

Data and Evidence Programme



Aims to inform and support the child protection improvement programme by engaging with stakeholders and colleagues to:

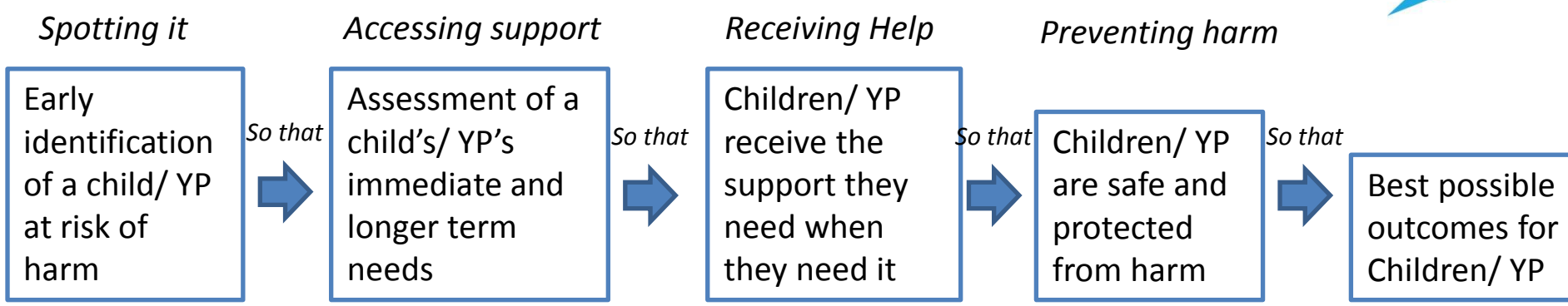
- 1** Assess the extent to which the CP system is effectively using evidence to inform decision-making, service planning and effective service delivery
- 2** Explore and utilise existing information and data to inform progress monitoring and a longer term evaluation strategy
- 3** Understand where improvements need to be made and scope out longer term recommendations

Work Plan: Aug – Dec 2016



- Agree high level theory of change (5 steps)
- Map system under each of the 3 system steps
- Map evidence needs, use and information points
- Assess data needs and requirements and identify new opportunities and gaps
- Develop an evaluation strategy that will monitor developments in the CP system going forward

'Keeping Children Safe' – Child Protection Theory of Change



Embedded GIRFEC Approach

Role of Named Person

GIRFEC Practice Tool and guidance

Child's Plan, Role of Lead Professional

Role of Named Person

- Critical Success Factors:**
- High quality, well trained, valued and supported workforce – Social Services for Scotland Vision 2015-2020
 - Relevant /appropriate high quality, effective services are available and accessible when needed
 - Effective partnership working (recognising that child wellbeing and protection is a collective responsibility)
 - Effective information sharing
 - Values positive relationships between families, children and professionals
 - Child centred approach – engages with families early
 - Adherence to UNCRC – underpinned by children's rights
 - Embedded GIRFEC approach
 - Decisions underpinned by timely, high quality evidence and information and effective reporting methods
 - Shared learning and practice improvement is based on high quality self-evaluation information

'Keeping Children Safe' – Child Protection – System Map - TODAY



DRAFT EXAMPLES FOR INFORMATION ONLY



Early identification of a child/ YP at risk of harm

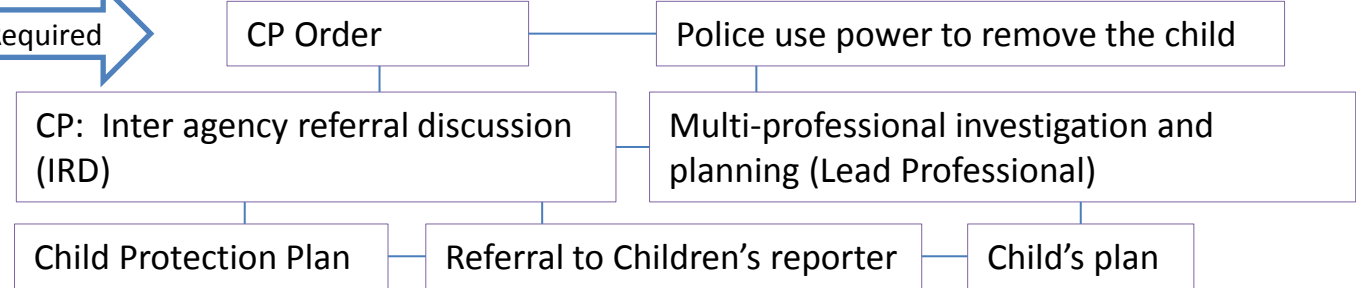


Assessment of a child's/ YP's immediate and longer term needs

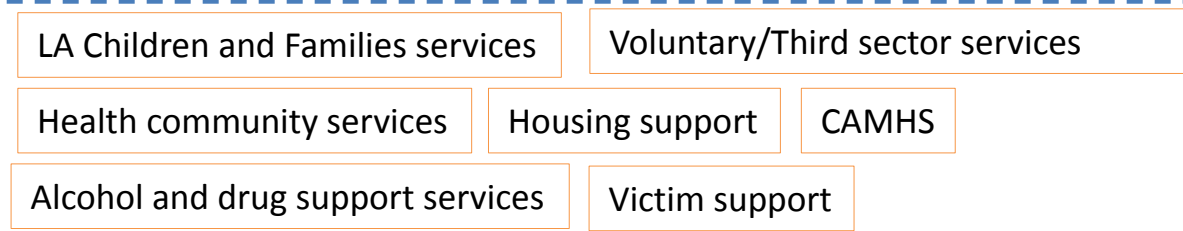


If Immediate Action Required

Children/ YP receive the support they need when they need it – access and planning



Children/ YP receive the support they need when they need it – effective service delivery



'Keeping Children Safe' – Child Protection – System Map



DRAFT EXAMPLES FOR INFORMATION ONLY

1. MAP OUT WHO IS INVOLVED AT EACH OF THE 3 STEPS – STAKEHOLDER MAP adapted socio-economic model influence levels:

Structural Level - Strategic Policy & Legislative Developers: e.g UN, EU, UK Gov, SG Ministers & SG senior civil service

Sub Structural Level – Influencers and Shapers of Policy Development and Delivery: e.g. SG policy officials, COSLA, Crown Office/Procurator Fiscal, Senior leaders in NHS Scotland (CE of Health Boards), Education Scotland, Police Scotland, LAs (LA CE, Heads of Service, CSWOs, IJBs, CPPs) Sector leaders (incl Voluntary and professional sectors)

Community level – Local Delivery Partners: e.g. LA Community Service/Care Teams, Police, Hospitals, Community Health Services, Schools, Nurseries and childcare, voluntary sector services, Role of Members of public

Family Level - Local Service Delivery Practitioners: e.g. Parents and carers, household members, community police officers, social workers, teachers, nursery workers, sports coaches, youth leaders

Individual Level – child

2. MAP OUT ROLES, PROCESSES AND INFORMATION POINTS

Strategic leaders/
Governance

Community Level:
Service Planners

Family and Individual
level: Service delivery

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Who is involved?

What is their role/ Why are they involved?

Why do they do what they do?/ How do they know about their role?

What information/data do they need to do their work/ make decisions?

How are they supported to do their role?

What processes/guidance/ practice are they following?

Are decisions they make evidenced informed? How?

How do they work with other professionals/across boundaries?

How is information shared?

What information is required for management purposes/ reporting?

How do you know what is working well?

How are improvements made?/ How are processes and services evaluated?

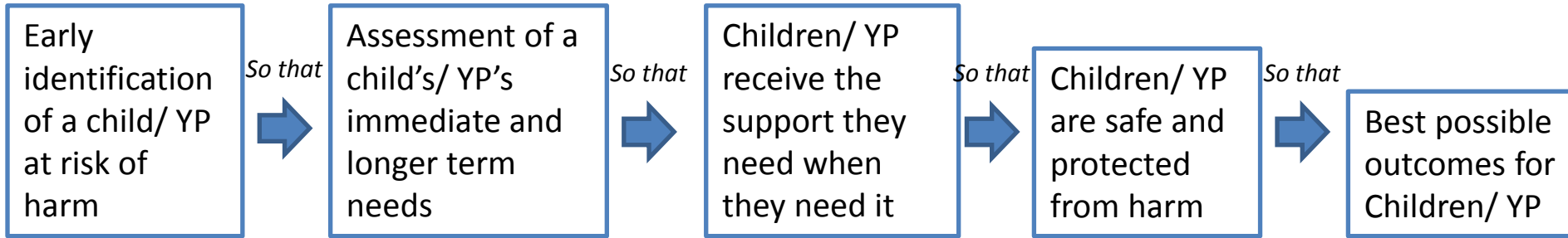
'Keeping Children Safe' – Child Protection Theory of Change



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CP SYSTEM

C & YP OUTCOMES



CSE ACTION PLAN

C & YP OUTCOMES

