

What Good Looks Like in Durham ...

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| Contact/ Referral | <p>Contact/Referral showed clear understanding of when appropriate to refer to social care.</p> | <p>Contact/Referral on agreed format, containing all relevant information and is clear about the reason for referral</p> | <p>Contact/Referral responded to promptly (within 24 hours) and decisions taken are appropriate to identified need.</p> | <p>Decision making takes accounts of previous referrals/contacts.</p> | <p>What are we worried about: harm and complicating factors and what's working well: strengths and safety are recorded with specific behavioural detail.</p> | <p>Manager's risk analysis, scaling next steps and rationale for decision is evidenced and appropriate for referral information and history.</p> | <p>Evidence recorded on Liquid Logic (LL) to demonstrate child / young person allocated to qualified social worker promptly. A danger statement is created to guide next steps.</p> | | |
| Basic Information | <p>LL recording is up to date, concise and analytical and provides sufficient detail to ensure effective safeguarding and focused planning at all times. There is a clear case summary on every file that is reviewed every 3 months.</p> | <p>LL records indicate that practitioner and managers have reviewed and quality assured records.</p> | <p>Danger statements, safety goals, and scaling are evident on file and address specific behaviours.</p> <p>Danger statements include the views of the child / young person about the impact of the worries on them (where possible).</p> <p>Safety goals include what the child / young person tells us they want to be different in relation to the worries.</p> | <p>Case recordings are written in plain, jargon free language that is compassionate and would allow a child / young person to understand their story.</p> | <p>Files for looked after children include a recent photo.</p> | | | | |
| Assessment | <p>Assessment clearly identifies reason for the assessment, strengths and areas of concern, provides a detailed analysis and includes all members of the household. 'Absent' parents are included in the assessment unless there is a good reason not to.</p> <p>The assessment includes a chronology, genogram and is informed by the Harm Matrix (where appropriate).</p> <p>It explores the wider network of family and friends and what it is that they currently do to help.</p> | <p>The assessment is evidence based and uses the voice of the child / young person, multiple perspectives of the people who know the child / young person best (parents / carers, family network and key professionals) and observation to explore and analyse danger, worries, strengths and safety from different points of view</p> | <p>Assessment is written in plain, jargon free, compassionate language that is understandable to parents / carers and is written in a way that would make families want to work with us rather than feeling judged.</p> <p>Danger / worries, strengths and safety are described in behavioural detail and are clear about the impact on the child / young person</p> | <p>The assessment includes the views of key professionals who know the child / young person and parents best. When making reference to research, this is informed by evidence about how the danger, worries, strengths and safety is impacting on <i>this</i> child / young person in <i>this</i> family.</p> <p>The analysis includes danger / worry statement(s), safety / success goal(s) and matched scaling questions</p> | <p>Child / young person is seen alone (where appropriate), spoken to and their views and wishes recorded and reflected in assessment.</p> <p>The child's / young person's views and wishes are shared with the parents / carers / wider network and this information is used to inform the danger / worry statements, safety / success and the plan.</p> | <p>It is clear from the assessment what everyday life is like for the child / young person. There is evidence of direct work with the child / young person to understand their views, including use of communication aids, observation and speaking to the people who know the child / young person best (wider network and professionals) where the child / young person can't easily express their views</p> | <p>The assessment explores any diversity and disability issues and addresses these in the plan.</p> | <p>Assessments reviewed and signed off by Manager within timescales.</p> <p>Evidence of some quality assurance by Manager and follow up by practitioner where necessary.</p> | <p>Assessment is shared with parents / carers, child/ young person (depending on their age and understanding) in good time and their feedback is included.</p> <p>The outcome of the assessment is then shared with the parents / carers, child / young person and their feedback is gathered.</p> |

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| Planning | <p>There is evidence to show that the Plan is making a positive difference to the child / young person's life.</p> <p>The plan is informed by the danger / worry statements, safety / success goals and scaling questions – this links back to the analysis in the assessment.</p> <p>Any bottom lines needed to ensure safety are clearly outlined and kept to a minimum</p> | <p>The plan shows evidence of a good understanding of the child's needs and how these will be met, within clear timescales.</p> <p>There is strong evidence that the child / young person and the wider network of family and friends have been involved in creating the plan, e.g. Family Network Meetings; Family Group Conferences</p> | <p>The plan clearly outlines the day to day actions that parents, carers and the network will undertake to ensure the child / young person's safety and wellbeing (and is not a list of services to attend or a written agreement).</p> | <p>There is strong evidence of the child / young person and family involvement in the development of the plan. This should include family network meetings; outlining family and friend support with specific actions for supporting the child / young person's safety and wellbeing.</p> <p>There is evidence to show that the plan has been tried and tested over time and that this is making a positive difference to the child / young person's life</p> | <p>The plan is progressing and meeting the child / young person's needs. Where there is evidence the plan is not meeting the child / young person's needs, the reasons for this are explored and changes made if needed.</p> | <p>The case file recording tells the child / young person's story and evidences progress.</p> <p>The child / young person has a words and pictures explanation of their plan.</p> |
| Review | <p>Child and family plan has been reviewed in accordance with procedural requirements and is responsive to the child / young person's changing needs.</p> <p>The danger / worry statements, safety / success goals and scaling questions continue to guide the review of the plan</p> | <p>Reviews are convened to allow maximum attendance of family and professionals. Where this is not appropriate, views are sought and feedback is given regularly.</p> | <p>Children / young people are actively involved where they have the ability to do so, including attending meetings or chairing their own reviews.</p> | <p>Records of reviews are comprehensive and provide detailed analysis of the issues and actions that are required to meet outcomes, including timescales.</p> <p>Minutes of reviews are detailed and include an analysis of what is working well and what still needs to happen to move towards greater safety / success for the child / young person.</p> <p>The plan is updated to include any changes to actions by the parents / carers / wider network / child / young person needed to strengthen the plan</p> | <p>Chronology is up to date and analytical. It shows all keys points in the child / young person's life and is easy to follow.</p> | |
| Management Oversight | <p>Supervision has been taking place in accordance with supervision policy and is responsive to social worker's needs.</p> | <p>Supervision is reflective, analytical and evidences issues which have been raised. It sets clear parameters regarding required actions, contingencies and outstanding work, addressing timescales effectively.</p> | <p>Supervision reviews actions of previous supervision and these are completed.</p> | <p>Records up to date and fit for purpose.</p> | <p>There is evidence of reflective tools such as Appreciative Inquiry or case mapping.</p> | |