

A new way of
thinking about
case review
and learning

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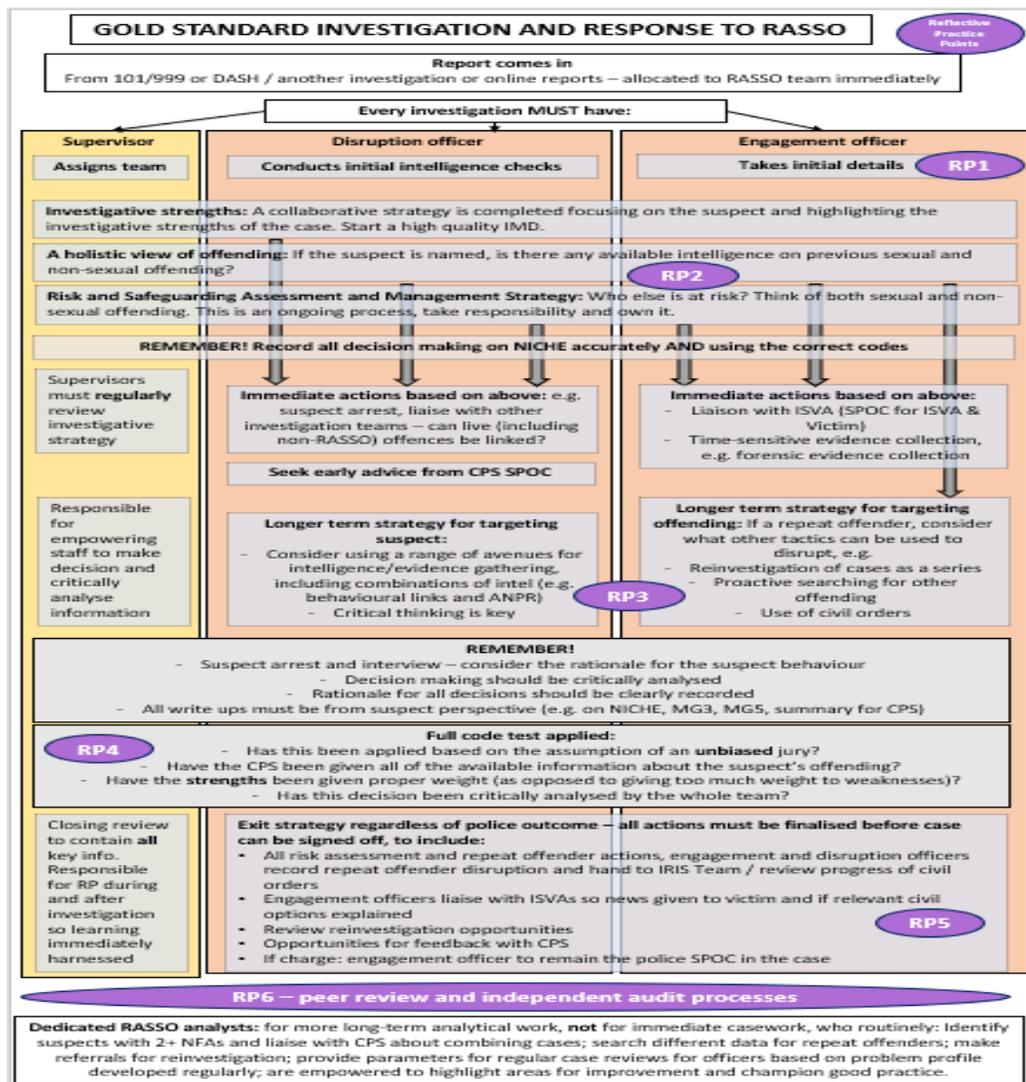
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The research for Project Bluestone was a team effort. Lead researchers are: Kari Davies, Katrin Hohl, Miranda Horvath, Jo Lovett, Betsy Stanko and Emma Williams. April 2021 v1

Interlinking well-being, learning, development and professional practice



Gold Standard RASSO investigation



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Interlinking the Process of Ongoing Case Reviews: Key investigation points, learning and reflections

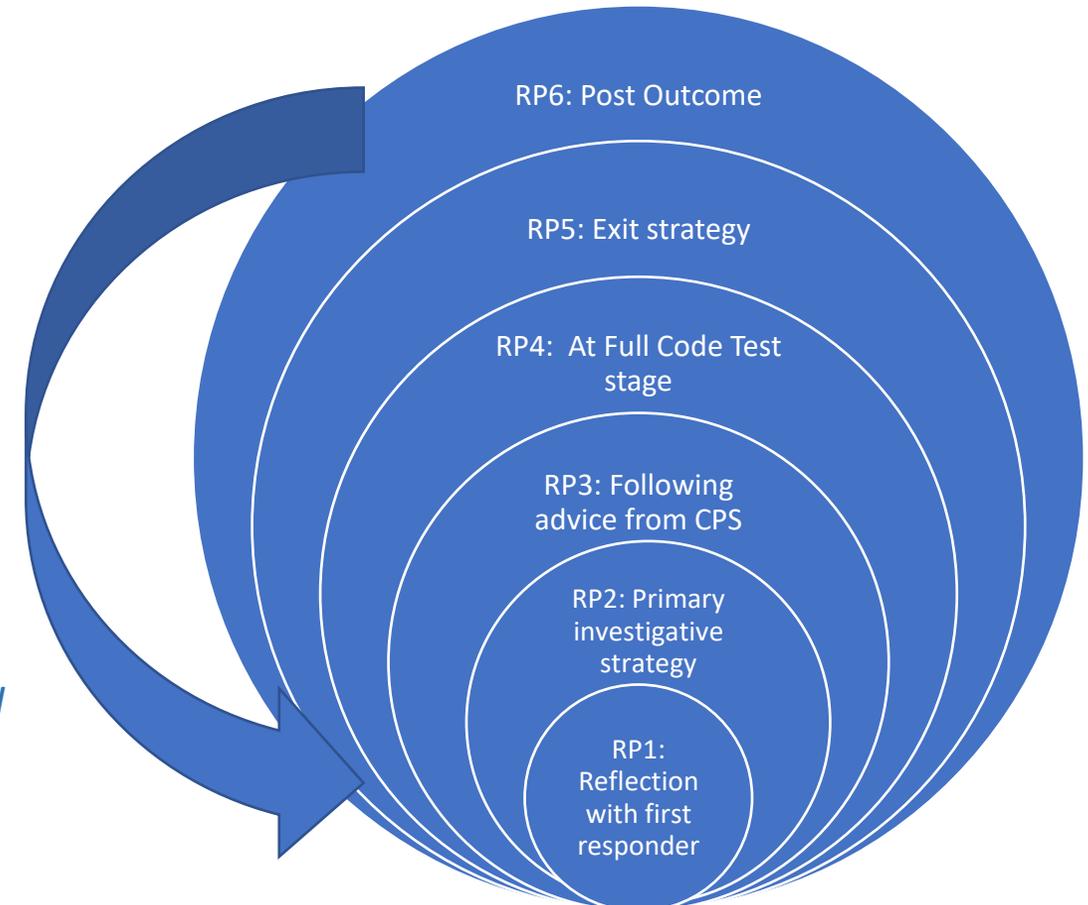
*This model is built on the analysis of WS1,2 and 4. It maps onto the Gold Standard RASSO Investigation Map. This should be an iterative process and always involves the Supervisor, Disruption Officer and Engagement Officer. **At any stage the case is closed the review process should move to RP5.***

RP points to cover at each stage:

Case and victim needs – *enhancing professional investigations, decision-making and outlining appropriate next steps*

L&D gaps and training needs of staff – *developing new learning and detailing themes for CPD areas, sharing promising ideas and training needs*

Staff welfare check (a trauma informed approach being mindful of cumulative impact and case load) – *supporting wellbeing and early identification of staff needs*



Cultural considerations

- As a supervisor you need to ensure these review points are a dialogue where the officers are empowered to express their feelings and thoughts about the progress of the case
- Remember you are looking for ways that you as a team can **learn**. When things do not go as expected it is not a failure, it is a learning point to reflect upon
- Learning points should be recorded for subsequent wider dissemination
- **Note:** *If welfare issues are raised at any stage during the RP process, psychological support should be deployed alongside their 'Pause Point' reviews. Evidence suggests that removing officers from their team can cause feelings of isolation and that they are being negatively judged. Team support and a sensitive approach to dealing with these issues must be central to this process*

Action learning sets: What questions to consider at each RP Point

- **Aim:**
 - What was your initial understanding of what was needed?
 - What was actually needed?
 - If there were differences what were they?
 - What went well? Why?
- **Reflections:**
 - What would you change or do differently going forward?
- **After action review /Identifying specific recommendations:**
 - Is there is anything you or the organisation needs to do this differently next time (training / resources / support)?
- **Wellbeing**
 - How are the team feeling?

Agree as a group on any actions that need to be taken, including how you are going to share the learning more widely.

Case Review Process to be completed in conjunction with the INVESTIGATION MAP

RP6
 Reflect on all learning / decision making and collect themes for learning (CPD and sharing ideas)

End of case officer debrief

Capture thoughts from the victim about the process

Team discussion about the extent to which the investigation was suspect focused

Consider recognition for the first response officer

Consider learning from the court process where relevant

Capture learning themes and development issues / welfare issues with officers' line management

Review critical learning and development needs identified throughout. Overview case as a whole

RP5

Engagement officers liaise with ISVAs so updates are given to victim and other potential civil options explained

Reflect of learning and feedback from the victim

Consider officer welfare

Review the extent to which the investigation was suspect focused

RP4

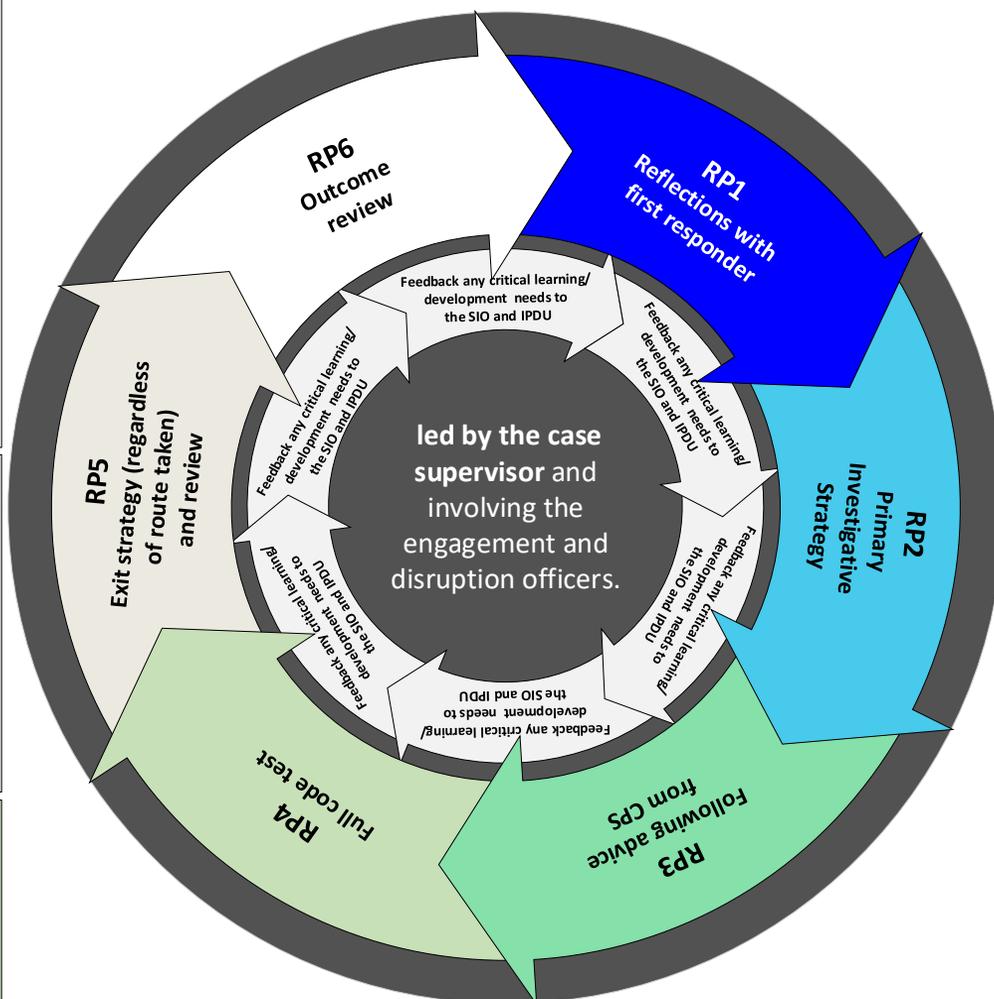
Consider all avenues explored

Have options of reinvestigation been considered

Check status of victim engagement and support provision

Check officer welfare and case load (any time management issues required)

Critical reflection on investigation to date and learning / gaps captured



core purpose is to reflect on the:

- wellbeing of officers*
- quality of decision making and next steps*
- challenges to investigation*
- key learning*

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RP1

Consider key learning points from first engagement with victim. What worked well and what could be improved.

Note key handover issues from first response to main office.

Check on officer involved to identify any issues of trauma and wellbeing – referral where required

RP2

Develop primary investigative strategy focusing on the suspect.

What are the strengths / what is the available evidence.

Conduct risk and safeguarding assessment and action plan to address these factors

Check on officers involved to identify any issues of trauma and wellbeing – referral where required

Consider where victim can be updated by the engagement officer

Any key learning or gaps in knowledge

Include feedback from partners and ISVA on behalf of victim

RP3

Consider where further actions are required, reflection on previous cases to explore promising practice.

Liaison with victim / ISVA

Consider review of investigative strategy

Record and reflect on all decisions made to date and note key learning

Quick check on officers involved to identify any issues Referral where required

Where does this fit with learning? Cultivating an organisational commitment to a joined up, iterative learning environment



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