

Feedback Framework

INTRODUCTION

Feedback is one of the core methods to evaluate the quality of our practice and the service we provide, identified in the Northumberland Children’s Services quality of practice framework.

We seek the views and feedback from:

- Children, young people, their parents and carers
- Children and young people's forums
- Workers
- Partner agencies

Without views and feedback, we have no real understanding about what people are thinking, feelings or wanting, or what we do well, the difference we are making and where we need to improve.

CHILDREN, YOUNG PEOPLE, PARENTS AND CARERS VIEWS AND FEEDBACK

We know the more families agree with goals, feel their views are listened to, and feel that their worker wants them to success, the greater the likelihood of success. So we want to focus on listening to and using the voices of children and their families. Seeking and showing how we use these views in our work also helps to build and maintain relationships.

The people we support should have the right to receive a good quality service, and the right to say how they feel about the support they receive. So we want to offer regular opportunities to families for them to share feedback about their experiences. Seeking this feedback helps us to learn about the quality of support families receive from our services.

Things to consider when seeking views and feedback:

DO	Make sure you have the information and everything you need ready before meeting the child and/or a family member and asking for their views or feedback.
	Always explain why you are asking anyone to share their views or feedback.
	Let the child and/or adult complete feedback questionnaires in their own words. Or write their views in their words.
	Listen to the views and look at the feedback.
	Discuss the views and feedback with the child or adult and explain how you will use it.
	Discuss the views and feedback in supervision.
	Always use the views and feedback with other information.
DONT	Ask for views or feedback if you think the person does not understand why they are being asked to complete it.
	Ask for or use any feedback questionnaire if you do not understand why you are using it.
	Insist on someone sharing their views or feedback if they do not want to or are too distressed.
	See the numbers generated from feedback questionnaires as an absolute fact.
	See your professional judgement as an absolute fact.

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Appendix 1 explains the differences between the Total Mobile and Mind of My Own apps and their benefits.

CHILDREN AND YOUNG PEOPLE PARTICIPATION FORUMS

Different forums exist to give children and young people a voice and to support them to share their ideas and views about the design of services and what could be different. These are specific to cared for children, care leavers and children who foster.

Forums are also being developed for children with special educational needs and disability (SEND), unaccompanied asylum-seeking children and those accessing family hubs, the Youth Justice Service and Sorted.

All the forums are also an opportunity for children and young people to explore issues that are important to them so they can contribute to service delivery and the development of practice.

PARENT AND CARER FORUMS

Northumberland has a parent carer forum that works in partnership with the Local Authority, Health and Social Care services to improve outcomes for children and young people with Special Educational Needs and Disabilities (SEND) and their families. See [HERE](#) for more details.

WORKERS VIEWS AND FEEDBACK

Seeking the views and feedback from workers helps us to understand our workforce's needs and to plan how to provide the necessary support and guidance to help them in their roles. It also helps us to understand their thoughts and their confidence with our practice and organisational culture.

PARTNER AGENCIES VIEWS AND FEEDBACK

Listening to partner agencies views and feedback helps us to understand their confidence with our practice and how we might be able to develop this further.

SHARING APPRECIATION AND LEARNING

It is important to share the findings from feedback about any performance that should be celebrated and where we might be able to improve. This might be for an individual, a team or a whole service.

HOW WE USE THE VIEWS AND FEEDBACK WE GATHERED

Appendix 2 shows the mechanisms across Children's Services to evaluate findings from its feedback method of quality of practice. This involves workers, managers, senior managers and heads of service.

The mechanisms that oversee and monitor practice improvement are also identified.

APPENDIX 1

	Total Mobile app	Mind Of My Own app	
Purpose	<ul style="list-style-type: none"> - A new way of working to support workers to be more prepared for intervention with children and young people, be more accountable and to save time with recording. - A tool to support service feedback. 	<ul style="list-style-type: none"> - A communication tool for children and young people to share their views about specific topics or issues. - Supporting workers to be more prepared for intervention with children and young people. 	
Who	<ul style="list-style-type: none"> - Children and adults. 	<ul style="list-style-type: none"> - One app: >10 years olds - Express app: <10 years old and young people with additional needs 	
Access	<ul style="list-style-type: none"> - On/offline, together with the child, young person, parent or carer through a team account on a tablet, on/offline. 	<ul style="list-style-type: none"> - Online, together with the child or young person through a worker's account or enabling the child to use it alone. 	
When	<ul style="list-style-type: none"> - Preparing for any intervention with a child or adult. - Recording any intervention. 	<ul style="list-style-type: none"> - Preparing for a visit, meeting or review. - Completing direct work with a child or young person. 	
Examples	<p>Total Mobile</p> <ul style="list-style-type: none"> Recording consent Recording direct work Recording a note Recording feedback Recording a storyboard 	<p>One app</p> <ul style="list-style-type: none"> My worker is visiting My life Get ready for a meeting Share my good news Prepare for a child protection conference Sort a problem Planning for adulthood Get ready for a foster care review How did the meeting go? My education My wellbeing Return from missing This is me 	<p>Express app</p> <ul style="list-style-type: none"> All about me My education My health My life My day Me in my own words
Benefits	<ul style="list-style-type: none"> - Feedback: learning about the service we offer and deliver, helping to build relationships with children and families, improving engagement with the work in a child's plan and the understanding of it. - Use of technology: ice breaker, supporting engagement in a different way. - Recording: in real time, by the child/adult, helping to record with families and them feeling like a partner in their plan, the information is recorded on the child's EHM/LCS record quicker. - Saving time: dictation function, flexibility of location with on/offline use, completed work is added to the child's EHM/LCS record. - Creativity: use of drawings, photos and writing. 	<ul style="list-style-type: none"> - Voice of the child: statements evidence children's views, wishes and feelings. - Accessibility: statements can be independently completed by children and young people at any time, the app can be used through a web browser, there is a translation and text to speech feature. - Use of technology: ice breaker, supporting engagement in a different way. - Saving time: statements are added to the child's EHM/LCS record as a document making recording easier. 	









Total mobile form	What is this for?	When is this used?
Blank sheet	<ul style="list-style-type: none"> • To record any unplanned written narrative or drawing by a child during a visit they want to share. • To include children, young people and adults in what is recorded on their EHM/LCS record. • To record an analysis of the information as: <ul style="list-style-type: none"> - Its purpose. - How it links to the child’s plan. - The child’s views or observations of them. - What difference it made to the child or adult. - How the information will be used. 	Visits
Consent	<ul style="list-style-type: none"> • To explain to a child, young person or adult what the pilot is, what it hopes to achieve, and what we will do to minimise data protection risks. • To evidence that children and adults understand the pilot and are happy to use technology as a new way of working. 	If you want to use the tablet with the family for the first time.
Direct work	<ul style="list-style-type: none"> • To record planned direct work as a photograph that shows the views, wishes and feelings of a child or adult about an event or specific issues. • To record an analysis of the direct work as: <ul style="list-style-type: none"> - Its purpose. - How it links to the child’s plan. - Observations of the child or adult. - What difference it made to the child or adult. - How the information will be used. 	Direct work sessions Visits Assessments Before a meeting/review
Feedback (faces)	<ul style="list-style-type: none"> • To gain a regular understanding of young children’s views about: <ul style="list-style-type: none"> - Why a worker is working with their family. - How well they feel listened to, what they are thinking and what they want to happen. - How much they agree with their plan to help their family. - How much they feel the worker is helping to make things better. 	Visits Assessments Before a meeting/review




	<ul style="list-style-type: none"> To record an analysis of the feedback and how the information will be used. 	
Feedback (Numbers)	<ul style="list-style-type: none"> To gain a regular understanding of older children’s views about: <ul style="list-style-type: none"> - Why a worker is working with their family. - How well they feel listened to, what they are thinking and what they want to happen. - How much they agree with their plan to help their family. - How much they feel the worker is helping to make things better. To record an analysis of the feedback and how the information will be used. 	Visits Assessments Before a meeting/review
Feedback (parents, carers and network members)	<ul style="list-style-type: none"> To gain a regular understanding of adult’s views about: <ul style="list-style-type: none"> - Why a worker is working with the family. - How well they feel listened to, what they are thinking and what they want to happen. - How much they agree with the plan to help a family. - How much they feel the worker is helping to make things better. To record an analysis of the feedback and how the information will be used. 	Visits Assessments Before a meeting/review
Notes	<ul style="list-style-type: none"> To record any planned interaction, using dictation and photographs, as: <ul style="list-style-type: none"> - Child seen, alone, interviewed, bedroom? - The purpose. - Who was present. - The child’s voice. - The parents/carers voice. - The strengths. - The identified worries/risks. - The analysis of the interaction. - Actions and next steps. To include children, young people and adults in what is recorded on their EHM/LCS record. 	Visits Direct work sessions Assessments Telephone calls IRO consultations Virtual School updates
Storyboard	<ul style="list-style-type: none"> To develop a series of drawings and written narrative with an adult that tell a story of events, to help a child understand a situation, the decisions that have been made and why. 	Direct work sessions Assessments

Mind Of My Own one app




Preparing for meetings

	What is this for?	When is this used?		What is this for?	When is this used?
 Get ready for a meeting	<ul style="list-style-type: none"> Helps the young person to prepare for any meeting they have coming up Even if the child does not attend in person, their views are properly represented 	<ul style="list-style-type: none"> ✓ Looked After Reviews ✓ Court / panel proceedings ✓ Any other key meetings 	 My worker is visiting	<ul style="list-style-type: none"> Prepares every young person for stat visits in a structured way Gives you a clear understanding of what the child wants to talk about during the meeting, allowing you to focus on what matters to them 	<ul style="list-style-type: none"> ✓ All statutory visits or 1:1 meetings ✓ Assessments ✓ Direct work sessions
 Get ready for a foster care review	<ul style="list-style-type: none"> Easily and effectively get the child's voice and lived experience into reviews Gain a deeper understanding of how the child feels about living with their foster carers 	<ul style="list-style-type: none"> ✓ Annual foster care review ✓ Complaint or compliments about carers ✓ Exit interviews for children leaving placements 	 How did the meeting go?	<ul style="list-style-type: none"> Gives young people the opportunity to feedback on how the meeting went from their perspective 	<ul style="list-style-type: none"> ✓ After all meetings




Understanding a child’s wellbeing

	What is this for?	When is this used?
 My life	<ul style="list-style-type: none"> Allows young people to reflect on their current life situation Gives the worker an opportunity to see into the corners of their life you may not see otherwise 	<ul style="list-style-type: none"> ✓ Encourage individual use anytime ✓ Social work visits ✓ Assessments & investigations ✓ Meetings & reviews
 My wellbeing	<ul style="list-style-type: none"> Understanding the child’s lived experience, allowing you to mitigate against risks Identify key risk and resilience indicators, giving a unique insight into the child’s wellbeing 	<ul style="list-style-type: none"> ✓ Encourage individual use anytime ✓ Social work visits ✓ Assessments & investigations ✓ Meetings & reviews


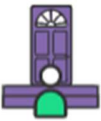
Sharing good news and sorting problems

	What is this for?	When is this used?
 Share my good news	<ul style="list-style-type: none"> Can be used as part of life story work to capture events in the child’s own words Young people asked us to put this in the app. They wanted a specific place to talk about things that are going well. 	<ul style="list-style-type: none"> ✓ Encourage individual use anytime ✓ After planned events
 Sort a problem	<ul style="list-style-type: none"> Solve issues at the earliest stage possible Often the change is small and easy for the worker to action, but the effect for the child can be huge 	<ul style="list-style-type: none"> ✓ Encourage individual use anytime ✓ Formal complaints ✓ Raising concerns

Planning for adulthood and education




	What is this for?	When is this used?
 <p>Planning for adulthood</p>	<ul style="list-style-type: none"> Helps young people to plan what they are going to do when they leave care Get young people's views at the heart of their pathway plan, helping them to identify their own needs and goals. 	<ul style="list-style-type: none"> ✓ Pathway plan / leaving care review ✓ Transition planning ✓ Setting targets and making plans owned by the young person
 <p>My education</p>	<ul style="list-style-type: none"> Capture young peoples views in personal education planning Identify their strengths and limitations, goals and aspirations for the future 	<ul style="list-style-type: none"> ✓ Personal education planning ✓ Start and end of term ✓ Education, health and care plans

Return from missing

	What is this for?	When is this used?
 <p>Return from missing</p>	<ul style="list-style-type: none"> Enhancing return home interviews by capturing young people's views as soon as they return, even if a worker is not there Gathering young people's views before the interview 	<ul style="list-style-type: none"> ✓ Individual use while missing ✓ Before or during return home interviews to complement statutory process

Mind of My Own Express app

	What is this for?	When is this used?
 <p>All About Me</p>	<ul style="list-style-type: none"> • Gives an overview of a young person's likes and dislikes • Develops a one page profile so the child does not keep having to tell their story over and over again 	<ul style="list-style-type: none"> ✓ One page profiles ✓ Before health checks ✓ Assessments ✓ Statutory visits ✓ All other meetings and reviews
 <p>My Education</p>	<ul style="list-style-type: none"> • Understanding the child's learning preferences and the academic support they need • Understanding how they feel at school and to embed the child's voice into education planning 	<ul style="list-style-type: none"> ✓ Education, health and care plans ✓ Education planning ✓ Assessments ✓ Statutory visits ✓ All other meetings and reviews

	What is this for?	When is this used?
 <p>My Health</p>	<ul style="list-style-type: none"> • Understanding how the child feels about their health and visits to health care professionals • Explore any worries the child has about their health and understand their behaviours better 	<ul style="list-style-type: none"> ✓ Before health checks ✓ Assessments ✓ Statutory visits ✓ All other meetings and reviews
 <p>My Life</p>	<ul style="list-style-type: none"> • Exploring different aspects of a child's life and the relationships they have • Identifying safe-guarding concerns including where they feel safe or not and whether they have a trusted adult 	<ul style="list-style-type: none"> ✓ Before health checks ✓ Assessments ✓ Statutory visits ✓ All other meetings and reviews

APPENDIX 2

Views and feedback	Sources	Quality of practice monitor and driver	Responsibility	Frequency
Children, young people, their parents and carers	Compliments and complaints	QPAG complaints and compliments learning report.	Complaints Manager	Quarterly
		Complaints learning discussion.	QA Head of Service	Quarterly
		Progress of complaints and compliments meeting.	Director Complaints Manager	Fortnightly
		Team Manager complaint and compliment briefing.	Complaint manager	Fortnightly
	Student ¹ portfolio	QPAG theme report.	Principal Social Worker (PSW)	Annually
	ASYE portfolio			
	Collaborative audits	QPAG theme and learning report.	QA Head of Service	Bi-annually
	Young people feedback form	QPAG summary report.	Lead Participation Worker Accommodation Lead	Quarterly
		Corporate parenting board usage summary report.		
	Mind Of My Own dashboard			
	Total Mobile	QPAG project highlight report.	Project Manager	Monthly ²
	Collaborative audits	QPAG audit theme report.	QA Head of Service	Bi-annually
	Recording on the child's file	Meaningful Measure clinic reports.	Managers Senior Managers	Quarterly
QPAG Meaningful Measures report.		QA Head of Service	Bi-annually	
Workers	NCC staff survey	Workforce steering group.	Principal Social Worker	Quarterly
		QPAG next step plan update.		Annually
	LGA health check	QPAG PSW report.	Principal Social Worker	Bi-annually
	Practice days	QPAG practice theme report.	QA Head of Service	Bi-annually
	Collaborative audits	QPAG audit theme report.	QA Head of Service	Bi-annually
	PSW contact or information from the PSW forum	QPAG PSW report.	Principal Social Worker	Annually

¹ BA, MA, step up and apprenticeship.

² For the duration of the project.

	Trainee practice educator stage 2 portfolio			
	Team meetings	Meaningful Measure clinic reports.	Managers Senior Managers	Quarterly
		QPAG Meaningful Measures report.	QA Head of Service	Bi-annually
	Exit interviews	QPAG PSW report.	Principal Social Worker	Bi-annually
	Supervisions and/or consultations	Meaningful Measure clinic report.	Managers	Quarterly
		QPAG Meaningful Measures report.	Senior Managers QA Head of Service	Bi-annually
Partner agencies	Compliments and complaints	QPAG complaints and compliments learning report.	Complaints Manager QA Head of Service	Quarterly
	Partnership meetings and/or networks.		Managers Senior Managers Heads of Service	As and when required
	Multi-agency audits	QPAG audit theme report.	QA Head of Service	Bi-annually
	ASYE portfolio	QPAG PSW report.	Principal Social Worker	Bi-annually
Children and young people's forums	Voices Making Choices	Corporate parenting update report.	NAS Senior Manager	Quarterly
	Regional Children in Care Council			
	Care Leavers group			
	Youth cabinet/parliament			
	Children that foster group	Fostering team meetings.	Residential and family placement service	Quarterly
	Northumberland Adolescent Service groups	Team meetings.	Northumberland Adolescent Service	As and when required