



HSCB BUSINESS PLAN 2015-16

This document sets out the strategic objectives for Herefordshire LSCB for 2015-16 and the high level measures of success. Subgroup work plans provide the details of how the priorities will be achieved. The LSCB's multi-agency performance dataset, audit programme and other associated learning and improvement activity will enable the LSCB to evaluate the impact of this plan on improving practice and outcomes for children and young people in Herefordshire. The impact of the plan will be reported in the LSCB Annual Report 2015-16 and any further areas of improvement will also be identified.

Strategic Priorities	HSCB is a truly effective agent for change that has a real impact for children and young people.	To improve the recognition and response to child sexual exploitation (CSE) and missing children and young people.	To support increased resilience in individuals, families and communities.	To safeguard and promote the welfare of children and young people who are abused and/or neglected.
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Key Outcome Measures	Partnership working is delivering concrete positive outcomes for children and their families. The learning and development strategies of single agencies and partnerships do result in improved practice, which in turn translates into improved outcomes for children and their families. Professionals report, and	There is a reduction in missing from home and missing from care incidences: including the volume of repeat missing incidences. Perpetrators of child sexual exploitation cease their abusive and criminal behaviour. The level of risk and harm caused by child sexual exploitation decreases for	Assessments, plans and service provision result in positive objective outcomes for all family members. These outcomes are confirmed by parents and children. Parents and children say that the work of the family support worker/health visitor/midwife/CAMHS has improved their wellbeing; eg improved parenting skills, family	Child protection plans result in objective, tangible improvements in the wellbeing and safety of children and their families. Children and parents identify positive improvements in their safety and wellbeing as a result of the work arising from child protection plan.
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Read vertically for actions on LSCB priorities and read horizontally for tasks for subgroups/work in relation to LSCB core priorities

<p>can evidence, that the learning and development they receive has improved their practice and outcomes for the children and families they work with.</p>	<p>those young people identified as at risk/being sexually exploited.</p>	<p>relationships.</p>
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What will we do to deliver the four strategic priorities?

Policy and Procedures	Maintain up to date LSCB procedures that align with sub regional arrangements and address cross border issues.	Review CSE risk assessment tool and develop a CSE screening tool that can be used by the whole of the children's workforce.	Embed the neglect toolkit.	Review CSE pathway to promote child and family engagement in safeguarding processes.
Communications	Engage with front line staff and use their experiences to inform LSCB activity.	Raise awareness of indicators of and vulnerabilities to CSE.	Continue to promote awareness and understanding of thresholds document.	Raise awareness of what constitutes a high quality referral to children's social care.
CSE and Missing	Know and understand <ul style="list-style-type: none"> 1. The nature and prevalence of CSE in Herefordshire, and: 2. Trends and themes in respect of missing children and young people (including those living away out of county of those placed in county) and 	Refresh CSE strategy and revise CSE action plan.	Use PSHE to provide children and young people with information on safe and healthy relationships.	Increase the use of child abduction notices and referrals to National Referral Mechanism to disrupt CSE and have an investigation plan in place for all known perpetrators of CSE.

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	ensure this data is reflected in the JSNA.			
Training and Development	Evaluate the impact of LSCB training and quality assure single agency safeguarding training.	Develop and implement a CSE training strategy.	Work with Children and Young People's Partnership to review the early help offer.	Review LSCB Working Together to Safeguard Children training to increase the focus on: <ol style="list-style-type: none"> 1. The child's journey through the safeguarding system, and; 2. The recognition and management of disguised compliance.
Performance and Audit	Receive reports on Section 11 and Section 175/157 audits as well as a report on the safeguarding arrangements in early years settings.	Audit the quality and impact of help provided to children and young people at risk of being sexually exploited.	Receive an annual report from LSCB agencies on their contribution to the early help agenda OR receive an annual report on the effectiveness of early help on improving outcomes for children and young people.	Routinely use multi-agency performance data to understand local safeguarding practice and audit: <ol style="list-style-type: none"> 1. The application of LSCB thresholds, and; 2. The quality of child protection plans and effectiveness of core groups (including the use of core group recording template).

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<p>Case Review (including child death reviews and serious case reviews)</p>	<p>Ensure multi-agency information is gathered to consider cases that may reach the serious case review threshold and as required ensure effective dissemination of learning arising from local case reviews.</p>	<p>Embed learning from other areas/ research into LSCB CSE strategy and delivery plan.</p>	<p>Use Child Death Overview Panel learning to influence partnership activity to address modifiable risk factors to reduce the likelihood of future child deaths.</p>	<p>Embed SCR learning (local and national) in LSCB training.</p>
<p>Voice of the child/family</p>	<p>Routinely consider feedback from children and young people about their experiences of living in Herefordshire to shape and inform the Board's work and use Section 11 audits to evaluation arrangements in place in statutory organisations to secure and use feedback from children, young people and parents/carers to support service design, delivery and evaluation.</p>	<p>Through the CSE senior practitioner, develop arrangements to receive feedback from children and young people who are being sexually exploited and use this to shape future service provision.</p>	<p>Receive feedback from children, young people and their parents/carers about their experience of accessing and receiving early help (including Families First.)</p>	<p>Receive feedback from children and young people who are subject to a child protection plan or who are looked after, to understand the effectiveness of the local safeguarding system.</p>

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