



## East Ayrshire Adult and Child Protection Committees

### Ayrshire Learning Review Guidance

May 2023

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## Introduction

This guidance applies to Learning Reviews commissioned by both Child and Adult Protection Committees across North, East and South Ayrshire. It replaces the Pan Ayrshire Protocol for Child Protection Committees conducting an Initial or Significant Case Review (2015) and the guidance on Adult Support & Protection Learning Reviews that were operable in the three Ayrshires until the adoption of this 2023 Ayrshire guidance.

It has been locally adapted based on the National Guidance for Child Protection Committees undertaking Learning Reviews (Scottish Government, 2021), and the National Guidance for Adult Protection Committees Undertaking Learning Reviews (Scottish Government 2022).

Protecting adults, children and young people is an inter-agency and inter-disciplinary responsibility overseen by Adult Protection Committees (APCs) and Child Protection Committees (CPCs) and it is these committees who are responsible for deciding whether a Learning Review is warranted and, if so, for agreeing how the review is conducted. Both committees will keep their relevant Chief Officer Groups advised of all cases referred for a potential Learning Review, and will report their recommendations on these matters to the Chief Officer Group (COG) for consideration and ratification.

The overall purpose of a Learning Review is to bring together agencies, individuals and families in a collective endeavour to learn from what has happened in order to improve and develop systems and practice in the future and thus better protect adults, children and young people.

Learning Reviews should seek to:

- understand the full circumstances of the death of, or serious harm to, an adult or child
- examine and assess the role of all relevant services, relating both to the adult or child and also, as appropriate, to relatives, carers or others who may be connected to the incident or events which led to the need for the review
- explore any key practice issues and why they might have arisen, including identifying systemic issues
- consider the question of “How did the situation present itself to the practitioner at the time, and how did this lead to decisions and actions taken at the time?”
- establish whether there are areas for improvement and lessons to be shared, about the way in which agencies work individually and collectively to protect adults and children at risk
- identify areas for development, how they are to be acted on and what is expected to change as a result
- consider whether there are issues with the system and whether services should be reviewed or developed to address these
- establish findings which will allow the APCs and CPCs to consider what recommendations need to be made to improve the quality of services.

This guidance supports the work of the APC or CPC by helping them in their reviews to:

- undertake them at a level which is necessary, reasonable and proportionate

- adopt a consistent, transparent and structured approach
- identify the skills, experience and knowledge that are needed for the review process
- address the needs of the many different people and agencies who may have a legitimate interest in the process and outcome.

## Definitions

For the purpose of this Guidance:

- **a child** is a person under the age of 18, although there may be exceptions for care leavers who were in receipt of aftercare or continuing care at the time of the incident that led to a Learning Review Notification. A comprehensive definition is provided in the [National Guidance for Child Protection in Scotland](#).
- **an adult** is defined for the purposes of the Adult Support and Protection (Scotland) Act 2007 as a person aged 16 or over
- an **'adult at risk'** is defined as someone who meets **all** of the following three criteria (commonly known as the three-point test):
  - that they are unable to safeguard their own well-being, property, rights or other interests;
  - that they are at risk of harm; and
  - because they are affected by disability, mental disorder, illness or physical or mental infirmity they are more vulnerable to being harmed than adults who are not so affected

**Note:** 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, and the involvement of the Chief Social Work Officer (CSWO) will be helpful in these deliberations.

## Key features of learning reviews

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**

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 these 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 this therefore requires a streamlined, proportionate and flexible approach to ensure effective learning. This flexible approach remains grounded in the underpinning principles and values of Learning Reviews.

### **V. Timing and Timelines**

Long review processes should be avoided. Optimum learning arises not just when the process allows significant events to be identified but also when it is relevant for the current practice context.

## Underpinning principles & 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 adults, children and young people and families
- They ensure that staff are engaged and involved in the process and supported throughout the period of the review
- They recognise the complexities and difficulties in the work to protect adults, 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

## Creating the Preconditions for Learning

Learning Reviews are not investigations. They are an opportunity for in-depth analysis and critical reflection in order to gain greater understanding of inevitably complex situations and to develop strategies to support practice and improve systems across agencies. It is important, therefore, to create and sustain a positive shared learning culture throughout the process of the review.

Reviewing complex situations can raise anxiety in individuals and organisations. This anxiety can block learning by generating defensiveness, with a consequent inability to review and reflect. In order to create the preconditions for learning it is essential that individuals who are part of the review process feel safe so that they can begin to honestly consider what has happened and engage in appropriate and constructive questioning and challenge. This will then result in the development of ideas and realistic and realisable action plans. Clarifying objectives, setting out purpose and being transparent about expectations, based on a culture of respect and value for all professions and services, will help to minimise defensiveness and manage the inevitable anxiety within organisations, systems and individuals.

Effective leadership is crucial to creating the preconditions for learning. Chief Officers, who are accountable for all the work of the Adult and Child Protection Committees, must promote and support national learning and improvement activity in the protection of children and adults as a matter of course, providing leadership and guidance in relation to the need to carry out Learning Reviews.

## Criteria for undertaking a learning review

### Child protection

The 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](#);

**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 CPC 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.

**Note:** these criteria do not preclude the CPC reviewing the death of a child pre-birth.

### Adult support and protection

The Adult Protection Committee will undertake a Learning Review in the following circumstances:

**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:

**The adult at risk of harm dies and**

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

**Or**

**The adult at risk of harm has not died but** is believed to have experienced serious abuse or



neglect.

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

**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.

**Note:** For both CPCs and APCs, Learning Reviews may also be undertaken where the criteria are not fully met but the respective Committee determines that there may be significant learning to be gained by conducting a Learning Review; or where effective working has taken place and outstanding positive learning can be gained to improve practice.

**Note:** A Learning Review will not generally be considered in cases where there has been only single agency involvement, but there may be circumstances where this will be appropriate. When a Learning Review is not considered appropriate in such cases, the relevant Committee will want to be assured that appropriate attention is being given to learning within that single agency.

## Parallel and other review processes

Learning Reviews are one of the many processes that exist to support learning and continuous improvement, and will be important to be aware of, and liaise with, any parallel processes being undertaken.

The parallel processes to be considered may include (this is not an exhaustive list):

- Criminal investigations
- Local Authority Report on the Death of a Looked After Child
- NHS significant critical incident or Significant Adverse Event Reviews
- Drug (and Suspected Drug) Related Death Reviews
- Fatal Accident Inquiries (FAI)
- Investigations by, among others, the Care Inspectorate, Healthcare Improvement Scotland, Health & Safety, Scottish Fire & Rescue Service, Procurator Fiscal, Scottish Prison Service, MAPPa, Mental Welfare Commission, Office of the Public Guardian
- Disruption Meetings and Carer Review Panels that public and provider agencies hold internally when there is a significant detrimental event in a child's placement (including abusive)
- Sudden Unexplained Deaths in Infants (SUDI)
- Suicide Reviews
- Large Scale Investigations

These processes have distinct purposes, and some are the subject of separate statutory guidance. No process is inherently more important and therefore expected to automatically take precedence. However, where there are ongoing criminal proceedings or an FAI, the Crown Office and Procurator Fiscal Service (COPFS) may include conditions that impact on whether a Learning Review can be easily progressed or concluded. To help establish what status a Learning Review should have relative to other formal investigations, there should be ongoing dialogue with Police Scotland, COPFS, Scottish Children's Reporter Administration (SCRA) or others to determine how far and quickly the Learning Review process can proceed in certain cases.

Good local liaison arrangements are important. Issues to be considered include how to:

- Link processes;
- Avoid witness contamination;
- Avoid duplicate information being collected; and
- Decide whether to postpone a Learning Review if a parallel process is running, and wait for the determination of the parallel proceedings.

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 being taken 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 future inter-agency practice, is understood

and remains the focus. The COPFS and Police Scotland have a protocol which recognises that criminal proceedings can be managed simultaneously, and there is a National Protocol agreed by COPFS, Police Scotland and Child Protection Committees to provide a framework for the sharing of appropriate information generated through both processes wherever possible (see **LRCP4**). There is as yet no similar protocol regarding adults.

In all other cases, consideration must be given to the potential parallel processes listed above, with a multi-disciplinary Planning Meeting usually taking place to agree how best to proceed at the earliest opportunity, in order to minimise duplication and maximise learning. The Child or Adult Protection Committee will discuss the most appropriate review type and sequence as appropriate with the organisation or body responsible for the parallel process.

Confidence in the agreed process and a joint commitment to keeping the child or adult and their family at the centre of any review will ensure that a robust and shared learning process takes place without delay.

### **National Hub for Reviewing and Learning from the Deaths of Children and Young People**

The National Hub for Reviewing and Learning from the Deaths of Children and Young People has been set up by the Scottish Government to ensure that the death of every child in Scotland is subject to a quality review and that there is a consistent approach and coordinated process for all local review activity that is undertaken in relation to learning from the circumstances surrounding the deaths of all children and young people in Scotland. The overarching purpose of the National Hub is to ensure that data generated from these reviews will inform national policy, education and learning and contribute to the prevention of child deaths in the future.

The National Hub, hosted by Healthcare Improvement Scotland and the Care Inspectorate, will ensure reviews are conducted on the deaths of all live born children up to the date of their 18th birthday, or 26th birthday for care leavers who are in receipt of aftercare or continuing care at the time of their death.

Within Ayrshire, the Child Death Overview Process (CDOP) Co-ordinator will contact the identified East Ayrshire CDOP implementation lead, who will in turn make contact as early as possible with the relevant CPC Lead Officer, if they believe a case meets the criteria for a Learning Review. A discussion, and agreement on how this should be managed, should ensue. All organisations and agencies involved should work together to undertake one single review wherever this is possible and appropriate. The rationale for deciding which review process should be carried out should be clear, take into consideration any statutory, legal, or national requirements, and be reached in a timely manner. A National Child Death Review and Learning Hub process map can be found [here](#).

## Initiation of a learning review: the decision-making process

Any member of the Child or Adult Protection Committee, agency or practitioner can raise a concern about a case which it is believed meets the criteria for a Learning Review and submit a Notification to the relevant Committee via the agreed organisational management route. This should be using the relevant Potential Learning Review Notification template (see **LR1**). Family members and/or carers are not able to directly request Learning Reviews but have access to complaints procedures within agencies where they feel dissatisfied with aspects of how cases have been dealt with.

On receipt of this Notification the relevant Committee Chairperson will, with the assistance of the Lead Officer and in consultation with the Chief Social Work Officer and other Senior Officers as required, confirm whether the criteria for a Learning Review as described in this document have likely been met. In some cases it may be helpful to convene a Learning Review Planning Meeting to discuss, but this is NOT a meeting of the formal Learning Review Panel.

If it is agreed the criteria **are** met then the formal process will be initiated with a request for further information from all agencies involved with the adult / child and family. This is done using the relevant Information for Consideration of a Learning Review form (see **LR2**). If it is decided that the criteria for a Learning Review have **not** been met this decision will be communicated to the initial referrer, the CPC / APC and COG along with Notification to the Care Inspectorate.

The purpose of information gathering at this stage is to support a decision about whether or not to proceed with a Learning Review with reference to the criteria as specified in the previous section. Therefore the information gathered should be proportionate and only enough to assist in making that decision. It will include a brief account of agency involvement prior to the event which triggered the notification and some very initial reflection regarding practice and decision-making within that agency.

After consideration of the gathered multi-agency information the Committee Chairperson will then convene a Learning Review Panel (the Panel) of senior staff from all agencies relevant to the particular case. It is expected that for CPC cases this will routinely include the Committee Chairperson, CPC Lead Officer, senior staff from Education, the Health and Social Care Partnership, the Council, the Chief Social Work Officer, Scottish Fire & Rescue Service, Police Scotland, SCRA, NHS Acute and Primary Care services and other agencies as appropriate, including senior staff from any provider organisations involved. A similar attendance will be expected for APC cases with the exception of agencies who have a sole focus on children and young people. The attendance list should be agreed by the Committee Chairperson and Panel on a case by case basis.

The Panel will review the information provided by agencies, and will then make a recommendation to the APC or CPC and COG on whether or not to proceed with a Learning Review. This will be recorded in the Learning Review Panel Recommendation form (see **LR3**). If progression to a Learning Review is recommended then the proposed Terms of Reference for the Review should be included along with consideration of a communication strategy to interested agencies and parties (including the family), consideration of any support needs for staff and consideration of any likely media interest. If progression to a Learning Review is not recommended then consideration should be given to the need for any alternative approach for learning.

The recommendation should then be considered by the APC or CPC and finally the COG for ratification. The Care Inspectorate will also be informed, using its online Notification process. If the final decision ratified by the Chief Officer Group is to go ahead with a Learning Review, then a Learning Review Team will be established and a Lead Reviewer(s) will be appointed.

### **Potential Media Interest**

Consideration of potential media interest should be discussed by the APC / CPC and Chief Officer Group. When cases are likely to attract high public and media interest, a strategy should be prepared allowing for a range of scenarios. Media statements should make it clear that the purpose of the review is learning and not culpability.

### **Timeframe for the Initial Decision-Making Process**

The timeframe for this initial decision-making stage will vary depending on the situation being considered. However, timeliness is important, so that any learning arising is relevant to the current practice context. Therefore, a maximum of 6 weeks (**42 days**) is an appropriate timeframe for the completion of this process.

### **Cross-Authority Cases**

A Learning Review in one area may involve agencies from a different Local Authority, Health Board or Police Division.

In the case of a potential cross-authority Learning Review within Scotland, the relevant Committee Chairpersons from both areas should meet and agree a mechanism for joint working, including which Committee should take the lead and if required, joint commissioning of the Panel, the Lead Reviewer and agreement on the composition of the Learning Review Team. It will also be important that clear channels are identified for how information is shared across local authorities. Any disputes (between local authorities) should be escalated to the relevant Chief Officer Group for consideration, and the Chief Social Work Officer should be kept informed.

In the case of a potential cross-border Learning Review in England / Wales or Northern Ireland, the Committee Chairperson should meet with the relevant Chairperson of the relevant Safeguarding Board or equivalent, to agree a mechanism for joint working.

### **More than One Individual**

There may be review cases where more than one individual is involved. The review process must consider each persons' specific circumstances to ensure that learning arising from the individual circumstances is brought together in one Learning Review report.

## **The Learning Review and other Formal Organisational Processes**

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

### **When a Situation does not meet the Criteria for a Learning Review**

There will be some situations where, after careful consideration by the Panel, it is decided that the criteria for undertaking a Learning Review have not been met. However, the situation may still include some valuable reflective learning for practitioners and services and therefore it is important that the relevant Committees & organisations give consideration to what might be learned and how that learning can be disseminated to the multi-agency workforce. The Care Inspectorate is required to be notified of all cases where a formal request for a Learning Review to be considered has been submitted, so should be advised at this point of this outcome.

There are several ways in which this learning can be facilitated & accessed. This includes facilitated multi-agency or single agency reflective sessions or other quality assurance or evaluation processes. Whatever the approach, these are all part of a continuous cycle of agency learning and development. As such, any learning activity like this needs to conclude with a short and succinct report identifying key learning and, if appropriate, some multi-level strategies for changing, improving, or strengthening practice in the future and for sustaining improved practice.

## Undertaking a learning review

### A Systemic Approach

It is important to emphasise that a Learning Review is a collective endeavour and that, whilst the detail of how a review is undertaken may vary, all reviews must adopt a systemic approach. Such an 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, therefore, 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 has had on the lived experience of the child or adult who is the subject of the review
- 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, there is a 'thread of learning' throughout the review process. 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 a local and a national level.

### Terms of Reference

The Terms of Reference is a guiding framework which defines the scope of the Learning Review. Terms of Reference (TOR) will be agreed by the APC / CPC and COG and should reflect the

rationale for undertaking a review and be relevant and be specific to the situation under review. Based on the information known at the time, proposed Terms of Reference will be drawn up by the Learning Review Panel at the point a recommendation is made to the relevant Committee and COG to proceed with a Learning Review. It should be noted that the Terms of Reference are a living document and, once the review is underway, may need to be amended as further information is collated by the Review Team. The relevant Committee should be informed of and be in agreement with any changes to the TOR. The final TOR will be included in the Learning Review Report at the completion of the Learning Review.

## **The Review Team**

When a decision has been made to proceed to a Learning Review the first step is to set up a Learning Review Team. The Review Team manages the whole process of the review and is a multi-agency group whose members will be senior staff who should have a working knowledge of the relevant services involved in supporting the adult or child(ren) and families, but, as far as possible, not have had direct involvement in the situation under review.

The Review Team will be chaired by an officer with the knowledge, skills and experience to undertake the role of Chairperson. Deciding who will chair the Review Team will depend on the circumstances of each particular case. It is expected that the Learning Review Panel will consider and agree the members and roles of the Review Team, and will identify administrative support agreed to support the work of the Review Team and the review process itself. The Lead Reviewer will be expected to attend meetings of the Review Team to provide updates on the overall progress of the review and to advise the Review Team of any assistance they may need to provide in the facilitation of the review.

Consideration must be given to ensuring a group size that is conducive to learning and joint-working. The staff number and composition of the Review Team will be specific to each case and there may be situations where the initial membership will need to be adjusted after the first meeting of the Review Team, based on a better understanding of the situation under review. Nevertheless, efforts should be made to ensure consistent participation of all members throughout the review and to keep membership changes to a minimum. The Review Team will receive regular updates from the Lead Reviewer on progress with the Learning Review.

Drafts of Learning Review Reports will also be shared with the Review Team who will ensure that reports focus on the issues identified in the remit, and identify areas for consideration by agencies that are clear, succinct, and proportionate.

## **The Role of the Chairperson of the Review Team**

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

- Consider whether there are parallel learning or review processes ongoing



- Coordinate the identification and engagement of the 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 process is set out and is adjusted where and when needed
- Ensure timely requests are made for key documentation relevant to the review from organisations involved in the situation under review and to 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 person-centred perspective throughout
- Meet with family members alongside the Lead Reviewer as appropriate
- Attend practitioner and manager events alongside the Lead Reviewer

In some circumstances it may be appropriate for the Review Team Chairperson to also be the Lead Reviewer. This will be identified and agreed by the Learning Review Panel. If this is the case then both roles run concurrently.

### **The Role of the Review Team Members**

Members of the Review Team have an important role to play in the process and outcome of the Learning Review and therefore, it is important that they manage and prioritise different work demands so that sufficient time is allocated to the review.

The main aspects of the role of Review Team members 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 Review Team, contributing to all practical aspects of the review that are required from their service or organisation
- Identify those professionals within their service or organisation who will be part of the Review
- Help participants to feel informed and supported when they enter the review, as well as throughout and at the end of the review process
- 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 Learning Review Report through critical and constructive appraisal.

### **The Role of the Lead Reviewer**

**Note:** Not all Learning Reviews will require the appointment of an external Lead Reviewer. There will be circumstances where it will be proportionate and appropriate that a review can be led by an officer of one of the local agencies. This will be subject to their having the necessary skills,

knowledge and experience to undertake a Learning Review, and that they not been directly involved in the case under consideration, and have not been overseeing work within the case. Decision making about the Lead Reviewer is the responsibility of the Learning Review Panel.

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

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

- Work collaboratively and transparently with the Review Team Chairperson 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 learning 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 and creative approaches to obtain the views and experiences of children, young people, the adult and their families
- Pull together the learning and write the Report, with the assistance of the rest of the Review Team

In some circumstances it may be appropriate to have two Reviewers. For instance, if a case is particularly complex or there is more than one child or adult who is the subject of the review, or sometimes as a means of increasing the competence and confidence of someone new to the role of a Reviewer. When there is more than one Reviewer it will be important that they work closely together and agree how tasks will be allocated.

### **Enabling Factors within the Wider Context**

Chief Officers and Committees will ensure that Learning Reviews are effective and fulfil their purpose. This means the Chief Officer Group taking ownership of and a constructive interest in the review process, findings and learning with strategic level commitment to implement the actions and learning stemming from the review.

There needs to be sufficient budget in place to resource Learning Reviews, for example if an external Lead Reviewer is needed, or for coaching and training staff in Learning Review methodology, as

well as to support wider learning opportunities across areas. Staff time must be made available to support the Learning Review process and recognition that Review Team members may need to devote multiple days to the review over and above their day-to-day work responsibilities.

### **Collecting and Collating Further Information**

The preparation of single agency chronologies is an important first step in the collection and collation of further information. The decision about how far back to go in terms of the timeframe preceding the incident will, to a certain extent, be dependent on the situation under review. However, in the interests of proportionality, timing, and timeliness the guiding principle must be that chronologies cover as short a timeline as possible. In most instances two to three years preceding the incident should be sufficient, but there will be circumstances where longer time frames will be appropriate. If agencies and services have been involved with an adult or child and their family for many years, then a brief summary of that earlier involvement should be prepared. Chronologies might not necessarily conclude at the point of the precipitating incident. Sometimes the responses of agencies in the immediate aftermath will provide useful learning and should be part of the Learning Review.

Once single agency chronologies have been compiled, they will be merged, thus providing the Review Team with an overview of the situation from which issues can be identified and questions developed in order to begin to explore what happened in the situation under review. Information on systems, structures, and cultural and contextual factors will also be explored in order to enhance the overview of the situation.

As the review progresses gaps in information may emerge and it is the responsibility of Review Team members to facilitate the gathering of any additional information or access to other pertinent documents. This will ensure that the Lead Reviewer and the Review Team have sufficient information to conduct the review.

### **Managing Emerging Issues and Challenges During the Review**

There may be instances, when, during the course of a Learning Review, an issue arises that may challenge or confuse or add further complexity to the review process. If this should happen, it is important that the Learning Review Panel is made aware and the Terms of Reference are revisited – potentially leading to pausing the review process in order that the Review Team consider sources of advice and an appropriate strategy for moving forward. If it is likely that an issue or challenge will delay the review reaching its conclusion, then the relevant Committee and the COG must be informed.

### **Engaging the Family in the Review Process**

A Learning Review is a collective endeavour to bring together agencies, individuals, and families to learn from what has happened in order to better protect adults, children and young people in the future. As the family and carers are, therefore, integral to Learning Reviews, the Review Team must

consider how to involve them in the process in a meaningful and sensitive way. This may involve developing a Family Liaison Strategy.

The purpose of engaging with the family and carers is to explore their perspective and to elicit their opinions about the staff and services who were involved in their lives. This will include what they found helpful or unhelpful and their suggestions for how services were provided and could be improved. Their thoughts, opinions and feelings contribute to the overall learning of the review. Careful consideration should be given as to who constitutes the family and or carer group, and this will differ from review to review.

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 described. Inviting them to take part in the review must be done sensitively. If there are staff and services still involved with the family then they may be involved as appropriate in explaining to families the purpose of the review and ascertaining their wishes as to if, how and when they want to be involved.

If family members wish to participate in the Learning Review, then a decision will be made as to who, from the Review Team, should meet with them and where. Usually this would be the Lead Reviewer accompanied by either the Review Team Chairperson or a Review Team member. Where and how to meet will be dependent on the wishes of the family; it may be at the family home or at a neutral venue or on-line. It is also important to note that it may not be appropriate to meet all family members at the same time. There may also have to be more than one meeting. It is helpful if meetings with the family can be arranged before any practitioner or manager learning events. This means that the family views can be taken into those forums for reflection and discussion.

At the end of the review process, arrangements should be made to feedback to the family about the conclusion of the review, the learning contained within the report and any strategies to improve practice and systems in the future. Again, this must be approached in a sensitive manner as the family may not agree with the findings of the Learning Review. 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, additional support from staff and services may need to be available to family members.

### **Involving Practitioners, Frontline Managers and Senior Managers**

All reviews must adopt a systemic and proportionate approach. Such an approach should be participatory and collective and, as well as engaging with families, should involve all relevant staff. This will include those staff and frontline managers who were involved in the situation under review as well as service & senior managers, who, though not directly involved in the review situation, are responsible for the development of processes, policies and structures to facilitate the delivery of services to children, young people, adults and their families.

Bringing together practitioners and frontline managers in a group ensures that their voice directly contributes to the Learning Review and has two distinct purposes:

- Firstly, it enables them to describe what they did and why; to reflect on and analyse assessment 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.

As part of the Review, service & senior managers meeting as a group provides an opportunity to understand the learning from a particular situation in order to consider the implications from both a single agency and a multi-agency perspective. Guidance on how to facilitate and shape learning events for practitioners and frontline managers and senior managers can be found [here](#).

## Learning review report

The purpose of a Learning Review Report is to identify key learning points and how and why that learning has emerged throughout the review process. Reports should be clear, succinct, and as anonymous as possible. This will simplify any process of redaction of Personal Data prior to circulation for learning purposes or wider publication and ensure that the redacted report is still meaningful. When this is not possible, detailing Personal Data in particular sections of the report, rather than including with more general content, is recommended.

Where a living individual can be identified from the report or even from the report and other information held, this will be Personal Data and so Data Protection principles, including a data subject's right of access, will apply. Personal Data includes opinions and indications of intentions. A Learning Review, by its very nature, will contain professional opinions, but it is important that these are recorded as such and distinguished from fact.

Whilst it is the responsibility of the Lead Reviewer to pull together the learning and draft the report, this should 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. It is recommended that suggested strategies for improving practice and systems should be CLEAR. This means that:

- **The case for change:** the Review Team should clearly identify the issues that give rise to the need for change, outlining the likely consequences should no change occur. Any proposed change should be set within the context of current policy or that which is known to be in preparation.
- **Learning orientated:** any suggested strategies should highlight key lessons for practice identified by the review process and should promote the transfer of 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, who will then in turn be responsible for identifying an appropriate officer, recognising that some strategies will require a collaborative response.
- **Review:** any strategies recommended by the review report should be amenable to review. This can be done by specifying desired outcomes and timelines and any additional resources required to achieve them.

The Learning Review Report will be presented to the APC / CPC and the Chief Officer Group for consideration and sign off. It is recommended that the Chair of the Learning Review Panel determine

who (e.g. Lead Reviewer, Chair of Panel or Review Group) takes responsibility for presenting the report.

## Publishing the Report

The Chief Officer Group, informed by a recommendation in this regard from the Adult or Child Protection Committee, will decide if and when to publish the Learning Review Report. In making this decision, issues of confidentiality and data protection principles must be considered. The family and carers should also be consulted, and their views taken into account and given due weight in arriving at a decision. Any publication must be suitably anonymised but also clearly reflect the learning emerging from the review and the evidence for any proposed changes. Where a decision not to publish the report is reached, 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 be published separately.

Even if a decision is reached not to pro-actively publish the report, there is always a possibility, particularly in high profile cases, that a Freedom of Information (FOI) request may be received. In such cases the relevant public authority will be obliged to disclose information on request, unless one of the fairly narrow exemptions apply, particularly where there is a public interest in doing so. Although there is an exemption for Personal Data when disclosure of which would breach the data protection principles, it may be difficult to justify withholding the report in its entirety and it may need to be issued under redaction of Personal Data.

## Timescales for the Learning Review

If the learning identified throughout the review process is to be relevant and helpful to the development and improvement of child and adult protection practice and processes, it is important that the Review is completed as soon as possible. Once a decision has been made to undertake a Learning Review, the process should be completed within a timeframe of **six to nine months**, thus avoiding drift. However, in some situations there may be some unavoidable delay at any stage, for instance because of parallel processes. The Chairperson of the Review Panel should communicate the reasons for any delay back to the APC / CPC and COG, together with a revised timescale. Lengthy delays should be avoided because of the impact on both staff and families involved.



## Disseminating and implementing the learning from a 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 Improvement Strategies

The final section of the Learning Review Report will often, but not always, contain areas for consideration by local agencies and suggested strategies for improving practice and systems, which identify the case for change; are learning orientated; evidence based; and assign responsibility. The APC / CPC must then 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 Officer Group will consider the Action Plan, as well as any resource issues that are relevant for the production and progress of the Action Plan.

### Dissemination of Learning at Local Level

The purpose of dissemination at a local level is twofold:

- Firstly, to clarify what the learning is and what led to that learning so that it is understood by practitioners, managers and organisations
- Secondly, to explore how that learning can be embedded in practice and systems.

There are a variety of approaches and models that can be used to disseminate learning at a local level. These may include multi-agency reflective sessions, seminars, learning summaries and briefings. To ensure dissemination of learning is sensitively tailored to meet the needs and learning styles of different individuals and groups, a variety of modes and approaches should be used. It is essential that dissemination takes place in a timely manner, is targeted at the right audience and allows space for consideration of the implications for practice and systems and identifies what needs to happen to ensure the learning is applied.

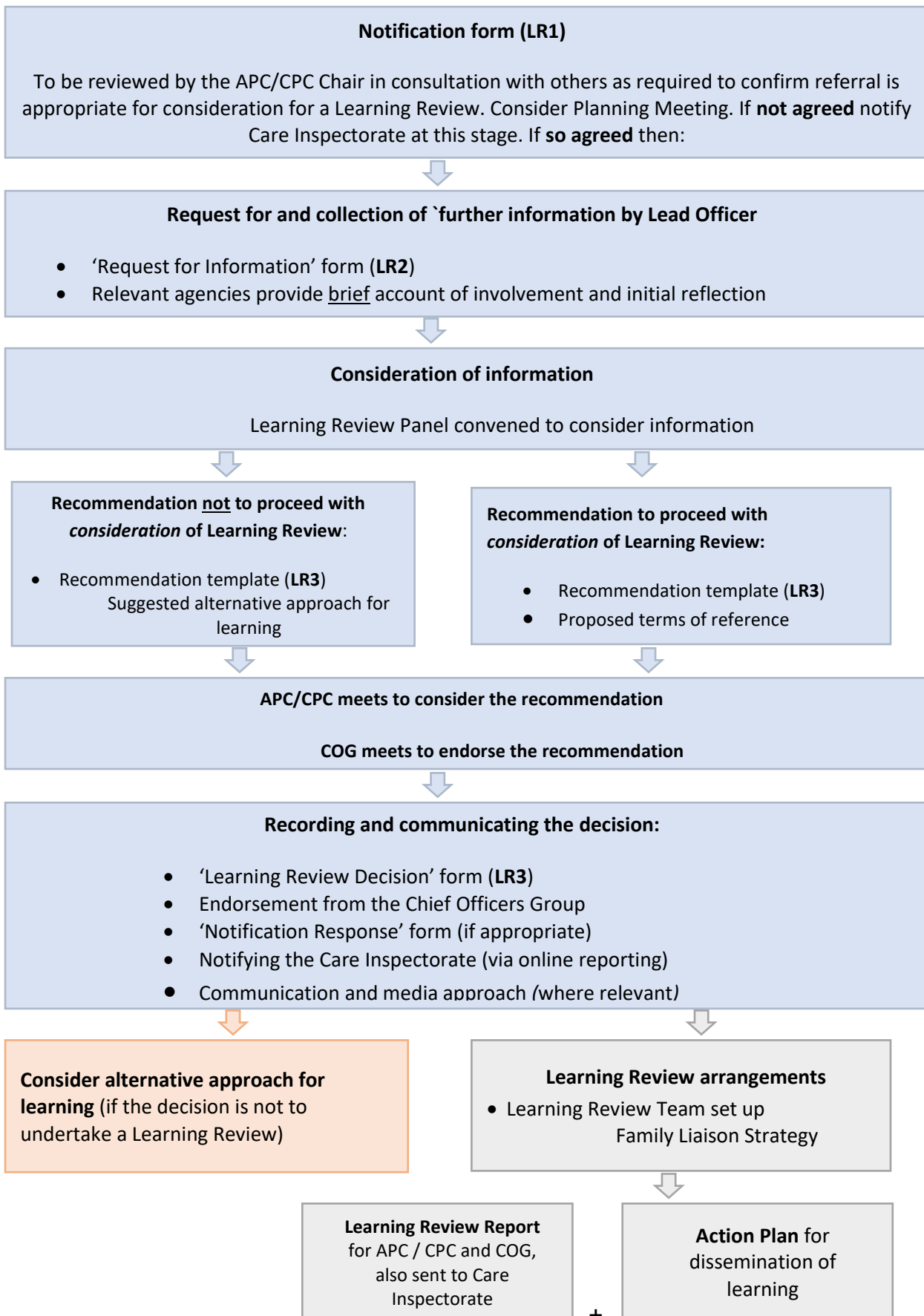
### Dissemination of Learning at National Level

The purpose of disseminating learning at a national level is to look at any recommendations and suggested strategies that are outside the remit of an individual APC / CPC but require action; share learning across the all areas; identify overarching themes and consider if issues need further exploration, or if they should underpin or inform the development of national policy.



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

## Learning review process map



## Further resources & information

The two National Guidance documents for *Adult and Child Protection Committees undertaking Learning Reviews* include a number of annexes providing additional information that may be of help to local partnerships. These annexes include:

### Adult Protection

- Person specification for Lead Reviewer
- Facilitating and shaping practitioner and first line manager events and strategic manager events
- Inter-related investigations, reviews and other processes or themes

### Child Protection

- National Protocol for the Police Service of Scotland, the Crown Office and Procurator Fiscal Service, and Child Protection Committees on Learning Reviews
- National Child Death Review and Learning Hub Process Map
- Family Liaison Strategy
- Learning Review Team – attributes, skills, experience and knowledge
- Facilitating and shaping practitioner and first line manager events and strategic manager events

These can be accessed at:

[Scottish Government: Adult support and protection learning review guidance](#)

and:

[Scottish Government: National Guidance for child protection committees undertaking learning reviews](#)

**East Ayrshire Adult Protection Committee**

**OFFICIAL – PROTECT**

**Learning Review Notification**

<b>Request from:</b>	
<b>Contact details:</b>	
<b>Agency:</b>	
<b>Date completed:</b>	

Any agency with an interest in an adult’s wellbeing or safety can raise a concern about a case which it is believed may meet the criteria for a Learning Review and submit a notification to the Adult Protection Committee using the Learning Review notification form to [MAPS@east-ayrshire.gov.uk](mailto:MAPS@east-ayrshire.gov.uk)

This notification will be acknowledged by email and then responded to with the outcome of the Adult Protection Committee’s consideration and decision of whether or not to proceed to a Learning Review. This will be after information from services/agencies/individuals involved with the adult has been submitted via email and considered using the Learning Review Request for Information form **LRASP 2**.

**Criteria for undertaking a learning review**

The 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.

*In the case of more than one adult for whom a Learning Review should be considered, please repeat or amend the relevant rows in the table below, making sure to present the information in a clear manner, with adequate differentiation using Adult 1 and Adult 2 (e.g. using 'relative or carer of Adult 1' if they differ from those of Adult 2)*

<b>Adult's details</b>	
Name:	
Date of birth:	
Date of death:	
Home address &/or current residence:	
Gender:	
Next of Kin/Carers address if different:	
Any other Local Authorities involved:	
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 or was the adult looked after by, or received aftercare /continuing care from local authority? If yes, please give details, including dates.	
Contact details for any Guardian or Power of Attorney, if known	
<b>Criteria for Learning Review</b>	
What grounds within the criteria do you consider apply for a Learning Review in this case?	

<b>Immediate and general concerns</b>	
<p>Are there any immediate concerns? If yes:</p> <p><input type="checkbox"/> What are the immediate concerns and have these been passed to the relevant agency for consideration/ action?</p> <p><input type="checkbox"/> What action has been taken?</p>	
<p>Are there any general concerns? If yes:</p> <p><input type="checkbox"/> What are the general concerns and have these been passed to the relevant agency for consideration/ action?</p> <p><input type="checkbox"/> What action has been taken?</p>	
<b>Summary of the case:</b>	
<b>Are other reviews, criminal investigations or other statutory proceedings underway? If so, please give details.</b>	
<b>Name of service/agency/individuals involved with the adult, with contact details</b>	

The recommendation is that this notification will be responded to within 6 weeks (42 days), with the outcome of the APC's consideration of whether or not to proceed with a Learning Review.

## LRASP 2

### East Ayrshire Adult Protection Committee

#### OFFICIAL – PROTECT

#### Request for Information

#### To allow consideration to be given to the need for an Adult Protection Learning Review

This request for information follows a referral for consideration to be given to the need for a Learning Review in relation to the adult named below.

- Please respond within 2 weeks, returning the completed form to [MAPS@east-ayrshire.gov.uk](mailto:MAPS@east-ayrshire.gov.uk)
- Please provide a brief account of your agency's contact with the adult named below, and provide your reflections on the key practice issues listed
- Enter name & return address of person initiating the request for information
- Enter date of request

<b>Name of adult</b>	
<b>Date of birth</b>	
<b>Date of death (if applicable)</b>	
<b>Adult's address</b>	
<b>Brief details of the immediate precipitating factors leading to the referral for consideration of a Learning Review:</b>	
<i>...to be completed by the person initiating this request for information...</i>	
<b>Summary of involvement with the adult:</b>	
<b>Background history:</b>	

**Key practice issues:**

Please provide information on:

- Recognition and assessment of Risk and need in relation to the 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
- Any good practice identified
- Any areas identified for practice improvement



<b>Parallel processes</b>	
<p><b>Are you aware of any current or planned reviews being undertaken for this case?</b></p> <p><b>If yes, please give details (including contact person):</b></p>	
<p><b>Are you aware of any criminal proceedings associated with this case?</b></p> <p><b>If yes, please give details:</b></p>	

<b>Report completed by:</b>	
<b>Name:</b>	
<b>Title:</b>	
<b>Agency:</b>	
<b>Email address:</b>	
<b>Date:</b>	

# LRASP 3

## East Ayrshire Adult Protection Committee

**OFFICIAL – PROTECT**

### Learning Review Decision

Learning Review identifier:

Notification by

Name:

Agency:

Date of notification:

#### Section 1:

##### The Decision

After consideration of the information submitted from relevant agencies, the APC has considered the request for undertaking a Learning Review and have decided that this does/does not reach the criteria for a Learning Review.

**A brief rationale for the decision (*short comment on the recommendation made by the nominated person/sub-group within the APC, the information considered and criteria*):**

**Section 2: Next steps**

***To be completed if the decision is to proceed with a Learning Review***

Initial considerations regarding:

- Learning Review Team set up
- Terms of reference and the time-period under review
- Family liaison approach

***To be completed if the decision is not 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 Adult Protection Committee (date and details):**

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

**Notification to Adult Protection Committee (date and details):**

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***Completed by:***

<i>Name:</i>	
<i>Title:</i>	
<i>Email address:</i>	
<i>Date :</i>	

LRCP1

**East Ayrshire Child Protection Committee**

**OFFICIAL – PROTECT**

**Ayrshire Learning Review Notification**

*Request from:*

<i>Contact details:</i>	
<i>Agency:</i>	
<i>Date completed:</i>	

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

*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, or was 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 looked after has no bearing on the case
- The child's death is by suicide, alleged murder, culpable homicide, reckless conduct, or act of violence and one or more from the above apply

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

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

These criteria do not preclude a CPC reviewing the death of a child pre-birth

Where the referring agency or individual considers that a case meets the criteria above, they should complete and forward this Learning Review Notification form (LRCP1) to the Child Protection Committee at [MAPS@east-ayrshire.gov.uk](mailto:MAPS@east-ayrshire.gov.uk).

(The Referrer can discuss the referral with the Chair and/or the Learning Review nominated person within the CPC via [MAPS@east-ayrshire.gov.uk](mailto:MAPS@east-ayrshire.gov.uk))

The decision about whether a Learning Review will be undertaken will be made by the Child Protection Committee after information from services/agencies/individuals who are involved with the child has been submitted and considered using the Learning Review Request for Information form (LRCP2). The request for information to other services/agencies/individuals will be by e-mail.

## INFORMATION FOR CONSIDERATION OF A LEARNING REVIEW

<b>Child's details</b>	
<b>Child's Name/Identifier:</b>	
<b>Child's date of birth:</b>	
<b>Child's date of death (if applicable):</b>	
<b>Child's home address:</b>	
<b>Child's current residence:</b>	
<b>Child's gender:</b>	
<b>Child's current legal status:</b>	
<b>Education establishment details:</b>	
<b>Please include key additional factors such as disability, ethnicity, religion:</b>	
<b>Parents/carers' details</b>	
<b>Names and DOB of child's parents/carers:</b>	
<b>Address if different to child's:</b>	

<b>Child Protection Register</b>	
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.	
<b>Looked After Child</b>	
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 cases 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')*

<b>Criteria for Learning Review</b>	
What grounds within criteria do you consider to apply for a Learning Review?	
<b>Immediate and general concerns</b>	



<p><b>Are there any immediate concerns? If yes:</b></p> <ul style="list-style-type: none"> <li>• What are the immediate concerns and have these been passed to the relevant agency for consideration/action?</li> <li>• What action has been taken?</li> </ul>	
<p><b>Are there any general concerns identified during this process of notification? If yes:</b></p> <ul style="list-style-type: none"> <li>• What are the general concerns and have these been passed to the relevant agency for consideration/action?</li> <li>• What action has been taken?</li> </ul>	
<b>Parallel processes</b>	
<p><b>Are you aware of any parallel processes for any other type of review being undertaken for this case? If yes, please give details:</b></p>	
<p><b>Are you aware of any criminal procedures being undertaken in connection with this case? If yes, please give details:</b></p>	

**Date of significant incident:**

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**Summary of the case:**

--

**Name of service/agency/individuals involved with the child(ren) and/or family, including Named Person and Lead Professional**

<b>Service:</b>	<b>Role with the child/ the family:</b>	<b>Practitioner name and title:</b>	<b>Contact details:</b>

**Name of service/agency/individuals involved with the child(ren) and/or family, including Named Person and Lead Professional**


**The recommendation is that this notification will be responded to within 6 weeks (42 days), with the outcome of the CPC's consideration of whether or not to proceed with a Learning Review.**

## LRCP2

### East Ayrshire Child Protection Committee

#### OFFICIAL – PROTECT

#### Request for Information

#### To allow consideration to be given to the need for a Child Protection Learning Review

<ul style="list-style-type: none"><li>You have been identified to participate in consideration of the potential need for a Learning Review and are asked to complete this request for information</li><li>This requires to be completed <b>within 14 calendar days</b> and sent electronically to <b>MAPS@east-ayrshire.gov.uk</b>.</li><li>This report is required to contain information outlining your agency/service contact/interaction with the child and/or family whose details are below.</li><li>Please include a brief account of agency involvement prior to the event which triggered the notification and some very initial reflection regarding practice and decision-making within that agency. If you have historical information please give a brief summary of the themes and issues you have identified in the background history section.</li></ul>	
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 Learning Review is considered, repeat the second column.*

Please provide the following information

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

*If more than one child for whom the Learning Review is to be considered, please amend or repeat the table above*

<b>Summary of involvement with the child(ren) and/or family:</b>
<b>Background history:</b>

**Summary of involvement with the child(ren) and/or family:**

**Key practice issues:**

**Please provide information on:**

- recognition and assessment of risk and need in relation to the child(ren)/family;
- 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 child-centred practice;
- any good practice identified;
- any areas identified for 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:	

**East Ayrshire Child Protection Committee**

**OFFICIAL – PROTECT**

**Learning Review Decision**

<i>Learning Review identifier:</i>	
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<b>Notification by</b>	
<i>Name:</i>	
<i>Agency:</i>	
<i>Date of notification:</i>	

	After consideration of the information submitted from relevant agencies, the CPC has considered the request for undertaking a Learning Review and have <b>decided that this does/does not reach the criteria for a Learning Review.</b>
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**A brief rationale for the decision (short comment on the recommendation made by the nominated person/sub-group within the CPC, the information considered and criteria):**





<b><i>To be completed if the decision is to proceed with a Learning Review</i></b>	Initial considerations regarding: <ul style="list-style-type: none"> <li>• Learning Review Team set up;</li> <li>• Terms of reference and the time-period under review;</li> <li>• Family liaison approach;</li> </ul>
<b><i>To be completed if the decision is <u>not</u> to undertake a Learning Review</i></b>	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 Child Protection Committee (date and details):**

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

**Notification to Child Protection Committee (date and details):**

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***Completed by:***

<i>Name:</i>	
<i>Title:</i>	
<i>Email address:</i>	
<i>Date :</i>	

## LRCP4

### CHILD PROTECTION COMMITTEE

**OFFICIAL – SENSITIVE- PERSONAL**

### Learning Review Notification

#### To Crown Office & Procurator Fiscal Service

Where a criminal case or death report has been submitted to COPFS and a Learning Review is to be conducted, the Chair of the Child Protection Committee or designated member should, in conjunction with the local policing Detective Superintendent or the Senior Investigating Officer, complete this Notification Form and submit it to the Single Point of Contact (SPOC) within the Crown Office and Procurator Fiscal Service (COPFS) copying in the local policing Detective Superintendent.

In circumstances where a case has not been reported to COPFS, the Chair of the Child Protection Committee or designated member should complete this Notification Form and send it to the local policing Detective Superintendent who will arrange for a report to be prepared for COPFS. Once prepared, this Notification Form along with the report should be submitted to the SPOC within COPFS.

\*This report should only be submitted once authority has been given by the Chair of the CPC after a LR has been agreed but before it has commenced.

\*\*All email communications must be made from a secure email address i.e. .Gov.Uk/NHS.net or PNN.Police.uk and sent to the agreed copfs.gov.uk address

#### Stage 1: Learning Review Notification

1. DETAILS OF CASE UNDER REVIEW	
Child's Name:	
Child's Address:	
Names of those with parental responsibility and their relationship to the child.	
Date of Incident:	
Name and contact details of Reviewer:	

Police Scotland Crime Reference Number:	
Name and contact details of Senior Officer in charge of investigation:	
Crown Office Procurator Fiscal Reference Number	
Confirmation that the case has been reported to COPFS	
<b>2. SUMMARY OF CASE UNDER REVIEW</b>	
<b>3. FORMAT OF THE REVIEW PROCESS</b>	
<b>4. DETAILS OF PERSONS WHO WILL BE SPOKEN TO DURING THE REVIEW PROCESS</b>	
<b>NAME</b>	<b>EMPLOYED BY OR ADDRESS IF NOT EMPLOYEE</b>
<b>5. INTENDED TIMESCALES</b>	
<b>6. ANY OTHER RELEVANT INFORMATION/CONCERNS</b>	
<b>7. DETAILS OF CPC CHAIR OR OTHER AUTHORISED CONTACT</b>	
Name:	
Telephone number:	

Email address:	
(All email communications must be made from a secure email address i.e. .Gov.Uk/NHS.net or PNN.Police.uk and sent to the agreed copfs.gov.uk address.)	
Date signed: 03.11.22	Signature: Moira McKinnon

**(to be submitted to the Chair of the CPC)**

**Stage 2: COPFS response**

(The response should be intimated to the person submitting the request within 28 days).

<b>8. DETAILS OF ANY FURTHER INFORMATION REQUESTED FROM CPC</b>	
<b>9. COMMENTS ON PERSONS WHO WILL BE SPOKEN TO DURING THE REVIEW PROCESS</b>	
<b>NAME</b>	
<b>10. DECISION FOLLOWING NOTIFICATION OF LEARNING REVIEW</b>	
I. No objections to LR proceeding.	Provide summary of reasons for decision.
II. LR can proceed but additional conditions are set.	
III. LR cannot proceed	Provide information about the decision. If the case is particularly sensitive and there are reasons why we are unable to explain our decision, advise the CPC accordingly.

Date signed:	Signature: