor, Head of Service: Children, Families and Criminal Justice/Chair of Child Protection Committee; Donna Sinforiani, Adult Protection Co-ordinator; Dorothy McAvoy, Assistant Principal Officer (Early Education and Childcare); Diane Burns, Child Protection Co-ordinator; Ruth Miller, Educational Psychologist; Andy Macdonald, Planning and Development Manager; Eugene Fitzpatrick, Service Manager- Criminal Justice; Celia Gray, Senior Manager - Locality Services; Joyce Campbell, Service Officer - Planning and Review; Liam Wells, Team Manager - Substance Misuse; and Anne Marie McIntosh, Team Manager - Training, all East Ayrshire Council; John Thomson, Chief Superintendent; Helen Swann, Superintendent and Vice-Chair of the Child Protection Committee; and Detective Inspector David Summerhill, all Strathclyde Police; Wai Yin Hatton, Chief Executive; Joanne Sharp, Healthcare Manager - Children's Women's and Sexual Health Services/Vice-Chair of the Child Protection Committee; Donna McKee, Clinical Nurse Manager; and Maureen Bell, Nurse Consultant - Vulnerable Children, all NHS Ayrshire and Arran; Iain Mitchell, Locality Reporter Manager, SCRA; Susan Brown, District Procurator Fiscal.

**ATTENDING:** Stuart Nelson, Administrative Officer, East Ayrshire Council.

#### **WELCOME AND OVERVIEW**

1. Susan Taylor, Chair of the Child Protection Committee and Head of Service: Children, Families and Criminal Justice, welcomed everyone to the Development Session and gave a presentation providing an overview of the purpose of the session within the context of the development of the East Ayrshire Child Protection Committee Business Plan 2011/15.

#### **EAST AYRSHIRE CHILD PROTECTION COMMITTEE**

##### **ANNUAL REPORT 2010/11: KEY ACHIEVEMENTS**

2. Diane Burns gave a presentation highlighting the activities and key achievements of the East Ayrshire Child Protection Committee during the last year, as set out in the "East Ayrshire Child Protection Committee Annual Report 2010/2011".

##### **KEY THEMES**

3. Joanne Sharp, Vice-Chair, Child Protection Committee introduced, in turn, Joyce Campbell, Service Officer - Planning and Review, Ruth Miller, Educational Psychologist and Dorothy McAvoy, Assistant Principal Officer (Early Education and Childcare) who made presentations on aspects of the key themes of improving outcomes, prevention and engagement, respectively.

## **GROUP WORK - KEY THEMES**

4. Those present then split into groups to consider issues around the key themes of improving outcomes, prevention and engagement.

Issues discussed during the group sessions are set out in the Appendix to this Note.

## **GROUP DISCUSSION: FEEDBACK**

5. Led by Helen Swann, Vice-Chair of the Child Protection Committee, each of the facilitators for the group work, provided, in turn, a summary of issues raised during the discussion session which will inform finalisation of the Business Plan, 2011-2015, viz:-

### **5.1 Improving Outcomes**

- Consider whether definitions are sufficiently prescriptive, consider whether wording needs to be more concise, and the use of “plain english”;
- consideration of training needs being featured under a separate heading (e.g. learning and development);
- having acknowledged the need to strive for best practice at all times, consideration to be given to wording/language to reflect the person centred/personal approach which requires to be taken;
- how do we effectively measure the success of outcomes - greater emphasis on SMART working;
- recognition that service standards vary between agencies, perhaps need to revisit inspection and audit standards to ensure an overall level of service standards.

### **5.2 Prevention**

- Outcomes were met but required to be more clearly articulated;
- what does support mean;
- need to effectively define “community” and need to be more honest about sharing (information/knowledge?) with the community;
- need more sharply focussed targets, need to be specific about what works;
- need to define what it means to be a good parent;
- need to recognise the importance of outcomes for parents as well as children;
- need to take a robust view of the roles of professionals, clearly define who does what;
- need for careful consideration with regard to the balance to be achieved in respect of the allocation of resources.

### **5.3 Engagement**

- suggested outcome 3 - adjust wording to make it clear that the focus is upon safety of children;
- focus needs to be on full participation, not just engagement and the challenges this presents in terms of overcoming established culture and values, practices

and procedures - respond through appropriate staff development and learning. Progress in this area measured through higher levels of reporting and monitoring;

- use of technology to facilitate meaningful feedback to children on views which they have expressed, and the training issues around this; use of the Voxer unit to promote feedback to children;
- the potential for the use of findings of other consultations, for example, East Ayrshire 900;
- implications for staff awareness/training/support/processes arising from the identified needs of young carers;
- importance of being able to demonstrate engagement with all stakeholders and to measure impact of engagement.

Helen Swann thanked those who had led the group sessions and provided feedback and acknowledged the valuable contribution made by all participants; and indicated that any further comments outwith the Development Session could be made directly to Diane Burns.

The Development Session terminated at 1250 hours.

## APPENDIX

### GROUP WORK - KEY THEMES

Issues discussed during the group session were as follows, viz:-

#### Improving Outcomes

##### Outcome 1: Theme : Quality

- Revisit title - More pre-emptive
- Sub title: - 2<sup>nd</sup> paragraph makes more sense to have as a descriptive theme
- Children and young people ..... how we will improve outcomes
- "Children and young people and their families will have improved outcome through a shared understanding and commitment to provide quality services" - use of Plain English

##### Next 4 years

- Learning from good practice
  - What went right
  - what went wrong
  - Inform staff
- Is significant case reviews highlighted enough?

##### 2015

- Reduce outcomes – too detailed
- Move some of the points at bottom to the top

##### Quality Theme

- What would Quality need to do for us (particularly with financial constraints)
- How do we define quality
- Person centred – redefine? Explanation of theme – plain English
- What are we aspiring to – to be the best? – Excellent
- Reduce 2015 points
- "Service Standards" -in relation to process - adopt for example (inspection audit)
- What is required to move to one level to another

##### Outcome 1 - Quality

- Quality – is this the right word to sufficiently describe the content of this outcome?
- Does this assist/support the effective targeting of service/resources?

- Need to capture the 'change' aspect that is being aimed for
- Describes process – but what is it Children and Young People/Practitioners/Families will want to 'see' as being different by 2015?
- What will 'feed in' re info, that will tell us Children and Young People are healthier, safer etc. (Shanari)
- What evaluation tools will be used to evidence performance indicators?
- How will we get proxy indicators to evidence aspects of Shanari?
- How will we evidence effective prevention work?
- Quality linked to case file recording/supervision/reporting at operational practice level – How transparent are the links?
- Link 'Quality' to explicit Shanari outcomes for individual Children and Young People.
- How do we 'Learn' from our systems such as file audit etc.
- Learn from good practice analysis – Recognise a Job Well done – Take credit (at practitioner level!)
- What intelligence can we extract to justify financial resources re evidencing/impact difference linked to outcomes

## **Prevention**

### Outcome

- Broad agreement re outcome
- Direction of travel public sector requires to move towards
- Preventable harm v significant harm
- Can't prevent all harm
- What does support mean? How do we know support makes a difference to outcomes?
- Room for challenge? Sometimes appropriate and required

### Planning – target setting and evaluating

- How to evaluate?
- More specificity in terms of strategic planning to determine individual practice, change and impact on children and families
- Outcome – preventable rather than significant, support through relationships, challenge as appropriate
- How to articulate iterative process of individual outcomes – strategic and operational planning?
- Process for evaluating plans

### How to get there?

- Evidence based practice – learning from each other – sharing practice across agencies and services
- Financial – balance of resources allocated from reactive to preventative
- Revisit professional roles at each level
- More clearly defined roles rather than multi-agency for the sake of it
- Cultural change
- Embed attachment/nurture approaches across the quality of practitioners & services

### Outcome themes - High level indicators: what do we want to be proud of in 2015?

- Timeous - Right kind of support at the right time
- Financial – balance of resources allocated from reactive to preventative
- How to measure what we prevent? – screening and prevention tools
- Skills in parenting assessment across universal and targeted services
  - Parent-child interaction
  - Evidence
  - Pre-birth
  - Outcomes not just for child
- Community capacity re-thinking how we engage with communities
  - Define what we mean by this, what communities? Communities within communities
  - Rethink
  - Unintended consequences of targeting one community – disparate needs
  - Greater honesty with communities – share needs with them, work in tandem
  - How to target areas of need within communities – promote community engagement
- Public & community understanding of attachment and awareness raising
  - Parental responsibility re prevention/early intervention – parents as partners
  - Attachment presentation in body of CP Plan
  - Promotion of what good parenting is – clearly articulate and share
  - Underscore parental responsibilities
- Parenting assessment – not just ‘care’ but assessment of the relationship
  - Framework for this
  - What does it look like?
  - Outcomes for families not just children – parent-child relationship
  - Clearly articulate outcome and how to get there – share success criteria with families
- Support – how do we know this equates to improving?
  - Connections between supporting parents to impact on the individual child
  - Capture broader family structures/networks in the child’s life – and professionals
  - Support through secure relationships – understanding that it’s the relationship that effects the change

- Revisit high risk pregnancy protocol – what are we achieving?

### Engagement

- A clear definition of engagement would be useful – this should include participation as the key to successful engagement.
- The range of stakeholders could usefully be made explicit, should this include elected members?
- Amend the draft Engagement Outcome to re-enforce the focus on outcomes rather than the process of engagement i.e. Children and young people's safety is improved through their engagement and participation in service planning and child protection process and through the engagement and participation of families, communities and agencies.
- Engagement and participation should be embedded in the professional culture.
- Outcomes are the motivational driver and the bar should be set high.
- Clearly defined outcomes help prioritise resources.
- Opportunities for engaging with children should be maximized through use of technologies which children are comfortable using. Staff training and developments to bring them up to speed on use of communication technologies would assist this.
- Engagement should comprise of;
  - A range of mechanisms for engaging
  - Digest and plan from these
  - Close the loop by going back to participants to let them know what has happened to their views.
  - Advise participants of the success from the Plan
- Peer consultation can be effective.
- Use VOXUR for the East Factor to feedback to children and young people
- Use can be made of the other organizations findings from engagement
- Use the East Ayrshire 900 ( Children and Young Person's Service Plan consultation as a baseline.
- Feed back on EAC TV
- Young Carers pack issued to Guidance staff some years ago – re-issue and arrange slot on Young Carers at In service days.
- Head Teachers can report back on consultations
- Consultation should be informed by high level topics
- Proximity marketing in secondary school playgrounds could be tried.

### Challenges

- Meaningfully engaging our youngest children aged 0-3 years remains a challenge and is largely dependent on the skill of adult observation and interpretation.
- Performance indicators safety through engagement:- children's perceptions of their own safety is important however being able to measure that they are actually safer is even more important.

- Being able to demonstrate engagement with all stakeholders
- More evidence need of the impact of engagement
- Develop greater understanding of children and young people in communities – cross reference consultation with residents survey.