

Be part of
the **Change**



INDEX

Practice Principles

Anchor Principles

Purposeful Visiting

C-SMART Plan Principles

Risk Assessment Principles

Risk Review Principles

Management Oversight Principles

Practice fundamentals for Children's Services

Practice Principles

Anchor Principles

- 1 What is the assessment for?*
- 2 What is the story?*
- 3 What does the story mean?*
- 4 What needs to happen now?*
- 5 How will we know we are making progress?*

Purposeful Visiting Principles

- 1 Purpose*
- 2 Child's Voice*
- 3 Parents Voice*
- 4 Safety Plan*
- 5 Analysis*
- 6 Action*

C-SMART Plan Principles

- 1 Child-focused*
- 2 Specific*
- 3 Measurable*
- 4 Achievable*
- 5 Relevant*
- 6 Timely*

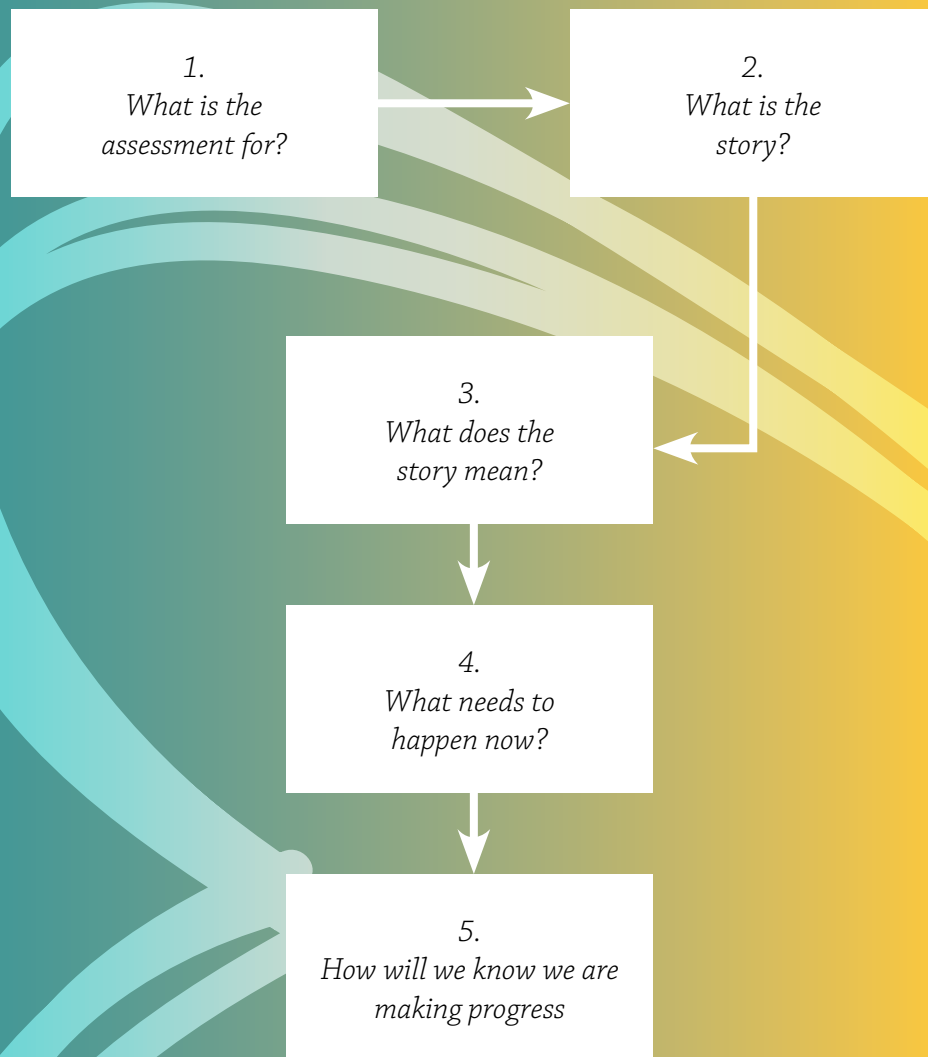
Risk Assessment Principles

- 1 What harm are you most worried about?*
- 2 If this happened, what would be the impact on the child?*
- 3 What makes this harm more or less likely?*
- 4 What do we need to do now to make harm less likely?*
- 5 When will we review this?*

Risk Review Principles

- 1 What harm were you worried about?*
- 2 What have we done to reduce the harm?*
- 3 Has this improved life for the child?*
- 4 What do we need to do now?*
- 5 When will we review this?*

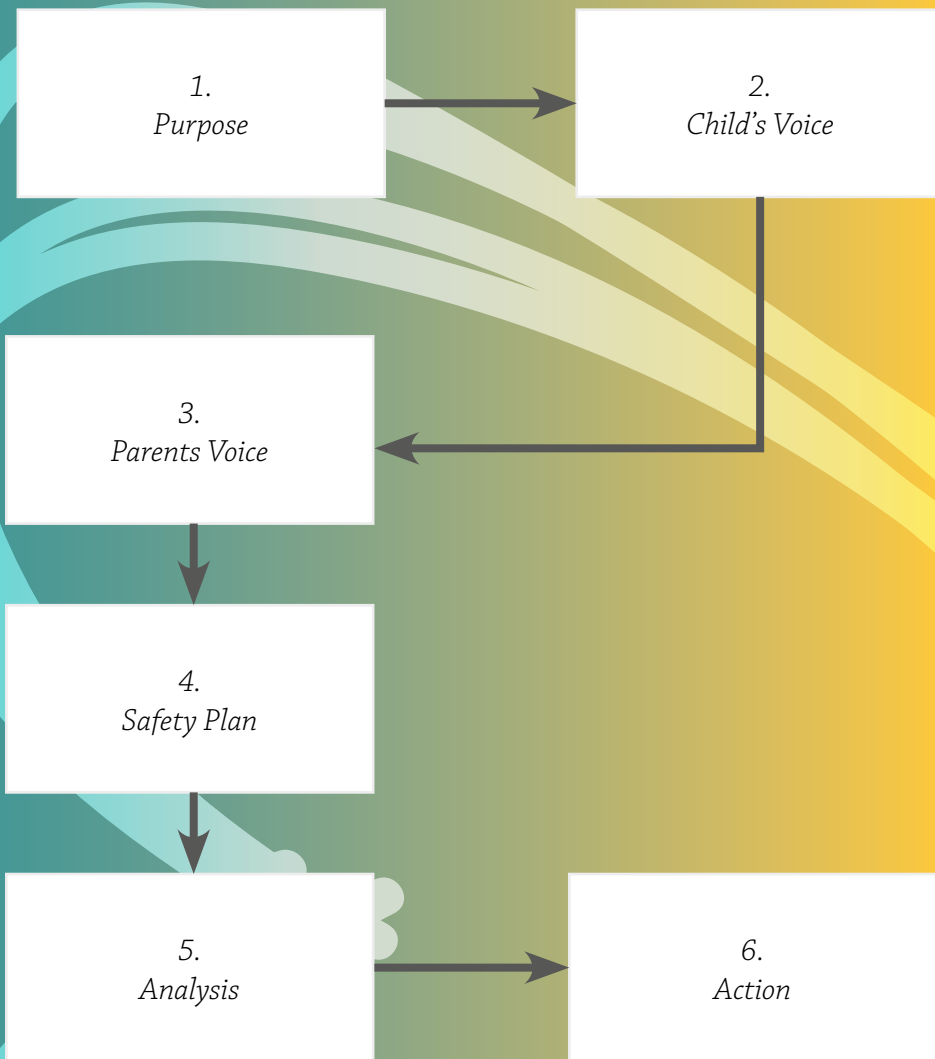
Anchor Principles



Building Quality Analysis

1. The purpose of the assessment is clearly stated. It tells us why an assessment is being completed now and what needs to be understood for the child.
2. The story provides a clear understanding of the child's current situation and links to the purpose of the assessment.
3. The meaning of the story includes:
 - a. hypotheses which weigh the relevant vulnerability and protective factors
 - b. understanding risk in terms of significance, likelihood and imminence
 - c. what impact the current story is having (or will have) on the child
4. What needs to happen now includes an evidence-based threshold decision. It also describes what needs to happen for life to get better for the child and how the proposed plan will achieve this.
5. The action plan considers how we will know whether life is getting better for the child

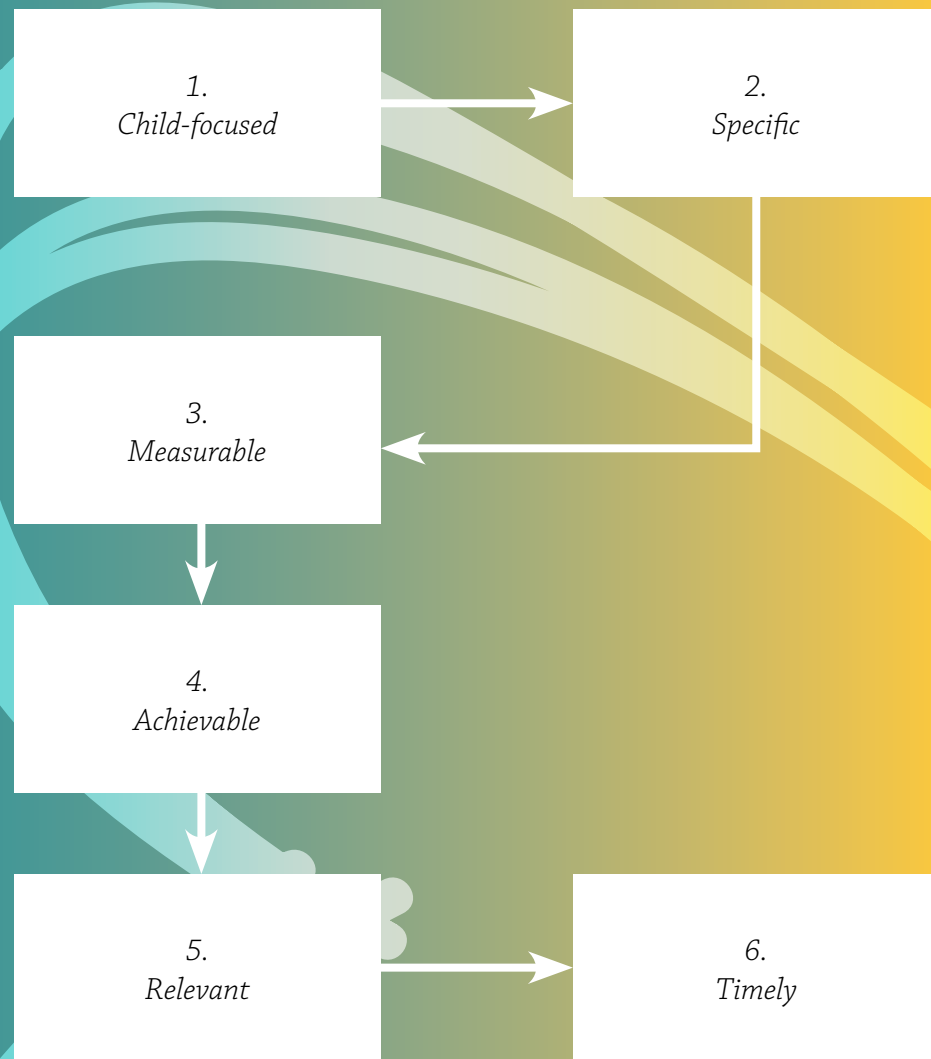
Purposeful Visiting Principles



Building Quality Visits

1. The purpose of the visit is clearly stated and linked to the reason for the assessment or plan
2. Direct work with the child is related to the purpose of the child's assessment and plan. This describes the child's lived experience and analyses impact on them. Direct work means both observations and talking to the child.
3. Direct work with parents (and other significant adults in the home), supports them to make necessary change that will progress the child's plan. Good direct work considers parental insight into risks & strengths and uses this to assess parental capacity for change.
4. The safety plan in place is reviewed with the family and amended based on new information and how the plan is progressing. For children in care this considers placement stability and permanence.
5. The anchor principles are used to analyse information from the visit, set out what the social worker has learnt, and the impact on the child. The social worker considers any "niggling" thoughts and feelings and is reflective about the potential for over-optimism.
6. Actions are formed from the analysis which detail what needs to change for the child and actions have realistic timescales.

C SMART Plan Principles



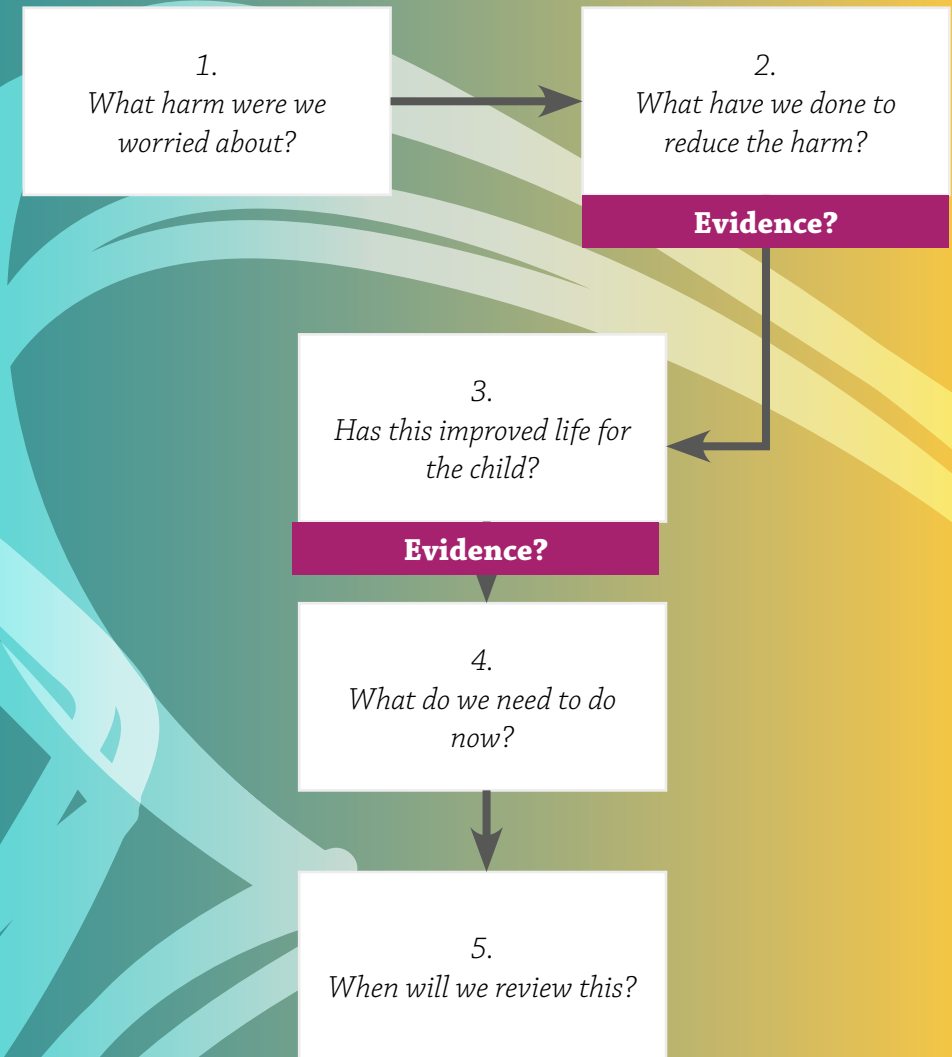
Building Quality Plans

1. The plan includes the child's name in every section and draws out what we are trying to achieve for the child. This considers the positive impact that the plan could have on the child and the detrimental impact of no change happening for the child.
2. Wording in plans is clear about the risks, outcomes, actions and timescales. All of this focusses on what this means for the child.
3. It is realistic that the actions in the plan can be achieved and within the timescales set
4. The plan considers all of the risks and needs in the child's assessment and selects those that are the most imminent and relevant to the child.
5. Actions that have been achieved are removed, if they have made a difference to the child's life, or are refocussed if there has been no meaningful change for the child. These should be scrutinised in review meetings.
6. The progression of the plan is analysed using the anchor principles

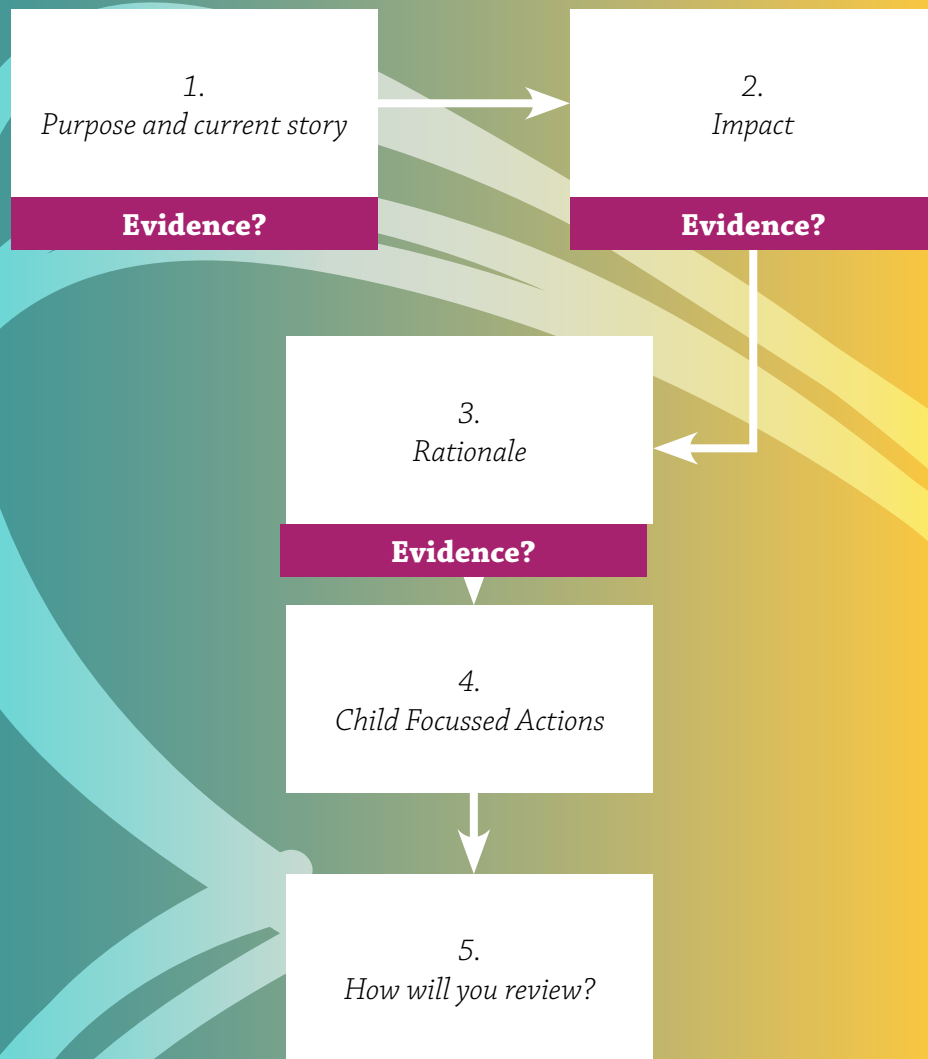
Risk Assessment Principles



Risk Review Principles



Management Oversight Principles



Building Quality Management Oversight

1. The reason for management oversight to be detailed and the child's current situation is clearly explained
2. The impact on the child is considered, including protective factors, immediate risks and long term consequences.
3. There is an explanation for decision-making which is based on a clearly defined threshold. This considers the likelihood, significance and imminence of harm to the child.
4. This analysis leads to specific actions based on what needs to change for the child and these actions have realistic timescales.
5. There is evidence of how this management direction will be reviewed

Practice fundamentals for Children's Services

Managers promote and govern excellent practice and develop excellent practitioners. They shape and influence the practice system, and use power and authority effectively. They understand and track the needs and risks for children; providing confident analysis, direction, and decisions. They offer guidance, challenge and support to practitioners so that their interventions are purposeful and effective.

To this end:

Supervision and Management Oversight will:

- Be regular, reflective and clearly recorded on MOSAIC
- Clearly show the impact of the manager's 'foot print' throughout the journey of the child.
- Ensure the voice of the child, their story and lived experience is known, understood and taken into account.
- Analyse the child's circumstances and the impact of protective factors, needs and risks, and longer term consequences.
- Define the threshold and consider the likely, significant and imminent risk of harm for the child.
- Include specific actions about what needs to change for the child (with realistic timescales).
- Confirm how management direction will be reviewed.
- Evidence critical challenge and address poor practice, drift and delay.
- Be used proactively by staff to work professionally, reflectively and reflexively.

Visiting and Direct Work will:

- Support children and young people to benefit from a safe, stable and trusting relationship with their worker.
- Help in understanding and respectfully addressing barriers to engaging.
- Be timely, purposeful (guided by the child's plan) and persistent.
- Include a schedule of planned activity with the child and parent(s)/carer(s) when they are seen.
- Ascertain the child's independent views, wishes and feelings and take these into account in planning and decision making.
- Work together with parents/carers, including those who are separated, divorced or live apart from the child.
- Support the development of a safety plan where needed, and identify a trusted adult to build safety for the child.
- Help children to address their worries and concerns by explaining what is happening and why.
- Include a variety of approaches in line with the child's age, understanding and preferences e.g. observation, play, structured activities/tools and verbal interaction.
- Reflect and promote restorative practice principles and tools as the emerging practice model

Assessments will:

- Be timely, proportionate and focused on the relevant issues.
- Be regularly reviewed, and updated in line with significant life events.
- Be shaped and directed by management oversight provided on days 10 and 20 for all open assessments.
- Take the voice of the child, the views of parents and relevant others into account.
- Give a clear picture of the child's life, what this feels like for them, and what needs to happen to improve it.
- Address the impact of parents' behaviour on the lived experience of the child, including capability and capacity to change.
- Be professionally curious, evidence-based and informed by best practice tools and research, including around child development.
- Include consultation and checks with relevant partner agencies and professionals who know the child and family.
- Be informed by an updated chronology of significant events for the child with a genogram/sociogram.
- Reference the Essentials 'Anchor' and 'Risk Assessment' principles.
- Allow for the use of intervention and safety planning during assessment as needed.

Planning and Reviewing will:

- Attend to the legal, physical and psychological permanence for children.
- Maintain clear continuity from the assessment and analysis.
- Always reference the C-SMART planning principles so that the plan maintains focus on the child and represents their views.
- Engage parents, carers, family and friends to identify and build on existing strengths.
- Identify what progress will look like and how it will be evaluated
- Be timely and kept up to date with expected timescales, that keep pace with the child's needs and changing circumstances.
- Learn from, and adapt to, what has previously worked well and less well.
- Include careful consideration of contingency arrangements.
- Include routine consultation with CP Chairs and IROs who will check and follow-up progress for the child through progress checks.
- Evidence the use of Escalation and Dispute Resolution Protocols to challenge decision making and planning when necessary.

Case Recording will:

- Be written in a clear and concise way with the child in mind.
- Be up to date, accurate, comprehensive and well written in plain English without the use of jargon.
- Provide good quality biographical information for the adult that the child will become in the future.
- Be personal to the child and not simply a duplicate of sibling records.
- Be well laid out so that key information is easy to access and the child's story is easy to navigate.
- Include an analysis of the available information/evidence (working out meaning and implications).
- Include an evaluation of the available information/evidence (making a judgement).
- Include a clear rationale for decisions (giving reasons) and include informative case, transfer and closure summaries.
- Consider the impact of life experiences and our practice on the child.
- Demonstrate how we are using the law, regulatory and statutory guidance (including GDPR) to inform practice decisions.
- Take account of the complex relationship between professional ethics, the application of the law and the impact on both of social policy.

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Version Log

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0.01	Draft	2022	Adaptation from Gloucestershire	To correspond with Herefordshire principles	All
0.02	Draft	20221209	Formatting		All
0.03	Draft	20230116	Final proof	Minor corrections	All
1.0	Final	20230125	Insert document details	Policy requirement	End page

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To be approved by	DLT
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