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**Action plan**

**West Sussex Bright Spots summary + postcard responses**

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| **Insight** | **WSCC Response & Actions** | **Who** | **When** |
| **1. Trust and Communication**  1. **Reduce changes in social workers and help workers build trusting relationships by being more accessible to young people and involving them in decision making.**  Lower proportions of young people had had just one social worker, trusted their workers and felt it was easy to contact them compared to looked after children in other local authorities. Low well-being was associated with not feeling included in decisions.  **Ensure that all children and young people understand why they are in care.**  Compared to the local authority average, much lower proportions of young people in West Sussex felt that they had received a full explanation of why they were in care. | We will make a social worker profile card, so you know who they are and so you can contact them more easily, by designing a Social Worker Profile Template .  We will make sure you understand why you're in care, finding the best way to explain this, for instance with life story work, or whatever suits you, by:-   1. Reminding staff and foster carers about Life story training via newsletters 2. Making sure there are alternative tools in Sharepoint folder, other than Life Story work, eg words and picture narratives and Child Feedback Form (IROs) and review usage of ‘Direct Work Tools’ bags with Child and Family workers 3. We will ask an adult to check in with you and support you to understand why you’re in care, byFoster carers recording how young people are feeling in their daily diary and to have conversations with supervising social work team[[1]](#footnote-1) and IROs[[2]](#footnote-2) and Designated Teachers | PE/CiCC  PE/SF  JB/PB/SS  SF/SS/SC | March 2019  March 2019  April 2019  MAY  2019 |
| **2. Feelings and Communication**  2. **Support carers to be sensitive to young people’s feelings and help them settle in placements.**  Fewer young people felt settled and liked their bedrooms than in other areas and low well-being was linked to not trusting carers. | We will help you feel safe and settled where you live, by asking how you're doing daily so you can build more trust with people. Where possible, we'll make sure you have more choice about howyour bedroom looks, by:-   1. Helping foster carers to give advice on being safe and provide reassurance as part of building trust 2. Making an option for young people to have a cork noticeboard board or memory box, or photo clipboard or similar to take with them from bedroom to bedroom   We will ask an adult to check in with you and talk about your feelings, by Foster carers recording how young people are feeling in their daily diary and to have conversations with supervising social work team.  We will help you feel safe where you live, by asking how you're doing regularly, by:-   1. Helping foster carers to encourage more communication about worries, for example using a ‘Monster Box’ and being creative and innovative in how they communicate with children. 2. Sharing more communication tools and using these in bespoke Foster Carer training.   We will ask adults you spend weekends with to make sure you have time for fun activities, by refreshing Skills to Foster training, to include a focus on what a child finds ‘fun,’ followed up in conversations between foster carers and supervising social workers, and IROs so fun is child centred. | SF  CiCC/PB  SF  SF  SF/JB  SF/JB  SF/JB/PE | May 2019  May  2019  MAY  2019  June 2019  April 2019 |
| **3. Wellbeing**  **Work with young people (11-18yrs) to boost their self-esteem.** High proportions of young people were unhappy with how they looked and this was linked to low well-being. | We will explore how you feel about your looks, your self-esteem, confidence and your overall wellbeing, so you are feeling positive about yourself, by :-   1. Reminding foster carers about allowances given for haircuts and clothing which could improve young people’s body confidence.[[3]](#footnote-3) 2. CiCC design confidence factsheet | SF  PE/ CiCC | MAY  2019  April 2019 |
| **4. Contact**  **Ensure contact arrangements are regularly reviewed and reasons for decisions explained to children and young people.** Many wanted to see their families more often. | We will ask your IRO to address this through your review meeting | SS | Feb 2019 |
| **5. Parity of opportunities**  **Provide young people (11-18yrs) with more of the opportunities open to their peers**.  In other local authorities young people were more likely to be able to do similar things to their friends, have access to the internet, and feel the things they did were worthwhile.  **Support carers to take children outdoors –e.g. to parks, beaches, woods.** Lower than average proportions of those aged 8-11yrs regularly spent time in nature. | We will review what level of access to the internet you have and encourage you to share your thoughts and feelings on this via MOMO ONE app  We will ask adults you live with to make sure you have access to outdoor play, by:-  Making sure foster carers, social workers, residential staff to record how much outdoor play is happening and carers with reminders of the expectation that outdoor play will form part of a child’s play routine, via:-   1. Refreshed Skills to Foster training 2. Question on outdoor play added to supervising social worker supervision notes | PE/CiCC  SF/JB  SF/JB  SF/JB | June 2019  May 2019  MAY  2019 |
| 6. **Give young people opportunities to practice independent living skills.** Fewer young people got a chance to practise life skills than in other local authorities. | We will ensure you have more opportunities to practise life skills and feel good about your journey to independence, by:-   1. Linking with CPP website of pledged opportunities from staff, including work experience 2. Making a system for monitoring how this works (Co-ordinated work experience action plan, via CPP website/staff pledges) with SWs and PAs 3. Link with Resettlement Passport | PE  PE  GV | MAY  2019  MAY  2019  MAY  2019 |

1. Review Supervising Social Worker supervision sheet [↑](#footnote-ref-1)
2. IRO pre-review questionnaire is amended using Bright Spots insight, (0-12 and 12-18 yr old versions). Child’s lived experience is also reviewed in the Quality Monitoring Form, asking if Life Story work has been completed. Children and young peoples’ knowledge if the IRO Service is being reviewed in a new three question survey, for all CLA 4-18. Finally, a new IRO profile card with mobile and office phone contact details is in development. [↑](#footnote-ref-2)
3. Link with Heather Lomas and Mary Blanchard [↑](#footnote-ref-3)