

Welcome to Septembers Practice and Learning bulletin; The eagle eyed amongst you have noted that there was no bulletin in August and this was due to holiday season.

In this addition we will be focusing on Recording Visits to Children; Equality, Diversity and Inclusion and Consent.

Just a reminder that reading this bulletin can contribute to your CPD record which is especially vital for those of you who need to register your CPD with Social Work England. Additionally, I hope that you are discussing the contents of this in your team meetings; this may generate interesting conversations about practice and learning.

I am conscious that I want to reach across the services so if you have anything you want to see in the bulletin for your service area please let me know. I am happy to include articles from others.

Traci Taylor – Principal Social Worker



Keep up to date with new guidance and policies in Tri-x

Tri-x is being updated on a regular basis with Practice guidance and Core Documents which will help you in your everyday practice so that you can keep up to date with the new changes as things are reviewed but also so you are aware of your responsibilities and the expectations around your practice. The easiest way to do this is to open up Tri-X when you switch on your PC or laptop and keep it minimised so you can refer to it as and when you need to. Documents and templates will be moved into Tri-x and removed from K drive so that everyone is using the same material so we become consistent across service areas. If you do not have a Tri-x icon on your desktop, please speak to your IT co-ordinator. Click the link to access Tri-x and navigate round.

[Tri-x procedures and practice guidance](#)

FOCUS ON PRACTICE: CASE MANAGEMENT

Recording Visits to Children and Young People.

What makes an effective case record for a visit to a child or young person?

In the previous bulletin we looked at how good case management effectively shows what is happening to a child or young person; case management refers to a number of documents but the day to day case notes are particularly effective in capturing the current situation for a child or young person and therefore these need to be written in a way that explicitly highlights what day to day life is like for them and what they think, feel about their lives and what they want to happen.

Visits to children and young people need to be purposeful; so record why you visited – was this a statutory visit, an unannounced visit, a support visit? What did you see, use your observation skills, what was the interaction between parent/carers and the child like? How did the baby/toddler seem? babbling or unusually silent? What did the atmosphere feel like? Did you feel tense or was it warm and comfortable? This is not exhaustive just some of the questions you ask yourself to try to get a picture about what is going on.

The main purpose of a home visit is to see the child/ren and speak to them alone to try and understand from their perspective what home life is like for them, do they feel happy and safe? Think about what you wanted to achieve from the visit – did you, record the outcome of the visit thinking about what it meant for the child, what they told you, what their behaviour or presentation told you; along with your observations and discussions with parents. Look at the whole picture to determine whether you understand the lived experience of the child and use professional curiosity to explain and analyse the information that you have gathered as a whole. Your case record should be a succinct summary of all of this but with enough information to capture this picture. Home visits should be more than 2 lines and “child seems happy” – how do you know they are?

Please read the Practice guide in Tri-x Recording a Visit to a Child or Young Person.

[recording-a-visit-to-a-child-practice-guidance](#)

Please also have a look at an excerpt of a blog by Yvette Stanley, Ofsted's national director for social care from Community Care (August 2019). The article gives an overview of what Ofsted want to see if home visit recordings and what some of the pitfalls are from their experiences.

<https://www.communitycare.co.uk/2019/08/05/good-social-work-case-recording-looks-like-existing-practice-can-improve/>

Learning about..... Equality, Diversity and Inclusion.

Equality and diversity is a term used to define and champion human rights to be equal and have the same opportunities as everyone else free from prejudice and discrimination; the Equality Act 2010 provides the legal framework to more effectively tackle disadvantage and discrimination.

Inclusion is seen as a universal human right. The aim of inclusion is to embrace all people to get rid of discrimination and intolerance (removal of barriers).

It is important that as members of society and in our professional roles that we are fully conversant in the issues that face colleagues, and children, young people and their families that we come into contact every day. We have a duty and professional responsibility to counteract discrimination. To do this effectively we need to understand what this means and to be proactive at all times.

It is mandatory for all staff to complete the e-learning training Equality and Diversity which can be found in Evolve—click the link below to complete this if you have not already done so.

[E-learning Equality and Diversity](#)

The Council has launched **Inclusion Week** – this was circulated by email and can be accessed via Evolve. The theme for Inclusion Week 2020 is **Each One Reach One**. It's about the opportunity that we all have to connect with someone else, or another organisation, to help them understand the opportunity of inclusion and to connect. It's about individuals and organisations inspiring each other to make inclusion an everyday reality. The launch event took place live on Facebook but for anyone who missed this it can be viewed on Evolve. Throughout Inclusion Week a number of connected conversations will be taking place with various groups. To reserve a place click on one of the links below:

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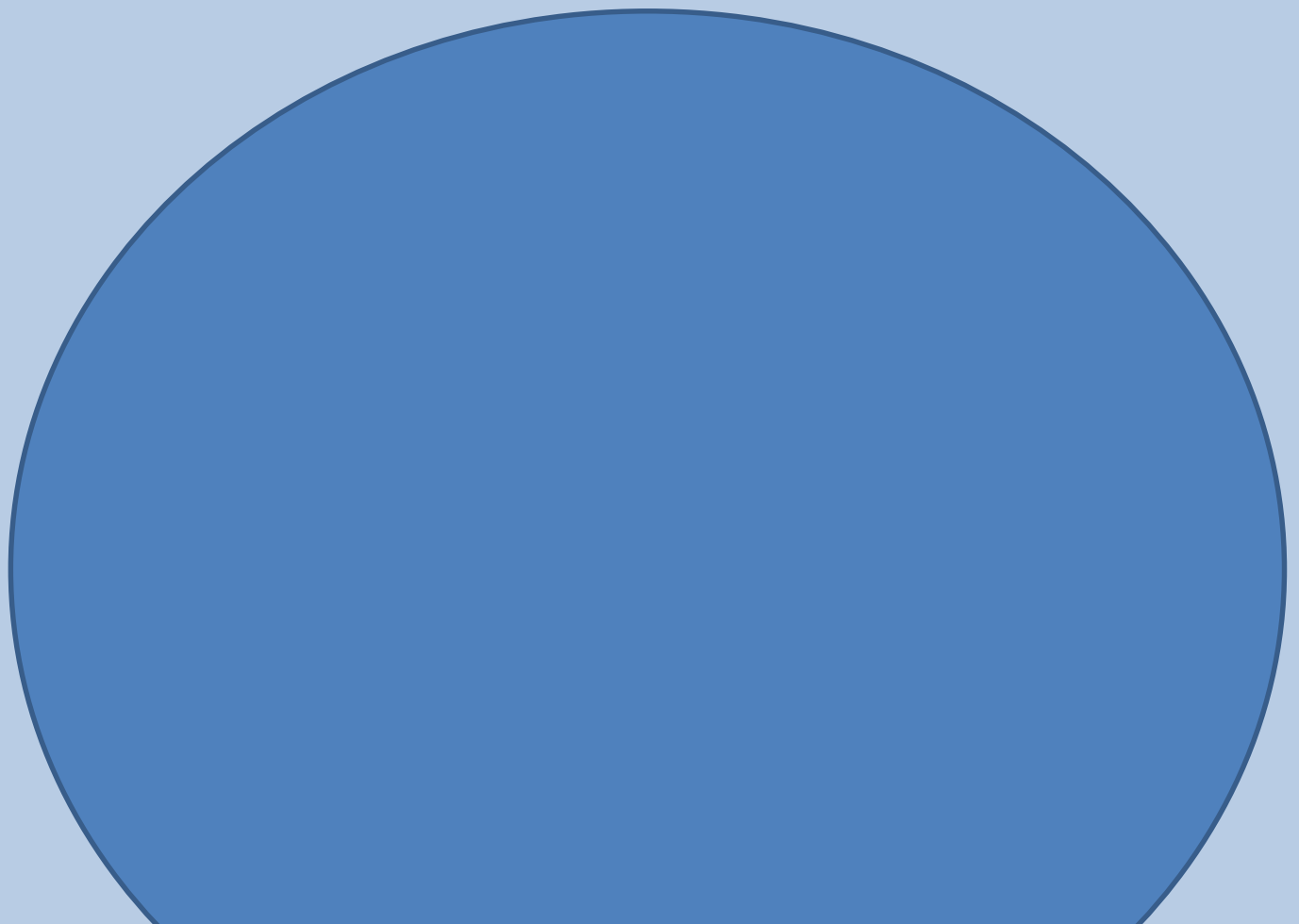
The launch event took place live on Facebook but those who missed it can view both event videos by enrolling on the web-based class below.

Throughout Inclusion Week 2020 we will be hosting a number of Connected Conversations with various groups. To find out more or to reserve your place, click on one of these links:

- [Carers](#)
- [Women's Voices](#)
- [Young Voices](#)
- [Disabilities](#)
- [BAME](#)
- [LGBTQ+](#)

Self-Reflection – what do I understand?

Do you know what cultural competence is? – Cultural competence is a range of behaviours that lead to effective and appropriate communication with people from other cultures; it represents the policies and practices of an organisation, or the values and behaviours of an individual, which enables that agency or person to interact effectively in a culturally diverse environment. So in summary the way in which an organisation treats its employees, service-users and its community.







All the learning in this bulletin will be followed up by the practice supervisor in your team – it will be on your team meeting agenda to look at what we can do to make sure that the learning in this bulletin is embedded in the work that we do with children and families. Let us know how you get on!

CONTINUAL PROFESSIONAL DEVELOPMENT

Have you set up an account for Research in Practice? If not please take the time to do this by clicking this link– <https://www.researchinpractice.org.uk/all/events-training/> - there is an option to set up membership; being a member gives you access to lots of CPD opportunities through Webinars, podcasts for you to watch/listen at your convenience, news and views, topics of interest etc. There is something for everybody no matter what your role. Some of the ones on offer are -

Isolated and struggling – why children are more at risk than ever

County Lines

Trauma Informed Practice with children, young people and families

Young People and Gangs: Approaches to Assessment and Intervention to facilitate their disengagement

Next Month.....

In the next bulletin we will be focusing on the importance of Life Story Work for the children and young people we work with and will look at the guidance of the recording of visits including how to use reflection, observation and fact and opinion when recording these.

For Feedback or suggestions please contact Traci Taylor,
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