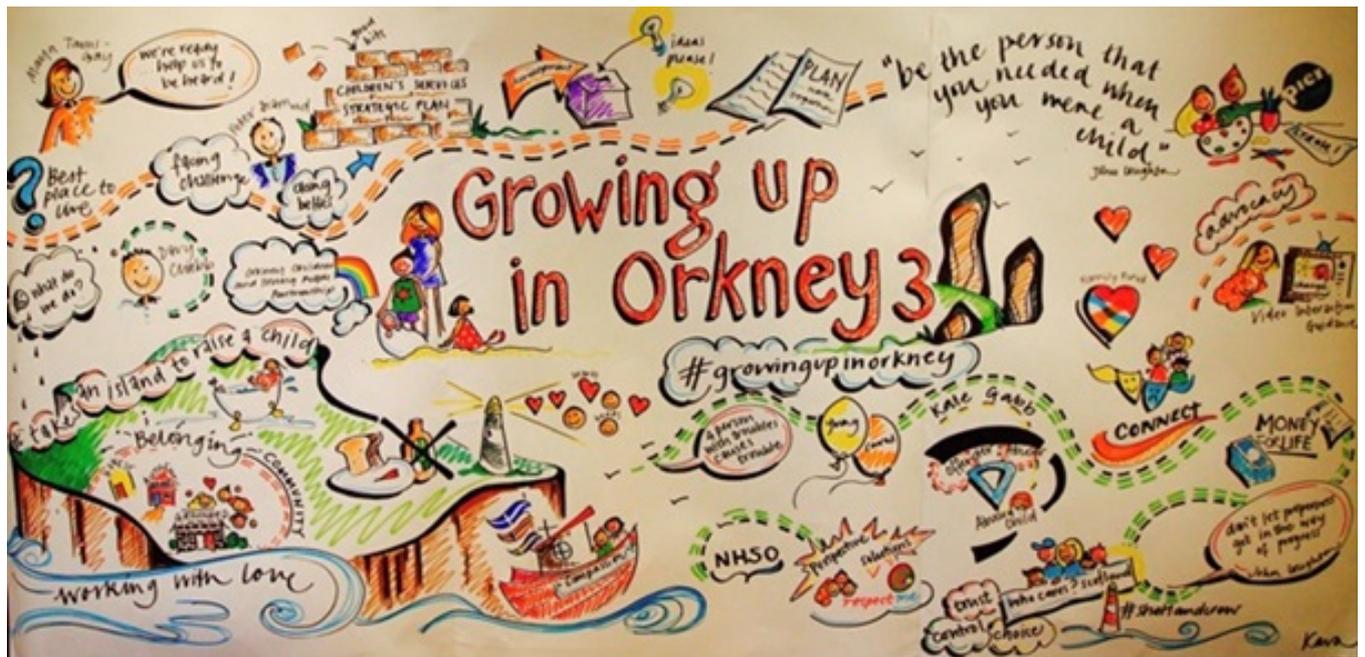




Inter-agency Procedure

Mini Learning Reviews Procedure



Reference no: P0318-PROC-003

Version: 1.0 | Live

Document date: 22 October 2021



1	Purpose:	3
1.1	Context:	3
1.2	Criteria for Learning Reviews:.....	3
1.3	Criteria for Mini Learning Reviews:.....	4
1.4	Requesting a Mini Learning Review:	5
1.5	Timescale for Completion:	6
1.6	Disagreement Resolution:	6
2	Conducting a Mini Learning Review:	7
2.1	Partnership Lead:	7
2.2	Review Team:.....	7
2.3	Important Steps:	7
3	Learning and Development:.....	8
3.1	Learning Objectives:	8
4	Reporting Arrangements:.....	8
5	Dissemination of Learning:	9
	Appendix 1 Mini Learning Review Request Form Template	10
	Information.....	13
6	Version History	15



1 Purpose:

The purpose of a Mini Learning Review is to **learn and improve**, within our Self-evaluation and Continuous Improvement Approach, from issues identified from practice or specific incidents of concern. The presenting concern would generally be at a level below the threshold for triggering a Notification for a formal Learning Review.

If any issues of staff malpractice or competency emerge during a Mini Learning Review these should be referred to and managed by the relevant agency's own staff procedures. Mini Learning Reviews are about multi-agency learning to improve future practice. They are not investigations or a means of dealing with complaints.

It is important to note that Mini Learning Reviews are linked to, but separate from, full Learning Reviews as defined in the National Guidance for Child Protection Committees Undertaking Learning Reviews.

1.1 Context:

Mini Learning Reviews are standalone reviews which are not procedurally linked to the process of undertaking Learning Reviews which in Orkney, are agreed by Orkney Public Protection Committee on behalf of Orkney Chief Officer's Group (Public Protection) (COG).

Mini Learning Reviews operate at a level below Learning Reviews - they are two separate things. The link with Mini Learning Reviews and Learning Reviews is that both processes are about:

- Learning and professional development;
- Improving services, practice, and systems to protect children;
- Shared principles including dissemination of and implementation of learning; and
- One is not dependent on the other – they are separate learning processes.

Mini Learning Reviews involve more than one Orkney Children's Service Partnership (the Partnership) service.

1.2 Criteria for Learning Reviews:

When a child has died or has sustained significant harm or risk of significant harm as defined in the [National Guidance for Child Protection in Scotland](#)

and there is additional learning to be gained from a review being held that may inform improvements in the protection of children and young people

and one or more of the following apply:

- Abuse or neglect is known or suspected to be a factor in the child's death or the sustaining of or risk of significant harm
- The child is on, or has been on, the Child Protection Register (CPR) or a sibling is or was on the CPR or was a care experienced child (i.e. looked after, or receiving



aftercare or continuing care from the local authority). This is regardless of whether abuse or neglect is known or suspected to be a factor in the child's death or sustaining of significant harm, unless it is absolutely clear to the Child Protection Committee that the child having been on the CPR or being care experienced has no bearing on the case

- The child's death is by suicide, alleged murder, culpable homicide, reckless conduct, or act of violence

Learning Reviews may also be undertaken where effective working has taken place and outstanding positive learning can be gained to improve practice in promoting the protection of children and young people.

This criterion does not preclude a CPC [PPC] reviewing the death of a child pre-birth.

The overall purpose of a formal Learning Review is to bring together agencies, individuals, and families in a collective endeavour to learn from what has happened to improve and develop systems and practice in the future and thus better protect children and young people. The process is underpinned by the rights of children and young people as set out in the [United Nations Convention on the Rights of the Child](#) (UNCRC).

1.3 Criteria for Mini Learning Reviews:

- Where the above criteria for a Learning Review is not met - none of the above criteria for Learning Reviews apply.
- Where issues have been identified which may require improvements or awareness raising and reflective practice.
- To uncover how a practice issue or incident happened, including things that might not be revealed by professional reflective discussions or meetings to address specific concerns within our usual business discourse.
- Like Learning Reviews, Mini Learning Reviews may also be undertaken where effective working has taken place and outstanding positive learning can be gained to improve practice in promoting the protection of children and young people.

Professional reflective discussions or meetings to address specific concerns within our usual business discourse should take place within the Partnership on a routine basis and can resolve issues or clarify matters. Where these have been effective there will usually be no requirement to consider the need for a Mini Learning Review.

Case reviews generally mean the process which takes place within a single service to examine and explore things which are unclear, decision-making, professional process, outcomes of actions, chronologies of significant events, case recording, complaints investigations and correspondence amongst other things. Often the process involves managers reading the file and relevant documents to understand the events and practice which gave rise to the identified concern.



Case reviews may help identify wider practice issues involving partners or other children's services which can be explored from a learning and development perspective by means of a Mini Learning Review.

Mini Learning Reviews are not intended to replace formal case reviews but can assist the decision-making process for triggering formal Learning Reviews. For example, where it is considered necessary and appropriate, to follow up the findings (or at any time during the process) of a Mini Learning Review with a Notification for a formal Learning Review. Holding a Mini Learning Review is not a requirement of any decision-making process for sending a Notification for a formal Learning Review which is a separate process.

Mini Learning Reviews should be conducted in ways designed to lead to improvements in the system for protecting children and young people. They are intended to be:

- Small scale "mini" Learning Reviews;
- Undertaken relatively quickly internally within the Partnership;
- Managed within the context of our Self-evaluation approach;
- Presented for decision-making in the Partnership; to
- Implement identified improvements, awareness raising and reflective practice.

Reference should be made to the National Guidance for Child Protection Committees on Undertaking Learning Reviews as the key features, principles, dissemination of and implementation of learning, are consistent with the aims and general process of a Mini Learning Review.

1.4 Requesting a Mini Learning Review:

Mini Learning Reviews can be initiated by any member of the Children's Services Partnership or Public Protection Committee in circumstances where they believe the above criteria in Section 1.3 are met. Importantly they should be of the view the criteria for a full Learning Review in Section 1.2 are not met.

Mini Learning Reviews should involve more than one service and indicate a need for improvements or awareness raising and reflective practice across these children's services and possibly wider.

A request for a Mini Learning Review should be initiated following discussion and agreement between Heads of Service, equivalent Senior Managers or Senior Officers in the services expected to benefit most from the learning, based on the presenting circumstances leading to the request.

The request should be submitted by the Partnership Lead, as defined in Section 2.1 below or their designated representative, using the Mini Learning Review Request Form Template (**Appendix 1**) to the Heads of Service, Senior Managers or Senior Officers, within the Partnership Services expected to be involved in the Mini Learning Review. The Template should be completed within **14 calendar days** of the request being received.



The Mini Learning Review Request Form Template should include:

- Data gathered from the point of discussions with Heads of Service, Senior Managers or Senior Officers on the initial concern or practice query;
- A brief account of agency involvement prior to the event which triggered the notification; and
- Initial reflection on practice and decision-making within that agency.

The completed Mini Learning Review Request Form should be submitted to the Chair of the Children's Services Improvement Plan Delivery Group for tabling at the next scheduled Children's Services Improvement Plan Delivery meeting.

1.5 Timescale for Completion:

On receipt of the Mini Learning Review Request Form, the Children's Services Improvement Plan Delivery Group will record the fact a Mini Learning Review is to be undertaken and set a date for the completed review to be presented back to the Children's Services Improvement Plan Delivery Group. This should be within **42 calendar days** of the request being presented to the Delivery Group.

Key words are "flexibility" and "proportionality". Mini Learning Reviews may not always be able to produce 100% gold standard delivery but they should be able to deliver solid, evidence based, practical, accessible learning and reflection on practice and the child protection system. It is about learning, practice and systems change, aimed at improving child protection to help keep children and young people safe in future.

1.6 Disagreement Resolution:

Where, in exceptional circumstances, services have not been able to reach agreement on the need for a Mini Learning Review this should be tabled at the Children's Services Improvement Plan Delivery meeting by the Lead for the service which identified the need for a Mini Learning Review. A decision will then be reached by the Children's Services Improvement Plan Delivery Group based on the presenting information and the match with the criteria.



2 Conducting a Mini Learning Review:

There is no fixed process for conducting a Mini Learning Review as the aim is to allow flexibility and scope within existing operational business requirements without the need for external, time consuming, detailed full-scale review. Mini Learning Reviews like full Learning Reviews should be multi-agency; bringing practitioners together with the review team or initiating Partnership lead in a structured process of engagement to reflect, increase understanding and identify key learning.

2.1 Partnership Lead:

The Partnership Lead would generally be at Head of Service, Senior Manager or Senior Officer level, within Children's Partnership Services which is believed to have greatest role or need for a possible improvement area, reflective practice, awareness raising or requirement to initiate improvement.

Children's Services Partners are expected to operate on an open, reflective, responsible and continuous improvement basis as per our partnership Self-Evaluation and Continuous Improvement Approach.

One of the aims of the Mini Learning Review is to act in a timely fashion to identify learning, improvement actions and to ensure they are undertaken as effectively as possible within a learning and development context. Therefore, the sooner the process of inclusion, discussion, and exploration gets underway, the greater the chances of progress and non-defensive participation.

2.2 Review Team:

The Partnership Lead should identify a small Review Team, usually from within the Partnership, although there may be an occasion when this could be from the wider staff group within the Local Authority or NHS Orkney.

Team appointment will depend on the anticipated work involved, for example, reading files, constructing "specific" chronologies i.e., Health Visiting patterns, Looked After Child Review decision-making, Police VPDs and patterns of involvement with the family or young person, school attendance, parental involvement, and evidence of disguised compliance.

Admin support would usually be of key importance.

2.3 Important Steps:

There are steps to be taken when considering and undertaking a Mini Learning Review, and the initiating Partnership Lead should:

1. Discuss this within the Partnership and seek agreement that initiating a Mini Learning Review is appropriate and meets the criteria;
2. Identify the questions and scope of the review (with a small team or by the initiating Partnership Lead);



3. Make the review a priority and identify a suitable timescale for completion of the review subject of agreement by the Partnership;
4. Identify and include everyone, including the views of children and families, who has a role and contribution;
5. Schedule meetings, interviews, audits and scrutiny;
6. Review information received immediately and compile the review report;
7. Present the review report to the Partnership for review and agreement; and
8. Implement all changes required from the findings within the Partnership (all Partners).

Learning from the process of conducting Significant Case Reviews under the previous model, indicates that the sooner people get together and start to explore the themes and possible learning areas, the better this is for effective learning and resultant improvement.

3 Learning and Development:

Mini Learning Reviews are best supported in the context of a learning and development organisation, the creation of which is a central aim of the Partnership.

It is essential, therefore, that the tone and aims of the Mini Learning Review are effectively communicated to staff and all parties involved in the process. The review should be conducted in an atmosphere of respect, trust and sharing, with appropriate “support and challenge” as per section 5 of the [Self-Evaluation and Continuous Improvement Approach, P0318-GUID-010](#).

3.1 Learning Objectives:

Learning objectives can be based on three areas of learning:

- Knowledge, skills, and attitudes.

These objectives when effectively organised and communicated, help the Partnership including those involved in the review process, to evaluate progress and encourages them to take responsibility for their learning.

Mini Learning Reviews are about the application of critical thinking and analytical skills to interpret what led to the identified concern or practice issue. Ultimately, they are aimed at changing organisational behaviour to improve services for the people we support.

Engaging the Partnership and children’s workforce early in the process will contribute to the preconditions for setting a learning and reflective approach.

4 Reporting Arrangements:

The completed review should be presented to the Partnership (Improvement Plan Delivery Group) for review and agreement which would include:



- Sign-off of the Mini Learning Review at Partnership level
- The Service Manager Public Protection (Lead Officer) and Partnership will consider if the Mini Learning Review is likely to have reached the criteria for full Learning Review and record conclusion and reasons e.g., does not meet criteria detailed above for a Learning Review
- The Mini Learning Review Lead or CSWO will present the Findings and Actions to the Child Protection Quality Assurance Sub Committee
- Feedback to COG (Public Protection) on Findings and Actions – Mini Learning Review Lead or CSWO

On completion of the Mini Learning Review process above and with sign-off, the most effective way of disseminating the findings from a distinct “learning & development” perspective will be planned within the arrangements outlined in the next section.

5 Dissemination of Learning:

- Meeting with those parties directly involved to share learning
- The implications of the Findings and Actions for the Improvement Plan – Inclusion in Improvement Plan or Evidence Log
- Dissemination to single services of learning and practice implications
- Partnership dissemination of learning and practice implications
- Feedback from all above and consideration of any further requirements for learning and development activities



Appendix 1 Mini Learning Review Request Form Template



This template supports the Mini Learning Reviews Procedure (P0318-PROC-003).

In the interests of consistency, the use of this template is strongly recommended to aid quality assurance of the review process.

Official – Sensitive - Personal

Request from:	
Contact details:	
Agency:	
Date completed:	

The purpose of a Mini Learning Review is to **learn and improve**, within our Self-evaluation and Continuous Improvement Approach, from issues identified from practice or specific incidents of concern. The presenting concern would generally be at a level below the threshold for triggering a Notification for a formal Learning Review.

Mini Learning Reviews can be initiated by any member of the Children's Services Partnership or Public Protection Committee in circumstances where they consider it meets the following criteria:

Importantly they should be of the view the criteria for a full Learning Review are not met.



Criteria for Mini Learning Reviews:

- Where the criteria for a Learning Review is not met.
- Where issues have been identified which may require improvements or awareness raising and reflective practice.
- To uncover how a practice issue or incident happened, including things that might not be revealed by professional reflective discussions or meetings to address specific concerns within our usual business discourse.
- Like Learning Reviews, Mini Learning Reviews may also be undertaken where effective working has taken place and outstanding positive learning can be gained to improve practice in promoting the protection of children and young people.

Where the referring agency or individual considers that a case meets the criteria above, they should complete and forward this Mini Learning Review Notification form to the Chair of the Children's Services Improvement Plan Delivery Group [insert email].



Information for Consideration of Mini Learning Review

Child's details	
Child's name/identifier:	
Child's date of birth:	
Child's date of death (if applicable):	
Child's home address:	
Child's current residence:	
Child's gender:	
Child's current legal status:	
Education establishment details:	
Please include key additional factors such as disability, ethnicity, religion:	
Parents'/carers' details	
Names and DOB of child's parents/carers:	
Address if different to child's:	
Child Protection Register	
Is the child's name currently on the Child Protection Register?	
Are any siblings currently on the Child Protection Register?	
Has the child's name previously been on the Child Protection Register? If yes, provide details, including dates.	
Have any siblings previously been on the Child Protection Register? If yes, provide details, including dates.	
Looked After Child	
Has the child been looked after by, or received aftercare/continuing care from local authority? If yes, please give details, including dates.	
Have any siblings been looked after by, or received aftercare or continuing care from the local authority? If yes, please give details, including dates.	

In case of more than one child for whom a Mini Learning Review should be considered, please repeat or amend the relevant rows in the table above, making sure to present the information in a clear manner, with adequate differentiation (e.g. using 'parents of Child 1' if they differ from the 'parents of Child 2')



Criteria for Mini Learning Review	
What grounds within criteria do you consider to apply for a Mini Learning Review?	
Immediate and general concerns	
Are there any immediate concerns? If yes: <ul style="list-style-type: none"> What are the immediate concerns and have these been passed to the relevant agency for consideration/action? What action has been taken? 	
Are there any general concerns identified during this process of notification? If yes: <ul style="list-style-type: none"> What are the general concerns and have these been passed to the relevant agency for consideration/action? What action has been taken? 	
Parallel processes	
Are you aware of any parallel processes for any other type of review being undertaken for this case? If yes, please give details:	
Are you aware of any criminal procedures being undertaken in connection with this case? If yes, please give details:	

Date of significant incident:
Summary of the case:

Name of service/agency/individuals involved with the child(ren) and/or family, including named person and lead professional			
Service:	Role with the child/ the family:	Practitioner name and title:	Contact details:



This information should be returned within **14 days** of receipt.

Information

Official – Sensitive - Personal



- You have been identified to participate in a Mini Learning Review and are asked to provide this information
- This requires to be completed within 14 calendar days and returned electronically to the person making this request
- This report requires information outlining your service's contact with the child and family.
- Include a brief account of involvement prior to the event which triggered the notification and some initial reflection of practice and decision-making in your agency. If you have historical information give a brief summary of the themes and issues identified in the background history section.

Mini Learning Review identifier	To be specified
Date of the request for information	To be specified

Child's name and identifier number:	To be specified
Date of birth:	To be specified
Date of death (if applicable):	To be specified
Date of significant incident:	To be specified
Gender:	To be specified

If more than one child for whom the Mini Learning Review is considered, repeat the second column.

Please provide the following information

Details	
Names of child's parents/carers and dates of birth :	
Names of siblings and dates of birth:	
Child's home address:	
Child's current address, if different from above:	
Education establishment details:	



If more than one child for whom the Mini Learning Review is considered, please amend or repeat the table above.

Summary of involvement with the child(ren) and/or family:	
Background history:	
Key practice issues: Please provide information on: <ul style="list-style-type: none"> • recognition and assessment of risk and need • information sharing • strategies and actions to minimise harm • timely and effective action taken • multi-agency responses • evidence of planning and reviewing • quality of record keeping • appropriate use of legal measures • evidence of child-centred practice • good practice • practice improvement 	
Parallel processes	
Are you aware of any current or planned reviews being undertake for this case? If yes, please give details:	
Are you aware of any criminal proceedings associated with this case? If yes, please give details:	
Report completed by	
Name	
Title	
Agency	
Email address	
Date	



6 Version History

Document status				
Version	Status	Date	Amended by	Reason / overview
0.0.A	Draft	27 September 2021	JL	First completed draft
0.0.B	Draft	27 September 2021	JL	Issued to COG for Approval
0.0.C	Draft	30 September 2021	JL, SAP, GO	Additional sections added by CSWO and inclusion of Appendix 1: form templates.
0.0.D	Draft	15 October 2021	JL	Approved by COG. Minor edits applied by CSWO. Issued to Improvement Delivery Group for review, specifically section 1.6 Disagreement Resolution.
1.0	Live	22 October 2021	Improvement Delivery Group	Content unchanged. Section 1.6 approved by Improvement Delivery Group 22 October 2021. Agreement to circulate document as live, Approved for Use. Note product number change from P0318-GUID-010-01 to P0318-PROC-003.