

National Vulnerability Action Plan (NVAP)

Action Impact Toolkit

2.6.1 Multi-Agency Hubs



Action Impact Toolkit Guidance Notes

The National Vulnerability Action Plan (NVAP) has been adopted by all forces across England and Wales and seeks to create a more coordinated, consistent and holistic policing response to vulnerability.

The aim of this toolkit is to help forces measure and track the impact of fully embedding an NVAP action within their force as well as providing suggested steps in the form of evidence-based activities and outputs that can be taken to achieve this. Long term impacts for both the organisation and externally (i.e. victims and the public) have been identified as well as suggested ways in which to measure these.

There are four parts to the toolkit:

1. Impact Statement

This is the **headline information** summarised from the logic model and supporting information. This sheet is provided for those who only require an **overview of the toolkit**.

This sheet provides the reader with the key information of:

- What do we mean? – clarifying the action objectives
- What do we need? – key activities for the force
- How do we know? – a few suggested impact measures

The sheet also sets out the long-term impacts the force could expect to see from embedding the action. There is one organisational impact, i.e. the impact on the workforce and how it operates, and one external impact i.e. the impact on victims, the public and communities.

2. Logic Model

This is the main element of the Action Impact Toolkit.

A logic model is a graphical representation of the relationships between a problem, action or intervention, and measurement of success. For more information see: <https://www.college.police.uk/research/practical-evaluation-tools>

There is one logic model per objective within the NVAP action and has the following elements:

- **Situation** – this provides an overview of the current situation in relation to the objective
- **Activities** – this column contains key activities that forces could put in place to help them achieve the objective
- **Outputs** – this column identifies main outputs from the force putting the activity in place
- **Short to Medium Term Impacts** – this column provides a number of impacts that the force could expect to see in the short to medium term from putting the activities in place. These will all link into the long-term impacts identified at the top of the sheet
- **Impact Assessment** – these are prompt questions for forces to encourage them to consider how they might best want to measure impact
- **Suggested Measures** – this column provides a number of suggested measures forces can use to help them measure impact. **These are not prescriptive.** Where relevant these have been linked to the PEEL Assessment Framework measures
- **Unintended Consequences** – this section identifies a number of consequences that may occur from embedding the action within the force which could be considered as having a negative impact on other areas of policing

It is not expected that a force would put in all activities at once. In fact, some forces may find they are already doing some of the activities or alternatively will identify key gaps they can begin to address.

3. Supporting Information

This part of the toolkit provides **additional information, evidence and key links** to the logic models as well as setting out which of the **policing perennial issues** are linked to the NVAP action.

The toolkits have been developed using a variety of evidence including a review of academic and grey literature, policies, guidance, inspection reports, PCC plans and force NVAP benchmarking reports, as well as conducting scoping chats with relevant departments and organisations. Forces have also been consulted throughout the development of the model with feedback collated and incorporated.

This sheet is intended for those who would like to find out further information on the activities suggested in the logic model.

4. Impact Realisation Plan

This part of the toolkit has been designed to help forces identify and prioritise which elements of the logic model they would like to focus on, what they will do to put the activity in place and to consider how they might want to measure the impact. **It is not expected that forces implement all the suggested activities at once.** This tool is similar to the Benefits Realisation Toolkit used by the VKPP Peer Review Team.

It may be helpful to ask a few questions to be clear about what you are trying to achieve:

- Why are we doing this?
- What do we want to achieve?
- What does success look like?
- Who will benefit and how?
- How will we track and measure the short, medium and long term impacts?

Contacts

For any queries about the toolkit please contact: VKPP@norfolk.police.uk

VKPP IMPACT STATEMENT

Action 2.6.1 Multi-Agency Hubs

Ensure that MASH/Multi-agency unit officers/staff (where implemented) fully understand the characteristics relating to vulnerability and principles of professional curiosity and that it is embedded within MASH/multi-agency processes

Objective 1: To ensure that the characteristics relating to vulnerability and principles of professional curiosity are well embedded within MASH/Multi-agency units	Objective 2: To ensure MASH/Multi-agency unit officers/staff have the training and skills necessary for the role	Objective 3: To ensure MASH/Multi-agency officers/staff work collaboratively
<p><i>What do we mean?</i> Officers/staff use professional curiosity to consider and articulate the wider risk in their safeguarding decision-making</p> <p><i>What do we need?</i> Strong leadership which through effective processes enables officers to:</p> <ul style="list-style-type: none"> • Be trained • Be professionally curious/consider the wider risk • Be able to challenge decisions • Be able to recognise their own bias 	<p><i>What do we mean?</i> Officers/staff working in the multi-agency hubs have the appropriate skills and training for the role</p> <p><i>What do we need?</i> Role profiles and specific training to include:</p> <ul style="list-style-type: none"> • Working with partnerships • Understanding of safeguarding • The local practice safeguarding framework • The information sharing framework • Decision making skills 	<p><i>What do we mean?</i> Police officers/staff work together effectively with partners</p> <p><i>What do we need?</i> Clear leadership on the structure, roles and responsibilities of the MASH</p> <ul style="list-style-type: none"> • Actively develop relationships with partners • Clear definition of what the MASH is and does • Clear system and process for decision making, sharing information and escalation

How do we know? Related PEEL Measures

3.2 The force uses partnership-orientated evidence-based problem-solving to reduce and prevent long-term crime, ASB, harm and vulnerability.
 6.2 The force provides good-quality safeguarding and support for all vulnerable people.
 10.3. The force is effective at managing demand and can demonstrate it has the right resources and partnerships in place to meet future needs.

ORGANISATIONAL IMPACT

A more empowered workforce who will feel greater job satisfaction through helping individuals experiencing vulnerability, reducing burn-out and increasing retention.

EXTERNAL IMPACT

An increase in the identification and understanding of risk enabling appropriate safeguarding responses which will ultimately improve the outcome for the individual at risk.

Action Detail

Ensure that MASH/Multi-agency unit officers/staff (where implemented) fully understand the characteristics relating to vulnerability and principles of professional curiosity and that it is embedded within MASH/multi-agency processes

Objective

1. To ensure that the characteristics relating to vulnerability and principles of professional curiosity are well embedded within MASH/Multi-agency units
2. To ensure MASH/Multi-agency unit officers/staff have the training and skills necessary for the role
3. To ensure MASH/Multi-agency officers/staff work collaboratively

Long Term Impacts

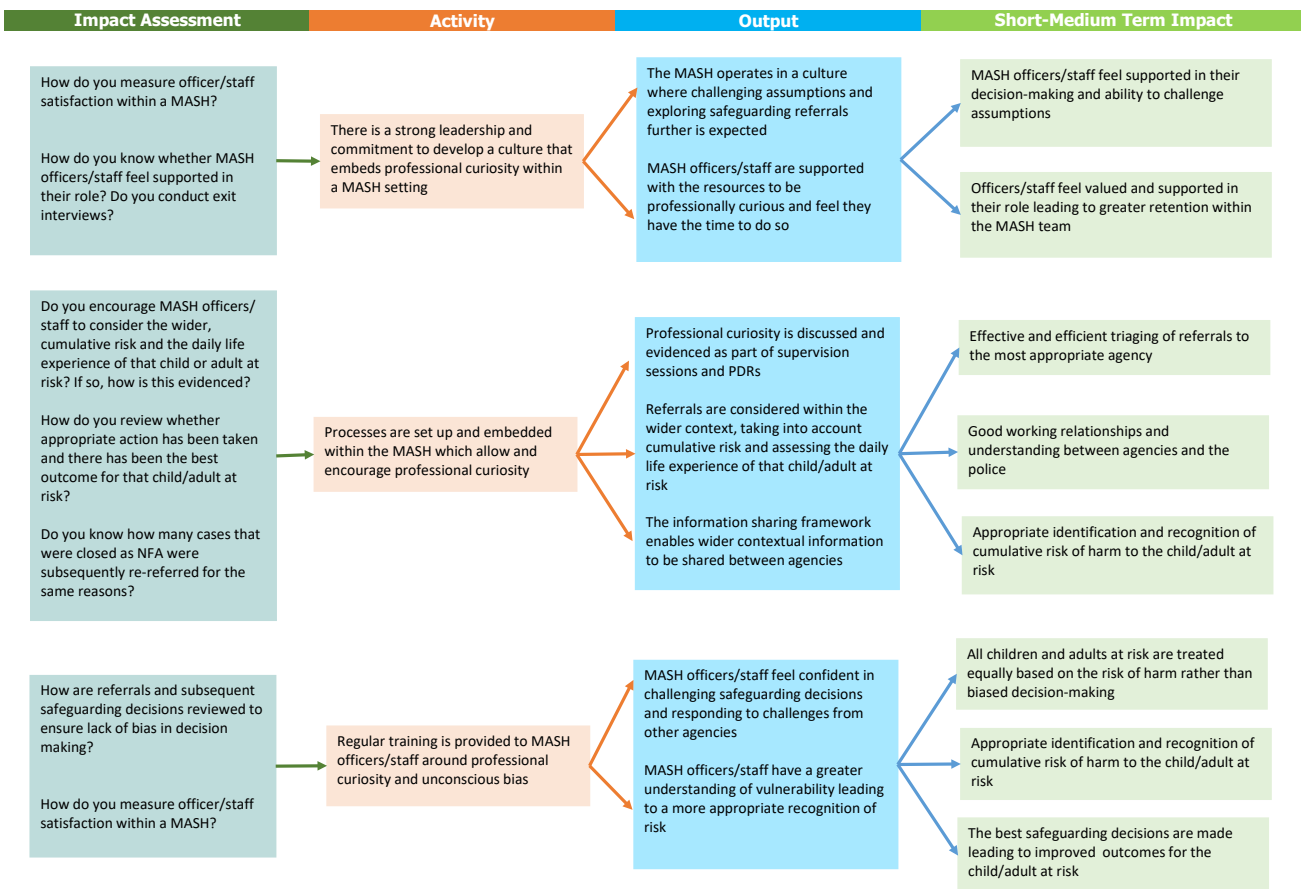
Organisational: A more empowered workforce who will feel greater job satisfaction through helping individuals experiencing vulnerability, reducing burn-out and increasing retention.

External: An increase in the identification and understanding of risk enabling appropriate safeguarding responses which will ultimately improve the outcome for the individual at risk.

Objective 1 - Professional Curiosity

Situation

Professional curiosity is challenging assumptions and exploring and understanding the potentially complex dynamics of a situation rather than taking things at face value. A lack of professional curiosity can lead to the voice of the victim not being heard and referrals being considered on an individual basis rather than taking into account the wider cumulative risk and historical information. Understanding vulnerability is key to recognising risk as unconscious bias or pre-held beliefs may hinder understanding, preventing that child or adult at risk from receiving equal and effective safeguarding.



Suggested Measures

PEEL Measures:

- 6.2 The force provides good-quality safeguarding and support for all vulnerable people.
- 6.2.1 The force applies for and monitors preventative orders/schemes in all applicable cases to safeguard vulnerable people.
- 6.2.2 The force makes sure that the risk of further and/or increased harm to vulnerable victims is reduced via timely and appropriate safeguarding activity.
- 6.2.3 Staff involved in multi-agency working arrangements understand their role and have the necessary skills to perform it. They work to develop risk-reducing actions that safeguard vulnerable people and challenge perpetrators.

Other potential measures:

- Dip check/review of cases to assess if the decisions and actions taken were appropriate, lacked bias and considered the wider risk
- Analysis of NFA cases and subsequent re-referral
- Staff survey looking at job satisfaction and staff support
- Review of supervision sessions

HMICFRS's National Child Protection inspection programme- Self-Assessment

Template:

- Initial contact - How does the force ensure that staff recognise risk of harm to children?

Unintended Consequences

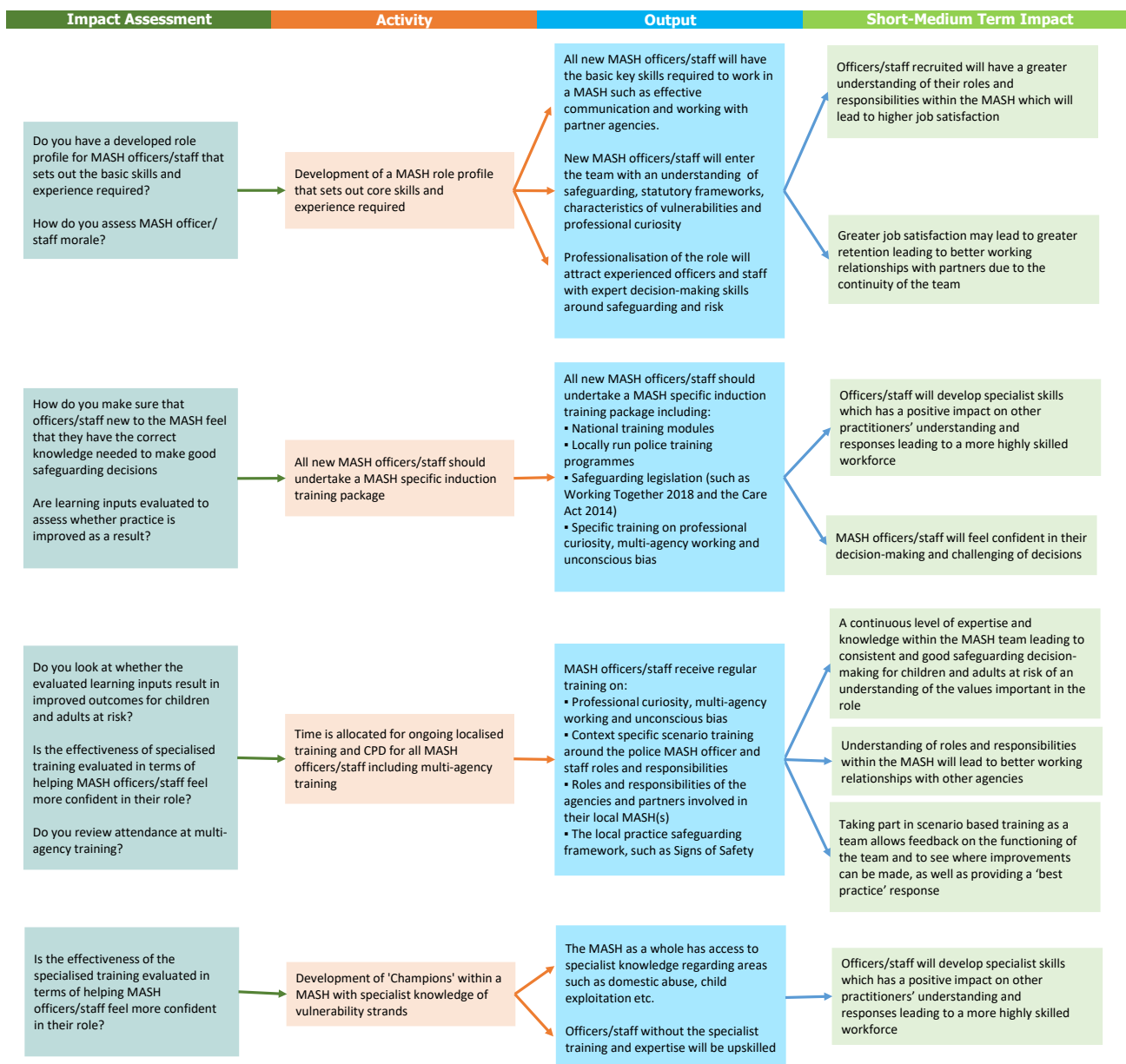
- Displaying professional curiosity with every referral would increase the time spent on assessing each referral and therefore reduce the number dealt with on a day to day basis
- Identifying the wider, historical information associated with each referral would increase the time taken to assess the referral and potentially increase the workload of those who are providing the additional information
- Challenging decisions made by other agencies may harm working relationships
- A greater understanding of vulnerability and risk may increase the number of referrals felt to meet the safeguarding thresholds

Consequences of not embedding this action are described in the College of Policing's Perennial Issues listed in the Supporting Information

Objective 2 - Training and Skills

Situation

There is no national role profile for MASH officers and staff or guidance on the level of skills and experience required for the role. There is also a lack of training requirement leading to some officer and staff working within a MASH not having received any role specific training and learning on the job. Key skills and experience for the role could include ability to work in a multi agency setting, a good knowledge of safeguarding, policing and information sharing legislation, excellent communication skills and most importantly excellent decision-making skills.



Suggested Measures

PEEL Measures:

- 6.2 The force provides good-quality safeguarding and support for all vulnerable people.
- 6.2.1 The force applies for and monitors preventative orders/schemes in all applicable cases to safeguard vulnerable people.
 - 6.2.2 The force makes sure that the risk of further and/or increased harm to vulnerable victims is reduced via timely and appropriate safeguarding activity.
 - 6.2.3 Staff involved in multi-agency working arrangements understand their role and have the necessary skills to perform it. They work to develop risk-reducing actions that safeguard vulnerable people and challenge perpetrators.

Other potential measures:

- Evaluation of training in terms of staff performance, confidence in role and outcomes for children/adults at risk
- Staff morale and confidence assessed through supervisions and/or staff surveys
- Dip check/case review to assess quality of decision-making and outcomes for children/adults at risk

HMICFRS's National Child Protection inspection programme- Self-Assessment Template:

- There is a professional lead - Who is the head of service? What is their level of experience and knowledge of child protection? How do staff access professional specialist advice
- Initial contact - How does the force ensure that all staff, whatever their role, who come into contact with children are suitably trained to identify risk and take initial action?
- Investigation/enquiries - How do managers ensure that staff have the right skills and knowledge?

Unintended Consequences

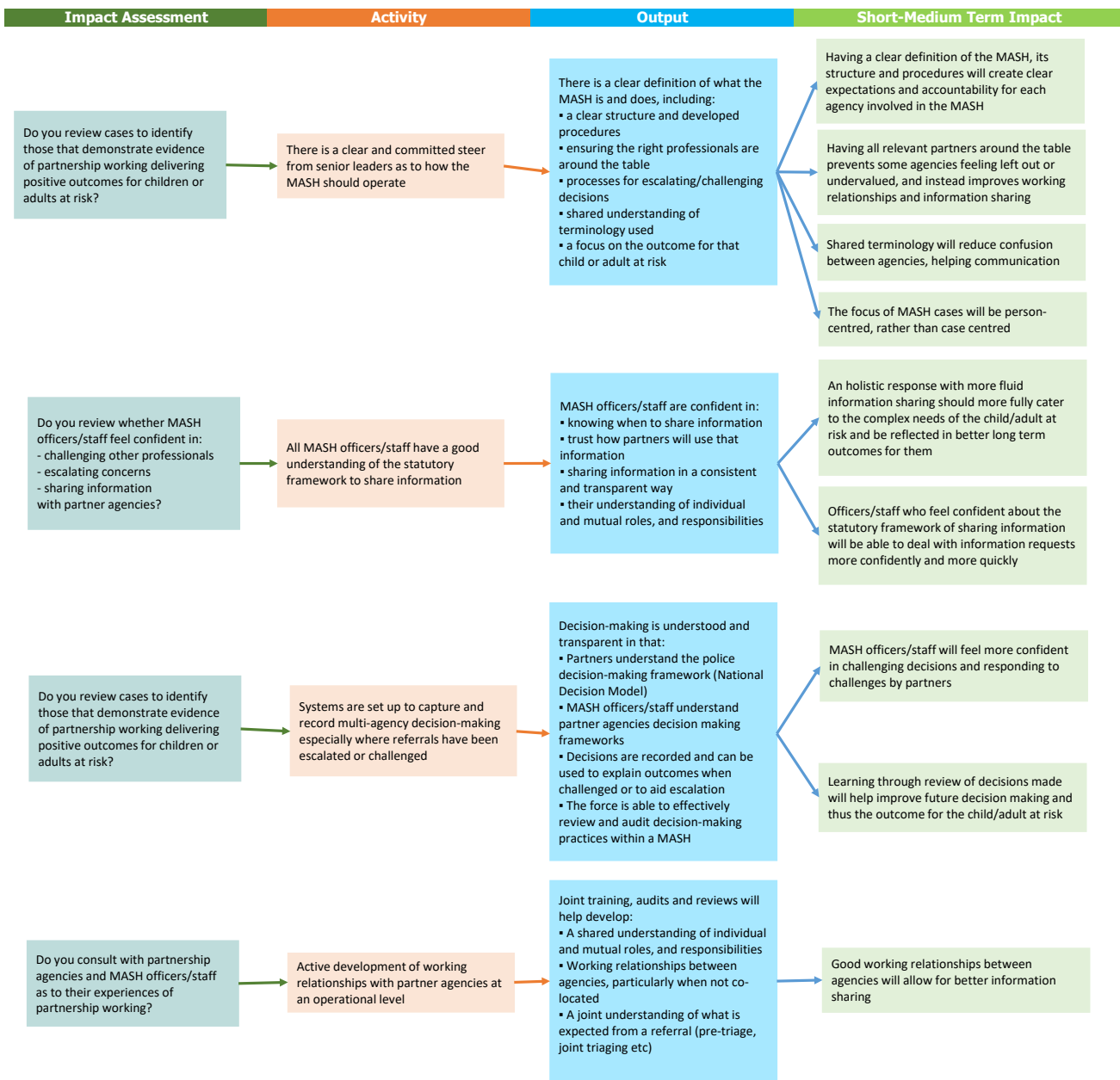
- Training can cause delays in an already busy and stressful environment (but this should be negated by the improvement in officer and staff responses)
- Additional costs involved with more training
- Initial process of creating a standardised role profile could cause delays in recruitment, but should ultimately make the process easier
- Including knowledge of various frameworks and experience of working with people at risk of harm could decrease the number of applicants for a position.

Consequences of not embedding this action are described in the College of Policing's Perennial Issues listed in the Supporting Information

Objective 3 - Collaborative Working

Situation

Working practices within MASHs have changed since the pandemic with a lot of MASHs that were co-located now being virtual between agencies. This, along with the different models of operating across the country, has led to a demand for guiding principles as to how a MASH operates rather than a set model. Effective collaborative working between agencies is key to an effective MASH that shares information and makes appropriate safeguarding decisions based on the need of the child or adult at risk.



Suggested Measures

PEEL Measures:

- 3.2 The force uses partnership-orientated evidence-based problem-solving to reduce and prevent long-term crime, ASB, harm and vulnerability.
- 3.2.1 The force understands and demonstrates a long-term commitment to problem-solving and evidence-based policing. It maximises opportunities to prevent public harm and reduce demand through working with partner organisations.
 - 3.2.2 The force has systems and processes in place to consistently evaluate and share problem-solving.

10.3. The force is effective at managing demand and can demonstrate it has the right resources and partnerships in place to meet future needs.

- 10.3.1 The force's operating model and workforce helps it to respond to priorities and current and future demand.
- 10.3.2. The force's has effective systems in place that make sure crimes are allocated to appropriately skilled staff and units.

Other potential measures:

- Partner agency consultation
- Assessment through supervision of staff confidence in challenging and escalating concerns

HMICFRS's National Child Protection inspection programme- Self-Assessment

Template:

- Sound arrangements are in place to support agencies working together: What arrangements are in place to ensure safeguarding partnerships work effectively and in the best interests of children? How partners ensure better outcomes for children (e.g. MASH development, early intervention plans, CSE action plans)?
- Decision making: How does the force take decisions and ensure they are based on good quality evidence? Who is authorised to take decisions and how are these decisions reviewed? Who is involved with subsequent decisions?

Unintended Consequences

- Implementing new frameworks, structures and procedures could take time and resources to implement
- Time taken to conduct team building/practical exercises would take time out of the usual MASH business and may impact on the assessment of referrals
- The impact of team building/practical exercises might be negated by high turnover at partner agencies

Consequences of not embedding this action are described in the College of Policing's Perennial Issues listed in the Supporting Information

Logic Model Supporting Information

Action 2.6.1 Multi-Agency Hubs

Action 2.6.1 MASH

Ensure that MASH/Multi-agency unit officers/staff (where implemented) fully understand the characteristics relating to vulnerability and principles of professional curiosity and that it is embedded within MASH/multi-agency processes

Organisational Impact (Long term):

A more empowered workforce who will feel greater job satisfaction through helping individuals experiencing vulnerability, reducing burn-out and increasing retention.

External Impact (Long Term):

An increase in the identification and understanding of risk enabling appropriate safeguarding responses which will ultimately improve the outcome for the individual at risk.

Perennial Challenges

The College of Policing have identified ten recurring perennial challenges within policing (College of Policing, 2020). Action 2.6.1 Multi-Agency Hubs is linked to the perennial challenges of **Developing the Workforce** and **Collaborative Working**

Issues identified within the perennial challenge of **Developing the Workforce** that link to the NVAP Multi-Agency Hubs action include:

- Staff skills are not up to date with requirements of job e.g. digital investigation; challenging conversations
- Perceived lack of time available for training and development
- Failure to identify and develop emotional intelligence
- Online training perceived as poor – more practical, immersive, experiential development required
- Lack of meaningful skills/capabilities audits – failure to understand workforce development needs
- Perception that development is focussed on policing roles rather than people
- Mandatory training perceived as 'knee jerk' rather than pre-emptive

Issue identified within the perennial challenge of **Collaborative Working** that link to the NVAP Multi-Agency Hubs action include:

- Lack of clarity re responsibilities leading to confusion; duplication of workload; unnecessary delay and inefficiencies in investigations and safeguarding
- Staff are unclear of processes and support available from partners and other agencies
- Lack of effective communication between partners and agencies
- Inadequate information sharing between partners
- Difficulties in maintaining consistent contacts with partners due to staff turnover
- Lack of joined up IT for intelligence sharing across forces and with partner agencies (analysts logging into 5 or 6 systems)
- Lack of shared office space / buildings
- Lack of compatible/ agreed 'success' criteria
- Inconsistent working practices across forces and other agencies
- Lack of understanding of whole picture of demand across public agencies

Useful Links

[Working Together to Safeguard Children](#)

[Multi-Agency Working and Information Sharing Report](#)

[APP Multi-Agency Hubs](#)

[Vulnerability Related Risk](#)

Objective 1

To ensure that the characteristics relating to vulnerability and principles of professional curiosity are well embedded within MASH/Multi-agency units

Activities	Evidence	Short-Medium Term Impact	Impact Assessment	Suggested Measures for Objective 1
<p>There is a strong leadership and commitment to develop a culture that embeds professional curiosity within a MASH setting</p>	<p>Professional curiosity is challenging assumptions and exploring and understanding the potentially complex dynamics of a situation rather than taking things at face value (College of Policing, 2021). Both academic literature and inspection reports have all noted the varied understanding and application of professional curiosity and the impact this can have on vulnerable children and adults at risk.</p> <p>Within a multi-agency environment, barriers to embedding professional curiosity include organisational demand, lack of resources and/or support and other time demands (Thacker et al., 2019). Therefore, there needs to be a culture within the MASH where challenge is expected and MASH officers/staff feel supported in doing this. In addition, MASH officers/staff need to feel they have the time to explore safeguarding referrals. A lack of professional curiosity can lead to the voice of the victim not being heard and referrals being considered on individual basis rather than taking into account cumulative risk and historical information.</p> <p>Including a professional curiosity element to PDRs or supervision sessions where MASH officers/staff have to evidence their understanding and application of the principles of professional curiosity will help to embed this within the culture of the MASH.</p>	<p>MASH officers/staff feel supported in their decision-making and their ability to challenge assumptions</p> <p>Staff feel valued and supported in their role leading to greater retention within the MASH team</p> <p>All children and adults at risk are treated equally based on the risk of harm rather than biased decision-making</p>	<p>How do you measure officer/staff satisfaction within a MASH?</p> <p>How do you know whether MASH officers/staff feel supported in their role? Do you conduct exit interviews?</p>	<p>PEEL Measures:</p> <p>6.2 The force provides ongoing safeguarding and support for vulnerable people including those at risk of criminal exploitation</p> <ul style="list-style-type: none"> 6.2.1. The force recognises the need for effective and ongoing safeguarding of vulnerable victims 6.2.2. The force is good at recognising and dealing with harm including hidden harm (evidenced through the number of victims identified and safeguarded by police), sharing information about vulnerable victims/groups with partner agencies and this prompts appropriate action/support
<p>Processes are set up and embedded within the MASH which allow and encourage professional curiosity</p>	<p>Having a culture of supporting professional curiosity should also filter down to the processes set up within the MASH. Including professional curiosity as an element within supervision sessions will help to enforce that this is expected of the MASH officers and staff.</p> <p>Often a lack of professional curiosity leads to referrals being considered on an individual basis rather than taking into account cumulative risk and historical information. Therefore, processes should be set up to ensure that referrals should take into account the daily life experience of that child/adult at risk and look at the wider and historical context. To enable this, knowledge of the statutory framework for sharing information is key in being able to challenge where information is not forthcoming as there are often misunderstandings as to what can and cannot be shared (Perumall, 2017).</p>	<p>Effective and efficient triaging of referrals to the most appropriate agency</p> <p>Good working relationships and understanding between agencies and the police</p> <p>Appropriate identification and recognition of cumulative risk of harm to the child/adult at risk</p>	<p>Do you encourage MASH officers/staff to consider the wider, cumulative risk and the daily life experience of that child or adult at risk? If so, how is this evidenced?</p> <p>How do you review whether appropriate action has been taken and there has been the best outcome for that child/adult at risk?</p> <p>Do you know how many cases that were closed as NFA were subsequently re-referred for the same reasons?</p>	<p>HMICFRS’s National Child Protection inspection programme- Self-Assessment Template:</p> <ul style="list-style-type: none"> Initial contact - How does the force ensure that staff recognise risk of harm to children? <p>Other potential measures:</p> <ul style="list-style-type: none"> Dip check/review of cases to assess if the decisions and actions taken were appropriate, lacked bias and considered the wider risk Analysis of NFA cases and subsequent re-referral Staff survey looking at job satisfaction and staff support
<p>Regular training is provided to MASH officers/staff around professional curiosity and unconscious bias</p>	<p>Understanding the characteristics of vulnerability is key to recognising risk, particularly where the or complex factors. Unconscious bias or pre-held beliefs may hinder the recognition and understanding of risk and therefore prevent that child adult at risk from receiving equal and effective safeguarding (The Children’s Society, 2018).</p> <p>To be able to appropriately recognise risk it is important to understand the characteristics and complex nature of vulnerability. This is often not just in terms of the individual being a child, and therefore considered vulnerable by law, but can also include the intersectionality of factors such as socio-economic disadvantage, ethnicity and gender which may lead the child or young person having multiple vulnerabilities (The Children’s Society, 2018).</p> <p>Training in these areas provides MASHs officer and staff with a greater understanding of the complexities surrounding intersectionality, vulnerability and risk. This in turn increases confidence in their decision making and in challenging decisions they do not feel recognise risk appropriately.</p>	<p>All children and adults at risk are treated equally based on the risk of harm rather than biased decision-making</p> <p>Appropriate identification and recognition of cumulative risk of harm to the child/adult at risk</p> <p>The best safeguarding decisions are made leading to improved outcomes for the child/adult at risk</p>	<p>How are referrals and subsequent safeguarding decisions reviewed to ensure lack of bias in decision making?</p> <p>How do you measure officer/staff satisfaction within a MASH?</p>	<ul style="list-style-type: none"> Review of supervision sessions

Objective 2

To ensure MASH/Multi-agency unit officers/staff have the training and skills necessary for the role

Activities	Evidence	Short-Medium Term Impact	Impact Assessment	Suggested Measures for Objective 2
<p>Development of a MASH role profile that sets out core skills and experience required</p>	<p>Currently, there is no national role profile for MASH officers and staff. This is being discussed as part of the wider work being undertaken by the NPCC MASH portfolio. However, in the interim it may be possible to draw on the role profiles for Child Abuse Investigators and Domestic Abuse Investigators (for adult safeguarding) (College of Policing, n.d.-a; College of Policing, n.d.-b). However, the formation of the MASH can vary by force with some being more reliant on officers and some consisting more of police staff. Therefore, the role requirement would need to be finalised at a localised level.</p> <p>Having a set role profile for MASH officers and staff would ensure a new entrants to the role would have the basic skills and experience required. A review of job adverts identified that often experience in multi-agency settings and good knowledge of safeguarding, policing and information sharing relevant legislation was required. All adverts discussed needing excellent communication skills. Other key skills discussed included decision-making, report writing and the ability to build working relationships with other agencies.</p> <p>Including the values expected to be demonstrated as part of the role, particularly in relation to safeguarding and dealing with vulnerability would ensure that those applying knew what was expected of them, thereby increasing staff performance and reducing sickness (see NVAP Action 2.6.3 Recruitment).</p> <p>Entering the role with an understanding and knowledge of safeguarding, statutory information sharing frameworks, characteristics of vulnerabilities and professional curiosity will also help MASH officers and staff feel confident in their role.</p> <p>The importance of the MASH in its decision-making role differed between the forces consulted. In some areas forces described seeing the MASH as the “engine room” of safeguarding and wanting their best decision-makers there. In other areas, the MASH team tended to be populated mainly by those on restricted duties and who did not necessarily have any previous safeguarding experience. Professionalisation of the role through the establishment of a consistent role profile would help attract experienced officers and staff with expert decision-making skills around safeguarding and risk.</p>	<p>Officers/staff recruited will have a greater understanding of their roles and responsibilities within the MASH which will lead to higher job satisfaction</p> <p>MASH officers/staff will feel confident in their decision-making and challenging of decisions</p> <p>Greater job satisfaction may lead to greater retention leading to better working relationships with partners due to the continuity of the team</p>	<p>Do you have a developed role profile for MASH officers/staff that sets out the basic skills and experience required?</p> <p>How do you assess MASH officer/staff morale?</p>	<p>PEEL Measures:</p> <p>6.2 The force provides ongoing safeguarding and support for vulnerable people including those at risk of criminal exploitation</p> <ul style="list-style-type: none"> 6.2.1. The force recognises the need for effective and ongoing safeguarding of vulnerable victims 6.2.2. The force is good at recognising and dealing with harm including hidden harm (evidenced through the number of victims identified and safeguarded by police), sharing information about vulnerable victims/groups with partner agencies and this prompts appropriate action/support <p>HMICFRS’s National Child Protection inspection programme- Self-Assessment Template:</p> <ul style="list-style-type: none"> •There is a professional lead - Who is the head of service? What is their level of experience and knowledge of child protection? How do staff access professional specialist advice •Initial contact - How does the force ensure that all staff, whatever their role, who come into contact with children are suitably trained to identify risk and take initial action? • Investigation/enquiries - How do managers ensure that staff have the right skills and knowledge? <p>Other potential measures:</p> <ul style="list-style-type: none"> • Evaluation of training in terms of staff performance, confidence in role and outcomes for children/adults at risk • Staff morale and confidence assessed through supervisions and/or staff surveys • Dip check/case review to assess quality of decision-making and outcomes for children/adults at risk
<p>All new MASH officers/staff should undertake a MASH specific induction training package</p>	<p>In addition to the lack of role profile, there is also no national guidance as to the training and skills requirements for police officers and staff working within a MASH. Consultations with forces and a review of inspection reports showed a variety of approaches with some forces stating their MASH officers/staff had received little or no role-specific training. This lack of training can lead to weaknesses in identifying and responding to safeguarding risk and therefore impact on decision-making. Through scoping and consultations, it was identified that useful training packages related to the MASH could include elements on communication skills, partnership working, understanding vulnerability and investigation. Some forces, either through the NVAP benchmarking exercise or through consultation mentioned using elements of the Specialist Child Abuse Investigators Development Programme (SCAIDP) course, although there was a recognition of the course being for investigators and the time taken to complete it. However, it was felt that certain elements could be useful for MASH officers and staff, such as Module 4 which linked to partnership working.</p> <p>There are national training modules available to officers and staff, such as the College of Policing’s Vulnerability and Risk training, which could be completed alongside more localised training. This should also include training on statutory guidance such as Working Together to Safeguard Children 2018 (HM Government, 2018) and the Care Act (2014), as well as training on professional curiosity and unconscious bias which can both be a barrier in identifying risk appropriately (see Objective 1).</p>	<p>Officers/staff will develop specialist skills which has a positive impact on other practitioners’ understanding and responses leading to a more highly skilled workforce</p> <p>MASH officers and staff will feel confident in their decision-making and challenging of decisions</p>	<p>How do you make sure that officers and staff new to the MASH feel that have the correct knowledge needed to make good safeguarding decisions?</p> <p>How do you assess MASH officer/staff morale?</p> <p>Are learning inputs evaluated to assess whether practice is improved as a result?</p>	<p>How do you make sure that officers and staff new to the MASH feel that have the correct knowledge needed to make good safeguarding decisions?</p> <p>How do you assess MASH officer/staff morale?</p> <p>Are learning inputs evaluated to assess whether practice is improved as a result?</p>

Time is allocated for ongoing localised training and CPD for all MASH officers/staff including multi-agency training	<p>Inspection reports and consultations have highlighted that there can be a lack of training for MASH officers and staff leading to MASH officers and staff being helped/training by people who are also untrained. This prevents best practice from becoming embedded across MASHs. One common complaint from forces is around having the time to be able to provide role specific training to teams, especially with the current increase in referrals seen across England and Wales.</p> <p>However, officers and staff who receive training will feel more confident in their role and their decision-making which may save time overall, not just through efficiency of working but also through a reduction of repeat referrals with initial referrals being dealt with appropriately.</p> <p>Multi-agency training is also key to the role of the MASH to enable members to understand each other's roles and responsibilities, which can enhance a sense of belonging and joint ownership (Shorrocks et al., 2019). There was evidence within the benchmarking returns of forces having multi-agency training to ensure MASH officers and staff understood the local safeguarding practice frameworks used, particularly Signs of Safety. In addition, multi-agency table-top/scenario exercises may help develop a shared understanding of the approaches, roles and responsibilities of each agency.</p>	<p>A continuous level of expertise and knowledge within the MASH team leading to consistent and good safeguarding decision-making for children and adults at risk of an understanding of the values important in the role</p> <p>Understanding of roles and responsibilities within the MASH will lead to better working relationships with other agencies</p> <p>Taking part in scenario based training as a team allows feedback on the functioning of the team and to see where improvements can be made, as well as providing a "best practice" response</p>	<p>Do you look at whether learning inputs result in improved outcomes for children and adults at risk?</p> <p>Is the effectiveness of the specialised training evaluated in terms of helping MASH officers/staff feel more confident in their role?</p> <p>Do you review attendance at multi-agency training?</p>	
Development of 'Champions' within a MASH with specialist knowledge of vulnerability strands	<p>A briefing identified that an area of good practice for frontline officers is to have "champions" or officers with enhanced training on particular specialisms (VKPP, 2021). This practice is one that could work well within a MASH as consultations and inspections have highlighted that "on the job" training forms a large part of how MASH officers/staff develop their knowledge. Therefore, having members of the team with expert knowledge on a particular issue such as domestic abuse, child exploitation etc would help upskill other officers/staff and ensure that the MASH as a whole has access to specialist knowledge.</p>	<p>Officers/staff will develop specialist skills which has a positive impact on other practitioners' understanding and responses leading to a more highly skilled workforce</p>	<p>Is the effectiveness of the specialised training evaluated in terms of helping MASH officers/staff feel more confident in their role?</p>	

Objective 3

To ensure MASH/Multi-agency officers/staff work collaboratively

Activities	Evidence	Short-Medium Term Impact	Impact Assessment	Suggested Measures for Objective 3
<p>There is a clear and committed steer from senior leaders as to how the MASH should operate</p>	<p>Pre-pandemic, a large number of forces reported using a co-location model for their MASHs, although in some cases this only involved a limited number of agencies. Due to the pandemic, there has been a reduction in the number of staff working from offices and a reduction of face to face meetings. This has led to innovations in how MASHs operate, such as through virtual meetings and better resource management which some evidence suggests has led to improved outcomes for victims. However, anecdotally practitioners have missed the ability to have "corridor conversations" and informal information sharing conversations with different agencies within the MASH that co-location facilitated.</p> <p>Due to the variation in how MASHs operate across England and Wales there is a need for guiding principles on how MASHs should work which are currently being developed under the national NPCC MASH portfolio work. However, within forces there needs to be a clear direction from senior leaders as to how their MASH(s) should work. This would include a clear definition of what the MASH is, how it is structured and what it does. There also needs to be a clear process for escalating/challenging decisions, both from other agencies to the police, and police to other agencies, as well as ensuring the use of common terminology.</p> <p>Senior leaders can help influence the MASH to ensure the right professionals/agencies are around the table and ensure outcome is focused on the child or adult at risk rather than the organisation. Inspection reports often commented on how not all relevant agencies were at the strategy meetings and that more involvement was required either through better engagement with MASH or by being invited to attend meetings and share information. Engagement from senior leaders could help facilitate this.</p>	<p>Having a clear definition of the MASH, its structure and procedures will create clear expectations and accountability for each agency involved in the MASH</p> <p>Having all relevant partners around the table prevents some agencies feeling left out or undervalued, and instead improves working relationships and information sharing</p> <p>The focus of MASH cases will be person-centred, rather than case-centred</p> <p>Shared terminology will reduce confusion between agencies, helping communication</p>	<p>Is there a clear definition of the MASH and the police's role and responsibility within this?</p> <p>Do you consult with MASH officers and staff to ensure they are aware of how the MASH should operate?</p> <p>Do you consult with partnership agencies and MASH staff as to their experiences of partnership working?</p>	<p>PEEL Measures:</p> <p>3.2 The force uses partnership-orientated evidence-based problem-solving to reduce and prevent long-term crime, ASB, harm and vulnerability.</p> <ul style="list-style-type: none"> 3.2.1 The force understands and demonstrates a long-term commitment to problem-solving and evidence-based policing. It maximises opportunities to prevent public harm and reduce demand through working with partner organisations. 3.2.2 The force has systems and processes in place to consistently evaluate and share problem-solving. <p>10.3. The force is effective at managing demand and can demonstrate it has the right resources and partnerships in place to meet future needs.</p> <ul style="list-style-type: none"> 10.3.1 The force's operating model and workforce helps it to respond to priorities and current and future demand. 10.3.2. The force's has effective systems in place that make sure crimes are allocated to appropriately skilled staff and units.
<p>All MASH officers/staff have a good understanding of the statutory framework to share information</p>	<p>Multi-agency safeguarding hubs were originally developed to enable better information sharing and high quality and timely safeguarding responses (Home Office, 2014). Effective information sharing is at the heart of a MASH and its ability to provide an accurate assessment of risk and achieve the best outcome for the child or adult at risk. However, a lack of effective information sharing between agencies is repeatedly identified as an issue in Serious Case Reviews (HM Government, 2018).</p> <p>Therefore, MASH officers and staff need to fully understand the statutory framework for sharing information between agencies. For children this is set out in Working Together 2018 (HM Government, 2018), with a recent update providing a myth-busting guide to information sharing. The equivalent legislative framework for protecting adults at risk is the Care Act (2014) and the associated Care and Support statutory guidance. However, this can be slightly more complicated due to issues around agency and consent.</p> <p>Although most forces have information sharing agreements in place (NPCC, 2021), consultations highlighted that there were concerns around practitioners not fully understand when information could be shared or trust how partners may use that information. Having a good understanding of the statutory information sharing frameworks will help MASH officers and staff feel confident in challenging these decisions.</p>	<p>An holistic response with more fluid information sharing should more fully cater to the complex needs of the child/adult at risk and be reflected in better long term outcomes for them</p> <p>Officers/staff who feel confident about the statutory framework of sharing information will be able to deal with information requests more confidently and more quickly</p>	<p>Do you review whether MASH officers/staff feel confident in:</p> <ul style="list-style-type: none"> - challenging other professionals - escalating concerns - sharing information with partner agencies? 	<p>HMICFRS's National Child Protection inspection programme- Self-Assessment Template:</p> <ul style="list-style-type: none"> Sound arrangements are in place to support agencies working together: What arrangements are in place to ensure safeguarding partnerships work effectively and in the best interests of children? How partners ensure better outcomes for children (e.g. MASH development, early intervention plans, CSE action plans)? Decision making: How does the force take decisions and ensure they are based on good quality evidence? Who is authorised to take decisions and how are these decisions reviewed? Who is involved with subsequent decisions?
<p>Systems are set up to capture and record multi-agency decision-making especially where referrals have been escalated or challenged</p>	<p>The consultations with forces highlighted that there can be a discord between how policing approaches decision-making and how other agencies frame their decisions which can lead to conflict and challenge between partners. Providing partners with an overview of police decision-making processes, including the National Decision Model, and gaining an understanding of partner decision-making processes could help reduce this tension.</p> <p>Recording not only of the outcome of a decision but how that decision was reached is essential when reviewing actions taken or in cases of challenge/escalation. As well as enabling MASH officer and staff to confidently explain why certain decisions were made, it will also enable the force to effectively review and audit decision-making practices within a MASH.</p>	<p>MASH officers/staff will feel more confident in challenging decisions and responding to challenges by partners</p> <p>Learning through review of decisions made will help improve future decision making and thus the outcome for the child/adult at risk</p>	<p>Do you review cases to identify those that demonstrate evidence of partnership working delivering positive outcomes for children or adults at risk?</p>	<p>Other potential measures:</p> <p>Partner agency consultation</p> <p>Assessment through supervision of staff confidence in challenging and escalating concerns</p>
<p>Active development of working relationships with partner agencies at an operational level</p>	<p>Multi-agency training and team building exercises can help a MASH work more collaboratively by encouraging the development of working relationships between agencies, particularly when not co-located, increasing team working performance. The training would also help develop a shared understanding of individual and mutual roles, and responsibilities (see Objective 2).</p> <p>Working through practical exercises will also help agencies understand the individual agency processes better and what is expected and/required at each stage.</p>	<p>Good working relationships between agencies will allow for better information sharing</p>	<p>Do you consult with partnership agencies and MASH officers/staff as to their experiences of partnership working?</p>	

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VKPP NVAP Impact

Action 2.6.1 Multi-Agency Hubs

Impact Realisation for NVAP Impact – knowing what you are trying to achieve

Impact Realisation Plan		
Reporting Period:		Project Lead:
Prepared By:		Date Prepared:
Objective 1: To ensure that the characteristics relating to vulnerability and principles of professional curiosity are well embedded within MASH/Multi-agency units		
Impact Owner:		
Impact Description:	<i>Organisational Impact: A more empowered workforce who will feel greater job satisfaction through helping individuals experiencing vulnerability, reducing burn-out and increasing retention.</i>	<i>External Impact: An increase in the identification and understanding of risk enabling appropriate safeguarding responses which will ultimately improve the outcome for the individual at risk.</i>
Activity:	<i>What action do you plan to take? (See logic model for suggestions)</i>	<i>What action do you plan to take? (See logic model for suggestions)</i>
Output:	<i>What is the anticipated product of that activity? (See logic model for suggestions)</i>	<i>What is the anticipated product of that activity? (See logic model for suggestions)</i>
Impact Measurement:	<i>How will you measure the impact? How will you know it has been achieved? (See Supporting Information for suggestions)</i>	<i>How will you measure the impact? How will you know it has been achieved? (See Supporting Information for suggestions)</i>
Progress:	<i>Example: Training rolled out</i>	<i>Example: Dip sample of cases audited</i>
Next steps:		
Risks:	<i>Enter the risk/unintended consequence associated with the impact</i>	<i>Enter the risk/unintended consequence associated with the impact</i>
Risk Mitigation Strategy:		
Additional Comments		

Objective 2: To ensure MASH/Multi-agency unit officers/staff have the training and skills necessary for the role		
Impact Owner:		
Impact Description:	<i>Organisational Impact: A more empowered workforce who will feel greater job satisfaction through helping individuals experiencing vulnerability, reducing burn-out and increasing retention.</i>	<i>External Impact: An increase in the identification and understanding of risk enabling appropriate safeguarding responses which will ultimately improve the outcome for the individual at risk.</i>
Activity:	<i>What action do you plan to take? (See logic model for suggestions)</i>	<i>What action do you plan to take? (See logic model for suggestions)</i>
Output:	<i>What is the anticipated product of that activity? (See logic model for suggestions)</i>	<i>What is the anticipated product of that activity? (See logic model for suggestions)</i>
Impact Measurement:	<i>How will you measure the impact? How will you know it has been achieved? (See Supporting Information for suggestions)</i>	<i>How will you measure the impact? How will you know it has been achieved? (See Supporting Information for suggestions)</i>
Progress:	<i>Example: Role profile drafted</i>	<i>Example: Survey updates etc</i>
Next steps:		
Risks:	<i>Enter the risk/unintended consequence associated with the impact</i>	<i>Enter the risk/unintended consequence associated with the impact</i>
Risk Mitigation Strategy:		
Additional Comments		

Objective 3: To ensure MASH/Multi-agency officers/staff work collaboratively		
Impact Owner:		
Impact Description:	<i>Organisational Impact: A more empowered workforce who will feel greater job satisfaction through helping individuals experiencing vulnerability, reducing burn-out and increasing retention.</i>	<i>External Impact: An increase in the identification and understanding of risk enabling appropriate safeguarding responses which will ultimately improve the outcome for the individual at risk.</i>
Activity:	<i>What action do you plan to take? (See logic model for suggestions)</i>	<i>What action do you plan to take? (See logic model for suggestions)</i>
Output:	<i>What is the anticipated product of that activity? (See logic model for suggestions)</i>	<i>What is the anticipated product of that activity? (See logic model for suggestions)</i>
Impact Measurement:	<i>How will you measure the impact? How will you know it has been achieved? (See Supporting Information for suggestions)</i>	<i>How will you measure the impact? How will you know it has been achieved? (See Supporting Information for suggestions)</i>
Progress:	<i>Example: Internal Announcement Drafted</i>	<i>Example: Survey updates etc</i>
Next steps:		
Risks:	<i>Enter the risk/unintended consequence associated with the impact</i>	<i>Enter the risk/unintended consequence associated with the impact</i>
Risk Mitigation Strategy:		
Additional Comments		