



## **A warm welcome to South Gloucestershire Council and to our children’s services team!**

You’re joining us at a really exciting time; we’re absolutely focused on doing all we can to improve the lives of the children and young people we work with and are further investing in our staff and our service to ensure we continue to improve outcomes for the most vulnerable in our society.

We know you care passionately about what you do. We share your passion. We are very clear that children and their families need to be at the heart of the work we do and the decisions we make. Our promise to you is that we will give you all the support we can to enable you to demonstrate your expertise, enthusiasm and commitment to the young people and families you work with.

We’re a positive, pro-active team, we listen to ideas, and act on them – fast. We keep workloads manageable; we welcome flexible working and we’re committed to giving you access to the training and development opportunities you need to be the best you can be.

That is our promise to you. If at any stage in your career with South Gloucestershire Council you feel we’re not delivering on that promise, we want you to feel comfortable coming to us and telling us.



**Chris Sivers**  
Director of Children, Adults & Health

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## Introduction

Name	
Position	
Start date	
Team and office base	
Line manager	

Your induction is planned and co-ordinated to introduce you to your team and the working environment at South Gloucestershire Council. This will enable you to understand and prepare for the key tasks of your role.

If a timetable has been devised for your first week, this will be supplied separately.

**LINE MANAGERS:** Every new starter should have an electronic of this document and/or a paper copy in some instances. The document should be signed off as induction items are completed. The electronic copy links to various forms, policies, procedures, etc. The document should be saved in the individuals personnel folder once complete.

## Setting up a new colleague

Description	Person responsible	Date and/or reference
<p>Complete relevant new starter form and attach this to a Marval ticket</p> <p><b>Permanent/temporary Council staff:</b> SGC-NewUser-Staff  <b>Consultants and agency staff:</b> SGC-NewUser-External</p> <p>*Don't forget to add the new starter to Equitrac</p>	Business support	
<p><b>Laptop and headset:</b> complete SGC-NewHardware form and attach this to a Marval ticket</p> <p><b>Mobile (Telephony):</b> check inventory for spares, raise a Mobile Account: Name Change ticket to have the mobile wiped and the name updated on the O2 account. Otherwise, raise a New Mobile Phone ticket to request a new one</p>	Business support	
Email new starter to confirm start date, time, meeting point and to request a photo of head/shoulders for ID badge. Don't forget to	Business support	

ask the new starter to bring their passport with them on their first day  <b>Consultants and agency staff:</b> in addition to the above, send the ICT Security Policy and Acceptance Letter for them to read, sign and return, and ask them to fill in an Employee Contact Form. Send these to business support on receipt		
<b>ID badge and buildings access card:</b> once a photo has been received, send to Access and Time Recording along with their name, job title and start date	Business support	
<b>Car parking:</b> email Access and Time Recording for Patchway Hub and Kingswood Hub, or email Staff Car Parking for Badminton Road	Business support	
Email MFD Access Requests to setup printing and scanning permissions	Business support	
Email individuals name and start date to <a href="mailto:smbusiness.support@southglos.gov.uk">smbusiness.support@southglos.gov.uk</a> for training with Alice Di-Duca	Business support	
<b>Etarmis:</b> complete Data Collection New Starters or Changes for Individuals form and send to Access and Time Recording	Line manager	
<b>Civica Financials (if applicable):</b> complete New User Access Request form and send to Financial Systems Helpdesk	Line manager	

## Pre-induction preparation

Description	Person responsible	Date and/or reference
Inform the team that there is a new colleague: name, their job, contact information and when they're starting	Line manager	
Collect ID badge and buildings access card from the Printroom or reception if posted to a Hub	Line manager	
Collect laptop and headset from ITD	Line manager	
Collect mobile from business support if a spare has been reassigned or collect from ITD if new	Line manager	
Put together equipment in a laptop bag along with basic stationery and PPE	Line manager	
Have the login details to hand	Line manager	

## Induction

### Right to work check

All candidates shortlisted for interview are required to produce documentation that evidences their right to work in the UK.

It is the responsibility of the recruiting manager to check the original copy of the candidate’s proof of right to work at the earliest opportunity; this could be at interview if face to face, at an induction or on their first day.

- The proof of right to work must be seen no later than the candidate’s first day.
- If the candidate fails to bring their original documentation with them, they should be sent home.
- The candidate should bring with them the original document that was seen by the HR
- Recruitment Team: **passport, national identity card, biometric residence permit number or biometric residence card number.**
- A copy of the proof of right to work should then be scanned or photographed and sent to HR Recruitment to keep on file.
- You should sign this document “original copy seen, your name, the date”.

## Equipment

Your line manager should arrange a one hour induction with Business Support, who will assist with the setting up of equipment and provide an overview of their services.

Description	Supporting person	Date and/or reference
Ensuring access to remote working: <a href="#">Video Conferencing Policy</a>	Business support	
Setting up voicemail facilities: <a href="#">introducing Skype</a>	Business support	
Emails: appropriate signature and out of office	Business support	
Stationery	Business support	
Printing and scanning	Business support	
Post	Business support	

## Environment/Location

Description	Supporting person	Date and/or reference
Building opening times	Line manager	
Tour to include toilets, canteen/recreational facilities, Quiet Wing (if at BMR) and location of key teams, i.e. ITD, Finance	Line manager	
Workstation and hot-desking	Line manager	
<a href="#">Building guides</a>	Line manager	
Condeco	Line manager	

<a href="#">Car parking</a> and <a href="#">pool vehicles</a>	Line manager	
Security: ID/keys, personal possessions, Clear Desk Policy	Line manager	
Covid-19 related information: risk assessments, wellbeing, remote working *This is subject to change according to government guidance	Line manager	
Introduce to colleagues: specific plan to be devised by the line manager introduce the new starter to relevant colleagues. Details will vary according to the role of the new starter	Line manager	

## Health and Safety

Description	Supporting person	Date and/or reference
Emergency exits and <a href="#">fire safety</a>	Line manager	
<a href="#">First aid</a>	Line manager	
<a href="#">Accident reporting</a>	Line manager	
<a href="#">Manual handling</a>	Line manager	
Workstation assessments	Line manager	
<a href="#">No Smoking Policy</a>	Line manager	
Personal safety and security: <a href="#">lone working</a> , interview room and panic buttons	Line manager	

All policies and relating information can be found [here](#).

## 'Isobel' Control Measure

'Isobel' is an existing control measure.

If you are in the position whereby you are unable to ask for help, you can tell your next client 'Isobel' that you can't meet her.

Staff are to call:

1. The office or manager at home if out of hours.
2. Their buddy.
3. Another member of the team in the event of not being able to contact any of the above.

During the call staff should include the name 'Isobel' during calm conversation. This will alert the receiver of the phone call that you feel you are in danger and not alert the people present that you are asking for help.

You will not be able to answer questions like "what's wrong?", so the receiver of the call should only ask closed questions (questions that can be answered by "yes" or "no") to gather information on the situation. **\*It is important to ensure your work calendar is up to date or that you inform a colleague/manager prior to visits to enable the receiver to locate you easily.**

## **Mandatory Questions**

- Do want me to call the police?
- Do you want a member of staff to join you?
- Have you been threatened?
- Are you still at \*\*\*\*\*?
- Are you still with \*\*\*\*\*?

It is important to understand that you will be only able to ask a limited number of questions and should give priority to the above questions, anything else being a bonus.

## Human Resources

Description	Supporting person	Date and/or reference
<a href="#">Probation</a>	Line manager	
<a href="#">MyView</a>	Line manager	
<a href="#">Etarmis: annual/statutory/special leave, flexi-time</a> and core hours	Line manager	
<a href="#">Sickness reporting and pay</a>	Line manager	
<a href="#">Code of Conduct</a>	Line manager	
<a href="#">Equalities Policy</a>	Line manager	
<a href="#">Grievance procedure</a>	Line manager	
<a href="#">Whistle-blowing procedure</a>	Line manager	
<a href="#">Trade Union (UNISON)</a>	Line manager	

My HR can be found [here](#).

The following numbers are the contact telephone numbers for each of the HR teams.

HR Casework and Change 8945

HR Recruitment 3080

HR Policy and Operations 8948

HR Learning and Development 8963

## Financial

Description	Supporting person	Date and/or reference
Methods of payment	Line manager	
Salary structure and grades	Line manager	
How and where to make queries	Line manager	
Expense claims (manual for agency colleagues)	Line manager	
Pension scheme	Line manager	

Petty cash and request for payment processes	Line manager	
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Payroll Services can be found [here](#).

## Structure

Description	Supporting person	Date and/or reference
<a href="#">Organisational structure</a>	Line manager	
Staff networks: <a href="#">Black and Minority Ethnic (BME)</a> <a href="#">Disabled Employees Group (DEG)</a> <a href="#">Lesbian, Gay, Bisexual, Transgender, Questioning and +</a>	Line manager	
<a href="#">Over-arching Staff Equalities Women's Staff Network</a>		
<a href="#">Yammer</a> (replacing staff noticeboard)	Line manager	
SEND <a href="#">Local Offer</a>	Line manager	
Discuss team plans	Line manager	

## Training

Description	Supporting person	Date and/or reference
<p><b>Mandatory e-modules:</b> create a <a href="#">user account</a> on the Learning and Development website and wait for this to be approved by HR (they will send a confirmation email)</p> <p>Once approved, you can access the e-modules via Council Induction</p> <p><b>Course Type</b>      <input type="radio"/> Events      <input checked="" type="radio"/> Online Learning</p> <p>Mandatory E-modules for New SGC Staff</p> <p>Search</p> <p>Complete all e-modules listed. *Prioritise ICT Security and Data Protection as this has a 10 day deadline</p>	Line manager	
<p><b>New manager induction:</b> New managers are asked to complete the new manager induction e-module which gives key information about tasks, systems and values expected of managers. This is also in the online section of the website above.</p>	Line Manager	
<p><b>Management and development training</b> This document sets out the range of training that is available for managers and will be updated regularly <a href="#">Management and development brochure 2022</a></p>	Line Manager	
Book onto any specific training in accordance with the training framework, e.g. Child Protection	Line manager	



<b>Mosaic:</b> 1. Complete Me Learning – CAH IM will have sent over a link, login details and instructions to the new starter 2. Save and send copy of completion certificate to CAH IM 3. Request intermediate and/or advanced training on the <a href="#">Learning and Development website</a> 4. Once booked in, an invitation will be sent by email  *Mosaic training sessions are held every Thursday	Line manager	
If applicable, arrange training with Jo Hillier – Signs of Safety Practice Lead and Emma Collings – Consultant Social Worker	Line manager	
Read Safeguarding Adults Workbook and Guidance (see addendum folder)	Line manager	
Read SEN Handbook (see addendum folder)	Line manager	
<a href="#">Personal Development Plan</a>	Line manager	
Read Training and Development Plan (if relevant to team)	Line manager	
<b>Access to research materials:</b> colleagues have access to research in practice (RIP) and community care in form (CCI), please ask your line manager or Learning and Development for details on how to access this information	Line manager and/or L&D	
Signs of Safety e-module (see next section)	Line manager	

All training opportunities can be accessed on the Learning and Development website.

## Signs of Safety

Signs of Safety is a strengths-based approach to working with children, young people, and their families. It focusses on the safety and wellbeing of children and young people and keeps their voices and experiences at the centre of all plans. It is a way of working with the family's strengths and bringing together their naturally connected people to provide life-long connections and stability. The approach recognises and supports the rights and responsibilities of parents to be included in the planning for safety and well-being for their children.



About [Signs of Safety](#).

The Signs of Safety approach has been adopted in South Gloucestershire to:

- Embed a unified approach to risk management across all of our children's services, providing a common language and practice framework.
- Contribute towards ensuring an integrated culture within children's services.
- Reclaim professional practice and support workers in developing evidence based professional skills.

All staff in Integrated Children's Services are expected to complete a Signs of Safety induction within their first week, which will be an e-module and can be booked on the [Learning and Development website](#).

Two day training is available for staff who will be using Signs of Safety in their day to day work.

A number of staff within Integrated Children's Services have been trained to take on the Practice Leader role and are available to support staff who are new to the approach as well as with ongoing use/development within practice. Your manager will be able to give you the name of the Practice Lead within your team/service area.

## Overview of teams

### Access and Response

#### **Access**

The purpose of the access team is to act as the front door service for all of integrated services. The function is to receive and screen all initial contacts from professionals or the public who are requesting a service. The team may make enquiries to determine the threshold of the contact and which service would be most appropriate for the child and family; this could include signposting, referring to tier 2 preventative services, making a referral to social care. Access (including MASH) establish threshold for intervention and next steps.

The interface between Access and Response is critical to ensure that an initial response is provided to children in a timely way.

#### **Response**

Response considers how to respond to referrals. Any contact that meets the social care threshold will be referred to one of the response teams for assessment and/or a strategy discussion. They will undertake a Section 47 or Section 17 single assessment, setting the timescale locally according to risk and need.

The social workers work with families through the assessment process, will convene Child in Need Meetings and Initial Child Protection Conferences where necessary before agreeing plans to transfer case responsibility to the relevant locality team.

### 0-25 Social Care Disability Service

The 0-25 Social Care Disability Service is made up of four different teams, each with their own team manager. There is one service manager.

#### **0-25 Children with Disabilities, Social Care Team**

The team is made up of a team manager, senior social worker, social workers, and social worker assistants.

The social worker carries out an assessment of need, providing advice and guidance to service users and their carers. They establish care plans when appropriate, ensuring that services are effective and that they meet requirements of legislation, regulations, and codes of practice. The social worker will review and monitor care plans and the quality-of-service provision, responding to changing needs

and renegotiating service provision where appropriate. Social workers also investigate safeguarding concerns and complete Child in Need/Strategy Meetings as well as Child Protection Conferences.

The social worker will manage their own caseload or specific projects to ensure specialist inputs are obtained and effective outcomes achieved. The social worker will liaise and work with contacts from different sectors, including health and the voluntary sector, sometimes as part of a multi-disciplinary team, ensuring that communication is effective, and that knowledge and best practice are shared. The social worker will complete and present records and reports in accordance with professional and council guidelines, taking action when necessary, in accordance with safeguarding procedures.

Referrals are made via ART (Access and Response Team) – 01454 866000.

### **0-25 Adult Social Care Team**

The team is made up of a team manager, senior social worker, social workers, and social worker assistants.

Social workers complete assessments under the Care Act (2014). Care plans are completed to ensure that the needs of service users are met in an appropriate manner and any risks addressed. There is a significant amount of joint working alongside education colleagues to ensure that the EHCP (Education, Health and Care Plans) are accurate and correct. Social Care Support Plans and EHCPs run alongside each other until the service user is no longer in education, at which point the EHCP will cease.

Social workers apply for funding, complete reviews, monitor care packages and respond to issues that are raised by service users, families, or professionals. We work in a multi-disciplinary manner alongside colleagues from the Community Learning Disabilities Team (CLDT – Health Professionals). Mental capacity assessments underpin much of our work, with Best Interest Decisions often required. We also work alongside the DoLS and Safeguarding teams to keep service users safe. Joint working takes place between Children's and Adult's Social Workers for complex transition cases.

Referrals are made via the CSO Desk – 01454 868007.

### **0-25 Transitions Team (14-25 years)**

The team facilitates and supports young people, young adults and their families, partners, providers, and communities to find solutions that enable them to continue to live at home or independently within the community. The team supports the Local First Framework. Their work includes travel training.

Working across four pathways, the team will help:

- Gain skills and prepare for further education, employment, training, or volunteer work.
- Help being part of the local community and to build relationships.
- Guide and support them to access and maintain housing.
- Guide them in staying safe, healthy, and connected into health services where appropriate.

Referrals are made via Education or Social Care. Service users generally require an EHCP but can be referred without in without via the Transitions Operational Group.

### **0-25 Occupational Therapy Team**

The Children's Social Care Occupational Therapy Service is for children and young people aged 0-25 with long term physical conditions and disabilities which impact on their ability to access daily living activities in their homes.

The occupational therapist (OT) will assess the child's needs and may carry out any of the following interventions: provision of advice and equipment to assist with daily activities, recommendation, and implementation of minor and major adaptations to the child's living environment. Frequently, interventions are with a view to enable safe manual handling of the child, and to allow the child access to the home environment. The OT will support funding applications for Disabled Facilities Grants (DFGs) as indicated by need.

Referrals are made through Access and Response Team (01454 866000) for children, and CSO Desk (01454 868 007) for adults.

In addition to the service provided by this team, there is a team of children's OTs who work for CCHP; these therapists work with children to develop their functional skills such as self-feeding skills.

They will provide advice to schools. This [link](#) will take you to their website which has more detailed information about what they can offer.

### **Localities**

The Locality Social Work Team offer a statutory social work service to children and young people in South Gloucestershire who may be in need of support, need of protection or are unable to remain with their families and come into public care. This involves working with children and parents to identify what services are best put in place to maintain children safely within their family and local community. The team endeavours to work in partnership with families but there are situations where there is a need to safeguard children from being subject to significant harm which might lead to a multi-agency child protection conference or in some instances putting the matter before a court.

There are 6 locality teams within South Gloucestershire: two are based in Patchway Hub (North 1 & 2), two are in Kingswood Hub (South 1 & 2) and two are based in Yate Hub (Central 1 & 2). They are co-located with Health, CAMHS and Preventative Services, which promotes closer multi-agency working. The teams comprise of one team manager, one senior social worker, five social workers and one and a half social worker assistants. There is a range of experience within the SWs in the teams, from ASYE to advanced social workers.

The children allocated will consist of Section 17 – Child in Need, Section 47 – Child Protection, Public Law Outline, either pre or in proceedings and some Section 20 – CiC. The locality teams receive all of their children from ART and there is a transfer process in place. CP cases transfer at the point of ICPC and CiN cases transfer following an assessment where need has been identified, there is joint visit or CiN Meeting and the case transfers at that point. The teams will work with children and young people until the end of a CiN plan, this can be step down to SAFeh, equally they will work with children and families through the Child Protection Plan to either step down back to CiN or escalation

to Court Proceedings, where they will continue to work with the child and family to the conclusion of such proceedings.

Locality teams will have some Children in Care (CiC) children, these will be children where there are ongoing court proceedings, and some Section 20 children in the early stages of CiC. Cases transfer to our CiC Team when a final order has been made and the care plan of long-term foster placement, or in case of Section 20, they transfer following the second CiC review where permanence has been agreed and the child is not returning home. In cases where the care plan is adoption, they will remain within locality until the placement order has been made working alongside the adoption team with the completion of the Childs Permanence Record. If the final outcome of proceeding is that an SGO has been granted, these cases will move across to FPT who then continue to support the carers.

Central locality consists of a team manager, a senior social worker, four social workers, and a social worker assistant. The team will work specifically with high-risk children subject to exploitation. It will work to support young people who are believed to have been exploited through sexual, criminal, or trafficking activity in the LA. It will specifically focus on groups of YP that are subject to organised exploitation. It will adopt a contextual safeguarding model.

## Children in Care

The purpose of the Children in Care Team will be to implement the care plans for looked after children and improve outcomes for children who have a ratified care plan or long-term care or a ratified care plan of permanence outside their parental care.

The team is dedicated to improving outcomes for children and young people with a care plan of long-term care team will therefore the team does not routinely undertake proceedings or hold children subject to child protection plans, or young people for whom their care plan is rehabilitation unless this is required for a young person for whom there is already full case holding responsibility within the team.

The vision within this service is to ensure that the needs of children in long-term care are prioritised and resources targeted to improve their current and future outcomes. The Corporate Parenting vision for children and young people in care is 'to be the very best parents we can be for children and young people in our care' and 'for our central standard to be would this be good enough for my child.' The team seeks to implement this vision throughout the work and care planning undertaken with children and young people and their families.

The team will undertake all statutory functions for looked after children and prioritise their permanence and stability in care planning. The team will also work with children and young people to prepare them for independence, prior to their transfer to the transitions to Independence team.

## **Fostering Service**

The remit and the aim of the Fostering Service is to meet the needs of our foster children by working in partnership with them and their families, and with our partners. We will intervene in the exercise of parental responsibility only so far as it is compatible with the safeguarding needs of the child, and we will ensure that their foster placements are of the highest quality.

The Fostering Service seeks to provide a range of placements for children and young people who are looked after by South Gloucestershire Council, including parent and child placements and placements with connected carers, to meet the diverse needs of those children and improve outcomes in their lives. We will do this by ensuring children are suitably matched to skilled, well supported carers who will provide good quality care.

The overall remit and objectives of the Fostering Service are:

- To recruit sufficient numbers of foster carers to meet the needs of the children requiring placements.
- To train foster carers to ensure they are suitably equipped to provide the quality of care required.
- To support foster carers to meet the needs of the children & young people in their care, including their health, education and therapeutic needs.
- To ensure children & young people are matched with the right carers for them and that their placements are stable and successful.
- Where foster care is the best option for a child's permanent home, that these arrangements are secured as soon as possible.

We support our foster carers to achieve our aims and objectives through:

- High quality planned and regular supervision.
- Annual Appraisals.
- A comprehensive training and development offer, which is considered annually at the foster carer appraisal.
- Regular Foster Carer Support and Development Exchange meetings held in locality areas.
- Publishing and advertising our Foster Carers handbook.
- 24 hour support through our Foster Carer Helpline, which is staffed by experienced foster carers, and access to the Emergency Duty Team.
- A buddy scheme for foster carers in their first year.
- Support from a clinical psychologist for foster carers looking after children who have therapeutic needs.
- Involving carers and young people in our foster carer recruitment and training.
- Paying allowances commensurate with experience and the needs of the children and young people.
- Acting according to our Foster Carers Charter.

We work with our colleagues and partners to achieve our aims and objectives through ensuring children and young people who are fostered have access to good quality support services.

## Transitions to Independence

The Transitions to Independence Team works with all care leavers up to the age of 21, and up to 25 when requested, and looked after 16/17 year olds in preparation for leaving care.

All young people will be allocated to either a qualified social worker or a personal advisor, depending on their legal status and level of needs.

Social workers and personal advisors will fulfil the statutory functions and duties to looked after young people and care leavers on behalf of the council including preparation and monitoring of Care Plans and Pathway Plans with young people, visiting and keeping in touch, and co-ordinating the family and support network around the young person.

As part of Care Plans and Pathway Plans, they will also ensure risk assessment and risk management arrangements are in place, including Strategy Discussions and Section 47s for young people under 18 when required, Safety Plans & Trigger Plans with young people, SERAFs, DASH and RHIs.

The Transitions to Independence Team works in partnership with the Participation Officer to link with the young people in care councils and to run the drop-in for care leavers. The team manager provides support to a former care leaver employed to support drop-in.

There is an EET Engagement Worker and EET Support Worker within the team who oversee EET activity and EET planning. They work closely with the REBOOT WEST worker who is employed by 1625 IP as part of a regional partnership social impact bond.

## 0-25 Preparing for Adulthood Team – Travel training information for young people, parents, carers and professionals.

Travel training takes a person-centred approach to support a young person to become independent on a specific route. This may include identifying a safe walking route, road safety and using public transport. Sessions incorporate handling tickets/apps, staying safe and managing unexpected situations. The route is repeated across subsequent sessions until the young person demonstrates independence, safety and confidence.

There is a 3 staged approach to travel training –

**Stage one** – A Transition Assistant supports the young person with all aspects of the route; assessing their potential and repeating the route over subsequent sessions to build the young person's confidence.

**Stage two** - The Transition Assistant shadows the young person, gradually withdrawing support. The young person is encouraged to take more responsibility and control of the journey and decision making.

**Stage three** - The young person will travel independently on the route. The Transition Assistant will be available for support over the phone. Once the young person has met the competency criteria and demonstrated independence and confidence with the route, the travel training will be complete.

Following travel training, the young person can be referred back to the Preparing for Adulthood Team if they wish to learn a new route.

Parents/carers will be involved with progress and plans for next steps, at the young persons request.

Travel Training Coordinator should be made aware of any health, mobility or behavioural issues affecting the young person and how these should be managed.

Consent from the young person (16+) or their parents or carers (under 16) to share information about the travel training with appropriate professionals and the South Gloucestershire Admissions and Transport Team, is sought at referral stage.

The Travel Training Coordinator will liaise with schools to request that a young person is authorised to be released for a travel training session, if required.

Bus services, timetables and tickets are regularly reviewed and changed, these are noted on the company websites and apps.

The Preparing for Adulthood Team take no responsibility for any incidents that occur once travel training is complete or if the young person travels independently on alternative routes without further travel training.

Useful websites and information:

**Staying safe in the community:**

**Safe Places:** [Safe Places - Keep Safe with Safe Places](#)

When you join Safe Places, you are given a card and key fob that have a unique reference number and the Safe Places phone number printed on them. The card will also have details of a parent or carer.

You can call the Safe Places phone number if you need help, for example, if you're lost, feel scared or upset, or have been a victim of crime. The Safe Places phone number goes to the police control room and someone will answer, 24 hours a day, seven days a week.

Sign up here: [Safe Places Scheme | Avon and Somerset Police](#)

**Hollie Guard App:** [Hollie Guard Personal Safety APP](#) location sharing, deterrent mode, journey tracker.

**Life 360:** [INT'L Homepage - Life360](#) location sharing, place alerts, directions

**What3words:** [what3words /// The simplest way to talk about location](#) Find, share and save precise locations.

**Transport:**

**Firstbus:** [Bristol, Bath and the West | First Bus](#) for route planning, service updates and ticket information. Firstbus app also available.



**Stagecoach:** [Stagecoach \(stagecoachbus.com\)](http://stagecoachbus.com) Route planning, service updates and to buy tickets. Stagecoach app also available.

**Travelwest:** [Homepage - Travelwest](#) Journey planning, live times, timetables and fares.

**Moovit:** <https://moovitapp.com/> The Moovit app live bus updates, schedules and route planner.

**Bath College:** [Getting to College | Bath College](#) including information on the college bus to Somer Valley Campus.

**SGS College:** [Subsidised Bus Information \(sgscol.ac.uk\)](http://sgscol.ac.uk) BS15/16 college bus.

**St Brendan's College:** [College Coaches > Travelling to college | St Brendan's Sixth Form College \(stbrn.ac.uk\)](#) College bus

Please find the Preparing for Adulthood Leaflet [here](#).

Please find the South Gloucestershire's Preparing for Adulthood Team PowerPoint [here](#).

## Preventative Services

### **Core Purpose**

Preventative Services support families with children from pre-birth to 18, with multiple and/or complex needs which have not been able to be addressed by universal services. The aim is to work with families to help them improve their resilience, achieve positive outcomes, and reduce the chance of problems getting worse. Preventative Services work alongside colleagues from universal services – such as schools and early years settings or health providers – and sometimes in partnership with specialist teams from health or social care, working with the whole family.

### **Structure**

Preventative Services are part of South Gloucestershire Council's Integrated Children's Services (ICS); its teams specifically contribute to the vision and priorities of South Gloucestershire's [Early Help Partnership Strategy 2019-24](#) and include the following:

Teams:

- Compass
- Families Plus 0-5
- Families Plus 5-18
- Young Peoples Support (YPS) team
- Youth Offending Team (YOT)

Functions:

- Coordination of the Supporting Families Initiative (previously the 'Troubled Families Initiative), known locally as Families in Focus.
- Commissioned Youth Activities Offer (YAO) Youth work provision, delivered by partners across South Gloucestershire.
- Running South Gloucestershire's Children's Centres.

- Statutory function to track the employment, education and training destinations of all 16-18 year olds, in line with [NCCIS Management Information Requirements](#).
- Provision of evidence-based, targeted parenting programmes across the age range (alongside one to one work)
- Support for young people to achieve recognition of learning outside formal education (e.g. Duke of Edinburgh Award, ASDAN Award).

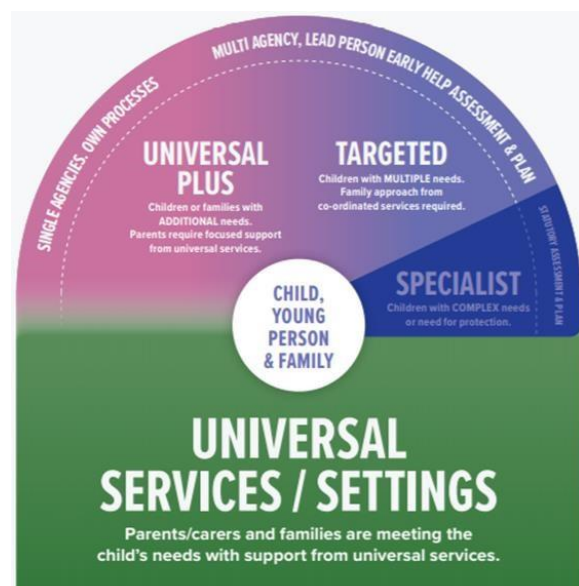
### **Approach**

- Whole family work – exploring the issues and dynamics within families that are affected by the presenting issues (e.g. the impact of poor housing, unemployment, mental health etc on a family).
- Meaningful conversations with families to identify their needs, strengths and best hopes, using a strength-based, Signs of Safety approach.
- Trained workers facilitate, co-ordinate and use evidence-based interventions to support families.
- Work is planned with families, so that they can work toward their own goals with support.
- Workers identify and enhance the wider support network of family, friends, community organisations and other professionals to sustain progress when Preventative Services work finishes.
- The teams work only with families who want to receive support from Preventative Services (except where a statutory Youth Justice order applies) and who give consent.

### **When do Preventative Services work with families?**

Preventative Services are targeted, with some specialist functions (notably the statutory work undertaken by the Youth Offending Team). The key aspects of targeted work are described in the Early Help Partnership Strategy. Preventative Services teams may become involved with families at different stages. For example:

- Compass provide advice and signposting directly to families.
- Compass workers provide advice and support to partner services who are working with families and/or who are leading on an Early Help Assessment and Plan (EHAP).
- YPS and Families Plus teams coordinate work alongside other agencies and/or directly with families whose needs are more complex.
- All teams work with families who have 'stepped down' from statutory services to support them to sustain positive changes.
- YPS and Families Plus 0-5 teams contribute to an existing Child in Need or Child Protection plans, for specific pieces of work



- YOT support young people to reduce the risk of offending or re-offending.
- Families Plus teams deliver evidencebased parenting programmes.

Mapping Tool for Early Help can be found [here](#).

### **Requesting support from Preventative Services (other than YOT)**

A family member or (with a family's consent) a professional can [Request for Help](#) form; the form is sent to [accessandresponse@southglos.gov.uk](mailto:accessandresponse@southglos.gov.uk). If there are no significant safeguarding concerns the Compass team will explore how to make sure the family gets the right support at the right time, in the right way. This could be by providing advice directly to a family, or by initiating support through the wider Early Help Partnership or from a Preventative Services team.

For requests from Social Care:

- If the Social Worker has assessed that the family would benefit from a contribution to the Child in Need or Child Protection plan, they can request this directly from YPS and from Families Plus 0-5 (Families Plus 5-18 workers do not undertake these contributions). The request should identify what work is required, and the contribution should explicitly support the family to meet the safety goals identified within the statutory plan. The contribution should be reviewed regularly.
- If a social worker is closing their involvement with a family, they can 'step-down' to Preventative Services with the family's consent; his would be to support the family sustain progress towards a wellbeing goal.

### **The Compass Team PowerPoint**

## Strategic Safeguarding Team

### **South Gloucestershire Children's Partnership**



The South Gloucestershire Children's Partnership was launched at the end of September 2019 and replaced the former Safeguarding Children Board. The Partnership consists of an Executive Group that meets every 6 weeks, a Senior Officers Group, meeting quarterly, three workstreams and a Stakeholder Network.

The role of the Executive group is to ensure that the partnership is effectively progressing business and has clear governance arrangements in

place.

Each workstream is chaired by one of the three statutory partners and has terms of reference relating to the work and membership of the group. Currently the Partnership has the following workstreams and subgroups:

- Best Start for Children with Complex Needs (CCG Chair)
- Best Start for Vulnerable Children (Police Chair)
- Best Start in Life (Local Authority Chair)

- Quality Assurance Subgroup
- Child Safeguarding Practice Review Subgroup
- Communication and Engagement Subgroup (joint group with the adult's board)
- JTAI Preparation Group

There is an Independent Scrutiny role funded by Avon & Somerset Police that supports the scrutiny of the arrangements to Safeguard Children in South Gloucestershire.

Periodically there will also be short life task and finish groups established to undertake specific pieces of work on behalf of the Partnership.

Full details of the Children's Partnership can be found [here](#).

The [Annual Report](#) provides a summary of the work for the previous year.

The Partnership website provides useful information for all practitioners working in South Gloucestershire, including multi agency policies and procedures, and toolkits to support practitioners in their role with children and families.

### **South Gloucestershire Safeguarding Adults Board (SGSAB)**

The overarching purpose of a Safeguarding Adults Board (SAB) is to help and safeguard adults with care and support needs. It does this by:



- Assuring itself that local safeguarding arrangements are in place as defined by the Care Act 2014 and statutory guidance.
  - Assuring itself that safeguarding practice is person-centered and outcome-focused.
  - Working collaboratively to prevent abuse and neglect where possible.
  - Ensuring agencies and individuals give timely and proportionate responses when abuse or neglect have occurred.
- Assuring itself that safeguarding practice is continuously improving and enhancing the quality of life of adults in its area.

The independent chair of the SAB in South Gloucestershire is Tony Oliver. The board meets quarterly is supported by subgroups:

- Communication & Engagement Subgroup (joint subgroup with South Gloucestershire Safeguarding Children Board)
- Policy and Procedures Subgroup
- Quality Assurance Subgroup
- Safeguarding Adults Review Subgroup
- Learning and Development Subgroup

Periodically there will also be short life task and finish groups established to undertake specific pieces of work on behalf of the Board. The [Annual Report](#) provides a summary of the work of the board for the previous year.

The SGSAB website provides useful information for all practitioners working in South Gloucestershire, including multi agency policies and procedures, and toolkits to support practitioners in their role with adults.

The Safeguarding Boards in South Gloucestershire jointly employs a Board Business Manager. For details, ask your line manager.

### **Practice Development Managers (PDMs)**

We are a team of three (1.5 equivalent) qualified social workers who work under the direction of the Head of Safeguarding. We do not directly manage a team. Much of the work we undertake is more strategic and feeds into the operational work of teams. We have links to each of the social work childcare teams within Integrated Children's Services (ICS) to ensure that all teams have a named PDM whom they can call upon in the first instance for any identified support needs that they or an individual may have. Included within this is support to students and ASYE's.

The role of the PDM is varied but the overarching aim is to support and champion best practice. We work closely with the QA manager to consider learning from audit and how to help SW teams embed this learning in practice. We are all Practice Leaders in SoS so are willing and able to support practitioners embed SoS in their work. Where required or identified specific pieces of work are needed departmentally or for specific teams we are able to deliver bespoke support to meet these needs under the direction of the Head of Safeguarding.

Each PDM has ongoing lead areas of responsibility. These areas of responsibility include; children reported missing, children at risk of or subject to exploitation, communities of learning and UASC. Your induction process should mean that you meet with the PDMs either as part of your corporate induction or as a separate induction so that you have more information about these areas of work.

The management of the MARAC coordinator sits under a PDM and as such the PDM oversees their work.

### **Signs of Safety Practice Lead**

To support the delivery of the Signs of Safety framework enabling the practice leads to facilitate the consistent application of the model across all teams. To role model good practice, working alongside staff to embed the signs of safety model of practice into their everyday practice.

### **Quality Assurance Reviewing Unit**

The team comprises 6.7 FTE independent reviewing officers and child protection conference chairs.

The team undertake all Looked After Children Reviews and Child Protection Conferences which incorporates a quality assurance function. The team use Signs of Safety in conducting conferences and reviews. The QARU manager manages the team.

### **Quality Assurance and Policy and Practice Manager**

Responsible for organising and analysing QA particularly in relation to audit activity:

- Reviewing learning and progress as a result of audit activity.

- Compiling learning briefs and quarterly analysis reports.
- Ensuring policies are up to date and fit for purpose.
- Updating the tri.x policy library.
- Supporting learning and development through evidence-based practice.

### **The Local Authority Designated Officer (known as The LADO)**

Working Together to Safeguard Children (2018) requires that every local authority have a Local Authority Designated Officer (LADO) whose role is to respond to concerns and allegations about people who work within the area of the local authority, either in a paid or a voluntary capacity with children and young people up to 18 years of age). These allegations or concerns may be about actions or behaviours at work or in their private lives and relate to any concern or allegation that a person has:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to a child.

Allegations must be reported to the LADO within 24 hours. The role of the LADO is to oversee the investigation process to ensure it is fair, thorough and completed as quickly as possible, the LADO does not undertake the investigations. An investigation can potentially have three different strands: a police criminal investigation, a child protection enquiry, and an HR/employer disciplinary enquiry.

The LADO will chair and record Allegations Management Discussions or Meetings to agree how the allegation will be investigated. The LADO will monitor the progress of investigations and requires that investigation reports and findings are shared with the LADO to agree the final outcome. If it is evidenced that someone is unsafe to work with children, the LADO will ensure that the Regulatory Body is informed, and a referral made to the Disclosure and Barring Service.

Where someone who works with children and young people has behaved in a way that causes employers or colleagues to have concerns, the LADO should be consulted for advice. Again, this relates to behaviours both at work and in their private lives and includes any concerns about their behaviours towards any children in their care or with whom they have significant contact e.g. grandchildren. Similarly, the LADO will provide advice on any concerns an employer has about a person's suitability to work with children and young people.

The LADO maintains highly confidential records, separate from Children's Social Care Records of all consultations and referrals and provides an Annual Report to the Safeguarding Children Partnership.

The LADO manages the education safeguarding advisor.

The LADO can be contacted on 01454 868508, 10am – 3pm from Monday to Friday. Out of these hours, a message can be left with LADO Business Support on 01454 868703 by email at [LADO@southglos.gov.uk](mailto:LADO@southglos.gov.uk).

### **Education Safeguarding Advisor**

I provide support and advice to education settings to enable them to ensure their safeguarding is best practice. I support schools with a safeguarding action plan following their completion of the safeguarding audit. Schools contact me when needing advice on the best route for referrals and if they are concerned regarding the outcome of a referral and need signposting for next steps. I work closely with DSLs & DDSLs and lead the termly DSL meetings. I deliver safeguarding training to whole school and governors and update the safeguarding training cascade pack that goes out to schools. I work closely with social care team managers to discuss concerns that schools may raise or if social workers have concerns around schools safeguarding processes. I am part of the Strategic Safeguarding team and am managed by the LADO. I work closely with the Consultant Social Workers and Quality Assurance & Reviewing Manager. I also have strong links with the Education Learning and Skills team. My role supports education settings on both an operational and strategic level.

## Service Manager Improvement

The service manager for Improvement works alongside the other service managers in Integrated Children's Service (ICS) to ensure that vulnerable children are protected from significant harm and to enable the best possible outcome for children across the service

Together with the Head of ICS, they provide strategic direction for the improvement of social care services, including on-going development of social work practice and long-term strategic planning of improvement for the service.

The Improvement role provides a determined focus to support rapid progression from the current Ofsted judgement to a judgement of Good and then to Outstanding and then maintaining the necessary standards. It involves drawing up, monitoring and being accountable for an improvement plan, and undertaking assurance and governance activities, providing an evidence base regarding progress against the improvement plan.

The role, with the agreement of the Head of Service, is responsible for the on-going development and implementation of social work practice models, frameworks, and long-term strategic planning for the service, to support and secure a sustainable framework and infrastructure for the future.

In the role, they provide advice, challenge, support & guidance in relation to good practice and influences colleagues across the whole system in order to develop a culture of high expectations, high challenge & high support, which promotes a learning culture that places children at the centre of good practice.

They ensure the development, implementation, maintenance and monitoring of effective systems and information to support the delivery of key priorities, objectives and performance targets for the service.

They undertake a lead role on inspection preparedness liaises with inspectors throughout their inspections and in between on behalf of the Head of and Director of Children's Services.

The role involves promoting collaborative partnership arrangements and reporting within the political framework. There is also a requirement to report to relevant partnership boards and chair relevant decision-making panels relating to children and young people.

They have service area responsibility for Improvement but may at times be asked to assist in the management of other services, where appropriate, which are Access and Response, Social Care Long Term, 0-25 Disability Services and Corporate Parenting.

## Principal Social Worker

This is a breakdown of the role of the Principal Social Worker.

### **Recruitment and Retention**

- That practitioners want to stay in South Glos. Council and progress their careers, and that the pathways for progression are clear/to be further developed.
- There is innovation and creativity around enabling practitioners to stay e.g., agreement for staff to move between teams to develop a holistic approach and a wider understanding of a child's journey.
- That we have peripatetic SWs.
- Develop opportunities for staff to transfer between adult and children's services.
- Proposals for retention bonus plus "time off" e.g., sabbatical so staff can recharge and remain in social work.
- Practice educator development.
- Attend PAP panel.
- Students in all teams.
- Participate in the Step Up to Social Work Programme and input into academic course and selection and assessment.
- Participation in Firstline Programme supporting career progression.
- Develop a process where practitioners can come in through non-statutory roles e.g. Early Help. Gain experience and then train as SWs to move into statutory work, either through Step Up, frontline or OU.

### **ASYE**

- Continue with ASYE Academy.
- Continue our partnership in Step Up to Social Work Programme, our positive partnership with local universities for undergraduates and the soon to be developed hub for frontline training. Move to a position of selecting students for placements, linked to job opportunities and widen our scope for including other universities whilst still delivering our commitment to the partnership.
- Tutorials facilitated by PSW and regular input to training programme.

### **Interview/Selection and Induction**

- Develop an assessment approach to selection for all staff testing verbal and written skills.
- Embed revised induction document.



## **Defining Good/Quality Assurance**

- Embedding practice framework across all teams and roll out to partner agencies including commissioned services.
- All practitioners to be familiar with the audit descriptors of what good practice looks like and know what they need to do to make their practice even better.
- Audit activity – all practitioners know when their case is being audited and they audit with the SW so they can immediately identify themes and there is learning on the spot. We get to point where SWs self-audit, basing all their practice on the good descriptors. Themes from audits are swiftly available to both SW and supervisor and evidence on file to show action being taken.
- Develop a learning culture where teams and practitioners expect to learn from each other.
- Practitioners to be aware of the key themes of what is working well, attend Good Practice Workshops and embed the learning immediately into their practice.
- Evidence that practitioners regularly access procedures, good practice guides and demonstrate.
- Attend local and national PSW workshops.
- Application of the social work core standards.

## **What Good Looks Like**

- That all practitioners access procedures and good practice examples and there is evidence of this in their practice.
- All practitioners record in a timely manner, and that safety plans (all plans) are up to date and referred to regularly during contacts with family and young people. Evidence of this is on file to show that families understand what needs to change and what they are doing together with the voice of the child/YP to assess safety.
- That work is undertaken jointly with parent/carer and YP to help all understand (where age appropriate) why the present situation has occurred and what needs to happen to change it.
- That involving family and friend networks become the norm and are involved in all meetings including conferences to support sustainability.
- With appointment of new PSW adults, develop joint working and shadowing opportunities.
- There is evidence of knowledge obtained at training courses immediately in a practitioner's work. They share the information within their teams which becomes a learning environment and practitioners are hungry to learn and use in their practice.
- Revitalise KSS and make it an everyday off the tongue understanding in the sense of each member of staff understanding the expected competence in relation to their role and taking responsibility for their own development.

## **QA Challenges – WGLL**

- That there is an expectation that intervention is based on what “we” would want for our children and that families are respected in a manner in which we would like to be treated.
- Try to get practitioners to think ‘would this be good enough for my family and would I understand why this decision had been made/service offered’.
- Practitioners to be curious and ask searching questions to understand a day in the life of a young person.
- Supervision is consistently received, and reflective supervision is the norm (maybe we rethink if the TM can do all of this).
- Champions-Rip and PLs SOS attend and take responsibility to embed practice in their team’s. If this is not possible then say so, so we can rethink.
- Good Practice Workshops.

### **Local Good Practice Examples**

- Plan and deliver celebration of social work practice form.
- Access.

### **Training and Development**

- That learning and development needs are identified annually through PPDs and reviewed 6 monthly.
- PSW chairs LSCB training subgroup: emphasis on impact of the training and how do agencies know that the learning is applied and making a difference.
- PSW and learning and development manager visit teams to discuss their learning needs, linked to audits, PDPs etc.
- Develop more post qualifying modules.
- Needs more evidence of embedding learning into practice and sharing with colleagues.

### **Useful Information**

- Every month the Principal social worker facilitates a session with all new staff, creating an opportunity for you to meet a representative from each service area where you can hear information about what they do and have a chance to ask questions.
- To book onto this session please contact SMBusinessSupport  
<[SMBusiness.Support@southglos.gov.uk](mailto:SMBusiness.Support@southglos.gov.uk)>

Emergency Duty Team

The Emergency Duty Team is a generic social work service which covers all aspects of social crisis that arise out of hours. The Service is provided to Bath & North East Somerset, Bristol, North Somerset and South Gloucestershire, but managed within South Gloucestershire Council. Last year the service received in excess of 26,000 calls.

The service operates outside normal working hours including weekends and bank holidays and EDT officers are available for consultation 15 minutes before the end of the working day.

Staffing levels vary depending on predicted levels of demand. There are between three to five social workers and a manager on duty during predicted busy periods, and two EDT officers on duty overnight.

A social work service is provided in emergency situations when the referral arose outside normal office hours and cannot wait until the next working day for a response. An assessment of vulnerability, risk factors, and statutory obligations are used to prioritise referrals and as the service capacity is limited we cannot guarantee a response to every situation.

In relation to children the team deals with:

- Child protection enquiries / investigations
- Mental Health Act assessments.
- Attempting to prevent accommodation of children when families are in crises.
- Placement of children in accommodation, including children who have been in custody.
- Assessment of children who may be at risk e.g. 'home alone'.
- Supporting the return of missing children.
- Co-ordinating Appropriate Adult interviews for children.
- Telephone work covering a wide range of children and family issues.

If you consider a situation is likely to arise outside normal office hours then please send written information to EDT. Please ensure this report includes a recommended course of action. If specific action is required then a telephone discussion is also necessary in order to agree. EDT cannot accept handovers of work received within office hours, or commit to planned pieces of work, as capacity to provide this is not known in advance.

EDT will provide reports of all work completed out of hours to Access and Response before the start of the next working day.

- The EDT telephone number: 01454 615165
- Email address [EDT@southglos.gov.uk](mailto:EDT@southglos.gov.uk)

## Other Information

Examples of good practice can be found [here](#).

Social Care Procedures Manual can be found [here](#).

Information about our Counselling Services can be found [here](#).

Support, Services & Resources for Children, Young People and Families document can be found [here](#).

Safe, Connected and Thriving Practice Model Diagrams and Icons PowerPoint can be found [here](#).

You can request telephone lists from Business Support.

## Induction Evaluation Questionnaire

It would be appreciated if you could spare five minutes of your time to complete the questionnaire, which can be downloaded [here](#).

Please send the completed copy to the manager of your manager, e.g. Social Workers send to the Service Manager.

If you're unsure, please ask your manager.