

Local Safeguarding Children Boards

The LSCB Challenge
and Improvement Tool



Introduction

A Local Safeguarding Children Board (LSCB) provides the strategic direction and operating framework that is needed to ensure that all relevant agencies, partnerships and organisations focus on their responsibilities with regard to the safeguarding of children and young people. Its effectiveness should be judged in terms of how it contributes to the coordination and effectiveness of safeguarding in its locality.

Prevention is key to safeguarding and requires all organisations that come into contact with children, their parents or carers to contribute. Hence effective prevention relies on universal public services, cohesive and caring local communities, as well as supportive local private and voluntary sectors. Much of the co-ordination of preventive work will take place in the Children and Young People's Strategic Partnership (CYPSP) and allied thematic partnerships, such as those covering health and community safety. It is the role of the LSCB to work actively to influence and co-ordinate local agencies and partnerships involved in safeguarding and welfare promotion, and to improve their effectiveness.

Context

Between September and December 2006, the then Department for Education and Skills (DfES) carried out a review of Local Safeguarding Children Boards' early progress to find out how far they were meeting their new objectives and how effectively the partner agencies were working together to safeguard children. The review's report, published in June 2007, can be found at: www.everychildmatters.gov.uk/socialcare/safeguarding/lscb/

The report identified several areas where LSCBs and their partners did not find the statutory guidance in *Working Together to Safeguard Children 2006* sufficiently clear to ensure robust action. In response to this the Government set out a plan to provide further support for the development and improvement of LSCBs. The area relevant to this work is:

Define the framework for measuring LSCBs' progress by providing LSCBs with a form of benchmarking tool which helps them to think through their own effectiveness and identify areas for improvement.

The DfES commissioned OPM® to develop a tool to support the future development of LSCBs and to provide them with guidance on measuring effectiveness. This tool has been developed as a result and is complemented by supporting products; 13 case study exemplars of effective

local practice covering a range of areas which LSCBs identified as needing further information and support; and eight case study exemplars focusing firstly, on how the child protection system can intervene successfully to safeguard the siblings of gang members; and secondly, on how local services identify and safeguard sexually exploited young people.

The Department for Children, Schools and Families commissioned this piece of work in order to provide LSCBs with access to a collection of resources which are accessible and easy to use, and with the hope of providing them with the information and guidance needed to improve their performance and effectiveness.

The DCSF has produced this LSCB Challenge and Improvement Tool in response to a need identified by LSCBs. Its use is entirely voluntary to help those LSCBs who may benefit. The Tool focuses on effective governance as a starting point to establish effective relationships, clear accountability and transparency of operation and purpose. LSCBs may wish to adapt the Tool to their specific context or progress of development.

The Tool focuses on the effectiveness of the LSCB and complements other tools that assess the effectiveness of action by individual partners

The Tool reflects the six key principles of good governance:

1. LSCB purpose and intended outcomes;
2. LSCB strategic and operational performance including clear functions, roles and relationships with other partnerships;
3. LSCB values and behaviour;
4. Decision-making and managing risk;
5. Developing capacity and capability of LSCB; and
6. Engaging stakeholders and ensuring accountability

We encourage LSCBs to show they are putting the principles of universal good governance into practice that reflects their current status. Good governance encourages trust and participation. We recognise that not all parts of the toolkit will appear to be directly applicable to all types and size of LSCBs, such as differing challenges facing smaller unitary authorities and larger counties

We do anticipate that LSCBs will adapt some of the principles and questions to suit their particular local circumstances. In doing so, we would ask LSCBs to demonstrate the spirit and ethos of good governance.

This tool is aimed at assisting LSCBs in analysing their own effectiveness through good governance. It is as a result deliberately process orientated at good governance. It is not meant to look specifically at outcomes/measures for children and young people, though recognises that good governance provides an effective underpinning for making a positive effect on outcomes.

Developing the Challenge and Improvement Tool

There are a number of sources of data and tools available to assess the effectiveness of the different local agencies and partnerships involved in safeguarding children, such as national performance indicators and local measures of outcomes and activity. A number of LSCBs and organisations have also developed their own self-assessment tools, for example those developed by the LSCBs in Durham, Newcastle and Hertfordshire, and in part, the IDeA and NSPCC.

Underlying Rationale

Safeguarding and promoting the welfare of children requires effective co-ordination in every local area. The LSCB is the key statutory mechanism for agreeing how the relevant organisations in each locality will co-operate to safeguard and promote the welfare of children, and for ensuring the effectiveness of what they do. Chapter 3 of *Working Together to Safeguard Children 2006*, identifies the key roles and responsibilities of LSCBs. In order to carry out its functions effectively, robust governance arrangements are necessary. Supporting the development of good governance arrangements is a vital tool for ensuring LSCBs are effective and have a positive impact on outcomes for

vulnerable children, young people and their families in their localities.

Governance within the context of an LSCB means ensuring that it fulfills its overall purpose, achieves its intended outcomes, and operates in an effective, efficient and ethical manner. The **Good Governance Standard for Public Services** was developed in 2004 by the Independent Commission on Good Governance in Public Services¹. It has provided public agencies and partnership bodies with a common code and set of principles that can be used as a way of assessing current strengths and weaknesses in governance arrangements. It is now widely used across the public sector, particularly by the Audit Commission.

This tool has been developed to provide guidance for LSCBs and a means to consider and develop their approach to good governance. This toolkit aims to go beyond ensuring compliance with statutory guidance and principles. What it seeks to do is encourage the LSCB to consider, and where appropriate, challenge its position within the local safeguarding infrastructure. It should also be used to discuss individual members' roles and

¹ **Good Governance Standard for Public Services (OPM and CIPFA, 2004 and in partnership with the Joseph Rowntree Foundation)**
www.opm.co.uk

responsibilities both on the Board and within their host agencies. It aims to help the LSCB identify its own effective practice as well as areas for improvement, particularly around the way it carries out its specific roles and functions.

The DCSF has published exemplars of effective local practice – These provide examples to reflect the key areas outlined in this tool. They can be found at www.everychildmatters/socialcare/safeguarding/lscb

How to use this tool

The tool presents a set of Good Governance principles for which participants are asked to express agreement or disagreement on a six-point scale.

Annex A sets out some descriptor for each of the good governance principles as a guide.

A total score can be calculated and compared at a later date following appropriate action. The process is not intended to be prescriptive; rather, it should build on good practice and be used as a guide for better working.

Supporting information to help facilitation, which can be found in Annex B, include the following:

1. further (brief) information on the Good Governance standard;
2. the different options for using the toolkit – i.e. in a workshop session as part of an away day/development session; or as an ‘electronic’ survey;
3. how to prepare the LSCB for the workshop session;
4. how to effectively run the workshop session;
5. how to manage the follow on work/develop the action plan.

There are two suggested options for completion of this exercise.

Option 1: individual completion followed by a facilitated discussion group

1. An LSCB could choose to have the board members complete the workbook within a specified time.
2. Completed workbooks are then returned to a nominated person for analysis.
3. A whole group session is then organised for the results to be discussed and priorities for action identified by the group.

LSCBs are encouraged to develop their action plans as quickly as possible, using the template at the back of this document, and ensuring that there are key priority actions, timescales and named individuals responsible for each action.

Option 2: a facilitated workshop

1. A trained facilitator runs a two-hour workshop with the board and any relevant senior staff members.
2. The session consists of a short introduction to the process and an overview of good governance to set the scene.

3. The group is then split into smaller working groups for 40 minutes to an hour; each working group is given one or two (depending on the size of the group) of the seven sections to discuss, ensuring that for each statement they come to a unanimous group decision and provide supporting evidence or examples as they work through the statements.
4. The groups then come back together and one member from each gives their results. The whole group then discusses the key issues raised.

All results are kept in a master copy retained by the business manager

This final published version has taken on board the feedback from LSCB representatives at the DCSF national LSCB event held on 19 March 2008:

This tool is not designed to be either an assessment or just a 'tick-box' exercise, ideally it should be used as an opportunity for group discussion and members should take collective ownership of the issues and priorities identified for future action. The process also aims to help LSCBs monitor their progress.

If you would like to find out more about the Good Governance standard it is available at www.opm.co.uk

For each statement below, please indicate the extent of your agreement or disagreement by placing a tick in the appropriate box, and then provide a brief evidence description or an example in the box.									
Principle 1. Good governance means focusing on the LSCB's purpose and intended outcomes.	Strongly Agree	Agree	Tend to Agree	Tend to Disagree	Disagree	Strongly Disagree	EXAMPLES/EVIDENCE	ACTION REQUIRED (✓)	
	1	2	3	4	5	6			
1.1 The LSCB has a set of objectives and is clear about what it is trying to achieve.	✓						LSCB Business Plan		
1.2 The LSCB has a clear statement of purpose that is used as a basis for planning.		✓					LSCB Constitution	✓	
1.3 The LSCB has identified and agreed its intended outcomes for vulnerable CYP and families.	✓								
1.4 The LSCB has clear mechanisms to measure its impact on local outcomes for CYP and families		✓							
1.5 The LSCB has clear policies and procedures for improving effectiveness where a need has been identified		✓							
1.6 The LSCB develops its business plan using information from a range of sources.			✓						
1.7 Where relevant the LSCB uses information on costs and performance to make decisions about ensuring value for money. (For example, training, serious case reviews and child death reviews))				✓					
Average score for principle 1:	2.14						EXAMPLE PAGE ONLY		
Priority actions:	1. 2.								

For each statement below, please indicate the extent of your agreement or disagreement by placing a tick in the appropriate box, and then provide a brief evidence description or an example in the box.								
Principle 1. Good governance means focusing on the LSCB's purpose and on its intended outcomes.	Strongly Agree	Agree	Tend to Agree	Tend to Disagree	Disagree	Strongly Disagree	EVIDENCE/EXAMPLES	ACTION REQUIRED (✓)
	1	2	3	4	5	6		
1.1 The LSCB has clearly defined aims and objectives that are strategic in their focus and is clear about what it is trying to achieve.								
1.2 The LSCB has identified and agreed its intended outcomes for vulnerable CYP and families.[by working with CYPSP & add relationship with Children's Trust]								
1.3 The LSCB has clear mechanisms to measure its impact on local outcomes for CYP and families								
1.4 The LSCB has clear policies and procedures for improving effectiveness where a safeguarding need has been identified								
1.5 The LSCB develops its business plan using information from a range of sources and by linking into the Local Area Agreement, the Local Strategic Partnership, and other key areas.								
1.6 The LSCB ensures that all its core requirements are being met; eg, that the Child Death Review process is in place.								
1.7 Where relevant the LSCB uses information on costs and performance to make decisions about ensuring value for money. (e.g. Training, SCRs, CDRs)								
Average score for principle 1:								
Priority actions:								
1.								
2.								

Principle 2. Good governance means performing effectively in clearly defined functions and roles.	Strongly Agree	Agree	Tend to Agree	Tend to Disagree	Disagree	Strongly Disagree	EVIDENCE/EXAMPLES	ACTION REQUIRED (✓)
	1	2	3	4	5	6		
2.1 The LSCB makes it easy to find out about who chairs the LSCB and how he/she is recruited.								
2.2 The LSCB has a distinct position in the local infrastructure which ensures the independence of the board								
2.3 All LSCB members are clear about their respective roles and responsibilities.								
2.4 All those carrying out LSCB roles (e.g. Business Manager) are clear about their respective roles and responsibilities.								
2.5 The main functions of the LSCB are clearly set out, and are available and understood by all members, partners, staff and stakeholders.								
2.6 All members of the LSCB take collective responsibility for the LSCB's decisions with the provision to acknowledge dissent.								
2.7 All members of the LSCB champion and communicate their work with their host agencies								
2.8 The LSCB effectively engages partners/stakeholders/ members and receives comprehensive and reliable information from them to use in its decision-making process (e.g. CRB checks within agencies).								
2.9 The LSCB has suitable, well-organised and effective subgroups								
2.10 The LSCB effectively engages with CYP and families (including groups identified in 1.3) and receives comprehensive and reliable information from them to use in its decision-making process (e.g. how does the LSCB understand how safe children and young people feel in their area/settings?).								
Average score for principle 2:								
Priority actions:								
1.								
2.								

Principle 3. Good governance means promoting the LSCB values and demonstrating good governance through behaviour.	Strongly Agree	Agree	Tend to Agree	Tend to Disagree	Disagree	Strongly Disagree	EVIDENCE/EXAMPLES	ACTION REQUIRED (✓)
	1	2	3	4	5	6		
3.1 The LSCB is clear about the values it expects its members and staff to demonstrate in their behaviour and actions.								
3.2 The LSCB practices the Nolan principles for people in public life (selflessness, integrity, objectivity, openness, honesty, and leadership).								
3.3 The LSCB's behaviour collectively, and that of its members individually, demonstrates that responsibilities to the Children's Safeguarding agenda are prioritised locally.								
3.4 The LSCB has a code of conduct, which all members have signed up to.								
3.5 The LSCB members fully understand how their behaviour can strengthen or weaken the LSCB's performance and values, e.g., attending regularly, advocacy.								
3.6 The LSCB should ensure that member agencies have safe recruitment procedures in place.								
Average score for principle 3:								
Priority actions:								
1.								
2.								

Principle 4. Good governance means taking informed transparent decisions and managing risk.	Strongly Agree	Agree	Tend to Agree	Tend to Disagree	Disagree	Strongly Disagree	EVIDENCE/EXAMPLES	ACTION REQUIRED (✓)
	1	2	3	4	5	6		
4.1 The LSCB's planning process is clearly understood by those directly affected by it.								
4.2 All information that informs a decision is robust and objective and is based on up-to date research and, where appropriate, professional advice is taken, both for casework functions and when informing link management.								
4.3 The LSCB reports on the implementation and effectiveness of its policies and procedures.								
4.4 The LSCB's meetings are productive and the business is completed effectively.								
4.5 The LSCB makes it clear who is responsible for implementing board decisions.								
4.6 The LSCB regularly reviews its agenda priorities to ensure key issues are not being overlooked.								
4.7 The LSCB has considered the effectiveness of its risk management procedures.								
4.8 Following an annual review the LSCB has developed an action plan to correct any deficiencies in its risk management procedures.								
4.9 The LSCB ensures that all recommendations from serious case reviews and child death reviews are SMART and audited for compliance and effectiveness.								
Average score for principle 4:								
Priority actions:								
1.								
2.								

Principle 5. Good governance means developing the capacity and capability of the LSCB to be effective.	Strongly Agree	Agree	Tend to Agree	Tend to Disagree	Disagree	Strongly Disagree	EVIDENCE/EXAMPLES	ACTION REQUIRED (✓)
	1	2	3	4	5	6		
5.1 The chair of the LSCB has an in-depth understanding of safeguarding and has the respect of the board members.								
5.2 The LSCB is clear about what skills board members must have to carry out their roles and responsibilities effectively.								
5.3 All board members have the appropriate understanding of safeguarding and the skills to achieve the intended outcomes of the LSCB.								
5.4 All board members have suitable influence within their host agencies to achieve the intended outcomes of the LSCB.								
5.5 The LSCB provides support to board members in order to maximise their effectiveness.(E.g. training)								
5.6 The LSCB has sufficient human resources to carry out its functions effectively.								
5.7 The LSCB has the sufficient financial resources to carry out its functions effectively.								
5.8 The LSCB has a clear budget formula and oversight of financial throughput.								
5.9 The LSCB has a financial reporting system.								
5.10 The LSCB compares its performance with that of other LSCBs.								
5.11 The LSCB has a strategic mechanism for monitoring and evaluating its effectiveness and strategic focus.								
Average score for principle 5:								
Priority actions:								
1.								
2.								

Principle 6. Good governance means engaging stakeholders and making accountability real.	Strongly Agree	Agree	Tend to Agree	Tend to Disagree	Disagree	Strongly Disagree	EVIDENCE/EXAMPLES	ACTION REQUIRED (✓)
	1	2	3	4	5	6		
6.1 The LSCB is clear about its relationship with the Children’s Trust, the CYPSP, and other relevant working groups and committees								
6.2 Accountability relationships between the LSCB and relevant working groups and committees work well								
6.3 The LSCB has developed practice to ensure it engages effectively with CYP, families, and partners and this is reviewed regularly.								
6.4 The LSCB is clear about the role of consultation and how it informs in its decision-making.								
6.5 The LSCB has a clear communication strategy that ensures engagement with key stakeholders.								
6.6 The LSCB is sufficiently accessible to its stakeholders to be questioned about the quality and effectiveness of its planning processes.								
6.7 The LSCB has confidence that there are complaints system with links between all partners that work effectively.								
6.8 The LSCB has clear processes for carrying out its role of scrutiny and challenge of individual member agencies and other local structures, such as CYPSP.								
6.9 The LSCB encourages strong relationships and collaboration work with other LSCBs, including across borders.								
6.10 The LSCB has clear processes for effective scrutiny from elected members and /or all member agencies.								
Average score for principle 6:								
Priority actions:								
1.								
2.								

Additional statements	Strongly Agree	Agree	Tend to Agree	Tend to Disagree	Disagree	Strongly Disagree	EVIDENCE/EXAMPLES	ACTION REQUIRED (✓)
	1	2	3	4	5	6		
7.1 All Terms of Reference for sub committees/task groups are approved by the LSCB and reviewed at least annually.								
7.2 Terms of Reference set out frequency and usual times of meetings and include quorum rules.								
7.3 The LSCB meets sufficiently often to monitor important issues.								
7.4 Special LSCB meetings can be arranged with minimal effort to allow quick responses to urgent issues.								
7.5 Meetings are sufficiently timed to conduct the business and are not too long or ineffective.								
7.6 The Chair encourages full and open discussion and invites questions.								
7.7 There is a proforma for writing reports to ensure focus is on salient matters with clear recommendations and are fit for purpose.								
7.8 Meeting places are accessible to members and rotated between locations if appropriate.								
7.9 Minutes are prepared and circulated to the appropriate people promptly.								
7.10 Action points on the minutes indicate who should perform what and by when.								
7.11 LSCB members are asked to declare interests/conflict of interest on agenda items or in a register, as necessary.								
7.12 The LSCB understands the priorities of its partners								

Additional statements	Strongly Agree	1	2	3	4	5	6	EVIDENCE/EXAMPLES	ACTION REQUIRED (✓)
	Strongly Disagree	1	2	3	4	5	6		
7.13 The LSCB is willing and able to share data effectively with its partners.									
7.14 The LSCB has a protocol for dealing with the media.									
7.15 The LSCB makes decisions on who should represent the LSCB on external bodies and groups based on clear criteria.									
7.16 The LSCB has a process in place for regularly reviewing its governance arrangements and practice.									
Average score for additional statements:									
Priority actions:									
1.									
2.									

Now transfer your scores into the matrix below and then add up all your scores in the totals boxes to give an overall benchmarking score:

Date of Session: _____

	Previous score	Current score	Direction of travel		Comment
Principle 1			↑	↔	
Principle 2			↑	↔	
Principle 3			↑	↔	
Principle 4			↑	↔	
Principle 5			↑	↔	
Principle 6			↑	↔	
Additional statements			↑	↔	
Total:					

Once you have completed the exercise complete the action plan on the next page to develop your plans further with dates and responsibilities

Date completed _____ Number of Board members involved _____ Review Date _____

Contact Person _____ Tel _____

Annex A

Descriptors of Good Governance

IMPORTANT – these descriptors are only a guide. They are not intended as a definitive description of good governance.

PRINCIPLE 1: FOCUSING ON THE LSCB'S PURPOSE AND ON OUTCOMES FOR LOCAL CHILDREN AND YOUNG PEOPLE

Evidence that the LSCB members are:

- clear about the LSCB's purpose and its intended outcomes for local children and young people;
- sure that local services are meeting the needs of local children and young people

Adequate performance	Performing well
<p>The LSCB has a vision of what it wants to achieve for local children and young people. It has translated this into ambitions that are seeking to improve and reduce inequalities of outcomes. These ambitions have been agreed following analysis of reliable information.</p> <p>The LSCB meets the needs of most of the local children and young people most of the time.</p>	<p>Ambitions are stretching and challenging, aiming to make a real and measurable difference for children and young people. The LSCB has identified what longer-term, sustainable outcomes the LSCB together with its partners can realistically achieve in the area they serve (and across boundaries where appropriate).</p> <p>The LSCB can demonstrate that it is consistently meeting the needs of the local children and young people; and reducing inequalities of outcomes. The LSCB can demonstrate that it is contributing towards better outcomes for local children and young people. It has a track record of a notable reduction of inequalities of outcomes, including for hard to reach groups.</p>

Adequate performance	Performing well
<p>The LSCB has an appropriate performance management strategy and framework.</p> <p>Performance management covers key areas of the LSCB's activities.</p>	<p>Performance management arrangements are sufficiently embedded so that all members of the LSCB know what has and has not been achieved and how to deliver improvements.</p> <p>The LSCB can demonstrate that it is delivering good and sustainable outcomes for local children and young people.</p>
<p>The LSCB has agreed how value for money is measured and makes sure it has the information it needs to review VFM effectively, including information about how well similar organisations are performing and their costs of providing the service(s).</p>	<p>The LSCB can demonstrate how this information is regularly used in planning and decision-making to improve VFM.</p> <p>The LSCB ensures that its activities:</p> <ul style="list-style-type: none"> ● effectively addresses statutory duties and local needs; and ● are delivered to high quality standards.

PRINCIPLE 2: PERFORMING EFFECTIVELY IN CLEARLY DEFINED FUNCTIONS AND ROLES

Evidence that:

- The LSCB is clear about the responsibilities of board members, and those carrying out LSCB roles (e.g. Business Managers) and of partners; and
- Board members and those carrying out LSCB roles (e.g. Business Managers) and partnerships are working constructively together to achieve their common purpose.

Adequate performance	Performing well
<p>Individual roles and responsibilities of the chair, and board members are clearly described in a public document.</p>	<p>The LSCB can demonstrate that board members and those carrying out LSCB roles (e.g. Business Managers) are clear about their and each other's respective roles.</p> <p>Board members and those carrying out LSCB roles (e.g. Business Managers) and responsibilities are reviewed at least every two years to ensure they continue to focus on delivering the purpose of the LSCB; and are coherent and comprehensive.</p>
<p>The LSCB has signed a locality-wide, agreement governing its relations with its partners.</p> <p>The document clearly sets out roles and responsibilities of each partner and their contribution to delivering better outcomes for local children and young people.</p> <p>The LSCB has ensured that each of its key partners has an appropriate form of governance that is formally documented. The document sets out accountabilities, decision making, roles and responsibilities focused on achieving better outcomes for local children and young people.</p>	<p>The LSCB annually reviews the effectiveness of its activity.</p> <p>Partner organisations are clear about their role in improving outcomes for local children and young people; and board members are clear about their remit when representing the LSCB externally.</p>
<p>The LSCB is explicit about the resources it is committing.</p> <p>It has a clear understanding of the total resources at the disposal of all its partners (where applicable).</p>	

Performing well	Adequate performance
	<p>The LSCB ensures that appropriate information is regularly shared with its partners in a timely manner.</p>
<p>The LSCB ensures that partners follow proper procedures for dispute resolution.</p>	<p>The LSCB has ensured that each of its key partners has effective procedures for resolving disputes between partnerships and between the partners and the LSCB.</p>
<p>The LSCB can demonstrate that its Chair sets the tone by creating a climate of openness, support and respect; officers and board members treat each other with respect.</p>	<p>There are constructive working relationships between board members and officers and between the LSCB and its partners.</p>

PRINCIPLE 3: PROMOTING VALUES FOR THE LSCB AND DEMONSTRATING THE VALUES OF GOOD GOVERNANCE THROUGH BEHAVIOUR

Evidence that the LSCB

- board members are putting LSCB values into practice and are working effectively within the ethical framework;
- individual board members are behaving in ways that uphold and exemplify effective governance within the LSCB and when representing it in their own organisations; and
- board members are learning from complaints.

Adequate performance	Performing well
<p>The LSCB has established and set out, in a publicly available document, the values that guides its activities</p>	<p>The LSCB can demonstrate that its leadership actively promotes appropriate values for the LSCB. Board members and staff understand the values that guide the LSCB. The LSCB can demonstrate that external stakeholders understand the values that guide the LSCB.</p>
<p>The LSCB has formally adopted a code of conduct for board members. All board members have signed the code of conduct. The LSCB has adopted a code of conduct for officers.</p>	<p>The LSCB can demonstrate that it is proactively raising the standards of ethical conduct among board members and officers, including through the provision of ethics training, guidance and/or information. The LSCB undertakes an annual assessment of standards of conduct of board members and officers, including how effectively board members are complying with the code of conduct, the number and type of complaints received, disciplinary cases against staff and takes action as appropriate. The LSCB can demonstrate that board members and officers exhibit high standards of personal behaviour, including when representing the LSCB on external bodies.</p>
	<p>The LSCB can demonstrate that partners and external stakeholders have confidence in the standards of conduct in the LSCB.</p>

Adequate performance	Performing well
<p>The LSCB has arrangements for board members and staff to register and the LSCB to monitor compliance with standards of conduct across the LSCB including:</p> <ul style="list-style-type: none"> ● codes of conduct; ● register of interests; ● register of gifts and hospitality; and ● use of IT resources. <p>The LSCB's complaints and whistle blowing policies have been communicated to staff and the public.</p>	<p>The LSCB can demonstrate that all board members and officers are aware of the need to make appropriate disclosures of gifts, hospitality and pecuniary interests.</p> <p>There is evidence that board members and officers are consistently making appropriate disclosures; and the registers are reviewed at least annually and findings reported to the LSCB's Chair.</p> <p>The LSCB can demonstrate that its staff have high levels of awareness of, and confidence in the complaints and whistle blowing arrangements.</p> <p>The LSCB can demonstrate that complaints and whistle blowing cases are resolved appropriately; and in a timely manner.</p> <p>The LSCB can demonstrate that staff and complainants have confidence in its arrangements; it systematically learns across the LSCB from these cases; and key changes have been made across the LSCB as a result of learning from the cases.</p>

PRINCIPLE 4: TAKING INFORMED, TRANSPARENT DECISIONS AND MANAGING RISK

Evidence that the LSCB is:

- rigorous and transparent about how and what decisions are taken;
- using good quality information, advice and support to help reach decisions; and
- making sure that there is an effective risk management system which covers partnership working.

Adequate performance	Performing well
<p>There are formal agreements on the types of decisions that board members are required to make.</p> <p>The agreements cover publication of decisions taken.</p> <p>Decision making is transparent and results in relevant actions.</p>	<p>The formal agreements on the types of decision that Board members are required to make, and those that are delegated to officers (such as the Business Manager) are easily accessible by partners and external stakeholders.</p> <p>Decision making is timely; supports achievement of priorities and better outcomes; and is integrated with the forward plan and key planning and strategy milestones.</p> <p>The LSCB can demonstrate that board members and officers are considered to take collective responsibility for the LSCB’s decisions.</p> <p>Board members, officers and partnerships consider that decision making in the LSCB is clear and transparent and leads to relevant action; board members and officers are clear about what decisions they are responsible for.</p> <p>Officers do not take decisions that should be reserved for board members.</p> <p>The LSCB can demonstrate that decision making arrangements are formally reviewed at least every two years, and changes made when appropriate.</p>
<p>This formal agreement includes decision making powers when board members and/or officers are representing the LSCB on other partnerships.</p> <p>The LSCB has formal partnership agreements which set out clearly where and when decisions can be taken and by whom.</p>	<p>Decision making is transparent and results in relevant actions.</p> <p>Individual partners take responsibility for joint decisions.</p>
<p>There is an easily accessible and clear public record of key decisions taken by the LSCB.</p>	<p>The public record is explicit about the criteria, reasons and information on which key decisions are based, and about the impact and consequence of these decisions.</p> <p>The record is openly accessible to those affected by the decisions.</p>

Adequate performance	Performing well
<p>The information board members receive is clear; provides a clear analysis; sufficiently detailed but not too detailed; relevant to decisions to be made; tailored to the roles and decisions board members and officers need to make; clearly supported by professional advice, where appropriate.</p> <p>Professional advice is used appropriately in decision making by the LSCB's members.</p> <p>The LSCB has scrutiny processes focused on improving outcomes for local children and young people.</p> <p>The LSCB has a 'fit for purpose' forward plan which sets out the main decisions to be taken.</p>	<p>The LSCB can demonstrate that board members consider the information they received is timely, objective, and provides clear explanations of technical and complex issues and their implications.</p>
<p>Scrutiny is rigorous and challenging.</p> <p>The LSCB can demonstrate where scrutiny processes have resulted in improved outcomes for local children and young people.</p>	

PRINCIPLE 5: DEVELOPING THE CAPACITY AND CAPABILITY OF BOARD MEMBERS AND OFFICERS TO BE EFFECTIVE

Evidence that the LSCB

- makes sure that board members and officers have the skills and knowledge they need to perform well;
- develops the capability of people with governance responsibilities and evaluates their performance, as individuals and as groups, including when working in partnerships; and
- is governed and managed by an appropriate body of people.

Adequate performance	Performing well
<p>The skills and knowledge required to carry out each board member and officer role are clearly set out.</p> <p>The LSCB undertakes an annual audit of training and development needs of all board members and officers.</p> <p>There is a full range of development opportunities for board members and officers, including training.</p>	<p>The LSCB can demonstrate that board members and officers are properly equipped to carryout their roles and responsibilities.</p> <p>The LSCB knows how effective board members and officers consider the training and development opportunities to be.</p> <p>The LSCB can point to improvements which the LSCB is making for local children and young people as a result of board member and officer development / increased knowledge and skills.</p> <p>The board member and officers’ development opportunities provided by the LSCB are held in high regard by board members and officers.</p>
<p>Board members and officers are supported to identify and address their own development needs.</p>	<p>Development opportunities for board members and officers are agreed after formal evaluation of the effectiveness of the LSCB; its committees; board members; and officers.</p> <p>The LSCB can demonstrate that this evaluation is used to plan the development programme. The take up of the training and development opportunities by board members is high.</p>
<p>Board members and officers receive a thorough induction tailored to their role on the LSCB.</p>	<p>The LSCB provides suitable induction when board members and officers take up new roles and periodic refresher training in existing roles.</p>

PRINCIPLE 6: ENGAGING WITH LOCAL STAKEHOLDERS TO ENSURE ROBUST ACCOUNTABILITY

Evidence that the LSCB

- understands formal and informal accountability relationships;
- takes an active, effective and planned approach to consultation, engaging with and accountability to external stakeholders; and
- takes an active and planned approach to responsibility to staff.

Adequate performance	Performing well
<p>The LSCB has clearly documented who it is accountable to.</p> <p>There are sufficient resources to ensure there are appropriate and effective engagement, consultation, challenge and communication with external stakeholders about their needs and about the LSCB and its partners.</p>	<p>The LSCB has a track record of effective engagement with external stakeholders, the public and users to deliver improvements for local children and young people.</p>
<p>The LSCB has clear arrangements for consulting and engaging with external stakeholders, including hard to reach groups about their needs and the suitability and quality of services they receive (where appropriate).</p>	<p>The LSCB can demonstrate how it takes into account the needs and opinions of all sections of the community, including issues of specific local importance such as those of rural areas; feedback from external stakeholders has driven improvements; and information on the needs and views of external stakeholders is used in planning and decision-making.</p>
<p>The LSCB routinely feeds back to those it consults and engages with.</p>	<p>The LSCB works with agencies serving the same population to make sure that consultation and engagement activity with external stakeholders, the public and users is not duplicated unnecessarily.</p> <p>The LSCB's consultation and engagement policies and procedures are reviewed annually with external stakeholders and changes made to the policies as a result.</p> <p>The LSCB consults effectively with hard to reach groups.</p>

Adequate performance	Performing well
<p>The LSCB has a protocol that governs how and what information is shared with external stakeholders.</p>	<p>The LSCB knows how useful external stakeholders find LSCB information.</p>
<p>The results of performance measurement and benchmarking are regularly communicated to external stakeholders.</p>	
<p>The performance information available to external stakeholders is relevant, understandable and easily accessible.</p>	
<p>The LSCB has clear arrangements for listening to and consulting with those carrying out LSCB roles (e.g. Business Managers)</p>	<p>Those carrying out LSCB roles (e.g. Business Managers) consider that the LSCB regularly listens and acts on its views, and can point to significant changes that have come about as a result of their involvement.</p>

Annex B

Guidance for Facilitators

Using the LSCB Challenge and Improvement Tool

LSCB members are responsible for ensuring that the LSCB is doing the right things, in the right way for the right people in a timely, inclusive, open, honest and accountable way. Good Governance is essential to how effective they are at doing this.

The Challenge and Improvement Tool is designed specifically for LSCBs¹. It primarily examines understanding, culture and behaviours which together lead to change, whereas purely the existence of governance arrangements alone does not.

The tool has been designed as a diagnostic exercise based on the principles laid out by the Independent Commission for Good Governance in Public Services in the *The Good Governance Standard for Public Services*¹ (often referred to as the *Langlands Report*). It provides the basis for assisting public services to set good governance standards. The Commission was established in 2004 and supported by the Office for Public Management and CIPFA in partnership with the Joseph Rowntree Foundation.

The *'Good Governance Standard'* identifies six principles of good governance in public services, it also makes links to the Committee on Standards

in Public Life's Seven Principles of Public Life, (often known as the Nolan principles).

The six principles are set out below in the LSCB context, with the related Nolan principles in brackets.

- focusing on the LSCB purpose and intended outcomes for Children and young people (Leadership, objectivity, selflessness);
- LSCB strategic and operational performance including clear functions, roles and relationships with other partnerships (Accountability, openness, honesty);
- LSCB values and behaviour (Leadership, integrity);
- decision-making and managing risk (Accountability, objectivity);
- developing capacity and capability of LSCB to be effective (Openness, accountability); and,
- engaging stakeholders and ensuring accountability (all of the above).

Why good governance is important

The Independent Commission for Good Governance in Public Services estimates that more than 450,000 people contribute as board members in some way and have found

¹ Based on a similar model used by the Audit Commission

evidence that many have difficulties in fulfilling their responsibilities. They identify clarity of the purpose and role of governance, expansion of the supply of board members, improved induction programmes and good relationships between board members and executive teams as key issues to a necessary improvement of governance in public services.

It is recognised that poor governance leads to a lack of public trust and confidence. As public organisations are increasingly involved in complex partnerships, such as LSCBs, good governance is essential as poor governance may adversely affect the effectiveness of these arrangements.

Structure of the Tool

The Challenge and Improvement Tool has been designed around the *Good Governance Standard's* six principles each of which are broken down in to smaller sub-questions. The issues are designed to identify both good practice and areas for improvement.

The tool has been designed to be applied as flexibly as possible. Depending upon local circumstances and following discussions with the Chair of the LSCB and relevant staff members with responsibility for its performance and effectiveness. LSCBs may decide to conduct the exercise as a whole or to use sections individually; however you will get the best out of the tool if you complete the full diagnostic.

The diagnostic exercise should involve all board members. It enables an independent self assessment of compliance with the principles of good governance but ultimately enables the identification of both good practice and areas for improvement for the LSCB.

A workshop follows the completion of the survey. It should be designed to pick up on issues raised in the survey and to move the LSCB to the next stage of its development. The workshops should be delivered with board members and where appropriate relevant staff may be included (such as the Business Manager if he/she is not the facilitator). The workshop should present the findings from the survey under each of the 6 principles, highlighting particular areas where there has been a strong consensus, or where there has been considerable disagreement between members' responses. Workshop participants are then asked to discuss the issues that the survey has presented.

The exercise should help LSCBs to identify training needs for board members. You should also be able to establish how widely the LSCB is applying the principles of good governance and where governance understanding needs to be developed.

Delivering the work

This diagnostic exercise should be carried out as a voluntary improvement exercise and could potentially be used during the annual planning cycle. It should be undertaken using the following stages:

Stage 1

- Set-up: discussions should be held with the Chair of the LSCB and any relevant officers that can support the process, for instance the Business Manager (if he/she is not the facilitator of the process). You will need to agree who should be sent the survey. This is likely to be all members of the LSCB, it may also be appropriate for the Business Manager to complete the survey, or whoever has key

responsibility for the delivery of the LSCB's objectives.

Stage 2

- Undertake the survey – send an electronic copy of the survey to Board members for them to complete and return within an agreed time. Send reminders as appropriate so that you have enough returns to make the survey credible. **You will find** a sample letter below which could be sent out to potential respondents. This could be sent out by the Business Manager.
- The survey should be entirely confidential and respondents should not be identified. All results should be fed back in an anonymised format and not attributed to individuals.
- Review the survey results.

Stage 3

- In order to add value to the exercise you may want to review some of the key documents produced by the LSCB, such as its strategy and/or governance documents if they are available. The review of documents could provide a guide to the key emerging issues to be explored further in the workshop.

Stage 4

- Using the evidence from the survey and documents, provide a draft summary report and or presentation.

Stage 5

- Deliver workshops to explore appropriate issues, findings, conclusions and recommendations with the aim of moving the LSCB forward; aim to use the survey questions to support the facilitated workshop sessions.

Questions will need to be selected to suit the purpose of the workshop, but can provide a quick overview which can then be expanded by using the survey questions. Sometimes it is useful to use an external facilitator for these sessions depending on the needs and culture of the LSCB.

Stage 6

- Developing an Action plan – using the results from the workshop and survey develop an action plan using the template provided in the tool. The plan should include established timescales, outputs and responsibilities which can then be agreed by all board members

Time and other constraints can mean that Part 2 and Part 3 are done simultaneously. Workshops should never be undertaken before the survey or document review. See page ? for some do's and don'ts in carrying out the exercise.

Using the LSCB Challenge and Improvement Tool

Using the Challenge and Improvement Tool is not a routine piece of work; governance is a sensitive issue for many LSCBs and from an early stage there are many potential risks and challenges which must be managed proactively. The need for sensitivity to and understanding of the context in which the LSCB is operating is essential.

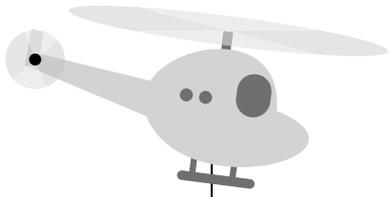
The complexity of the diagnostic will require understanding of:

- *Good Governance* ;
- knowledge of the LSCB and its local issues and local partnerships;
- excellent interpersonal/facilitation skills;

- ability to work in a politically sensitive environment, including an understanding of effective partnership working;
- excellent communication skills; and
- excellent project management skills.

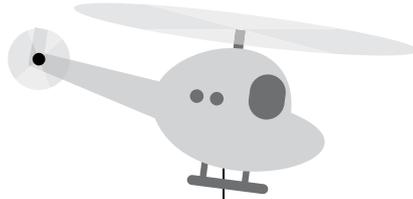
Desired impact of the work

- The ultimate purpose of this exercise is to improve outcomes and the well-being of local children and young people through the better governance of the LSCB. It is designed to help LSCBs to have a better understanding of the importance of focusing on doing the right things, in the right way, for the right people in a timely, open, honest and accountable way.
- This work should help LSCBs to make the connections between good governance, which some have seen as a technical and control process, into something that is a vitality important and vibrant process that helps, rather than hinders, LSCBs to improve outcomes for local children and young people.



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ISBN: 978-1-84775-200-0

D16(7752)/0708

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