

QUALITY ASSURANCE FRAMEWORK



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1. Introduction

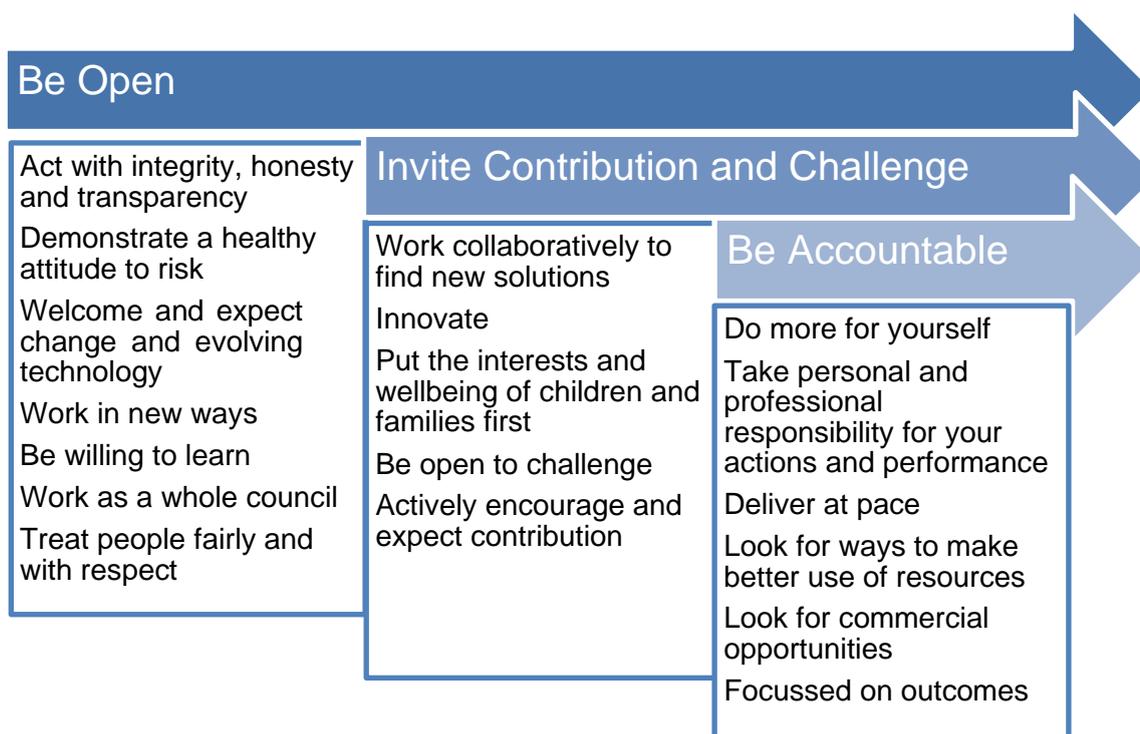
1.1 Purpose of the Quality Assurance Framework

The Children Young People Education (CYPE) directorate underwent a strategic transformation in April 2019 to better align and integrate Open Access, Youth Justice, Early Help and Children’s Social Work services. CYPE also includes Special Education Needs (SEN) and from September 2019 the Disabled Children’s Services, 0-25 services.

A vital component of this framework is to lay the foundations within Kent County Council’s values and to evolve Kent’s many strengths by importing innovative ways of thinking and practice from peers, other councils and from evolutionary practice models. Kent’s ambition is to achieve outstanding outcomes for children and families and to be able to export learning to fellow peers and other councils whilst making a valuable contribution towards research in practice.

1.2 Kent’s Values

Everything Kent do should be guided by our values. They are not just words; they are the way Kent approach our work and relationships with children and families. Kent need to:



1.3 Fundamentals of the Framework

The dangers of an auditing culture are in adopting a faceless approach which removes opportunities to have an open dialogue with effective challenge between critical friends. Kent observes Peer auditing and group discussions regarding practice must be the culture rather than becoming overwhelmed by the bureaucracy of a tick box culture. By focusing on analysing the impact of work and what needs to happen to achieve good outcomes for children and families, this creates greater staff engagement with stronger outcomes for children and families. Stakeholders will also experience greater satisfaction with improved coordination of multi-agency services.

This framework sets out all practitioners must consider the following questions when reviewing and analysing the impact of their work with children:

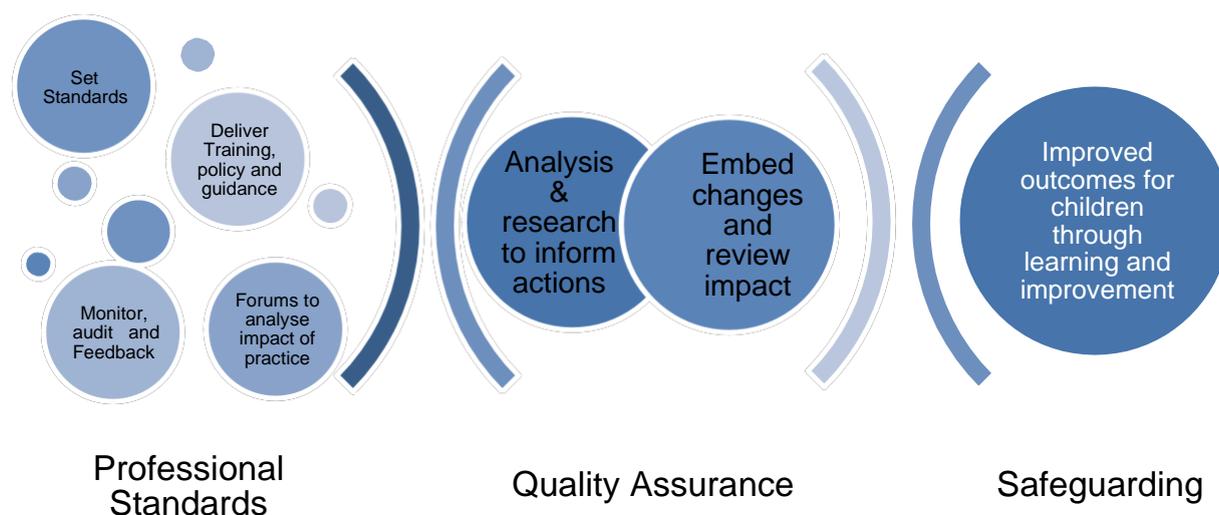


Answering these three questions ensures Kent is mindful of the importance of reviewing the quality and impact of our own work, whilst identifying the strengths of our service delivery and understanding the challenges of embedding our framework. Embedding the framework is by far the greatest challenge, but by having honest conversations within day to day practice, as well as practice forums to review the impact of the framework and to identify solutions to overcome challenges, Kent is completing the reflective cycle to evolve our practice.

1.3 Building a learning culture

There are several steps to creating a transformative learning culture that will make Kent successful and develop excellence. The Quality Assurance Framework must acknowledge learning is on a continuum and not responsive within a culture of blame, nor by failing to understand the impact of our work, nor by over relying on compliance of work which may lose sight of the child's lived experiences.

The following diagram presents the phases of merging learning and quality cultures to embed a mentality of "we're all in this together", whilst using open and honest communication to discuss accessible information, how Kent focusses on practice and not blaming individuals and how Kent views the impact of work as learning experiences and not successes or failures.



Repeating these phases will promote robust challenge of the processes in place and encourage stronger analysis of the impact of our working with children by understanding:

1. Learning is not an event to attend, but an environmental continuum that is present within everything Kent does. Our practitioners need to be aware of their environment to proactively exploit learning opportunities within their daily routines. A variety of approaches will increase staff engagement, which increases productivity, but also makes staff feel valued for their contribution towards challenging processes, being solution focussed and owning the decisions made to support embedding best practice.
2. Reviewing strategies, policy and practice guidance by understanding peer auditing builds a growth mindset where Kent learns from mistakes and seeks out challenges. Using appreciative enquiries to review the effectiveness of our standards supports celebrating "eureka" moments, which strengthen staff morale and engagement.
3. The triannual Integrated Services Learning and Improvement report will shape our workforce development strategy. The report will review how individuals and teams are enhancing creativity and innovation and learning from the safe risk taking of trying diverse approaches whilst welcoming the valuable lessons from experiences. By making learning easily accessible by the forums and team

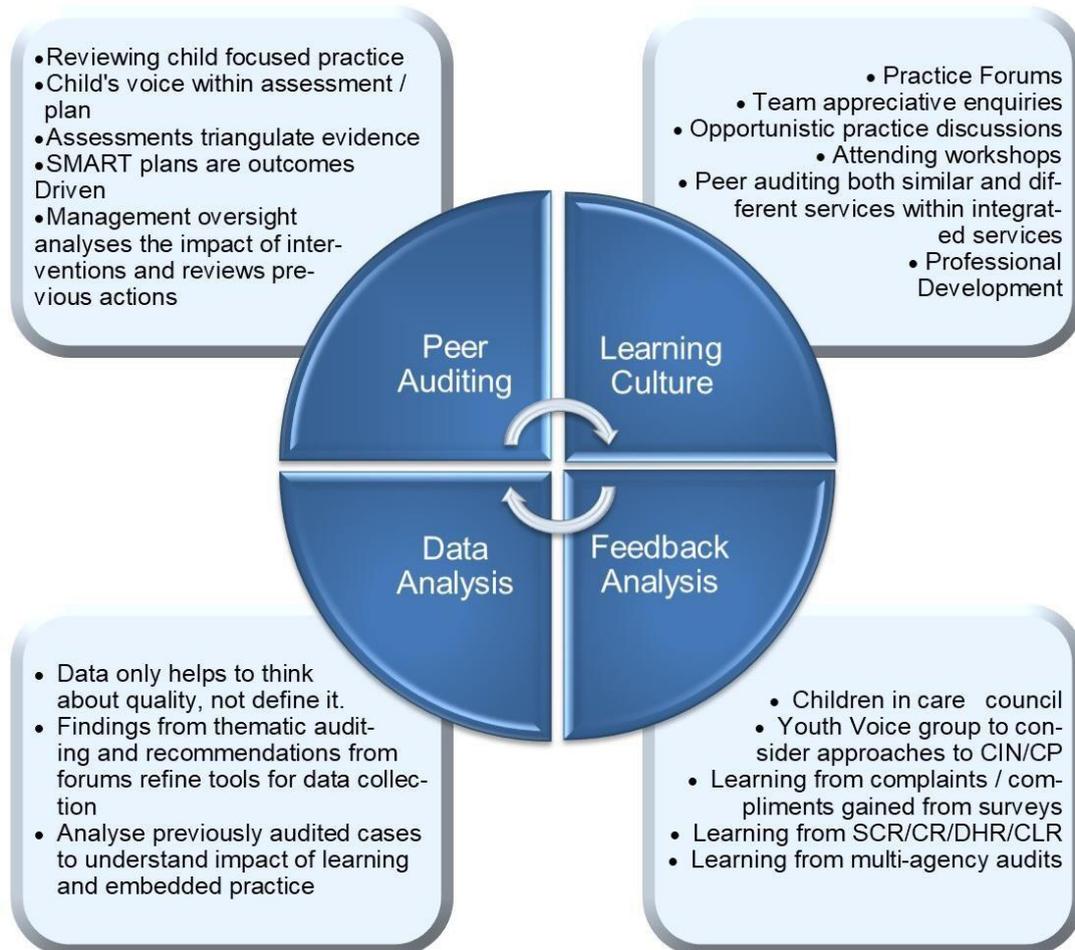
meetings in addition to e-learning, the on-demand learning empowers practitioners to seek and find answers which promotes retaining learning.

4. Improving motivation among practitioners by valuing their autonomy and interests whilst linking their professional development to how the quality of their practice shapes improvement and outcomes.
5. Leadership, self-regulation, empathy, communication, conflict resolution and cultural competence are key skills whilst analysing and understanding the context of the underlying issues which impair practice and outcomes. By evaluating both performance and learning this inevitably increases both which places great value in working collaboratively with researchers to explore best practice and outcomes models.

2. Quality Assurance Framework

2.1 Basis of the Framework

The following themes will be critical to delivering the best practice to drive the best outcomes for our children, young people and their families:



By listening to all stakeholders and respecting their culture whilst valuing the diversity of experiences, this will enrich Kent's learning culture whilst creating an environment for good conversations. Whilst respecting where Kent is coming from, we need an honest appraisal of what needs to happen going forward. Allocation of resources needs to be focussed on delivering the greatest impact with a balance of addressing demand.

2.2 The Principles of the Quality Assurance Framework

The Quality Assurance Framework is ambitious about the quality of services Kent provides to children, young people and their families. It is based on the principle children and families, and those in contact with Integrated Childrens Services, have high expectations of the services Kent delivers to them and the way in which Kent meets those expectations as an authority. The principles of the framework are:

- Children, young people and their families are at the heart of what Kent does. The focus of Quality Assurance (QA) must be on impact and outcomes for the child or young person in their journey through our integrated children's social care and safeguarding systems.
- Engage with stakeholders to better inform practice standards and improve service delivery.
- Review and adapt practice to achieve high standards of service delivery and best outcomes.
- Perform research in practice to both improve staff performance and support development.

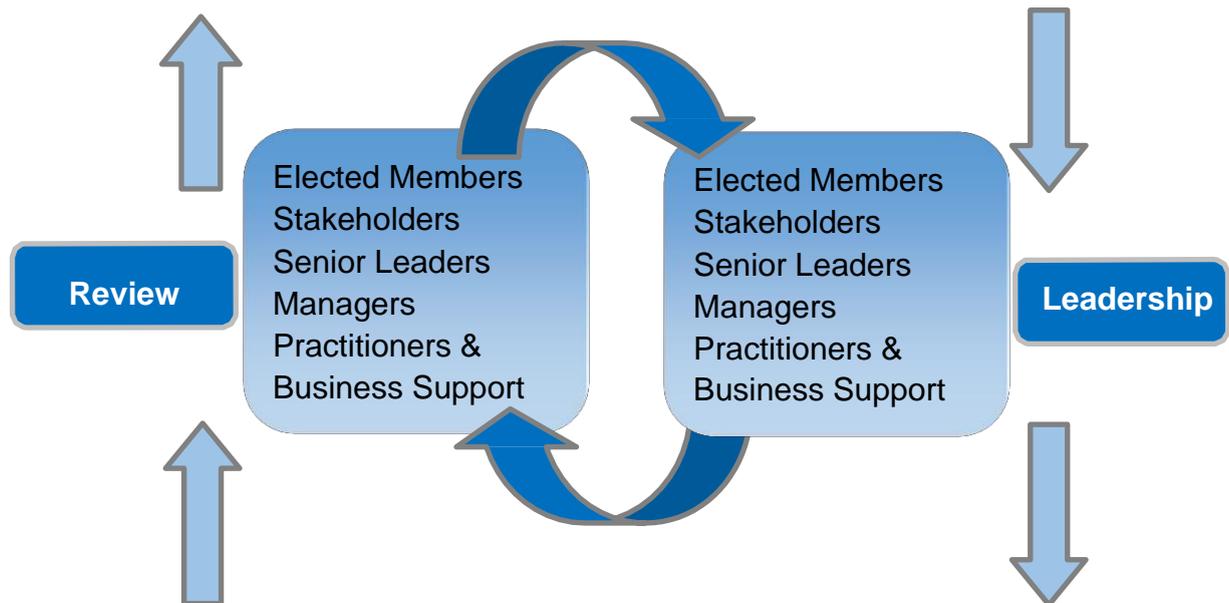


The diagram above demonstrates the role of managers and practitioners to ensure the services provided to children, young people and their families are of consistently high quality and positively impacts on good outcomes.

Managers also have a responsibility to support practitioners through reflective supervision processes, Personal Development Reviews and appraisal. Ultimately, senior managers must be committed to acting on the findings.

2.3 Responsibility for Quality Assurance

It is incredibly important the information available to strategic managers supports their decision making whilst their leadership does not become diluted but is experienced by children and families. Likewise, the quality of information strategic managers consider will be generated by practitioners whose autonomy and mastery must be respected and valued where those practitioners are able to make valued contributions for strategic managers to consider. Behaviours come from the top down and the quality of analysis and recommendations must be rooted from the bottom up to support implementation of effective strategy; two vital components which work in parallel and need to be in sync given they inform one another's influence. Therefore, Quality Assurance is everybody's responsibility and relies on ownership at all levels.



Practitioners and Business Support

Practitioners understand restrictions in delivery quality and reflect on experiences. They are best placed to obtain feedback from service users and universal agencies. They can make informed recommendations and are motivated to make changes which make a difference. When they feel valued by senior aspects of the organisation, the leadership to implement this culture is experienced by Practitioners and has an impact on their service delivery which empowers families to make changes.

Business Support enables practitioners and managers to focus on practice by fulfilling compliance, recording and reporting roles. The role collates information into reports for Practitioners and Managers to consider whilst ensuring reporting is professionally presented to various audiences. Business Support is a vital function in the day to day work that allows priorities to be addressed whilst supplying competing demands.

Managers

Managers are responsible and accountable for implementation and must conduct regular reviews of standards and test hypotheses regarding their service. Managers should advise forums and their senior managers of their findings to share learning whilst opening discussions to identify solutions and/or embed good practice. Managers must identify and encourage child focussed practice and ensure their rationale is recorded to demonstrate safe and defensible decision making. They must regularly liaise with key stakeholders to acquire feedback whilst demonstrating leadership to promote the learning culture within other organisations. They are a key conduit to collating learning from practitioners and informing senior leaders of the generated creativity and innovation that may improve practice and outcomes.

Senior Leaders

The Senior Leaders are responsible for being authoritative to ensure the messages from the triannual Integrated Services Learning and Improvement report are consistently shared with practitioners. Senior Leaders must celebrate the bold decisions and practice within their services and share the learning with their colleagues. They must also encourage the practice is driven by process and informs policy. Therefore, they are responsible for championing practitioners' recommendations to the stakeholders, and elected members, to improve practice and outcomes to support transition of services and resource allocation, whilst identifying appropriate ways to meet demand. The Senior Leaders will ensure appropriate reporting to fellow strategic boards who are influenced by CYPE so there is a Kent strategic implementation of services to avoid duplication of service delivery or creating gaps in provision.

Key Stakeholders/Partners/Service Users

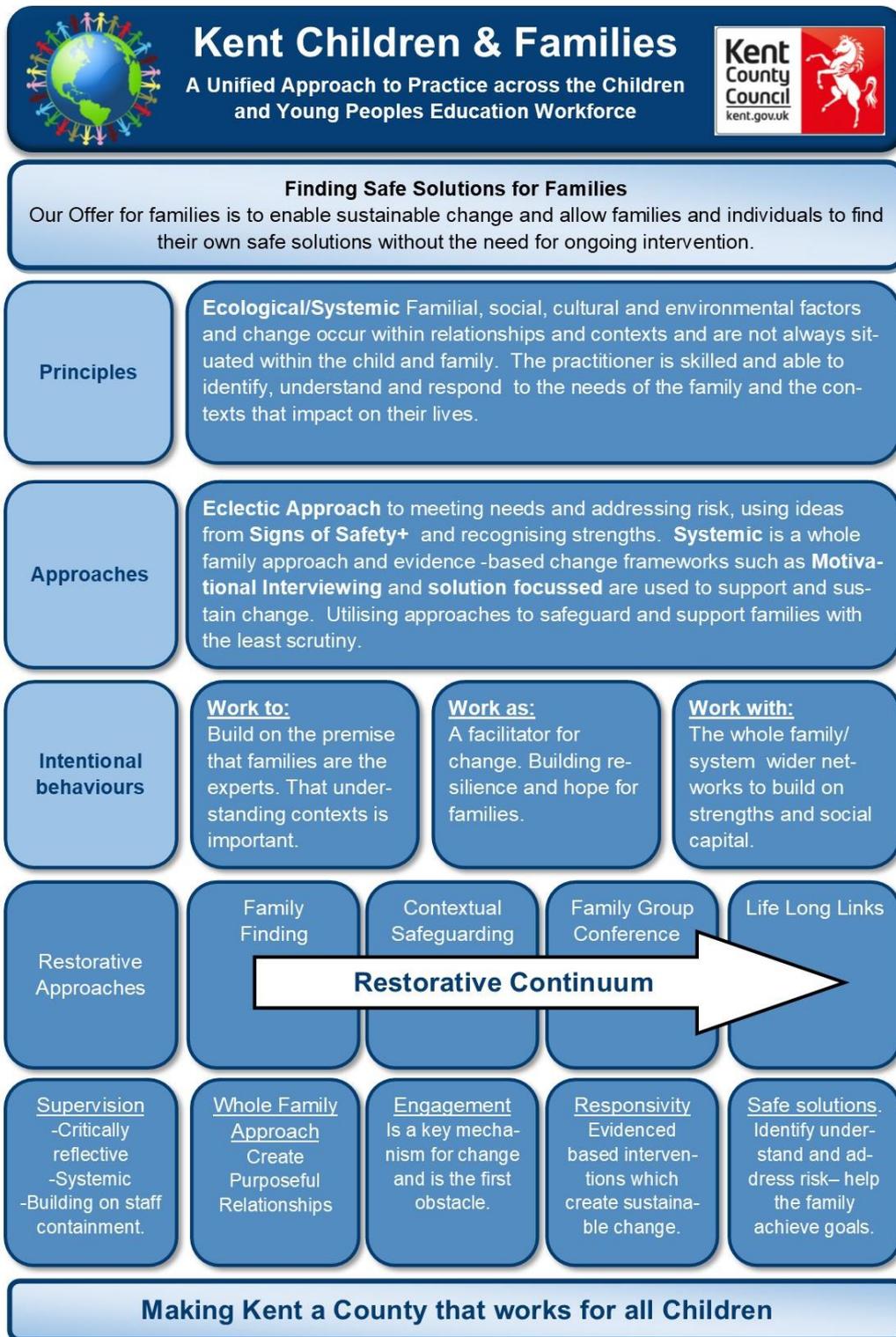
Senior Leaders and Managers are responsible and accountable for providing regular feedback to partners, both internal and external, to ensure they are kept updated on improvement plans and the learning from innovative practice across Integrated Services. This is achieved by briefings, electronic communication, websites, network meetings, forums and boards that encourage dissemination of information.

Elected Members

Elected Members have a role in overseeing and scrutinising frontline services. Member scrutiny is carried out through their Overview and Scrutiny functions (delivered through the CSAB) and there is an expectation all Members take an interest on and a responsibility for the outcomes for the most vulnerable children, especially those for whom they are the corporate parent.

3. Models of Practice- "Finding safe solutions together"

Kent's Practice Framework is an ecological and systemic approach based on the premise that familial, social, cultural and environmental factors and change occur within relationships and contexts and not always situated within the child and family. Kent uses a strengths-based and restorative approach that holds families and children at the centre. Practice is about how Kent functions as a system.



3.1 Practice Development and Quality Assurance

'Practice development is a continuous process of developing practice and workforce development.'

Practice Development will be driven by the Practice Framework for Kent from the findings of auditing, the key drivers of the organisation and business need. This requires the participation of individuals and teams as part of an organisational approach to change. It is enabled by facilitators who authentically engage with individuals and teams to blend personal qualities and creative imagination with practice skills and practice wisdom, the theoretical, key knowledge and skills that underpin quality practice. There are areas of focus designed to check the quality and impact of the practice development drivers and whether performance and outcomes are improving. They are also designed to highlight areas where progress is not being made or not being made in a timely manner and to ensure operational managers are properly sighted on them and can take preventative and/or remedial action as necessary.

3.2 Practice Development Teams

The Practice Development Team, responsible to the Principal Social Worker, is made up of three key teams of Practice Development Officers who are committed, skilled practitioners with a clear understanding of the key principles of the practice framework. Each team will have a clear remit for the portfolio of practice across CYPE and operate in a unit/hub model, modelling the systemic approach of hypothesising and constantly questioning what works. The alignment of the unit was developed with a clear remit for practice delivery and coaching frontline staff. All teams contribute towards the creating, facilitating and delivery of practice. However, one team considers the learning from audits and thematic analysis, the other focuses on the research to address the gaps and build on identified strengths and the final team focuses on embedding practice; a fluid approach to practice quality and development.

3.3 Practice Forums

A series of forums facilitated by Practice Officers are designed to act as best practice and sharing forums. The forums provide support to build the internal capacity of the organisation to sustain the model and encourage learning from best practice across the continuum. The membership will be from self-selecting and representatives of all parts of the service who are motivated to achieve and support change. The organic, grass roots nature of the forums mean there is real life experience 'on the ground' so they hold currency when making recommendations to peers and senior management. Forums will feed into a strategic practice board that drives workforce delivery.



Forums are made up of practitioners at all levels who are practice leaders in the four key areas of practice.

The forums will feed into the Practice Board whose primary function will be to steer the practice framework activity.

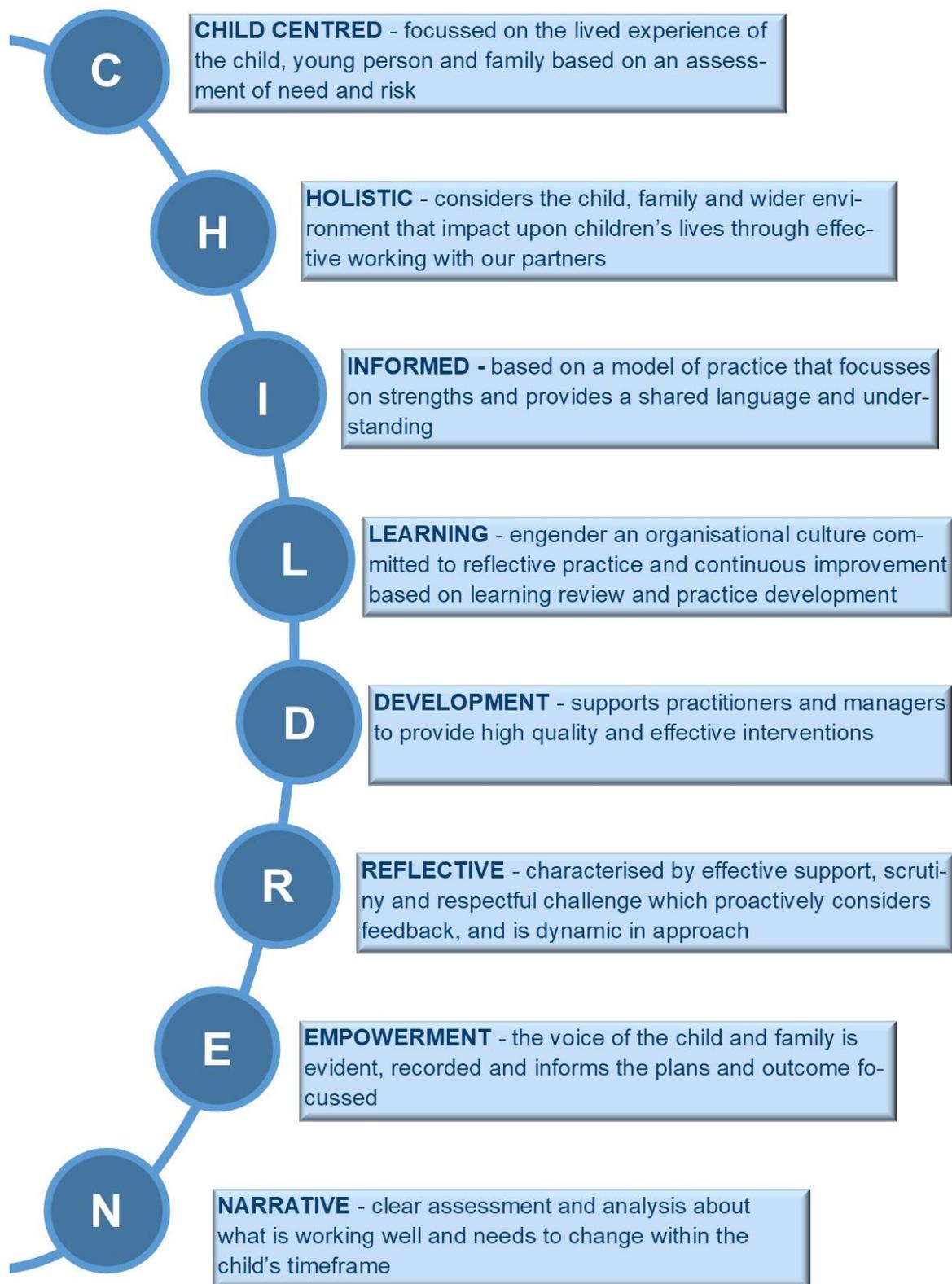
The Consultation hub is a central contact point for practitioners to share best practice and identify concern's relating to practice that are fed into the relevant forums for support and development work.

3.4 Table of Practice Development Forums

| Information Source | Informing quality of practice | Frequency |
|--|--|------------|
| <p>Practice Forums; Respond to the needs of frontline delivery. There will be a forum for each specific area of practice framework:</p> <p>Family finding/restorative</p> <p>Contextual Safeguarding</p> <p>Signs of Safety+++</p> <p>Systemic</p> | <p>The forums will develop learning activities and support for frontline staff, they will occur in each district and monitor findings from audits and feedback. These forums are about practice learning and improvement but also give frontline practitioners the opportunity to feedback on good practice and challenges.</p> | Monthly |
| Practice Board | <p>The practice board is a strategic board hosted by the Principal Social Worker across the County with strategic managers. It oversees the development of the practice framework and identifies good practice and new innovations. Feedback from practitioners is captured formally through the Social Work Health Check, Kent Staff Survey. Key messages are also captured in the bi-monthly audit/Learning and Improvement report where progress against agreed actions is tracked.</p> | Bi monthly |
| Consultation Hub | <p>The consultation hub sits within the Practice Development Team. It is a virtual space for frontline staff to seek guidance, share ideas and innovation and develop practice.</p> | N/A |

4. Focus of the Framework- CHILDREN

This section identifies the mechanisms in place to focus on CHILDREN. The framework addresses the following areas:



4.1 Voice of children, young people and families

There are a range of mechanisms across the CYPE services for capturing the voice of children, young people and families.

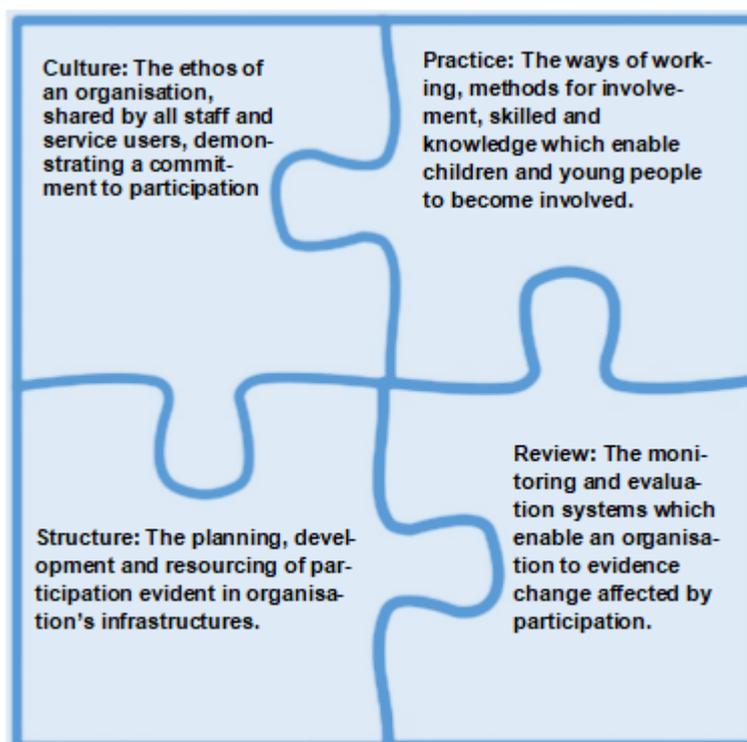
4.2 Co design in training and development

Co design and collaboration challenges the usual relationship between professionals and service users. It requires the latter to be considered experts in their own circumstances. At the same time, it also implies a change in the role of the professionals from fixers of problems to facilitators who find solutions by working with their service users. In Kent we are intent on having structures in place to support users' contributions and to be more accommodating to the needs of the individual. According to Needham and Carr (2009), when there is a relocation of these power structures, co-production has an even more transformative effect on the service delivery.

4.3 Service User and Partner Feedback

This is a key element in any quality assurance framework. Kent needs to hear and respond to all feedback from service users, whether children, young people or parents/carers. Whatever investments Kent makes, however we configure our services and regardless of different practice development activities, if the experience of service users is negative or critical then it requires a willingness to change direction.

User participation in developing services:



Kent gathers the views of service users through a variety of processes:

Participatory approach to Child Protection Case Conferences and Children in Care Reviews: Children are offered the opportunity to chair their own child only conferences where a reduced core group is identified to attend. The child is supported in identifying their own safe network whilst being given the opportunity to offer a narrative of how they perceive and manage their risks. Young people and parents are asked to complete a form detailing their experience of both the conference itself but more widely how the child protection plan is constructed and delivered. This is then collated and feedback to the service through quarterly reports. Children are asked to complete a consultation form prior to their review meeting and IROs also meet with children prior to their review meetings to ascertain their views. IROs encourage children to attend, participate and co-chair/chair their review meetings where appropriate and review meetings are child centred. Children can also have an advocate. Feedback is also sought from young people after their review meeting and they can also share their views on their progress and implementation of their care/pathway plan using MOMO.

Mind of My Own (MOMO): An app that makes it easier for children and young people to structure their thoughts, say what they want to say to professionals and get their voice heard. It encourages young people to think about what is going well in their lives, what they are worried about and what they would like to happen to make their lives better. Young people can prepare for a meeting or worker visit, share good news or report a problem among other options. MOMO has been commissioned in Kent since 2017.

Kent's Children in Care Councils: Virtual School Kent (VSK) are responsible for a Participation Strategy for Children in Care. Through both formal and informal meetings with groups of children in our care, this is a crucial strategy to ensure the service, Members and the Council in its corporate parenting capacity actively engages with Children in Care. Virtual Schools Kent have responsibility for developing and supporting Kent's Children in Care Councils. The councils now comprise of 3 groups of Children and Young People; YAC (Young Adult Council) for Young People aged 16-21 OCYPC (Our Children & Young People's Council) for those aged 11-16 and a Super Council a group established in early 2016 for younger children aged 7-11. The Councils provide an essential forum for Children in Care (CiC) and Young Care Leavers (YCLs) to speak up and affect change in the care system. The younger councils meet on a regular basis in the school holidays and YAC meets in the evening every month.

Advocacy services and Independent Visitor feedback: These services are externally commissioned in Kent with quarterly and annual reports, managed through the contract monitoring process, are collated and fed into operational managers.

Feedback from compliments and complaints: Gives another crucial insight into the experiences of service users especially, of course, those who have not had a positive experience. Learning from compliments and complaints, whether within specific areas of the service responding to individual complaints or through the quarterly and annual reports adds a level of richness to our understanding of service provision.

Feedback from partners: The strengths of Kent's Relationships with its partners is vital towards a culture of honest appraisal and scrutiny. Acting on advice or providing a rationale to explain an alternative view encourages bi-lateral and meaningful feedback. Therefore, Kent will encourage such conversations and ensure feedback informs improvements to practice and is disseminated to Practitioners. This feedback may come informally through joint working and networking activities; because of multi-agency case audits; via the Courts or CAFCASS and other involved bodies provide feedback on the quality of Care Planning and the progress of Children in Care proceedings. Feedback is also sought via commissioned services - Kent have a duty to hold them to account for the provision of services but equally they will be sighted on areas of our practice important to hear.

Speak Out Groups – These take part in recruitment, the selection of providers and the development of various tools and resources. There are residential events Kent have during the year for young people to participate annually in the Big Conversation. Details of [Kent Youth County Council](#) are on the web and the Speakout information is on the [HeadStart Kent Resilience Hub](#) website.

The workshops are attended by Young People (YP) with a diverse background and experience of Kent. This includes children who have never received a service from Kent, or are supported by our universal provision, or have received or currently receive support from Early Help or the Children's Social Work services. The group will be provided with new ideas around practice and the learning from our audits, complaints and from feedback where we gauge YP's views regarding our plans and listen to their recommendations regarding practice and implementation.

Step Up to Social Work and Apprenticeship Standard: The Participation Team has supported CiC and YCLs to be involved in the recruitment of senior officers such as Director posts and Social Workers. The Recruit Crew consists of CiC and YCLs who are eager to sit on recruitment panels. To support young people to do this, the Participation Team, with the support of Family Group Conferencing, run regular Recruitment and Selection training. The Participation Team leads on training members of staff including Social Workers, Independent Reviewing Officers and Personal Advisors at various locations around Kent. Young people are invited to participate in the recruitment and selection of Social Workers in our Step Up Programmes, the apprenticeship standards and all areas of Social Work education.

Early Help and Preventative Service (EHPS): An [Online Feedback Tool](#) is available to be completed across all services within EHPS (includes Youth Justice). All staff have access to and are encouraged to use the above online tool. All districts also receive feedback via email, text and verbally.

Open Access: Children, families and young people can codesign Open Access services through regular evaluation and feedback forms at groups delivered. There are also parent and young people forums, some via social media, that feed into the District governance models for Children's Centres and Youth Hubs – Children's Centre's and Young People's Partnership Conversations.

Feedback from staff: Integrated Children's Services is committed to hearing about and responding to the experiences of staff. Their daily encounters of practice bring them knowledge about how the system is or is not working and what improvements are needed, recognising their contribution in influencing and shaping the future of our

service. Staff are given regular opportunities to feedback and share through service away days, masterclasses and staff briefings. Feedback will also be gathered through ongoing operational meetings and supervision. There are additional ways for staff to get involved and have their voice heard within Kent that include:

Good Conversations – all staff should be having regular conversations with managers to support them.

Staff Groups – There are four established staff groups that offer support, friendship, networking and development opportunities for staff who are under-represented in the workforce.

Peer Learning Networks – Staff are encouraged to share their expertise with and learn from colleagues across the organisation through our peer networks.

Corporate Leadership and Management Events (named T200) - Focussed on supporting and challenging change across the organisation, this is a forum to get involved with shaping the future of Kent more widely.

Staff survey - An annual survey where staff can express how they feel about their job, team, line manager and organisation with an objective for the findings to inform future improvements, ensuring a cyclical approach to staff and service development.

It is a key role of the Principal Social Worker to represent the views and experiences of staff back to senior and corporate managers and members.

Learning from Compliments and Complaints: Compliments and complaints provide important learning for Integrated Children's Services, learning from what works well for a child, young person and family is as important as learning what needs to change.

There is a statutory requirement on the Directorate to operate a robust complaints procedure for children and those who are eligible to make a complaint on their behalf. The procedure provides eligible children and their parents/carers with the right to be heard, the opportunity to resolve issues and to take matters further if they are not resolved. It also provides an additional safeguard for vulnerable children and young people, as well as being used as a quality assurance tool for individual professional development and wider service development. The statutory complaints procedure is designed to ensure the rights and needs of the child are at the heart of the process and that young people's voices are heard.

Compliments and complaints provide important learning for us, we want to ensure we capture the themes, learning and actions for resolution, tracking and monitoring of how they are being addressed by the service area. Learning is reviewed and disseminated quarterly as part of our quarterly reporting cycle and any action plan drawn up is disseminated through county DivMT.

Audits: The audit cycle for review, learning and practice improvement is set out in a tri-annual format. The four monthly cycle will provide an invaluable perspective on front line practice across all the Integrated Service areas. Effective audits can provide insight not only into the quality of recording but also into the quality of direct practice, the quality of management and support for the worker and, importantly, the views, experiences and impact for the child, young person and family.

| | | |
|---------|--|---|
| Month 1 | Practitioner audits within own Service | Universal audit tool will be completed across all Integrated Childrens Services that focuses on evidence and impact. |
| Month 2 | Appreciative Inquiry | Appreciative inquiry is an important methodological lens and a creative approach used for all quality of practice work. This allows Integrated Children's Services to build on identified strengths and good practice. This complements other aspects of quality assurance by asking questions that focus on what works and ideas for what could be better. |
| Month 3 | Peer audits across areas | Provides an opportunity for managers to audit another area/service and to share audit findings across areas and disciplines to improve a consistent approach to what "good" looks like across the County and share learning. |
| Month 4 | Triad audits | Link together two managers and a member of the Safeguarding, Professional Standards and Quality Assurance Unit where there is the greatest variance (from audit analysis) to have professional dialogue about the reasons for variance. The audit should explain any differences and identify any learning. |

The practice framework will inform and weave through auditing to promote an outstanding quality of practice and that outcomes and impact for children, young people and families is measured avoiding a sole focus on process. Regular training in auditing and diagnostic will be offered. The Safeguarding, Quality Assurance and Professional Standards Unit will consider and report to County DivMT on the findings of this tri-annual cycle of review, learning and practice improvement three times per year, highlighting key learning points and identifying actions for workforce development.

Thematic audits: Provide an opportunity to focus on an area of practice to understand the current position and inform changes in practice. These audits are agreed by the Safeguarding, Quality Assurance and Professional Standards monthly audit group in response to identified and emerging concerns from audits about an area of work or service; to test hypothesis generated through data analysis, feedback received, driven by the KSCB or requirements from regulatory bodies such as the HMIP requesting thematic audits. Masterclasses will follow across the County that will address key learning and embed this in practice.

Independent Reviewing Officer (IRO) QA process: One of the key functions of the IRO is to highlight and resolve issues of practice arising from the care planning and review process. IROs undertake a QA audit following each looked after review meeting to monitor the quality of practice, promote consistency of practice and improve outcomes for Children in Care. Fundamental to this is the care plan for the child reflects fully the child's current and foreseeable needs, the actions set out in the plan are within the child's timeframe and that the plan is consistent with Kent's legal responsibilities towards the child. The IRO QA is recorded on the child's file and shared with social workers and managers.

IROs provide oversight of the progress of the plan through the completion of midway reviews with the Social Worker to monitor the implementation of decisions and recommendations. IROs can escalate matters where drift is noted and challenge practice identified within the review process. The IRO QA promotes a culture of continuous improvement, it provides evidence of reflective practice in case supervision and subject to a regular review.

Child Protection (CP) Chair QA process: One of the key functions of the CP Chair is to highlight and resolve issues of practice arising from the Child Protection process. CP Chair's undertake a QA audit following each CP conference to monitor the quality of practice, promote consistency of practice and improve outcomes for children subject to Child Protection plans. Fundamental to this is the plan for the child reflects fully the current risks to the child, the actions set out in the plan are within the child's timeframe and the plan is SMART (Specific, Measurable, Achievable, Realistic and Time). The CP Chair's QA is recorded on the child's file and shared with social workers and managers to inform practice, promote quality and improve outcomes for Kent children.

CP Chairs provide oversight of the progress of the plan through the completion of midway reviews with the social worker to monitor the implementation of decisions and recommendations. CP Chairs can also escalate matters where drift is noted and challenge practice identified within the process. The CP Chair QA promotes a culture of continuous improvement, it provides evidence of reflective practice in case supervision and subject to a regular review.

Commissioned audits/moderation: Provide an opportunity to focus on specific areas of commissioned work funded by Integrated Children's Services or following funding received from partners for work to be undertaken by Integrated Children's Services. This provides an assurance that work is effective, practice standards are being met and contractual arrangements are working. Commissioned services are responsible for ensuring service standards are met alongside the service agreement. The Quality Assurance team will support Commissioned Services practice development by moderating the audits twice per year and extending invitations to training and guiding Commissioned Service Leads to support practice.

KSCB multi-agency audits: Undertaken bi-annually and utilise Integrated Children's Services completed audits and extend these audits for use with a multi-agency environment. All partners known to be involved with the child or family are asked to review their own files using a standard set of questions. The findings and learning are reported and shared with partners. (The partnership process will change with the new arrangements for LSCBs and so this will be updated upon the changes being implemented).

4.4 Practice Supervision and Observation

Rationale: Observation of staff in their everyday work is an important element of quality assuring front line work. Supervision and case file audits on their own are useful but cannot fully assess the way workers work, support and build relationships with children, young people and families. Observation of practice provides a complementary alternative, offering an opportunity to gain a picture of the way workers work with children and families, to observe their behaviours and understand their approach and how they may provide an outlook. Qualitative workforce information is gathered through supervision (including observation of practice),

service user feedback (including complaints), service area reviews and practice forums.

Practice Supervision : It is a fundamental belief in Kent that our staff are the most important asset in fulfilling our responsibility to provide a quality service to service users. The supervision and development of all staff are significant processes in the success of the organisation. Supervision is an important right and benefit for all those working in social care. It benefits the individual, the organisation and indirectly, as part of an intervention, it benefits those who use services. Supervision which supports staff to critically analyse, reflect on their practice and to manage the emotional impact of their work will result in better outcomes for service users.

Supervision arguably has the greatest influence on practice other than the practitioner. Managers, supervisors and practitioners (supervisees) are jointly responsible for ensuring supervision meets the requirements, a supervision framework is in place, supervision is well developed, is regularly evaluated and supervision, quality assurance/audit processes enable practitioners to reflect on and manage risk positively and safely.

There is opportunity for continued professional development, evidence of engagement and frontline staff are enabled to use professional judgement effectively. It is mandatory for all staff to receive relevant training to manage risk and child protection issues. There are regular case discussions, decisions and the reasons for them are clearly recorded with the analysis of risk.

Supervision Policy: Currently under review – Publish date: July 2019

Staff Observation: All staff will be observed to assess the quality of their practice in working with children and families and/or partner agencies. Staff observation will include all staff but with additional focus on those with additional development needs such as newly qualified staff.

Meeting observation: Key decision-making meetings will be observed through a programme led by senior leaders within the service to assure their effectiveness. Observations will consider key factors such as leadership by social work staff, multi-agency working and the involvement of children and families.

The CYPE approach to staff observation will be closely linked to appraisals. Issues to assess at observation will be informed by Appraisal priorities and, in turn, observation findings will be a key source of information for staff appraisals.

In addition to these processes driven by service leaders, the Service works closely with a range of other colleagues and partners to support wider quality assurance and learning. The findings of these processes are regularly reviewed, and improvement plans shared through the Divisional management teams.

4.5 Roles and Responsibilities:

Managers: Team Managers/Unit leads

- All Managers will observe the practice of newly qualified workers in line with local and national AYSE policy;
- All Managers will observe the practice of experienced workers at least once every year;
- All Managers will identify any practitioners within the team in need of support with improving performance. These practitioners will be observed at least every 12 months, and more frequently where required;
- All Managers to share Observations with the practitioner and undertake shared reflective review at the next supervision. Shared action plan agreed as necessary;
- All TMs/practitioners to link observation with appraisal process - agree priorities for observation, inform appraisal discussions.

Service Managers

- All SMs will ensure appropriate arrangements are in place within teams for staff observation.
- All SMs will annually report on the learning from staff observations.

Leadership Groups

Strategic Group, together with the Safeguarding, Quality Assurance and Professional Standards Unit, will consider the findings of staff observation at least once per year highlighting key learning points and identifying actions for workforce development etc:

- Areas and Judgements
- Planning and purpose
- Knowledge and theory
- Intervention and skills
- Practice framework
- Partnership working
- Critical reflection and analysis
- Professionalism
- Ethics and diversity
- Service user feedback
- Partner feedback
- Overall judgement

Self-evaluation and peer challenge

The work of Integrated Children's Services is properly subject to scrutiny and challenge by external national inspection regimes. Integrated Children's Services is subject to regular inspections from Ofsted and in addition inspections carried out on other services such as those by Care Quality Commission or Her Majesty's Inspectorate of Probation.

Being inspection-ready: Kent needs to be prepared for a range of inspections that regulate specific aspects of Kent's provision of services. It is therefore important the below take place to support preparation whilst holding Kent to account.

Audit cycle for review, learning and practice improvement

The four month cycle works across Integrated Children's Services and will enhance the learning and practice improvement. This will contribute towards a triannual report to be disseminated to senior management for monitoring and review.

Children's Services Assurance Board

A mixed membership of both Members and officers which ensures there is regular and detailed scrutiny of service improvement.

Corporate Parenting Panel

The Corporate Parenting Panel (CPP) is a multi-agency forum made up of Kent County Council's elected councillors representing all parties, as the multi-agency partners in Kent, who are responsible for delivering good and effective corporate parenting for children and young people.

The Panel's role is to lead on ensuring the corporate parenting responsibilities of the multi-agency partnership are being met in line with the Children Act 1989.

Learning from Serious Case Reviews / Domestic abuse Homicide Reviews / Safeguarding Adult Reviews / Critical learning Reviews: All learning from these Reviews result in multi-agency action plans for specific recommendations that are to be disseminated across Integrated Children's Services and the learning embedded in practice. All managers within Integrated Children's Services are responsible for sharing the learning and partners are equally responsible for sharing the learning within their own organisation and for ensuring practice recommendations are embedded within their services.

There are Learning events that follow SCRs carried out at practitioner level.

There is an annual DHR learning event for multi-agency partners to reflect on the learning from recently published DHRs.

5. Performance and data

The provision of data is key to understanding a range of compliance and performance measures, highlighting areas of good practice and areas requiring improvement and in helping to measure the extent to which remedial activity is effective in improving performance. The comprehensive suite of reports is also used to assist with the identification of variation across Kent, allowing for practice and local factors to be explored and, where required, for additional resourcing or support to be provided.

Integrated Children's Services utilise a range of data triangulated with other evidence to identify risk, improvements and inform future practice developments. These include:

- Activity data – essential contextual data sets out the demands on the services and how this is changing over time. This allows for an analysis of trends, shifts in the type of type and complexity of cases, consistency of outcomes and the impact of structural or practice changes both within the service and externally in terms of key partners such as health and police services. This data is regularly compared with both national and regional data to better understand Kent's performance.
- Performance information is used at an operational and strategic level across the wide spectrum of services that form part of Integrated Children's Services. Each Service Area has its own set of performance measures and associated performance reports. These will be comprised of measures relevant to the specific service and include compliance, timeliness, outcome and qualitative based measures. All operational reports are produced at worker, team and area level enabling any variation in performance to be identified and investigated.
- Management information is available in a variety of formats. This allows operational managers to track demand, throughput and outcomes providing essential management oversight utilising technology to assist with caseload management.

The Management Information and Intelligence unit is responsible for ensuring that key management information and performance reporting is in place and regularly reviewed to ensure that it remains relevant, allows for transparency and challenge and utilises comparative data from other local authorities where appropriate. The Unit is also responsible for a range of statutory reporting and for ensuring that all data used for reporting is of good quality to allow for effective decision making.

A centralised analysis function within Strategic Commissioning is responsible for providing expert analysis and insight, utilising management Information and performance data and working alongside the Safeguarding Unit to make recommendations to forecast future challenges and improve practice.

A summary of the performance framework for Integrated Children's Service is included as Appendix C of this report.

6. Key Priorities

Disabled Children and Young People 0-25, Special Education Needs/Health

The Quality Assurance of Disabled Children and Young People 0-25 services is aligned with that of SEN and Health. This is given each of these services face the same challenges where they essentially work with the very same children. However, SEN and Health work with a broader range of need and so they must be able to ask the same questions but consider how they fulfil their obligations across a wider range of the continuum of need.

There is a growing population of children with severe and profound disabilities and/or learning disability who need significant support to reach their full potential and remain safe. Some of this increase is due to medical advances which are leading to improved life expectancy for children who would previously not have survived or would have had a short life expectancy.

The emphasis for the Disabled Children and Young People (DCYP), SEN and Health services is to identify both family and local connections and resources to support the family in developing resilience to care for their child and offer them consistent and, in some cases, lifelong support. Kent will know it is fulfilling its role to vulnerable children and young people, experiencing any level of disability, by robustly reviewing local offers, making these offers visible to children, young people and families and understanding the impact of those offers in developing resilience. Kent needs to support local providers of services to children and young people in understanding their responsibility to be inclusive of disabled children and young people. Kent will know it is effective in its role to vulnerable families when there is a strong enough local offer which can meet their needs without necessarily requiring support from specialist Social Care, Health or Education services.

If disabled children and young people are observed to be at risk of harm, Kent is obligated to be creative in identifying ways to communicate with them to understand their world and how their needs may influence their understanding of their experiences. Therefore, Kent recognises its responsibility to advocate for vulnerable children whilst taking appropriate steps to safeguard them. Kent will know it is keeping children safe by evidencing the child's world through creative direct work whilst demonstrating a sensitive approach and understanding of how a child's needs may influence their interpretation of the world. Therefore, the disability will not be observed as a barrier to the child or become a label that masks what is happening to them or be an explanation to justify their presentation or the experiences they receive. Regardless of disability, Kent will remember the child is still a child and not defined by their disability or challenges.

The Role of Strategic Commissioning in Quality Assurance

Strategic Commissioning, including the purchasing function of the Total Placement Service (TPS), provides a function to robustly manage the contractual terms of commissioned services with the external provider market. The approach taken is one of partnership and managing relationships day to day with strong contract management when the services provided fall below expected requirements and standards. Kent County Council sees Analysis, Evidence-Based Commissioning and Practice needs a critical balance in securing good outcomes for Children and Young People with the greatest value. Kent is determined to work collaboratively and effectively with service providers and partner agencies to improve the health, welfare, and educational outcomes of all Kent looked after children.

The relationship with Service Providers is changing as market factors are challenging the existing contractual landscape. With the emerging best practice from other Local Authorities Kent are embracing for our in-house services, and the improved integrated offer from our Social Work function, Strategic Commissioning has a responsibility to communicate our practice and commissioning intentions with the existing, emerging and future provider market. This will enable the provider market to adjust, up-skill, diversify and/or develop their services to meet the needs of the children and young people. Kent will engage the provider market to work with us to help identify and co-design the solutions with young people and Social Work professionals.

The TPS will ensure the initial referral information provided to service providers is of a good standard so they can make informed decisions as a first step in placement matching to meet need, manage risk and increase chances of longer-term stability. Services can be costed based on need and, at times, other market factors seen as a premium to secure placements. They also support the capture and collation of data to identify service gaps, training opportunities and information sharing needs and feed back to Commissioners and CYPE Senior Managers to collectively address these requirements.

Commissioners actively monitor quality of services through intelligence received from complaints, Safeguarding, Ofsted and Social Workers along with monitoring Key Performance Indicators, quality monitoring visits and formal contract management strategic meetings.

Corporate Parenting

Kent's Corporate Parenting services must be leaders in modelling this responsibility to all adults who provide services, care and support towards children and young people in care. Kent needs to support communities and providers in delivering an inclusive model of support to our most vulnerable children and young people who are not able to safely remain within their family unit or network. Children and young people must be able to freely express themselves, whilst receiving responses from the adults around them, that we understand what they are saying and how they present their feelings through their actions and behaviours. Kent will adopt trauma informed, sensitive and thoughtful responses to children's past and present trauma.

Kent will know it is fulfilling its obligations to children in care by creatively finding ways to communicate with them whilst supporting relationships and compassion from peers, corporate siblings, with similar experiences where they support one

another to develop resilience to overcome their challenges. Kent will know the children's families will be as best included within care planning and experience safe contact arrangements that will promote placement stability whilst establishing lifelong links to prepare our children and young people for adulthood. Kent will know they are establishing placement stability for children by understanding their children's needs and matching them with appropriate long-term options that can meet their needs throughout their majority, thus reducing the chances of placement breakdown and moves for our children in care. Kent will know it is successful in fulfilling our corporate parenting responsibility by improving placement stability, achieving the best academic and health outcomes whilst supporting our children in care in being as best included within local provisions of services where they can proudly celebrate being children in care.

Unaccompanied Asylum-Seeking Children (UASC)

Kent is a key gateway to Europe being one of the main points of entry into the UK with robust practice in identifying vulnerable children and young people to provide support and safety. Whilst Kent has robust procedures to identify children and young people at the first point of contact and ensure their safety, the Home Office is responsible for identifying the age and date of birth to inform Kent's responsibility. If the child or young person is under the age of 18, Kent will be responsible for providing immediate appropriate accommodation whilst meeting their health, educational and emotional wellbeing. Kent acts in the best interests of children and young people by ensuring best practice and completing a children and family assessment within 45 days from the point of contact or facilitating their transfer under the National Transfer Scheme whilst considering family reunification with other Local Authorities, where appropriate. Where asylum applications are being processed, Kent provides suitable accommodation to support community integration and access to health, education and services regarding emotional wellbeing.

Kent will know it is fulfilling obligations towards UASC by supporting their transfer from the point of contact to a place of safety within expected timescales, in respect of completing assessments, and transition to suitable community accommodation. Kent can also measure practice by successfully integrating UASC with our local communities, services and providers so they continue their journey and transition, regardless of where their future home may be.

Useful Website addresses

Online Feedback Tool

<https://www.vptol.co.uk/sqvptSpecSurveyIntro.asp?&canvas=n&tablet=n&phone=n&brand=kentehp&org=kentehp&langid=1&strsesid=52013483510052019103215>

Kent Youth County Council

<https://www.kent.gov.uk/about-the-council/youth-participation/kent-youth-county-council>

HeadStart Kent Resilience Hub

<https://www.headstartkent.org.uk/how-to-get-involved>

Good Conversations

<https://kentcountycouncil.sharepoint.com/sites/KNet/Pages/good-conversations-tool.aspx>

Staff Groups

<https://kentcountycouncil.sharepoint.com/sites/KNet/Pages/staff-groups.aspx>

Peer Learning Networks

<http://knet/ourcouncil/Pages/Our-communities-of-practice.aspx>

7. Appendices

Appendix A

Appendix B

Appendix C

Appendix D

APPENDIX A – Reporting Schedule

| | Purpose | Target Audience | What Difference Do They Make to Children & Families? | How Often Are They Produced? | How Do They Inform Practice Improvement? |
|--|--|---|---|-------------------------------|--|
| Children & Families Audit Summary | To provide a monthly update on the performance of Children & Families Service across a range of key indicators | Corporate Director, Director, Assistant Directors, Service Managers and Team Managers | Provide up-to-date, regular performance information to highlight issues as they are emerging, help teams organise resources and promote understanding of performance information. Recognising good practice and understanding our strengths to build on | Monthly Report and Bi-Monthly | <p>Monthly audit meetings with participation & engagement. Membership P&E, data info MIU, Analysis from commissioning, PDMs, QA Manager, heads of fostering, Corporate Parenting,</p> <p>SEN QA, Youth Justice, Customer Care, Open Access</p> <p>Discussed at audits mtg any gaps or celebrate to be shared in qrtly update (learning from practice)</p> <p>Bi-monthly audits Alternate to look at practice in each team across CYPe and identify good practice and development</p> |
| Appreciative Enquiry | Developing a learning culture celebrating team skills sharing the learning | Corporate Director, Director, Assistant Directors, Service Managers and Team Managers | Develops a learning culture within the team and celebrates good practice which improves confidence and morale. | Bi-Monthly | They are recorded on a template which are thematically reviewed where best practice and learning from experiences contributes to the tri-annual report. |

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| Children & Families Report | Provides a concise summary of the performance, challenges and developments of the Children & Families Service over the last quarter | ICS Joint DivMT | Ensures that DivMT are aware of good practice and can provide scrutiny, where needed, to ensure the focus remains on the delivery of services to the 'customer' | Quarterly | Ensures that management Divmt have oversight of both the excellent work that the Service is doing and the challenges that are facing it. This allows management to hold the service to account to ensure that action is being taken to meet these challenges. |
| Front Door | Provides analysis and information of the contacts received by the Front Door, along with performance information regarding outcomes, and tracks trends and developments over time. | ICS Joint DivMT | Provides information on demand, contact sources and outcomes to provide an understanding of what demand and the journey through the process is like for children and families, supporting action to make the process smoother, more effective and more efficient. | Monthly | Informs manager what demand looks like, both current and over time (trend), and where contacts are coming from. |

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| Total Placement Programme | Provide a detailed and informed understanding of the Children in Care, Children Leaving Care and Vulnerable Young Adults population, the types of placements and admissions and discharges | ICS Joint DivMT | Monitoring the types of placements helps to ensure that we continue to have a sufficiency of placements, monitoring admission rates helps us ensure that thresholds are being applied robustly, and monitoring discharges can help identify areas that discharge planning may not be being as effective as it could be (such as for teenagers etc.) | Quarterly | The monitoring and analysis of activity along with understanding how the market is responding allows us to monitor trends, gaps and capacity issues and adjust commissioning activity to get the best outcomes for Children and Young People and the Council. Predictions of future need helps inform decisions and direct further analysis to understand specific issues more deeply to further direct and inform practice development. |
| Corporate Parenting Panel/CP Annual Report/Challenge Cards | Update elected members, as corporate parents, on the performance of the CIC Services and the challenges they are currently facing. Children and Young people able to challenge their corporate parents. | Elected Members Group for Children in Care. Children and young people | Holds the service to account to ensure that they are meeting the statutory requirements and committed obligations to Looked After Children Children and young people able to have a voice and be able to influence design of services. | Bimonthly | Identifying performance challenges to Elected Members ensures that action is taken to meet changing challenges and decisions being made are endorsed by elected members. Influence design of services and impact upon policy change. E.g. Rent Guarantor Scheme. |

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| KSCB Audit Reports and Business Group Reports | <p>Inform the KSCB and Sub-groups on performance over the last Quarter</p> | <p>KSCB and Partners</p> | <p>The report helps the board hold the sub-groups and Partners to account, to ensure that services respond to issues that are arising in performance or demand</p> | <p>Tri-annually (*tbc by new arrangements)</p> | <p>Providing trend analysis of various services and agencies in one report, the KSCB, are empowered to implement actions and make decisions that could improve the safeguarding children across a multi-agency spectrum.</p> |
| Kent Fostering Business Plan – Statement of Purpose – Panel Chairs Annual Report – Sufficiency Strategy | <p>Ensures that the 'National Minimum Standards' for reporting are adhered to and provides information and analysis of the performance of the Fostering Service</p> <p>Details training for foster carers. Monitors performance for the county.</p> <p>Monitors team performance.</p> | <p>Integrated Children's Services</p> | <p>Provides analysis of demand, delivery and sufficiency of Foster Carers/ placements, assisting to ensure that the service continues to be able to meet the needs of children in care requiring foster placements</p> | <p>Annually</p> | <p>Monitors performance against both local and National targets. Informing the Directorate of performance and trends across a range of key indicators (from Children in Foster Care, to Foster Carer Households, to the Outcomes of Children in Foster Care) ensures that the service is held to account, and action needs to be taken where challenges arise.</p> <p>Identifies specific recruitment targets e.g. Parent and Child, siblings, disabled children etc.</p> |

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| Children's Assurance Presentation | Updates the Children's Assurance Board on performance over the last quarter in relation to an agreed theme. | Children's Assurance Board | Provides a joined- up overview of directorate level performance, providing the strategic link that joins up service delivery, ensuring improved outcomes for Children & Families | Quarterly | Challenges and issues are raised in a Multi-Agency arena that holds the service to account and provides scrutiny, ensuring that improvements are made, and action taken where needed. |
| PCC (Police and Crime Commissioners) SLA report | Informs the Youth Justice Service and the PCC of the outcomes for Young People engaged through the Youth Justice Service | PCC / Youth Justice Service & Prevention Leadership | Provides information relating to the outcomes, and case specific examples, of the Youth Justice Service. Ensures support is being provided effectively and restorative practice is being used | Quarterly | Identifying areas and trends where performance is not reaching the expected standard allows the PCC to hold the YJS to account and committed areas for development relating to emerging issues and risks and challenges drives practice improvement. |
| Youth Justice Board | Performance Report for the Youth Justice Service focusing on performance over the last Quarter | County Youth Justice Board | Helps to ensure that support is being provided to Young People, and victims, through analysing performance on a regular basis | Quarterly | Allows the monitoring of trends over time, and the support being offered each quarter to ensure that the right levels of support are being provided at the right point to prevent young people entering the Criminal Justice System and to reduce re-offending rates. |

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|-------------------------------------|---|---------------------|--|---------------------------|---|
| Adoption Service Report | Report to inform the executive of the performance of the Kent Adoption Service | Executive Members | Provides information and analysis around the performance of the adoption service, helping to ensure that adoptions are timely and that we have enough adopters to meet needs of Kent children for whom adoption is the plan. | Annually | The report informs the executive of performance and service delivery compared to previous performance, and government timescales. This results in the service being held to account to ensure that it continues to meet the needs of children placed for adoption, in a timely way. It also ensures that the process for potential adopters is smooth and progresses well and also meets government timescales. The report also addresses support for adoptive families post order. It highlights good practice and issues of concern by reporting on compliments and complaints. |
| Virtual School Report | Mid-cycle Report on performance and progress of VSK work streams | DivMT CPP | Comparing outcomes to that of our statistical neighbours and national averages (alongside previous performance) informs the virtual school of where performance has declined, and where action needs to be taken to improve the outcomes of our Looked After Children. | Annually (March/April) | Analysis of performance shows where Kent's performance has either improved, remained consistent, or declined. This then informs provision and support provided, as well as encouraging further analysis and work to improve performance management and practice. Performance & Challenge |
| Virtual School Annual Report | Update Elected members and the executive on the outcomes and activity of the Virtual School that year (statutory requirement) | CMT DivMT CPP | This report has no direct impact of Children & Families, but is used to hold the Virtual School to account and promote service improvement. | Annually (Oct) | Contextualises the performance of the Looked After Children population, providing an update of performance before data becomes nationally available and gives the executive and elected members an opportunity to hold the Virtual School to account and raise challenges for the coming year. |

APPENDIX B – Meeting Schedule

| | Frequency | Attendees | Performance | Quality | Voice | Cross Cutting |
|-----------------------------|---|--|--|--|---|--|
| Practice Service Monitoring | Weekly meeting to discuss key points and strategies | <p>Caseworkers and Team Managers at the weekly Team Meeting.</p> <p>Team Managers and Service Managers at the Weekly Service Meeting.</p> <p>Service Managers and Assistant Directors at the Weekly Area Management Meeting.</p> | <ul style="list-style-type: none"> • Safeguarding Alerts raising critical / high risk incidents • Case Load • Number of new cases & type • Number of cases to be closed • Number of court cases • Number of complaints • Number of meetings and purpose • 'Pressure Points' • Actions the team can take to reduce risks • To identify areas of adverse practice and practice outcomes quickly • To bring effective challenge • Agree the actions needed to reverse the trend and mitigate risk • Foster 'peer to peer' support and county wide response to issues • Overview of issues which may impact on performance • Staffing (sickness, absence, capability) • Sharing of resources to cover capacity issues • Are emerging trends/risks reflected across the county? • Is a joint response/approach needed? • Allocation Resources Panel (ARP): Review of complex cases with consideration of additional resources to meet needs. • Placement Panel: Review of Children's Placements and packages in place to support complex needs. | <p>Reviewing weekly and monthly performance reports.</p> <p>Information reports filtered from Senior Management will be discussed.</p> | <p>Child and Family feedback.</p> <p>Complaints and lessons learnt.</p> | <p>Responding to the 3 ILACS Questions:</p> <p><i>What do we know about the quality and impact of social work practice with children and families in the Authority?</i></p> <p><i>How do we know it?</i></p> <p><i>What are our plans to maintain or improve our performance?</i></p> <p>Understanding our Service:</p> <p><i>What have we achieved?</i></p> <p><i>Responding to the "so what"?</i></p> <p><i>Question</i></p> <p><i>What is on the horizon?</i></p> <p><i>Where's our next challenge?</i></p> <p><i>What do we need to do next?</i></p> |

| | Frequency | Attendees | Performance | Quality | Voice | Cross Cutting |
|------------------------|-----------|--|--|--|--|--|
| Practice Forums | Monthly | Frontline staff/managers as agreed and selected with clear remit for Practice; a suggestion would be Senior Leads | <ul style="list-style-type: none"> • To embed the practice framework • Explore training and toolkits to enhance practice, disseminate national and local research developments | The forums will feed back on practice in districts and triangulate audit and direct work learning. | The forums will consider where possible involvement of service users and feedback. | Developing and innovating best practice, building on research and new ideas. |

| | Frequency | Attendees | Performance | Quality | Voice | Cross Cutting |
|--|-----------|--|---|--|--|---------------|
| Integrated Children's Services Audit Group | Monthly | AD Safeguarding, Professional Standards & QA Head of Safeguarding & QA Principal Social Worker AD Management Information Service Manager Management Information Head of Performance and Analytics | <ul style="list-style-type: none"> Review the qualitative data from the monthly audit Review the quantitative data from the monthly audit Consider the outcome of thematic audits Analyse trends and patterns Consider commissioning for further analysis Risks and Issues Actions to mitigate risk Key performance Challenges Priorities and actions for the next period Feedback from Complaints & Compliments Feedback from Children's Councils | <p>Key Message and learning from:</p> <p>Outcome of forums</p> <p>Tri Annual Integrated Children's Services Learning and Improvement Report</p> <p>Issues identified with Practice Supervision</p> <p>Case Reviews</p> <p>Priorities & actions for next period</p> | <p>Child & Family feedback</p> <p>Complaints & Compliments</p> <p>Lessons Learnt</p> | |

| | Frequency | Attendees | Performance | Quality | Voice | Cross Cutting |
|----------------------------------|-----------|--|---|---|--|---|
| Performance and Challenge Review | Quarterly | CYPE Corporate Director Directors of ICS ICS Assistant Directors CSW Service Managers MIU Service Manager & Senior MI Officers | <ul style="list-style-type: none"> Performance, Support & Challenge Group reviews the performance for each area and service, looking at the challenges and what actions have been put in place and the impact of any measures taken. Alongside this there is an analysis of a number of key priorities agreed at the previous meeting, which includes a review of data, trends and benchmarking of Kent's performance in comparison to similar local authorities | The performance data analysed by the Performance; Support & Challenge Group is used as a focus for directing the work of the Practice Development Officers. Audit work accompanies the data analysis to provide a greater depth of understanding. Outcomes from findings are tracked to ensure any recommendations are implemented consistently | Provides an opportunity for the service managers to showcase good work and/or respond to challenge from the Corporate Director and Directors of Integrated Children's Services. This Group led to the establishment of the Children's Services Assurance Board, a Member led board set up to build knowledge and detailed understanding of children's services' performance to provide critical challenge and drive service excellence and secure improved outcomes for children | Senior-management level discussions on how lower levels of performance could be improved. Information from the meetings is shared with the wider service and feeds into the reporting to Members. The impact of Early Help to be considered going forward |

| | Frequency | Attendees | Performance | Quality | Voice | Cross Cutting |
|------------------|-------------|---|--|--|---|---|
| ICS County DivMT | Fortnightly | Directors of ICS ICS Assistant Directors Business Support/Business Management Leads Service Development Manager Children's Commissioning Leads HR Business Partner | <ul style="list-style-type: none"> ICS County DivMT reviews various indicators across ICS Scorecards, including Missing Quarterly Report. These may be requested as specific items for future meetings and may be indicators outside of those within published reports. | ICS County DivMT review Internal Audit Reports, Independent Management Reviews/Serious Case Reviews and 6-monthly reports from CS Complaints. These discussions may result in specific messaging and/or practice notes to staff. | 6-monthly reports from CS Complaints provide an opportunity to review a range of customer feedback. Other reports requested for information or decision may also include service user feedback (e.g. reports to/from Corporate Parenting Panel) | Senior-management level discussions, including a strategic view on a range of key activities and initiatives, including progressing to outstanding, fulfilling the CYPE Vision, ensuring ICS is involved in the developments lead by other departments (e.g. SEND Improvement Action Plan) and linking in with other strategic board (e.g. 0-25 Health and Wellbeing Board) |

| | Frequency | Attendees | Performance | Quality | Voice | Cross Cutting |
|----------------------|-------------|---|--|---|--|---|
| ICS West/East DivMTs | Fortnightly | Directors of ICS ICS Assistant Directors Business Support/Business Management Leads Service Development Manager (West DivMT) | <ul style="list-style-type: none"> Various indicators across ICS Scorecards, with a dedicated monthly item to review the latest scorecards. These may inform a local view on future items, including drill-down via TODs/Dashboard or other reporting mechanisms. | Issues brought to the attention of East/West DivMTs is much determined by ADs. Discussions on specific local issues, including via performance and activity reporting may result in local actions to be taken forward by ADs and/or ICS County DivMT discussions. | ADs are able to bring items including service-user feedback, to inform any discussion points they raise at the meetings. There is not a routine service-user feedback item as part of the agenda, as this would mostly be captured in the updated to ICS County DivMT. | ICS West and East DivMTs link in with each other to ensure that agendas are aligned and as consistent as possible. Monthly finance and performance items are scheduled for the same date and other items are decided ad-hoc (e.g. joint sign-off of Development Framework). |

| | Frequency | Attendees | Performance | Quality | Voice | Cross Cutting |
|----------------------------------|------------------|--|---|--|---|--|
| Divisional Management Team (DMT) | Weekly, all year | <p>Corporate Director</p> <p>Director Education Planning and Access</p> <p>Director ICS, East</p> <p>Director ICS, West</p> <p>Chief Executive, The Education People</p> <p>Director Transformation</p> <p>HR Business Partner</p> <p>Finance Business Partner</p> <p>Strategic Policy Business Partner</p> <p>Staff Officer to Corporate Director</p> | <ul style="list-style-type: none"> Integrate the work of our newly merged CYPE Directorate, using a different model of practice to reduce demand on children's services and deliver better outcomes for CYP Lead by example, articulating a clear, ambitious direction of travel which staff and partners can collectively buy into and own the new model of integration. Advise staff, families, Members and partners on our collective responsibilities, challenges and best practice solutions. Decide how best to secure improved outcomes for CYP and their families, maximising best use of limited resources. Communicate the strategic direction and vision for CYP so that staff own the changes and are motivated to take risks and innovate in order to deliver an Outstanding Children's Services Directorate. Prioritise our key challenges and harness all our efforts into achieving improved outcomes in our priority areas. Monitor the impact of the 'Change for Children Programme' and other key responsibilities of DMT, undertake remedial action when necessary and benchmark our performance to evidence improvements at pace. | <p>Making decisions about how to deliver/implement the Council's priorities</p> <p>Ensuring we meet our corporate parent responsibilities</p> <p>Operating within our political and financial environment</p> <p>Being solutions focussed.</p> <p>Defining the priorities and key issues that prevent us from improving outcomes for children and families</p> | <p>Connecting between frontline staff/teams and DMT</p> <p>Ensure the voice of staff and families are heard and considered through reports, complaints feedback and surveys</p> | <p>To undertake deep dives into agreed service areas to share information; explore and agree solutions; define actions and agreed responsibilities</p> <p>To share information (bitesize briefings) from Corporate Colleagues and other Directorates</p> |

| | Frequency | Attendees | Performance | Quality | Voice | Cross Cutting |
|--|-----------|--|---|---|---|---------------|
| Quality & Effectiveness Group Meeting A New Partnership will be in place from Sept 2019 which will replace this group | Bimonthly | Director of Integrated Services - West Kent (KCC) Named Nurse Safeguarding Children (MTW) Head of Safeguarding Children (EKHUFT) Designated Nurse for Safeguarding Children (DGS and Swale CCG) Head of Safeguarding (KMPT) Director of Operations (NELFT) Community Service Manager (CCC) Head of Safeguarding (KCHFT) Area Education Advisor (The Education People) Assistant Director – Management Information and Intelligence (KCC) Deputy Designated Nurse for Safeguarding Children (LAC, CCG) Chief Nurse (CCGs) Head of Quality – Public Health (KCC) Evaluation Officer (KSCB) Assistant Director for Safeguarding, Quality Assurance and Professional Standards (KCC) Assistant Director – West Kent (KCC) Project Officer (KSCB) Detective Inspector (Kent Police) Senior Operational Support Manager (NPS) Named Nurse Safeguarding Children (DVH) | <ul style="list-style-type: none"> • Review Partner information from internal audits, performance measures, external inspections, serious incidents, internal SCR actions • Undertake multi-agency audits, peer reviews, other multi-agency fora • Review multi-agency audit information • Analyse trends and patterns to identify emerging themes • Consider areas for further exploration • Identify multi-agency areas for focus • Attention to JTAI topics | Single and multi-agency audits Exceptions reporting SCR actions | Partners (Strategic level) Frontline (Operational level) Child / family feedback (via SCRs) | |

| | Frequency | Attendees | Performance | Quality | Voice | Cross Cutting |
|-----------------|---|--|--|--|--|---------------|
| Corporate Panel | Bimonthly, dates to include school holidays to enable children and young people to attend | <p>Elected Members, lead member Roger Gough</p> <p>Chair – Ann Allen</p> <p>Corporate Director</p> <p>Director for Integrated Children's Services (East)</p> <p>AD for Corporate Parenting</p> <p>Young Lives Foundation</p> <p>Health – Designated Nurse for LAC</p> <p>VSK Participation and Engagement (including Apprentices Head of YOS)</p> <p>Foster Carers Representation (Currently 3 nominated KCC carers including the Chair of KFCA)</p> | <ul style="list-style-type: none"> • Performance Scorecard at every Panel • Corporate Parenting annual report • Service reports and business plans <p>The panel monitors the work of the services for children and young people in Care – there are regular reports for:</p> <ul style="list-style-type: none"> • Kent Fostering • Kent Adoption • Care Leavers 18plus Service • Virtual School Kent • Youth Offending • Unaccompanied Asylum Children <p>Challenge card progress reports</p> <p>Members are able to request reports.</p> | All reports are quality assured by the AD and Director, before being submitted and signed off by both the Corporate Director and the lead member for children, young people and education. | <p>Young People and Children regularly attend panel to meet their Corporate Parents</p> <p>Takeover day 29th May 2019</p> <p>VSK Apprentices are panel members</p> <p>Challenge cards are used through the children and young people's councils, where children make challenges to their Corporate Parents on issues where they want to see change.</p> | |

| | Frequency | Attendees | Performance | Quality | Voice | Cross Cutting |
|----------------------------|-----------|--|--|--|-------|---------------|
| Children's Assurance Board | Quarterly | Chairman, Cabinet Member for CYPE Corporate Director for CYPE Corporate Director for ASCD Chairman of the Corporate Parenting Panel Leader of the Opposition Leader of the 3rd largest party Additional non-executive Members from the largest party Director of Integrated Services AD for Professional Standards KCC Strategic Commissioner Head of Information and Intelligence | <ul style="list-style-type: none"> Develop, agree and then critically assess at each Board meeting a children's services performance dataset, including quantitative and qualitative measures, and benchmarking of Kent's performance in comparison to similar local authorities; Consider and agree KPI targets for children's services ensuring that they are robust, realistic and achievable; Commission and consider 'deep dive' reports into performance or service quality issues and to agree and monitor management action; Consider any changes in national or local strategy and policy to ensure they improve quality of service and improved outcomes for children in Kent; Consider the necessary support across all services to improve the discharge of the councils corporate parenting responsibilities; Consider the performance of Disabled Children's Services in support of the DCS and LMCS statutory responsibilities and accountabilities; Review relevant Ofsted and other inspection and regulatory frameworks for Children's Services, and have oversight of KCC readiness and preparation for inspection including the preparation of any self-assessment; Consider the overall sufficiency and appropriateness of the performance reporting framework for Children's Services. | Children's Services performance dataset Progress on the integration of children's social care and early help Forward plan of items | | |

| | Frequency | Attendees | Performance | Quality | Voice | Cross Cutting |
|---------------------------------|--|--|--|--|---|--|
| Corporate Management Team (CMT) | Fortnightly <i>(Meetings are not usually held in August unless there are exceptional circumstances)</i> | Head of Paid Service Corporate Director of People & Communications Corporate Director of Children, Young People & Education Corporate Director of Adult Social Care & Health Corporate Director of Growth, Environment & Transport Corporate Director of Finance General Counsel Director of Public Health Staff Officer to Head of Paid Service | <ul style="list-style-type: none"> Ensuring the smooth operation of the Council's business including both the political executive and the Council's overview and scrutiny function. Corporate focus and reporting on performance management and risk management. Co-ordination of council wide activity in significant planning, project and programme management The development of and delivery of the medium-term financial plan and the medium-term plan The development and delivery of the council's yearly budget including monitoring reports The development and delivery of business planning including reviews of progress Providing the formal policy advice to Cabinet Implementation and execution of the decisions of the political executive | Development and agreement of all key strategies prior to submission to Cabinet | Guardian of the Council's reputation and communication with the people of Kent and the Council's employees. | Leadership and direction of the organisation as a whole Whole council intelligence sharing The guardian of the council's core purpose and core values Co-ordination of council wide activity in significant planning, project and programme management Ensure the effectiveness of managerial control across and throughout the whole organisation Organisational development and cultural activity |

APPENDIX C - Performance Reporting Framework for Integrated Children's Services

| | REPORT | FREQUENCY | FOR USE BY | PURPOSE |
|---------------|---|-----------------|---|--|
| External | Statutory Reporting | Annually | Department for Education (DfE) and Ofsted | National publication of activity and performance which is used to inform Ofsted Inspections of Local Authority Children's Services (ILACS) |
| | Children's Social Care Benchmarking Report | Quarterly | Corporate Director Social Care, ICS Divisional Management Team; and SE Regional Benchmarking Group | Facilitate benchmarking for the Region which allows comparison of activity and performance levels during reporting year. |
| | CYPE Scorecard | Quarterly | Children's, Young People and Education Cabinet Committee | Scrutiny and challenge of Integrated Performance by Kent County Council Members. |
| | Children in Care Scorecard | Quarterly | Kent Corporate Parenting Panel (CPP) | Scrutiny and challenge of Performance by Kent County Council Members, Partners and Foster Carer representatives to drive forward improved outcomes for Children in Care in Kent. |
| | Front Door and OOH Performance Monitoring Report | Quarterly | Multi-Agency Front Door Strategic Board | Monitoring and evaluating the effectiveness of the multi-agency Front Door, reviewing demand, performance and outcomes |
| | ICS Monthly Performance Scorecard & Missing Children Quarterly Report | Quarterly | KSCB Quality and Effectiveness Sub-Group | Monitoring and evaluating the effectiveness of what is done by the authority and their Board partners individually and collectively to safeguard and promote the welfare of children to promote improved performance, good practice and inform learning and development. |
| | Kent Children and Young Peoples Plan | Quarterly | 0-25 Health and Wellbeing Board and Local Children's Partnership Groups (LCPGs) | Provides a framework for the collective efforts of partners to improve the lives of children in Kent. LCPGs will be an active driving force for continuous improvement and will be focussed on local priorities and actions which are identified in the partnership's strategy. |
| | Scheduled and ad hoc reporting | As required | Health Providers in Kent, Kent Police and Commissioned Services | Performance monitoring and management of jointly owned performance indicators, and evidence of demand levels to improve outcomes and inform commissioning of services for children in Kent |
| KCC | KCC Quarterly Performance Report | Quarterly | Leader of Kent County Council, Cabinet, Corporate Management Team (CMT) | Oversight of progress towards Strategic Priorities and performance measures supporting Strategic Priority Statement for SCS |
| | Key Performance indicators, including those included with the Children's Analytics Tool ChAT) | Quarterly | Children's Assurance Board | Provide Members with assurance and allow for greater scrutiny of performance, targets and outliers for integrated Children's Services. The performance data is used in conjunction with audit findings, feedback from Children and young people and from survey's and complaints. |
| | Integrated Financial and Activity Data | As required | Budget and Programme Delivery Board | Performance monitoring against key activity and performance targets and cost savings as part of the Children's Transformation Projects. Identification and tracking of key management actions. |
| CYPE | Key performance indicators and priorities for integrated Children's Services. | Quarterly | Divisional Management Team (DMT); Performance Support and Challenge Group | Oversight and scrutiny of performance for Integrated Children's Services. |
| | Quality Assurance: On-line Audit Report; IRO Quarterly Report; CP Chairs Quarterly Report | Quarterly | Safeguarding & Quality Assurance Unit, Divisional and Area Management Teams | Oversight of qualitative measures, including feedback from children/young people and their families, complaints and audit findings to inform learning and service improvement. Findings feed into the continuous development of the audit programme. |
| Service (ICS) | ICS Monthly Performance Scorecard | Monthly | Divisional and Area Management Teams, Lead Member for CYPE, Performance and QA Deep Dives | Identification of any inconsistency of practice and good or poor performance to promote learning and service improvement. Agreement on any actions to be taken and the monitoring of these to measure the impact on performance and outcomes for children and young people. Scrutiny applied by the Safeguarding Unit who will test performance against findings of audits and the through the wider quality assurance framework. |
| | Service Specific Performance Reports. Examples include: Fostering Scorecard; Adoption Scorecard; Missing Children; CSE, Disabled Children and Young Peoples Services. | Monthly | Service Management Meetings | Performance and activity information which is specifically aimed at monitoring demand and improving service outcomes. The content and focus of the reports reflects the activity and performance reporting required by individual service areas. |
| | Service Specific Reports, examples include: Front Door and OOH; Sufficiency Strategy. | Quarterly | | |
| Operational | Data Quality Interactive Tool | Daily | Management Information & Intelligence Unit/Team Managers/Senior Admin/Liberi & EHM Operations Group | Identification of issues affecting the quality of data which would effect the accuracy of performance reporting or individual records for children and young people. Identification of consistent themes to inform overview of data recording and training requirements. |
| | Weekly Activity Reports | Weekly (Monday) | Corporate Director/Directors of ICS/Assistant Directors/Team Managers/Service Managers | Demand and workload monitoring, and performance monitoring at a Team/District/Service level. |
| | Team and Service Operational Dashboards | Daily | Service Managers/Team Managers/Senior Practitioners/Assistant Directors/Senior Admin | The dashboards are constructed using Liberi and EHM Scheduled Reports and provide an overview of activity, performance and data quality at a Service/ District/Team level. This enables managers to track incoming demand and current performance and provides a summary of forthcoming and outstanding tasks at child or worker level. Service Dashboards are also provided for Fostering, Adoption, Disabled children and Care Leaving Services. |
| | Liberi and EHM Scheduled Reports and Trackers Daily | | All ICS staff (range of available reports for each individual is based upon a permissions matrix) | These reports provide information on a range of activity and performance across a wide range of services. They are used to provide detailed information for caseload management, performance management and service planning. |

APPENDIX D – Proposed Practice Framework Delivery Timeline

| | Apr – Jun | Jul – Sep | Oct – Dec 2019 | Jan – Mar 2020 | Apr -Jun 2020 | Jul – Sep | Oct – Dec 2020 | Jan – Mar 2021 | Mar 2021 onwards |
|--|-----------|-----------|----------------|----------------|---------------|-----------|----------------|----------------|------------------|
| Core skills masterclasses To managers and key staff | | | | | | | | | |
| Core skills training to all CYPE staff | | | | | | | | | |
| Core skills multi agency partners and foster carers | | | | | | | | | |
| Procurement for systemic training and Family finding training | | | | | | | | | |
| Systemic training starting train the trainers | | | | | | | | | |
| Systemic training starting for CYPE staff plus multi agency partners/ foster carers | | | | | | | | | |
| Procurement of family finding training | | | | | | | | | |
| Family finding – train the trainer | | | Oct 19 | | | | | | |

| | | | | | | | | | |
|--|--------|-------------|--------|--------|--|--|--|--|--|
| Family finding – roll out to key staff | | | Nov 19 | Jan 20 | | | | | |
| Restorative Practice – train the trainer | | | | | | | | | |
| Restorative practice – roll out to key staff | | | | | | | | | |
| Contextual safeguarding (separate funding) train the trainers | May 19 | | | | | | | | |
| Contextual safeguarding training to key members of staff – roll out first to Adolescent risk service | | From Aug 19 | | | | | | | |
| Signs of Safety ++ (via OD) | | | | | | | | | |