



Telford & Wrekin
Co-operative Council

Protect, care and invest
to create a better borough

Telford & Wrekin
Children's Services

Quality Assurance Framework 2023

Good Practice
Good Outcomes



FOREWORD

Dear Colleagues,

Welcome to our updated Quality Assurance Framework and Guidance.

Working with children and young people and their families is complex, and all of us who work in this world know that their needs are multi-faceted, and that we need to take a whole system approach towards helping them to live safely at home.

When working with families we need to ensure that we constantly explore and build on areas of strength, and agree effective plans for improvement where risks are identified. Similarly we need to constantly explore and build on areas of strength in the quality of services we deliver to children and young people and their families, and agree effective plans for improvement where the quality of practice does not meet required standards.

This quality assurance framework sets out the principles and standards of practice expected from all of us in Children's Services. It also sets out the mechanisms we will use to assess the quality of our practice, systems and processes, and use the learning to make improvements in practice and outcomes.

All of us are undertaking important work, and want to do the best we can in our respective roles. I hope you will find this guidance both interesting and helpful in ensuring good practice from us and good outcomes for the children and young people we work with.



Jo Britton

Jo Britton
Executive Director, Children's Services.

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INTRODUCTION

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INTRODUCTION

What is quality assurance?

Quality assurance involves the systematic monitoring and evaluation of practice, policies, and procedures, with the aim of improving our services to achieve better outcomes for children and their families.

Quality assurance is more than routinely counting numbers, meeting targets for performance indicators and routinely carrying out audits. Effective quality assurance is dynamic and evolving, with an embedded cycle of monitoring, reflection and learning, based on the principle that there is always room for improvement.

Quality is everybody's business and needs to be owned by us all. Managers across the service need to understand and undertake regular quality assurance activity in their teams and services. Most importantly, we need to get behind the data and understand the lived experience and journey of all who are receiving a service from us.

Quality assurance should therefore be an integral part of everyday practice within Children and Family Services. Measuring the impact of service delivery is central to achieving improved outcomes for children. This requires a strong quality assurance system to be in place that evidences that services are being delivered effectively and to standards that enable children's welfare to be safeguarded and promoted.

Why do we need quality assurance?

Telford & Wrekin Council is committed to achieving excellence through continuous improvement, where children are at the heart of everything we do, and have the opportunity to influence and shape the services they receive.

Our practice framework tells us the following:

Having a clear framework of practice means having a widely owned and well-defined set of values and theoretical principles that underpin all work with children and families. These values and theoretical principles must be understood, shared, and used across the whole organisation, including by partners, and they must flow and be championed and embedded by leaders. Good quality practice is the key to safeguarding and supporting children and young people, providing the expertise, knowledge, and experience to enable them and their families to create change and improve their lives.

Having in place a robust quality assurance system should help to:

- Ensure that children's and young people's needs are met at the earliest stage.
- Ensure and evidence that children are being kept safe from harm and protected.
- Ensure that thresholds are being applied consistently and effectively.
- Improve outcomes for children and families we work with by identifying gaps and problems within practice and services offered, which can also be addressed through service planning, training and commissioning.
- Identify what interventions work for children and families and highlight good practice.
- Ensure staff are supported in carrying out their jobs both safely and effectively.

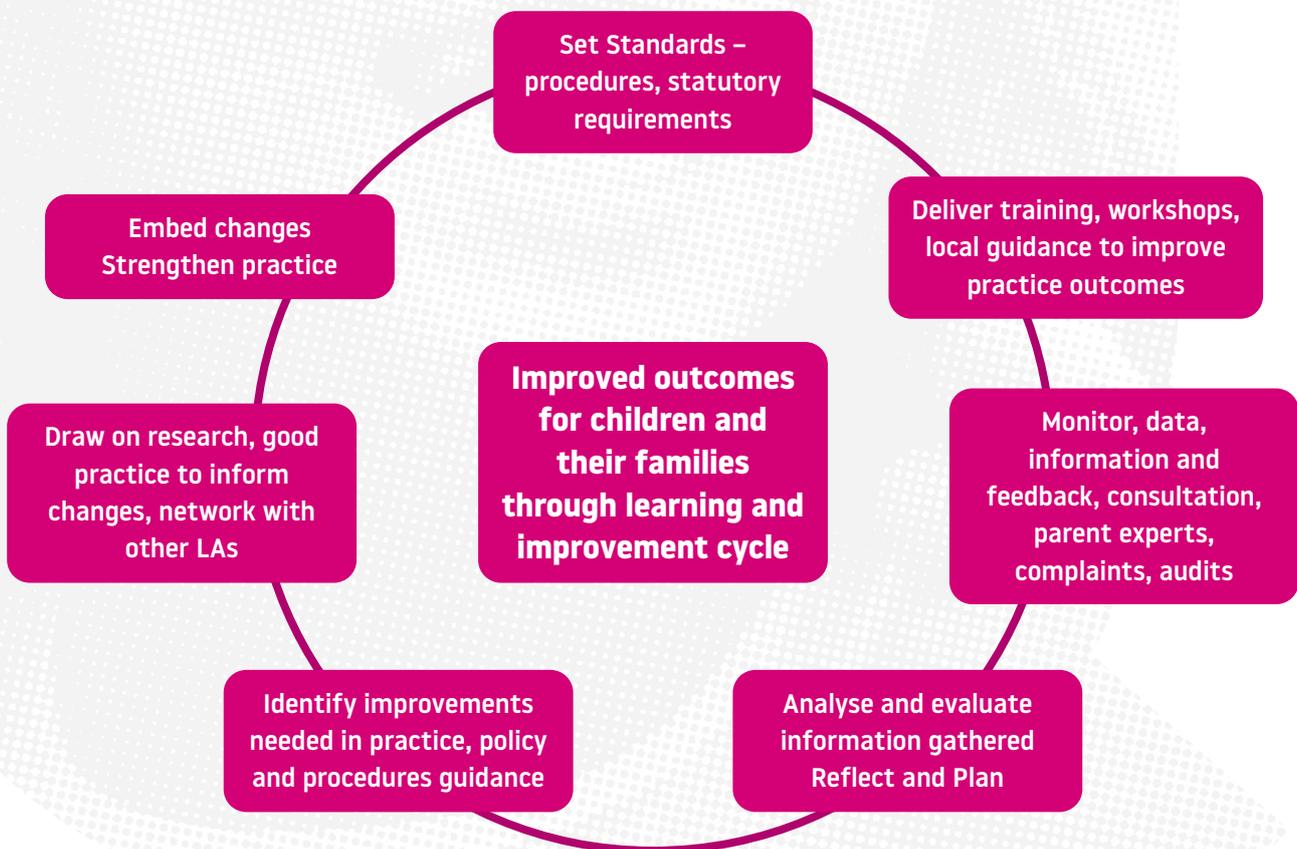


Developing a positive quality assurance culture

If the quality assurance system is to be effective it is vital that we learn from all feedback, both positive and negative. The culture of the organisation needs to be one of learning, where staff at all levels feel safe to raise issues and discuss any difficulties, and are confident that their views will be heard and action taken to address the issues raised. In order to achieve this, feedback to staff needs to be positive, celebrating achievements and improvements and challenging in a positive way, and they need to be supported and listened to when raising issues, and informed of actions to be taken.

Learning

Underpinning the Quality Assurance Framework is an understanding that continuous improvement depends on a culture of reflection in action and reflection following action (reflection during social work and early help practice and in supervision, consultation and discussion). This then feeds into the learning loop for the practitioner, service and organisation, so that we can re-think, plan appropriately and improve outcomes.



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OUR STANDARDS, VALUES AND PRINCIPLES

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OUR STANDARDS, VALUES AND PRINCIPLES

The council's values

Our co-operative values provide the framework for how we will work. They set out the basis for the Council's relationship, or "deal", with residents, a commitment for what the Council will do but also that we are asking our residents to accept and act on their own responsibilities.

Openness and Honesty: We will - be open and honest in the way we work and make decisions and communicate in a clear, simple and timely way. We would like everyone to be open and honest about what they want to improve in their community.

Ownership: We will - be accountable for our own actions and empower others with the skills to help themselves. We would like everyone - to the best of their abilities, to take action and responsibility for themselves and their community.

Fairness and Respect: We will - respond to people's needs in a fair and consistent way. We would like everyone to respect and care for themselves and others, valuing the different ideas and skills that people bring and treating each other as equals.

Involvement: We will - work together with our communities, involving people in decisions that affect their lives and be prepared to listen and take on new ideas. We would like everyone to work with and support others, get involved and share their views to help us develop the way we do things.

HCPC Standards of Conduct, Performance and Ethics (2016)

- promote and protect the interests of service users and carers;
- communicate appropriately and effectively;
- work within the limits of their knowledge and skills;
- delegate appropriately;
- respect confidentiality;
- manage risk;
- report concerns about safety;
- be open when things go wrong;
- be honest and trustworthy; and
- keep records of their work



Our overarching principles

The foundation stones to build our best practice

- In all our activities, the child's best interests come first.
- We will always aim to meet the needs of children and young people and their families at the earliest stage, either through the provision of early help or where necessary intervention from safeguarding services.
- Children are best cared for by their families, and in situations where this cannot be achieved safely they need to be looked after in safe and stable placements.
- Our practitioners act as a resource for children and young people and their families, helping parents to make positive changes. To do this they need to have professional curiosity and take responsibility for self-development, and use supervision effectively.
- In our assessments and work we aim to understand and improve the child's lived experience.
- Work is carried out in partnership with parents and carers to enable them to meet their responsibilities and achieve best outcomes.
- Children are involved in decisions that affect them.
- In all our work, we maintain an awareness of equal opportunities and the impact of discrimination.
- We work closely with other agencies to improve support that is offered to children, young people and families.
- Work with children and families is undertaken within the legislative framework and makes use of best practice.
- Our records are accurate, complete and demonstrate the child's story.
- Work with children is managed and supervised to achieve the best possible outcomes.
- We treat children, families and our working partners with courtesy and respect.

What this means in practice

- Every child and young person we work with has a good quality early help or statutory assessment which they have been involved in
- Every child and young person we work with has a plan which is SMART and written in plain language
- Every child and young person we work with is seen regularly, with clear purpose to visits
- Every child and young person we work with will have their voice visible in assessments, plans and reviews

Professional behaviours

- We will work with families rather than doing things to them, or not doing anything at all
- We will communicate clearly and effectively, in person where possible
- We will provide a working environment with high support and high challenge
- We will encourage best practice and address poor practice
- We will work together to resolve problems and create a learning culture
- We will invest in talking to children, listening to children and young people and responding to children and young people

What we want to achieve

- We want to gain insight into what is working well and what is not.
- We want an improved understanding of what families think about how we collaborate with them.
- We want recordings to reflect a child's journey in language that is respectful and that explains why decisions were made.
- We want to recognise where we need to improve.
- We want evidence to influence how improvements can be made.
- We want our own managers and staff to “know ourselves” and contribute to improving services.
- We want to make changes where needed – but the right ones.
- We want to develop systems and processes that are fit for purpose.
- We want to improve our response and communication with others.
- We want to “close the loop” around quality assurance activities to make a positive impact.

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OUR QUALITY ASSURANCE FRAMEWORK

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OUR QUALITY ASSURANCE FRAMEWORK

We all have a role in ensuring our work remains of a high standard and continues to meet the needs of the children, young people, and families we are supporting.

Through quality assurance activities we will demonstrate that we understand our own practice and the difference we are making to the lives of children and their families and carers through good use of data, information, family feedback, partner agency feedback, observations of practice and complaints - always asking how we can make things better and being curious and innovative in our practice to achieve continuous improvement.

Quality assurance is an integral part of each and every practitioner's daily duties and should be part of "business as usual". The programme of activities and processes will be regularly reviewed by the Children's Services Quality Assurance Group.

Each service area quality assures aspects of its core business on a systematic basis and will provide feedback and learning to the Quality Assurance Group. The programme of activity allows for patterns and themes to emerge and actions then undertaken to address circumstances as they arise.

On a day to day basis QA activity is undertaken by Strengthening Families Team Leaders, Team Managers, Senior Social Workers, the Principal Social Worker, Quality Assurance Manager, IROs, SDMs and Director in authorising a range of activities and actions e.g. signing off assessments including early help and statutory assessments, viability assessments, agreeing to placements, Care Plans, Child Protection Plans etc, together with identified deep dive analysis and service audit activity.

This framework covers quality assurance activity within Children's Services, including early help and safeguarding activity. Additional appendices will focus on CSE and Contextual Safeguarding and Family Safeguarding.

Activities and processes supporting our quality assurance framework:

How much did we do?

- Weekly management information
- Monthly performance information
- Service/team/worker level data
- Case file audits (Practice Evaluations) undertaken
- Themed audits
- Multi agency audits
- Checks and authorisation of a range of activities on the case recording system



How well did we do it?

We will recognise Service User and Practitioner Voices:

- Surveys of children and young people
- Immediate feedback
- Complaints and compliments
- Feedback from the Rights and Representations Service
- Children in Care Council ('VOICE') activity
- Parents and carer feedback
- Placement Review Meetings (Disruptions)

We will also gather the views of practitioners through:

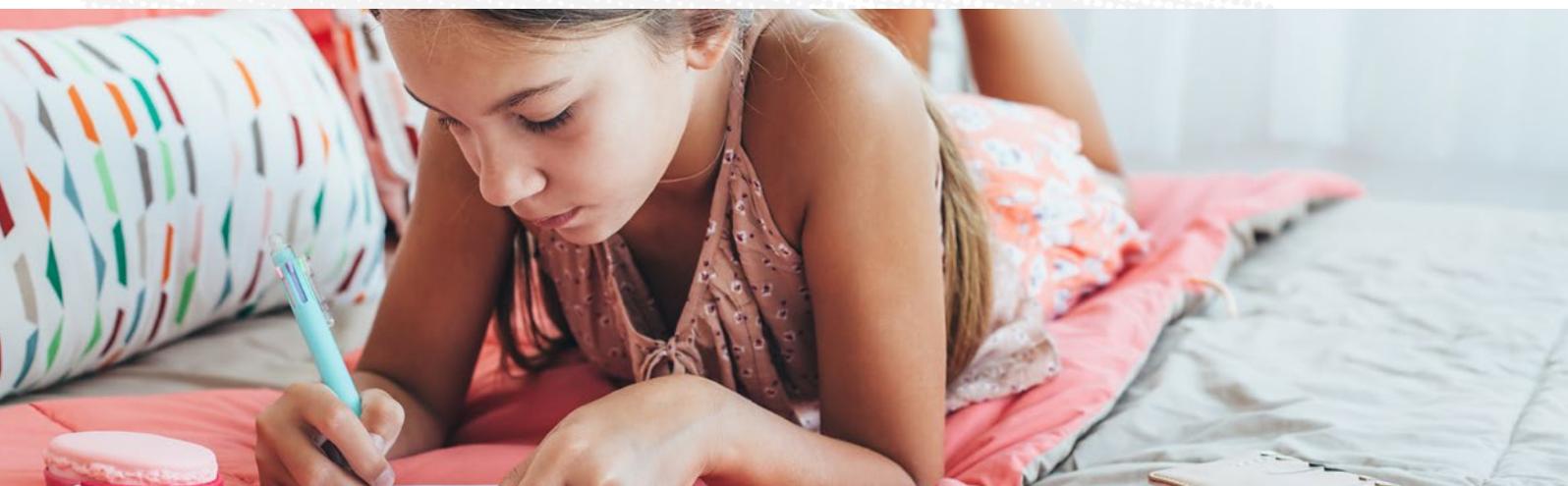
- Feedback as part of the audit activity
- Feedback to Senior Management Team and Councillors
- Feedback via the Staff Consultation Group via the Executive Director's Staff Panel
- Feedback at Staff Briefing Sessions
- Feedback from Team Meetings
- Feedback from Practice Week
- Feedback from the annual staff health check survey

We will evaluate Qualitative information through:

- Monthly file audits
- Thematic audits
- Internal file audits by Managers
- IRO and CP Chairs reports and challenges
- Direct observation of practice
- Multi-agency file audit
- Supervision audit
- External audit activity including peer audits, Ofsted inspections and LSCB audit activity
- Findings of Serious Case Reviews and Management Reviews
- Management oversight on case recordings
- Escalation by IROs

Impact (what difference did it make?)

- Survey/consultation feedback from our service users
- Complaints and compliments
- Safeguarding file audit activity evidencing improvement
- Improved performance information
- Less escalations by IROs



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IMPLEMENTING THE FRAMEWORK: SHARING THE LEARNING

Good Practice
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IMPLEMENTING THE FRAMEWORK

Sharing the learning

With staff

Performance meetings and staff briefings will be held and will involve practitioners from across the service. The aim will be to celebrate success, identify areas of potential risk and will adopt a “turning the curve” process which will enable practitioners to identify the priority outcomes they want to improve.

Regular updates on QA Activity is included in the Executive Director’s weekly news.

The Principal Social Worker will utilise the learning from quality assurance activity and develop procedures, support and training opportunities to improve areas of practice.

With senior managers

The service delivery managers are responsible for the oversight of the impact of the Quality Assurance Framework in terms of their own service areas. They will ensure there is feedback to the director, who will ensure feedback to the executive director of Children’s Services, wider senior management and elected members.

Responsibilities of staff at all levels of the service are set out in Appendix 1



How will we know how well we are doing it?

QUALITY STANDARD	WHAT DOES 'GOOD' LOOK LIKE?	HOW WILL WE MEASURE THIS?
<p>Assessments are good quality</p>	<p>Involve children/young people and their parents/carers</p> <p>Timely</p> <p>Proportionate</p> <p>Reflect historic information</p> <p>Identify family networks</p> <p>Identify harm and protective factors</p> <p>Result in a clear analysis of the child/young person's situation</p> <p>Include a clear analysis</p> <p>Include impact on the child/young person</p>	<p>Reports on timeliness</p> <p>Team managers' sign off of assessments</p> <p>Audit activity</p> <p>"external" audit activity</p> <p>IRO scrutiny</p> <p>Feedback from families and less re-referrals</p>
<p>Plans are good quality and SMART</p>	<p>Reflect assessment findings</p> <p>Are clear and outcome focussed with attributed actions which are:</p> <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Realistic • Timescales are clear <p>Other agencies are involved as appropriate.</p>	<p>Service related audit activity</p> <p>"external" audit activity</p> <p>IRO scrutiny at reviews/IRO RAG ratings</p> <p>Deep dive audits</p>
<p>Care Planning Meetings are held regularly</p>	<p>Held every six weeks until a child has a plan of permanence and then at least once between reviews.</p> <p>Meeting notes reflect the current situation of the child and outcomes are fed into Looked After Reviews.</p>	<p>Minimal drift in cases</p> <p>Clear and up to date records of the child's journey</p> <p>Permanence achieved in a timely way eg. reunification to family, SGOs, long term matches</p>
<p>Child and family's voice is used to inform case planning and service delivery</p>	<p>Wishes and feelings of children/young people and families are:</p> <ul style="list-style-type: none"> • Visible in assessments • Visible in notes of meetings • Reflected in plans <p>Survey Feedback is acted upon 'you said, we did'.</p>	<p>External audit, team related audit, service user feedback</p> <p>Suggestions acted upon from VOICE</p>

QUALITY STANDARD	WHAT DOES 'GOOD' LOOK LIKE?	HOW WILL WE MEASURE THIS?
<p>Our involvement makes a positive difference to outcomes for the child/ young person</p>	<p>Assessment and interventions achieve:</p> <ul style="list-style-type: none"> • Reduced harm to children and young people • Positive changes made and sustained • Positive feedback from children/young people and their families • Positive feedback from other agencies in respect of outcomes e.g. Health, Education, YOS, Adult Services. 	<p>External audits</p> <p>Team manager feedback</p> <p>Annual survey feedback</p> <p>Number of repeat CP Plans</p> <p>Number of re-referrals</p> <p>Educational outcomes</p> <p>EETs improvement</p> <p>Stability of placements and learning from placement review meetings</p>
<p>There is good quality staff supervision, management oversight and independent review</p>	<p>Supervision is:</p> <ul style="list-style-type: none"> • Regular • Consistent • Evidenced in recordings • Reflective • Leads to effective decision making and improved outcomes <p>Rationale for decisions is clear and drift is prevented.</p>	<p>Reporting on manager's decisions and relevant case notes</p> <p>Internal team activity and external audits</p> <p>Permanence at second review</p> <p>RAG Ratings</p> <p>Legal Gateway Panel</p> <p>Themed audits</p> <p>Findings of fostering survey</p> <p>Systemic PODs to support reflective discussion</p>
<p>We meet Statutory Requirements</p>	<p>All statutory requirements are met in terms of:</p> <ul style="list-style-type: none"> • Timescales for action • Statutory visits • Reviews • Legal proceedings • Core groups • Care planning meetings • Child protection conferences • Personal Education Plans • Unannounced visiting fostering • Child being seen. 	<p>Reporting on timeliness of assessments</p> <p>Stat visits timescales</p> <p>Unannounced visits to foster placements</p> <p>PEPs up to date</p> <p>Child seen/wishes and views.</p> <p>Internal and external audit</p> <p>IRO scrutiny</p> <p>Child and family feedback</p> <p>Feedback from Virtual Head.</p>

QUALITY STANDARD	WHAT DOES 'GOOD' LOOK LIKE?	HOW WILL WE MEASURE THIS?
Visits are of good quality	<p>Visits:</p> <ul style="list-style-type: none"> • Are in line with statutory or service requirements • Have a clear purpose • Are recorded in detail to include agreed actions • Include the wishes and feelings of children/young people • Where there are younger children, observations, interactions, developments 	<p>Stat visit requirements fulfilled</p> <p>Reports</p> <p>Internal and external audit</p> <p>Child's wishes and feelings evident</p>
Quality of recording is good	<p>Recording is up to date, proportionate and clear</p> <p>The child's journey is evident. It is clear why decisions have been made</p>	<p>Data quality reports</p> <p>Internal and external audit</p> <p>Management oversight case notes</p> <p>IRO scrutiny</p> <p>Care experienced adults could view their records and understand their journeys with us</p> <p>Feedback following case transfers</p>
There is good quality decision-making and application of thresholds	<p>Thresholds are applied consistently throughout the child's journey through our services</p> <p>Decisions are made appropriately and based on evidence</p> <p>Reduce risk and improve outcomes</p> <p>Step up and down processes across the services are applied effectively and families experience them as seamless.</p>	<p>External audit at Front Door and of thresholds</p> <p>Number of S47s leading to ICPCs</p> <p>Outcome of LPMs and Legal Gateway Panel</p> <p>Court outcomes aligned to plan</p> <p>ICPCs resulting in a CP Plan</p> <p>Proportion of re-referrals stepped down that are re-referred</p> <p>Decrease in subsequent CP Plans</p>

QUALITY STANDARD	WHAT DOES 'GOOD' LOOK LIKE?	HOW WILL WE MEASURE THIS?
<p>We provide good quality intervention</p>	<p>Children and young people and their families receive good quality services in line with service standards</p> <p>Practice is reflective</p> <p>Families are able to build sustainable relationships through having minimal change of social worker</p> <p>Service users and colleagues are treated with respect and courtesy</p> <p>Diversity - children and young people's cultural and diversity needs are recorded, considered and identified in assessments and reflected in plans.</p>	<p>Reporting of identity tab</p> <p>Internal and external audit</p> <p>Compliments and positive feedback</p> <p>Annual surveys</p> <p>Feedback from other agencies</p> <p>Reflective group feedback</p> <p>Learning from complaints</p> <p>Interpreters utilised</p>
<p>We have a positive organisational culture</p>	<p>Staff working within the service feel valued and are provided with the support and challenge necessary for them to undertake demanding, complex roles.</p>	<p>Feedback from staff</p> <p>Staff briefings</p> <p>Learning from exit interviews</p> <p>Practice week involvement</p> <p>Participation at learning events</p>

Appendix 1

RESPONSIBILITIES FOR QUALITY ASSURANCE

Good Practice
Good Outcomes

RESPONSIBILITIES FOR QUALITY ASSURANCE

ROLE	RESPONSIBILITIES
Practitioners (Early Help and Social Work)	<ul style="list-style-type: none"> • Ensure practice meets statutory requirements • Ensure practice meets professional standards (e.g. HCPC etc.) • Ensure practice is child-focussed and meets service standards • Ensure decisions are made appropriately • Seek manager advice where appropriate • Ensure recording is kept up to date • Ensure recording is in line with service standards • Work reflectively in order to continually improve practice • Participate in formal and informal opportunities for learning and reflection • Participating in reflective discussions about service improvements by providing their views, observations and suggestions.
Senior Practitioners only	<p>As above, plus:</p> <ul style="list-style-type: none"> • Promote and monitor quality assurance with supervisees • Ensure staff are provided with supervision which is in line with service requirements and reflective • Ensure staff have opportunities to develop their skills formally and informally • Ensure staff are able to participate in formal and informal opportunities for learning and reflection • Ensure that issues of capability are dealt with appropriately and in a timely way • Participate fully in quality assurance activities, such as auditing files as a standard part of supervision.
Principal Social Worker	<ul style="list-style-type: none"> • The Principal Social Worker will offer support to teams to ensure that practice improvements are embedded and secured • Issues arising during the course of any work will be fed back routinely to the Director and Executive Director • Key training issues identified by the Principal Social Worker will be notified to the Workforce Development Team to secure appropriate training • The Principal Social Worker will work closely with the Quality Assurance Manager to ensure that findings and learning from audits and other QA activity influence improvements to practice arrangements and learning opportunities for staff.

ROLE	RESPONSIBILITIES
Independent Conference & Reviewing Officers	<ul style="list-style-type: none"> • Ensure practice meets statutory, professional and service standards • Ensure practice is child-focussed • Ensure recording is kept up to date • Act as ‘critical friends’ in promoting best practice in services to children and young people • Ensure that Child Protection Plans provide the child with appropriate safeguarding, that they are achievable and are reviewed regularly • Ensure that plans for Children in Care are based on a detailed and informed assessment, are up to date, effective and provide a real and genuine response to each child’s needs • Monitor on an ongoing basis the quality of service provided to Children in Care, which also includes monitoring the performance of the Council’s function as a corporate parent, identifying any areas of poor practice whether on an individual case basis or establishing collective patterns of concerns.
Team Managers and Strengthening Families Team Leaders	<p>As above, plus:</p> <ul style="list-style-type: none"> • Ensure quality assurance activities are undertaken in the team • Ensure day to day management oversight and authorisation activity considers quality assurance issues throughout the pathway e.g. is the assessment of good quality? Is the plan SMART? Is an external placement fully risk assessed and able to best meet the needs of the child? • Audit case records regularly and feedback findings to enable shared learning • Participate in service level file audit activity and ensure feedback on individual audits is provided to practitioners, remedial actions completed and reported back as requested • Ensure supervision audits are undertaken • Participate in quality assurance activities and ensure that learning is cascaded to team members for their information and reflection.
Service Delivery Managers	<p>As above plus:</p> <ul style="list-style-type: none"> • Ensure team managers within their service area are undertaking quality assurance activities • Ensure learning from quality assurance activities is shared and used to inform improvements in practice • Attend Quality Assurance Meetings, with information about QA activity within the service area • Feed information from the Quality Assurance meetings to team managers and ensure it is disseminated and used to inform reflective discussions • Undertake additional QA activities within service area in response to practice or performance issues and share the learning within own service area and the CSSMT Quality Assurance meetings • Review audit activity to ensure that this is reflective of the quality of service.

ROLE	RESPONSIBILITIES
Senior Managers	<p>As above plus:</p> <ul style="list-style-type: none"> • Ensure a ‘high support, high challenge’ improvement culture within service areas, that staff are aware of the importance of QA and their own responsibilities, confident to make decisions at the appropriate level, creative about solutions and feel able to discuss any concerns • Actively promote the importance of QA and engage with QA activities • Ensure SDMs are encouraged and supported to participate fully in all QA activities, and held accountable for quality of services within their area • Provide SDMs with reflective supervision, and ensure QA activity and learning is discussed • Participate in Service level file audit activity and ensure SDMs are engaged fully in the process • Reflect on QA reports that are presented, take any agreed remedial action and report back to SLT on progress • Feedback to Elected Members, Safeguarding Partnership as appropriate.
Business Support Officers	<p>Business Support Officers can help teams with quality assurance but should not be held accountable for issues regarding quality of practice. They can assist by:</p> <ul style="list-style-type: none"> • Ensuring their tasks are completed within agreed timescales and to good quality standards • Entering information onto electronic case recording systems accurately and in a timely manner • Reporting any data quality issues to the relevant practitioners or team managers • Participating in reflective discussions about service improvements by providing their views, observations and suggestions.

Appendix 2

AUDIT TOOLS AND MODERATION PROCESS

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AUDIT TOOLS AND MODERATION PROCESS

We have Practice Evaluation Tools for our overarching audits which are undertaken by Team Managers and IROs. Senior Managers, including the Chief Executive and Children's Lead Member are also involved in this activity. Where possible auditors meet with the allocated practitioner.

As part of the process we will make contact with a member of the family or carer where it is confirmed to be appropriate to identify their experience of the service we are providing.

We have a range of themed audit tools, which we will continue to review and improve, to obtain the best learning possible from the activity.

We undertake deep dive audits which are instigated from performance data, where we want to understand why there are changes, e.g. spikes of re-referrals etc. Tools are created relevant to the task identified.

Services undertake their own audit activity, which is fed into the QA group. Tools for these are created and made fit for purpose dependent upon the scope agreed.

Senior Managers, including the Chief Executive, Lead Member for Children's Services and the Executive Director undertake Deskside Discussions with practitioners to discuss their work informally. A generic observation tool is available to gather information and learning from visits, meetings etc.

The CHAT tool changes child-level data and benchmarking statistics into a visual report that covers all areas of children's social care. It enables managers to understand trends so that we can see how we statistically nationally and to neighbouring local authorities. CHAT uses a variety of clear and simple visualisations that are easy to understand, and a consistent structure that is easy to follow and to spot areas of focus or concern.

Moderation – moderation of Practice Evaluations are undertaken by Service Delivery Managers, the PSW and the Director. The panel will look at the content of the audit to identify whether it reflects the quality of practice and whether it provides any meaningful learning for the worker.

Surveys – these include Bright Spots Coram Voice Surveys for children and care leavers, worker health check survey, foster carer survey etc. Following receipt of the surveys, an action plan is drawn up and responses made of 'you said, we did'.

Practice week

This is an opportunity for all staff and senior managers to get involved and spend some time focussing on good practice initiatives and hearing from speakers, both internal and external about services that they provide or are involved in.

It gives opportunity both for learning and hearing about creative approaches for working with children and their families, but also to celebrate the achievements and good practice ideas staff in the service have. This is a cross service event with colleagues from Education and Skills.

Appendix 3

SUMMARY OF QA PROGRAMME OF ACTIVITY

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SUMMARY OF QA PROGRAMME OF ACTIVITY

Audit Activity

- **Practice Learning Evaluations**
- **Themed Audits**
- **Service Audit Activity**
- **Senior Manager audits**
- **Management oversight and authorisation**
- **Journey of the child group discussions**

Observations of practice:

- **Child Protection Conferences**
- **Looked After Children Reviews**
- **Planned visits**
- **Other planned meetings**

Wider learning activity

- **Peer good practice sharing events**
- **Multi Agency audits**
- **Rapid Review Learning**
- **IRO escalations**
- **Performance Board**
- **Monthly Service Reports**

Feedback/consultation

- **Learning from complaints and compliments**
- **Looked After children Consultation**
- **Feedback from Voice/Care Council**
- **Bright Spots surveys**
- **Consultation with Care Leavers**
- **Worker Health Check**
- **Worker consultation group/feedback at Staff Briefings**
- **Fostering Survey**
- **Consultation with families**
- **Practice Learning feedback**
- **Partner agency feedback**
- **Good practice examples**

Appendix 4

FAMILY SAFEGUARDING

Good Practice
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FAMILY SAFEGUARDING

Whilst our overarching Quality Assurance Framework provides clear guidance as to our quality assurance arrangements across Safeguarding and Family Support, it is important that we provide specific guidance for our Family Safeguarding Model to ensure that what is being evaluated is relevant to the ethos, aims and vision of Family Safeguarding Practice.

Family Safeguarding was launched in Telford and Wrekin in 2021. It is a whole system change which focuses on supporting children at risk of significant harm and in need because of abuse or neglect, with the aim of providing the right tailored support to enable parents to safely care for their children, supporting their parenting skills, building resilience, and providing support to their own challenges that impact on their parenting. This enables children to remain in the care of the families and extended networks.

The features of Family Safeguarding are:

- Multi-disciplinary teams – a team of specialists working together to address domestic abuse, parental substance misuse, and family mental health needs.
- Motivational Interviewing – a strengths-based conversational practice model used by all practitioners in the Family Safeguarding team that encourages families to choose change.
- Group supervision – all relevant practitioners provide reflection and analysis on the work undertaken to inform shared decision making on plans for children and families.
- Electronic Workbook – to reduce bureaucracy by having a family-based record rather than one for each child. It enables the adult specialists to record their work and pull through to the discussions for group supervision. It aims to

change social work recording away from just description towards recording that analyses the impact of the work by all practitioners on the welfare of the child.

- Modular Family Programme that sits within the workbook that is designed to guide practice and recording of the family's story and progress, and when complete it provides a summary of work undertaken. It provides a framework for direct work with children and families. Once completed the modules inform a balanced, evidence based, and comprehensive assessment of the work with the family, outlining the outcomes that have been achieved.

Values

- Collaborative – practitioners and families are partners – we do things with people, not to them.
- Strengths-based – all families have strengths, and we focus on using strengths to support change.
- Purposeful – our role is to meet child and family needs & give families the right support, first time.
- Rights-based – families have a right to help and support for their children, and the autonomy to make choices. We use our authority to build on family resilience rather than issuing instructions.
- Empathic – we listen carefully to families and offer a helping hand to create change for children.
- Aspirational – we want the best for families and to help them to sustain change.

We need a Family Safeguarding Quality Assurance Framework to ensure:

- We are making a positive difference for families.
- We are ensuring that the right families are helped, with the right resources, at right time.
- We know what families think of the help on offer.
- We are continuously improving the consistency and excellence in practice.

- We ensure that the quality and practice standards hold each other to account.
- We respond to changes in the quality & effectiveness of practice.
- We can share learning about what works well.
- We know that our practitioners are supported by their leaders.

How we will quality assure?

File audit – audit tools are available as noted below:

- Practice Evaluations will include Family Safeguarding
- Audit tool for Family Safeguarding Supervision
- Audit tool for the workbook
- Audit Tool for Practitioner Summaries
- Multi Agency Audit Tool
- Family Programmes

Observations

- We will observe visits to families
- We will observe Group Supervisions (undertaken by Group Manager and SDM)

Feedback

- We will seek feedback from parents, children, and young people.
- We will seek feedback from partner agencies.
- We will seek feedback from Chairs of Conference

Complaints and compliments

Practitioner Feedback

Performance data

- Re-referral rates
- Rates of strategy meetings and S47s
- ICPC rates
- Re-plan rates
- Outcome of pre-proceedings
- New entry to care rates
- Reduction in Care Order applications



