



Learning and Improvement Framework

2025-26

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Document Author	Learning and Development Group, Swindon Safeguarding Partnership
Document Owner	Learning and Development Group, Swindon Safeguarding Partnership

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1. Introduction

A Partnership Approach to Learning and Improvement

Swindon Safeguarding Partnership Learning and Improvement Framework demonstrates how learning is identified, disseminated and implemented in practice within a multi-agency context, to improve outcomes for children and adults within Swindon.

The Learning and Improvement Framework is central to Swindon's Multi-Agency Safeguarding Arrangements and is to be read in conjunction with the [Quality Assurance Framework](#). The Framework enables learning from activities to assess the quality of multi-agency safeguarding arrangements to be taken forward to make improvements to the safeguarding system and, in turn, to improve outcomes for children and adults.

This framework is designed to underpin and facilitate the development of a culture of continuous learning and improvement across the whole safeguarding system.

It is based on:

- Agreed local priorities;
- Knowing our strengths, what we do well and do more of it;
- Knowing what children and adults say;
- Learning from national research;
- An outcomes-based accountability methodology which asks;
 - o How much did we do?
 - o How well did we do it?
 - o What difference did it make to outcomes for children and adults?
- A shared commitment to implementing and embedding improvement actions.

Implementation of the framework requires trust between partners that:

- Provides a high level of mutual support, sets ambitious expectations and enables effective, constructive challenge;
- Fully involves professionals to contribute their perspectives without fear of being blamed for actions they took in good faith; and,
- Avoids the development of a 'blame culture'.

Learning and improvement activity must be able to assure partners about the effectiveness of safeguarding arrangements and demonstrate improvements in:

- Safeguarding arrangements and multi-agency working;
- Ensuring children and adults receive 'the right help at the right time';
- Outcomes for children and adults.

Transparency and Public Accountability

In order to ensure transparency and public accountability learning and improvement activity should include:

- The involvement of children and adults;
- Publication of learning and improvement activity and its impact on outcomes for children and adults via the production and publication of the Safeguarding Partnership Annual report evaluating the effectiveness of safeguarding arrangements in Swindon.

Partner Agency Contribution

Partner agencies should contribute, and respond, to learning and improvement activity in a timely manner. This will include:

Learning and Development Activity

- Provision of a learning and development lead (LDG member) who will participate in the development of multi-agency resources to embed learning across the workforce (see appendix A for Learning and Development Group terms of reference and appendix B for Safeguarding Partnership Group Structure chart)

Performance Management

- Regular monitoring and follow up to ensure that improvements are made and sustained

Rapid Reviews, Child Safeguarding Practice Reviews (CSPRs), Safeguarding Adult Reviews or other multi-agency activity to learn lessons through:

- The timely provision of high-quality information and analysis through the appropriately identified route;
- Engagement of agency representatives at all levels in case reviews;
- A commitment to knowledge transfer, dissemination of learning and changes in practice, which promote improved safeguarding outcomes for children and adults.

Contributing to understanding the effectiveness of safeguarding activity in Swindon through the sharing of findings from:

- Single agency inspections
- Internal learning reviews
- Single agency quality assurance and audit activity
- Feedback from children and adults

Learning Methodologies:

- Learning will be drawn from a range of sources and all Safeguarding Partnership member organisations have an obligation to provide relevant, detailed and up to date information as required.

Using Learning Proactively

- Learning will be used to understand what we do well and do more of it. It will also be used to challenge constituent partner agencies to make improvements through the implementation of single-agency and multi- agency action plans, based on the learning from inspections, case reviews, audits and other quality assurance activity.
- Learning will be used to make real, sustainable improvements to services to reduce the risk of future harm and the impact of learning will be evaluated through assurance reports from partner agencies, audits and service user feedback.

For further information about Impact on Practice and Closing the Learning Loop, please refer to section 4 from page 11.

2. Learning and Improvement Cycle

Sources of Learning

Information	Sources	Providers
External Inspections and reviews	Ofsted, outcomes of Safeguarding Inspections.	Children's Services
	CQC, outcomes of Safeguarding Inspections	Adults Services
	CQC, outcomes of Safeguarding Inspections	BSW ICB Health Providers
	HMICFRS, from outcomes of Safeguarding Inspections	Wiltshire Police
	Other sources: Outcomes of Safeguarding Inspections	Probation
The voice of the child	Child First Approach	Way Young Changemakers
	Co-production and participation	Participation Network Partners
	Feedback from children and young people as part of the multi-agency audit process	All partners to provide evidence of how they capture VOC and act on it to improve services.
	Complaints and representations from young people about their experience of services	All partners
The voice of the adult	Adult Scrutineers group	Experts by experience

	Co-production and participation	Participation Network Partners
	Feedback from adults as part of the multi-agency audit process	All partners to provide evidence of how they capture VOA and act on it to improve services.
	Complaints and representations from adults about their experience of services	All partners
Child Death Overview	Annual Report	Child Death Overview Panel

Information	Sources	Ownership
Rapid Reviews and Child Safeguarding Practice Reviews, Safeguarding Adult Reviews	Learning from case reviews following serious incidents. Implementation of action plans.	Partner agencies represented on the Practice Review Group will provide relevant information as requested.
Specific Partner/Exception Reports	LADO Annual Report Early Years Report	Partners to provide reports to the SSP Quality Assurance Group.
Performance Analysis	Multi-agency dataset MASH performance data	Multi-agency dataset - Partners to provide data and commentary. Quality Assurance Group Executive Group
Multi-agency Quality Assurance and Audit programmes	Practitioner questionnaires Multi-Agency Audit Programme	All partners to complete questionnaires as requested. Partner agencies to provide information as requested in accordance with the agreed audit programme.
Practitioner Feedback	Feedback from professionals via learning resources/training, monthly safeguarding themes and practitioner forums	Practitioners and managers from across the Partnership feeding in to Learning and Development Group.

Single agency Quality Assurance and Audit programmes	Reports of internal safeguarding audits including objectives, outcomes and action plans.	All partners
Self-assessment audit programme (Section 11 / 175)	Section 11 Audit/Walk the Floor Assurance Visits	• Statutory Partners • Commissioned Services Reporting to Quality Assurance Group.
	Section 157/175 education audit	Annual Report
Complaints and compliments	Number of compliments / complaints by young people received by all agencies.	All statutory partners
Workforce development	- Annual Training Review - Training Audit - Gaps in training provision identified from reviews	Partners coordinated by SSP Learning and Development offer and Learning and Development Group.
SSP Website	Analytics on the number of hits the website receives, which pages are being viewed and how often.	Reporting to Quality Assurance Group.

Learning and Improvement Cycle

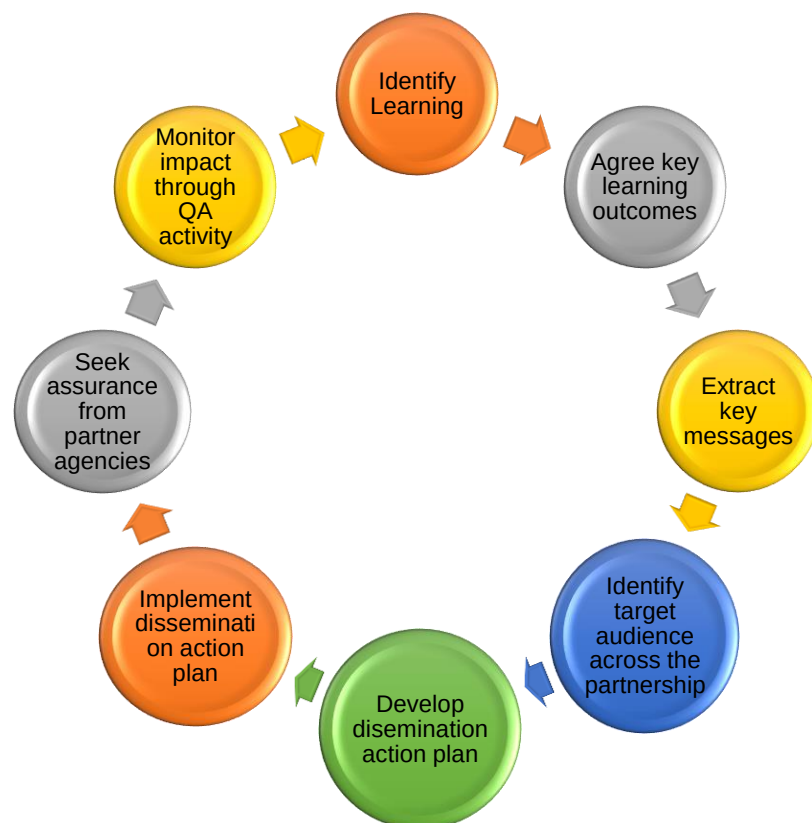
The Safeguarding Partnership governance arrangements support the cycle of improvement:
Driving Priorities – Action – Analysis - Improvement



The learning, which comes from the range of sources identified, is the result of action commissioned by the Executive Group and the outcomes are analysed by subgroups to consider how the findings from the quality assurance activities can lead to action to improve practice. This process involves identifying **learning outcomes** and the **key messages** required to reach the most appropriate **target audiences**. Learning is more likely to become embedded if it is reproduced in a way, which is accessible and relevant, and when it targets the most relevant sections of the multi-agency workforce.

In Swindon, the learning and improvement process is set out below in figure 1:

Figure 1: Learning and Improvement Cycle.



Where learning is identified the SSP strategic priority sub-groups will consider the key messages which need to be embedded and to the target audiences. A template has been developed to capture the key messages and target audiences located at Appendix C.

The Learning and Development Group will then co-ordinate a Dissemination Action Plan, which will identify a range of methods through which the key messages will be communicated to those target audiences. This will include where appropriate measurable indicators, such as engagement rates and feedback scores. This will also be considered within the context of the individual agency and reviewed with the quarterly Learning and Development Group as part of the assurance process. Any concerns or risks will be reported in line with SSP reporting procedures.

The template for the Dissemination Action Plan is located at Appendix D.

3. Disseminating Learning

The Safeguarding Partnership Learning and Improvement Framework recognises that Child Safeguarding Practice Reviews and Safeguarding Adult Reviews are a valuable resource for identifying learning from practice and are a significant tool for disseminating and imbedding that learning.

The Safeguarding Partnership also recognises that it has responsibility for disseminating lessons to its partner agencies and ensuring that those lessons are further disseminated within the agencies and that they are embedded in practice.

The cascading of learning through the partnership will be undertaken using a range of different mechanisms including but not limited to the following:

- The publication of case reviews on the website
- Newsletters
- Publication of 7 minute learning briefs and other briefings with signposting to associated resources on the Partnership website
- Embedding of learning into multi-agency training
- Webinars and learning events
- Formal requests to disseminate learning through individual agencies
- Updating policies and procedures to reflect learning
- Requests for learning to be incorporated into partner agency safeguarding training

Each representative within the Partnership is tasked to provide robust oversight and leadership of learning across the safeguarding system. Each organisation will know what works best for their agency. This will be evident through their work to:

- **Promote** child and adult centred practice ensuring the voices and perspectives of children and adults inform learning and improvements in safeguarding practice and policy in the services they represent and in multi-agency working.
- **Tackle** perennial and complex barriers to effective single and multi-agency practice
- **Use** evidence from learning and data to drive system improvements in their agency and multi-agency practice
- **Encourage** system learning and sharing best practice to promote the behaviours and culture necessary for excellent safeguarding practice.

Strategic Leads across the partnership will be formally asked to consider any learning within the context of their agency's operating processes and procedures to identify those specific points where the learning should be embedded. They will also be asked to consider what mechanisms need to be in place to support an improvement in practice and how they will evaluate over time whether the desired improvements have been made.

4. Monitoring the Impact on Practice

Quote from the Child Safeguarding Practice Review Panel Learning Support and Capability Project:

“...we talk about learning from reviews and that lends us towards thinking there's a knowledge gap and we churn out training, 7-minute briefings, comms briefings and it isn't that. It's not about knowledge... It's the implementation of learning to practice we're talking about that's a completely different sort of field of work when we're talking about the space that we're asking practitioners to work in: culture, leadership, resource capacity” (health focus group participant). Source: [Child Safeguarding Learning Support and Capability Project - GOV.UK](#)

To ensure that local and national learning impacts positively on practice and that change is embedded, sustainable over time and have the desired effect, monitoring will be undertaken through the following processes:

Performance analysis:

- Multi-agency dataset
- Single-agency performance measures

Quality assurance and audit activity:

- Multi-agency audit activity
- Single-agency audit activity

Survey activity:

- Children and adults
- Practitioners and line managers

Feedback from:

- Practitioners and line managers on the impact on practice of learning and development activity
- Children and adults on the impact of interventions

The Impact of Multi-Agency Training - Closing the Learning Loop

The Partnership's multi-agency training offer comprised a blended learning approach. The learning opportunities include, face to face/virtual training, briefing resources such as 7 minute/Practice briefs, recorded webinars and eLearning from approved external providers. We want the training, events and resources provided to have a positive impact on the day-to-day practice of staff in Swindon.

Providing training is one part of the equation, line managers have a significant role to play in ensuring that learning is taken back into the workplace and put into practice. There is some useful guidance in the resource [Getting Learning into Practice – A Guide for Managers](#)

The Partnership have a variety of methods to evaluate its training, both immediately following training/events and in the months following.

In order to evaluate the effectiveness of multi-agency training delivered by the SSP, a variety of methods are employed to achieve four goals:

- Ensure the learning outcomes for each course are being met;
- Enable continual evaluation by SSP Learning and Development Group to ensure courses are meeting the needs of staff;
- Inform the planning of future training;
- Ensure that messages from training/ events and resources are being embedded in practice by closing the learning loop.

The Safeguarding Partnership Learning and Development Group (LDG) meets quarterly to review and quality assure the multi-agency training offer and LDG members have a significant role to play in providing assurance of closing the learning loop and monitoring the impact of learning on practice. See section closing the learning loop for more information.

Methods of Evaluation

Face-to-Face / Virtual Training Courses and Webinars/Learning Events

All Safeguarding Partnership evaluation forms are completed on MS forms (revised template 2025-26 can be accessed via this link - <https://forms.office.com/e/3k5CpU2Zi8>).

The evaluation form link for each course is included on the respective course webpage and within the joining instructions sent to each delegate. The course trainers are requested to provide the link/QR code and remind delegates to complete at the end of each course.

All courses advertise the learning outcomes expected from participants by the end of the course, as recommended in the [DCSF Research Report 'Outcomes of Interagency Training to Safeguarding Children: Final Report](#).

All Safeguarding Partnership evaluation forms ask the delegate to rate how well the course met its stated aims and learning outcomes/objectives. Delegates are also requested to score their knowledge on the course subject before attending the training and after attending the training. There is also a comments box for additional information.

This information helps to make adjustments to courses if common themes emerge as to why learning outcomes have not been met.

In addition, on all courses, delegates are asked to provide the following information:

- Describe what aspect of the learning has had the most impact for you today.
- Over the next three months, what are the three main actions, which need to be taken by you or your organisation to embed the learning into practice as a result of this training/resource?
- Please tell us what will help you put the learning into practice and what might hinder you.
- Revised template <https://forms.office.com/e/3k5CpU2Zi8>

Information regarding the delegates line manager is also requested at the time of booking a place on a course and when completing an evaluation form. This will inform future impact evaluations that may be conducted with staff at three months to see what changes have been made to their practice and if none identified why not.

This helps to identify what factors influence the embedding of messages into practice, as well as identifying barriers to this (some of which is due to staff turnover or reorganisation – but even this is informative, and any barriers challenge the Safeguarding Partnership to try to mitigate against this). To support the embedding of training into practice, a [Briefing for Managers on Training Transfer](#) has been written.

Course evaluations are used on an on-going basis to inform changes to existing courses and the development of new training and learning opportunities.

In addition to the above trainers delivering the Safeguarding Partnership courses are requested to evaluate and provide feedback via MS Forms (<https://forms.office.com/e/QwNgkx1D4n>) to help identify further improvements that could be made to courses. This is to ensure learners receive the best possible learning opportunities that reflect the needs of the workforce and feedback given during training.

Members of the Learning and Development Group at least once per training calendar year (April – March) will observe the Safeguarding Partnership courses and feedback (via MS forms) will be shared with the trainers and if appropriate may require revisions to training materials/content. An overview of the observations completed will be presented at LDG meetings.

Blended learning resources: 7 minute briefs/Practice Briefs/recorded webinars

The Safeguarding Partnership will analyse the reach and use of Practice Briefs, particularly those arising from learning from reviews and audits. In each practice brief there is an opportunity for individuals to provide feedback and to report what if any impact on their practice. Further assurance will be provided to the SSP via members of the Learning and Development Group see section 'closing the learning loop' below.

ELearning

Swindon Safeguarding Partnership eLearning

Upon completion of an eLearning module learners are given an opportunity to complete the SSP evaluation form (via MS forms), this includes scoring their knowledge on the course subject before completing the learning and after. There is also a question relating to what aspect of learning had the most impact and the likely impact on their practice. The link to the evaluation form is included on the eLearning webpage.

A summary of the evaluations are presented to the Learning and Development Group.

ELearning from external providers

Some eLearning modules are national resources such as those provided by the Home Office and Virtual College/Pace and within those, there is an opportunity to provide an evaluation on the course.

Other Evaluation Methods

The SSP will also continue to use existing processes such as Section 11 Audits, Schools Audits, Walk the Floor and others to assess the impact of training and other workforce development methods. The SSP is committed to ensuring that feedback on the results of training evaluation is shared with partners in a way that will contribute to the improvement of workforce learning & development and local practice.

Closing the learning loop

Monitoring Impact on Practice, three month evaluation

When new learning has been identified, for example following a review or audit, SSP LDG members will be notified and will be required to provide assurance of dissemination of the information and how they will monitor impact on practice. This will be reviewed on a quarterly basis at each LDG meeting by completion of a Word document template. Updates will be provided at each subsequent LDG meeting until assurance has been provided or it has been determined that the agency is unable to provide assurance.

The agency reports will be analysed by LDG group members in the quarterly meetings and the level of assurance assessed as to whether there is high, medium, low or no assurance or unable to provide assurance. The LDG Chair will report evidence of good practice, positive impacts on practice and areas of concern if no agency response or low, medium assurance via the highlights reports to SSP Delivery Group. *See Appendix E.*

In addition, SSP Learning and Development Lead will provide a quarterly update to the SSP Quality Assurance group to provide the following data and commentary.

- Number of professionals attending training relating to the SSP strategic priorities
- Number professionals accessing the dedicated SSP webpages relating to the SSP strategic priorities
- % of practitioners reporting increased confidence around the early identification & assessment of neglect
- Number of professionals accessing the Metal Capacity Act for 16 & 17 year olds practice brief
- Number of professionals who have completed Partnership MCA training.

Training sessions

Delegates who attend SSP multi-agency training which is linked to the partnership strategic priorities will be encouraged to complete an evaluation form at the conclusion of the training.

Three months after attending the training, SSP SSU will contact delegates requesting completion of a further short evaluation form to clarify what impact the training has had on their practice and if no impact why not, for example any barriers to this.

Responses will be collated using MS forms (<https://forms.office.com/e/E69vAD0PXp>)

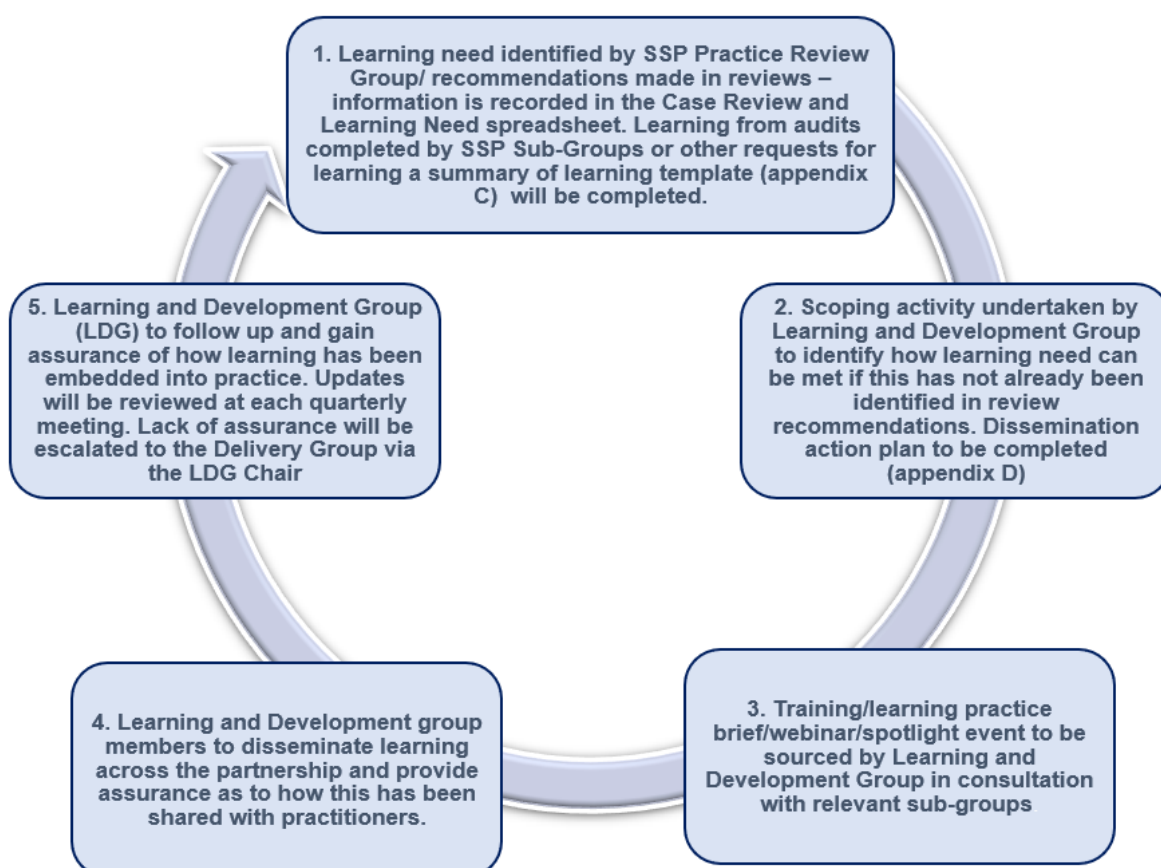
Information from the evaluation survey will be analysed by LDG group members in the quarterly meetings.

The LDG Chair will report evidence of good practice, positive impacts on practice and areas of concern and report via highlight reports to SSP Delivery Group.

Line managers have a significant role to play in this process and there is some useful guidance in the resource [Getting Learning into Practice – A Guide for Managers](#).

Closing the Learning Loop

The flowchart below demonstrates the process to be followed when a learning need has been identified by the Safeguarding Partnership Practice Review Group or Safeguarding Partnership sub-groups (as linked to the Safeguarding Partnership Strategic priorities)



5. Appendices

Appendix A Learning and Development Group ToR

Appendix B SSP Group Structure

Appendix C Summary of Learning template

Appendix D Learning Dissemination Action Plan

Appendix E Impact on Practice Guidance Criteria

Appendix F Swindon Safeguarding Partnership Action Rating Guide

Appendix A: Learning and Development Group Terms of Reference

Swindon Safeguarding Partnership

PURPOSE

The Swindon Safeguarding Partnership will support, enable and challenge each other to work together to:

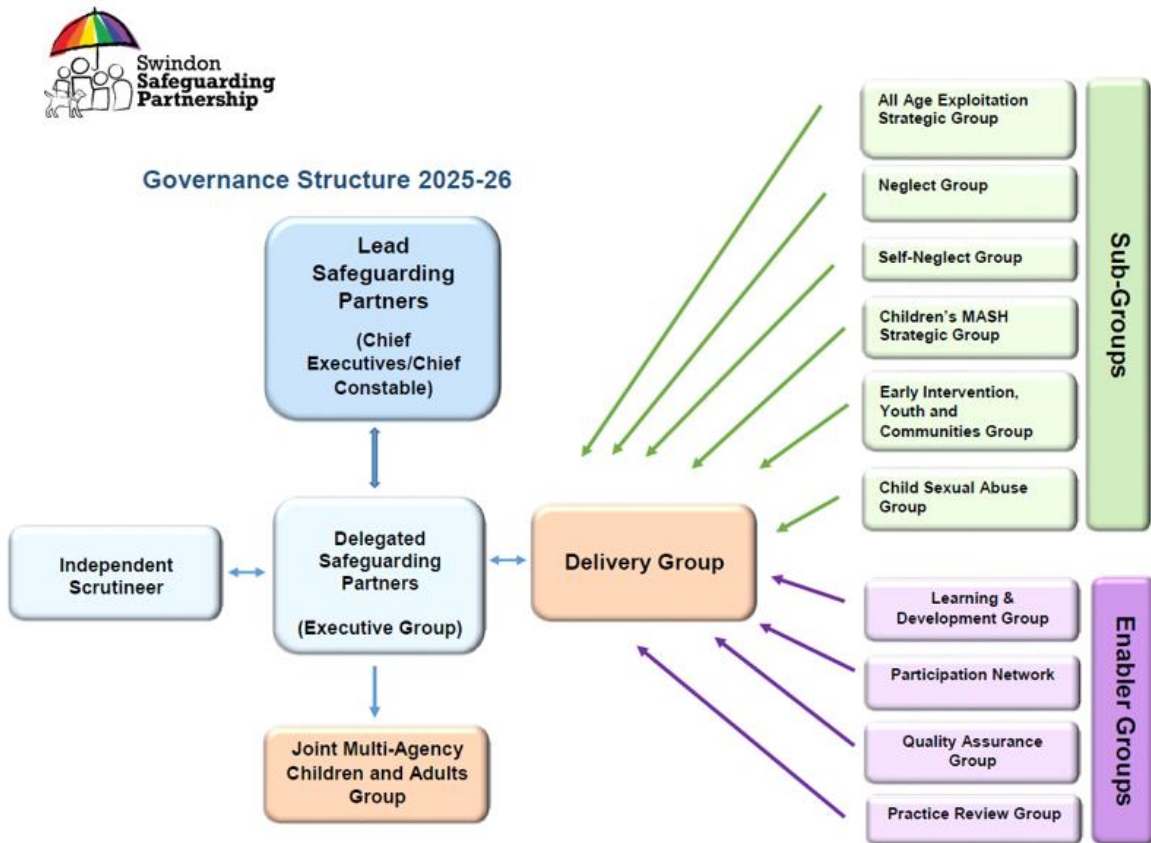
- Provide effective and informed leadership to the local community safety system;
- Deliver their shared responsibility for keeping children, young people, adults and communities safe across Swindon;
- Strengthen the voice and promote positive working relationships with children, adults, families and communities;
- Identify and act on learning;
- Work more effectively and efficiently ensuring resources are used to their optimum; and
- Provide assurance to the Swindon community

Safeguarding Partnership Learning and Development Group Terms of Reference

Overall purpose	This group has been established to improve the effectiveness of Swindon's safeguarding practices across partnership agencies for adults and children. The focus is on continuous learning and improvement with a clear line of sight on frontline safeguarding practice.
Responsibilities	1. Promote multi-agency learning through training and/or blended learning resources e.g. webinars, learning leaflets etc. and activities to promote and encourage a learning culture amongst partners. 2. Ensure that partner organisations retain responsibility for ensuring their staff participate in suitable safeguarding training and development. Additionally, that any new learning identified is disseminated to staff to support their professional development and provide quality assurance to the safeguarding partners. 3. Measure and report on the impact of multi-agency safeguarding training 4. Receive information from the other partnership subgroups to inform developments required and enable working towards continuous improvement. 5. Ensure that the work of the group links with the work of the sub-groups and enabler groups to ensure that there is joined up working across the Partnership 6. Produce a multi-agency themed work plan that is informed by Swindon Safeguarding Partnership (SSP) priorities, local needs including responding to the findings of statutory reviews, and evidence based practice, research or national guidance 7. Ensure the learning from all statutory reviews; Child Safeguarding Practice Reviews (CS PR), National Serious Case Review (SCR), Local Case Review (LCR children), Rapid Reviews, Safeguarding Adult Review (SAR), Local Case Review (LCR adult) and Domestic Abuse Related Death Review (DARDR), are embedded in all multi-agency and single agency safeguarding training in a timely way. 8. To ensure that all training and development provision is of a high standard, quality assured and evaluated, and is dynamic and responsive in its approach. 9. Ensure the evaluation of development and training activities capture individual learning outcomes immediately post activity and over time.
Accountability	The Chair will provide written reports to Swindon's Safeguarding Delivery Group and the SSP Executive Group if required.
Membership	The group will have a permanent membership of those listed below. However, other agencies/members will be invited to participate as and when appropriate to support the priorities set by the Safeguarding Partnership. • Avon and Wiltshire Mental Health Partnership NHS Trust (AWP)

	• Change Grow Live (CGL) • BSW ICB • GWH • Oxford Health – CAMHS • SBC Adult Social Care • SBC Childrens Social Care • Education Safeguarding Lead - SBC • Early Years SBC • Early Intervention, Youth, Children and Families SBC • Housing Manager (SBC) • Named Nurse for Safeguarding Children (SBC) • Learning and Development Lead Swindon Safeguarding Partnership • Wiltshire Police
Member Responsibilities	The members of this group represent their agency/service and the expectation is that members will promote the SSP training/resources and support the work of the group. Also ensuring that any identified learning from reviews and audits is embedded within their agency/service and provide assurance to the safeguarding partnership that this has occurred.
Chairs	Chair: Jade Booy - Named Professional for Safeguarding Children (GWH) Vice Chair: Leona McCalla, Deputy Associate Director of Safeguarding (GWH)
Business support	The group will be administered by the SSP Strategic Support Unit.
Co-optees/ in attendance	To be decided by the Group as required.
Frequency	The group will meet at least quarterly with additional meetings held as and when as required.
Quorum	A minimum of one health rep, one SBC rep, one Police rep
Recording	Meetings will be recorded through MS Teams for ensuring accuracy of minutes, in line with the Privacy Notice . Recordings will be kept for a period of 10 working days once the minutes have been shared with group members.
Review of ToR	Every 12 months - next review July 2026

Appendix B – Swindon Safeguarding Partnership Group Structure 2025-26



Source: [SSP induction presentation 2025-26](#)

Appendix C: Summary of Learning Template

For consideration by Learning and Development Group Subgroup in addition to the [SSP learning needs spreadsheet](#):

Examples of SSP activity are: Audits, User feedback, Complaints, Rapid Reviews, LCSPRs, other reflective learning activities

Type of SSP Activity	Brief description of SSP activity and dates undertaken	Summary of findings	Multi-agency learning – key messages	Target audiences for dissemination of learning

Appendix D: Learning Dissemination Action Plan

Examples of SSP activity: Audits, User feedback, Complaints, Rapid Reviews, LCSPRs, other reflective learning activities, monthly safeguarding theme, practitioner forum.

Purpose of Key Messages	Target Audiences	Communication Methods	Measure of Success - Will include appropriate measurable indicators, such as engagement rates and feedback scores.
	Internal communications (Partnership members)		
	Workforce communications (professionals working within partner organisations)		
	External communications (children, YP, parents/carers)		
	General communications (general public)		

Appendix E - Impact on Practice Guidance – Criteria

High/Medium/Low or not relevant to the agency/service (revised October 2025)

Below is some guidance to assist with determining the levels.



Swindon Safeguarding Partnership Assurance RAG Rating

Note: Assurance provided may differ between organisations. It may not be relevant for all departments in larger organisations to be sighted on learning and to embed this in practice. Assurance should be considered in the context of the request and relevance to organisations. This should be clearly documented in any requests for assurance to aid decision making.

Assurance of Dissemination of Learning/Resources

High Level of Assurance	There is strong evidence that the learning has been disseminated appropriately to relevant professionals in the agency/service. Professionals understand the relevance of the learning to their role and are supported to adopt this learning in their practice.
Medium Level of Assurance	There is some evidence that the learning has been disseminated appropriately to relevant professionals in the agency/service. There is some evidence that professionals understand the relevance of the learning to their role and are supported to adopt this learning in their practice.
Low Level of Assurance	There is limited/no evidence provided that the learning has been disseminated appropriately to relevant professionals in the agency/service. There is limited/no evidence provided that professionals understand the relevance of learning to their role and are supported to adopt this learning into practice.
Not relevant to the agency/service	The learning identified is not relevant to the agency/service.
Follow up action	The LDG Chair will report evidence of good practice, positive impacts on practice and areas of concern via highlight reports to SSP Delivery Group. Consideration may also be given to adding areas of concern, non-compliance or low assurance as appropriate to the SSP risk register

Assurance of Impact on Practice	
High Level of Assurance	There is strong evidence that the learning/knowledge has been embedded into practice and this is being monitored. There is evidence that professionals understand the relevance of the learning to their role and practice.
Medium Level of Assurance	There is some evidence that the learning/knowledge has been embedded into practice and this is being monitored. There is some evidence that professionals understand the relevance of the learning to their role and practice.
Low Level of Assurance	There is limited/no evidence provided that the learning/knowledge has been embedded into practice and this is being monitored. There is limited/no evidence that professionals understand the relevance of learning to their role.
Not relevant to the agency/service	The learning identified is not relevant.
Follow up action	The LDG Chair will report evidence of good practice, positive impacts on practice and areas of concern via highlight reports to SSP Delivery Group. Consideration may also be given to adding areas of concern, non-compliance or low assurance as appropriate to the SSP risk register

Appendix F

Swindon Safeguarding Partnership Action Rating Guide

RED – Actions not progressing/significant challenges requiring escalation
AMBER – Actions started but off schedule and may be facing some challenges/impact not yet evidenced
GREEN – actions are on schedule/no issues
BLUE – action has been completed/achieved