



## Portsmouth Safeguarding Children Partnership Business Plan 2022-25

### Introduction

Welcome to the Portsmouth Safeguarding Children Partnership (PSCP) Business Plan for 2022-25. This plan will run for three years and will be updated regularly via the PSCP's Executive Group. This allows for both progress to be monitored, as well as being able to identify if there are any delays or risks to implementation.

An effective Board demonstrates practice by:

- Identifying and agreeing a small number of priorities and focusing on doing those well
- Undertaking regular reviews and updates of the Business Plan

### Vision Statement

Portsmouth Safeguarding Children Partnership, through its Business Plan, is committed to improving the safety of all children and young people in the city. When children are safe, they can be healthy, happy, achieve and reach their future potential. We recognise and promote the concept that keeping children safe is everybody's responsibility.

### Structure of PSCP and how the Plan is Progressed

This plan will guide the work of the Partnership and its sub-groups through identifying the key activities for development and the expected pace of change required in order to improve safeguarding arrangements and outcomes for children and young people in the city.

The Partnership's committees are:

- Learning from Cases
- Monitoring, Evaluation and Scrutiny
- Tackling Child Exploitation
- Harmful Practices

## Core Principles

The overarching functions of the partnership that will continue to underpin the work of the Partnership and cut across all of its priority areas. These 3 principles will form the business crucial activity for the PSCP. These are:

- i. To support the effective communication and information sharing within and across agencies relating to safeguarding children.
- ii. A trauma informed, relational based model that embeds restorative principles across multi-agency leadership and practice as a golden thread to strengthen the safeguarding system.
- iii. To continue to build a learning and improvement framework for the safeguarding system in Portsmouth. To be able to report on both the scale of need, quality of response and impact on children's lived experience.

## Priority Areas

Priorities	Outcomes
1. Early identification and support	Children and families are supported at the earliest stage of the emergence of safeguarding concerns and escalation to statutory services is minimised (where appropriate). There is an increase in parenting capacity and parents/carers are more confident in their ability to meet their children's needs.
2. Responding to neglect	Children who are at risk of neglect are identified and support is provided in a timely way. Partners can provide evidence that there is consistency in approach and quality. Practitioners are increasingly skilled at identifying, assessing, preventing and intervening in cases of neglect.
3. Tackling child exploitation	Agencies (including adult services) understand their roles and responsibilities to safeguard children and young people from harm as a result of all forms of exploitation. There is a clear focus on the prevention of harm through identification, disruption and prosecution of offenders. There is a well understood picture of how exploitation affects children in the city and a robust multi-agency response in place to disrupt and address this.
4. Family safeguarding	There is a well understood and embedded whole family approach to improving outcomes and reducing harm to children, by working with the adults in the family. That practitioners work together to support the adults to address their difficulties in order to support children to live safely at home with their families.
5. Safeguarding in education	There is a good understanding of the safeguarding risks for children who are excluded from education and/or receiving reduced hours provision (not in full-time education). That practitioners understand their role in supporting the full attendance and positive participation by children in school life.

## Portsmouth Children's Trust Plan

Within Portsmouth there has been a single strategic 'Children's Plan' since 2003. The PSCP Business Plan should be read in conjunction with this, of which the most recent iteration is the [2020-2023 Children's Trust Plan](#) which has Six Priorities:

1. Improve education outcomes - the Education Strategy
2. Improve early help and safeguarding - the Safeguarding Strategy
3. Improve physical health - the Physical Health Strategy
4. Improve Social, Emotional and Mental Health - the SEMH Strategy
5. Improve outcomes for children in care and care leavers - the Corporate Parenting Strategy
6. Improve outcomes for children with Special Educational Needs and Disabilities - the SEND Strategy

Within this there are a set of 5 cross-cutting themes which should be evident in all our service delivery, commissioning and practice in the city. These are:

- a) A 'deal' with parents: a social contract with families and co-production
- b) The Portsmouth Model of Family Practice: restorative and relational practice which is trauma-informed and whole-family
- c) Strong Organisations: Excellent Workforce: leadership development, restorative organisations and high-quality professional development - training and coaching
- d) Performance and Quality Management: using data well and learning from frontline practice
- e) Community capacity building: enabling the community and the voluntary sector to meet need
- f) Tackling racism in services and in the community

The PSCP Executive has the responsibility for the governance of the Safeguarding Strategy for Portsmouth. The principles and priorities listed below are aimed to support the furtherance of this, as well as to support the relevant safeguarding strands within the other strategies.

<b>PSCP Core Principles</b>		
<b>What difference will we see?</b> <ul style="list-style-type: none"> <li>• The cultural shift towards trauma informed and relational based leadership and practice will be further embedded</li> <li>• The partnership will have a coherent and well-developed library of evidence to measure impact including data, Section 11 and multi-agency scrutiny</li> <li>• Learning from local and national Child Safeguarding Practice Reviews will be disseminated across the partnership to ensure the Portsmouth safeguarding system is supported to effectively protect children from harm</li> <li>• Practitioners will report that they are familiar with and have used the HIPS Procedures when appropriate, including the Escalation and Re-Think processes</li> </ul>		
<b>Learning Activity</b>	<b>Improvement Activity</b>	<b>Challenge &amp; Support</b>
To review the findings of the quarterly MASH audits, to ensure there is an appropriate application of thresholds and response to safeguarding concerns	To use the learning from the MASH audits to support universal services in the appropriate application of thresholds, to better ensure that families are receiving the right support at the right time	To work with the MASH Board to ensure the MASH continues to be appropriately resourced
Learning from local and national CSPRs: Leadership and the workforce are clear about the actions required to improve safeguarding practice based on learning from CSPRs and have the resources and time to implement this learning	To ensure that learning from CSPRs is embedded into practice: to work with senior and strategic leaders to monitor progress against recommendations and to highlight areas where organisational or cultural development is needed	To identify cases where a CSPR will add to our understanding of areas of safeguarding requiring improvement and/or new & emerging areas of safeguarding
To continue to improve our understanding of the impact of ACEs on both child development and parenting capacity. Through learning from cases, audit activity and research	The three statutory partners will continue to support their staff and service users to develop resilience and respond to the trauma of child abuse. Through continued development of trauma informed and relational based leadership and practice	To provide multi-agency learning opportunities through the PSCP Training programme and bespoke training. To consider how trauma informed, relational based practice can provide more effective safeguarding
Understanding and analysing key performance measures by identifying the qualitative and quantitative data that provides a robust overview of the effectiveness of the safeguarding system	Using data and evidence to improve the system: The three statutory partners have the quantitative and qualitative information they need to understand the child's lived experience, evidence progress and target resources	Providing independent scrutiny and challenge to partner agencies to highlight areas of concern and to identify opportunities for partnership working to improve these areas of safeguarding
To improve understanding of emerging areas of concern through multi-agency audits and deep dive activity as well as testing the effectiveness of current arrangements	Ensure processes to provide quality assurance to the Partnership are effective: Review PSCP approach to multi-agency audits and deep-dives, and agree a forward plan of themed audits for 2022-2025	To work with partner agencies to embed the learning from these activities and to consider any changes required to policies and procedures
To better understand how links can be strengthened between the PSCP and partner agencies and the community to ensure more effective communication exists and informs the work of the partnership	The Partnership receives feedback from front line practitioners and partner agencies on role, visibility and impact of its work. To consistently promote the importance of effective and swift information sharing, promoting a culture that puts the protection of children before the protection of information	Continuing to develop and utilise the website, our training programme and associated communications to ensure safeguarding messages are promoted robustly
To better understand the blocks and barriers to effectively using the current escalation processes (including Re-Think), through consultation with the workforce and reviewing learning from audits and cases	To develop a clear communication strategy and process map for the escalation and Re-Think processes, to ensure there is a good understanding of when and how to use them	To work with leaders through the Safeguarding Improvement Hub and with practitioners through training, to improve use of the escalation processes

<b>1. Early identification and support</b>		
<b>What difference will we see?</b> <ul style="list-style-type: none"> <li>• Children and young people receive effective early support and appropriate interventions when needs are identified and/or problems arise</li> <li>• Workers from agencies working across the continuum of need understand MASH &amp; early support arrangements, thresholds and their role in relation to early support</li> <li>• Universal services (including NHS provision) are successful in sustaining improvements to the lives of children and young people and their families and reducing children experiencing abuse or neglect or coming into care</li> </ul>		
<b>Learning Activity</b>	<b>Improvement Activity</b>	<b>Challenge &amp; Support</b>
Ensure all agencies are providing access to early support through shared understanding of its benefits	Ensure professional and public awareness about early support and safeguarding to improve knowledge about thresholds and support that is available	Having oversight of resources available to support families and challenging commissioning decisions when needed
	To continue to develop and launch the new family early support plan across all universal services in Portsmouth	To redesign the early help training to support the workforce on understanding and implementing the changes from an EHA to a family early support plan (FESP)
Identify and agree data requirements for effective early support performance monitoring	Develop a quality assurance process to monitor effective use of the FESPs	Providing feedback to agencies on the quantity and quality of FESPs being produced and supporting them on improving these where required

<b>2. Responding to neglect</b>		
<b>What difference will we see?</b> <ul style="list-style-type: none"> <li>• A clear strategically driven, multiagency response to children experiencing neglect leading to a reduction in children and young people experiencing long standing neglect ensure families are getting help earlier</li> <li>• Greater awareness in communities of impact of neglect and ways to address it</li> <li>• Better practice in identifying and intervening on neglect cases earlier with clear outcome measures</li> <li>• Improved understanding of the emotional impact of neglect on children, their families and the workforce</li> </ul>		
<b>Learning Activity</b>	<b>Improvement Activity</b>	<b>Challenge &amp; Support</b>
Consultation with the multi-agency workforce to understand the tools and resources they need across all tiers of need to identify and respond to neglect	Set up dedicated multi-agency task and finish group to lead on driving improvements in the response to neglect via a detailed implementation plan and challenge the response to neglect	Establish the frequency of referrals on neglect from each agency along with re-referrals
Develop a data set which enhances our understanding of families who show long-term, low-level neglect, and informs working practices to enable practitioners to engage in different ways to best support children and their families	Consider whether current assessment and intervention tools should be updated to better reflect the types of neglect at different ages	Update procedures, practice guidance and training material and roll out multi agency workshops when this work is completed
	Develop a tool which assists in measuring the distance travelled by the family and the prospective risks	Develop a coordinated communication campaign aimed at actively addressing awareness amongst families of what 'good enough' parenting looks like

<b>3. Exploitation</b>		
<b>What difference will we see?</b>		
<ul style="list-style-type: none"> <li>• Fewer children at risk and presenting with unsafe behaviours to themselves or others within our communities</li> <li>• Raised engagement and attendance from pupils in school as not distracted or prevented/persuaded to be out of school and at risk.</li> <li>• A proactive safeguarding system well versed in contextual safeguarding that reduces the risk of exploitation</li> </ul>		
<b>Learning Activity</b>	<b>Improvement Activity</b>	<b>Challenge &amp; Support</b>
PSCP understands current scale of Missing Children by reviewing the data on those that go missing from home / care settings, and whether this leads to increased risk of exploitation	Develop a self-assessment tool to monitor the effectiveness of local responses to MET	Test whether professionals know how and when to apply professional judgement when scoring the CERAF and ensure assessments are evidenced based
Audit and review effectiveness and use of tools and resources across targeted agencies (CSC, police, education & health)	Young people engaged in social media are aware of the risk and avoid risk appropriately - Gain an overview, spread and depth of e-safety, education awareness and training for children and young people	Key themes relating to adolescents at risk are disseminated to professionals
Develop a profile of the nature and extent of exploitation in the city, identifying at risk young people and hotspot areas within the community	Develop a coordinated communication campaign aimed at actively addressing awareness and cultural norms/values	Ensure a robust approach to contextual safeguarding is embedded that reflects our understanding of exploitation within the city

<b>4. Family Safeguarding</b>		
<b>What difference will we see?</b>		
<ul style="list-style-type: none"> <li>• Children are able to live safely at home, and any support is identified and provided in a holistic approach to all family members</li> <li>• Children living in a family affected by these issues are identified as a priority and safeguarded appropriately</li> <li>• That staff working with children identified at risk from these factors, and professionals working with adults within the family, understand what it is like to be a young person living in that environment</li> <li>• Effective joint working between the various inter-agency professionals and teams involved, particularly focussing on relationships within the family and joint oversight of the ongoing work between services for adults and services for children</li> </ul>		
<b>Learning Activity</b>	<b>Improvement Activity</b>	<b>Challenge &amp; Support</b>
Review the decision-making process within the MASH to ensure that decisions / actions are appropriately considering the impact on the child when one or more significant parental risk factors are present	To work with the 4LSABs and HIPS LSCPs to update the Family Approach Protocol	For all partners and the PSCP to review the training they offer to ensure it reflects key messages on family safeguarding
Gain feedback from children affected by parental risk factors via focus groups	Work with the Safer Communities Partnerships to ensure there are pathways and procedures for services to young people at risk of, or who experience, domestic abuse in their peer relationships	Will work with both the children and adult workforce to understand the impact the family safeguarding model is having on the safeguarding of children in Portsmouth

## 5. Safeguarding in Education

### What difference will we see?

- Schools will feel confident in their response to allegations of sexual harassment/sexual abuse by pupils
- The impact of chronic absence and/or exclusion from school on the safeguarding of children will be better understood
- Children will feel safe and adequately supported in their school communities
- Schools will have adequate and robust safeguarding cultures

Learning Activity	Improvement Activity	Challenge & Support
To review schools' understanding and confidence in responding to allegations of sexual harassment/sexual abuse	Build into the compact audit a measure around schools' response to allegations and work with those requiring further support	To develop a training resource to support schools in this area. Review compact audit responses to identify and work with schools where this is an ongoing challenge
PSCP to receive regular information on the population of children who are excluded/chronically absent from school; who are receiving reduced hours provision; or are electively home educated. To be able to have an overview of the scale of this issue and monitor impact of improvement activity		PSCP to seek assurance from agencies on how they work together to protect children not in education / full time education from being vulnerable to broader safeguarding risks
To consult with children and young people on their experiences within school, how safe they feel and how effectively they feel safeguarded	To look at measures within the compact audit such as bullying, peer on peer assaults etc.	Work with those schools requiring further support in these areas
Review compact audit returns and safeguarding area of inspection, engagement with DSL network and training and feedback from link co-ordinators to develop a view on the effectiveness of safeguarding culture within schools	Work with schools and the Education department and link-coordinators to address any emerging issues or concerns	Ensure there is a robust offer of training and support for DSLs