

# **West Lothian Child Protection Committee**

## **Learning Review Procedure**

**Date: January 2022  
Review date: 2025**

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## 1. INTRODUCTION

Learning Reviews have replaced Initial and Significant Case Reviews.

Protecting children and young people is an inter-agency and inter-disciplinary responsibility overseen by the Child Protection Committee (CPC). The CPC, on behalf of the Chief Officers Group (COG), decides whether a Learning Review is warranted and how the review is conducted.

The 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. The process is underpinned by the rights of children and young people as set out in the [United Nations Convention on the Rights of the Child](#) (UNCRC).

## 2. DEFINITION OF A CHILD

For the purpose of this procedure 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.

## 3. 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

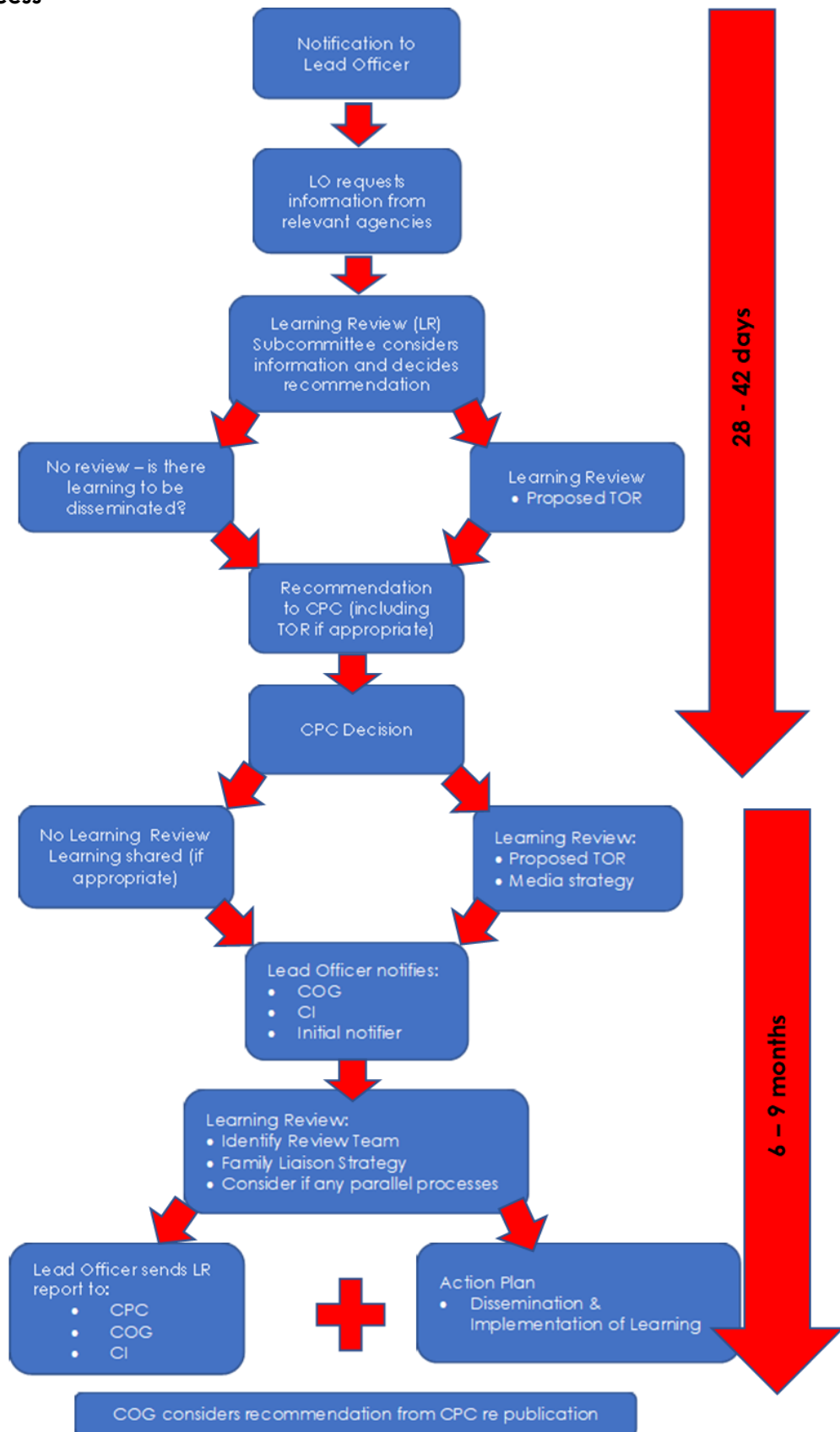
**and one or more** of the following apply:

- 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 (i.e. looked after, or receiving aftercare or continuing care from the local authority). This is regardless of whether or not abuse or neglect is known or suspected to be a factor in the child's death or sustaining of significant harm, unless it is absolutely clear to the Child Protection Committee that the child having been on the CPR or being care experienced has no bearing on the case
- The child's death is by suicide, alleged murder, culpable homicide, reckless conduct, or act of violence

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

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

#### 4. Process



LO = Lead Officer  
CI = Care Inspectorate

## 5. NOTIFICATION

- Any agency may notify the CPC of a case which fits the criteria for a Learning Review by sending the Notification Form at Appendix 1 to the Lead Officer.
- The Senior Manager Children's Services (Social Work) will notify the Lead Officer of all deaths involving care experienced young people under the age of 18 at the time of the incident and all incidents of suicide involving young people under the age of 18.

## 6. KEY FEATURES OF A LEARNING REVIEW

The key features of a Learning Review are:

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

### Underpinning Principles and Values

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

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

### Parallel Processes

Where a child or young person is significantly harmed or has died and the criteria for a Learning Review have been met there may be parallel processes to consider e.g. Fatal Accident Inquiry; criminal investigations or proceedings; Mental Welfare Commission Review.

These processes have distinct purposes. No process is inherently more important and expected to automatically take precedence. However, where there are ongoing criminal proceedings

or FAI, the Crown Office and Procurator Fiscal Service (COPFS) may include conditions that impact on whether a Learning Review can start or end. There should be ongoing dialogue with Police Scotland, COPFS, SCRA or others to determine how a Learning Review can proceed in certain cases. Issues to be considered include how to:

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

Where a case is subject to police investigations or court proceedings, these should not inhibit the setting up of a Learning Review nor delay immediate remedial action to improve services. It is important that the purpose of the review process, which is to support professional and organisational learning and to promote improvement in inter-agency child protection practice, is understood and remains the focus. The COPFS and Police Scotland have a protocol which recognises that criminal proceedings can be managed simultaneously (see Appendix 6). This national protocol was agreed by COPFS, Police Scotland and Child Protection Committees to provide a framework for sharing appropriate information generated through both processes wherever possible.

Where a criminal case or death report has been submitted to COPFS and a Learning Review is to be conducted, the Lead Officer 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 Lead Officer 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.

## **7. LEARNING REVIEW: THE DECISION-MAKING PROCESS**

Any member of the CPC, an agency or practitioner can raise a concern about a case which they believe meets the criteria for a Learning Review and submit a notification to the CPC Lead Officer. (Appendix 1)

When the Lead Officer receives a notification, they will request further information from agencies involved with the child and family or who may assist with the understanding of the situation (Appendix 2). Single agency chronologies will be merged into a multi-agency chronology by the Lead Officer.

The Learning Review Subcommittee (LRS) will consider the information and multi-agency chronology and decide whether or not there should be a LR. The LRS will make a recommendation to the CPC. (Appendix 3). The CPC's decision will be recorded (Appendix 4) and a reply (Appendix 5) sent to the notifying professional. A decision will usually be made within 42 days of receiving the initial notification.

- If the CPC decides that a LR should go ahead, terms of reference and a family liaison strategy will be considered, a review team established and a Chair and reviewer(s) appointed.
- If the CPC decides that a LR is not required it will consider if the situation contains any valuable reflective learning for practitioners/services/agencies and how that learning can be disseminated to the multi-agency workforce.
- The CPC will assess the likely communication and media issues, as known at the time.

The COG will be informed of the recommendation and the CPC's decision<sup>1</sup>. The Care Inspectorate will be informed.

### **Potential Media Interest**

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

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

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

### **Timescale for the initial decision-making process**

The timescale for this initial decision-making stage will vary but every effort will be made to conclude this within 28 to 42 days from the receipt of the initial notification.

### **More than one Child Protection Committee is involved**

- CPC Chairs will meet and agree a mechanism for joint working, including which CPC should take the lead and, if required, joint commissioning of the Reviewer and agreement on members of the Review Team.
- Clear channels for information sharing should be identified.
- Any disputes (between local authorities) should be escalated to the relevant Chief Officers Group (COG) for consideration.
- In the case of a potential cross-border Learning Review, the CPC Chair should meet with the relevant Chair of the Safeguarding Children Partnership (in England) or with the Chair of the Regional Safeguarding Children Board in Wales or the Chair of the Safeguarding Board for Northern Ireland to agree a mechanism for joint working.
- If the subject of a review is a young person over 18 who was looked after by, or receiving continuing care from the local authority, then recognition should be given to their status as an adult. It may be appropriate to work alongside the Adult Support and Protection Committee. The CPC Chair should meet with the ASPC Chair to agree how the review will be conducted and who will take the lead.

### **More than one child**

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

### **The Learning Review and other formal staff processes**

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

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

There will be some situations where it is decided that the criteria for a Learning Review have not been met. However, there may be some valuable reflective learning for practitioners and services. The CPC will consider what might be learned and how that learning can be disseminated to the multi-agency workforce.

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<sup>1</sup> In line with Scottish Government (2019), [Protecting Children & Young People - Child Protection Committee and Chief Officer Responsibilities](#), section 2.9.

## 8. UNDERTAKING THE LEARNING REVIEW

### A systemic approach

a Learning Review is a collective endeavour and all reviews must adopt a systemic approach. This approach goes beyond individual or professional practice to explore underlying systemic factors, the links with organisational factors and the wider contexts. The central idea is that any professional's performance is a result both of their own skills and knowledge, and of the organisational setting in which they are working. A Learning Review must focus on understanding how people saw things at the time, why things happened as they did, what belief systems were operating and how capabilities and capacity were affected by the roles and positions adopted by family members and other professionals, together with the emotional impact of the work and the resources available.

An effective systemic model has the following components:

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

### The Review Team

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

The Review Team consists of the separate roles of:

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

### The role of the Chair of the Review Team

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



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

### **The role of the Review Team members**

It is important that members of the Review Team allocate sufficient time to the review.

The main aspects of the role are to:

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

### **The role of the Reviewer**

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

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

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

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

### **The role of the administrator**

The key aspects of the Administrator role are to:

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

- Support the communication of the Review Team.

### **Enabling factors within the wider context**

A supportive Chief Officers Group is an essential enabling factor in ensuring that Learning Reviews are effective and fulfil their purpose. The Chief Officers Group will take ownership of and have a constructive interest in the review process, findings and learning with strategic level commitment to implement the actions and learning stemming from the review.

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

### **Terms of reference**

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

### **Timescale**

For learning to be relevant it is important that the review is completed as soon as possible. Once a decision has been made the review should be completed within 6 – 9 months. Delays may be caused by parallel processes or issues adding to the complexity of the review. The Chair of the Review Team will report any reasons for delay to the CPC and COG.

### **Engaging the family in the Review process**

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

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

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

- The family should be informed as soon as possible that a Learning Review is being undertaken and the purpose of that review should be clearly stated. Inviting them to take part in the review must be done sensitively.
- A decision must be made as to who, from the Review Team, will meet with the family and where.
- Meetings with the family should be arranged before any practitioner/manager events so that the family's views can be discussed.
- Arrangements must be made to feedback to the family the learning contained within the report and any strategies to improve practice and systems in the future. The family should also be asked how they found the process of the review itself and their feedback should inform the conduct of future Learning Reviews.
- The feedback may have a number of functions for the family. It may provide validation or reassurance, but it may also cause distress or revive painful memories. In some circumstances support from professionals may be needed.

### **Involving practitioners, first line managers and strategic managers**

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

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

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

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

### The Report

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

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

The report content should cover:

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

Suggested strategies for improving practice and systems should be CLEAR<sup>2</sup>. This means that:

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

The Learning Review report will be presented to the CPC and the Chief Officers Group by the Chair of the Review Team and Reviewer for consideration and sign off.

### Publishing the Report

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

## 9. DISSEMINATING AND IMPLEMENTING THE LEARNING FROM THE REVIEW

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

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<sup>2</sup> Buckley H, O’Nolan C (2014) *Child Death Reviews: Developing CLEAR Recommendations* in Child Abuse Review Vol 23

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

### **Implementation of suggested strategies**

The final section of the report will often but not always (depending on the model chosen for conducting the review) contain suggested strategies for improving practice and systems. The CPC will ensure that a succinct action plan is drawn up to support the implementation of these strategies. The action plan will clarify who will do what and within what timescale.

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

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

### **Dissemination of learning at a local level**

The purpose of dissemination at a local level is twofold:

- 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 number of approaches and models that can be used to disseminate learning at a local level. The CPC will discuss and agree an approach.

### **Dissemination of learning at a national level**

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

More detail can be found in the [National Guidance for CPCs Undertaking Learning Reviews](#)

**West Lothian Child Protection Committee**  
**LEARNING REVIEW NOTIFICATION**  
**OFFICIAL – SENSITIVE- PERSONAL**

This notification should be returned to: [jane.ridgway@westlothian.gov.uk](mailto:jane.ridgway@westlothian.gov.uk), Lead Officer Child Protection. The referral can be discussed with the Lead Officer before submission.

<b>Name of referrer</b>	
<b>Agency</b>	
<b>Contact details</b>	
<b>Date</b>	

<b>Child's Name</b>	
<b>D.O.B.</b>	
<b>D.O.D (if applicable)</b>	
<b>Gender</b>	
<b>Ethnicity</b>	
<b>Home address</b>	
<b>Current Address (if different)</b>	
<b>Legal status</b>	
<b>Other info (e.g. disability)</b>	
<b>School/Nursery</b>	
<b>Mother (or female carer)</b>	
<b>D.O.B.</b>	
<b>Address (if different)</b>	
<b>Father (or male carer)</b>	
<b>D.O.B.</b>	
<b>Address (if different)</b>	
<b>Siblings</b>	
<b>D.O.B.</b>	
<b>Address (if different)</b>	
<b>School/Nursery</b>	
<b>Has the child been looked after by, or received aftercare /continuing care from LA? If yes, please give details, including dates.</b>	
<b>Have any siblings been looked after by, or received aftercare or continuing care from the LA? If yes, please give details, including dates.</b>	
<b>Are there any parallel process? E.g. FAI</b>	
<b>Are there criminal investigations/proceedings?</b>	

<b>CP Registration</b>			
<b>Child</b>	<b>Current</b>		<b>Previous (dates)</b>
<b>Sibling(s)</b>	<b>Current</b>		<b>Previous (dates)</b>

<b>Criteria</b>	
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 <b>and</b> 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 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	
Effective working has taken place and outstanding positives can be gained to improve practice in promoting the protection of children and young people.	

<b>Brief description of incident/accumulation of incidents</b>
<b>Summary of the case:</b>

<b>Name of service/agency/individuals involved with the child(ren) and/or family, including Named Person and Lead Professional</b>			
<b>Service:</b>	<b>Role with child/family:</b>	<b>Name</b>	<b>Contact details :</b>

**The CPC will respond with a decision within 28 – 42 days**

**West Lothian Child Protection Committee**  
**REQUEST FOR INFORMATION FOR LEARNING REVIEW SUBCOMMITTEE**  
**OFFICIAL – SENSITIVE- PERSONAL**

**INFORMATION PROVIDED BY:**

<b>Name</b>	
<b>Designation</b>	
<b>Agency</b>	
<b>Date</b>	

<b>Child's Name:</b>	
<b>Gender:</b>	
<b>DOB:</b>	
<b>DOD: (if applicable)</b>	
<b>Ethnicity</b>	
<b>Home Address:</b>	
<b>Current Address (if different)</b>	
<b>School:</b>	
<b>Name on CPR?</b>	
<b>Legal Status:</b>	
<b>Mother:</b>	
<b>DOB:</b>	
<b>Address:</b>	
<b>Father:</b>	
<b>DOB:</b>	
<b>Address:</b>	
<b>Siblings' names, DOB, gender, address</b>	
<b>School/Nursery</b>	
<b>Other significant adults names, DOB, gender, address</b>	

**1. Please detail the history of your agency's involvement (chronology) Insert rows as appropriate**

<b>Date</b>	<b>Event/Involvement</b>	<b>Outcome</b>

**2. Summary of involvement: (What was the focus of the involvement? Describe the service provided. Please state whether this was with the young person, family or both.)**

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**3. Background**

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**4. Key Practice Issues (Info 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.)**

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**5. Parallel Processes (any other current or planned reviews, criminal proceedings)**

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**Your Agency's Involvement**

<b>Name (email address)</b>	<b>Designation</b>	<b>Dates Involved</b>	<b>Line Manager at time of involvement (email address)</b>

## West Lothian Child Protection Committee

LEARNING REVIEW RECOMMENDATION  
OFFICIAL – SENSITIVE- PERSONAL

Child(ren)'s name(s) and date(s) of birth:	
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<b>Initial Notification from:</b>	
<b>Name:</b>	
<b>Agency:</b>	
<b>Date of notification:</b>	

<b>Basis for referral:</b>
<b>Agencies that provided information during the information gathering stage:</b>
<b>A brief outline of the case:</b>
<b>Current circumstances of the child and family (including actions taken):</b>
<b>Details about other formal (/parallel) processes:</b>

<b>Recommendation</b>	
After consideration of the notification and the information submitted from relevant agencies, the Learning Review Subcommittee recommends:	
	Learning Review.
	No Learning Review.

<b>Brief rationale for the recommendation (overall views on the information gathered and the criteria):</b>

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



**WEST LOTHIAN CHILD PROTECTION COMMITTEE**  
**OFFICIAL – SENSITIVE- PERSONAL**  
**LEARNING REVIEW DECISION**

<b>Child(ren)'s name and DOB:</b>	
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<b>Initial Notification from:</b>	
<b>Name:</b>	
<b>Agency:</b>	
<b>Date of notification:</b>	

<b>Section 1: The Decision</b>	
	After consideration of the information submitted from relevant agencies, CPC has considered the request for undertaking a Learning Review and have decided that this does reach the criteria for a Learning Review. See Section 2A.
	After consideration of the information submitted from relevant agencies, CPC has considered the request for undertaking a Learning Review and have decided that this does <u>not</u> reach the criteria for a Learning Review. See Section 2B.
<b>A brief rationale for the decision</b> <i>(short comment on the recommendation made by the LR subcommittee, the information considered and criteria):</i>	

<b>Section 2: Next steps</b>	
<b>2A: To be completed if the decision is to proceed with a Learning Review</b>	<b>Initial considerations regarding:</b> <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>2B: To be completed if the decision is <u>not</u> to undertake a Learning Review</b>	<b>Reason for not proceeding with a Learning Review:</b>
	<b>Initial considerations regarding an alternative approach for learning</b>

<b>Section 3: Further considerations</b>	
<b>Communication and media approach (where relevant):</b>	
<b>Other (parallel) reviews or processes (where relevant):</b>	
<b>Date of Notification to Child Protection Committee</b>	
<b>Date of Notification to Chief Officers Group</b>	

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

**WEST LOTHIAN CHILD PROTECTION COMMITTEE**  
**OFFICIAL – SENSITIVE- PERSONAL**  
**LEARNING REVIEW NOTIFICATION RESPONSE**

<b>Request from:</b>	
<b>Contact details:</b>	
<b>Referring agency:</b>	
<b>Date of notification:</b>	
<b>Child's name and date of birth:</b>	

<b>Thank you for the notification for consideration of a Learning Review. The CPC has considered the information submitted and have determined that:</b>	
	<b>This reaches the criteria and the CPC decided to proceed with a Learning Review.</b>
	<b>This does not reach the criteria for a Learning Review however it may be that an alternative approach for learning may be undertaken.</b>

<b>Completed by:</b>	
<b>Name:</b>	
<b>Title:</b>	
<b>Date:</b>	
<b>Email address:</b>	

## Learning Review Notification to Crown Office &amp; Procurator Fiscal Service

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 SOI in charge of investigation:	
Crown Office Procurator Fiscal Reference Number:	(Where a case has been submitted to COPFS, this form should not be submitted without the PF reference number)
Confirmation that the case has been reported to COPFS	Y/N – If no, confirm that the Notification Form has been sent to the local policing Detective Superintendent and the report on the investigation prepared by Police Scotland is available.
2. SUMMARY OF CASE UNDER REVIEW	
(Provide information regarding the circumstances of the incident and information as to why a Learning Review is being conducted)	
3. FORMAT OF THE REVIEW PROCESS	
(As a minimum, this should include; the intended structure of the review i.e. paper/file read only, group discussions, one to one conversation or a mixture of both; the focus of the review; the witnesses who will be contacted and the purpose of the contact with those witnesses)	
4. DETAILS OF PERSONS WHO WILL BE SPOKEN TO DURING THE REVIEW PROCESS	
NAME	EMPLOYED BY OR ADDRESS IF NOT EMPLOYEE
5. INTENDED TIMESCALES	
(Please specify the intended start date together with an estimated completion date. If there are any timescales for contacting proposed witnesses, please include this information)	
6. ANY OTHER RELEVANT INFORMATION/CONCERNS	
7. DETAILS OF CPC CHAIR OR OTHER AUTHORISED CONTACT	
Name:	
Telephone number:	
Email address: must be a secure email address i.e. .Gov.Uk/NHS.net or PNN.Police.uk and sent to the agreed copfs.gov.uk address)	
Signature:	
Date signed:	