“Will They Ever Learn”… If We Don’t?

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Why This Research?

Set against the context of:

- UK National Health Service ability and capacity to learn and change
- Impact of austerity on Public Sector and need for efficiency, effectiveness and greater quality
- National review of safeguarding children arrangements and how we learn lessons (following years of frustration at lessons not learned)

To establish whether what we do to increase learning and improve practice actually works

To better understand the enablers and barriers to organisational and individual learning in practice

To engage with staff at different levels across the organisation

To be better informed by their experiences, opinions and perceptions
Historical National Frustrations of Lessons Not Learned
Let’s Ask The People Whose Practice We Hope Is Being Positively Influenced…

“A Study of the Experiences of a Group of Managers and Direct Care Staff Working in a Large UK NHS Mental Health Foundation Trust – Particularly Focusing on Staff Understanding of the Role of Serious Case Reviews in Organisational and Individual Learning”

Hypothesis

- Statistically relatively small amount of Serious Case Reviews conducted
- Majority of staff may never have been directly involved in a Serious Case Review
- Do people learn from something they have not been directly involved in?
- Staff who have had direct involvement may find engagement with the reviews difficult; rather wishing to complete them and move on - possibly feeling “blamed”
Are SCRs Improving Safeguarding and Support for Whole Family?

- Literature Largely Suggests “NOT”
  - Similar Findings & Recommendations (3rd JCISR, 2007; Ofsted, 2007; CSSIW, 2009; Stephenson, 2008)
  - Limited Value & Learning Opportunities Given Same Messages (SCIE, 2009)
  - Lack of Involvement of Children, Families & Staff
  - Apparent Lack of Action, Impact & Learning
  - Frustratingly Confirm What Already Known (Sinclair & Bullock, 2002)
  - Impact of Multiple/Measurable Recommendations (Brandon et al, 2011)

- Seen As Important But Ineffective
Methodology

- Phenomenological
- Understanding and celebrating people’s **perceptions**, **attitudes**, **feelings** and **emotions** whilst enabling discussion and elaborating on themes
- Direct care staff and managers from in-patient and community teams interviewed (*accessed via gatekeepers*)
- 27 one-to-one semi-structured interviews
- Purposive with element of convenience sampling
- Awareness of balance of “**interviewer effect”** v **benefits**
Managers & Direct Care Staff Asked…

- Whether they feel they work for a “learning organisation”
- What they feel constitutes a “learning organisation”
- How they consider the Trust attempts to enable learning to effect change & improvements to practice
- What they consider to be the barriers to learning & change
- About their understanding of the Serious Case Review process
- About their involvement in & learning from Serious Case Reviews
- How they feel their own learning can best be supported across the organisation to better inform practice & achieve positive change
Findings

Safeguarding Children:

- 1/3 knew of Serious Case Reviews though none previously involved in current role
- No significant variance across sample – though CAMHS slightly more aware
- One participant able to demonstrate learning from a Serious Case Review (via a “Roadshow” event)
- Greater awareness of high prolife national cases
- All aware of required response to risk to children and need for protective measures

Organisational Learning:

- Impressive engagement in research process
- Appreciation of being involved and opinion valued
- Felt Trust a learning organisation (or tries to be) but highlighted barriers to organisational and individual learning
- Not able to retain everything covered in training
- Mandatory training not universally valued (seen as “forced attendance” to meet performance targets)
 INTERFACE BETWEEN KEY THEMES FROM ANALYSIS AND KOTTER’S EIGHT STAGES OF TRANSFORMING ORGANISATIONS (1996 & 2007)

<table>
<thead>
<tr>
<th>KEY THEMES</th>
<th>KOTTER’S EIGHT STAGES</th>
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<tbody>
<tr>
<td>1. Management of Learning &amp; Change</td>
<td>1. Establish a sense of urgency</td>
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<td>2. Involving &amp; Connecting</td>
<td>2. Form a powerful guiding coalition</td>
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<td>3. Informing &amp; Communicating</td>
<td>3. Create a vision</td>
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<td>4. Training &amp; Development</td>
<td>4. Communicate the vision</td>
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<td>5. Supporting &amp; Valuing</td>
<td>5. Empower others to act on the vision</td>
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<td>7. Consolidate improvements and produce still more change</td>
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<td>8. Institutionalise new approaches</td>
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The Way Forward

- Increased and early staff consultation and involvement in anything they are expected to implement in practice
- Engagement of direct care staff in development of more creative ways of learning
- Protected time and focus on learning rather than just informing
- Focus on embedding learning within organisational and team culture
- Research has informed:
  - Safeguarding children arrangements
  - Training strategy
  - Organisational response to national review of statutory guidance
  - Processes to embed learning in practice
- Further research with staff involvement
What We Have Done About It…

Strengthened opportunities to embed learning in practice through review & improvements to:

- **Trust Child Need and Risk Screen**
  - More Action & Outcome Focused
  - Prompts Escalation & Management Oversight
  - Links to Support & Advice *(Trust Safeguarding Children Intranet)*
  - Additions *(Private Fostering, MARAC, Wider Public Safety of Children)*

- **Trust Safeguarding Children Training Model: 2013-14**
  - More Frequent *(Annual Updates)*
  - Shorter Sessions
  - More Dissemination of Lessons Learned from SCR’s
  - More Case Discussion

- **Trust Domestic Violence Policy & Care Pathways**
  - Clarity of Arrangements & Action *(With LA Community Safety Partnerships)*
  - Borough-Based Care Pathways
  - Single Point of Contact & Reference

ALL DONE IN COLLABORATION & PARTNERSHIP WITH STAFF
Key Messages…
Well…Messages That Were Key To Me…

- Real and Early Staff Involvement
- Consultation and Communication
- Shared Governance
- Valuing People
- Organisational Culture
Final Thought…

“Culture eats strategy for breakfast”

(Wall Street Journal; cited by Myers et al, 2010)

THANKS FOR LISTENING…ANY QUESTIONS?
References


Care and Social Services Inspectorate Wales (2009) Improving Practice to Protect Children in Wales: An Examination of the Role of Serious Case Reviews


References


