

## Yorkshire and Humber Children's Workforce Leads Group

# Professional Capabilities Framework for the Wider Children's Workforce: early intervention and prevention



## **Professional Capabilities Framework for the Wider Children's Workforce: Early Intervention and Prevention**

The local authorities that make up the Yorkshire and Humber region are committed to working towards consistent high standards of practice from those working with children, young people and their families. This workforce encompasses practitioners from across health, education, social care, adult services and the voluntary sector.

There is a growing need for many professionals working in the provision of children, young people and family services to understand the importance of and be skilled in early intervention work. Government policy now places an emphasis on help being offered to children, young people and their families at an earlier stage of need. There is an increased role for practitioners who work in universal services to provide this help and support, both individually and together.

*'Local authorities should work with partners to promote prevention and early intervention and offer early help so that emerging problems are dealt with before they become more serious. This will help to improve educational attainment, narrow the gaps for the most disadvantaged and promote the wider well-being of children and young people, including at key transition points.'*  
(Statutory guidance on the roles and responsibilities of the Director of Children's Services and the Lead Member for Children's Services. DFE 2013)

It is clear from the recommendations of the Munro Review of Child Protection (Munro 2011) and findings from recent serious case reviews and OFSTED judgements, that practice needs to be developed to the point where children and young people with additional needs are routinely and consistently identified and offered effective early help. Rather than relying heavily on referrals to social care, practitioners and managers from all agencies should

*'work closely together at an earlier stage and apply the same rigour to early intervention that there is for child protection'* (Action for Children 2013)

To identify early signs of potential unequal outcomes for particular children and young people, and provide the support needed to deliver the best possible outcomes for each child, the practitioners that make up the workforce will need to develop a consistent and professional approach. Effective early intervention means recognising, assessing and working with the spectrum of needs that children and young people present, right through to and including, the interface with social care at the point of referral for 'child in need' (Section 17) and 'child in need of protection' (Section 47). *'Making every contact count'* (NHS Future Forum) will be important in prevention and early intervention work with children, young people and their families. Even when children are in care, meeting their wider needs still demands a partnership approach.

People who work and volunteer with children, young people and their families come from a diverse range of backgrounds. Since the dissolution of the Children's Workforce Development Council there have been no common standards established for the professional conduct of these workers. This 'Professional Capabilities Framework For The Wider Children's Workforce: Early Intervention and Prevention' is a standards framework which sets out the role and responsibilities of the wider children's workforce. It describes the skills, knowledge, understanding and values that everyone should have if they work with children, young people and their families, whether they are paid or unpaid. It provides guidance on the professional standards

required of both new starters and experienced practitioners in the workforce, so that they can deliver effective professional practice. The benefits of this will be to provide the best possible outcomes for children, young people and their families and to minimise the possible need for more intensive, intrusive and costly interventions further down the line.

Many workers in this field will already possess a range of skills and knowledge that are as comprehensive as these standards; it is not intended to undermine these, but rather to build on them to ensure consistency of practice in a multi-agency partnership context.

This Professional Capabilities Framework (PCF) for the wider children's workforce will enable:

- **Service Commissioners** to support the articulation of the services and workforce needed to address the needs of local children, young people and their families
- **Training and Development providers** to identify the learning and development needs of the wider children's workforce
- **Strategy Leads, Service Managers and Team Leaders** to support a strategic commitment to embed the widening of frontline delivery of prevention and early intervention to all staff whether they work in the statutory, health, private or voluntary sectors. Senior managers will be able to use this framework for workforce planning and the basis of the quality assurance of practice in early intervention and prevention work, to improve outcomes for children and young people. It will also help team leaders and service managers to be clear about their expectations for the workforce so they can support and challenge them effectively.
- **HEI providers** to understand the needs of employers and students in work on early intervention and prevention
- **Individuals** to further their personal and professional development. It will help those in both the children's and adult workforce to recognise and improve their skills in promoting the well-being of and safeguarding children across the spectrum of need. It will also ensure that the workforce are safe to take on their responsibilities to support the children, young people and families that they work with.

This framework has adopted the model used for the Professional Capabilities Framework for social workers and adapted it for use by the wider children's workforce. There are 9 domains within the Professional Capabilities Framework for Social Workers, which are generic enough to be used across the wider children's workforce. This PCF for the wider children's workforce compliments and builds on the work done by the Children's Workforce Development Council Common Induction (2006) and the Common Core of Skills and Knowledge (2010). It also uses the recommendations made by Munro (2011), the findings of recent Serious Case Reviews and research on best practice on co-ordinating early help and improving collaborative practice across a wide range of partners.

### **Domains**

There are 8 domains or areas within the PCF for the wider children's workforce. There is one less than for the PCF for social workers, as the domains entitled 'Knowledge' and 'Intervention and Skills' have been amalgamated:

1. You as a Professional
2. Values and Ethics

3. Equality and Diversity
4. Legal, Policy and Safeguarding Framework
5. Knowledge, Intervention and Skills for improving outcomes
6. Reflective Practice
7. Multi Agency Working
8. Developing yourself and others

The domains represent the knowledge, skills and values that staff involved in early help with children, young people and their families need to practice effectively.

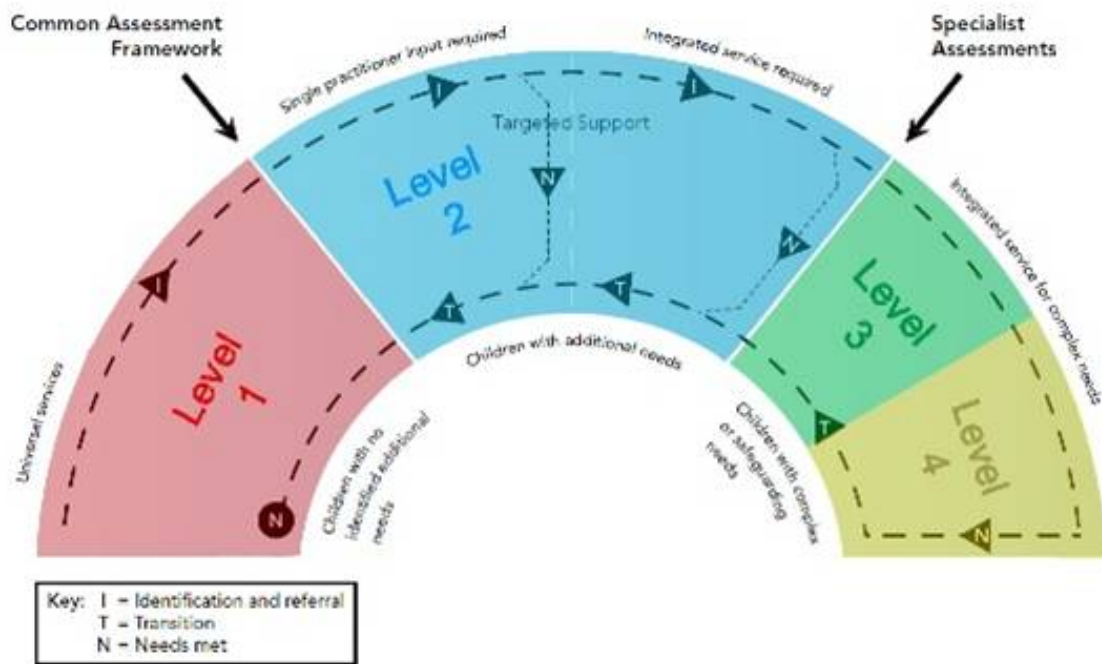
### Levels of capability within the Framework

Within each domain there are seven levels of capabilities within the framework. The levels relate to what is broadly expected from staff who respond to the different stages of need presented by the children and young people with whom they work.

<b>E. Entry Level:</b> The basic professional capabilities required for those starting work within the children's workforce
<b>1. Identifying and Recognising Need:</b> Signs and symptoms, concerns about parenting, family and environmental factors, collecting evidence based information, hearing the child's wishes and feelings, working with other agencies, recording
<b>2. Evidencing the Extent of Need and the Impact on the Child:</b> Assessing and making professionally principled decisions, offering brief interventions and/or making recommendations for support
<b>3. Targeted Intervention:</b> Provide identified interventions that aim to reduce the impact on the child
<b>4. Professional Interventions:</b> Social work, child psychology, paediatrician, psychiatrist etc
<b>5. Leading Teams and Managing Practice:</b> Ensure delivery of quality practice, support and challenge staff, offer supervision, recognise and deal with barriers to inter-agency working
<b>6. Developing, Managing and Transforming Services:</b> Assess needs of local population, plan and ensure delivery of effective services, evaluate outcomes

The assumption within the framework is that in order to meet the needs of children and young people by intervening early, any emerging needs that cause concern for their well-being and safety will be identified, assessed effectively and responded to with an appropriate intervention at the earliest stage. To achieve this the right people with the right skills and knowledge have to be in the right place at the right time and armed with a thorough understanding of their role in a multi-agency response.

For those children's partnerships using the 'windscreen' model, capability levels 1 to 4, (right up to the point of referral to social care) could be aligned to the levels demonstrated in the diagram below.



However, in practice it is more complicated than this and it is not a system that is 'one way' all the way up to a referral to a social worker and back. Children with complex needs will simultaneously have needs at a number of levels - they may be looked after, or have a disability but may also demonstrate needs at level 1 and 2 and/or 3 within a school, or a youth club, or in primary health services, for example. In addition, over time, emotional health issues may start to emerge, bullying may occur, domestic abuse may come to light and other issues may arise that practitioners will need to respond to. Practitioners will need the skills and knowledge to work co-operatively as part of a multi agency response to meeting the needs of children and young people.

The framework also assumes that having the right skills and knowledge in itself is not sufficient. Working practices should be robust, supported by effective multi-agency processes; the right resources and leadership also need to be in place (Brock et al. 2009). Drive and commitment from strategic leaders and support and challenge from managers play an important part in ensuring that there is clarity of purpose, a continuum of service provision to meet the needs of children and young people and that the quality of practice is supported and challenged. The fostering of a drive towards continual improvement of practice is of paramount importance with a focus on the evaluation of impact of practice on quality outcomes for children and young people. This should be encouraged through appropriate supervision and a drive towards the encouragement of learning through the use of research, learning from 'what works' and critical reflection on practice. These attitudes and behaviours do not come from the professional capabilities framework, but it does identify the quality standards that can enable the appropriate, systems, processes and support to be put in place. Of course, there are areas of practice where this is happening already, the drive is for consistently effective practice across the workforce and across the children's partnerships.

This is not really meant to be a progression framework as such, more an identification of the capabilities needed for an effective multi-agency response. There may or may not be a progression from one level to the next. Some workers may only progress from entry level to work at Level 1 and never progress to Level 2 because of the nature of the work that they do, but some workers, as they gain expertise in a role may be

able to progress through the Levels 1 to 3 and move onto becoming professionally qualified and/or move into management roles. However, at present, the education and training offers to meeting this kind of need from a particularly diverse workforce is disjointed, unclear and generally appears unfunded.

Despite this there is a need for a 'professionalisation' (not necessarily based on formal qualifications) of this diverse workforce to ensure that the work undertaken in early intervention and prevention is robust, clearly thought out and evidenced. Practitioners also need the opportunity to reflect on their practice through supervision and professional development. Their team leaders, service managers and senior managers overseeing the children's partnership need to lead and support this process. Wherever they work in the system this framework identifies specific capabilities that the children's workforce should have to evidence.

A description of what is broadly expected by staff at each of the seven levels is as follows:

### **Entry Level**

These capabilities set out clearly what new workers should know, understand and be able to achieve within six months of starting work.

### **Level 1 of need, role of practitioners - Promotion of well-being, prevention and awareness of need within Universal Services:**

Practitioners working within the universal services will encounter children or young people who are experiencing wider issues than those presented by the majority of children and young people, but which can still be dealt with by that practitioner. At Level 1 we are looking at the full spectrum of needs that children, young people and their families may present and this means that the staff working with children need to be aware of and able to spot issues as they arise. Staff will need awareness of the range of these wider issues faced by children and young people and where necessary should be able to give brief advice and assistance. They will also be aware of their role in keeping children safe and also where they can get further support and advice and will understand when a Common Assessment Framework/Team Around the Child (CAF/TAF), or similar, may be necessary. This represents a generic and consistent level of competence required by the entire workforce to ensure that problems are recognised early and are acted upon.

### **Level 2 of need, role of practitioners - Recognition and Assessment of need when working with vulnerable children**

Where practitioners are working with vulnerable children and young people they will need to have good understanding of the issues that might arise. They will be able to assess need, make professional judgements about the help required and engage in a range of brief interventions as part of their normal professional practice. They should also be able to work with other agencies to develop a package of help if needed.

### **Level 3 of need, role of practitioners - Early Interventions when working with children with significant or complex needs**

When a child or a young person has more significant or complex needs that cannot be resolved through brief interventions, specialist workers will be able to work directly with children, young people and/or their families and offer a range of specific, evidence-based interventions.

#### **Level 4 of need, role of practitioners - Specialist Interventions**

Specialist interventions for children and young people will be offered by those trained in professional practice such as social workers, paediatricians and clinical psychologists. There are no capabilities identified at Level 4 in this framework, as intervention at this stage is deemed to be part of their professional role. Whilst this group of people receive training within their own professional development framework, they may still benefit from some of the skills and interventions in this framework that encourage multi-agency practice. They do need to be mindful however, of communicating effectively with those working at Levels 1, 2 and 3 and they may need training in specific skills and knowledge such as domestic abuse, emotional health and substance misuse.

#### **Role of team managers/supervisors - Managing quality practice in early intervention and prevention**

Managers who lead, motivate and manage staff whose practice involves early intervention and prevention work with children, young people and their families need to have a number of capabilities that will enable them to ensure good practice in the health, well-being and safeguarding of children. They need to model the ethos of prevention, early intervention and protection and be clear about the roles and responsibilities of their staff in this work. They should be able to support their staff in improving the quality of their practice, ensuring that their staff receive support and supervision. They should also identify the learning and development needs of workers to enable them to develop the strengths of their practice and address their weaknesses by helping them to assess themselves against the capabilities identified in the PCF for the wider children's workforce.

#### **Role of Strategic Managers - Leading change and delivering outcomes in early intervention and prevention**

Service Managers and Strategic Leads, whose role it is to ensure services are effectively developed and managed to deliver improved outcomes, will need to have an understanding of their purpose and function in driving forward improvements in early intervention and prevention work. They will need to ensure they have the capabilities to assess the needs of the local population and plan the appropriate services accordingly, ensuring the consultation and involvement of staff and clients. Managers will need to be aware of their ability to communicate a consistent and clear message to staff about the strategic direction of the children's partnership and be able to evaluate the outcomes required.

Many of these capabilities could be progressed through modelling the attitudes and behaviours required by the workforce.

#### **The principles underpinning the use of the professional capabilities framework with staff working in early intervention and prevention**

The professional capabilities framework for the wider children's workforce is intended to be an aid to improving practice in early intervention and prevention work with children and young people. From first entering the children's workforce, progression in achieving the capabilities is characterised by the development of people who are able to recognise risk within the wider safeguarding agenda and capable of managing informed and professional practice.

The development of professional practice within the wider children's workforce will be enhanced by:-

- The development of practitioners' confidence, underpinned by experience and reflective practice
- Increasing the ability of practitioners to work independently and with initiative
- Ensuring that practitioners maximise the opportunity for co-ordinated effort across services and collaborate effectively with other professionals
- Improving the quality of the judgments that professionals make through their ability to effectively identify evidence, analyse it and use the findings to inform their decision-making
- Encouraging practitioners to engage effectively with complex situations where there are multiple problems, to recognise the significant risk factors within a particular situation and where necessary realise the potential for multi-agency input
- Understanding the appropriate use of support and challenge
- The commitment to professional supervision and professional development



**The Capabilities: The professional capabilities framework for the wider children's workforce:  
early intervention and prevention**

## **1. YOU AS A PROFESSIONAL**

This framework for professionalism will ensure that workers and volunteers co-operating in the building up of relationships, promoting children's rights and ensuring the safeguarding and care of the children and young people that they work with, can have confidence in each other and develop mutual respect.

Many workers and volunteers will already have standards of conduct set by their own organisation or regulatory body. These standards are not designed to undermine those by any means, but aim to strengthen an approach which is universal across all settings. It will help children and young people and their families to understand the standards of conduct that they can expect, no matter who it is that is working with them.

Workers should demonstrate their professional commitment by learning to take responsibility for their conduct, practice and development, with support through supervision. They should also be expected to reflect on their practice and continually consider the ways in which their own behaviour and attitude impacts on their work with children, young people and their families .

As representatives of their own organisation they safeguard its reputation and are accountable to their own managers whilst at the same time being mindful to the requirements of the Local Children's Safeguarding Board, the local children's partnership and the requirements of current government policy and legislation.

### **New practitioners - On Entry to the children's workforce**

- Demonstrates an understanding of the national and local strategic focus and in particular their role and responsibility in this, in relation to the safeguarding, health and well-being of the children with whom they work
- Demonstrates motivation and commitment to meeting the minimum professional standards required and to developing their practice in working with children and young people whose needs indicate that they would benefit from prevention and early intervention
- Is able to identify own potential strengths and weaknesses in relation to both their specific and wider role and responsibilities
- Demonstrates an initial understanding of the importance of going the 'extra mile' to ensure effective early intervention and prevention and to working with others, where appropriate, to address issues that would make a material difference to the child or young person
- Demonstrates the ability to take responsibility for their own learning and development

## **Practitioners who promote the well-being of children, are aware of the needs of children and young people and work on meeting those needs at an early stage within Universal Services:**

- Recognises own role in well being, prevention and awareness of need within the context of their profession or organisation and uphold the standards of their own professions and those of the Local Safeguarding Children Board
- Respects and values the contributions of other workers
- Demonstrates an effective and active use of supervision for the development of their practice, accountability, professional reflection and development
- Demonstrates professionalism in presentation, demeanour, reliability, honesty and respectfulness
- Takes responsibility for managing their time and workload effectively, and begins to prioritise activities including supervision time
- Understands own impact on children, young people and families and how they might be perceived
- Is able to recognise and maintain personal and professional boundaries
- Recognises the extent of own role and its limitations and knows when to seek advice
- Demonstrates a commitment to continuing learning and development
- With support, takes steps to manage and promote own safety, health, wellbeing and emotional resilience
- Is able to identify concerns or barriers about practice and procedures and, with support, begin to find appropriate means of challenge.

## **Practitioners who Recognise and Assess levels of need when working with vulnerable children**

- Recognises own role in well being, awareness and assessment of need within the context of their profession or organisation and wider children's services and how it also meet the requirements of their professional body and/or the Local Safeguarding Children Board
- Respects and values the contributions of other workers
- Makes pro-active use of supervision to reflect critically on practice, explore different approaches to own work, support own development across the eight capabilities and understand the boundaries of professional accountability
- Demonstrates professionalism in presentation, reliability, honesty and respectfulness in a range of contexts
- Demonstrates workload management skills and the ability to prioritise
- Recognises and balances own personal/professional boundaries in response to a range of challenging contexts
- Recognises the extent of own role and knows when to seek advice
- Identifies own learning and development needs and assume responsibility for improving own practice through appropriate professional development
- With support, takes steps to manage and promote own safety, health, wellbeing and emotional resilience
- Identifies and implements strategies for responding appropriately to concerns about practice or procedures, seeking guidance if required

## **Practitioners who undertake interventions when working with children with significant or complex needs and their families**

- Recognises own role in intervention in a multi agency environment, within the context of their profession or organisation and how it also meet the requirements of their professional body and/or the Local Safeguarding Children Board
- Respects and values the contributions of other workers
- Promotes the role and function of the specific interventions that are undertaken, within the context of the wellbeing and safeguarding of children and young people
- Takes responsibility for obtaining regular, effective supervision from a qualified and experienced practitioner in own field, for effective practice, reflection and career development
- Maintains professionalism in the face of more challenging circumstances
- Manages workload independently, seeking support and suggesting solutions for workload difficulties
- Maintains appropriate personal/professional boundaries in more challenging circumstances.
- Makes skilled use of self as part of interventions undertaken
- Maintains awareness of own professional limitations and knowledge gaps. Establishes a network of internal and external colleagues from whom to seek advice and expertise.
- Identifies learning needs for continuing professional development
- Routinely promotes well-being at work
- Appropriately and proportionately challenges issues of poor practice with colleagues from other agencies, individually or internally through own organisation, and then through appropriate multi agency networks if required.

## **Team managers/supervisors - Managing quality practice in early intervention and prevention**

- Models effective work in early intervention and prevention, promotes the work in decision-making within and outside the organisation.
- Uses reflective skills in management, practice or organisational supervision settings to enhance own and others practice.
- Models and demonstrate professionalism, ensures professional work standards are maintained throughout own area of responsibility.
- Takes responsibility for managing workload and risk management approaches through effective use of data and other information
- Models and helps others to maintain professional/personal boundaries and the skilled use of self in complex situations.
- Maintains awareness of own professional limitations, knowledge gaps and conflicts of interest, actively seeking to address own and others professional development needs
- Develops and maintains a network of internal and external colleagues, with whom to seek and share advice, expertise and new developments in early intervention and prevention and safeguarding.
- Fosters and supports an environment that promotes learning and practice development within the work place. Fosters and maintains a work environment which promotes health, safety and wellbeing of self and others.
- Identifies and collaborates to resolve concerns about practice, following procedures, as appropriate.

- Contributes to the development and implementation of procedures that are fit for purpose, enhance best practice and contribute to better outcomes

### **Strategic Managers - Leading change and delivering outcomes in early intervention and prevention**

- Models the role of providing effective early help to children and young people at a senior level, taking a strategic approach to representing and promoting the work within and outside of the organisation.
- Models and uses critical reflective skills in management, practice or organisational supervision settings to enhance own, others and the organisation's strategic outcomes.
- Models and demonstrates professionalism, ensuring professional standards are promoted and enhanced throughout the organisation.
- Identifies and quantifies the early intervention and prevention work and other resources required to support the work of the organisations that make up the partnership that delivers these services.
- Takes responsibility for the implementation and evaluation of work undertaken. Ensures the organisation's workload is actively monitored and evaluated, taking action to promote positive solutions.
- Models the sophisticated use of self, and professional/personal boundaries in a range of complex situations, and ensures policies and procedures recognise or reflect this approach.
- Maintains awareness of own professional limitations, knowledge gaps and conflicts of interest and actively seeks to address professional development issues for self and others.
- Maintains a professional and strategic network of internal and external colleagues, with whom to seek and share advice, expertise and new developments in early intervention and prevention
- Creates and sustains an environment that promotes learning and practice development, facilitating research within the organisation and with strategic partners.
- Creates and sustains a work environment that promotes health, safety and wellbeing of self and others across the organisation.
- Creates and maintains an environment where concerns about practice are effectively dealt with, including reporting to the appropriate bodies.
- Takes responsibility to ensure that organisational procedures are relevant, reflect effective practice and contribute to better outcomes

## 2. VALUES AND ETHICS: APPLY ETHICAL PRINCIPLES AND VALUES TO GUIDE PROFESSIONAL PRACTICE

People who work with children, young people and their families have an obligation to conduct themselves ethically and to engage in ethical decision-making, working in partnership with people who use their services. Workers should have a sound knowledge about the values necessary, the standards required and relevant law, in order to work successfully with children and young people, both individually and on an inter-professional basis.

Some workers within the children's workforce have professional standards set by their own profession and some workers do not. The following set of inter-professional values were originally developed by The General Social Care Council (GSCC), the General Teaching Council for England (GTC) and the Nursing and Midwifery Council (NMC) in 2007. They are not widely available now as these bodies have changed, although they are available on the Royal College of Nursing website.. However, these values were highly acclaimed at the time and appear to be an excellent set of values on which to build excellent inter-professional practice. We consider that these are values that would be congruent with most professional bodies expectations and will lay down guidelines for those sections of the workforce who do not have specific professional standards.

### Statement of inter-professional values underpinning work with children and young people

#### Key attributes

Children and young people value practitioners who enjoy working with them, who treat them with respect and who are good at communicating with them.

Children's practitioners place the interests of children at the heart of their work. They share responsibility for a range of outcomes for children. They are committed to ensuring all children have a **childhood** (including protection from harm), are **educated**, are **healthy**, are **treated fairly** and are **heard** (including considering children's views) They recognise children's fundamental right to be safe, in order to reach other goals.\*

Practitioners concern themselves with the whole child, whatever their specialism. Although their own involvement with specific children may be short-term, children's practitioners work to develop the potential and capacities of children for the longer term.

Children's practitioners are committed to equality of opportunity for all children, and actively combat discrimination and its effects through their work. They respond positively and creatively to diversity among children and families, and colleagues.

Practitioners recognise that respect, patience, honesty, reliability, resilience and integrity are valued by children, families and colleagues. By demonstrating these qualities in their work they help to nurture them in others.

*\*The 5 Every Child matters Outcomes have been replaced here with 5 of the rights from the UN Convention on the Rights of the Child*

## **Work with children and young people, parents, carers and families**

Children's practitioners recognise and uphold children's rights. They involve children in decisions about their lives and take account of their views and preferences. They recognise that childhood and early adulthood are times of change, and that they need to respond to changes in children's views, capabilities and circumstances.

Practitioners recognise the fundamental role played by parents in children's well-being and development, and all this implies for working in partnership with parents in the interests of children.

Practitioners are committed to engaging children and families fully in identifying goals, assessing options, and making decisions. They support children's and families' involvement in issues that matter to them, including through involvement in the development and evaluation of children's services.

## **Inter-professional work with colleagues**

Children's practitioners value the contribution that a range of colleagues make to children's lives, and form effective relationships across the children's workforce. Their inter-professional practice is based on a willingness to bring their own expertise to bear on the pursuit of shared goals for children, and a respect for the expertise of others.

Practitioners recognise that children and families, and colleagues, value transparency and reliability, and strive to make sure that processes, roles, goals and resources are clear.

Practitioners involved in inter-professional work recognise the need to be clear about lines of communication, management and accountability as these may be more complex than in their specialist setting.

They uphold the standards, and values of their own professions in their inter-professional work. They understand that sharing responsibility for children's outcomes does not mean acting beyond their competence or responsibilities.

They are committed to taking action if safety or standards are compromised, whether that means alerting their own manager/employer or another appropriate authority.

Children's practitioners understand that the knowledge, understanding and skills for inter-professional work may differ from those in their own specialism and they are committed to professional learning in this area as well as in their own field, through training and engagement with research and other evidence.

They are committed to reflecting on and improving their inter-professional practice, and to applying their inter-professional learning to their specialist work with children.

Work with children can be emotionally demanding, and children's practitioners are sensitive to and supportive of each others' well being.

### **Entry Level New practitioners - On Entry a New Starter should**

- Demonstrates a knowledge of the principles and values essential for working with children, young people, their families /carers and their relevance in practice
- Recognises the professional boundaries around the work with children and young people
- Knows the service standards or codes of practice concerning principles and values relevant to own work and knows about important laws relating to children and young people, and where to get further information.
- Understands why it is important to follow policies and procedures and know where to find the policies and procedures relating to own work.
- Takes account of the experiences, preferences, wishes and needs of children and young people, and their families in any work undertaken.
- Listens to children's and young people's views about risk and safety, and takes these into account in own work.
- Understands the importance of confidentiality.
- Understands the limits of confidentiality.
- Knows how to apply policies and procedures about sharing information

### **Practitioners who promote the well-being of children, are aware of the needs of children and young people and work on meeting those needs at an early stage within Universal Services:**

- Demonstrates an understanding and application of the inter- professional values in practice.
- Takes into account important legislation and policy relating to children young people and their families and is aware of where to obtain further information
- Knows how own attitude, behaviour and actions have an effect on children, young people, their parents and carers
- Promotes the principles and values when working with children and young people
- Demonstrates that when it is necessary to go against a child, young person, parent or carer's expressed wishes, it is in the best interests of the child or young person
- Demonstrates respectful partnership work with children, young people and their carers, eliciting and respecting their needs and views, and promoting their participation in decision-making wherever possible
- Establishes appropriate professional boundaries when working with children, young people and their families
- Recognises and promotes children and young people's rights to express their views freely in all matters affecting them, the views of the child being given due weight in accordance with their age and developmental maturity
- Promotes and protects the privacy of children and young people and the family within and outside their families and networks, recognising the requirements of professional accountability and information sharing

### **Practitioners who Recognise and Assess levels of need when working with vulnerable children**

- Demonstrates the application of the inter- professional values in decision making and in practice and challenges instances of inter professional practice where it is not applied.
- Demonstrates practice that is within the appropriate legal and policy framework and uses robust sources for guidance and clarification
- Reflects on own values and how these influence and impact on own work with children, young people, their parents and carers



- Manages conflicting values and ethical dilemmas through team discussion, interagency understanding and supervision
- Demonstrates respectful partnership in work with children, young people and their carers, eliciting and respecting their needs and views, and promoting their participation in decision-making wherever possible.
- Establishes appropriate professional boundaries when working with children, young people and their families
- Recognises and promotes children and young people's rights to express their views freely in all matters affecting them, the views of the child being given due weight in accordance with their age and developmental maturity
- Promotes and protects the privacy of children and young people and the family within and outside their families and networks, recognising the requirements of professional accountability and information sharing

### **Practitioners who undertake interventions when working with children with significant or complex needs and their families**

- Demonstrates the ability to practice using the inter-professional values and within the legal and policy framework and be able to question and challenge practice that does not meet these standards
- Critically reflects on and manages the influence and impact of own and others values on professional practice
- Recognises and manages conflicting values and ethical dilemmas, in practice, using supervision and team discussion, questioning and challenging others, including those from other professions
- Negotiates and establishes boundaries that underpin partnership work with service users, carers and their networks, using transparency and honesty
- Ensures practice is underpinned by policy, procedures and code of conduct to promote individual's rights to determine their own workable solutions.
- Promotes and protects the privacy of children and young people and the family within and outside their families and networks, recognising the requirements of professional accountability and information sharing

### **Team managers/supervisors - Managing quality practice in early intervention and prevention**

- Models and promotes confident and reflective application of professional ethics to decision-making, using the inter-professional values and within the legal and policy framework and supports others to do so.
- Provides clarity on the delivery work that needs to be undertaken and the specific outcomes to be achieved in work on early intervention and prevention by own service area/team
- Models and promotes a culture which encourages reflection on the influence and impact of own values on professional practice.
- Demonstrates confident management and arbitration of ethical dilemmas, providing guidance and opportunities for professional development.
- Promotes and supports a partnership approach to working with children, young people and their families and carers and with other agencies, providing clarity and guidance
- Models the process of engaging and working collaboratively with a range of people across different settings and agencies to resolve safeguarding and other issues arising from work undertaken in early help

- Demonstrates ability to recognise and disseminate good practice and influences the development of practice, policies, procedures, guidelines and protocols, on the basis of evidence of good practice
- Promotes people's rights to autonomy and self-determination, supporting, challenging and guiding others as appropriate.
- Provides support and leadership when dealing with the sensitive exploration of issues of privacy and information-sharing in complex or risky situations, offering support and guidance in managing such dilemmas.
- Demonstrates accountability for case management and outcomes
- Models the importance of supervision and reflective practice and ensures team members receive regular and effective supervision
- Ensures that children, young people and families are effectively and appropriately engaged in the planning and effective delivery of support and intervention.

### **Strategic Managers - Leading change and delivering outcomes in early intervention and prevention**

- Provides leadership in the critical application of professional ethics to strategic decision-making, using the legal and policy framework.
- Develops and encourages reflection on the influence and impact of own or agency values on practice.
- Demonstrates confident leadership for the organisation in taking account of and arbitrating in complex ethical and legal situations.
- Demonstrates effective partnership working within and outside of the organisation to drive forward improvements together,
- Creates an environment that promotes meaningful participation of individuals, communities, families and carers. Ensures that the outcomes that service users and carers experience are the focus for review.
- Promotes a culture where individuals and communities can exercise their rights to autonomy and self determination; ensuring this is balanced against the responsibility not to harm others or be harmed themselves.
- Leads on ensuring that policies and strategies concerning information sharing and privacy are informed by current legal and professional requirements concerning safeguarding, information sharing, confidentiality and data protection.
- Ensures the organisation is aware of, and responds to changes in legislation, policy and guidance.

### **3. EQUALITY AND DIVERSITY**

#### **Entry Level. New practitioners - On Entry to the children's workforce**

- Shows evidence of including people and acting fairly.
- Supports and respects people's differences in own day-to-day work.
- Understands different types of prejudice and discrimination and how these can be challenged.
- Is receptive to the views of others.

#### **Practitioners who promote the well-being of children, are aware of the needs of children and young people and work on meeting those needs at an early stage within Universal Services:**

- Demonstrates respect, by actively listening, avoiding assumptions and by taking actions that support the equality, diversity, rights and responsibilities of children, young people, their parents and carers
- Understands barriers to communication, which could include poverty, cultural or faith requirements, disability, disadvantage or anxiety about accessing services
- Demonstrates knowledge of equal opportunities legislation, responsibilities under that legislation and know how these policies affect and inform practice
- Demonstrates knowledge of the organisation's equal opportunities policy and codes of practice and practitioner responsibilities
- Uses language and resources in the work setting which promote equal opportunities
- Takes part in regular staff development, appraisal and review sessions to maintain standards of good practice
- Reflects on their own learning, including prejudiced thoughts and behaviour
- Understands how an individual's identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences, questioning assumptions where necessary
- With reference to current legislative requirements, recognises personal and organisational discrimination and oppression and with guidance is able to challenge them

#### **Practitioners who Recognise and Assess levels of need when working with vulnerable children**

- Identifies and take account of the significance of culture, economic status, disability, age, sexuality , gender and race on the lives of children's young people and their families, and shows application of this understanding in own practice
- Recognise that oppression and discrimination can be demonstrated by individuals or by organisations and with support implement challenge to these practices
- Is aware of and understand the impact of the power invested in own role on relationships and interventions, and be able to adapt own practice accordingly
- Is aware of current legislative requirements, recognises personal discrimination and oppression and with guidance makes use of support and reflection to challenge them

#### **Practitioners who undertake interventions when working with children with significant or complex needs and their families**

- Identifies and takes account of the significance of culture, economic status, disability, age, sexuality , gender and race on the lives of children's young people and their families, and applies this to practice

- Recognises discriminatory practices and develops a range of approaches to appropriately challenge children, young people, their families, colleagues & senior staff
- Is aware of and understands the impact of the power invested in own role on relationships and interventions, and is able to adapt own practice accordingly

### **Team managers/supervisors - Managing quality practice in early intervention and prevention**

- Identifies and takes up issues when principles of diversity are contravened within and across organisations within the children's partnership
- Supports others through encouraging reflective practice to recognise and challenge discrimination
- Demonstrates and models the effective and positive use of power and authority. Provides challenge in situations where power is used inappropriately.
- Promotes positive approaches to diversity and identity within own practice area, providing guidance and challenge as required.
- Creates and sustains an environment where people feel supported to challenge on issues of discrimination and oppression.
- Provides or seeks out expert professional advice where necessary so that the law around equality and diversity is complied with. Contributes to the development of relevant organisational and professional practices and procedures.

### **Strategic Managers - Leading change and delivering outcomes in early intervention and prevention**

- Leads and is accountable for strategic approaches to diversity and identity, creating and embedding equality and diversity within and across the organisations that make up the children's partnership.
- Creates and sustains an organisational environment where people feel supported to challenge on issues of discrimination and oppression.
- Leads on ensuring that policies, practice and strategies concerning discrimination and oppression reflect the law and current best practice.
- Leads and models at a strategic level appropriate and effective use of power and authority. Provides challenge in situations where power is used inappropriately.

## **4. LEGAL, POLICY AND SAFEGUARDING FRAMEWORK**

### **Entry Level New practitioners - On Entry to the children's workforce**

- Knows own role and the aims of own work.
- Knows the overall aims and objectives of own work setting.
- Knows the purpose of organisations you come into contact with during your work.
- Knows who else is working with the children, young people and families you work with.
- Knows who you are accountable to, and who is accountable to you (if appropriate), in your working environment.
- Demonstrates understanding of the principles of working as a member of a team and an organisation
- Understands the importance of seeing a child or young person you work with as part of a wider family, caring or social network
- Understands the contribution family, caring and social networks make to the development of children and young people.

### **Practitioners who promote the well-being of children, are aware of the needs of children and young people and work on meeting those needs at an early stage within Universal Services:**

- Understands the contribution family, caring and social networks make to the development of children and young people
- Recognises that work with children, young people and their families operates within, and responds to, changing economic, social, political and organisational contexts
- Makes effective links with other practitioners if further support is necessary
- Operates cross-agency referral processes where appropriate
- Understands legal obligations, policy and procedure within your organisation and across the children's partnership and how these impact on practice
- Understands and respects the role of others across the children's partnership and work effectively with them
- Works effectively as a member of a team, demonstrating the ability to develop and maintain appropriate professional and inter-professional relationships
- Understands own role and responsibilities towards the children, young people and families in own work, lines of accountability and professional boundaries
- Takes responsibility for own role and impact within inter-agency teams and is able to contribute positively to effective team working and improving outcomes

### **Practitioners who Recognise and Assess levels of need when working with vulnerable children**

- Proactively engages with colleagues, and a range of organisations to identify, assess, plan and work with others to ensure the support that will meet the needs of children and young people and their families is put into place
- Understands the legal obligations, policies and procedures within own organisation and across the children's partnership and how these impact on practice

- Is able to work within an organisation and within the remit of the children's partnership to improve outcomes for children and young people and their families and contributes to the evaluation and development of this work
- Understands and respects the role of others within the organisation and across the children's partnership and works effectively with them to improve specific outcomes
- Works effectively as a member of a team both as a member of own organisation and across organisations (as appropriate to own role), managing challenge and conflict with support

### **Practitioners who undertake interventions when working with children with significant or complex needs and their families`**

- Is aware of the context at local and national level for improving outcomes for children, young people and their families, and takes account of these in practice
- Demonstrates the ability to work within own organisation, and develop the relationships with practitioners from the other organisations that will collectively meet the needs of the children and young people and their families, with whom you work
- Works to the relevant legal guidelines and structures across the Local Safeguarding Children Board partners and children's partnership; knows when and how to access support and consultation
- Keeps abreast of changing roles in the at national level and within the children's partnership; recognises, values and engages with other practitioner perspectives
- Is confident about own role in the team, working positively with others; drawing on and contributing to team working and collaborative support wherever possible
- Takes an active role in inter-agency work, building own network and working collaboratively
- Understands and work to the relevant legal structures surrounding work with children and young people and their families, including the law around safeguarding practice, information sharing and the rights of children and knows when and how to access support and appropriate advice and consultation

### **Team managers/supervisors - Managing quality practice in early intervention and prevention**

- Is aware of changes in national and local children's partnership contexts and their impact on practice. Positively influences developments that affect inter-agency practice and communicates this to relevant others.
- Provides leadership and facilitates appropriate collaboration within a multi-agency context
- Maintains a knowledge of the legal framework surrounding work with children, young people and their families, advises others and accesses specialist advice where necessary
- Ensures that the accepted multi agency principles and values inform practice
- Contributes to and actively influences the organisational change and development needed to improve multi agency outcomes, including the identification of gaps in service.
- Uses feedback from staff and children and young people from own areas of responsibility to facilitate appropriate development and changes and improvements in practice
- Addresses performance management issues that arise within multi agency practice, supporting people to positively resolve difficulties where possible, taking action with HR and other appropriate bodies where necessary
- Promotes positive working relationships in and across multi agency teams, using strategies for collaboration and contribute to a supportive environment and a collaborative working approach, actively resolving dilemmas, where necessary.

## **Strategic Managers - Leading change and delivering outcomes in early intervention and prevention**

- Anticipates and provides strategic leadership for those organisations within the Children's and Adult partnerships, engaging locally, regionally and nationally, to positively influence developments that affect the delivery of improved outcomes through multi agency practice.
- Initiates and facilitates effective multi-agency partnership working, to drive improvements in performance and outcomes for children, young people and their families, carers and communities
- Maintains a knowledge of the legal framework surrounding work with children, young people and their families, advise others and access specialist advice where necessary. Ensures practitioners and managers have access to legal advice and information where needed
- Provides leadership to initiate, facilitate and enable organisational development at a local, regional and national level
- Leads the positive use of mechanisms for feedback from staff, partners and children young people and their families about effective multi agency work, to inform future organisational development and commissioning
- Develops and maintains a strategic plan to oversee performance management of improved outcomes for children, young people and their families, supporting positive resolutions and taking action where necessary.
- Promotes collaborative working across agencies at a local, regional and national level, resolving intractable dilemmas where necessary.

## 5. Knowledge, Intervention and Skills for improving outcomes

The skills and knowledge section of this professional capabilities framework is designed to ensure that all practitioners and managers who come into contact with child young people and their families understand their role and responsibilities to work with, prevent and identify specific issues presented by children and young people, at the earliest possible stage. They also need to know the roles and responsibilities of each other to work with the appropriate people in both children's and adult's services to ensure that they provide comprehensive support and intervention.

Practitioners who work within the children's workforce engage with individuals, families, groups and communities across the full spectrum on needs presented by children and young people right up to and including the point at which they are referred to social care for section 17 and Section 47 referrals, both handing over and receiving 'the baton', as appropriate. It is not just a one way system, some children who receive services from social workers may also have needs in education and health that involve interventions at a number of different levels. Individually practitioners will have their separate parts to play within this co-ordinated effort to offer a seamless service. Working alongside children's young people and their families some of them work to identify needs at the earliest possible stage and put in place the appropriate preventative measures. Some practitioners will assess need and put in place an appropriate plan and ensure the right interventions are in place to meet the needs of the children and family. Other practitioners will be skilled in specific interventions and will be brought in to intervene at the right place at the right time. They all aspire to enable effective relationships and be effective communicators and of necessity work across organisational boundaries to co-ordinate a multi agency response to improving outcomes. They reflect on and evaluate their own practice and the outcomes for those they work with.

In meeting the needs of the children, young people and families, practitioners come across a wide range of issues and need the appropriate skills and knowledge to work with and improve outcomes. They need to know their own role and the role and responsibilities of others in order to work effectively with each other

The issues\* identified as the most pressing to improve outcomes for children and young people are:

- 01) Safeguarding
- 02) Neglect
- 03) Aiming High for Disabled Children
- 04) Emotional Health
- 05) Domestic Abuse (the impact on children)
- 06) Teenage pregnancy /Sexual health
- 07) Bullying
- 08) Ensuring Children and Young People have a Healthy Weight

*\*N.B. There are probably additional issues that some children's partnerships would like to tackle and the framework can be expanded to encompass these.*

We want to ensure that we have prepared practitioners and managers who work right across the spectrum of need presented by children and young people, to recognise these issues, according to their job role and that they know what action to take and are well equipped in terms of knowledge skills to ensure that the issues are addressed as the earliest opportunity.

Not all practitioners will need skills and knowledge in all these areas. managers should determine the extent of the service provision in any one skill area. They should then identify the practitioner's level of



responsibility and ensure that the practitioners have the right level of skill and knowledge to fulfil that role and that they understand their responsibility to undertake this work.

## 5.1 SAFEGUARDING

*All staff working in teams or services that have contact with children and young people should be proficient in the capabilities described for new starters and meeting any additional needs of children at an early stage, as a basic minimum*

### **Entry Level. New practitioners - On Entry to the children's workforce**

- Knows about laws and national guidance relating to protecting (safeguarding) children.
- Describes own workplace's policies and procedures on helping children and young people who have been abused.
- Understands what children and young people want and need to feel safe.
- Has an awareness of what contributes towards a safe environment for the children and young people you work with.
- Understands the different ways in which children and young people can be harmed by adults, other children and young people, or through the internet.
- Understands what is meant by the following -Physical abuse, Sexual abuse, Emotional abuse, Domestic abuse, Neglect, Faltering growth, Institutional abuse, Bullying, Self-harm
- Is able to describe signs and indicators of possible abuse and neglect.
- Is able to describe the procedure you need to follow if you suspect any child is being abused, neglected or bullied.
- Understands that parental problems (for example, domestic abuse or drug and alcohol abuse) can increase the risk of harm to a child.
- Describes what emergency action needs to be taken to protect a child, including outside normal office hours

### **Practitioners who promote the well-being of children, are aware of any additional needs of children and young people and work on meeting those needs at an early stage within Universal Services:**

- Demonstrates knowledge and understanding of child abuse and neglect and how to respond to concerns
- Demonstrates skill and ability in recognising and acting upon indications of child abuse and neglect, with the skill and ability to evaluate risk in a 'risk sensible' rather than 'risk averse' framework

### **Practitioners who Recognise and Assess levels of need when working with vulnerable children**

The capabilities described for new starters and for those responding to additional needs are assumed and in addition practitioners should:

- Demonstrate skill and ability to assess family functioning, take a comprehensive family history and use this information when making decisions about a child's safety and welfare
- Demonstrate knowledge of theoretical frameworks (eg CAF/TAF) and skill in establishing and managing their effective application for the provision of support including therapeutic help
- Demonstrates skill and ability to use computer technology and agency structures to prepare case records and reports and knowledge of when and how to share information with other agencies and professionals

## **Practitioners who undertake interventions when working with children with significant or complex needs and their families**

- Demonstrates knowledge and understanding of child development and attachment and how to use this knowledge to assess a child's current developmental stage and state
- Has an understanding of the impact of parental difficulties and problems such as domestic abuse, mental ill health and substance misuse on the child's health and development at different stages during their childhood
- Demonstrates knowledge and understanding of the impact of child abuse and neglect on children in both the long and the short term and into adulthood
- Demonstrates knowledge and awareness of the laws and policy areas relevant to the professional role to safeguarding children and young people, including the online world
- Demonstrates skill and ability to maintain accurate up-to-date records and prepare assessment reports and reports for professional meetings including conferences and court proceedings.
- Demonstrates skill and ability to use computer technology and agency structures to prepare case records and reports.
- Demonstrates skill and ability to critically analyse evidence about a child and family's circumstances to make well evidenced decisions and recommendations
- Demonstrates skill and ability to critically analyse evidence in considering whether a child can remain living in their family or family network either on a temporary or permanent arrangement.
- Demonstrates skill and ability in achieving a professional objectivity about what is happening in a child's life and within their family, and the ability to evaluate change over time.
- Demonstrates skill and ability in recognising and acting upon indicators of child abuse and neglect, with the skill and ability to evaluation risk in a 'risk sensible' rather than a 'risk adverse' framework.
- Demonstrates skill and ability to establish purposeful professional relationships with children, parents and carers and families through effective communication and engagement and by skill in listening and building empathy.
- Demonstrates skill, confidence and ability in establishing an authoritative but compassionate style of working.
- Demonstrates skill and ability to assess family functioning, take a comprehensive family history and use this information when making decisions about a child's safety and welfare.
- Demonstrates knowledge of theoretical frameworks and skill in establishing and managing their effective application for the provision of support including therapeutic help.
- Demonstrates knowledge about, skill and ability to use and keep up-to-date with, relevant research findings on effective approaches to working with children and families and, in particular, where there are concerns about abuse or neglect.
- Shows understanding of the respective roles and responsibilities of other professionals and the unique role of the child and family social workers and ability to contribute to and work as a part of a multi-agency and multi-disciplinary team.
- Demonstrates skill and ability in presenting and explaining one's reasoning to diverse audiences, which may include children, parents and carers, other professionals including within the court process.
- Demonstrates skill and ability to use professional supervision and continuous professional development opportunities to critically reflect and analyse evidence, theory, research and professional practice, and awareness of the emotional impact of the work that can affect the individual's ability to practice as a competent, objective profession

### **Professional Interventions (Social Workers)**

All the capabilities in described in the staff groups above and to include:

- Demonstrates skill and ability in recognising, assessing risk and investigating concerns about or allegations of child abuse or neglect

### **Team managers/supervisors - Managing quality practice in early intervention and prevention**

All the capabilities in described in the staff groups above and to include

- Provides effective support and supervision around safeguarding issues
- Shows evidence of engaging and working collaboratively with a range of people across different settings and agencies to resolve safeguarding issues
- Demonstrates ability to involve others in the case for developing safeguarding practice
- Influences the development of safeguarding policies, procedures, guidelines and protocols on the basis of evidence of good practice

### **Strategic Managers - Leading change and delivering outcomes in early intervention and prevention**

- Drives forward the safeguarding, early intervention and prevention agendas across the children's partnership and Local Safeguarding Children Board
- Ensures that practice and performance are based on the highest standards
- Establishes an environment of respect

## **5.2. NEGLECT**

All staff will engage effectively with children and young people and their families to enable identification of the impact of neglect on children and young people. By providing information, brief advice, signposting, knowing and interpreting thresholds, staff will enable children and young people and their families to make informed choices.

### **Entry Level New practitioners - On Entry to the children's workforce**

- Knows about laws and national guidance relating to protecting (safeguarding) children.
- Describes own workplace's policies and procedures on helping children and young people who have been abused.
- Understands what children and young people want and need to feel safe.
- Has an awareness of what contributes towards a safe environment for the children and young people you work with.
- Understands the different ways in which children and young people can be harmed by adults, other children and young people, or through the internet.
- Describes signs and indicators of possible abuse and neglect.
- Describes the procedure to follow if you suspect any child is being abused, neglected or bullied.
- Understands that parental problems (for example, domestic abuse or drug and alcohol abuse) can increase the risk of harm to a child.
- Describes what emergency action needs to be taken to protect a child, including outside normal office hours

### **Practitioners who promote the well-being of children, are aware of the needs of children and young people and work on meeting those needs at an early stage within Universal Services:**

#### **Assessment and Service Provision:**

- Understands and recognise what neglect is
- Understands the local picture around neglect
- Recognises signs and symptoms of children who are or who may be neglected
- Is able to identify concerns about parenting that may contribute to neglect
- Is able to identify family and environmental factors which may contribute to neglect
- Understands the importance of maintaining a focus on the impact on the child
- Has the voice and needs of the child at the centre of practice
- Is familiar with any local neglect assessment tool
- Is familiar with the Common Assessment Framework (CAF) process
- Knows where, who and how to discuss and or express concerns of neglect
- Has an understanding of the range of services available for children, young people and families
- Demonstrates ability to recognise and collect evidence based information
- Understands the importance of recording the recognition of neglect effectively and the action taken or not taken

#### **Overcoming Practice and Organisational Barriers**

- Understands personal values in relation to neglect
- Understands barriers to recognition and response to neglect

## **Practitioners who Recognise and Assess levels of need when working with vulnerable children**

Using tools and advice practitioners will assess and make professionally principled decisions with the knowledge of the child, young person and/or family and make recommendations for future support needs where necessary. They will also offer brief interventions within their general service specification.

### **Assessment and service provision**

- Understands why neglect is harmful to children
- Has an awareness of the research base underpinning the approach to neglect
- Has the voice and needs of the child at the centre of practice
- Is able to engage effectively with families.
- Demonstrates the ability to evidence parent's capacity to respond to the child's needs
- Demonstrates the ability to evidence family and environmental factors that may affect the child and parenting capacity of the family
- Is competent in identification of the key features of an effective assessment to evidence child neglect, using the any local assessment tools
- Works collaboratively with other services, organisations and family to recognise, assess and meet the needs of neglected children
- Has a good understanding of professional judgement and decision making in assessment and intervention
- Is able to assess the nature and extent of a child's developmental needs using evidence based methods and make a professional judgement on whether or not the child's needs are being met and decide appropriate course(s) of action
- Support and challenges decisions made by children, young people and their families
- Demonstrates effective recording of decision making and actions undertaken and reviewed

### **Overcoming Practice and Organisational Barriers**

- Is aware of the range of services across the children's partnership available to families (e.g. Family Information Service)
- Is able to work confidently within the Common Assessment Framework (CAF/TAF) process
- Is able to take action to overcome factors that impede assessment, analysis and planning e.g. timescales, resistant families, own values, staff shortages, power differences
- Understands the importance of looking beyond single incidents (cumulative harm)

## **Practitioners who undertake interventions when working with children with significant or complex needs and their families**

Development of practitioner capacity to work with neglect through the facilitation or provision of effective interventions. To provide identified support, based on evidence based practice with professional guidance and management support. To work with others on a multi agency basis, to support and work with a family through appropriate interventions.

### **Assessment and service provision:**

- Is able to identify the impact of neglect on children of different age groups
- Is able to identify a range of intervention strategies for use with families who exhibit neglect of children and has a good understanding of the evidence base for the interventions that they use
- Demonstrates effective professional analysis and judgement in assessment and intervention, choosing most suitable intervention for a particular family
- Hears and acts on the voice of the child
- Can plan appropriately a course of action, with achievable and measurable objectives, that will meet a child's developmental needs and support the strengths of the child and the family

- Is able to work with complex family issues to assess factors affecting parenting capacity and makes appropriate decisions about the levels of intervention required and by whom (Team Around the Family)
- Is able to work with family to assess family and environmental factors and makes appropriate decisions about the levels of intervention required and by whom
- Can recognise disguised compliance
- Demonstrates ability to review outcomes and measure whether interventions are successful
- Demonstrates ability to build a relationship that enables them to support and challenge the family where the needs of the child are not being met
- Able to use reflective practice effectively to consider and improve practice

#### **Overcoming Practice and Organisational Barriers**

- Understands what hinders and facilitates integrated working
- Works effectively with others to support any on-going multi agency plan already in place
- Has a good understanding of thresholds and identifies and recognises trigger points for action
- Is able to maintain the momentum of change to ensure that the child's needs are being met
- Understands own motivation and other issues relating to practice e.g. risk of collusion, establishing a fixed idea, avoidance of challenge
- Uses supervision effectively for reflective practice and guidance and support

#### **Professional Interventions**

Ensures that professional interventions are undertaken, based on recognised national practice standards, through the formal procedure at Section 17 or Section 47. Ensures the provision of professional guidance and support to those working at identifying need, assessing need and making interventions.

This work will be carried out by professionally qualified social workers. The competences for this level will be covered by the Professional Capabilities Framework for social workers and will include competencies in working with families who are exhibiting complex issues resulting in the neglect of their children.

#### **Team managers/supervisors - Managing quality practice in early intervention and prevention**

- Is able to identify clearly the delivery work that needs to be undertaken on neglect by own service area/team
- Demonstrates a belief in the importance of effective work on neglect
- Is able to set realistic and measurable objectives for the team on addressing the impact of neglect
- Shows evidence of engaging and working collaboratively with a range of people across different settings and agencies to resolve safeguarding issues arising from neglect or suspected neglect
- Demonstrates ability to recognise and disseminate good practice in dealing with neglect
- Leads on the evaluation of interventions by the team
- Influences the development of practice, policies, procedures, guidelines and protocols on neglect, on the basis of evidence of good practice
- Demonstrates effective performance management of neglect cases within the team and demonstrates accountability for case management and outcomes
- Encourages practitioner ability in dealing with neglect
- Understands the role of supervision and the importance of reflective practice
- Provides effective support to practitioners including identification of training and development needs
- Ensures that children, young people and families are effectively and appropriately engaged in the planning and effective delivery of support and intervention.
- Works with other agencies across the children's partnership, to drive forward improvements.
- Communicates effectively the messages that inform the delivery of service provision around neglect.

## **Strategic Managers - Leading change and delivering outcomes in early intervention and prevention**

- Has an awareness of the Neglect Strategy and their responsibilities within it and ensure clarity on the governance of the strategy
- Is able to evaluate data and use the information to plan services that influences service commissioning, delivery and provision
- Is able to monitor effectively the indicators, the service provision and the systems
- Demonstrates the ability to remove obstacles to progress
- Understands the role of supervision and the importance of reflective practice and reflective discussion in improving outcomes
- Demonstrates the ability to involve staff and other stakeholders in the process and plans for the improvement of outcomes in neglect
- Ensures that children, young people and families are effectively and appropriately engaged in the planning and effective delivery of support and intervention.
- Shows evidence of working collaboratively with a range of people across different settings and agencies to drive forward improvements.
- Communicates effectively the messages that inform the delivery of service provision around neglect.



### **5.3. WORKING WITH AND AIMING HIGH FOR DISABLED CHILDREN**

#### **Entry Level New practitioners - On Entry to the children's workforce**

- Knows what the 'social model of disability' means in relation to your work.
- Understands the needs of children and young people who are disabled or have learning difficulties.
- Understands the need to adapt activities and experiences so individual children and young people can take part.
- Understands how you might support children and young people with special educational needs, and their families, in relation to own work.

#### **Practitioners who promote the well-being of children, are aware of the needs of children and young people and work on meeting those needs at an early stage within Universal Services:**

- Is aware of the implications of disability
- Demonstrates the skill and ability to assess the needs of the child or young person
- Demonstrates a person centred approach/responsive to individual
- Understands the social model of disability
- Demonstrates a holistic approach
- Effectively shares information
- Demonstrates an understanding of confidentiality
- Demonstrates an understanding of diversity
- Communicates with children, young people and their families effectively and treats them with dignity and respect
- Demonstrates a good understanding of local services and support

#### **Practitioners who Recognise and Assess levels of need when working with vulnerable children**

- Understands the affects of a specific condition on child/young person's life
- Has an understanding of the social perception of a specific condition
- Understands the potential for discrimination as a result of a specific condition
- Appropriately responds to individuals with any particular condition
- Demonstrates the skill and ability to assess the family situation
- Demonstrates knowledge of how own service can offer a fully supportive and integrated service to young person/family
- Understands and applies the social model of disability
- Shows empathy and be a supportive enabler
- Reflects on own attitudes and values
- Is flexible and has a level of skill to ensure the development of inclusive activities
- Is able to reduce and manage risk appropriately
- Ensures the child is central to the work undertaken
- Shows an understanding of and ability to apply, personalisation within practice
- Demonstrates the ability to show empathy yet be encouraging and supportive to a young person
- Makes appropriate referrals
- Has an holistic approach
- Is able to use CAF/TAF process effectively
- Ensures records and reports are kept up to date and in accordance with legal requirements

- Shows the ability to obtain, evaluate and analyse complex evidence to inform decision making
- Demonstrates effective joint working practices
- Actively promotes partnerships with parents, carers and colleagues with specific expertise
- Listens and responds to concerns of parents/carers
- Ensures parents/carers are fully involved in the decisions that affect their child
- Demonstrates the ability to support parents and to listen to concerns that they (the practitioner) do not share
- Provides appropriate support to parents/carers and sign post accordingly
- Is able to carry out assessments with parents/carers even in difficult circumstances
- Has a good understanding of and ability to identify risky situations and take appropriate action where necessary

## **Practitioners who undertake interventions when working with children with significant or complex needs and their families**

### **Carry out Personal Care**

- Provides support and assistance in a range of personal care needs
- Ensures respect and dignity whilst undertaking personal care
- Provides appropriate support and advice in respect of toileting needs
- Has an understanding of specific needs and location of appropriate sources of specialist support/information

### **Administering Medication**

- Understands and applies policy and procedure in respect of administering medications
- Understands legal implications of administering medication
- Understands the importance of consulting and communication with family members in respect of administering medication
- Demonstrates knowledge and application of reporting requirements prior to and following administration of medication

### **Moving and Handling**

- Has thorough understanding and application of policy and procedure on moving and handling
- Knows the appropriate methods for lifting and handling children and young people with specific conditions

### **Advocacy**

- Has an understanding of the barriers faced by disabled children/young people in accessing their rights
- Shows ability to actively consult and include young people to be involved in making their own decisions
- Able to demonstrate and utilise a range of strategies to encourage young people to self advocate

## **Communicate, interact and work with children and young people with disabilities regularly**

- Demonstrates ability to produce reports
- Is able to provide emotional support and advice to parents
- Has an understanding of the principles and application of Local Safeguarding Children Board safeguarding procedures
- Is able to work holistically
- Effectively shares information

## **Team managers/supervisors - Managing quality practice in early intervention and prevention**

- Drives forward the inclusion agenda within their teams
- Recognises the issues involved in the inclusion of children young people and their families in their service
- Has a good understanding of the services available to support children and young people who are disabled
- Understands the training available for frontline staff
- Understands the respective roles and responsibilities of other professionals and ability to contribute to and work as a part of a multi-agency and multi-disciplinary team to support children, young people with disabilities and their families
- Is able to set realistic and measurable objectives for the team working with disabled children and their families
- Shows evidence of engaging and working collaboratively with a range of people across different settings and agencies to resolve safeguarding issues , including cyber-bullying on children and young people who are disabled or who have special educational needs
- Demonstrates ability to recognise and disseminate good practice in dealing with children, young people with disabilities and additional needs and their families
- Leads on the evaluation of interventions by the team
- Influences the development of relevant practice, policies, procedures, guidelines and protocols on the basis of evidence of good practice in working with children and young people with disabilities and their families
- Demonstrates effective performance management of work with children, young people with disabilities and additional needs and their families, within the team and demonstrates accountability for case management and outcomes
- Ensures that systems are in place for children and young people with disabilities and additional learning needs and their families are effectively and appropriately engaged in the planning and effective delivery of support and intervention.

## **Strategic Managers - Leading change and delivering outcomes in early intervention and prevention**

- Is aware of their role in driving the improvement of the lives of children with disabilities and additional needs within the children's partnership and ensures clarity on the governance of the strategy
- Models behaviours to ensure that practice is based on good quality relationships so that the voices of staff, stakeholders, children and young people with disabilities and their families are heard
- Is able to evaluate data and use the information to plan services for children and young people with disabilities and additional needs, that influences service commissioning, delivery and provision
- Is able to monitor effectively the indicators, the service provision and the systems to continually strive to improve outcomes
- Shows evidence of working collaboratively with a range of people across different settings and agencies to drive forward improvements.

## **5.4. IMPROVING THE EMOTIONAL HEALTH OF CHILDREN AND YOUNG PEOPLE**

### **Entry Level New practitioners - On Entry to the children's workforce**

- Shows understanding of what the term emotional health entails
- With guidance recognises basic signs and symptoms of emotional health problems/disorders
- Has an understanding of the tier structure within Children and Adolescent Mental Health Service
- Has an understanding of the work of Children and Adolescent Mental Health Service and defines roles and responsibilities

### **Practitioners who promote the well-being of children, are aware of the needs of children and young people and work on meeting those needs at an early stage within Universal Services:**

- Recognises the importance of emotional health and own role in promoting this.
- Understands the Children and Adolescent Mental Health Service tiers of intervention, referral routes and how to access support
- Knows how to communicate with children and young people including children with disabilities
- Knows and recognises the impact of bullying
- Understands child and adolescent development
- Understands the impact of parental mental health on children and young people
- Understands the importance of building positive emotional health, self-esteem and demonstrates the ability to incorporate this into own work
- Is able to respond helpfully to a child or young person who is troubled, by listening appropriately
- Promotes the positive mental wellbeing of children that you work with by acknowledging and rewarding good behaviour

### **Practitioners who Recognise and Assess levels of need when working with vulnerable children**

- Engages effectively with children and young people to effect positive change
- Demonstrates the use of a range of direct intervention skills, including effective problem solving conversations,
- Recognises anxiety and low mood / depression
- Understands attachment and child / adolescent development
- Understands impact of parental mental health on children
- Recognises signs of mental health, e.g. self-harm, eating disorder, psychosis
- Understands sleep disturbance, and impact on child, young people family functioning
- Demonstrates “cultural competence” – the ability to work respectfully and sensitively with people of different backgrounds
- is able to assess for signs of emotional ill health and know when to refer to specialist services
- Demonstrates the ability to reflect individually and with a colleague or supervisor on the work undertaken with children and young people

### **Practitioners who undertake interventions when working with children with significant or complex needs and their families**

- Recognises signs of emotional ill health e.g. self-harm, Eating Disorder, Psychosis.
- Possesses the ability to engage reluctant and resistant Service Users

- Understands and implements a range of direct work methods, e.g. Solution Focussed, Motivational Interviewing, Brief Solution Therapy, Crisis Intervention
- Possesses a thorough understanding of assessment and professional judgement
- Understands and implements reflective practice
- Has knowledge and understanding of sexualised behaviour, including children with disabilities
- Demonstrates the ability to support children through trauma and loss
- Demonstrates effective use of assessments and professional judgement

## **Professional Interventions**

*This level will be aimed at professionals trained specifically to deliver therapeutic interventions. They will deal with complex cases that will benefit from multi-disciplinary investigation and treatment.*

Competences will be determined by the professional bodies that govern the specialist field.

## **Team managers/supervisors - Managing quality practice in early intervention and prevention**

- Recognises importance of emotional health and provides clarity on their role and the role of their team, in promoting this.
- Has a good understanding of CAMHS Tiers of intervention, referral routes and how to access support including financial support where necessary.
- Demonstrates ability to recognise and disseminate good practice in dealing with emotional health including child and adolescent development, bullying and the skills needed to build positive emotional health, self-esteem and identity
- Understands the impact of mental health on families
- Identifies and actions the appropriate training for frontline staff
- Is able to set realistic and measurable objectives for the team to address the impact of emotional health issues on children and young people
- Shows evidence of engaging and working collaboratively with a range of people across different settings and agencies to resolve safeguarding issues arising from emotional health of children, young people and their parents or carers
- Leads on the evaluation of interventions by the team
- Influences the development of practice, policies, procedures, guidelines and protocols on promoting well being and working with emotional health issues , on the basis of evidence of good practice
- Demonstrates effective performance management of emotional health cases within the team and demonstrates accountability for case management and outcomes
- Ensures that children, young people and families who are affected by emotional health issues are effectively and appropriately engaged in the planning and effective delivery of support and intervention.
- Works with other agencies across the children's partnership, to drive forward improvements.
- Communicates effectively the messages that inform the delivery of service provision around emotional health.

## **Strategic Managers - Leading change and delivering outcomes in early intervention and prevention**

- Demonstrates awareness of their role to drive forward the positive emotional health of children and young people across the children's partnership and ensures clarity on the governance of the strategy
- Evaluates data and uses the information to plan services that influences service commissioning, delivery and provision to address the impact of emotional health issues on children, young people and their families

- Monitors effectively the indicators, the service provision and the systems to deliver improved outcomes in the well being of children and young people
- Demonstrates the ability to involve staff and other stakeholders in the process and plans for the improvement of outcomes in the well being of children and young people
- Ensures that children, young people and families are effectively and appropriately engaged in the planning of effective service delivery.
- Shows evidence of working collaboratively with a range of people across different settings and agencies to drive forward improvements and demonstrates the ability to remove obstacles to progress in the multi agency approach to improving outcomes
- Communicates effectively the messages that inform the delivery of service provision around emotional health.

## **5.5. DOMESTIC ABUSE DEALING WITH THE IMPACT OF DOMESTIC ABUSE ON CHILDREN AND YOUNG PEOPLE**

### **Entry Level New practitioners - On Entry to the children's workforce**

- Has a basic awareness of the issues surrounding domestic abuse

### **Practitioners who promote the well-being of children, are aware of the needs of children and young people and work on meeting those needs at an early stage within Universal Services:**

- Is aware of the implications of domestic abuse
- Demonstrates skills that indicate being able to listen to a child's concerns
- Is able to recognise and respond appropriately to domestic abuse and know the policies and procedures
- Demonstrates skill and ability to evaluate risk in a 'risk sensible' rather than 'risk averse' framework
- Demonstrates a holistic approach to the whole family situation and its implications on the child
- Shares information effectively
- Uses confidentiality appropriately
- Is able to work sensitively and respectfully with people from different cultural backgrounds
- Shows respect and courtesy and know how to talk to people appropriately
- Demonstrates the ability to take appropriate and timely action
- Understands the importance of follow up on referrals made, to see if it has happened
- Is aware of what you shouldn't do, in dealing with a domestic abuse situation
- Demonstrates an awareness of child protection procedures
- Records information appropriately
- Knows about safety planning

### **Practitioners who Recognise and Assess levels of need when working with vulnerable children**

- Understands own views and society's views of domestic abuse and understand the implications of the Child Act 1989
- Demonstrates willingness to respond to the individual needs of children and put the their needs first
- Shows skill and ability to assess family functioning, take a comprehensive family history and use this information when making decisions about a child's safety and welfare
- Recognises signs of mental ill health in children and young people
- Demonstrates skill and ability to make judgements about the evidence of a child and family's circumstances to inform decisions and recommendations
- Has good knowledge about the impact of domestic abuse on children and young people and the needs of children in this situation
- Is able to demonstrate a range of direct intervention skills, including effective problem solving conversations
- Treats each child's concern with respect and be honest about your responsibilities
- Shows evidence of holistic practice
- Works effectively with other agencies
- Knows how to respond effectively if parents react against decisions taken
- Works in partnership with the child

- Demonstrates the skill and ability to use professional supervision to reflect on professional practice

### **Practitioners who undertake interventions when working with children with significant or complex needs and their families**

- Understands the possible effects that living with domestic abuse can have on children and young people
- Recognises signs of mental ill health e.g. self-harm, Eating Disorder
- Possesses the ability to engage reluctant children and young people
- Understands the use of and implement a range of direct techniques with children and young people that deal specifically with the issues arising from domestic abuse
- Possesses a thorough understanding of assessment and professional judgement
- Understands and implement reflective practice
- Has knowledge and understanding of sexualised behaviour, including children with disabilities
- Demonstrates the ability to support children through trauma and loss
- Demonstrates effective use of assessments and professional judgement
- Demonstrates good working relationships with colleagues from CAMHS and social care to ensure children receive the support they need
- Demonstrates flexible service delivery that meets the individual needs of the child
- Demonstrates through actions, that the child is the centre of practice

### **Team managers/supervisors - Managing quality practice in early intervention and prevention**

- Shows ability to identify clearly the delivery work that needs to be undertaken on domestic abuse by own service area/team
- Recognises the issues involved in cases of domestic abuse
- Sets realistic and measurable objectives for the team on addressing the impact of neglect
- Shows evidence of engaging and working collaboratively with a range of people across different settings and agencies to resolve safeguarding issues arising from domestic abuse
- Has a good understanding of the services available to support families who experience domestic abuse, referral routes and how to access support including financial support where necessary.
- Understands the impact of domestic abuse on children and young people
- Understands the skills needed to build positive emotional health, self-esteem and identity and recognise the signs of emotional ill-health
- Understands the training available for frontline staff
- Provides advice and guidance and support to their staff
- Demonstrates skill and ability to critically analyse evidence in considering whether a child is at risk of harm
- Knows the referral processes
- Demonstrates understanding of the respective roles and responsibilities of other professionals and ability to contribute to and work as a part of a multi-agency and multi-disciplinary team.
- Demonstrates skill and ability to assess family functioning including the comprehensive family history and uses this information to make decisions about a child's safety and welfare
- Demonstrates ability to recognise and disseminate good practice in dealing with domestic abuse
- Leads on the evaluation of interventions by the team
- Influences the development of practice, policies, procedures, guidelines and protocols on domestic abuse, on the basis of evidence of good practice
- Demonstrates effective performance management of domestic abuse cases within the team and demonstrates accountability for case management and outcomes



- Ensures that children, young people and families are effectively and appropriately engaged in the planning and effective delivery of support and intervention for domestic abuse.
- Works with other agencies across the children's partnership, to drive forward improvements.

### **Strategic Managers - Leading change and delivering outcomes in early intervention and prevention**

- Demonstrates awareness of their role to drive forward the services that can reduce the impact of domestic abuse on children and young people
- Has an awareness of the Domestic Abuse Strategy and their responsibilities within it and ensure clarity on the governance of the strategy
- Is able to evaluate data and use the information to plan services that influences service commissioning, delivery and provision
- Is able to monitor effectively the indicators, the service provision and the systems
- Demonstrates the ability to remove obstacles to progress
- Demonstrates the ability to involve staff and other stakeholders in the process and plans for the improvement of outcomes in domestic abuse
- Ensures that children, young people and families are effectively and appropriately engaged in the planning and effective delivery of support and intervention.
- Shows evidence of working collaboratively with a range of people across different settings and agencies to drive forward improvements.
- Communicates effectively the messages that inform the delivery of service provision around domestic abuse.

## **5.6. SEXUAL HEALTH AND TEENAGE PREGNANCY**

### **Entry Level New practitioners - On Entry to the children's workforce**

- Has an awareness of the main issues around teenage pregnancy and young people's sexual health

### **Practitioners who promote the well-being of children, are aware of the needs of children and young people and work on meeting those needs at an early stage within Universal**

- Has the right values and attitudes to give impartial and professional information and support
- Understands the key stages of development and what is age appropriate in terms of language and understanding when introducing work and (professional) informal discussion around sexual themes and relationships
- Understands the respective roles of and be able to signpost to, appropriate services
- Demonstrates an understanding of how to communicate with children and young people (males and females) – be approachable and have listening skills
- Has a clear understanding of when it is child protection issue and act promptly in decision making with the guidance of the line manager
- Demonstrates respect and apply confidentiality
- Is able to use appropriate screening tool(s)
- Has a sufficient understanding of services and support available to be able to give a clear and consistent message and information to young people
- Understands the issues around condom use and safer sex to be able to give good advice
- Knows the roles responsibilities of practitioners within specialised sexual health services

### **Practitioners who Recognise and Assess levels of need when working with vulnerable children**

- Is confident about what services are available and how to access them
- Is confident in taking forward child protection issues where necessary
- Knows whether the situation is a CAF/TAF or child protection and know the processes for taking either of these forward
- Understands how to work with and engage vulnerable young people
- Enables children and young people to be part of the process by including them appropriately
- Has an understanding of sexual health and contraception
- Knows the guidelines around confidentiality and age
- Understands own role regarding teenage pregnancy and sexual health
- Knows the roles responsibilities of practitioners within tier 2,3 and 4 of the health service
- Has a good relationship with other practitioners within the referral process
- Knows the Chlamydia/HIV/pregnancy testing process and where to access services
- Knows where to signpost teenagers who are pregnant
- Knows of any local teenage pregnancy parenting schemes

### **Practitioners who undertake interventions when working with children with significant or complex needs and their families**

- Knows where to refer teenage parents for additional support
- Understands the models and pathways for services
- Demonstrates that practice is kept up to date

- Knows about the issues that might be present for teenagers who are pregnant
- Understands the rights of children and young people
- Understands basic housing legislation
- Has knowledge and awareness of the laws and policy areas relevant to the professional role to safeguarding children and young people, including the online world
- Works to acceptable clinical practice (when undertaking work of that nature)

### **Professional Interventions**

This level will be aimed at professionals trained specifically to work with interventions that require specialist health knowledge e.g. terminations, drug use, contraception, follow up after termination or after birth, advice about HIV and aids

### **Team managers/supervisors - Managing quality practice in early intervention and prevention**

- Has awareness of their role to drive forward the sexual health and teenage pregnancy agenda within their teams and understand the respective roles and responsibilities of other professionals and ability to contribute to and work as a part of a multi-agency and multi-disciplinary team
- Is able to evaluate data and use the information to plan services that influences service commissioning, delivery and provision
- Is able to monitor effectively the indicators, the service provision and the systems
- Demonstrates the ability to remove obstacles to progress
- Recognises the issues and pressures that face young people and teenage parents
- Has a good understanding of the sexual health services available to support children and young people
- Understands the impact of teenage pregnancy on young people and their families
- Understands the skills needed to build positive emotional health, self-esteem
- Understands the training available for frontline staff
- Provides advice and guidance and support to their staff
- Ensures that children, young people and families are effectively and appropriately engaged in the planning and effective delivery of support and intervention.
- Shows evidence of working collaboratively with a range of people across different settings and agencies to drive forward improvements.

### **Strategic Managers - Leading change and delivering outcomes in early intervention and prevention**

- Demonstrates awareness of their role to drive forward the positive sexual health agenda across the children's partnership it and ensure clarity on the governance of the strategy.
- Is able to evaluate data and use the information to plan services that influences service commissioning, delivery and provision
- Is able to monitor effectively the indicators, the service provision and the systems
- Demonstrates the ability to remove obstacles to progress
- Demonstrates the ability to involve staff and other stakeholders in the process and plans for the improvement of outcomes in neglect
- Ensures that children, young people and families are effectively and appropriately engaged in the planning and effective delivery of support and intervention.
- Shows evidence of working collaboratively with a range of people across different settings and agencies to drive forward improvements.

- Communicates effectively the messages that inform the delivery of service provision around sexual health and teenage pregnancy.

## **5.7. BULLYING**

### **Entry Level New practitioners - On Entry to the children's workforce**

- Has an awareness of what bullying is and isn't and understands the anti bullying policy

### **Practitioners who promote the well-being of children, are aware of the needs of children and young people and work on meeting those needs at an early stage within Universal Services:**

#### **Building a culture that makes children feel safe**

- Demonstrates understanding the principles and values essential for working with children and young people
- Demonstrates understanding of own role as a worker - in relation to anti bullying
- Communicates effectively with children, young people and parent and carers
- Has an awareness of what bullying is and isn't and understanding the anti bullying policy(ies) within own organisation
- Understands the importance of building positive emotional health, self-esteem and resilience and demonstrate the ability to incorporate this into your work

#### **Effectively supervising the play, structured or unstructured activities of children and young people**

- Exhibits behaviour that means you are someone children can turn to and share their concerns with
- Exhibits respectful behaviour that gives out the anti bullying message
- Understands the importance of keeping a watchful eye on the behaviour of children and young people and recognise natural, mutual relationships
- Recognises the signs of bullying
- Reports or refers bullying behaviour

### **Practitioners who Recognise and Assess levels of need when working with vulnerable children**

- Demonstrates an appropriate reaction to bullying incidents - support the bullied, take allegations seriously
- Demonstrates the ability to assess bullying incidents - intent, hurt, duration, repetition etc
- Is able to assess bullying incidents and act in relation to the bullies
- Is able to work effectively with parents and carers
- Encourages inclusion
- Is able to give brief advice to children that empowers the young person to deal with bullying
- Effectively records bullying incidents
- Knows the process for dealing with serious bullying incidents
- Understands the issues relating to cyber bullying and give brief advice on how to deal with occasional incidents of cyber-bullying

### **Practitioners who undertake interventions when working with children with significant or complex needs and their families**

#### **Working with children and young people to find their own solutions to bullying**

- Shows understanding the nature of a bullying relationship

- Is able to listen effectively to children
- Is aware of strategies to address bullying that empower the child
- Has the skills and strategies to work with bullies
- Has a range of skills and strategies to work with children who are persistently bullied
- Has the skills and ability to help children deal effectively with severe cyber-bullying
- Recognises signs of mental ill health that may ensue as a result of persistent bullying

### **Team managers/supervisors - Managing quality practice in early intervention and prevention**

- Recognises the issues involved in bullying and being bullied
- Has a good understanding of the services available to support children and young people who experience bullying and is able to identify clearly the delivery work that needs to be undertaken on neglect by own service area/team
- Understands the impact of bullying, including cyber-bullying on children and young people
- Understands the skills needed to build positive emotional health, self-esteem and identity and recognises the signs of emotional ill-health
- Understands the training available for frontline staff
- Provides advice and guidance and support to their staff
- Demonstrates skill and ability to critically analyse evidence in considering a child's ability to remain emotionally healthy
- Knows the referral processes and works to continually improve systems and practice around identification and referral
- Shows understanding of the respective roles and responsibilities of other professionals and ability to contribute to and work as a part of a multi-agency and multi-disciplinary team
- Shows evidence of engaging and working collaboratively with a range of people across different settings and agencies to resolve safeguarding issues arising from bullying
- Demonstrates ability to recognise and disseminate good practice in dealing with bullying
- Leads on the evaluation of interventions by the team
- Influences the development of practice, policies, procedures, guidelines and protocols on bullying, on the basis of evidence of good practice
- Demonstrates effective performance management of neglect cases within the team and demonstrates accountability for case management and outcomes
- Encourages practitioner ability in dealing with bullying
- Ensures that children, young people and families are effectively and appropriately engaged in the planning and effective delivery of support and intervention.
- Works with other agencies across the children's partnership, to drive forward improvements.

### **Strategic Managers - Leading change and delivering outcomes in early intervention and prevention**

- Demonstrates awareness of their role to drive forward the anti-bullying agenda across the children's partnership and ensures clarity on the governance of the strategy
- Is able to evaluate data and use the information to plan services that influences service commissioning, delivery and provision
- Is able to monitor effectively the indicators, the service provision and the systems
- Demonstrates the ability to remove obstacles to progress
- Demonstrates the ability to involve staff and other stakeholders in the process and plans for the improvement of outcomes in bullying

- Ensures that children, young people and families are effectively and appropriately engaged in the planning and effective delivery of support and intervention.
- Shows evidence of working collaboratively with a range of people across different settings and agencies to drive forward improvements.
- Communicates effectively the messages that inform the delivery of service provision around bullying including cyber-bullying

## **5.8. ENSURING CHILDREN AND YOUNG PEOPLE HAVE A HEALTHY WEIGHT**

### **Entry Level New practitioners - On Entry to the children's workforce**

- Has an awareness of and access to a range of information to promote healthy lifestyle in relation to diet and exercise
- Models a healthy lifestyle

### **Practitioners who promote the well-being of children, are aware of the needs of children and young people and work on meeting those needs at an early stage within Universal Services:**

#### **Awareness and Prevention:**

- Has an awareness of and access to a range of information to promote healthy lifestyle in relation to diet and exercise
- Models a healthy lifestyle

#### **Giving brief advice to children young people and their families on healthy weight**

- Supports and enables individuals to access appropriate information to manage their individual needs for weight management
- Communicates with individuals about promoting their health and wellbeing
- Provides opportunistic brief advice to support children, young people and their families or carers in achieving and maintaining a healthy weight

### **Practitioners who Recognise and Assess levels of need when working with vulnerable children**

#### **Brief Interventions**

- Is able to raise the issue of weight management with children young people or families
- Demonstrates the skill and ability to assess family functioning and use this information when giving brief advice
- Recognises signs of eating disorders in children and young people
- Demonstrates skill and ability to make judgements about the evidence of a child and family's readiness to change
- Has good knowledge about the impact of obesity on children and young people and the needs of children in this situation
- Is able to demonstrate a range of direct brief intervention skills, including effective problem solving conversations
- Treats each child and family's concern with respect
- Shows evidence of holistic practice
- Works effectively with other agencies
- Knows how to respond effectively if parents react against the advice given
- Is able to assess a person's readiness to change
- Uses resources effectively to support the brief intervention and employ knowledge of appropriate services for signposting people to additional sources of support
- Delivers a brief intervention based on an explicit model of behaviour change
- concentrating one or more of the following specialist topics :
  - Eating disorders,
  - Sports programmes
  - Healthy food cooking



## **Practitioners who undertake interventions when working with children with significant or complex needs and their families**

- Understands the possible effects that obesity can have on children and young people
- Recognises signs of mental ill health e.g. self-harm, Eating Disorder
- Possesses the ability to engage reluctant children, young people and their families and manage the dynamics in that situation
- Understands the use of and implement a range of direct techniques with children and young people and their families, that deal specifically with the issue of weight management e.g. CBT, Counselling, Solution Focused Therapy, Motivational Interviewing/Cycle of change
- Has a thorough understanding of assessment and professional judgement
- Understands and implements reflective practice
- Has knowledge and understanding of weight management issues with minority groups, including children with disabilities
- Demonstrates good working relationships with colleagues from other agencies and an understanding of their role and function, to ensure children receive the support they need
- Demonstrates through actions, that the child is the centre of practice

## **Professional Interventions**

This level is aimed at health professionals trained specifically to work with children who have serious issues with weight management that hasn't been resolved elsewhere and needs specialist medical or psychological intervention and also where there are complex cases that will benefit from multi-disciplinary investigation and collaborative work.

Capabilities will be defined by the professional bodies governing the work of the professionals involved – e.g. dietician's, paediatricians, surgeons, child psychologists, GP's, school nurses, practice nurses.

## **Team managers/supervisors - Managing quality practice in early intervention and prevention**

- Demonstrates awareness of their role to drive forward the children with unhealthy weight agenda within their teams
- Recognises the issues involved in raising the issue of children with unhealthy weight with children young people and their families
- Has a good understanding of the services available to support children and young people who are overweight and underweight
- Understands the impact of bullying, including cyber-bullying on children and young people
- Understands the skills needed to build, at work, positive emotional health, self-esteem and identity and recognise the signs of emotional ill-health
- Understands the training available for frontline staff
- Provide advice and guidance and support to their staff
- Demonstrates understanding of the respective roles and responsibilities of other professionals and has the ability to contribute to and work as a part of a multi-agency and multi-disciplinary team
- Is able to set realistic and measurable objectives for the team on addressing the impact of children with unhealthy weight

- Demonstrates ability to recognise and disseminate good practice in dealing with children with unhealthy weight.
- Leads on the evaluation of interventions by the team
- Influences the development of practice, policies, procedures and guidelines on children with unhealthy weight, on the basis of evidence of good practice
- Demonstrates effective performance management within the team and demonstrates accountability for case management and outcomes
- Encourages practitioner ability in dealing with children with unhealthy weight
- Ensures that children, young people and families are effectively and appropriately engaged in the planning and effective delivery of support and intervention.
- Works with other agencies across the children's partnership, to drive forward improvements.
- Communicates effectively the messages that inform the delivery of service provision around children with unhealthy weight

### **Strategic Managers - Leading change and delivering outcomes in early intervention and prevention**

- Has an awareness of the strategy regarding children with unhealthy weight and their responsibilities within it and ensure clarity on the governance of the strategy
- Is able to evaluate data and use the information to plan services that influences service commissioning, delivery and provision
- Is able to monitor effectively the indicators, the service provision and the systems
- Demonstrates the ability to remove obstacles to progress
- Demonstrates the ability to involve staff and other stakeholders in the process and plans for the improvement of outcomes in improving the healthy weight of children and young people
- Ensures that children, young people and families are effectively and appropriately engaged in the planning and effective delivery of support and intervention.
- Shows evidence of working collaboratively with a range of people across different settings and agencies to drive forward improvements.
- Communicates effectively the messages that inform the delivery of service provision around promoting a healthy weight in children and young people

## **6. REFLECTIVE PRACTICE**

### **Entry Level New practitioners - On Entry to the children's workforce**

- Understands the purpose of staff supervision in own work environment.
- Knows the staff support or supervision arrangements available to you.
- Understands how your work may affect you personally, and where you can get support in dealing with this if necessary.
- Demonstrates an ability to reflect on own experience with support
- Understands the role of reflective practice and demonstrate basic reflective practice techniques
- Recognises and articulates why evidence is important in multi agency practice

### **Practitioners who promote the well-being of children, are aware of the needs of children and young people and work on meeting those needs at an early stage within Universal Services:**

- Demonstrates the ability to evidence family and environmental factors that may affect positive outcomes for the child or young person
- Works collaboratively with other services, organisations and family to inform decision making by the effective identification and gathering of information from a variety of sources and, with support, assess the reliability and validity of the information
- With support, challenges decisions made by children, young people and their families
- With guidance, uses reflection and analysis in practice

### **Practitioners who Recognise and Assess levels of need when working with vulnerable children**

- Is able to assess the nature and extent of a child's developmental needs using evidence based methods and use professional judgement to analyse make explicit informed decisions on whether or not the child's needs are being met and decide appropriate course(s) of action
- Uses evidence to inform decisions
- Has a good understanding of analysis of information and use of professional judgement and decision making in assessment and recommendations for intervention
- Supports and challenges decisions made by children, young people and their families
- With guidance, uses reflection and analysis in practice
- With support, questions and evaluates the reliability and validity of information from different sources
- Demonstrates a capacity to apply the techniques of reflective practice
- Shows creativity by considering a range of viable options to meet the needs of children and young people.
- Effectively reviews and evaluates decisions made
- Takes an active part in reflective supervision sessions

## **Practitioners who undertake interventions when working with children with significant or complex needs and their families**

- Routinely and efficiently applies reflection and analysis to work with children, young people and their families
- Draws on a wide range of evidence sources to inform decision making
- Ensures options are reviewed to inform judgement and decision making
- Starts to articulate professional opinion
- With guidance, formulates evidence-informed judgements and justifiable decisions
- Takes an active part in reflective supervision sessions

## **Team managers/supervisors - Managing quality practice in early intervention and prevention**

- Develops and maintains an environment where critical reflection and analysis is valued and supported.
- Provides critical reflection, challenge and evidence-informed decision-making in complex situations. Supports others in developing these capabilities, and finding their own solutions.
- Models good practice in reflection and reflective supervision skills.
- Develops and maintain a system within which all practitioners (including you) are able to access professional supervision from appropriately experienced people.
- Ensures systems are in place to provide high quality professional and line management supervision using critical reflection and a range of other supervisory techniques.
- Assures high quality professional supervision for all (including those providing supervision) within your area of responsibility
- Ensures protected time is available for supervision.
- Routinely provides a professional opinion, based on clear rationale and professional knowledge.
- Supports and empowers others to develop the confidence and skills to provide professional opinion.

## **Strategic Managers - Leading change and delivering outcomes in early intervention and prevention**

- Takes responsibility for the creation and maintenance of an organisational environment within which critical reflection and analysis take place and are valued and supported.
- Promotes and provides critical reflection, challenge and evidence-informed decision-making in complex situations.
- Models good practice in critical reflection and analysis and in reflective supervision skills.
- Takes strategic responsibility for the development of a system of critical analysis and reflective professional supervision at all levels within the children's partnership, ensuring this is appropriately resourced
- Ensures that the principles, values and ethics of effective interagency practice influences good practice, service delivery and organisational strategy
- Champions the development of empowered decision makers throughout the organisation.

## **7. MULTI-AGENCY WORKING**

### **Entry Level New practitioners - On Entry to the children's workforce**

- Recognises the contribution that multi agency working can make to ensure that all children and young people have a childhood (including protection from harm), are educated, are healthy, are treated fairly and are heard (including considering children's views) They recognise children's fundamental right to be safe.
- Understands other agencies' roles and responsibilities in keeping children safe from harm.
- Knows about the role and function of the Local Safeguarding Children Board and any role your agency, organisation or employer has on it
- Helps children and young people and their families to make their own decisions

### **Practitioners who promote the well-being of children, are aware of the needs of children and young people and work on meeting those needs at an early stage within Universal Services:**

- Understands and, with support, applies in practice the principles of ensuring that all children and young people have a childhood (including protection from harm), are educated, are healthy, are treated fairly and are heard (including considering children's views) and recognise children's fundamental right to be safe.
- Understands how legislation and guidance can affect people's rights
- Works within the principles of human and civil rights and equalities legislation
- Recognises the impact of poverty and social exclusion and work together across agencies to promote enhanced economic status through access to education, work, housing, health services and welfare benefits
- Demonstrates a general knowledge and understanding of the range of organisations and individuals working with children, young people, their families and carers and understand the procedures, objectives, roles and relationship of partner services, in order to work effectively alongside them
- Recognises the value of, and where appropriate, aids access to, independent advocacy so that vulnerable children, young people and their families have a voice

### **Practitioners who Recognise and Assess levels of need when working with vulnerable children**

- Integrates into practice the principles of ensuring that all children and young people have a childhood (including protection from harm), are educated, are healthy, are treated fairly and are heard (including considering children's views) and recognise children's fundamental right to be safe, by identifying factors that contribute to inequality and exclusion, and supporting children, young people and their families to pursue options to enhance their well being
- With guidance works to address issues that constrain the rights of children, young people and their families, understands how legislation can impact on these rights
- Applies in practice principles of the UN Convention on the Rights of the Child, social inclusion and equalities legislation
- Recognises the impact of poverty and social exclusion on the needs of children and young people and promotes access to education, work, housing, health services and welfare benefits
- Has a good general knowledge and understanding of the range of organisations and individuals working with children, young people, their families and carers.
- Is aware of the roles and responsibilities of other professionals and knows what to do when there are insufficient responses from other organisations or agencies, while maintaining a focus on what is in the best interests of the child or young person
- Knows about tools, processes and procedures for multi-agency and integrated working, including those for assessment, consent, and information sharing

- Works in cooperation with others to ensure that appropriate planning takes place to meet the needs of the children and young people and their families
- Informs, involves and helps the child or young person to express what they are feeling. Helps them to describe what they are experiencing and to assess different courses of action. Helps them understand the consequences of each and, where appropriate, agree next steps.
- Enables access to independent advocacy, where appropriate, so that vulnerable children, young people and their families have a voice
- Has the confidence to challenge situations by looking beyond your immediate role and asking considered questions. Can be assertive about what is required to avoid or remedy poor outcomes for the child or young person
- Is able to communicate legislative issues to other professionals and agencies

### **Practitioners who undertake interventions when working with children with significant or complex needs and their families**

- Applies in practice principles of the UN Convention on the Rights of the Child, social inclusion and equalities legislation, and manages competing rights, differing needs and perspectives and supports children, young people and their families to pursue options to enhance their well being
- Addresses issues that constrain the rights of children, young people and their families, understands how legislation can impact on these rights
- is able to analyse differing needs, perspectives and competing rights within the principles of the UN Convention on the rights of the child and equalities legislation, and apply to practice
- Recognises the impact of poverty and social exclusion on the needs of children and young people and promotes access to education, work, housing, health services and welfare benefits
- Informs, involves and helps the child or young person to express what they are feeling. Helps them to describe what they are experiencing and to assess different courses of action. Helps them understand the consequences of each and, where appropriate, agree next steps.
- Enables access to independent advocacy, where appropriate, so that vulnerable children, young people and their families have a voice
- Enables and supports people to consider and pursue a range of options that may enhance economic status (through access to education, work, housing, health services and welfare benefits)
- Is aware of local procedures and inter-agency arrangements for promoting the rights and well being of children and young people, including the role of adult services
- Is able to communicate legislative issues to other professionals and agencies

### **Team managers/supervisors - Managing quality practice in early intervention and prevention**

- Monitors, reviews and evaluates practice to ensure application of the UN Convention on the Rights of the Child, social inclusion and equalities legislation to decision-making; provides guidance and challenge to others where necessary. Contributes to policies and development opportunities to support these principles
- Ensures that practice is compliant with the law through the provision of or access to expert advice. Challenges situations where this is not the case.
- Models best practice, provide or seek out expert professional and or legal advice, applying human and civil rights in complex situations where there are competing issues. Contribute to policy and practice developments to support service improvement.
- Provides review and challenge as necessary.

- Demonstrates ability to interpret and use current legislation and guidance to protect and/or advance the rights and entitlements of children, young people and their families, balancing use of different legislation to achieve the best outcomes; support colleagues (both inside and outside the organisation) to do so
- Is able to communicate legislative issues to other professionals and agencies
- Supports others to enable children, young people and their families to access opportunities that may enhance their economic status (e.g. education, work, housing, health services & welfare benefits)
- Promotes a 'working with' attitude rather than a 'doing to' children, young people and families and facilitates access to independent advocacy, where necessary, and contributes to the evaluation of practice to ensure that they underpin these principles

### **Strategic Managers - Leading change and delivering outcomes in early intervention and prevention**

- Takes responsibility for developing and sustaining a multi-agency environment where the principles of the UN Convention on the Rights of the Child, social inclusion and equalities legislation are applied to strategic decision-making.
- Takes strategic responsibility for ensuring that the work undertaken across the children's partnership is compliant with the law, and secure the provision of expert advice, making good use of such advice.
- Creates and sustains environments where people are enabled to provide effective challenge and ensure the rights of children and young people are upheld.
- Secures expert advice in complex situations to ensure an appropriate multi agency response by the organisations that make up the children's partnership. Promote and contribute to policy and practice developments to support service improvement.
- Develop strategies (including regarding resources and commissioning) to promote social inclusion and access to opportunities which may enhance the economic status of families with children.
- Monitors and evaluates their effectiveness and impact, leading and informing new approaches. Take action to address and alleviate emerging issues, working pro-actively with partner organisations to achieve positive outcomes
- Creates an environment that promotes partnership working with the full range of partners including the statutory agencies, organisations across the wider children's workforce including adult services, the voluntary and community sector and children, young people and their families

## 8. DEVELOPING YOURSELF AND OTHERS

### **Entry Level New practitioners - On Entry a New Starter should:**

- Recognises how own learning, behaviour and ideas, appropriately expressed, can influence and benefit others
- Is able to show how day-to-day work has been influenced by feedback from own colleagues or from children, young people and their families
- Works with own manager, or other relevant person, to agree and follow a professional development plan.
- Understands the methods you can use to improve your work
- Understands the importance of continuing professional development.
- Understands the opportunities for your career to progress and identify who can help you make the most of those opportunities
- Knows the staff support or supervision arrangements available to you.

### **Practitioners who promote the well-being of children, are aware of the needs of children and young people and work on meeting those needs at an early stage within Universal Services:**

- Recognises the value of, and contributes to supporting the learning and development of others
- Demonstrates how professional leadership in interagency work can enhance practice
- Recognises the value of sharing and supporting the learning and development of others
- Develops skills and knowledge with training from experts, to work with specialist services; enabling continuity for families, children or young people
- Shares experiences through formal and informal exchanges
- Actively seeks and respects other people's knowledge and input to deliver the best outcomes for children and young people.
- Understands that others may not have the same understanding of professional terms and may interpret abbreviations, acronyms and other phrases differently
- Understands the boundaries of their competence and seeks appropriate professional and expert advice, where necessary
- Takes an active part in support, supervision and performance appraisal arrangements
- Understands the importance of continuing professional development and takes charge of own learning using both formal and informal opportunities for learning

### **Practitioners who Recognise and Assess levels of need when working with vulnerable children**

- Understands the value and expertise you bring to a team and that which is brought by your colleagues
- Knows own role within different group situations and how you contribute to the overall group process
- Shows the capacity for leading practice through the manner in which you conduct your role in improving outcomes for children and young people, demonstrated in multi agency meetings, supervision and team meetings
- Understands the boundaries of their competence and seeks appropriate professional and expert advice, where necessary
- Takes an active part in support, supervision and performance appraisal arrangements
- Understands the importance of continuing professional development and takes charge of own learning using both formal and informal opportunities for learning



## **Practitioners who undertake interventions when working with children with significant or complex needs and their families**

- Shows the capacity for leading practice through the manner in which you conduct your professional role, your contribution to supervision and to team meetings
- Takes steps to enable the learning and development of others
- Contributes to and promote the development of practice, taking the initiative to test new approaches
- Contributes to the learning of others
- Understands the importance of continuing professional development and takes charge of own learning using both formal and informal opportunities for learning

## **Team managers/supervisors - Managing quality practice in early intervention and prevention**

- Ensures that the learning and development needs of staff are identified based on the needs of the children and young people who use services and the skills needed from staff to ensure that the service meets essential standards of quality and safety
- Ensures that the service has a learning and development plan which leads to the development of a programme of activity that meets mandatory, sector body and professional requirements for the designated roles and enables staff to meet their professional registration and development requirements and that also contributes to the improvement of multi-agency outcomes
- Ensures that staff are enabled to take part in learning and development that is relevant and appropriate so that they can carry out their role effectively
- Assesses and manages the capabilities of staff to provide appropriate support and challenge to children, young people and their families, in light of their learning and development, and support is provided to them where gaps are identified.
- Ensures that the development of staff is supported through a regular system of appraisal that promotes their professional development and reflects any relevant regulatory and/or professional requirements
- Contributes to organisational developments
- Plays leading role in practice development in the team and help sustain an environment that encourages learning
- Promotes and develops professional leadership within your area of responsibility
- Promotes an environment of professional curiosity embracing research within your area of responsibility, encouraging the exploration of different cultures, concepts and ideas.
- Contributes to the identification, planning and meeting of staff development needs within the workplace, informed by the Professional Capabilities Framework for the wider children's workforce. Ensures that staff have a learning and development plan in place from the point of induction based upon the needs identified and how those needs will be met
- Takes responsibility for ensuring individual and workplace practice is informed by and informs research and current professional knowledge
- Promotes, articulates and support a positive multi agency identity.
- Ensures staff are supported and managed at all times and are clear about their lines of accountability
- Leads an environment of talent identification and development.

## **Strategic Managers - Leading change and delivering outcomes in early intervention and prevention**

- Can demonstrate that there are sufficient numbers of staff with the right capabilities, knowledge, qualifications, skills and experience to meet the needs of people who use services at all times
- Ensures staff are enabled to deliver support and challenge to service users safely and to an appropriate standard, including by receiving appropriate training, professional development,

supervision and appraisal; being enabled to obtain further knowledge, skills and where needed, qualifications appropriate to the work they perform.

- Evaluates and improves the quality of the services provided; and safeguard high standards of practice by creating an environment in which excellence of practice to improve outcomes can flourish.
- Ensures that the workforce development plan for staff is reviewed and adjusted to meet the changing needs of the children and young people who use the services and to ensure that the services provided across the children's partnership are fully able to meet essential quality and safety standards and that workforce planning and appraisal are informed by the Professional Capabilities Framework for the wider children's workforce.
- Ensures that children, young people and their families understand that staff are appropriately trained to provide the services on offer
- Promotes and encourages the use of supervisory or peer support arrangements, monitored and reviewed, for all staff involved in delivering early intervention and prevention services across the children's partnership.
- Models professional multi agency leadership, and provide opportunities to support others' development
- Creates opportunities and systems for current practices to inform and be informed by research and current professional knowledge, encouraging the exploration of different cultures, concepts and ideas
- Leads, articulates and promotes a positive multi-agency identity which actively seeks and respects the contributions and views of all.
- Creates and promote a culture of high quality supervision which covers practice, inter-agency organisational and management issues (as appropriate to the role) promoting critical reflection within and across the organisations.
- Ensures effective, sufficient and appropriate supervision is embedded across the children's partnership and that a strategy is in place to ensure that professional supervisors are trained and skilled in a range of approaches.
- Ensures systems are in place to monitor effectiveness and impact of training and development and supervision activity

## ACKNOWLEDGEMENTS

1. This professional capabilities framework is based on the Professional Capabilities Framework for social workers published by the College of Social Work, which has been adapted to meet the needs of the wider children's workforce. There are many similarities with the social work framework in the generic competences here and the contribution of The College of Social Work is acknowledged. However, the specifics are different, in that the PCF for the wider workforce is about the capabilities needed for individuals and organisations to work together effectively in order to improve outcomes, this reflects the responsibilities of all within a children's partnership.
2. The Safeguarding competences within the Skills, Intervention and Knowledge (Section 5.1) of this document, are directly taken from the National Competence Framework for Safeguarding Children written jointly by Bournemouth University and Learn to Care 2011.
3. The rest of the skills and Knowledge sections were given to us as their contribution to this work by North East Lincolnshire Council. This work was the culmination of a great deal of work on children's workforce development, undertaken by a great number of practitioners, managers and children and young people across North East Lincolnshire Children's Trust, driven forward by North East Lincolnshire Council and we acknowledge this as such. The work done on neglect was a specific piece of work undertaken as part of a wider drive towards improving the recognition and interventions on neglect. This work was a joint initiative between North East Lincolnshire council, the NSPCC and the Local Safeguarding Children Board for North East Lincolnshire.

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