



**NORTH EAST LINCOLNSHIRE COUNCIL
CHILDREN'S SERVICES**

Workforce Development Plan 2021/2023

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1. AIM

Here in North East Lincolnshire, we focus on the child and we aim through our work to ensure that children, young people and their families are at the heart of everything we do. To achieve our vision, it is essential that we recruit and retain motivated, child centred professional staff who believe in what we want to do but also can deliver on this vision. To stay motivated in an increasing pressurized and challenging environment it is important we support our staff, at all levels and within whatever role they chose to be feel confident to undertake their roles.

Like all Local Authorities in the UK, we have workforce challenges and a depreciating social work skilled pool to draw on, so we aim to grow and look after our own where we can, as we recognise that our workforce is our greatest asset.

This plan has been developed to ensure we deliver first class professional development opportunities and career pathways for our staff. North East Lincolnshire is an innovative and inspiring place to progress professionally within a good learning organisation and employer of choice.

Improving outcomes for children and families is our key objective which can be achieved through our excellence in Children's Social Care practice. This plan outlines our approach to develop the competencies, skills and knowledge of our workforce to achieve this.

2. THE VISION

The vision for North East Lincolnshire Children's Services

“Our ambition in NELC is that all of our Children and Young People are healthy, resilient, & safe and are supported to achieve in school & reach their full potential”

3. CHILDREN SERVICES COMMITMENT PLAN ON A PAGE



High quality and use of resources



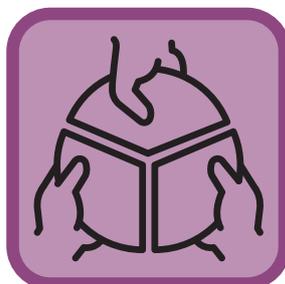
Strong and skilled stable workforce



Strong performance and quality assurance culture



Children's voices influence the design and delivery of service



Strong and effective relationships and partnerships

4. KEY OBJECTIVES OF THE PLAN

Through these objectives we want to:

- attract and develop capable, motivated, pro-active, and reflective newly qualified social workers, experienced and alternatively qualified practitioners to retain and support those that are experienced to have an exciting and variable career pathway.
- support all in gaining a comprehensive understanding of their role, responsibilities and the policies and practice standards in North East Lincolnshire
- support career development, to ensure sustained delivery of outstanding services to North East Lincolnshire children, young people and families.
- promote evidence-based practice, informed by current research, and grounded in theory. Which encourages all practitioners to base their interventions on evidence supported treatment as part of the Social Work code of ethics & other professional standard and ensures the best outcomes for children.
- facilitate values-based leadership at all levels and promote a positive learning culture through high support and high challenge.



5. SOCIAL WORK ACADEMY

How we will deliver the offer:

In North East Lincolnshire we know it is essential for our social workers to have continuous professional development throughout their career journey – to achieve this we aim to develop the North East Lincolnshire Social Work Academy.

North East Lincolnshire’s Social Work Academy will offer children and family social work practitioners a pathway through their career with North East Lincolnshire Children’s Service.

The Academy will create an environment which supports career stability and places continuing professional development of the highest importance in North East Lincolnshire.

The academy will be the center of learning for Children’s Social Care, it will focus on 4 pillars of core practice and be aligned with our practice model. For us this is the foundations for professional learning and achieve the aims of achieving a stable workforce to support children and families in North East Lincolnshire.



Assessment and Analysis



Planning and Reviewing



Intervention



Direct Work

We are keen that all staff who join us through whatever route they enter and at whatever level they are required throughout the initial year in employment to complete core training elements of the workforce development offer, this provides them with a clear understanding of the standards of practice expected within the organisation and how we work in NEL, including the comprehensive induction programme and mandatory training programme such as , the Integrated computer systems, GDPR & data breach, alongside the practice model training to give a grounding for our signs of safety practice framework and offer techniques for trauma informed practice for our most vulnerable children.

Lastly, we need to ensure we offer a contemporary offer for training and development to make sure our staff can understand and respond to changing needs, awareness of risk and need and the wider world in which we operate.

Every year we aim to ensure that more staff are competent in Specialist skills and will be paid for this level of competency in practice – Senior Practitioner and Managers. We want to promote within, and we recognise that we need more experienced social workers in NELC if we are to meet the complex needs of our children and young people who access our services.

We will ask staff to sit with Managers every year and plot their training needs- and use the outcomes of those discussions to develop the next annual workforce development support staff in enhancing their practice so that this can be evidenced through their work, and support in their progression portfolio and or future career aspirations.

6. MODEL OF PRACTICE

Signs of Safety

In North East Lincolnshire we have adopted and continue to embed the Signs of Safety approach to child protection and reflective practice. It uses strengths based ‘solution focussed’ techniques to increase co-operation and promote partnership working with parents, young people, children, and families. Our workforce development plans are aimed to prepare practitioners for using this model of practice and guide them through the SOS framework and offer support to develop skills in terms of implementing this in practice.

Restorative practice

The Restorative Practice model creates a universal way of communicating with each other rooted in restorative principles and values. These principles should be central to our approach to practice, and central to our ethos of working with families. Our Workforce development plans should support our workforce to understand Restorative principles and support to implement this approach into working with Children and Families in North East Lincolnshire.

Trauma Informed Practice

In the simplest terms, the concept of trauma informed care is straightforward. If professionals were to pause and consider the role trauma and lingering traumatic stress plays in the lives of the specific client population served by an individual, professional, organization, or an entire system, how would they behave differently? What steps would they take to avoid, or at least minimize, adding new stress or inadvertently reminding their clients of their past traumas? How can they better help their traumatized clients heal? In effect, by looking at how the entire system is organized, and services are delivered through a “trauma lens,” what should be done differently?

Wilson, Pence, and Conradi (2013)

7. RECRUITMENT AND RETENTION

The Recruitment and Retention Strategy of a highly skilled workforce is of the paramount importance to providing excellent services for children in North East Lincolnshire. We are committed to providing Children's Social Workers, the wider Children Services workforce and our partner agencies with the skills, knowledge, and tools to enable them to support our communities. Our workforce development offer seeks to be transparent about the process of progression and the opportunities we can offer our staff.

Our aim is to achieve a stable, permanent workforce of confident, competent, and motivated workers who put children and their families first.

Our outcomes are: -

- To recruit high calibre social work professionals and Child Care staff to ensure the provision of quality services to children, young people, and their families.
- Staff to work effectively in their roles and find their working life within NELC to be an enjoyable, challenging and rewarding one.
- Staff do not leave because of their working conditions or quality of working experience.
- High performing staff become the norm for NEL's Children's Services through its approach to recruitment, development, reward and retention of staff.

Induction

Our employees are our most valuable asset, and our aim is to provide an environment where staff feel valued and supported to do their job well. Our induction process aims to inform new staff about our organisation and its culture, their roles and responsibilities, our expectations of them and the support available to them their job well.

In North East Lincolnshire we are committed to providing all staff who enter our Children's Services Workforce a comprehensive induction programme which provides them with a formal welcome into the organisation.

The Social Work Academy will support and induct social workers through their initial introduction to NELC and provide them with the core training which will set the standard of practice expected when working in NELC. Our NQSWs will be offer an enhanced induction initially based within the Academy for the first 3 months, this will provide those NQSW with a strong foundation for practice and prepare them for casework.

All new starters will receive a comprehensive Induction –aimed at settling them into their new roles and helping them to acclimatise to the working environment so that they can be up and running and effective in their role as soon as possible.

Induction will provide staff with:

- Understand the wider Local Authority Corporate Priorities and how as individuals we fit into these,
- Understand Children Services Structure and Priorities
- Provide them with an Introduction to all children's services which enables them to settle into their team, get to know the job they are going to do and to familiarise themselves with the key people and workplace.
- Provide them with a clear understanding of the Social Work Practice Standards to ensure they understand the minimum standards of practice expected in the organisation.
- Support and develop social work practice through the understanding of roles and responsibilities, within a legislative and procedural framework.
- Access, read and understand our policies and procedures (TRI-X) to effectively help them do their job safely.

Tri-X

In North East Lincolnshire we have set out our Children's Social care policies and procedures within our Tri-X system. This is a one stop for all legal and procedural frameworks, and we ensure that whatever policy or procedure that relates to children Services is needed it is there for staff to access. <https://www.proceduresonline.com/nelincs/cs/>

North East Lincolnshire "Good Practice Standards for Children's Social Care"

The Good Practice Standards document sets out the standards of service we work to and against which we are measured in the Quality Assurance and Performance framework.

The standards will be applied by all Children Social Care practitioners, in their day-to-day practice and by managers who will use their professional judgement as to whether that standard has been met in a particular case. The threshold for professional judgments will also then in turn be tested in a variety of audits, practice checking and benchmarking across teams. North East Lincolnshire Children's Services focus is on creating an environment that harnesses the talents of social workers working in it, and to move away from a stifling system where 'the actions of social workers had become driven by a pressure to comply with process' as opposed to delivering a child-led and centred intervention. Vulnerable children have the right to a suitably skilled and knowledgeable social worker. These practice standards set out the expectations of how we will consistently deliver a service to our children, young people and families that keep them safe and improve their welfare. <https://proceduresonline.com/trixcms2/media/1396/nelc-children-services-good-practice-standards-final-document.pdf>

Scheme of delegation

The scheme of delegation set out clearly the lines of accountability within the organisation to enable Children's Services to carry out its functions effectively, the scheme of delegation ensures that staff at all levels of the organisation are confident in the delegated authority they have within the social work systems and are clear where they do not have the authority to make decisions. This creates safety for social care practitioners and managers as it provides clear lines of accountability in the organisation and the scope of the authority within this. All stakeholders in the organisation should understand the scheme of delegation and their accountabilities within this document.

[scheme_delegation.pdf \(proceduresonline.com\)](#)

Supervision

Good social work/practice involves the ability to develop and maintain relationships, to manage the emotional demands of the work and to make judgements and decisions, often in the light of conflicting information (Wonnacott 2012).

The Social Work Reform Board (2010) advises us that supervision should provide a safe environment for critical reflection, challenge and professional support which ensures competent, accountable practice. It should include time for reflection on practice issues that arise during the course of everyday work and should help workers and managers to do their jobs more effectively.

Good supervision enables workers to develop their capacity to use their experiences to review practice, receive feedback on their performance, build emotional resilience and think reflectively about the relationships they have formed with children, young people and families. Most importantly it enables social workers to achieve the best possible outcomes for the child they are working with.

The supervision policy applies to all staff (permanent, temporary, full or part time), working with children, young people and their families in North East Lincolnshire Council's (NELC) Children's Services department. It should be read in conjunction with NELC's policies and procedures for supervision of employees (TRI-X).

Purpose of the Supervision

We recognise that delivering social care services is a complex and demanding task and that our staff are the key asset in delivering services that make a real difference to the children of North East LINCOLNSHIRE lives. Our staff can only be effective if they are encouraged and supported to reflect critically on their practice and continue to develop their skills and knowledge. Supervision is critical to the way in which this can be achieved.

The framework, in conjunction with the general principles already set out in NELC policies and procedures and seeks to further set out how staff can expect to be supervised when undertaking direct work with children, young people and their families. It also seeks to provide managers and supervisors with the key elements needed to supervise others effectively.

[childrens-social-work-supervision-policy.pdf \(proceduresonline.com\)](#)



8. WORKFORCE DEVELOPMENT OFFER

All staff working in children services will be training in the NEL Practice Model	Signs of Safety	Restorative Practice	Trauma Informed Practice
	Introduction to Signs of Safety	E-Learning Restorative Practice – Induction	Sharing the Science – Understanding trauma and the impact of brain development
	2-day SOS training	Being Restorative Level 1	
	Signs of Safety Refresher	Restorative Practice Level 2 For all staff level 2 and above	
	5 Day intensive SOS All supervisors and above	Advanced Restorative Practice Senior and above	



Core Training

	Assessment	Planning	Intervention	Direct Work	Bespoke Sessions
All staff in the organisation will have the basic skills required to undertake their role. With a focus on ASYE development at entry in the service	Practice Standard – Behaviours and Safe Practice				
	Basic Assessment Skills	Developing SMART plans	Purposeful Visiting	Direct Work with children	Disguised Compliance
	Undertaking Analytical Assessments	Effective Safety Planning with Family Networks	The importance of language in case recording	Understanding the Voice of the Child in Practice	Understanding Trauma in Practice
	Understanding Child Development in Assessments	The basic Legal framework	Basic Skills – Working with Families level 1	Relational Based Practice	Role of the IRO
	The use of Chronologies in Practice	Holding effective multi agency meetings	Working with children where DA is a factor	Evidence Based Practice	Disability-keeping children at the heart
	Assessing Mental Capacity	Using Genograms and Eco-grams in practice	Directive Play	Involving Children in Assessment	Report writing
	Undertaking Section 47 Enquiries	Child Protection and Planning Processes level 1	Parenting Programmes – Prep to plan to action	Group work skills	Key worker Training Fostering- what they do and why
		Involving Children in planning	How to address parental conflict		Managing Conflict
		Permanency Planning Level 1			Presenting to court/panels
					GDPR and System Training
					Vision and Values
					Practitioner's role in supervision process + Organisation context.
					Escalating Risk

Essential Skills Offer

	Assessment	Planning	Intervention	Direct Work	Bespoke Sessions
Experienced social work staff will have access to the essential skills offer to extend their knowledge and understanding of more complex practice.	Section 7 Assessments – CAFCASS	Developing Effective Pathway Plans	Public Law Process	Achieving Best Evidence Training	Developing therapeutic homes for children
	Section 37 Assessment – CAFCASS	Trajectory Planning	Court Craft	Communicating with Adolescents	Supporting children Leaving Care
	Parenting Assessments	Safety Planning with Children	Life Story Work	Developing safety plans with children	
	Viabilities and Reg 24 Assessments	Planning in Court Work	Letters through PLO process	Team Teach/ Refresher	
	DOLS	Permanency Planning and complex parallel planning	Working with UCAS		
	Writing Court Statements and SWETS	Care Planning Regs			
	Parenting Assessments	Child Protection and Planning Processes level 2			
	Risk Assessment				
	Parental Capacity Assessments				
	CPR and PAR assessments				
	Kinship care / Form F assessors				
	Matching Assessments				

Specialist Skills

Assessment	Planning	Intervention	Direct Work
SCAIDP – Joint investigation training		Specialist Court Skills (Bon Salon)	
Integrated Risk Assessment of Sex Offenders and their families.		Self-Harm and Ligature Training	
AIM Assessments		Suicide Risk	
PAMS Assessments			

Management and Leadership Skills

Practice	People	Performance	Supervision
Train the Trainer	Coaching Certificate Level 5 – ILM accredited apprenticeship	Understanding the performance framework & performance management	Decision Making & Management Oversight
Coaching and Mentoring in SW practice	People and Management Skills	Undertaking effective audit and QA practice	Delivering Reflective Supervision
Managing disclosures	Appraisal and CPD	Managing Complaints	MSC Advanced SW practice Lincoln University Practice Educator 1
Health and Safety - NEBOCH – IOCH – as required	ITRENT and People Management Systems	Liquid Logic Training for Managers	MSC Advanced SW practice Lincoln University - Practice Educator 2
Reviewing Policy and Procedures	Safer Recruitment	Preparation for Ofsted	Writing care standards reports
Designated Safeguarding Officer Training	Managing capability		

Accredited Leadership Programmes

Level 2	Level 3	Level 4	Level 5
TALA – Talent and Leadership Programme	Apprenticeship – Leadership and Management Level 5	Leadership and Management Level 5 -7	MSc in Leadership
Supervision of Professional Practice		Yorkshire and Humber Regional Children’s Social Care Leadership Programmes: Aspirant Leader	Yorkshire and Humber Regional Children’s Social Care Leadership Programmes: Seniors Leader Programme



Foster Carer Training & Home Staff Development Programme

In North East Lincolnshire we believe that the development of our foster carers, our kinship carers and homes staff who provide homes to our children should be of the highest priority and that this training should be progressive and responsive to the changing needs of our children in NE Lincolnshire. Our foster carers, kinship carers and home staff play the most important role in the lives of our looked after children and their families and it is important that we provide our carers with the necessary tools and training to ensure they are equipped to provide their children with the best care possible.

This group will also have access to a programme of virtual learning available to them which focuses on specific issues arising with our looked after children and provide with immediate access to understanding and knowledge on specific subjects and will receive regular emails and bulletins with links to virtual and face to face training events.

The below training has been identified as specific for foster carers, kinships carers and homes staff to enable them to be better equipped to care for the children and young people they are looking after. All staff also have access to the wider workforce development offer as appropriate for their role.

Foster Carer, Kinship Carer & Homes Staff

Mandatory & Procedural Training	Safeguarding	Understanding Children and Young people
Skills to Foster (Foster carers only)	Managing Allegations	Talking about sex and healthy relationships with children and young people
Looking after yourself/ secondary trauma	Safeguarding Level 1 for foster carers (mandatory)	Caring for children with Disabilities
Paediatric First Aid		Talking to children about Drugs & alcohol
Short Stay Protocol		Fostering Teenagers – The Future 's Bright
Team Teach		Meeting your Child 's Sensory Needs
Medication		Caring for a Traumatized child
Incident Recording		Moving children onto adopters
Health and Safety – COSHE		

9. OTHER LEARNING AND SUPPORT MECHANISMS

Practice Improvement Practitioners

We have committed to supporting our practitioners to embed the skills they learn through the workforce development offer, by placing Practice Improvement Practitioners (Pips) to work alongside them. Solely focused on practice improvement the Pips will work alongside staff giving constructive feedback on presented work and offering advice and guidance on the improvement of that practice, sharing their knowledge and skills. Whilst this is a new role, we have continued to pilot this approach based on feedback from our ASYE staff and it appears that regular contact “on the floor” coupled with formal supervision is making an impact- growing confidence and professional curiosity.

Social Work Forum / Management Forums

The social work practice forums are seen an essential space for social workers to be able to take time and think about practice and their role in improving this and therefore the lives of children and families in North East Lincolnshire. The practice forum aims to offer the social workers a varied programme of discussion topics with guest speakers coming to aid thinking and develop practice, this forum is also an opportunity to share and celebrate good practice and successes in the workforce which is essential in building a stable and resilient workforce. Based on a survey of staff needs the forum is held bi-monthly, be focused on practice and practice development and be an opportunity to improve the skills of the workforce and therefore the lives of children and families in North East Lincolnshire.

Research in Practice Membership – All staff working in children’s social care have access to an annual membership which includes access to, publications, research and legislation updates access to national conferences & webinars and tailored training support based on service need.

Buddy Initiative - Each newly qualified worker will be allocated a buddy in their social work team. This will be a more experienced worker who can provide day to day peer support and advice which is additional to the support provided by the worker’s ATM or by a Practice Improvement Practitioner.

Coaching and Mentoring - NELC has a network of qualified coaches available for our staff to access for personal or professional development. In addition, our Practice Improvement Practitioners, can offer one to one support and mentoring to help staff with a variety of issues and to aid development.

Learning Circles - A learning circle is a highly interactive, participatory structure for

organising group work. The goal is to build, share, and express knowledge through a process of open dialogue and deep reflection around issues or problems with a focus on a shared outcome. Learning Circles will be facilitated by a Practice Improvement Practitioner, ATM, Senior Practitioner or other experienced facilitator and will focus on an issue presented by a worker or the facilitator will lead the group through an anonymised 'real' or hypothetical complex situation to facilitate shared learning and group support. This provides opportunities for a worker to present a case to their peers to receive feedback and challenge and for peers to learn, develop and practice the skill of giving constructive feedback. Interactive, participatory, fun and safe – a great opportunity for learning.

Lunch and Learn Sessions - Regular lunch time briefing sessions, presented by senior managers, on a range of topical and pertinent issues. Their aim is to continue the professional development of all workers, provide an opportunity for learning and to keep workers up to date.

Attendance will be counted as CPD and will support to build evidence either for a practitioner's Social Work England registration or NAAS accreditation.

Back to the floor days

Our back to the floor days is an opportunity for senior managers to reconnect with front line social work and observe practice in real time. It enables a conversation about areas of individual personal development or service wide development.

We see these opportunities as a way to reconnect with 'on the ground' social work and to experience, at first hand, what social workers of today are facing in their day-to-day work. It allows us to identify the key issues and challenges and ensures that the support we offer is what they need to deliver the best job they can.

Observation by Managers - From time to time, as part of the Quality Assurance Framework, Team Managers, Service Managers, Senior Managers and the PSW will observe supervisions in action to give constructive feedback to supervisors, influence training being delivered for supervisors or identify key themes which require a wider response.

Observational feedback will be provided to individual workers for their own record keeping and discussions, e.g. with their direct supervisor or for their ASYE, NAAS endorsement or Career Progression portfolios.

In addition, observational analysis will be used to inform supervision practice and / or training.

10. ASYE AND CAREER PROGRESSION

The ASYE and career pathway handbook has been developed as part of our Children's Services Recruitment and Retention Strategy and relates to all social work posts in North East Lincolnshire Council. It aims to provide clarity about the criteria and processes to be followed in order for qualified and registered (HCPC) professionals to progress between: -

- **Level 1 Newly Qualified Social Worker**
- **Level 2 Experienced Social Worker**
- **Level 3 Senior Social Worker.**

It is important that we do not view 'career progression' as simply a process to be 'got through' or as a tick box exercise. We believe it is important that we, (both employer and worker), take every opportunity to embed good practice; broaden skills and knowledge and evidence our good work as social workers. To do this, this document is underpinned by the requirements of the Department for Education's Key Skills Statements for Child and Family Practitioners which encourages excellent social work practice.

We are serious about developing, supporting and encouraging our staff to be the best social workers they can be, and this process seeks to support that commitment. We also want to ensure that we have talented individuals ready and willing to apply for our managerial and advanced practice posts as they arise. Our commitment is to provide good quality practice placements for social work students, an excellent ASYE programme and a framework for continued development and learning for social workers who wish to progress in their social work career.

<https://proceduresonline.com/trixcms2/media/1405/asye-and-career-progression.pdf>

11. SAFER CHILDREN'S PARTNERSHIP

The NEL LSCB P transitioned to the new safeguarding arrangements under the Children and Social Work Act 2017, on 29 June 2019, with arrangements being fully implemented by 29 September 2019. Workforce development and training is a key component of the new arrangements. The present SCP structure consists of the SCP Board and three strategic delivery groups, the intelligence and performance group, the safeguarding assurance and improvement group and the safeguarding review group. The strategic delivery groups are responsible for the delivery of the SCP strategic plan on behalf of the SCP which are aligned to the two SCP Outcomes. The SCP workforce development offer and delivery methods are currently being reviewed against the two SCP outcomes; this will inform the 2012/2022 offer.

SaferNEL | Training

E-Learning through the virtual college

This suite of e-learning courses is currently free of charge to all people working with or providing services to children, families, and vulnerable adults. The virtual college offers a wide variety of courses for NEL staff and for the wider partnership working with children and families which can be completed at the practitioners at their leisure, this offer is a springboard into the wider SCP Workforce development offer. <https://www.virtual-college.co.uk/courses/search?categories>



12. QUALITY ASSURANCE FRAMEWORK

All quality activities undertaken in service directly support the improvement of practice and will feed into the development of workforce development activity. Learning from each quality assurance activity is shared with the right people and used meaningfully to change practice and improve outcomes for children, families, and employees. Learning should make evidenced links to the following areas:

Children’s Services Quality and Improvement Learning Loop



13. RESILIENCE AND WELL BEING

NELC understands the importance of supporting its staff to ensure their wellbeing and offer a range of staff support resources. In Children's Services we are committed to providing staff with the support they need to promote their emotional and mental wellbeing and to ensure they develop the levels of resilience necessary to maintain their wellbeing during difficult situations.

We are constantly looking at ways the working environment can be modified to ensure the physical surroundings and virtual engagement in work that are conducive to effective working practices and where staff safety is a priority. Most recently, after listening to the views of our staff, we have worked to provide regular weekly briefings for the whole workforce to ensure that communication within the service is prioritised to support effective working and service development and to engage the workforce within this.

Employee Assistance Programme - Care First, offers a range of supportive services for our workforce for work and home-based issues.



Social Work Health Check

North East Lincolnshire Children Services commissioned Research in Practice and rolled out the Social Work Organisational Resilience Diagnostic framework that includes a dedicated tool and workbook to improve organisational resilience in child and family social work. The framework has been broken down by RIP in key dimensions that support in gaining a holistic view of the wellbeing of an organisation and its staff. These are –

Secure base - The organisation provides a sense of containment (protection, safety and being cared for), while also offering opportunities for workers to explore fears and threats and to raise constructive challenge to practice and organisational change. This 'safe haven' provides workers with support and gives them renewed energy and resources.

Sense of appreciation - Practitioners feel valued and that their individual talents and skills are appreciated. Managers are open and approachable, genuinely interested in workers and trust them to do a good job. Managers understand the pressures of the work and the need to support staff to engage in self-care and ensure a healthy work-life balance.

Learning organisation - Within the organisation there is a system of shared beliefs, goals and objectives, and this is communicated clearly. Individuals, teams and the organisation itself are able to reflect and learn from experience and take an evidence-informed approach to improving practice and managing change. The input of individuals in accomplishing this is actively encouraged. Problems provide an opportunity for learning rather than blame or individual scapegoating.

Clear mission and vision - Managers are committed to developing a clear mission and vision for the organisation and use their communication skills to motivate others in working towards achieving this. They are optimistic but realistic, focus on continuous improvement, and inspire staff to identify what 'good' looks like and how it can be achieved. Change is managed sensitively, and time for consolidation and stability is prioritised.

Wellbeing - Staff believe that the organisation is committed to supporting their wellbeing and, wherever possible, to reducing stress and improving working conditions. Workers feel able to thrive, in a job that is rewarding and manageable, and to focus on making a difference to children, young people and families. For these reasons, staff are committed to the organisation and their role within it.

This annual survey undertaken with all practitioners across children services provides the service with a temperature check of how staff feel the organisation responds in the above domains and allows us to develop a plan to address change in the organisation based on the responses.