**Family Support and Child Protection**

**Practice Learning Day Framework**

The practice learning day framework applies to all Family Support and Child Protection service areas. This process guide sets out how practice learning day activities are completed to ensure that children and families are being supported in the right way at the right time, and understanding what difference has been made. This guidance for practice learning days sets out expectation, approach and guidance on how learning is embedded and evidenced in ongoing practice.

The purpose is to provide a level of confidence about the service delivery and the positive impact our workers have on children and families across Kirklees. This will be achieved through capturing data to ensure that practice standards are met. PLD’s are underpinned by restorative practice, meaning that all activities within the process are done ‘with’ practitioners rather than “to” or “for”. Working relationships are central to this process whereby practitioners respect each others perspectives and exert a high challenge, high support approach.

**Frequency of Practice Learning Days**

Practice Learning Days are an important tool in working collaboratively with practitioners to identify what is going well and where improvements could be made. As such it is recommended that Practice Learning Days take place at least every 3 months (4 per year) to ensure that learning from practice is a continuous and dynamic process.

To maximise attendance these dates should be diarised by the responsible Service Manager 12 months in advance, with “save the dates” sent to all relevant parties in advance. It is important to remember to extend these to new staff joining teams.

The Head of Service for Quality Assurance will keep a central log of all Practice Learning Days and report to the other Heads of Service with regards to the effectiveness of planning.

At least one of the planned Practice Learning Days should be jointly held with relevant partner agencies or internal services, for example YES. To enhance engagement of partner agencies, prior planning is required.

**Before the Practice Learning Day**

Undertaking side by side, collaborative audits is a vital part of understanding the quality of our work and being able to offer support and challenge to those working with children and young people in Kirklees. In the month before the Practice Learning day all workers will have a collaborative audit with another manager from their service area. These will be recorded on a standardised Microsoft Form so that the outcomes can be collated and strengths and learning shared. It is vital that these audits are arranged in a timely way and that time is set aside by the manager to review the child’s file prior to meeting with the worker. The outcomes of these audits can be looked at on an individual basis in supervision for that worker, but also collectively across the service.

The Head of Service for the area will review the quality of personal supervision provided by Team Managers to Social workers and by Service Managers to Team Managers. The aim of this is to ensure that regular monthly supervision is taking place, that strengths and areas for development are being discussed and supported and that any areas of need are being addressed through appropriate support and training. Any confidential information will not be shared by the audit team.

A planning meeting should take place at least 4 weeks before the PLD between Service Manager in the service area, and the Team Managers. The purpose of this is to establish the Practice Learning Day activities including: topics for discussion; any guest speakers and key lines of enquiry.

* Theme:

Practice learning Days should focus on a specific theme, to avoid this being a lengthy and drawn out process. The themes will be set at the start of the financial year.

* Peer Focus Groups

Gaining views from practitioners is critical to make informed judgements about good practice, barriers to progress and action planning. These focus groups will include reflections from practitioners about the work they complete and the impact upon the child. Practitioners will be encouraged to make suggestions and recommendations and the groups, led by an independent service manager, will encourage self-evaluation and peer challenge

* Child’s Voice

Practice Learning Day’s will include the view of children and their families (or relevant service user) in relation to their experience of receiving services and the impact upon their lives. As part of the Practice Learning Day the auditor will directly obtain the child and parent/carer view where it is practical and appropriate to. The Children’s rights service can support this if required. It may be possible to use technology to capture the child’s voice in a child friendly creative manner.

* Additional audit tools

The Practice Learning Day process is fluid and continuously developing and the above list is by no means exhaustive. New and additional audit tools should be used dependent on service needs. These could include practice observation,

***If Multi agency:***

*Invite/link with partners*

*Sit together and go through individual systems*

*Include N/A answers – border questions which relate to everyone*

*Professionals in partnership identifying a case*

**Debrief**

Following the completion of the Practice Learning Day activities there should be space prioritised for reflective learning. This will include feeding back the results of the audit, reflections and any actions required to the practitioner; team or service as a whole. This will then be followed up in supervision sessions to inform future practice. This will be tracked by the Service Manager to ensure learning is being taken forward.

Measuring impactis key to the Practice Learning Day process. We need to be aware what difference services and partner agencies are making. Therefore outcomes for children are at the centre of the Practice Learning Day framework. Service managers will be responsible for analysing the data captured and identifying areas of good practice, themes and observations. This will then support learning, discussion and action

**Report and Review:**

Within 2 weeks of the PLD, service managers will collate learning and provide an analysis of themes around good practice and identified areas for development. This needs to be shared with the Principal Social Worker The data captured from KLOE, child’s voice and peer focus group will be collated to inform overall findings. These will be presented to the subsequent Practice Progress meeting in conjunction with the Principal Social Worker, looking at the themes from all the PLDs that have taken place in the last month.

Reviewing the Practice Learning Day is key in ensuring that there is a robust process for turning the findings from Practice Learning Day’s into planning for improvement, this is to include sharing good practice and other

It is imperative that we evidence the impact of PLD’s upon children and families. This process is aimed to drive service improvement and create better outcomes for our children and families.

**Planning and next steps:**

Following collation and analysis of the information gathered, it is important that this information is triangulated with wider learning. The Service Manager will agree key areas to target and if necessary make changes to procedures, guidance, resources and training. Findings should influence the learning and development program, including targeting a team, area or whole service as required. These will contribute to the service development plan.

If serious practice issues are identified these should be resolved immediately.

Team Managers are expected to review audit findings in supervision with practitioners and in supervision with service managers. Supervisions are to include discussion of the impact of service delivery and future planning.