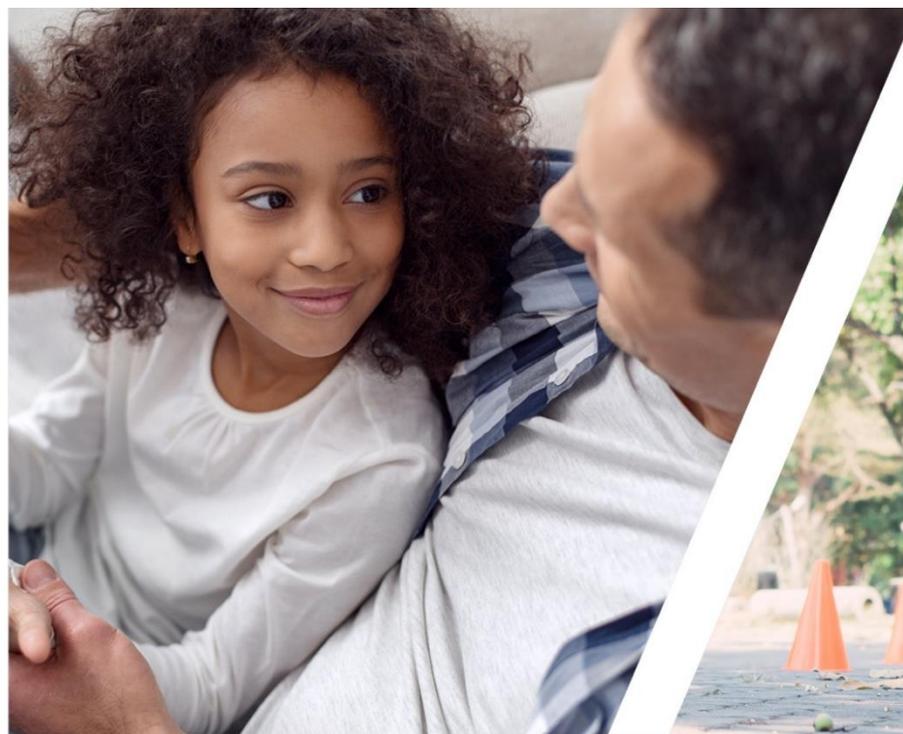


Children, Education and Families

Practice Handbook

November 2023



Our space to **care**, **learn** and **grow**

Our Practice Model and Practice Methodologies

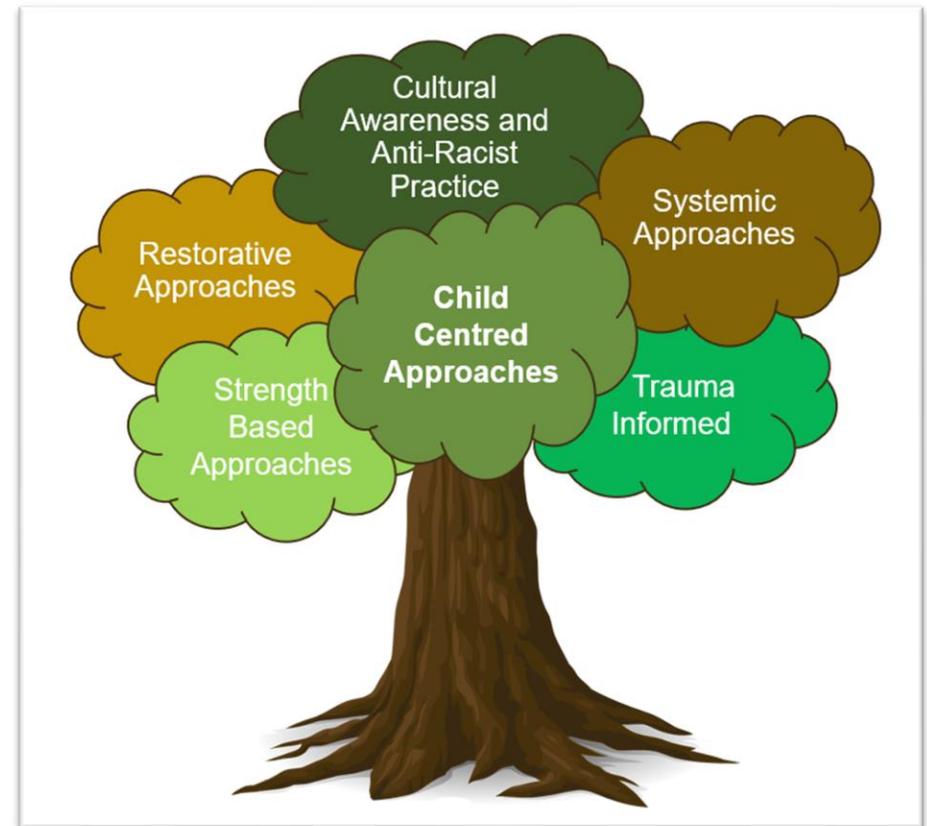
Our Practice Model

Our Practice Model in the wider workforce is still being developed and agreed across children's services; however, always at the core of our practice is a strength based relational approach, underpinned by culturally appropriate practice principles, needs led, and is the foundation of any future model to be introduced.

We have identified six practice methodologies that are used within Cambridgeshire to enable practitioners to work with children, young people and their families.

What informs Our Practice Methodologies?

- Child Centred Approaches
- Cultural Awareness and Anti-Racist Practice
- Strength Based Approaches
- Trauma Informed
- Restorative Approaches
- Systemic Approaches



A Consistent Approach for All Children and Families

What does Our Practice Methodologies look like?

Practitioners draw on their own resources to develop effective relationships with children and young people, their families and carers.

Working intensely to help families and carers to solve problems themselves and create change, without having to refer to others to create this change.

To support our practitioners, we will ensure that they feel valued and treated with respect – allowing this experience to cascade down to the families with whom we work.

A consistent approach for all children and families

Everyone who works in Children, Education and Families will use the methodologies outlined to deliver a clear and consistent practice approach when working with children, young people, their families and carers, underpinned by a common language.

Our practice methodologies will be embedded through all learning activities, supervision and management oversight to support everyone to be confident and skilled in delivering a consistent practice approach.

Connecting our practice methodologies will further support and build a quality learning culture, ensuring the systems are in place to evaluating fidelity and impact.

Spotlight Big Six



In the meantime, we have 6 key areas that we will ensure are a focus of our work with families and the records we keep. These should always form a part of the

Our Eight Practice Standards

consideration of effective practice in supervision and without them, practice cannot be considered effective or 'good'.

Every case record will contain at minimum the following up to date areas of practice:

- Genograms
- Chronology
- Voice of the Child (incorporated into assessments plans and visits)
- Meaningful and planned visits
- Supervision/Management Oversight – key decision
- Plans or review of plans and Planning

These are what we call the **Big 6**.

They form the basis of all of our practice standards, and they are integral to the records we keep.

Our Eight Practice Standards

Standard

1

Children will be spoken to alone wherever possible and/or with a trusted adult if necessary to ascertain their voice and lived experience. Observations of very young children should be considered as their voice.

Standard

2

Children's records will be written in clear, simple, accurate and analytical language about them to enable everyone to understand significant events in their lives.

Standard

3

Children and families will have an assessment of need that will reflect their wishes and feelings, lived experiences and parenting capacity of parents and carers.

Standard

4

Children and families will be involved in individual family focused plans that will explain what needs to happen, by when; by whom; what outcomes we are seeking; how risk is managed and what is the contingency plan.

Standard

5

We will work collaboratively with our partner agencies to support children and families to achieve better outcomes.

Standard

6

Children's planning will be effective through the support of supervisors and managers who will provide timely management oversight and supervision. This will include reflective supervision which should consider the Social GRACES

Standard

7

We will use trauma informed approaches, relational and strength-based approaches to improve the lives of children and families.

Standard

8

We will respect and promote the rights of children and families to ensure that we are culturally aware. We will adopt anti-discriminatory and anti-racist principles to promote equality, diversity, and inclusion into our practice.

Support for our Practitioners

- Our practitioners are important to us, and we need to ensure that we provide support to focus on their wellbeing and continuous development
- Caring, committed, compassionate & inclusive leadership
- Effective communication about expectations
- Co-production of learning to meet the needs of practitioners
- Provide regular supervision in line with our supervision policy
- Time and space for reflective supervision
- Team Meetings and Service days
- Provide learning and development opportunities to support staff development from internal and external training
- Provide 6 CPD days for registered Social Workers to maintain registration with SW England
- Wellbeing offer and support from the wellbeing team and clinical team
- **Cambridgeshire Academy for Reaching Excellence**



Schwartz Rounds: Providing a welcoming and structured forum where all colleagues, come together regularly to discuss the emotional and social aspects of our work

