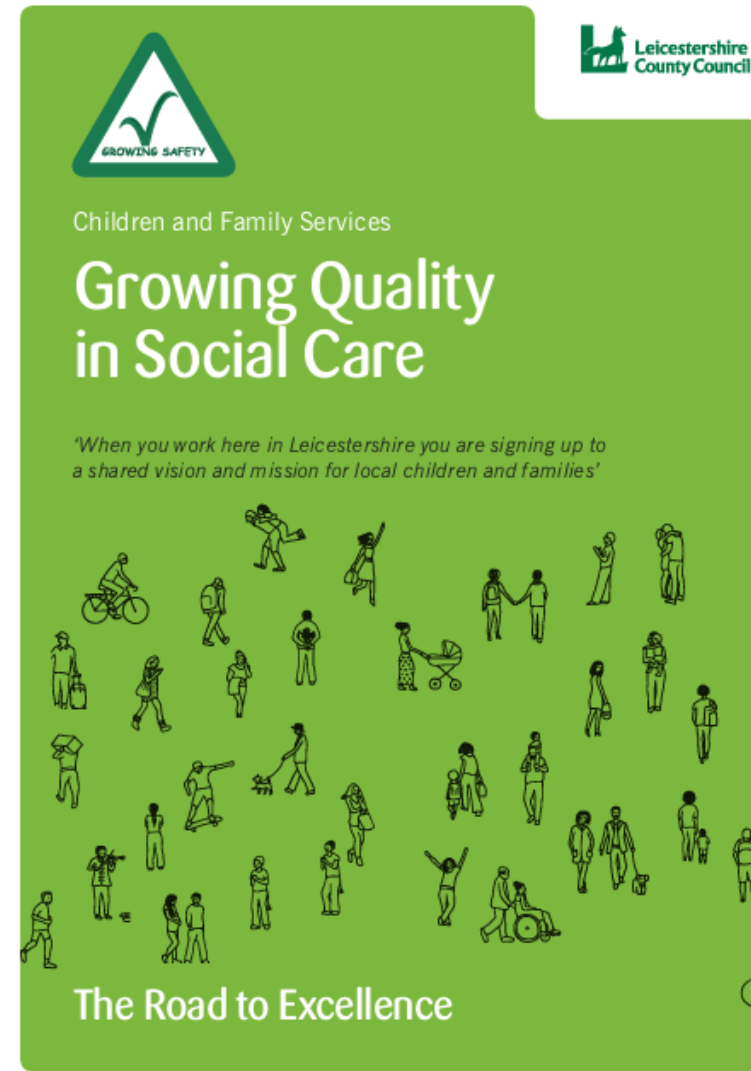
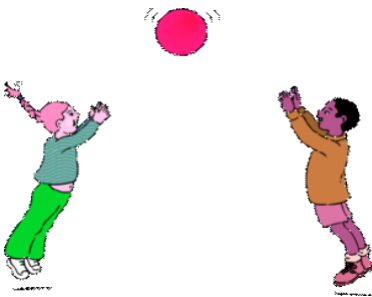


The next step to excellence...

September 2018



The cover of the report features a green background. At the top left is a white triangle containing a green checkmark and the text 'GROWING SAFETY'. At the top right is the Leicestershire County Council logo. Below the triangle, the text 'Children and Family Services' is written in a smaller font, followed by the main title 'Growing Quality in Social Care' in a large, bold, white font. A quote in italics reads: 'When you work here in Leicestershire you are signing up to a shared vision and mission for local children and families'. The central part of the cover is filled with a dense collection of small, black line-art icons depicting various people and activities, such as a person on a bicycle, a person pushing a stroller, a person in a wheelchair, and a person holding a child. At the bottom, the subtitle 'The Road to Excellence' is written in a white font.

Leicestershire
County Council

GROWING SAFETY

Children and Family Services

Growing Quality in Social Care

'When you work here in Leicestershire you are signing up to a shared vision and mission for local children and families'

The Road to Excellence

Position End Of Summer Term

Social Care are committed to excellent practice

- Unhappy with the current structure / arrangements
- Children on the cusp of care challenging and disruptive in schools
- Too many changes of social workers and lack of response
- Communication needs improving
- Partners feel overwhelmed with the complexity of cases
- Partners do not always feel safe, supported or understood
- Lack of recognition for education colleagues knowledge or understanding of the child's journey
- Consultation is not always helpful / reflective

“What we would like” – Partners

- When social workers make promises they keep them
- Social Care Staff to listen and trust us and our opinion
- If Social Care staff have time to actually talk to us and listen
- Being able to talk to the manager or someone else when the social worker isn't there and them listening to us
- Being respected and not “told off”
- Not having to hear how busy staff are
- Being told what will happen next and the outcome

Quick Wins

- Head Teacher / Locality Lead quarterly meetings; shadowing the Front Door; open days in locality; direct contacts

Desford Primary School	Kerry Bishop - SENCO	kbishop@desford.leics.sch.uk head@desford.leics.sch.uk Headteacher@allsaints-coalville.leics.sch.uk	Abubaker Mulla
All saint C of E Primary School	Sarah Miller	Smiller@allsaints-coalville.leics.sch.uk	Abubaker Mulla
Hall Orchard	Nadine Roodhouse	nroodhouse@hall-orchard.leics.sch.uk	Abubaker Mulla
DeLisle College	Kate Sealy	Kate.Sealy@delisle.leics.sch.uk	Abubaker Mulla
Whitwick St John the Baptist Primary	Helen Noon	hnoon@whitwick.leics.sch.uk	Diane Morris
St Denys Infant School	Tina Newton	Head@st-denys-inf.leics.sch.uk	Diane Morris
Broom Leys Primary School	Rachel Downing	rdowning@broom-leys.leics.sch.uk	Alison Paisley
St Clare's Primary School	Maria Liddle	mliddle@st_clares.leics.sch.uk	Alison Paisley
Loughborough Sacred Heart	Lisa Atkins	Lisaatkins@sacredheart.leics.sch.uk	Diane Morris
Oakthorpe Primary school	Keith Ellis	Headteacher@oakthorpe.leics.sch.uk	Alison Paisley
Castle Rock High School	Mick Rowbottom Richard Elderton	Mrowbottom@castlerock.leics.sch.uk relderton@castlerock.leics.sch.uk	Bev Springthorpe

Rethinking the way we deliver services

- The level of social complexity that Social Care Workers are expected to manage and master is huge.
- To be effective we must build on effective relationships with families **AND** our partners, which form the bedrock of all support and child protection responses.
- Review our local structures, customs and practice that have tended to focus the attention of those working with children on compliance and risk avoidance.
- Review and reconsider the way that social care work is organised and delivered - currently it reduces the time that Social Care Workers have to work on partnership directly with partner agencies, families and to reflect on their work and develop their skills and knowledge of the evidence.

Demand

A snap shot of pressures and demands - Month of September 2018

- 1487 contacts directly to the Front Door (19,752 Sept 17-Sept 18)
- 250 referrals (All subject to a single assessment)
- 113 Strategy Meetings
- 433 children in need plans (excluding Early Help)
- 235 admissions of children into care
- 370 children subject to a CP plan

Referrers

- 39% Police
- 13%Health
- 13% Education
- Other

Building on what has been said....

- Model of focused and **relationship-based practice**
- A **pod framework – The team own the cases** – Lead worker allocated – continuity, less change, improved support, always someone to assist
- **Pod invites** to partner agencies on complex cases – better use of technology
- Combining the skill base of both children in need (SFT) and child protection supported by Early Help
- Clear intention to enable staff to deliver what they do best whilst being supported by pod members on that journey
- Support and training that staff can have time to attend, think about and use

What will it do?

Put a focus on **social care workers as change agents**


- ✓ delivering relationship-based practice to lead to a more efficient and effective service
- ✓ improve the experience of children and families
- ✓ develop the skills and satisfaction of the workforce
- ✓ support safe, attached and stable family lives
- ✓ improve performance against agreed indicators of these outcomes such as the number of children with a child protection plan due to being at risk of significant harm
- ✓ be supported, informed and developed by colleagues' in the Practice Excellence Team Support right decision making

What will the teams look like ?

Team Manager	3
Snr Practitioners	6
Social Workers	13
Support and assessment workers	5
FIW	3
Support Workers	5
Social Work Co-ordinators	3.6

Pods

A model of practice promotes the importance of reflective practice and **good quality supervision** throughout the organisation, recognising that supportive relationships between social workers and their managers enhance relationships between the worker and the family and these relationships in turn have the power to impact positively on relationships between parents and children.



- 1 Team Manager**
- 2 FTE Senior Practitioners'**
- 4 FTE Social Workers'**
- 1.5 Support and assessment workers'**
- 1.5 Support Workers**
- 1 Co-ordinator / Business Support Workers**
- 1 Family Intervention Workers**

How does this address the worries about some specific groups that we are not giving the right service too?

- The **proposed development of the Post SGO/Adoption support service**
- Enhanced permanency and life story work pilot
- Development of an identified bespoke resource to support an **cusp of care / prevention to care service** that will assist in keeping families together
- Where that cannot be achieved the right support at the right time is **commissioned and contracted**.

Listening to our staff tells us..

- If social workers feel supported and contained staff can build stronger relationships with families and use these relationships to facilitate change with families based on their practice expertise
- This theory is supported by agreed principles' of the pod practice and the processes for implementing more conscious relationship-based practice:
 1. Continuity of relationships between social workers and families
 2. Consistency of relationships between social work teams and families
 3. Collaboration between practitioners and partners
 4. Social workers being purposeful **partners** in change for families
 5. The organisation supporting a learning culture
 6. Transformation of the organisational culture from a blame culture to a relationship-based one that inspires trust and confidence.

Continuity for Families... How?

Continuity for families..... Coming back to what we have been told, hearing and doing...

- ✓ “One social worker one journey”. **The pod approach** allows for each case to be allocated to the pod with the key worker identified based on the need and skill base of staff
- ✓ It supports team ownership and investment to support each other and therefore families to achieve positive outcomes
- ✓ Families and partners benefit in the knowledge that if their key go to person is not there, someone from their (the member of staff and families) team will be there to help
- ✓ “Developing trusting relationships. Partners need time to develop and trust there go to worker and team which can only be achieved over time”.
- ✓ “We need to focus on long term outcomes and not just firefighting or being reactive and jumping to the most interventionist response – holding those anxieties and managing the risks”
- ✓ “There is need to reduce the agency staff” – “knowing the worker is an agency worker makes me feel insecure because I know they will be going”, “I worry that agency staff leave and they have not made any positive difference to children and families”

Consistency

- Staff report feeling anxious for families when they are going on leave and a sense of guilt for leaving colleagues to manage their families
- “Going on leave can be more stressful than it’s worth! I have to work late and long hours to make sure everyone will understand the case if anything happens when I am away; I am then tired and can’t relax for the first few days of the holiday. I get a few relax days then start to stress before I get back, worried about what may have happened and how colleagues and families are”
- “Coming back from leave I have a thud in my chest. Having to work through everything that has happened, sort it out and respond to the build-up of messages and things to do, undo any rest that I have had. I tend to check now when I am off to prevent going back to the mess”

The need to move away from individualised working supports a pod approach for staff and families. It encourages ownership and support to all and it will have a positive impact with teams working together and being familiar with the cases.

Positive Feedback To You

- Partners supporting social care to keep children in school who otherwise might have been excluded
- Participation in consistency of behaviour management programmes
- Recognition that we are managing more extreme cases and your wanting to be part of the solution
- Attendance at meetings at short notice
- Curiosity and interest in criminal exploitation including CSE, gangs etc. Participation / use of tools – Warning Zone (9347 children attended last year) – Launch of Breck’s last game (3 minute video online grooming awareness aimed at boys and young men) along with lesson plans

Any
Questions?

