



Edinburgh Public Protection Committees

Joint Protocol for Conducting Learning Reviews

**December 2022
Revised January 2024**

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INTRODUCTION

Purpose of the protocol

This protocol provides a consistent, systematic and transparent approach to the process of Learning Reviews in child or adult protection. This protocol is informed by the [National Guidance for Child Protection Committees Undertaking Learning Reviews \(2021\)](#), and the [National Guidance for Adult Protection Committees Undertaking Learning Reviews \(2022\)](#).

The **Child Protection Committee** is an inter-agency strategic group, which oversees and evaluates child protection policy and practice in Edinburgh. The Committee provides individual and collective leadership and direction for the management of child protection services across the statutory and voluntary sectors.

The **Adult Support and Protection Committee** is a multi-agency body established under the terms of the Adult Support and Protection (Scotland) Act 2007 to ensure a coordinated approach to the protection of adults at risk of harm in Edinburgh. The Committee's main aim is to promote the highest standards of inter-agency practice in the protection of adults.

Together Edinburgh's protection committees are responsible for the development, performance and improvement of multi-agency public protection activity within the city. The committees report directly to the Edinburgh Chief Officers' Group – Public Protection.

Where cases have relevance to the work of other public protection committees – Offender Management Committee, Equally Safe Edinburgh Committee, Edinburgh Alcohol and Drug Partnership – representation and involvement of these Committees will be considered throughout. Where appropriate, identified learning may be shared within wider strategic forums, for example the Children's Partnership or the Corporate Parenting Board.

What is a Learning Review?

The key features of a Learning Review are:

- I. Inclusiveness, collective learning and staff engagement - A Learning Review should be multi-agency; bringing practitioners together with the review team in a structured process in order to reflect, increase understanding and identify key learning.
- II. Support for staff is critical and should be integral to the review process in order that they can participate fully in the process, reflect on their practice, share their knowledge and contribute to the emerging learning.
- III. A systems approach - The Learning Review does not stop at the points when shortcomings in professional practice have been recognised, it moves on to explore the interaction of the individual with the wider context, including cultural and organisational barriers, in order to understand why things developed in the way they did. The focus is on:
 - What happened;
 - How some assessments were made;
 - Understanding how people saw things at the time; what knowledge was drawn on to make sense of the situation; the resources available and the emotional impact of the work;
 - Effective practice;
 - Identification of learning points and how they will be actioned and implemented in future practice and systems;
- IV. Proportionality and flexibility - The situations under review will inevitably be complex and diverse and require a streamlined, proportionate and flexible approach to ensure effective learning.
- V. Timing and Timelines - Long review processes should be avoided. Optimum learning is achieved when it is relevant for current practice.

Underpinning Principles and Values

Learning Reviews are underpinned by the following core principles and values:

- They promote a culture that supports learning;
- Their emphasis is on learning and organisational accountability and not on culpability;
- They recognise that a positive shared learning culture is an essential requirement for achieving effective multi-agency practice;
- They are objective and transparent;
- They are sensitive to the needs and circumstances of children, young people and families;
- They ensure that staff are engaged and involved in the process and supported throughout the review;
- They recognise the complexities and difficulties in the work to protect children and young people and to support families;
- They produce learning which can be disseminated, both at local and national level, so it directly impacts on and positively influences professional practice and organisational systems.

(National Guidance for Child Protection Committees Undertaking Learning Reviews, 2021)

A key feature of Learning Reviews is that they are **not** investigations. Whilst individual practice or performance issues may be identified during the review

process, these are a matter for the relevant employer and there is no mechanism within the review process to progress, for example, disciplinary action or performance management. Where deemed appropriate and relevant to do so by the Review Team, such matters may be highlighted to the relevant employer as they emerge.

Criteria for undertaking a Learning Review

For adults:

An Adult Protection Committee will undertake a Learning review in the following circumstances:

1. Where the adult is, or was, subject to adult support and protection processes and the incident or accumulation of incidents gives rise for reasonable cause for concern about how professionals and services worked together to protect the adult from harm, **and** one or more of the following apply:

(i) The adult at risk of harm dies and

- harm or neglect is known or suspected to be a factor in the adult's death;
- the death is by suicide or accidental death;
- the death is by alleged murder, culpable homicide, reckless conduct, or act of violence.

or

(ii) The adult at risk of harm has not died but is believed to have experienced serious abuse or neglect

2. Where the adult who died or sustained serious harm was not subject to adult support and protection processes

(i) When the findings of an inquiry or review by another organisation or court proceedings, or a referral from another organisation gives rise to reasonable cause for concern about lack of involvement in relation to the Adult Support and Protection (Scotland) Act 2007

or

(ii) The Adult Protection Committee determines there may be learning to be gained through conducting a Learning Review.

Source: [National Guidance for Adult Protection Committees Undertaking Learning Reviews \(2022\)](#).

For children:

A Child Protection Committee will undertake a Learning Review in the following circumstances:

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 2021](#)

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 or not 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 criteria does not preclude a CPC reviewing the death of a child pre-birth.

Definitions

A child is defined as a person under 18 years of age. An adult is anyone over 18 years of age.

Situations may arise for learning reviews, particularly for 16 and 17 year old people, where there are legitimate interests and engagement from services for both children and adults. In such circumstances there should be discussions between the Child and Adult Protection Committees to determine which is the most appropriate to lead on a Learning Review, with agreement reached as to how each of the committees will be involved and updated on progress of the Review. This will require consideration on a case by case basis.

For those aged 18-26 who are care experienced or in receipt of throughcare, aftercare or continuing care at the time of the incident(s) which triggered a Learning Review notification, any reviews commissioned would ordinarily fall under the remit of the Child Protection Committee, unless the circumstances of the case were agreed by the relevant Chairs to be more appropriately considered by the Adult Support and Protection Committee.

Parallel processes

There can be a number of possible routes into the consideration of a Learning Review (see the attached process map for more details, Figure 1).

Alongside a Learning Review, there may be parallel processes to consider e.g. Fatal Accident Inquiry (FAI); criminal investigations or proceedings; Mental Welfare Commission Review.

These processes have distinct purposes. No process is inherently more important and expected to automatically take precedence. However, where there are ongoing criminal proceedings or FAI, the Crown Office and Procurator Fiscal Service (COPFS) may include conditions that impact on whether a Learning Review can start or end. There should be ongoing dialogue with Police Scotland, COPFS, Scottish Children's Reporter's Administration and any other relevant party to determine how a Learning Review can proceed in certain cases. Issues to be considered include how to:

- Link processes;
- Avoid witness contamination;
- Avoid duplicate information being collected; and
- Decision re whether to postpone a Learning Review until a parallel process has concluded.

Where a case is subject to police investigations or court proceedings, these should not inhibit the setting up of a Learning Review nor delay immediate remedial action to improve services. It is important that the purpose of the review process, which is to support professional and organisational learning and to promote improvement in inter-agency child protection practice, is understood and remains the focus. The COPFS and Police Scotland have a protocol which recognises that criminal proceedings can be managed simultaneously (see Annex 2 of the [National Guidance for Child Protection Committees Undertaking Learning Reviews 2021](#)). This national protocol was agreed by COPFS, Police Scotland and Child Protection Committees Scotland to

provide a framework for sharing appropriate information generated through both processes wherever possible.

Routes to consideration of a Learning Review

Under development

Learning Review – Decision Making Process

Notification

Any member of a Public Protection Committee, an agency or practitioner can raise a concern about a case where they believe there are further opportunities for organisational learning. Although, these matters should be discussed with a line manager in the first instance in order to ensure there is risk management and support in place and to agree next steps, single-agency and multi-agency, as required.

Concerns are raised by notifying agencies completing a Learning Review Notification Form (Appendix 1) and sending this via email to public.protection@edinburgh.gov.uk

When a request is received, Public Protection Business Support will acknowledge receipt, alert the Lead Officer and log the Notification. The individual's name will then be added to the list for discussion at the monthly Learning Review Panel.

Learning Review Panel

The Public Protection Learning Review Panel will be convened on a monthly basis over MS Teams.

The panel comprises of representatives from the Edinburgh Health & Social Care Partnership, City of Edinburgh Children's and Criminal Justice Services, NHS Lothian, Police Scotland (See Appendix 2 for details of this group's composition). The Panel will be Chaired by the Independent Chair of either the Child Protection or Adult Protection Committee.

The meeting will be quorate if there is representation from the 3 core agencies and at least 1 Lead Officer.

The purpose of the Panel is to recommend whether the Criteria for conducting a Learning Review may be met. This will involve reviewing a Learning Review Notification (Appendix 3) and any additional Background Reports (added to the Learning Review Notification, Appendix 3) and/or a Single-Agency Chronology. These will be request in advance by the Public Protection Administrator or one of the Lead Officers and should ordinarily be completed and returned via email to public.protection@edinburgh.gov.uk within 14 working days of the initial request. This will enable the Learning Review Panel to recommend:

- no further action,
- to return to the referrer or other partners for additional information
- to return to the referrer with an alternative approach to learning,
- or to progress to an Initial Learning Review meeting.

A tracker of the criteria met, recommendation and ongoing actions will be completed and stored by the Public Protection Team. The Learning Review Recommendation & Decision Form (Appendix 4) will also be completed by the Lead Officer for Adult or Child Protection.

- This will also include considering:
 - terms of reference

- a family liaison strategy
- members of the review team
- appointing a Chair and Reviewer(s).

Decision-making by the relevant Public Protection Committee

On discussing a Learning Review Recommendation Form at Adult or Child Protection Committee, the Committee's decision will be recorded (at the bottom of the Learning Review Recommendation & Decision Form Appendix 4).

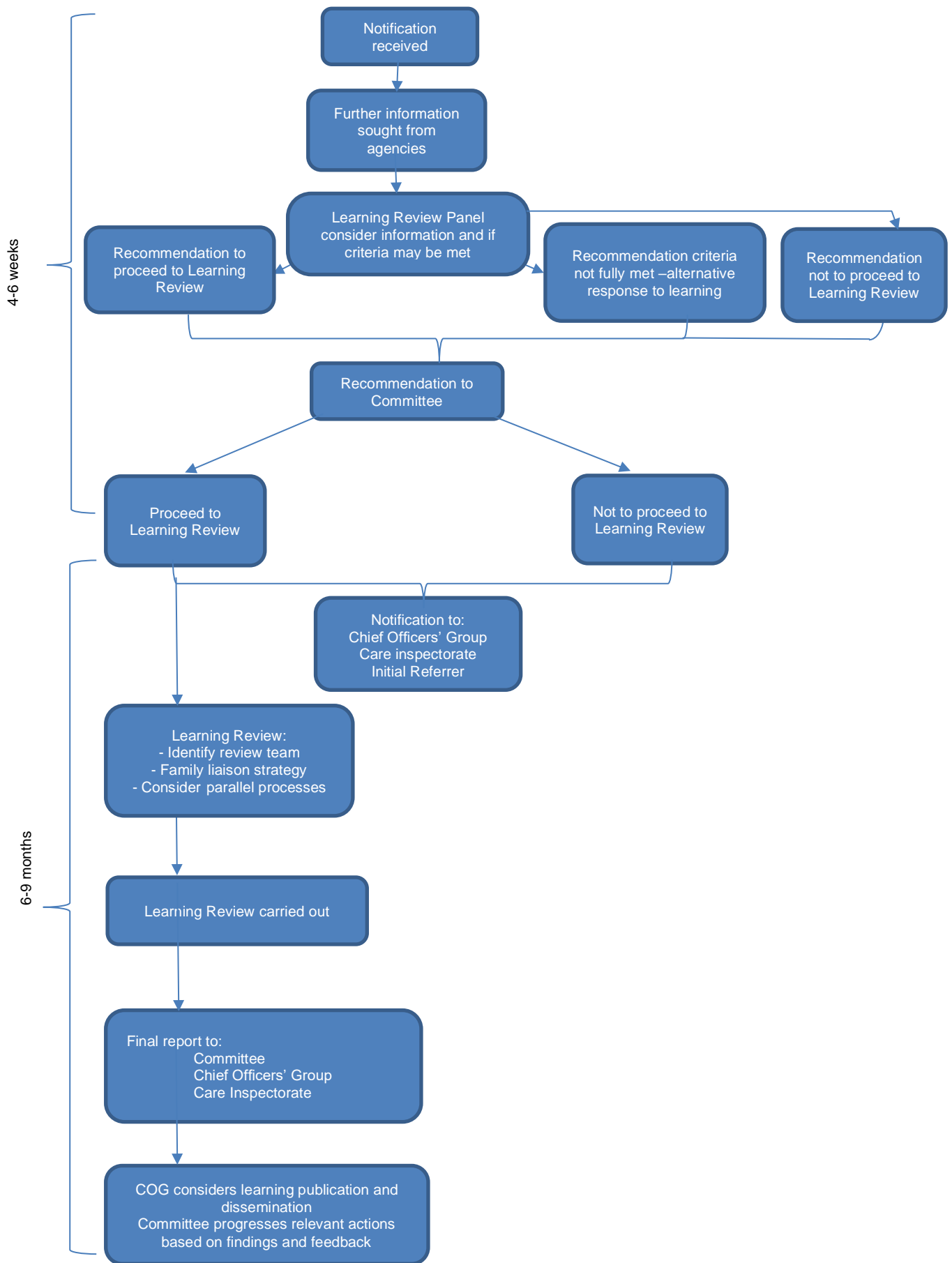
- If the Committee decides that a Learning Review should go ahead, they will review the proposed:
 - terms of reference
 - a family liaison strategy
 - members of the review team
 - appointing a Chair and Reviewer(s).
- If the Committee decides that a Learning Review is not required, they will consider if the situation contains any valuable reflective learning for practitioners/services/agencies and how that learning can be disseminated to the multi-agency workforce. *(The Learning Review Panel will be developing a menu of further reflective learning opportunities and briefings, which may be added to the recommendation form in time)*
- The Committee will assess the likely communication and media issues, as known at the time.

Following the Committee's decision, the relevant Chair will advise the Chief Officers' Group at the next meeting of the Chief Officers' Group or earlier if required.

The Lead Officer to the relevant Committee will also inform the Care Inspectorate of the decision to carry out a Learning Review using the [Care Inspectorate e-form system](#). and any other interested parties, such as the CDR Team, NHS Lothian.

Timescale for the initial decision-making process

The timescale for this initial decision-making stage will vary but every effort will be made to conclude this within 4-6 weeks from the receipt of the initial notification.



Potential Media Interest

Potential media interest should be discussed by the relevant Committee and COG. If a case is likely to attract high public and media interest, a strategy should be prepared. Media statements should make it clear that the purpose of the review is learning and not culpability.

If there is likely to be high levels of media attention, the Committee and COG will consider the impact on the staff and family involved in the review, advising and supporting them as much as possible. This will include identifying a spokesperson and those likely to be approached by the media for statements.

All key local and national partners, particularly the Scottish Government (child_protection@gov.scot), will be informed that media enquiries are anticipated, including situations when the decision is not to proceed with a Learning Review. This may include sharing the strategy and any pre-prepared statements so that an informed and agreed response can be provided.

Specific scenarios

More than one Public Protection Committee area is involved

- Chairs of each involved area will meet and agree a mechanism for joint working, including which area should take the lead and, if required, joint commissioning of the Reviewer and agreement on members of the Review Team.
- Clear channels for information sharing should be identified.
- Any disputes areas should be escalated to the relevant Chief Officers Group (COG) for consideration.
- In the case of a potential cross-border Learning Review, the Committee Chair should meet with the Chair of the relevant Safeguarding Partnership (England), Regional Safeguarding Board (Wales) or Safeguarding Board (Northern Ireland) to agree a mechanism for joint working.

More than one person

Where more than one person has died or sustained significant harm as a result of abuse, harm, neglect or exploitation the review must consider each person's perspective and experience individually but ensure that learning is brought together in one Learning Review report.

The Learning Review and other formal staff processes

Any issues of staff malpractice or competency will be referred to and managed by the relevant agency. Learning Reviews are about multi-agency learning to improve practice. They are not investigations or a means of dealing with complaints.

If a situation does not meet the criteria for a Learning Review

There will be some situations where it is decided that the criteria for a Learning Review have not been met. However, there may be some valuable reflective learning for practitioners and services. The Learning Review Recommendation Forms should consider other forms of learning, how these will be carried out and how they will be shared multi-agency. This will allow the Public Protection Committees to consider whether any learning points have been identified and how that learning can be disseminated to the multi-agency workforce.

UNDERTAKING THE LEARNING REVIEW

A systemic approach

A Learning Review is a collective endeavour and all reviews must adopt a systemic approach. This approach goes beyond individual or professional practice to explore underlying systemic factors, the links with organisational factors and the wider contexts.

The central idea is that any professional's performance is a result both of their own skills and knowledge, and of the organisational setting in which they are working.

A Learning Review must focus on understanding how people saw things at the time, why things happened as they did, what belief systems were operating and how capabilities and capacity were affected by the roles and positions adopted by family members and other professionals, together with the emotional impact of the work and the resources available.

An effective systemic model has the following components:

- It is truly participatory and collective, involving all relevant professionals, managers, agencies, and families.
- All participants in the review contribute to the critical reflection and analysis of the situation under review and the development of strategies to support practice and improve processes and systems across agencies.
- It adopts an analytical and evidence-based approach.
- There is an appreciation that learning is not something 'done' to people but rather something that people themselves do and own.
- It takes learning to a deeper level by examining systems, structures, and cultural and contextual factors.
- It explores the interrelated and interdependent parts of different services and agencies and the impact this had on the lived experience of the child who is the subject of the review.
- It explores how user-friendly systems are for service users including children and families, as well as professionals.
- It does not focus solely on what went wrong but also includes an examination and analysis of effective practice.
- Learning does not just come at the end of the review once the report is published. The learning develops with each Review Team meeting and professionals' event, as hypotheses are formulated and tested, and issues identified and explored.
- The learning from a review is disseminated and implemented in practice and in systems at both local and national level.

The Review Team

- The first step is to set up a Review Team which manages the whole process of the review. This will be a multi-agency group whose members have a working knowledge of the relevant services involved, but, as far as possible, have no direct involvement in the situation under review.
- The size of the review team should be conducive to learning and joint-working. Efforts will be made to ensure consistent participation of all members throughout the review and to keep membership changes to a minimum.
- It is the Review Team's responsibility to ensure the Learning Review remains proportionate and focussed and is conducted in accordance with the underlying principles and values set out on page 3.
- The Review Team will work together to review and assess all information available; clarify issues for further exploration and identify any gaps or deficiencies in the information.

The Review Team consists of the separate roles of:

- The Chair
- Team members
- The Reviewer(s)
- The Administrator

Specific guidance on the attributes, skills experience and knowledge is set out [in Annex 5 of the National Guidance](#).

The role of the Chair of the Review Team

The key components of the role of the Review Team Chair are to:

- Consider whether there are ongoing parallel processes;
- Coordinate the identification and engagement of relevant partners and suitable contributors to the Learning Review;
- Coordinate the work of the Review Team;
- Ensure that a clear and realistic timetable for the review is set out and adjusted where and when needed
- Ensure timely requests are made for key documentation from involved agencies and follow up instances when that information is not provided in a timely manner
- Chair and facilitate meetings of the Review Team
- Contribute to the development of the learning emerging through the review process
- Ensure the review process has a consistent child centred perspective throughout
- Meet with family members alongside the Reviewer as appropriate
- Attend practitioner and manager events alongside the Reviewer

The role of the Review Team members

It is important that members of the Review Team allocate sufficient time to the review. The main aspects of the role are to:

- Attend the meetings of the Review team;
- Contribute to the collection and collation of information throughout the review;
- Identify any gaps or deficiencies in the information available to the Learning Review and seek to remedy this;

- Act as an interface between their service or organisation and the Learning Review Team, contributing to all practical aspects of the review that are required from their service or organisation;
- Identify those professionals within their service/agency who will be part of the review
- Help participants to feel informed and supported before, during and after the review;
- Contribute to the identification of emerging themes and issues;
- Participate in the verification, interpretation, and analysis of the information;
- Assist in the drafting of the review report by critical and constructive appraisal.

The role of the Reviewer

The overarching role of the Reviewer is to facilitate and manage the learning emerging throughout the review process and to take responsibility for the production of a report which brings together all of the learning into a coherent whole.

The essential elements of the Reviewer's role are to:

- Work collaboratively and transparently with the Review Team Chair and members;
- Attend the meetings of the Review Team;
- Review and assess all information available to develop a full and multi-faceted understanding of the case;
- Interpret and analyse the workings and shortcomings of complex, multi-agency systems;
- Establish effective relationships with contributors to the review;
- Effectively facilitate group work and manage complex group dynamics;
- Facilitate practitioner and manager events so that:
 - Participants understand the purpose of the review as well as the underpinning principles and values of Learning Reviews;
 - Trust is established between participants;
 - All participants can voice their views in a safe manner;
 - Discussion, debate, probing, and constructive challenge are encouraged.
- Use a range of participatory approaches to obtain the views and experiences of children, young people, and their families;
- Pull together the learning and write the report, with the assistance of the Review team.

In some circumstances it may be appropriate to have two Reviewers.

The role of the administrator

The key aspects of the Administrator role are to:

- Administer meetings and events, including scheduling Review Team meetings, booking venues etc.
- Take minutes of Review team meetings and practitioner and manager events
- Support the communication of the Review Team.

Enabling factors within the wider context

A supportive Chief Officers Group is an essential enabling factor in ensuring that Learning Reviews are effective and fulfil their purpose. The Chief Officers Group will

take ownership of and have a constructive interest in the review process, findings and learning with strategic level commitment to implement the actions and learning stemming from the review.

Chief Officers will ensure that a sufficient budget is in place to resource Learning Reviews and recognise that Review Team members may need to devote multiple days to the review over and above their day-to-day work responsibilities.

Terms of reference

Terms of reference (TOR) will define the scope of the Learning Review, reflecting the rationale for undertaking a review and be relevant and specific to the situation under review. TOR will be based on the information known at the time. Proposed TOR will be drawn up at the point a recommendation is made to the Committee to proceed with a Learning Review. TOR are a living document and, once the review is underway, may need to be amended. The Committee should be informed of and in agreement with any changes to the Terms of Reference. The final TOR will be included in the Learning Review report at the completion of the Review.

Timescale

For learning to be relevant it is important that the review is completed as soon as possible. Once a decision has been made the review should be completed within 6 – 9 months.

Delays may be caused by parallel processes or issues adding to the complexity of the review. The Chair of the Review Team will report any reasons for delay to the relevant public protection committee and COG.

Engaging the family in the Review process

The family is integral to Learning Reviews, the Review Team must consider how to involve them in the process in a meaningful and sensitive way by developing a Family Liaison Strategy.

The purpose of engaging with the family is to explore their perspective and get their opinions about the practitioners and services who were involved in their lives. This will include what they found helpful or unhelpful and their suggestions for how services to children and adults could be improved. Their opinions contribute to the overall learning of the review.

Who constitutes the family group will differ from review to review but may include: parents; step parents; carers; siblings; grandparents; aunts and uncles; the child/young person/adult; other significant family members, including partners or spouses and close family friends.

- The family should be informed as soon as possible that a Learning Review is being undertaken and the purpose of that review should be clearly stated. Inviting them to take part in the review must be done sensitively.
- A decision must be made as to who, from the Review Team, will meet with the family and where.

- Meetings with the family should be arranged before any practitioner/manager events so that the family's views can be discussed.
- Arrangements must be made to feedback to the family the learning contained within the report and any strategies to improve practice and systems in the future. The family should also be asked how they found the process of the review itself and their feedback should inform the conduct of future Learning Reviews.
- The feedback may have a number of functions for the family. It may provide validation or reassurance, but it may also cause distress or revive painful memories. In some circumstances support from professionals may be needed.

Involving practitioners, first line managers and strategic managers

How practitioners and managers are involved in the review will depend on the model chosen to undertake the review.

Bringing together practitioners and first line managers in a group ensures that their voice directly contributes to the review and has two distinct purposes:

- Firstly, it enables them to describe what they did and why; to reflect on and analyse assessments and decision-making at the time and to identify what could have been done differently but also, what prevented them from doing this. It also enables the group to recognise effective practice and what worked well and why.
- Secondly, it generates immediate learning, at both an individual and at a group level that can be taken back into practice.

For strategic managers, meeting as a group is an opportunity to understand the learning from a particular situation in order to consider the implications from both a single agency and a multiagency perspective.

[Annex 6 of the National Guidance](#) provides further information regarding the facilitation of such events.

Review Team meetings

Regular meetings of the Review Team should be scheduled throughout the course of the Learning Review. The overall purpose of these meetings is to review the progress of the Review, identify the emerging learning, highlight issues and questions for further exploration, set out the next steps and allocate tasks. The focus of each Review Team meeting will differ depending on the stage in the review process. For instance, in the early stages collating information, identifying any significant gaps in that information, and clarifying which practitioners and managers should be involved in the Review and how they will be supported to participate effectively will be on the agenda. As the Review progresses the Review Team meetings will consider the learning emerging from contact with family members and from the practitioner and manager events. In the latter stages of the Learning Review the focus will be on the construction of the report.

All information processed by the Review Team must be kept secure, particularly given its sensitivity, and should be relevant to and necessary for the Review, rather

than excessive. The final report will be retained for one hundred years, in accordance with information governance and compliance arrangements.

The Report

The Learning Review report will identify key learning points it should be clear, succinct, and as anonymous as possible.

A template for the report is included as Appendix 7.

It is the responsibility of the Reviewer to pull together the learning and draft the report. This will be done alongside the Review Team whose role is to scrutinise, challenge appropriately and ensure that the report represents all the learning that has been generated by the Review process.

The report content should cover:

- A brief description of how the review was conducted;
- A brief outline of the circumstances that led to the Learning Review;
- The practice and organisational learning that has been identified and the evidence substantiating this learning;
- Examples of effective practice in the situation under review and the reason why it was effective
- Suggested strategies for improving practice and systems. It must be noted that in some situations the Review Team may conclude that practice and processes have not failed or been inappropriate and no changes are required.

Suggested strategies for improving practice and systems should be CLEAR¹. This means that:

- **The Case for change:** issues that give rise to the need for change should be identified and the likely consequences should no change occur.
- **Learning orientated:** any suggested strategies should highlight key lessons for practice identified by the review process and should promote learning.
- **Evidence based:** proposed strategies for improving systems and practice should draw on evidence of any shortcomings in policy or practice revealed by the review and only be made if evidence exists that their implementation will effectively address the shortcomings identified in the review report.
- **Assign responsibility:** each strategy should identify the discipline or organisation with responsibility for implementation, recognising that some will require a collaborative response.
- **Review:** any strategies recommended by the review report should be amenable to review.

The Learning Review report will be presented to the relevant Public Protection Committee and thereafter the Chief Officers Group by the Chair of the Review Team and Reviewer for consideration and sign off.

¹ Buckley H, O’Nolan C (2014) *Child Death Reviews: Developing CLEAR Recommendations* in Child Abuse Review Vol 23

Publishing the Report

The Committee will make a recommendation to COG as to whether or not to publish the report. COG will decide if and when to publish the report. Where a decision not to publish the report is taken, the exceptional circumstances underpinning that decision will be noted in the minutes of the Chief Officers Group meeting. If a report is not published, then the learning should be extracted from the report and published separately.

All Learning Review reports are submitted separately to the Care Inspectorate and the findings incorporated into publications which summarise national learning. No local area is identifiable from these publications.

The final report and all associated documentation remains the property of the relevant Committee and any decisions to share this information further are a matter for the Committee's consideration.

DISSEMINATING AND IMPLEMENTING THE LEARNING FROM THE REVIEW

The dissemination and implementation of learning from a Learning Review has several components which are:

- The implementation of suggested strategies, specified in the report, for improving practice and systems
- Dissemination of learning at a local level
- Dissemination of learning at a national level

Implementation of suggested strategies

The report will often contain suggested strategies for improving practice and systems. The relevant Committee will ensure that a succinct action plan is drawn up to support the implementation of these strategies. The action plan will clarify who will do what and within what timescale.

The Chief Officers Group will consider the Action Plan, as well as any resource issues that are relevant for the production and progress of the Action Plan.

The implementation efforts should use data and evidence to periodically review and evaluate whether or not they have achieved the desired outcome.

Dissemination of learning at a local level

The purpose of dissemination at a local level is twofold:

- i. Firstly, to clarify what the learning is and what led to that learning so that it is understood by practitioners, managers and organisations
 - ii. Secondly, to explore how that learning can be embedded in practice and systems
- There are a number of approaches and models that can be used to disseminate learning at a local level. The relevant Committee will discuss and agree an approach.

Dissemination of learning at a national level

Dissemination of learning at a national level is facilitated by the publication of annual overview reports by the Care Inspectorate and by regular meetings of the Learning Review Liaison Group. This group, comprising representatives from the Scottish Government, the Care Inspectorate and CPCScotland, has been established to provide a forum to discuss thematic findings from child protection Learning Reviews that have national implications for policy and practice development.

Dissemination of learning at a national level can also be facilitated by the online Learning Review [Knowledge Hub](#). This online forum enables members to participate, contribute and share information, knowledge and best practice relating to the Learning Review process, practice and learning. Membership of the Learning Review Knowledge Hub is restricted to those who have a specific role, remit and focus on case review processes, research, policy and learning.

EDINBURGH PUBLIC PROTECTION COMMITTEES

OFFICIAL – SENSITIVE – PERSONAL

LEARNING REVIEW **NOTIFICATION or BACKGROUND INFORMATION**

Request from:	
Contact details:	
Agency:	
Date completed:	

Any member of the Child Protection Committee/Adult Support and Protection Committee, agency or practitioner can ask for a case to be considered for a Learning Review if they consider it meets the following criteria:

CRITERIA**For adults:**

An Adult Protection Committee will undertake a Learning review in the following circumstances:

1. Where the adult is, or was, subject to adult support and protection processes **and the incident or accumulation of incidents gives rise for reasonable cause for concern about how professionals and services worked together to protect the adult from harm, and one or more of the following apply:**
 - (i) The adult at risk of harm dies and
 - **harm or neglect is known or suspected to be a factor in the adult's death;**
 - **the death is by suicide or accidental death;**
 - **the death is by alleged murder, culpable homicide, reckless conduct, or act of violence.**

or

 - (ii) The adult at risk of harm has not died but **is believed to have experienced serious abuse or neglect**
2. Where the adult who died or sustained serious harm was not subject to adult support and protection processes
 - (i) When the findings of an inquiry or review by another organisation or court proceedings, or a referral from another organisation **gives rise to reasonable cause for concern about lack of involvement in relation to the Adult Support and Protection (Scotland) Act 2007**

or

(ii) The Adult Protection Committee determines **there may be learning to be gained through conducting a Learning Review.**

Source: [National Guidance for Adult Protection Committees Undertaking Learning Reviews \(2022\).](#)

For children:

A Child Protection Committee will undertake a Learning Review in the following circumstances:

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 2021](#)

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 or not 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 criteria does not preclude a CPC reviewing the death of a child pre-birth.

Where the referring agency or individual considers that there are further opportunities for organisational learning, they should complete and forward this Learning Review Notification form via email to public.protection@edinburgh.gov.uk

If the referrer wishes, they can discuss the case with the relevant Lead Officer prior to submission: Adult Support and Protection: jessica.haenow@edinburgh.gov.uk

Child Protection: laura.g.brown@edinburgh.gov.uk

The decision about whether a Learning Review will be undertaken will be made by the relevant Public Protection Committee after information from services/agencies/individuals who are involved with the child/adult has been submitted and considered.

Information For Consideration Of Learning Review

Child/Adult's details	
Child/adult's name/identifier:	
Child/adult's date of birth:	
Child/adult's date of death (if applicable):	
Child/adult's home address:	
Child/adult's current/last residence (if different):	
Child/adult's gender:	
Please include key additional factors such as disability, ethnicity, religion:	
Parents'/carers'/next of kin details	
Names and DOB of child/adult's parents/carers/next of kin:	
Address if different to child/adult's:	
Adult only:	
Is/was the adult subject of any statutory powers at time of concerns arising in relation to Adult Support and Protection, Adults with Incapacity or the Mental Health (Care & Treatment) Act?	
Contact details for any Guardian or Power of Attorney, if known	
For child only:	
Child's current legal status:	
Education establishment details (if applicable):	
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.	
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 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 Learning Review	
What grounds within criteria do you consider to apply for a 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:	
Are any other local authority/health board areas involved with the child/adult?	

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:

Information to enable a Recommendation on Learning

Date of significant incident:
Summary of your agency's involvement with the child(ren), adult(s) and/or family (Please attach a single-agency Chronology, if you have one):
Background history (Please attach a single-agency Chronology, if this is easier):
Key practice issues: Please provide information on: <ul style="list-style-type: none">• recognition and assessment of risk and need in relation to the child(ren)/family/adult,• information sharing in this case,• 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 person-centred practice,• any good practice identified,• any areas identified for practice improvement.

The recommendation is that this notification will be responded to within 4 – 6 week, with the outcome of the relevant Public Protection Committee's consideration of whether or not to proceed with a Learning Review.

Please complete and forward this Learning Review Notification form via email to public.protection@edinburgh.gov.uk

Appendix 2
Learning Review Panel - membership

Agency	Key Invitees
City of Edinburgh Council	<p>Chief Social Work Officer Depute Chief Social Work Officer</p> <p>For child protection: Service Director – Children’s and Criminal Justice Services Senior Manager, Children’s Practice Teams & Review Team</p> <p>For adult protection: Principle Social Worker Health & Social Care Partnership</p>
NHS Lothian	<p>Director of Public Protection Clinical Nurse Manager, Public Protection Team Lead Nurse, Public Protection Team</p> <p>For child protection: Lead Paediatrician for Child Protection in Edinburgh, Department of Community Child Health</p>
Police Scotland	<p>Detective Chief Inspector, Edinburgh Public Protection Unit</p> <p>For child protection: Detective Inspector with responsibility for child protection, Edinburgh PPU</p> <p>For adult protection: Detective Inspector with responsibility for adult protection, Edinburgh PPU</p>
Public Protection Committees	<p>For adult protection: Chair of the Adult Support and Protection Committee Lead Officer for Adult Protection</p> <p>For child protection: Chair of the Child Protection Committee Lead Officer to the Edinburgh Child Protection Committee</p>

EDINBURGH PUBLIC CHILD PROTECTION COMMITTEES
 OFFICIAL – SENSITIVE- PERSONAL
LEARNING REVIEW RECOMMENDATION AND DECISION

Child/adult's name(s) and date(s) of birth:	
<i>Learning Review identifier:</i>	

Notification from:	
<i>Name:</i>	
<i>Agency:</i>	
<i>Date of notification:</i>	

Basis for referral:

Agencies that provided information during the information gathering stage:

A brief outline of the case:

Current circumstances of the child/adult and family (including actions taken):

Details about other formal (/parallel) processes:

Analysis	
Based on the information provided to the meeting, comment on whether the Criteria for undertaking a Learning Review have been met and how additional learning may inform improvements in the protection of children and young people.	
Recommendation	
After consideration of the notification and the information submitted from relevant agencies, the nominated person/sub-group within the CPC:	
	recommends a Learning Review to be undertaken.
	does <u>not</u> recommend a Learning Review to be undertaken.

A brief rationale for the recommendation (overall views on the information gathered and the criteria):

Recommendation completed by:	
Name:	
Title:	
Email address:	
Date :	

LEARNING REVIEW DECISION

To be completed ONLY once the LEARNING REVIEW RECOMMENDATION has been discussed at Adult or Child Protection Committee.

Section 1: The Decision	
	After consideration of the information submitted from relevant agencies, the Child Protection/Adult Support and Protection Committee (DELETE AS APPROPRIATE) have considered the request for undertaking a Learning Review and have decided that this does reach the criteria for a Learning Review.
	After consideration of the information submitted from relevant agencies, Child Protection/Adult Support and Protection (DELETE AS APPROPRIATE) have considered the request for undertaking a Learning Review and have decided that this does <u>not</u> reach the criteria for a Learning Review.
A brief rationale for the decision:	

Section 2: Next steps	
2A: To be completed if the decision is to proceed with a Learning Review	Initial considerations regarding: <ul style="list-style-type: none"> Learning Review Team set up terms of reference and the time-period under review family liaison approach
2B: To be completed if the decision is <u>not</u> to undertake a Learning Review	Reason for not proceeding with a Learning Review:
	Initial considerations regarding an alternative approach for learning (e.g. facilitated multi-agency or single agency reflective sessions, file audits etc.):

Section 3: Further considerations
Communication and media approach (where relevant):
Other (/parallel) reviews or processes (where relevant):

Notification to Committee (date and details):
Notification to Chief Officers Group (date and details):

Completed by:	
Name:	
Title:	
Email address:	
Date :	

EDINBURGH PUBLIC PROTECTION COMMITTEES
OFFICIAL – SENSITIVE- PERSONAL
LEARNING REVIEW NOTIFICATION RESPONSE

Request from:	[to be specified]
Contact details:	[to be specified]
Referring agency:	[to be specified]
Date of notification:	[to be specified]
Child’s/Adult’s name and date of birth:	[to be specified]
Learning Review identifier :	[to be specified]

<p>Thank you for the notification for consideration of a Learning Review. The Child Protection/Adult Support and Protection Committee has considered the information submitted and have determined that:</p>	
	This reaches the criteria and the relevant public protection committee decided to proceed with a Learning Review.
	This does not reach the criteria for a Learning Review, however it may be that an alternative approach for learning may be undertaken. [include more details, if available]

Completed by:	
Name:	
Title:	
Date:	
Email address:	