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How to use Mind Of My Own

A short guide for

**RESIDENTIAL WORKERS**



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| **Why should I use Mind Of My Own?** | |
| 1. Mind Of My Own apps will save you time. You’ll receive a pdf of the child’s views, wishes and feelings which you can upload to their file 2. Receiving Mind Of My Own statements from children and young people ensures you have evidenced the voice of the child | |
| **How do I sign up or log in to my worker account?** | |
| Open your web browser (Google Chrome or Internet Explorer) and go to [workers.mindofmyown.org.uk](http://workers.mindofmyown.org.uk/) | |
| **Why do I need a worker account?** | |
| 1. To use Mind Of My Own with young people you work with 2. To familiarise yourself with the apps (using the ‘Test Profile’) 3. To create an Express account for a child or young person | |
| **When should I use Mind Of My Own?** | |
| 1. **Preparing for meetings**  * Looked After Reviews * Education Health Care Plans * Personal Education Plans * Any other meeting or review | 1. **Direct Work**  * Understanding lived experience * Journey mapping through care * Understanding risk & resilience * Identifying safeguarding risks |
| **Who can I use Mind Of My Own with?** | |
| Any child or young person you work with, any time you work with them | |

Preparing for meetings

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| A picture containing text, clipart, vector graphics  Description automatically generated | **What is this for?** | **When is this used?** |
|  | * Helps the young person to prepare for any meeting they have coming up * Even if the child does not attend in person, their views are properly represented | * Looked After Reviews * Court / panel proceedings * Any other key meetings |
| A picture containing application  Description automatically generated | * Prepares every young person for stat visits in a structured way * Gives you a clear understanding of what the child wants to talk about during the meeting, allowing you to focus on what matters to them | * All statutory visits or 1:1 meetings * Assessments * Direct work sessions |

Preparing for meetings

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| A picture containing text, clipart, vector graphics  Description automatically generated | **What is this for?** | **When is this used?** |
| Icon  Description automatically generated | * Gives young people the opportunity to feedback on how the meeting went from their perspective | * After all meetings |

Understand the child’s wellbeing

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| A picture containing text, clipart, vector graphics  Description automatically generated | **What is this for?** | **When is this used?** |
|  | * Understanding the child’s lived experience, allowing you to mitigate against risks * Identify key risk and resilience indicators, giving a unique insight into the child’s wellbeing | * Encourage individual use anytime * Social work visits * Assessments & investigations * Meetings & reviews |
|  | * Allows young people to reflect on their current life situation * Gives the worker an opportunity to see into the corners of their life you may not see otherwise | * Encourage individual use anytime * Social work visits * Assessments & investigations * Meetings & reviews |

Sharing good news and sorting problems

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| A picture containing text, clipart, vector graphics  Description automatically generated | **What is this for?** | **When is this used?** |
|  | * Can be used as part of life story work to capture events in the child’s own words * Young people asked us to put this in the app. They wanted a specific place to talk about things that are going well. | * Encourage individual use anytime * After planned events |
|  | * Solve issues at the earliest stage possible * Often the change is small and easy for the worker to action, but the effect for the child can be huge | * Encourage individual use anytime * Formal complaints * Raising concerns |

Planning for Adulthood & Education

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| A picture containing text, clipart, vector graphics  Description automatically generated | **What is this for?** | **When is this used?** |
|  | * Helps young people to plan what they are going to do when they leave care * Get young people’s views at the heart of their pathway plan, helping them to identify their own needs and goals. | * Pathway plan / leaving care review * Transition planning * Setting targets and making plans owned by the young person |
|  | * Capture young peoples views in personal education planning * Identify their strengths and limitations, goals and aspirations for the future | * Personal education planning * Start and end of term * Education, health and care plans |

Return from Missing

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| A picture containing text, clipart, vector graphics  Description automatically generated | **What is this for?** | **When is this used?** |
|  | * Enhancing return home interviews by capturing young people’s views as soon as they return, even if a worker is not there * Gathering young people’s views before the interview | * Individual use while missing * Before or during return home interviews to complement statutory process |

Using Express in direct work

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|  | **What is this for?** | **When is this used?** |
|  | * Gives an overview of a young person’s likes and dislikes * Develops a one page profile so the child does not keep having to tell their story over and over again | * One page profiles * Before health checks * Assessments * Statutory visits * All other meetings and reviews |
|  | * Understanding the child’s learning preferences and the academic support they need * Understanding how they feel at school and to embed the child’s voice into education planning | * Education, health and care plans * Education planning * Assessments * Statutory visits * All other meetings and reviews |

Using Express in direct work

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| Text  Description automatically generated with low confidence | **What is this for?** | **When is this used?** |
|  | * Understanding how the child feels about their health and visits to health care professionals * Explore any worries the child has about their health and understand their behaviours better | * Before health checks * Assessments * Statutory visits * All other meetings and reviews |
|  | * Exploring different aspects of a child’s life and the relationships they have * Identifying safe-guarding concerns including where they feel safe or not and whether they have a trusted adult | * Before health checks * Assessments * Statutory visits * All other meetings and reviews |