
Reviewed and updated August 2017
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**Note:** Service Policies and Procedures – to be made available on Tri X
1.0 Introduction,

The purpose of this guidance is to detail the philosophy, practice and outcomes expected of Parenting and Family Support delivered by DMBC and DCST. It also details the quality assurance mechanisms in place to measure the standards and effectiveness of practice. It should provide staff working with families delivering Parenting and Family Support with a comprehensive ‘tool kit’ and guide to their work and expectations of practice. Parenting and Family Support services are part of a network of services and provision that deliver ‘early help’ to children and young people with their families.

1.1 Working context and practice model

1.1.1 What is Early Help?

Early Help is the term used to describe arrangements and services that respond to the needs of children, young people and their families as soon as problems start to emerge at any point in their lives, or when there is a strong likelihood that problems will emerge in the future.

Prevention should also be seen as early help which includes the avoidance of further impairment and re-occurrence of problems. Parenting and Family Support will therefore engage in and work with families who are, at times, known to Children’s Social Care. The purpose is to reduce risks and avoiding re-occurrence of problems in the future through continuity of support.

1.1.2 Critical features of effective Early Help are:

- A multi-disciplinary approach that brings a range of professional skills and expertise to bear through a ‘Team Around the Child, Young Person / Family’
- A relationship with a trusted lead practitioner who can engage with the child / young person and their Parents\(^1\) / family (mother and father figures and extended family), and coordinate the support needed from other agencies.
- Practice that empowers families and helps them to develop the capacity to resolve their own problems.
- A holistic approach that addresses a child / young person’s needs in a wider context
- Simple, streamlined enquiry and assessment process and response

\(^1\) The term 'parents' is intended to include all those individuals of either gender or agencies in a parenting role. For instance, this may include birth parents, parents of looked after children, adoptive parents, foster parents, carers and kinship carers.
1.1.3 Whole family multi-agency integrated working

There are two key concepts which underpin the practice of Parenting and Family Support Services which should be adopted in day to day practice and promoted when working with families, other practitioners and partner organisations.

Key concepts and definitions:

- Whole Family Working - sometimes expressed as 'think family' is an understanding of the holistic needs of individual family members and responding to them. It requires thinking beyond traditional ways of working, agency boundaries and focus.

- Multi-agency integrated working is bringing together different sectors and professions to provide an integrated and collective response to support children, young people and families (adults, children’s and community services).

These two definitions when working with families are inextricably linked as the impact of one practitioner; even if they take a holistic view of a family’s needs are unlikely to make a difference and sustained improvement if other agencies do not work with them and the family to achieve shared outcomes.

1.1.4 Parenting and Family Support Practice Model

The model detailed in the following diagram provides a simple illustration of the practice approach and framework to support Parenting and Family Support Workers when working with families. The following pages of this practice guidance follow this model to detail how workers will work with children, young people and their parents; along with the support they will receive to deliver effective, outcome focused work.
Parenting and Family Support Practice Model

Philosophy and Practice Approach (Signs of Safety) (Section 2)

Early Help Assessment (Section 3.1)

Child and Family Support Practice (Section 3.2)
(The Family Assessment Framework - a framework for delivery with practice tools)

Service Model; caseloads and staff deployment (Section 4)

Outcomes and Impact (measures and recording) (Section 3.3 & 3.4)

Skills, knowledge and competency framework
Therapeutic and Practical Support (Section 5)
2.0 Philosophy and Practice Approach

2.1 Why Family Support?

Strong families give children love and protection, identity, a personal history and a secure base from which to explore and enjoy life as they grow up. Family is of lifelong importance but for children its significance cannot be overstated; what happens within the family has more impact on children’s well-being and development than any other single factor.

It is widely accepted that the relationships mothers and fathers have with their children are strongly associated with children’s outcomes. However, the relationships those children have with others, including step parents, siblings, grandparents and other carers also impact on child well-being. It should also be recognised that the quality of relationships between adults in the family will also impact on children.

The sheer diversity of family life now means that one size fits all approaches are unlikely to be successful. Services need to be tailored to match need and targeted at those who most require support. They should also recognise the diversity of modern family life and make sure that support is available to all family members, like grandparents, who may play a key role in bringing up children.

2.2 Why targeted support?

All families need support from time to time. However some parents and carers live in circumstances that significantly impact on their capacity to meet their children’s needs, either through their own vulnerability or their behaviour. We know that good quality support at home has a real bearing on how children grow and develop and some families will need some level of intensive support based on their assessed needs.

There are many services in Doncaster which support families; from self-help through the Families Information Service, to advice and guidance particularly on parenting, in terms of health and education. These include Midwives and Health Visitors in the early years and education welfare and parent advise workers through schools for older children. Work with families with additional and multiple needs however requires, for a period of time, dedicated workers who will provide structured support to understand the core issues within the family and work with them to build their capacity, resilience and confident to make the changes required.

2.3 Why purposeful, structured and informed work?

It requires an understanding of individuals needs so workers, through purposeful work can be ‘an agent’ for change through challenge and support.
The role and purpose of Parenting and Family Support is therefore to understand family functioning and what promotes health and wellbeing, as well as the practicalities of daily routines and tasks.

This guidance is written to detail the support families who are:

a) struggling to parent and may require short to medium term help (3 to 6 months), which may include maintaining work from previous intensive support and statutory intervention, or

b) needing longer term intensive support (6 to 9 months) to avoid statutory intervention, or immediately following closure from Children’s Social Care where this help will secure longer term impact of work undertaken.

2.4 Signs of Safety (SoS) and core elements of Family Support

Partner agencies in Doncaster are committed to Signs of Safety (SoS) which is an approach to child protection that focuses on family strengths as well as safety. SoS expands the investigation of risk to encompass ways of strengthening and stabilising a child’s and a family’s situation. The framework enables practitioners to build partnerships with children and parents, and still deal rigorously with risk.

Practice under the Signs of Safety framework will influence the way early help and prevention services work. However, the key elements and approach to Parenting and Family Support are detailed below to support practice.

- It is a whole system/whole family approach. Family Support Workers will work with all members of the family. This could include family members who do not live in the family home. Family Support Workers will also work with others who provide support to the family such as neighbours, friends, volunteers and adult services.

- The approach to working with families is structured and intensive\(^2\), although the level of intensity will vary over the length of the intervention. Intensive equates to as many as 3 visits a week but a more moderate intensity might be 1 home visit a week and lots of contact by phone. Some families may need less face to face contact following assessment and initial work, which could reduce to fortnightly visits and lots of telephone contact.

- It is a persistent approach with ongoing effort given to engaging families. This could include repeated visits to the family home, linking with other professionals or agencies with existing relationships with the family, presenting a flexible

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\(^2\) Intensive meaning concentrated and thorough - not intended to mean the service known as Intensive Family Support Service
approach to families which can be adapted depending on their needs. This approach to engagement is important to make services responsive to families who have had difficult past experiences with professionals and feel wary of what the implications of engaging with an intensive service might be. These may be families that other services have struggled to engage even though there are identified needs.

- It is **strength based** approach which believes that the potential for positive change lies with families and should be owned by the family themselves. Optimism and hope are key to delivering this work although recognising risk as well.

- It is a **coordinated** approach based on an **assessment** of the needs of the family using the Early Help Assessment. Families engage in this process voluntarily and identify the goals and actions in the plan themselves. Keyworkers support families to make best use of this process and ensure professionals engage effectively.

- It is an **assertive** approach based on a **confident relationship** with families which enables challenge when appropriate and highlights the consequences of inconsistent boundaries and routines for children.

- The approach includes both **therapeutic** (CBT, Motivational Interviewing, family systemic therapy) and **practical** (Cleaning, decorating, shopping, lifts, playing, etc.) support. Family Support Workers do as well as talk.

- The approach incorporates a regular **review of progress**.

- The approach requires and values **feedback** from families and acts on that feedback, especially the **voice of the child or young person**.

- The approach encourages parents and carers to attend **parenting programmes** and other interventions where learning from peers is made possible. Family Support Workers will contribute to delivering parenting programmes to improve and inform their own practice and participate in the Borough approach on parenting programmes. Family Support Workers may deliver 1 to 1 programmes to parents unable to attend groups.

- **Supervision** and **practice sharing** for staff are fundamental to this approach being successful. Services and interventions need to be provided in the context of reflection and continuous learning.
• The approach is **outcome focused** work with families working towards the achievement of measurable outcomes

### 3.0 Assessing Needs; Core Practice; Expected Outcomes; Recording Progress and Measuring Impact

#### 3.1 Assessing Needs

It is vital that parents, children and young people’s needs are assessed to ensure appropriate evidence based services and specific practice are deployed to support family needs and address any identified risks.

In most cases Family Support Services will be deployed at a threshold where their needs will be assessed and supported through an early help assessment and a team around the family. In these circumstances Family Support Workers will be required to follow the practice in the Early Help Handbook by completing an early help assessment if they are identified as the lead practitioner, or contributing to another service leading this work. This will have followed an enquiry to the Early Help Hub who will ensure this is logged on the e-system (Early Help Module).

[http://www.doncastersafeguardingchildren.co.uk/DSCB/early_help.asp](http://www.doncastersafeguardingchildren.co.uk/DSCB/early_help.asp)

At times children and young people will be assessed and supported by a Social Worker through Children Social Care. Under these arrangements Family Support Workers may contribute to these arrangements and family plan.

**The Early Help Assessment** (All Agencies) and **Child and Family Assessment** (Children’s Social Care) are the only two primary assessments used in Doncaster to assess the holistic needs of children, young people and families.

All other assessments are used to help understand in more depth specific aspects of vulnerability or concern. Assessment *is not* a one off event and should be seen as a continuous process through observation, feedback and reflection in practice.

Assessment tools can also be seen as a measure of progress with practitioners reviewing them regularly with the family to show distance travelled.

The next diagram shows the range of assessment tools the Parenting and Family Support Teams will use or contribute to. The secondary assessments listed will be used in practice to inform direct work. Tertiary assessments can be completed, as required, to help inform and engage other services to contribute to the family plan.
## Assessments and Measures

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### Primary Assessments and Measure’s
- Child and Family Assessment or Early Help Assessment

### Secondary Assessment and Measures to inform therapeutic intervention
*(will be used to understand specific vulnerabilities and behaviours in more depth to deliver support)*
- Strengths and Difficulties Questionnaire *(Used in general with Parenting Programmes)*
- Family Outcome Star *(Used in practice for one to one family work)*
- SoS Three Houses

### Tertiary Assessment and Measures to support practice
*(may be use to understand specific issues in more depth which could require specialist support from other services)*
- AUDIT *(Alcohol Use Disorders Identification Test) which is a 10 question alcohol screening tool*
- CSE Assessment
- Domestic Abuse Stalking & honour based violence *(DASH)* - identifies level of risk of Domestic Abuse. Safety planning strategies and a safety plan are then discussed to improve personal safety and safety of any children
- Depression, anxiety and stress questionnaire *(DASS)*

*Note: these tools may be added to overtime to compliment and improve practice*
3.2 Core Practice

- Core Purpose and Values

Parenting and Family Support Services will support parents and carers to develop and secure a stable family environment that gives a child or young person love and protection, an identity, a personal history and a secure base from which to explore and enjoy their life as they grow up.

It is built on core values of:

- **Genuineness, also known as Congruence** - demonstrating and building authentic relationships with family members which are open and honest;
- **Unconditional positive regard** - not approving of some of the actions or behaviours within families but having regard for individuals, believing that for people to grow and fulfil their potential or change it is important that they are valued as themselves;
- **Empathy** - ability to understand what an individual is feeling with the ability to understand sensitively and accurately [but not sympathetically] family members experience and feelings in the here-and-now.

- Core Practice

Core practice will be a mixture of conversation; direct therapeutic work and practical support and will be guided by the needs of the family, both collectively and individually. At the heart of practice will be a mapping and understanding of the identified Problems, Concerns and Difficulties using many of the practice tools available in the Child and Family Practice Framework which supports and underpin the SoS approach.

The core components of framework will help understand:

- Family organisation i.e. Family Adaptability and Parenting
- Family character i.e. Family Identity; Family Alliances; Family Communication; Emotional Life of the Family
- Family History

It is important that practitioners do not become confused, and understand that Signs of Safety Approach gives us the philosophy, culture and clear structure to work with Children, Young People and their Families, and will be the chosen model that shapes Doncaster’s processes, services and practice.

However, in addition to this the Child and Family Framework Resources complement Signs of Safety and provide effective tools for practitioners to use during
Assessment, Analysis and Intervention, as well as supporting Team Managers with Effective and Reflective Case supervision.

- **Core Practice Tools**
The following practice tools can be used in a number of situations based on assessment. It is for Parenting and Family Support Workers with the support of their manager to decide which are the most appropriate.

*Note: these tools may be added to overtime to compliment and improve practice*
Practice Tools - *these tools may be added to overtime to compliment and improve practice*

| Adults only | • Needs Jigsaw (assessing parenting capacity)  
| • Cycle of change - assesses the readiness of the family to change and enables them to create contingency plans.  
| • Motivational Interviewing  
| • Outcome Star |
| Adult, children and young people | • Family Group Meeting (based on FGC) and SoS case mapping  
| • Genograms - Informs understanding of current family dynamics and is used to engage children in understanding their family relationships  
| • Child and Family Practice 'Tools'  
| • Neglect Toolkit and Safety Planning |
| Children and young people only | • Communicates (feelings and wishes toolkit)  
| • Play therapy  
| • 3 Houses – words and pictures (SoS)  
| • My Star  
| • Wishes and Feelings – Establishes child’s wishes and feelings about their current situation |
| Parenting Programmes | • Solihull  
| • Triple P Group  
| • Triple P Teens Group  
| • Incredible Years  
| • Freedom Programme  
| **Note:** All parenting programmes can be used on a one to one basis with parents as a precurser and introduction to a group or can be utilised to support one to one work along with other practice tools |
3.3 Outcomes Framework - Parenting and Family Support Services are designed to support the outcomes detailed below.

Outcomes and Impact Measures for all families where needs are identified (These outcomes and measures will be reviewed through experience from practice and will remain live and subject to development over time)

These outcomes are a mix of extrinsic (external) and intrinsic (internal) outcomes both of which are important as they are connected. However, there is a difference between outcomes that are valued and experienced by individuals and those that are valued and recognised by others. In many circumstances workers will need to work with individual family members to build internal capacity before outward changes are made.

- **Extrinsic outcomes** are those which can be measured and valued by other people, including educational achievement, literacy and numeracy or good health.
- **Intrinsic outcomes** are those which are valued by and relate primarily to individuals, such as happiness, self-esteem and confidence.

It is important that workers use the most appropriate source of evidence to measure impact of their work, for example, a programme to improve school attendance will find it easier to capture data from school registers (an extrinsic measure) than on confidence or motivation to attend school (an intrinsic measure)

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<th>Individual child, young person and family outcomes</th>
<th>Outcome Measure</th>
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| Children and young people are protected from violence, abuse and neglect | - Reduced trauma from domestic violence and/or other parental behaviour  
- Reduced parental drugs and alcohol misuse  
- Increase in parental mental wellbeing  
- Reduction of other risks from parental behaviours that impact on child/YP  
- Reduce the risk of CSE | - Child or young person reports that risks and vulnerability is reduced  
- Supporting access to specialist services to enable parents with specific vulnerability or behaviours  
- Interventions support step down from LAC to CPP; or LAC to CiN; or CPP to CiN; or CiN to early help support and step down to universal services | Family Outcome Star  
SoS 3 houses/wizards (where used)  
Case records incl. record of child or young person voice and achievements  
Liquid logic / EH Module and case records  
Closure and outcome record (The Early Help Practice Guidance closure record should be used to evidence the impact with individual families) |
| Children & young people feel safe in their communities where they live, go to school and play | - Reduction of bullying or subject of ASB and an ability to build personal resilience  
- Increased confidence and engagement with activities in the community and at school | - Child or young person self-reporting  
- Supporting access to activities and cultural opportunities | Case records incl. record of child or young person voice and achievements  
Family Outcome Star  
Closure and outcome record (The Early Help Practice Guidance closure record should be used to evidence the impact with individual families) |
### The impact of poverty on children and young people is reduced

- Support parents to provide adequate housing to support child or young person’s needs
- Debt management and access to financial support
- Support for parents to access training, education or work
- Parents self-reporting of management of money and confidence in budgeting
- Child/youth person report and observed to be happy, appropriately clothed and have access to food
- Increase in work experience for parents through volunteering
- Parents move from debt and unemployment to education and paid work
- Case records incl. record of child or young person voice and achievements
- Family Outcome Star
- Closure and outcome record (The Early Help Practice Guidance closure record should be used to evidence the impact with individual families)

### Children and young people achieve their learning potential and have access to opportunities, culture and activities to enjoy their lives

- Social and emotional capabilities
  - Communication
  - Confidence and agency
  - Creativity
  - Planning and problem solving
  - Participation in and attendance at learning and/or work
- Child or young person self-reporting
- Access to 2 year offer for eligible families
- Access to nursery education for 3 and 4 year olds
- Access to statutory education
- Access to further education or work based learning
- Access to higher education
- Attendance is 85% or above or significant improvement from baseline
- Family Outcome Star
- Case records incl. record of child or young person voice and other achievements
- Attendance data
- Closure and outcome record (The Early Help Practice Guidance closure record should be used to evidence the impact with individual families)

### Children and young people behave positively / keep on the right track and develop into skilled, responsible and independent adults

- Social and emotional capabilities
  - Managing Feelings
  - Relationships and leadership
  - Resilience and determination
  - Participation in and attendance at work (YP)
- Child or young person self-reporting
- Access to substance misuse services to support reduction and cessation
- Involvement with Police, YOS or Community Officers is reduced
- Supporting access to activities and cultural opportunities
- Supporting access to IAG to support employment in paid work (Case records / outcomes document)
- Family Outcome Star
- Case records incl. record of child or young person voice and other achievements
- Closure and outcome record (The Early Help Practice Guidance closure record should be used to evidence the impact with individual families)

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3 Explaining; expressing; presenting; listening; questioning; using different ways of communicating
4 Self-reliance; self-esteem; self-efficacy; self-belief; ability to shape their own life, and the world around them
5 Imagining alternative ways of doing things; applying learning in new contexts; enterprise; innovating; remaining open to new ideas
6 Navigating resources; organising; setting and achieving goals; decision making; researching; analysing; critical thinking; questioning and challenging; evaluating risks; reliability
7 Reviewing; self-awareness; reflecting; self-regulating; self-accepting
8 Motivating others; valuing and contributing to team working; negotiating; establishing positive relationships; interpreting others; managing conflict; empathising
9 Self-disciplined; self-management; self-motivated; concentrating; having a sense of purpose; persistent; self-controlled
Parents/Carers are responsible, confident and equipped to support the needs of their children which promote health, wellbeing and independence for their future life and relationships.

- Reduced parental isolation and anxiety
- Increased parental self-efficacy & self-worth
- Improved and open communication in families
- Parents and families develop sensitive, responsive care-giving
- Families engage in regular shared activities
- Parents and families promote positive aspirations for CYP and provide an enriched home learning environment
- Parents and families provide supportive, secure boundaries, guidance, and emotional stability and support for CYP
- Parents and families are positive adult role models for CYP through healthy lifestyle choices and positive behaviours
- Parents and families value and promote a culture of learning and actively participate in CYP learning

- Parents self-reporting
- Access to universal education and other learning opportunities
- Access to universal health care and dentistry services to support universal health goals incl. immunisation and specialist services when required
- Promotion and support to achieve public health outcomes e.g. reduction of obesity, teenage pregnancy

- Family Outcome Star
- SoS risk and safety goals
- Observations of child and parent interactions and routines and evidenced in Case records incl. record of child or young person voice
- Evidence of parents achievements
- Closure and outcome record (The Early Help Practice Guidance closure record should be used to evidence the impact with individual families)
3.4 Recording Progress and Measuring Impact

3.4.1 Individual case work through Early Help

In most cases Parenting and Family Support Workers will operate in the early help arena and will use the documents detailed in the early help handbook and available in the Early Help Module (e-System) to record assessments, progress and outcomes. The principle tool used by Parenting and Family Support Workers for measuring their own work and progress of individual casework with a family will be the ‘Family Outcome Star’. - [http://www.outcomesstar.org.uk/](http://www.outcomesstar.org.uk/)

Note: The Family Outcome Star should be used during the assessment process when completing the Early Help Assessment as it is an effective tool to engage families and understand in more depth a number of domains within the assessment framework. The scaling in the Family Outcomes Star also provides a baseline against which to measure progress and have meaningful, supportive and challenging conversations with the family. The Family Outcome Star also provides a visual presentation of areas that need work to be done and where there are risks and concerns.

3.4.2 Individual case work with families open to Children's Social Care (CSC)

In certain circumstances Parenting and Family Support Workers will work alongside Social Workers and be part of a case or core group supporting families known to CSC. In these situations the Parenting and Family Support Worker will record all work, progress and outcomes on Liquid Logic case records. Again the principle tool used by Parenting and Family Support Workers for measuring their work with a family will be the ‘Family Outcome Star’.

3.4.3 Parenting Programmes to Groups

There is separate practice guidance and a quality assurance framework for all practitioners who will be delivering Parenting Programmes to groups. This separate guidance provides practitioners with the tools and support they will need to deliver quality evidence based work.

Recording of this work will be through a final report on each participant at the end of each course which will be sent to the lead practitioner (early help) or Social Worker (CSC) where participation on a parenting programme forms part of the team around a family. It will be for the lead practitioner or Social Worker to upload this report and assess the contribution of the parenting programme alongside other work with the family to support their judgments and decisions. See - Parenting Programmes Quality Assurance Framework document
## 4.0 Service model, caseloads and deployment of workers

### 4.1 Service Model and Caseloads

Parenting and Family Support will be delivered by 2 levels of structured purposeful work with families with the following model used as a guide.

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- 10 to 15 families at any one time but up to 30 children (active involvement)
- 3 to 6 months duration
- Weekly contact - can be telephone, but ‘seen’ every 2 weeks
- 25 - 45 families per year
- Statutory intervention not considered (it could be that families have been referred to CSC as a contact or assessed and not required)

- 8 to 10 families at any one time, but up to 20 children (active involvement)
- 6 to 9 months duration
- 1 to 3 visits per week (1 to 3 hours)
- 12 to 20 families per year
- Statutory intervention maybe considered

- Review family plan 6 weekly – TAC/F
- Formal review 3 months and before closure
- Contribute to EHA, CPP or CiN plan as appropriate
- 7am to 7pm, Mon to Fri offer e.g. when required to establish routines
- Each practitioner to deliver a minimum of 2 parenting programmes per year
- In some circumstances Saturday or Sunday working to support specific needs in a family which required immediate attention or where some family members have not been available during the week.

**Note:** The deployment of workers and delivery of the service will be under review during the first year this document is in operation.

Caseloads will be monitored by individual managers who will review complexity of cases, including travel distances for workers, against the service requirements to evaluate contact and outcomes achieved with families.
4.2 Deployment of Parenting and Family Support Workers alongside Early Help services and support functions

**Borough - wide Parenting and Family Support Offer**

**Early Help Support function:**
- The majority of families where additional support is required will achieve positive outcomes through an integrated team around the family drawn from universal service provision, e.g. schools, health visiting, early year’s development worker. Where the family and the team are struggling to make progress to achieve outcomes, the skills of an early help co-ordinator can be drawn upon.

- Early help co-ordinators will work alongside practitioners in universal services and their role will include:
  - Signs of Safety consultation with the Team around the Family
  - Facilitating information sharing between agencies to support whole family assessments
  - Support and challenge to teams around the family (TAC/F)
  - Support lead practitioners in their role to convene and manage a TAC/F as required
  - Identify where intensive support is required
  - Locality networks to support practice

**Structured Family Support Work (2 levels):**
Structured family support will be allocated based on assessed needs through an Early Help Assessment or C&F Assessment.
From the total resources available the following % of whole time equivalent hours will be allocated to the 70% (IMD) more affluent areas of the Borough.
- EH Family Support - 30% equivalent to approx. 210 cases per year
- Intensive Family Support – 20% equivalent to approx. 96 cases per year

**Borough wide evidence based Parenting Programmes**
Based on assessment of need parenting programmes will be targeted to individual family’s needs and delivered across the Borough in a range of venues. In addition there will be a number of Solihull courses delivered per year for open access, along with short topic led sessions for parents for help and advice.

**Note:** Parenting Programmes will be delivered to all parents with an identified need, either through an early help assessment or families known to Children’s Social Care through a Child and Family Assessment.

**Family Support Offer in areas of greatest need (2 levels)**
Based on geography by deprivation (IMD under 30%)
- Contribution to the full Children’s Centre statutory offer which supports families from pre-birth to 5 years
- Intensive whole family working across the age range 0 to 19 according to identified need outlined below:
  - EH Family Support - 70% equivalent to approx. 490 cases per year
  - Intensive Family Support – 80% equivalent to approx. 300 cases per year

Case reach based on EHFS x 20 wte staff and IFSS x 31 wte. Senior Practitioners are supernumerary to improve practice.
5.0 Workforce Development and Quality Assurance

Securing medium and longer term outcomes for families is dependent on quality of practice and the skills and confidence of workers. It is therefore important that workers are familiar with the quality assurance framework and the support they will receive to secure and maintain standards in practice, as well as keep pace with research and evidence based approaches to work.

5.1 Practitioner Competency Framework and Learning and Development

The practitioners’ competency framework and learning and development map have been developed to support each worker to self-assess and identify with their manager areas they feel they are competent; alongside areas they feel less confidence and need help to develop. Evidence of competent practice will come from workers own examples of how this is delivered working with children, young people and their families.

Skills, knowledge, and attributes of staff will also be assessed through supervision, appraisal and audit activity including observations of workers. This activity may identify areas where individual workers are not yet consistently delivering against all the areas of the framework. When this is identified the Team Manager will arrange with the worker specific learning and development to support improvement which could include a mix of a qualification, one off training, reading or mentoring.

Workers will self-assess annually against the framework to support their personal development review. During the year all learning and development will be logged by workers and they will reflect on how this has made a difference in practice with examples during supervision with their manager. The practitioner competency framework and learning and development map are included as Appendix One.

5.2 Role of managers in leadership and practice improvement

Managers and Senior Practitioners play a key role in the quality and effectiveness of work, both in what they say and what they do. Standards of work are set, maintained and improved through talking, listening and observing through supervision, appraisal and visiting families to see practice and reflect on the work with their team. The culture set by managers’ play a vital role in success and should mirror the core values of working with families.

- The values of the organisation are to:

  **Respect people** by;
  - being ethically responsible
  - deal with people fairly, efficiently, promptly, effectively and sensitively, to the best of our ability

  **Achieve the best** by;
  - fulfilling our duties and obligations responsibly
  - making sure we use our resources properly and efficiently
  - complying with our legal responsibilities

  **Make a difference** by;
  - acting in a way that is professional and that deserves and retains confidence of all those with whom we have dealing
Managers particularly play a pivotal role not only in managing resources and processes but demonstrating leadership and creating opportunities for innovation from front line practice. Diversity of families in Doncaster requires diversity of thinking and doing, alongside personal qualities and working in partnership with others.

We have detailed 5 key areas managers should focus on to support successful delivery of the Parenting and Family Support offer.

| Demonstrating personal qualities       | • Developing self-awareness  
|                                        | • Managing self            
|                                        | • Continuing personal development  
|                                        | • Acting with integrity    |
| Working with others                   | • Developing networks     
|                                        | • Building and maintaining relationships  
|                                        | • Encouraging contribution  
|                                        | • Working within teams     |
| Managing services                     | • Planning                
|                                        | • Managing resources       
|                                        | • Managing people          
|                                        | • Managing performance     |
| Improving services                   | • Ensuring the safety and contribution of people who use services 
|                                        | • Critically evaluating    
|                                        | • Encouraging improvement and innovation  
|                                        | • Facilitating transformation |
| Setting direction                    | • Identifying the contexts for change 
|                                        | • Applying knowledge and evidence  
|                                        | • Making decisions         
|                                        | • Evaluating impact        |

5.3 Supervision – Personal and Individual Family Cases

*Working Group to complete work Dec2016*

5.4 Performance Framework

See - *Performance, Quality Assurance and Continuous Improvement Framework document*
Parenting and Family Support Services

Competency Framework - Self Assessment Form

1. Domain: Relationships and effective direct work
2. Domain: Communication
3. Domain: Child Development
4. Domain: Adult mental ill health, substance misuse, domestic abuse, physical ill health, learning and physical disability.
5. Domain: Abuse and neglect of children
6. Domain: Child and Family Assessment
7. Domain: Analysis, decision-making, planning and review
8. Domain: The Legal and Statutory Framework
9. Domain: The role of supervision
10. Domain: Organisational Context
11. Your Overall Assessment

<table>
<thead>
<tr>
<th>Staff Name:</th>
<th>Date complete:</th>
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</thead>
<tbody>
<tr>
<td>Managers Name:</td>
<td>Date complete:</td>
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</tbody>
</table>

N.B. When completing the self-assessment and providing information to support your competency in practice, you must include a brief outline of your knowledge and understanding and, where applicable, case examples to demonstrate this. It is expected that you will use a range of case examples to support consistency and widespread application to demonstrate this in practice.
Managers will make their assessment based on the information you supply which may include one to one discussion with you for clarification. It maybe that their assessment differs from your own and this will be clearly shown with an explanation.

### 1. Domain: Relationships and effective direct work

<table>
<thead>
<tr>
<th>Questions</th>
<th>How do you demonstrate this in practice</th>
<th>How did you acquire the skill and/or knowledge (Brief description)</th>
<th>Do you feel competent Y/N/Unsure</th>
<th>If you do not feel confident in this area what do you feel are the gaps for you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build effective relationships with children, young people and families</td>
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<tr>
<td>Be both challenging and demonstrate empathy to enable full participation in assessment, planning, review and decision-making.</td>
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<tr>
<td>Provide tailored evidence based support to meet individual child and family needs</td>
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<tr>
<td>Negotiating and challenging other professionals and organisations to ensure children access universal services to meet their needs and other services.</td>
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<tr>
<td>Support Children and families in transition, including children and young people moving to and between; e.g. education, services, carers.</td>
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<tr>
<td>Recognise and sustain positive relationships, evidencing how you build resilience in families, in particular how you enable children to manage loss and change.</td>
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</table>
Manager endorsement and assessment

# 2. Domain: Communication

<table>
<thead>
<tr>
<th>Questions</th>
<th>How do you demonstrate this in practice</th>
<th>How did you acquire the skill and/or knowledge (Brief description)</th>
<th>Do you feel competent Y/N/Unsure</th>
<th>If you do not feel confident in this area what do you feel are the gaps for you?</th>
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</thead>
<tbody>
<tr>
<td>Communicate clearly and sensitively with children of different ages and abilities, their families and in a range of settings and circumstances.</td>
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<tr>
<td>Facilitate engagement of children, young people and their families</td>
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<td>Remain respectful when people are angry, hostile and resistant to change. Manage tensions confidently between parents, carers and family members.</td>
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<tr>
<td>Listen to the views, wishes and feelings of children and families and help parents and carers understand the ways in which their children communicate through their behaviour. Help them to understand how they might communicate more effectively with their children.</td>
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Promote speech, language and communication support, identifying children and adults who are experiencing difficulties expressing themselves.

Produce written case notes and reports which evidence the voice of the child.

Manager endorsement and assessment

### 3. Domain: Child Development

<table>
<thead>
<tr>
<th>Questions</th>
<th>How do you demonstrate this in practice</th>
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<th>If you do not feel confident in this area what do you feel are the gaps for you?</th>
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<tbody>
<tr>
<td>Observe and talk to children in their environment (e.g. at home, at school, with parents, carers, friends and peers) including the quality of child and parent/carer interaction.</td>
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<td>Recognise the indicators that a child is not meeting developmental milestones, has been harmed or is at risk?</td>
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</table>
Recognise cognitive, social, emotional and behavioural development

What is your understanding of cultural and social factors on child development, the effect of different parenting styles and the effect of loss, change and uncertainty in the development of resilience.

How do you assess and respond to a child or young person’s specific needs or vulnerabilities:
- Special educational needs
- Caring responsibility
- Disability
- Gender or sexual orientation
- Race, ethnicity or cultural
- Religion or belief
- Gender

Seek further advice from relevant professionals to fully understand a child’s development and behaviour.

Manager endorsement and assessments
4. Domain: Adult mental ill health, substance misuse, domestic abuse, physical ill health, learning and physical disability.

<table>
<thead>
<tr>
<th>Questions</th>
<th>How do you demonstrate this in practice</th>
<th>How did you acquire the skill and/or knowledge (Brief description)</th>
<th>Do you feel competent Y/N/Unsure</th>
<th>If you do not feel confident in this area what do you feel are the gaps for you?</th>
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<tbody>
<tr>
<td>Identify the impact of adult mental ill health, substance misuse, domestic abuse, physical ill health and disability on family functioning and social circumstances and in particular the effect on children.</td>
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<tr>
<td>Support / Access the help and assistance of other professionals in the identification and prevention of adult social need and risk, including mental health and learning disability assessment.</td>
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<td>Identify concerning adult behaviours that may indicate risk or increasing risk to children. Assess the likely impact on, and inter-relationship between, parenting and child development.</td>
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<tr>
<td>Recognise and act upon escalating social needs and risks, helping to ensure vulnerable adults are safeguarded, that a child is protected and their best interests always prioritised.</td>
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</table>

Manager endorsement and assessments
## 5. Domain: Abuse and neglect of children

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<th>Questions</th>
<th>How do you demonstrate this in practice?</th>
<th>How did you acquire the skill and/or knowledge (Brief description)</th>
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<th>If you do not feel confident in this area what do you feel are the gaps for you?</th>
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<tbody>
<tr>
<td>Share information with partner agencies about children and adults where there is concern about the safety and welfare of children.</td>
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<td>Triangulate evidence to ensure robust conclusions are drawn.</td>
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<tr>
<td>Recognise harm and the risk indicators of different forms of harm to children relating to sexual, physical and emotional abuse and neglect.</td>
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<tr>
<td>Assess effects of cumulative and inter-generational harm, particularly in relation to early indicators of neglect.</td>
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<tr>
<td>Identify child sexual exploitation, grooming (on and offline), female genital mutilation, enforced marriage and the range of adult behaviours which pose a risk to children, recognising too the potential for children to be perpetrators of abuse.</td>
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<tr>
<td>Evidence direct work with children and families which directly addresses the issues of neglect and effects change in a child’s life within the period of the family support.</td>
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</table>
Manager endorsement and assessments

### 6. Domain: Child and Family Assessment

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<tr>
<th>Questions</th>
<th>How do you demonstrate this in practice</th>
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<th>If you do not feel confident in this area what do you feel are the gaps for you?</th>
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<tbody>
<tr>
<td>Assessing and the on-going family assessment of social need and risk to children, with particular emphasis on parental capacity and capability to change.</td>
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<tr>
<td>Use professional curiosity and challenge while maintaining a position of partnership, involving all key family members, including fathers.</td>
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<tr>
<td>Acknowledge any conflict between parental and children’s interest, prioritising the protection of children as set out in legislation.</td>
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<tr>
<td>Use child observation skills, genograms, eco-maps, chronologies and other evidence-based tools, ensuring active child and family participation in the process.</td>
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</table>
Complete an Early Help assessment to identify and respond to a child and family needs

Assess to understand social circumstances experienced by children and families, taking account of the relationship between poverty and social deprivation and the effect of stress on family functioning, providing help and support.

Identify individual child and family history and how this might affect the ability of adults and children to engage with services.

Recognise and address behaviours that may indicate resistance to change, ambivalent or selective cooperation with services, and recognise when there is a need for immediate action, as well as what other steps can be taken to protect children.

Manager endorsement and assessments
## 7. Domain: Analysis, decision-making, planning and review

<table>
<thead>
<tr>
<th>Questions</th>
<th>How do you demonstrate this in practice</th>
<th>How did you acquire the skill and/or knowledge (Brief description)</th>
<th>Do you feel competent Y/N/Unsure</th>
<th>If you do not feel confident in this area what do you feel are the gaps for you?</th>
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<tbody>
<tr>
<td>Prioritise children’s need for emotional warmth, stability and sense of belonging, and identity development, health and education, ensuring active participation and positive engagement of the child, young person and family.</td>
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<td>Test multiple hypotheses about what is happening in families and to children, using evidence and professional judgement to reach timely conclusions.</td>
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<td>Challenge any existing conclusions in light of new evidence or practice reflection.</td>
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<td>Establish what your and what other professionals role is in respect of what needs to happen, for a child, young person and adult family members</td>
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<tr>
<td>Make realistic, child-centred, family action plan (taking into consideration any complicating factors) within a review timeline, which will manage and reduce identified risks and meet the needs of the child.</td>
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<tr>
<td>Ensure sufficient multi-disciplinary and agency contribution and input to the process at all stages.</td>
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</table>
8. Domain: The Legal and Statutory Framework

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<th>Questions</th>
<th>How do you demonstrate this in practice</th>
<th>How did you acquire the skill and/or knowledge (Brief description)</th>
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<th>If you do not feel confident in this area what do you feel are the gaps for you?</th>
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<tbody>
<tr>
<td>Demonstrate an understanding and working knowledge of arrangements to support families through the Early Help Framework in Doncaster</td>
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<td>Work within the principles and recommendations of Working together 2015</td>
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<tr>
<td>Demonstrate a working knowledge of safeguarding arrangements in Doncaster</td>
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</table>
## 9. Domain: The role of supervision

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<th>If you do not feel confident in this area what do you feel are the gaps for you?</th>
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<tbody>
<tr>
<td>Recognise your own professional limitations, and how and when to seek advice from a range of sources and disciplines.</td>
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<tr>
<td>Discuss, debate, reflect upon and test hypotheses about what is happening within families, and with children</td>
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<td>Contribute to resolving conflicting or differing professional positions.</td>
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<td>Identify different interventions that will be of help for a specific child or family and the limitations of different approaches.</td>
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</table>
Make use of the best evidence from research to inform the complex judgements and decisions needed to support families and protect children.

Manager endorsement and assessments

### 10. Domain: Organisational Context

<table>
<thead>
<tr>
<th>Questions</th>
<th>How do you demonstrate this in practice</th>
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<th>If you do not feel confident in this area what do you feel are the gaps for you?</th>
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<tbody>
<tr>
<td>Operate successfully and professionally in your role (e.g. representing your team, service, organisation)</td>
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<tr>
<td>Maintain effective working relationships with peers, managers and leaders – within the profession and throughout multi-agency partnerships and public bodies.</td>
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<tr>
<td>ensure you keep up to date with organisational developments, and contribute to the organisations objectives</td>
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</table>
Manager endorsement and assessments

Your Overall Assessment

<table>
<thead>
<tr>
<th>What is going well?</th>
<th>What are your worries / concerns?</th>
<th>What needs to change?</th>
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</table>
Outcome Assessment – Personal Development

To support your development and help us assess with you were to concentrate and prioritise your continuing professional development please complete the outcome assessment below

<table>
<thead>
<tr>
<th>April 2016 (Zero is less confident and 10 being very confident)</th>
<th>Review Date</th>
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<tbody>
<tr>
<td>1. Relationships and effective direct work</td>
<td>1. Relationships and effective direct work</td>
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<tr>
<td>2. Communication</td>
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<td>3. Child Development</td>
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<tr>
<td>4. Adult mental ill health, substance misuse, domestic abuse, physical ill health, learning and physical disability</td>
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<td>5. Abuse and neglect of children</td>
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<td>7. Analysis, decision-making, planning and review</td>
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<td>8. The Legal and Statutory Framework</td>
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<td>9. The role of supervision</td>
<td>9. The role of supervision</td>
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## Personal Action Plan

<table>
<thead>
<tr>
<th>ACTION</th>
<th>HOW WILL THIS BE ACHIEVED</th>
<th>By who</th>
<th>By when</th>
<th>Progress update</th>
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<tr>
<td>DATE CPD ACTIVITY COMPLETED</td>
<td>BRIEF DESCRIPTION OF CPD ACTIVITY</td>
<td>How I applied this learning in practice</td>
<td>K and S statement/s to which this learning relates</td>
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1. Relationship's and effective direct work

- Build effective relationships with children, young people and families
- Be both challenging and demonstrate empathy to enable full participation in assessment, planning, review and decision-making.
- Provide tailored evidence based support to meet individual child and family needs
- Negotiating and challenging other professionals and organisations to ensure children access universal services to meet their needs and other services.
- Support children and families in transition, including children and young people moving to and between: e.g. education, services, carers.
- Recognise and sustain positive relationship, evidencing how you impact on their ability to impact of loss and change.

Qualifications:
- Level 3 – Diploma for the C&YP Workforce or Level 3 Children, young people and Family Practitioner (Pending - trailblazer approval)
- Level 5 – Diploma in Leadership for Health and Social Care (Children, Young People and Families Manager in the Community)

Workshops and briefings:
- Total Respect Training
- Direct work with Children using Communication

Training Courses:
- Modules of Level 4 – Working with Parents with complex needs
- Assessing parental capacity to change (MiP)
- Relationship based practice (MiP)
- That difficult age: working with adolescents (MiP)
- Child and Family Practice (Systemic Family Therapy)

Other resources including co-working / specialist support

Frontline briefings and tools:

Websites:
- Research in Practice series of frontline briefings and tools, webinars, strategic briefings, and evidence reviews & evaluations. [https://www.nspcc.org.uk/]
- Doncaster Safeguarding Children Board events and conferences [http://doncastersafeguardingchildren.c o.uk/training_events/training_events.asp]
- Early Years Foundation stages web site [http://www.dfcs.org.uk/]

Reading
- Working with Birth Parents (MiP 2014)
- Multi-disciplinary Working (MiP 2014)
- Impacts of delayed decision making (MiP 2014)
- Evidence scope: that difficult age: developing a more effective response to risk in adolescents (MiP 2014)
- Engaging resistant, challenging and complex families (MiP 2011)
3. Communication

- Communicate clearly and sensitively with children of different ages and abilities, their families and in a range of settings and circumstances.
- Facilitate engagement of children, young people and their families.
- Remain respectful when people are angry, hostile and resistant to change. Manage tensions confidently between parents, carers and family members.
- Listen to the views, wishes and feelings of children and families and help parents and carers understand the ways in which their children communicate through their behaviour. Help them to understand how they might communicate more effectively with their children.
- Promote speech, language and communication support, identifying children and adults who are experiencing difficulties expressing themselves.
- Produce written, tape records, and reports which evidence the views of the child.

Qualifications

- Level 3 - Diploma for the C&V/Workforce or Level 4 - 3 Children, Young people and Family Practitioner (Pending: DTLLS/Literacy approval)
- Level 4 - Working with Parents
- Level 5 - Diploma in Childcare

Workshops and briefings

- Working with Resistant, Hostile & Uncooperative Families
- Life Story with Children and Young People
- Direct work with Children using Communication

Training Courses

- Modules of Level 4 - Working with Parents with complex needs
- Assessing parental capacity to change (RP)
- Building on parental strengths (RP)
- That difficult age working with adolescents (RP)
- Child and family therapy (Systemic family Therapy)

Risk Reduction

- Evidence based, voice of the child (RP 2015)
- Early interventions for children of children and young people in service evaluation (RP 2014)
- Communication Skills (SOCD)
- Working with adoptive parents (RP 2014)
- Communicating effectively with children and young people (RP 2014)
- Evidence based: the difficult age (Supporting Children and Young People's Effective Response to Risk in Adolescents (RP 2014))
- Parental Tackling: engaging Resistance, Challenging & Complex Families (RP 2013)

Other resources including recording / specialist support:
- Regular briefings and updates

Resources:
- Research in Practice series of briefing documents and tools
- Systemic briefings and papers
- DfE
- DfE: Working with Adolescents
- Social care Institute for Excellence
- Social care for Excellence
3. Child Development

- Observe and talk to children in their environment (e.g. at home, at school), with parents, carers, friends and peers, including the quality of child and parent/carer interaction.
- Recognise the indicators that a child is not meeting developmental milestones, has been harmed or is at risk.
- Recognise cognitive, social, emotional and behavioural development.
- What is your understanding of cultural and social factors on child development, the effect of different parenting styles and the effect of loss, change and uncertainty in the development of resilience?
- How do you assess and respond to a child or young person’s specific needs or vulnerabilities?
  - Social/educational needs
  - Caring responsibility
  - Disability
  - Gender or sexual orientation
  - Race, ethnicity or culture
  - Religion or belief
- Seek further advice from relevant professionals to fully understand a child’s development and behaviour.

Qualifications
- Level 3 - Diploma for the C&VQ
- Workforce or Level - 2 Children, young people and family
- FreeSponsor (Funding - Sellarion approval)

Workshops and briefings
- Understanding Child Development

Training Courses
- Modules of Level 4 - Working with People with Complex Issues
- What difficulties working with adolescents (MIP)
- Child and Family Practice
- Dynamic family therapy

Further Learning
- Strategic Briefings: Risk-taking adolescents and child protection (MIP 2014)

Other resources including co-working / specialist support
- Online courses and tools
- Child development (2010)
- The impact of parental substance misuse on child development (2012)
- Understanding Adolescents (2013)
- Attachment in children and young people (2011)
- Preventing resilience in children, young people and families (2011)

Websites
- Research in Practice: Short-form briefings and tools: webinar, strategic briefings and evidence reviews & evaluations: https://www.rin.org.uk/
- Children's Safeguarding Children Board Commences to deliver various services:
  - http://darecolnh.mentoringsubs.org.uk/...
  - http://darecolnh.mentoringsubs.org.uk/...
- Carefirst Roundup: main website:
  - http://www.cf.org.uk/
- Social care institute for excellence:
  - http://www.sci.org.uk/publications/dare...
4. Adult mental ill health, substance misuse, domestic abuse, physical ill health and learning and physical disabilities

Identify the impact of adult mental ill health, substance misuse, domestic abuse, physical ill health and disabilities on family functioning and social circumstances and in particular the effect on children.

Support / Assess the need and assistance of other professionals in the identification and prevention of adult social need and risk, including mental health and learning disability assessment.

Identify concerning adult behaviours that may indicate risk or increasing risk to children, assess the likely impact and inter-relationships between parenting and child development.

Recognise and act upon escalating needs and risks, helping to ensure vulnerable adults are safeguarded. That a child is protected and their best interests always promoted.

Reading
Research Review: Children experiencing domestic violence (MAP)
Parental Mental Health and Families (2012)
Parental Substance Misuse (2014)
Parenting, parenting and Social Inclusion (2012)

Workshops and briefings
Working with professionals of domestic abuse (DOMA’s)
Therapeutic Work with Children experiencing Domestic Abuse (DOMA’s)
Understanding domestic abuse (DOMA’s)
Introduction to Child Well Assessment (DOMA’s)
Why don’t they just leave? (DOMA’s)
Capturing the child’s voice (Domestic Abuse, DOMA’s)
The impact of Parental Mental Health & Disability on Children: An introduction to developmental attachment theory.

Training Courses
Modules of Level 4 – Working with Parents with Complex Needs
Assessing parental needs to change (KIP)
Parent Mental Illness and the potential impact for Dependent Children (DSC5)
Child and Family Practice (Systemic Family Therapy)

Frontline briefings and tools
The impact of parental substance misuse on child development (2015)
Adult attachment: application in practice with children and families (2014)
Assessing parents capacity to change (2015)

Webinars
Research in Practice series of Frontline briefings and tools: webinars, strategic briefings, and evidence reviews & evaluations. https://www.map.org.uk/
Safeguarding Children Board events and conferences
http://dynamicsafeguardingchildren.co.uk/training_events/training_events.asp
Early Years Foundation Stage website
http://www.ofsted.org.uk/
Social care Institute for Excellence
3. Abuse and neglect of children

- Share information with partner agencies about children and adults where there is concern about the safety and welfare of children.
- Thoroughly evidence to ensure robust conclusions are drawn.
- Recognise harm and the risk indicators of different forms of harm to children relating to sexual, physical, and emotional abuse and neglect.
- Assess effects of cumulative and inter-generational harm, particularly in relation to early indicators of neglect.
- Identify child sexual exploitation, grooming (on and offline), female genital mutilation, enforced marriages, and the range of adult behaviours which pose a risk to children, recognising that the potential for children to be perpetrators of abuse.
- Evidence direct work with children and families which directly addresses the issues of neglect and affect changes in a child's life within the period of the family support.
6. Child and family assessments

- Assessing enabling family assessment of social need and risk to children, with particular emphasis on parental capacity and capability to change.
- Use professional curiosity and challenge while maintaining a position of partnership, involving all key family members, including siblings.
- Acknowledge any conflict between parental and children’s interest, prioritizing the protection of children as set out in legislation.
- Use child observation skills, genograms, family maps, ethnographies and other evidence-based tools, ensuring active child and family participation in the process.
- Consists of an Early Help assessment to identify and respond to children and family needs.
- Access to understand social circumstances experienced by children and families, taking account of the relationship between poverty and social deprivation and the effect of stress on family functioning, providing help and support.
- Identify individual child and family history and how this might affect the ability of adults and children to engage with services.
- Recognize and address behaviours that may lead to resistance or change, emphasizing an effective preparation with services, and recognize when there is a need for immediate action, as well as what other steps can be taken to protect children.

Qualification

Level 3 - Diploma in Children's Workforce Level 2 + Family Practitioner (Pedagogy and Family Liaison) (Level 3)

Workshops and briefings

Understanding the early help offer

Training Courses

- Analysis and critical thinking assessment (MCA)
- Child and Family Practice (Systemic family therapy)
- Assessing parental capacity to change (MCP)
- That difficult age: working with adolescents (MCP)
- Navigating the Early Help Module and electronic child record
- Delivering Early Help Assessment (EHA) Local Safeguarding and Early Help
- Child Safeguarding and Prevention (CSCP)

Frontline briefings and tools

- Assessing children’s capacity to change (2018)

Webinar:
- Research into practice sessions of frontline workers and leaders, workshops, evidence briefings, and evidence reviews & evaluations. [Website: https://www.fps.org.uk/]
- Common safeguarding children board events and webinars. [Website: http://www.safeguardingchildren.co.uk/training_events/training_events.asp]
- Early years foundation stage web site. [Website: http://www.nfEngland.uk/]
- Social care institute for excellence. [Website: http://www.scie.org.uk/publications/safeguarding/]

Reading

- Parenting and Social Exclusion (SCIE)
- Children of Prisoners (SCIE)
- Approaches to practice with children of prisoners (SCIE)
7. Analysis, decision-making, planning and review

- Promote the child’s need for emotional warmth, stability and sense of belonging and identify development, health and education, ensuring active participation and positive placement of the child, young person and family.
- Test multiple hypotheses about what is happening in families and to children, using evidence and professional judgement to reach timely conclusions.
- Challenge any existing conclusions in light of new evidence or practice reflection.
- Establish what your own and other professionals role is in respect of what needs to happen for a child, young person and their family members.
- Make realistic, child-centred, family action plans within a review timeline, which will manage and reduce identified risks and meet the needs of the child.
- Ensure sufficient multi-disciplinary input in to the process at all stages.

Training Courses
- Assessing parental capacity to change (Kin)
- Relationship based practice (ril)
- Child Sexual Exploitation and Trafficking (2015)
- Signs of Safety Training
- Child and Family Practice (Systemic family Therapy)

Qualifications

Workshops and briefings

- Frontline briefings and tools:
  - Practice skills and hardware analysis and critical thinking in assessment (2014)
  - Practice Skills Reflective Supervision (2015)
  - Practice Skills: Assessing Family and Friends (2016)

Resources
- Research in Practice series of Frontline briefings and tools, webinars, strategic briefings and evidence reviews: https://www.dcsf.gov.uk/

Reading
- Literature Review: analysis and critical thinking in assessment (Kin, 2014)
- Systematic Review of Decision-Making tools for analysing the risk of significant harm to children (2013) etc.
6. The Legal and Statutory Framework

- Demonstrate an understanding and working knowledge of arrangements to support families through the Early Help Framework in Doncaster
- Work within the principles and recommendations of Working Together 2015
- Demonstrate a working knowledge of safeguarding arrangements in Doncaster

Qualifications:

- Safeguarding - Effective Partnership working in safeguarding and child protection - LA level
- Childhood neglect recognition and the multi-agency response - LA level

Workshops and briefings

Training Courses:

- Safeguarding - Effective Partnership working in safeguarding and child protection - LA level
- Childhood neglect recognition and the multi-agency response - LA level

Reading:

- Working Together (2011) - DfE
- Monitoring and Evaluation of Family Interventions (2010) - DfE (Research and Development Unit)
- Safeguarding Children across Services: Messages from Research (2011)
- Understanding vulnerable young people (2007) - DfE (Research Report DfE - R0812)
- Early Intervention & Prevention with Children & Families (2011) - Institute of Public Care
- Supporting families with Complex Needs: Findings from LARC (2009)

Practical briefings and News:

- Doncaster Safeguarding Children Board events and conferences:
  - http://www.donchacctg.gov.uk/about_doncaster_news_events/safeguarding_children_board_events_and_conferences
- Early Years Foundation Stage Web site:
  - http://www.eyfs.org.uk/
- Social care Institute for Excellence:
  - http://www.scie.org.uk/publications/early_year_foundations
2. The role of supervision

- Recognise and respect professional limitations, and know when to seek advice from a range of sources and disciplines.
- Discuss, debate, reflect upon and test hypotheses about what is happening within families, and with children within settings and safe models.
- Contribute to resolving conflicting or difficult professional positions.
- Identify different interventions that will be of help for specific children or families and the limitations of different approaches.
- Make use of the best evidence from research to inform the complex judgements and decisions needed to support families and protect children.

Qualifications

- Level 3 - Diploma in Leadership for Health and Social Care (Children, Young People and Families Manager in the Community)

Workshops and briefings

- Working with Secondary Trauma (including impact on professionals)
- Critical Incident & Emotional Intelligence

Training Courses

- Assessing parental capacity to change (KIP)
- Analysis and Critical Thinking in Assessment (KIP)
- Relationship Based Practice (KIP)
- Signs of Safety Training
- Child and Family Practice (Systemic Family Therapy)

Readings

- Baby Loss Foundation website: http://www.babyloss.org.uk/childlossevent/3rdannual/event/3rdannual.html
- Early Years Foundation website: http://www.e1.org.uk/
- Social Care Institute for Excellence: http://www.scie.org.uk/publications/dreaming/