Making a Difference

The quality assurance, learning and improvement framework for Wandsworth Safeguarding Children Board

Revised May 2015
Content:

**Wandsworth Safeguarding Children Board Vision Statement**

**Introduction and purpose of this document**

**Making it work**

**Our approach to making a difference**

**Planning**

*How priorities are set*

*Implementing priorities*

**Reviewing**

**Improving**

*Outcome-based accountability*

*Linking improvement to strategic planning*

*Training*

**How do we know we’re making a difference**

**Annexes**

*Annex A – WSCB annual business planning cycle*

*Annex B – Diagram of WSCB Structure*

*Annex C – WSCB Dataset & Dashboard*
Wandsworth Safeguarding Children Board Vision Statement

"Strategic planning is worthless, unless first there is a strategic vision – John Naisbitt.

Working Together to Safeguard Children 2015 requires all LSCBs to maintain a local learning and improvement framework. In Wandsworth we are calling this our ‘Making a Difference’ Strategy.

Professionals and organisations responsible for 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 that 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 and young people.

This framework outlines how we will know and understand what is working well and areas for improvement in Wandsworth.

Introduction and purpose of this document

The Making a Difference Framework exists to support the Wandsworth Safeguarding Children Board (WSCB) in carrying out its quality assurance, learning and improvement functions. It is outcomes focused and aims to ensure the WSCB’s activities have a positive impact on the lives of children and young people in Wandsworth.

The framework sets out how the WSCB will make a difference and improve outcomes for children and young people. It also details the governance structures, tools and processes that will support the WSCB in carrying out this role. Finally, it will outline how the WSCB will know that it is making a difference, including highlighting the information and data that is available to support monitoring of outcomes.

Making it work

In order for the WSCB to effectively carry out its role and ensure the delivery of the principles in this framework, there is a need for all partners in Wandsworth to work together. On behalf of their partner agencies, members of the WSCB Executive and Network commit to the following:

1. To reflect and incorporate WSCB priorities within their own planning process.
2. To provide safeguarding data that evidences implementation of the WSCB priorities and the fulfilment of statutory duties (section 11).
3. To provide that data on a quarterly basis through a named individual.
4. To review the information and evidence gathered by the WSCB and use it to challenge both home agencies and partners.
5. To use information held by the WSCB to develop services and make improvements to existing services including at the early help and statutory level.

Our approach to making a difference

“Without continual growth and progress, such words as improvement, achievement, and success have no meaning” - Benjamin Franklin.

The diagram below represents the WSCB’s approach to making a difference. The model used by the WSCB is cyclical and allows for continuous progress, as opposed to seeing growth as a linear process. This approach means that improvement is seen as a never ending process and ensures that there is a golden thread running through each of the WSCB’s primary functions.

Although the cycle is continuous and has no clear start or end date, it does relate to the annual business planning cycle of the WSCB. Annex A sets out the annual business planning process of the WSCB and sub-committees and highlights the link between business planning and the different phases outlined above. Although there is a close link with the business planning cycle, the advantage of a continuous model is that the WSCB has the flexibility to adapt its work as necessary and is not constrained by undertaking certain activities at set times.
Each phase of the making a difference cycle is important in ensuring children and young people in Wandsworth are safe and that they experience positive outcomes. Each phase also reflects the varied roles played by the WSCB and it’s sub-committees in working towards these aims. The sections below discuss each phase in more detail, setting out the purpose of the activity, the role played by the WSCB and the tools and processes used to support the work.

Planning

Unless commitment is made, there are only promises and hopes; but no plans - Peter F Drucker

Strategic planning is the process by which the WSCB identifies priorities that will keep children and young people safe and will improve outcomes for them. The purpose of the planning phase is to set the vision and priorities that all partners will work towards through the delivery of their services. The WSCB Executive Board is responsible for leading on this work and for developing an annual plan which all partner agencies commit to. Having a coherent set of priorities ensures a focused and effective response to addressing the needs of children and young people in Wandsworth.

How priorities are set

The starting point for setting meaningful priorities is asking the question “are we making a difference”? To do this the WSCB Executive Board will review evidence to show that:

- Children and young people are being kept safe
- Children and young people are experiencing improved outcomes

To determine the extent to which these statements are true, the Board will use a variety of information sources including, but not limited to, the following:

- Demographic information highlighting outcomes for children and young people
- Performance data demonstrating the effectiveness of local services
- National government priorities in relation to safeguarding
- Local learning from audits, case reviews etc.
- National learning from serious case reviews, inspections etc.
Using these sources of information supports the Board in understanding the impact that the WSCB has had on outcomes for children and young people. In addition, analysis of the information will identify gaps or emerging needs which should be addressed and these form the basis for new priorities. Priorities should be outcome-focused and measurable, to ensure that it is possible to see the impact on the lives of children and young people. Once priorities have been decided, these are reflected in the WSCB annual plan, which then forms the basis for delivering the identified improvements over the following year.

Implementing priorities

The role of the WSCB as a strategic body means that it plays a limited role with regards to implementation, however it is responsible for ensuring that priorities are assigned for delivery and have a clear lead. One of the ways in which the WSCB does this is by assigning the safeguarding priorities to other groups to oversee delivery.

Annex B sets out the WSCB’s relationship with other multi-agency groups that oversee the implementation of specific priorities.

---

Planning – quick reference

*Why do it:* To ensure that the business of the WSCB is forward looking and focused on the needs of the children and young people population in Wandsworth.

*Who does it:* Primarily the WSCB Executive Board.

*How is it done:* Through the review of multiple sources of information to identify needs which are then translated into safeguarding priorities and placed into an annual plan.

---

Reviewing

The purpose of the review phase of the cycle is to monitor how well the priorities identified by the WSCB are being delivered. This includes monitoring activity but also scrutinising the impact that that activity is having on outcomes for children and young people. A key role of the WSCB is to provide constructive challenge that supports the improvement of services in the long-term.

Reporting and monitoring

The WSCB provides challenge in various ways but most commonly this is done through the reporting of progress updates, data and performance information to the following WSCB sub-groups:

- The Monitoring (Policy & Procedures, Audit & Quality Assurance) Sub-Committee (MSC) aims to effectively monitor, scrutinise and evaluate safeguarding practice undertaken by the all
agencies of within Wandsworth. It is responsible to the WSCB for establishing, coordinating, implementing and monitoring quality assurance activity and performance issues on a multi-agency basis in respect of safeguarding children and young people. It focusses on the quality assurance of multi-agency arrangements, practice and service delivery. It identifies areas of development and barriers to learning, improvement and change. The MSC is also responsible to the WSCB for reviewing existing policies and procedures and/or recommend the developing or new policies and procedures based on experience, research findings, government and professional guidance, and the recommendations of Serious Case Reviews.

- PIXI (Performance Information eXchange Improvement) Panel – this panel sits under the Monitoring Sub-Committee and is focused on the use of data and performance information to support service improvement.

- The Serious Cases, Improvement and Learning (SCIL) Sub-Committee is responsible for:
  o Reviewing information following the death or serious injury to a child, to consider whether threshold is met (as set out in Working Together 2015) to recommend to the Independent Chair of the WSCB to undertake a Serious Case Review (SCR) and advise Board partners on lessons to be learned. A SCR should be considered for every case where abuse or neglect is known or suspected and either:
    ▪ a child dies; or
    ▪ a child is seriously harmed and there is cause for concern as to the way in which the authority, their Board partners or other relevant persons have worked together to safeguard the child.
  o Management review of a child protection incident which falls below the threshold for an SCR; and
  o Review or audit of practice in one or more agencies through multi-agency WSCB commissioned audits and;
  o Review of learning from single agency audits.

Because the available data and information relating to the aims of the WSCB is extensive, it is important to have clarity regarding the nature of the information that should be reported at each level. The diagram below sets out the level at which different information should be reported.
The WSCB Dataset

One of the key ways that the WSCB is able to successfully monitor and review the impact of services is through the WSCB dataset. This dataset is a single, combined set of performance measures that has been created to provide the WSCB with the information it needs to make evidence-based decisions. The dataset is monitored through the PIXI Panel and Monitoring Sub-Committee and is reported to the Executive bi-annually. **Annex C** provides a summary of the measures included within the WSCB dataset.

Quality assurance and audit

Another important function played by the WSCB is to oversee and undertake quality assurance and audit activity. There are a range of different audits and reviews undertaken by the WSCB and these include:

- **Level 3: WSCB Executive**
  - High-level summary statistics and accompanying analysis which demonstrate progress in achieving improved outcomes for children and young people across the whole partnership.

- **Level 2: WSCB sub-committees**
  - Information which may be used by sub-committees for specific purposes or to monitor themed outcomes. May be reported to the Executive by exception.

- **Level 1: Individual agencies**
  - Detailed information about services that is managed and reported within single agencies. Information at this level is not routinely required by the WSCB but may be requested for particular purposes.
All of this audit and review activity supports learning by identifying where there are gaps in practice or where there are areas for improvement, as well as highlighting good practice. Where necessary, action plans are put in place as a result of audits or case reviews and progress against these is monitored at the appropriate level.

**Review – quick reference**

**Why do it:** To ensure that the WSCB priorities are being delivered  
**Who does it:** Several groups play a role in the monitoring of WSCB priorities – primarily it is the WSCB Monitoring Sub-Committee, the SCIL group and the PIXI Panel.  
**How is it done:** Evidence of outcomes against each priority is reported to and reviewed by the various groups. In addition, case reviews and audits are carried out to identify effective practice and areas for development.

**Improving**

> Just because something doesn’t do what you planned it to do, doesn’t mean it’s useless – Thomas A Edison.

The improvement phase of the making a difference cycle is where learning takes place based on the success in achieving the WSCB’s priorities. Identification of areas for improvement is achieved through looking backwards, at successes and at areas where more work is needed, and also looking forwards to identify new opportunities and challenges.

Improvement work is primarily carried out by the WSCB Executive and the Monitoring Sub-Committee; as these groups are responsible for identifying learning as a result of the review phase of the cycle. Each year the WSCB publishes an annual report and this is one of the key mechanisms for highlighting identified improvements.

**Outcomes-based accountability**

A key feature of the making a difference cycle is a constant focus on outcomes. This means that the improvement phase should consider not only what activity has taken place and what outputs have been produced as a result, but also whether these outputs have made a difference to the outcomes experienced by children and young people. The diagram below sets out the type of questions that
should be asked to ensure that both outputs and outcomes are considered as part of the improvement phase.

<table>
<thead>
<tr>
<th>Effort</th>
<th>Outputs</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did we do?</td>
<td>How much did we do?</td>
<td>How well did we do it?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effect</th>
<th>Outputs</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What were the changes to services?</td>
<td>How many children and young people were impacted?</td>
<td>What difference has it made to children and young people’s lives?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Change</th>
<th>Outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will we do to improve and when will we know we have?</td>
<td></td>
</tr>
</tbody>
</table>

By using this framework, the WSCB can ensure that the right questions are asked and that improvement is centred around increasing positive outcomes for children and young people in Wandsworth.

**Linking improvement to strategic planning**

A key feature of the making a difference cycle is that progress is a never-ending journey. As such, when improvements to practice have been identified, these will feed back into the strategic planning process so that they can be reflected in the WSCB priorities. In undertaking its planning function, the WSCB Executive draws on the learning from the previous year, both with regards to the lessons learned from monitoring activities and the findings of any audits or case reviews.

**Training**

Another key mechanism for disseminating learning and supporting improvement is through the multi-agency training programme. This is an important way of ensuring improvements are reflected in front-line practice. The Multi-Agency Safeguarding Sub-Group within the Workforce Development and Training of Wandsworth Council is responsible for developing and agreeing the borough-wide training strategy based on identified areas for improvement. Progress in implementing this strategy is then reported to the Monitoring Sub-Committee.

**Improvement – quick reference**

**Why do it:** To support the improvement of services in order to deliver better outcomes for children and young people.
Who does it: The WSCB Executive and the Monitoring Sub-Committee.
How is it done: By identifying what impact activity has had on the outcomes experienced by children and young people and using this information to identify areas of improvement which are then summarised in an annual report to feed into the planning phase.

How do we know we are making a difference?

In order to measure the effectiveness of improvement work, it is important that there is a clear understanding of ‘what good looks like’. For the making a difference cycle to be working successfully, the following statements must be true:

- The WSCB strategic priorities accurately reflect the needs of the children and young people population in Wandsworth.
- Priorities and associated actions are outcome-focused and describe the impact that work will have on the safety and lives of children and young people.
- Reports to the WSCB and its Sub-Committees not only describe work that has been undertaken, but explain how that work has impacted on outcomes experienced by children and young people.
- The WSCB and its Sub-Committees have access to a comprehensive and relevant set of information and data that allows for evidence based decision-making.
- The WSCB Annual Report is improvement-focused and builds on learning identified through review and monitoring activity.

If these statements are correct, it is an indication that the cycle is working as intended. However to be sure that the WSCB is making a difference, we will use our various review and auditing processes, as well as our dataset at evaluate what difference we are making. To help us define what ‘good’ looks like and that the multi-agency intervention and working arrangements are making a positive difference in the lives of our children and young people in the borough, the following are examples of some of the measures that we would use to measure and evaluate:

- More early help assessments are being completed year on year – That the EHAs undertaken are of a good quality, clearly setting out what the worries are, what strengths are in place and identify clear plans of action that will be undertaken to improve the outcomes for the child that have been identified as worries.
- % of 'Team around the child' (TAC) meetings increases year on year – That the TAC works together with the parent and child or young person to ensure that the actions that have been identified are being achieved and that this are tested overtime to ensure the safety and wellbeing of the child or young person can be maintained.
- Increase in number of lead professionals across multi-agency network – The WSCB will work with all partners to see that safeguarding supervision is in place, which will support all practitioners across the multi-agency who take on the role of lead professional; that the managing of conflicts within in a TAC is escalated; and appropriate and timely action is taken by service to improve practice.
• **Duration of child protection plans decreases and the number of 2nd or subsequent child protection plans is about 5%** – Appropriate Child Protection Plans are being formulated, addressing the core difficulties within a family, ensuring these are being addressed appropriately and therefore reducing the risk to the child or young person. Better early identification of need through completion of early help assessments, leading to more appropriate and early intervention, not necessitating the need for escalation to child protection level. Similarly through effective intervention and care planning, fewer children become subject to CP plan for a second time.

• **More children achieve permanent care arrangements within 26 weeks of proceeding** – More robust challenge of and timely implementation of permanency plans of children in public care system leading to the safe returned home to parents or family members where appropriate, special guardianship orders are granted and those whose permanent plan is adoption is placed without delay, ensuring establishment of good outcome for children looked after.

• **Reduction in repeat referrals year on year** – The increase and improvement in undertaking of early help assessments lead to better identification of need and service provision, reduces repeat referrals.

• **Above 80% participation of children, young people and their families in TAC, LAC Review and CP Conference meetings** – Increase of children and young people’s participation in meetings that impact on their lives and future, ensuring that their views, wishes and feelings are being considered in their care planning meetings and contributing to improved outcomes for them.

• **Above 80% attendance of all partner agencies at WSCB meetings** – That there is a strong commitment and engagement by all partner agencies to the work of the WSCB, working together to improve service planning and delivery, contributing to improved outcomes for the children and young people.

• **Increase in immunisations uptake for under 5s** – More babies and young children are immunised against known childhood illnesses, improving their overall health and wellbeing.

• **Increase in effectiveness of multi-agency training** – Increase in responses to the evaluation of multi-agency training to review impact of training. This will enable more targeted and focused training to be provided for the multi-agency workforce, which will continue to contribute to a better equipped and knowledge-based workforce, to improve the outcomes for children and young people.

• **Increase in number of privately fostered children** – Greater awareness raising of private fostering will lead to an increase in the number of referral of privately fostered children through GPs, schools, community and faith groups, which will ensure that this group of children’s needs can be assessed, to ensure these are fully met, leading to improved outcomes for them.

• **Reduction in number of children who are obese** – Increased awareness and healthy eating programmes within health settings and schools contribute to the reduction in number of children who are obese, improving their overall health and wellbeing.

• **Looked After Children placed out of the borough achieve positive experiences and outcomes** – Looked After Children placed out of borough will receive similar support and service provision as children placed within the borough, having access to additional
resources if required to ensure they are making at least expected levels of progress, stability in their placements, which will be monitored through PEPs, annual health reviews and Looked After Review meetings, chaired by an independent reviewing officer.
Annexes

Annex A – The WSCB annual business planning cycle

*Reporting to Monitoring Sub-Committee by various workstream. sub-groups, organisations in delivering of and achieving positive outcomes as set against WSCB priority areas*

![Diagram showing the annual business planning cycle with monthly reporting dates: January, March, May, July, September, November.]

*Reporting to Executive by Chairs of ARPF Overview Groups*

- Health Overview Group
- Vulnerable Children Overview Group
- Prevention and Intervention Overview Group
Relationship between WSCB and other partnership boards

WSCB

Golden threat of safeguarding children, young people and vulnerable adults

CSP

HWBB

SAPB

WSCB Priority Areas

Involving children and young people

Out of borough Looked After Children

Domestic abuse and FGM

Neglect

Early help

Vulnerable children and young people

WSCB Priorities 2014-16
WSCB Safeguarding Dataset

The approach

This document sets out the dataset for the Wandsworth Safeguarding Children Board (WSCB). It attempts to illustrate what data is collected by the WSCB and why this data is collected. The intention is to create a focused dataset that can be used to monitor the impact of the WSCB in meeting the agreed safeguarding priorities. The dataset is divided into two parts:

- Part A – this is the standard dataset to be monitored by the WSCB and includes key performance measures in relation to safeguarding. This dataset will remain fairly static and will be used to provide an overview of performance and activity in key areas.
- Part B – this part of the dataset is more flexible and is structured around the safeguarding priorities for the year in question. The data contained in this section should help to outline whether the work of the WSCB and partner agencies is improving outcomes in each of the priority areas.

In addition to data, qualitative information is also needed to build a comprehensive picture of performance. Much of this data comes to the WSCB in different formats; through reports, presentations, audits etc. In order to ensure there is a good marrying up of quantitative and qualitative information, this document also outlines what other information might be considered in addition to the data to support the Board in monitoring performance.

This document only provides a summary of the dataset – the actual data will be collected, recorded and monitored using a data dashboard, (headlines reference below). This dashboard will support good quality analysis by building up a picture of trends over time, performance compared to other authorities, and performance in relation to any targets that have been set. This data will then be combined with the qualitative information outlined in this document to support the WSCB in identifying whether its priorities have been met.
Part A: Core data

This is the data that is collected and reported to the WSCB as standard. It primarily comprises of summary information in relation to the children and young people population, safeguarding activity and the effectiveness of the WSCB. The data is divided into sections as below.

<table>
<thead>
<tr>
<th>Understanding need</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What does it include:</strong></td>
<td>This data includes key demographics such as:</td>
</tr>
<tr>
<td></td>
<td>- Numbers of children and young people</td>
</tr>
<tr>
<td></td>
<td>- Ethnicity, disability and deprivation amongst children and young people in Wandsworth</td>
</tr>
<tr>
<td></td>
<td>It also includes data on the prevalence of more specific needs, for example:</td>
</tr>
<tr>
<td></td>
<td>- Young carers</td>
</tr>
<tr>
<td></td>
<td>- Parental substance misuse</td>
</tr>
<tr>
<td></td>
<td>- Parental mental health problems</td>
</tr>
<tr>
<td><strong>Why do we collect it:</strong></td>
<td>To provide context for the rest of the dataset and to help with identifying trends and changes in levels of need in the population. Collecting and monitoring this data is also a key way of evidencing knowledge of the needs of the local population.</td>
</tr>
<tr>
<td><strong>What else is needed in addition to data:</strong></td>
<td>A range of qualitative information should be used by the Safeguarding Children Board in addition to the data to build up a comprehensive picture of the children and young people population. This might include reports from the Health and Wellbeing Board, specific pieces of research, consultations or surveys with children and young people or feedback from specific groups.</td>
</tr>
</tbody>
</table>
## Keeping children and young people safe from harm

**What does it include:** This data focuses on the number of children and young people coming to harm and the effectiveness of safeguarding services in responding to that. It includes:
- Social care data about the number of referrals, children in need and child protection
- Police and health data concerning children suffering or at risk of harm
- Data on the timeliness and effectiveness of services to safeguard children and young people
- Data that indicates how well thresholds are managed between agencies

Where possible, comparative data with other authorities will be used to inform an assessment of performance and trends over time will also be identified.

**Why do we collect it:** This data provides the overall summary of the effectiveness of safeguarding arrangements across the borough. It outlines the volume of safeguarding-related incidents and how well these are responded to and managed.

**What else is needed in addition to data**
In addition to the data, there is a range of other information that will be used by the WSCB to support the monitoring of safeguarding services. This information includes annual single-agency reports on safeguarding activity, analysis of the Multi-Agency Safeguarding Hub (MAHS), dataset, single and multi-agency audits, feedback from children and young people and pieces of research and analysis looking at specific issues, for example repeat referrals.

## Workforce and training

**What does it include:** This data focuses on the effectiveness of the WSCB in supporting the safeguarding workforce. It includes:
- Workforce profile data for all partner agencies
- Training availability and take-up
- Local Authority Designated Officer (LADO) complaints

**Why do we collect it:** This data is important in providing an overview of the safeguarding workforce and of the effectiveness of support provided to the workforce. It helps to illustrate any major changes in the workforce and also the capacity and capability of those working in safeguarding roles.
What else is needed in addition to data:

To support the data, a range of other information is needed to provide a comprehensive overview of the workforce. This might include evaluations of training, analysis of the workforce profile, the LADO annual report or reports into staffing concerns.

**Effectiveness of the Board**

**What does it include:**

This data is used to monitor the performance of the WSCB and includes information such as:

- The number and quality of multi-agency audits
- Attendance at meetings
- The contribution of all partner agencies to the WSCB

**Why do we collect it:**

This data is important in ensuring the Board is effective and that all partner agencies are contributing to WSCB activities. It provides an overview of the work carried out by the Board and the quality of this work.

**What else is needed in addition to data:**

There is a range of qualitative information that will be considered alongside the data outlined. This will include the results of audits and associated action plans, the Board’s annual report, any self assessments or peer review activity, Board minutes and progress against the WSCB business plan.

**Part B: Data to support the safeguarding priorities**

This part of the dataset is more fluid and will change in response to the identified priorities of the Wandsworth Safeguarding Children Board (WSCB), this will also ensure continuity with the annual priority areas of focus as identified by the WSCB and accepted by the Annual Planning and Review Forum. Part B data is as follows:

**Involving children and young people**

**What does it include:**

This data looks at specific events like children looked after reviews and child protection conferences, where the child or young person actively participated. It measures social work success in seeing the child alone during visits. It counts other opportunities that are taken up by children and young people to give their feedback, like complaints, advocacy, service user feedback.

**Why do we collect it:**

This data is an indication of the extent to which the voice of the child is being actively sought in formal social work processes.
<table>
<thead>
<tr>
<th>What else is needed in addition to data:</th>
<th>This data must be supported by qualitative evidence that social workers are actively seeking children and young people’s views on what they need to feel safe and to achieve positive outcomes – this will primarily be evidenced through case audit.</th>
</tr>
</thead>
</table>

### Early help

| What does it include: | This data looks at the availability and effectiveness of early help services and whether thresholds between preventative, targeted and specialist services are operating successfully. This data will include:  
- The number and type of Early Help Assessments (EHAs) completed  
- Services put in place following an Early Help Assessment  
- The number of cases being stepped up and stepped down between early help and specialist services |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do we collect it:</td>
<td>This data is important in understanding the effectiveness of early help arrangements and the extent to which families are able to access early help services. It also offers important oversight of the implementation of thresholds between services at an early help and specialist level, and how well these are working to ensure families receive the right level of support at the right time.</td>
</tr>
<tr>
<td>What else is needed in addition to data:</td>
<td>There is a range of information to consider in addition to the data outlined above. This will include auditing of EHAs, overall monitoring of the Early Help Offer, auditing of the step up and step down between thresholds, performance information and evidence of outcomes provided by early help services, and direct feedback from those using services.</td>
</tr>
</tbody>
</table>

### Neglect

<table>
<thead>
<tr>
<th>What does it include:</th>
<th>Data on neglect is specific and looks at the occurrence of neglect at all levels from early help through to specialist intervention, and how well thresholds are managed for neglect cases. In addition, data in relation to neglect also covers the incidence of parental mental health or substance misuse problems.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do we collect it:</td>
<td>Ensuring that neglect receives prominence in assessment, prevention and intervention work is a priority for the Board and this data provides an indication of whether improvements are being made in this respect.</td>
</tr>
<tr>
<td>What else is needed in addition to data:</td>
<td>There is a range of other information that will highlight the issue of neglect and how this is being managed. Specifically this is likely to include the results of case file audits and analysis of outcomes on cases where neglect has been identified.</td>
</tr>
</tbody>
</table>
### Vulnerable children and young people

| **What does it include:** | This data concerns specific groups of young people, as follows:  
|                           | - Those at risk of sexual exploitation  
|                           | - Those missing from care and education  
|                           | - Those involved with gangs  
|                           | - Those at risk of being radicalised  
|                           | - Those who deliberately self-harm  
|                           | - Those children who are disabled or have special educational needs  
| Why do we collect it:     | This data is important in understanding the impact of services and whether the challenges and risks associated with these vulnerable groups are being successfully addressed.  
| What else is needed in addition to data: | In addition to the available data, other information to assess work with these vulnerable groups might include reports to the Board on multi-agency arrangements, case audits looking at the success of interventions, feedback from young people and analysis of any risk assessment tools used, summaries of independent return interviews and single agency reports for example from the police or Youth Offending Team.  

### Looked after children

| **What does it include:** | This data looks at all children looked after, with a specific focus on children and young people placed out-of-borough and includes the total number of out-of-borough placements, the location and type of placements and the outcomes experienced by these children and young people.  
| Why do we collect it:     | The data collected is important in understanding the use of out-of-borough placements and for monitoring the effectiveness of support for these children and young people and the outcomes they experience.  
| What else is needed in addition to data: | Other information that will support the Board in understanding out-of-borough placements will include monitoring of decision-making in relation to authorising placements, case audits, evidence of outcomes and feedback from the children and young people placed out-of-borough.  

### Domestic Abuse

**What does it include:**
- Data covering domestic abuse includes the number of incidents, services put in place and successful engagement with those services by victims. In addition, some data will be reported to identify the outcomes experienced by victims and whether multi-agency work is effectively reducing the incidence of domestic abuse. It also includes data re. Female Genital Mutilation (FGM) and other areas identified within the Violence Against Women and Girls Strategy (VAWGS).

**Why do we collect it:**
This data provides an overview of progress in reducing domestic abuse and the prevalence of FGM and other areas such as honour based violence and forced marriages, and highlights the impact of multi-agency work to identify and address incidents.

**What else is needed in addition to data:**
In addition to the data, a range of other information is available to provide detail about the work underway to tackle domestic abuse and FGM. This might include reports from the Multi-Agency Risk Assessment Conference, reports from specialist domestic abuse services, case audits and feedback from children and families and professionals.