After reviewing over 150 Serious Case Reviews published in 2014, 2015 and 2016, there have been 9 key themes identified that appear to re-occur throughout case studies. These 9 themes have been put together in a pledge that Northamptonshire County Council agree to work to, to overcome and reduce the number of these themes re-occurring in case work.

This document should be worked together with the pledge to ensure Northamptonshire County Council and its employees are working collectively to learn together from Serious Case Reviews.

**This tool can be used by all front line practitioners and managers as follows:**

* To identify and promote the learning in group supervision to identify and address common themes
* Audit of cases that are ‘stuck’ and need to be moved forward
* Case supervision
* Team meetings to address and identify common themes and monitor how the learning is being embedded
* Identify training and development needs

**Completed tools for cases should be uploaded onto case recording systems**

Theme 1 – multi agency working and information sharing

Agencies assume their partner agencies hold the same information they hold, therefore this is not being passed on and is unknown at the time of assessments.

Theme 2 - Professional Judgements and Professional Uncertainty

Professionals take the word of families and do not challenge this or evidence that they have confirmed this information elsewhere.

Theme 3 - Impact of Toxic Trio, Adult Mental Health, Adult Learning Difficulties

Assessments of parents suffering from the above is often minimised within assessments.

Theme 4 - Impact of identity/culture/heritage

Minority ethnic groups are over-represented in SCR’s. Language often becomes a barrier to communication.

Theme 5 - Understanding of the needs of teenagers and care leavers

There appears to be too much focus on ‘teenage behaviour’ and normalising this behaviour by labelling teenagers as ‘voting with their feet’.

Theme 6 - Impact of fathers/primary care givers (even if non-resident)

Fathers/male primary care givers are often under-represented within care planning and therefore any risk or protective factor is not assessed.

Theme 7 - Early Permanence Planning

Over estimations of families coupled with relying on self reports leads to delayed permanency planning.

Theme 8 - Impact of Neglect or Poor Parenting

Impact not properly assessed or understood within assessments as social workers require significant evidence of an event to direct care planning.

Theme 9 - Child’s Voice and Families Voice

The views of the child and the lived experience of the child and their family is not evident within assessments.

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| **Child/Young Person:** | | | **Date Completed:** | | |
| Theme: | | Evidence in chronology/current pen picture: | | Action plan: | Manager Audit: |
| 1 | **Multi Agency Working and Information Sharing** |  | |  |  |
| Guidance: which professionals are working with this family? What are the communication arrangements? | |
| 2 | **Professional Judgements and Professional Uncertainty** |  | |  |  |
| Guidance: Specific sections on reflection and professional judgement within assessments. Judgements of other professionals | |
| 3 | **Impact of Toxic Trio, Adult Mental Health, Adult Learning Difficulties** |  | |  |  |
| Guidance: Which are evident, if any? What are the implications of more than one? | |

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| 4 | **Impact of identity/culture/heritage** |  |  |  |
| Guidance: Language barriers? Cultural differences? (not to be mistaken with accepting of another culture if this goes against safeguarding) |
| 5 | **Understanding of the needs of teenagers and care leavers** |  |  |  |
| Guidance: If 16+ what are the risks to this age group, are they evident for this young person? | |
| 6 | **Impact of fathers/primary care givers (even if non-resident)** |  |  |  |
| Guidance: Is father present? Is another male primary care giver present? Where is father, why is he not present (if this is the case) What is being done to engage him? | |

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| 7 | Early Permanence Planning |  |  |  |
| Guidance: What is the permanence plan? How timely was this put together? What are the contingency plans? | |
| 8 | Impact of Neglect or Poor Parenting |  |  |  |
| Guidance: Is neglect evident? In what way? What is the impact of this on children? What standard of care should they be receiving? How different is reality from ideal? | |
| 9 | Child’s Voice and Families Voice |  |  |  |
| Guidance: What is the child saying? Doing? What are the family’s views? | |