



What Works *for*  
**Children's**  
**Social Care**



# Coming out of Lockdown: planning for transition and recovery

**18 June 2020**

# **Dr Michael Sanders**

**Chief Executive**

**What Works for Children's Social Care**



# Agenda

**Claudia Megele**, Chair of the PSW Network for Children and Families

**Dr. Peter Buzzi**, PSW National Research Lead

**Yvette Stanley**, National Director (Regulation and Social Care), Ofsted

**Sarah Blackmore**, Executive Director, Strategy, Policy and Engagement, Social Work England.



**Claudia Megele,**

**Chair**

**PSW Network for Children and Families**





# COVID-19

Reflections on Transition and  
Resiliency Planning

Claudia Megele

# Increased Face-to-Face Work

- Increased face-to-face work is being undertaken.
- Preparing Children, Young People and Families for Face-to-Face Contact & Contact.
- Reassurance to children and families about the need to undertake visits in the community and home as appropriate.
- Updating risk assessments, protocols and practice standards to ensure clarity around home visits, contacts and other activities.



# Rethinking Physical Space / Office Space

- Due to social distancing measures, it means that office space will need to be used differently. Presence in the office and meetings will be configured differently.
- Identification and consultation regarding which roles need to be in the office, which roles can use a hybrid method of working.
- Creation of hybrid models to combine face-to-face and virtual working.

# Wellbeing



Daily Check In's / Weekly Check In's.



Emotional and Digital Wellbeing discussed at all levels within organisations.



New staff lead forums are being created; student forums; practice forums.



Importance of visible leadership and empathetic leadership.



Difference, Diversity and Inclusion





# QUALITY ASSURANCE

## Quality Assurance

Range of Methods and Approaches

Important Check and Balance to examine any practice changes.

# COVID-19 Impact Analysis on Children's Services Demand

- Undertaking data modelling to examine *current demand* and *projections of demand going forward*.
- Using data and audits to understand and examine the current impact on children's services demand?
- Identifying Predicted Areas of Need (not an exhaustive list):
  - Domestic Abuse and Family Conflict
  - Homelessness
  - Poverty
  - Mental Health
  - Substance Misuse
  - Gangs and County Lines Activity
  - Increase in Hidden Harms and Online Abuse

Using National and Local Intelligence: The number of calls to Domestic Abuse helplines during the pandemic has significantly increased – ***Refuge reported a 700% increase to their helpline in a single day***

# COVID-19 Impact Analysis on Children's Services Demand

- Modelling Theories for each part of children's services and projections around workload and service needs.
- Findings and projections will allow for planning of *workflow*, *work process*, *predict case loads for staff* and planning for workforce.
- Financial Modelling: Cost of Additional Activity

# Adopt, Adapt and Innovate

- Forums for discussions on what works? What needs to change? What do we need more of? Less?
- What have we learnt?
- What have children, young people and families told us about what works?

**Dr Peter Buzzi**

**PSW National Research Lead**



# Yvette Stanley

National Director (Regulation and Social  
Care)

Ofsted



# Inspecting local authority children's social care – Covid-19 and beyond

What Works Centre for Children's Social Care

Yvette Stanley

National Director Regulation and Social Care

18 June 2020



## A system, not a programme of inspections

- ILACS suite includes:
  - an annual conversation on LA self-evaluation of social work practice
  - standard or short inspection of each LA, depending on what we know (once in a three-year period)
  - focused visits on a potential area of improvement or strength
  - inadequate LAs continue to receive quarterly monitoring
- We want to help 'catch LAs before they fall' – we want to help LAs avoid becoming inadequate and to be a *Force for improvement*
- More frequent contact also helps us to make inspection more efficient and less burdensome – for both Ofsted and the LA



## ILACS the first two years

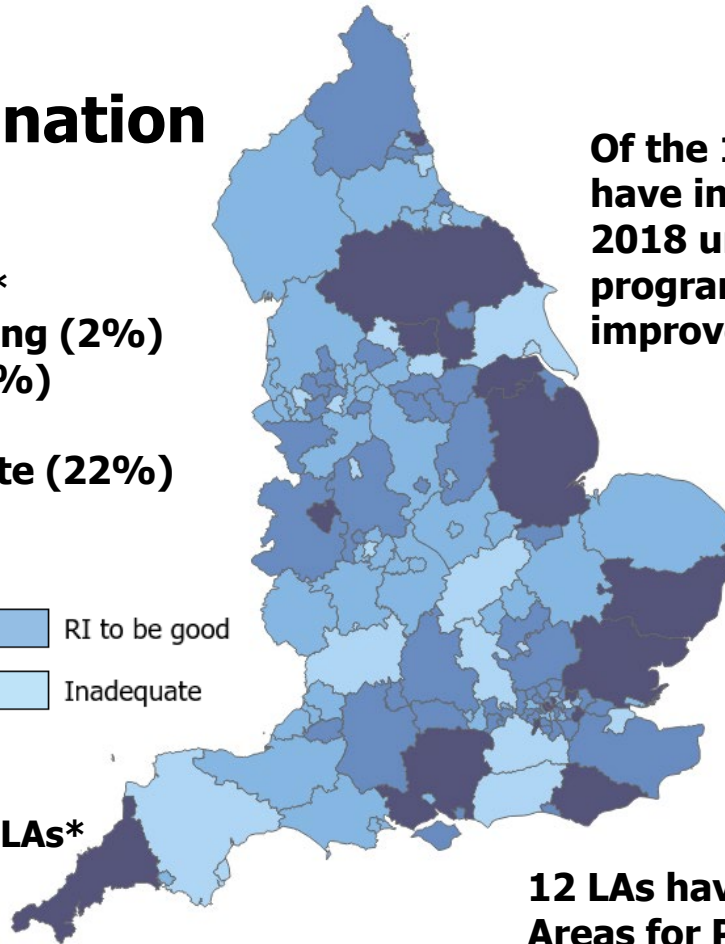
- Operating since January 2018 and the consensus seems to be it is going really well – “*Tough but fair*”.
- First year of SIF we inspected 30 LAs.
- First year of ILACS we inspected in 120 local authorities and held 150 annual engagement meetings. As at March 2020, we had completed 32 short, 72 standard and 129 focused visits.
- During year 2 (2019) we completed 51 short and standard inspections + 50 focused visits.
- The bar remains as per the SIF, albeit with some recrafting of the grade descriptors - ILACS used all four grades from inadequate to outstanding.

# State of the nation

**ILACS vs (SIF)\***  
**12% Outstanding (2%)**  
**37% Good (34%)**  
**37% RI (43%)**  
**14% Inadequate (22%)**



**14 outstanding LAs\***



**Of the 116 LAs which have inspected since 2018 under the ILACS programme, 48% have improved\***

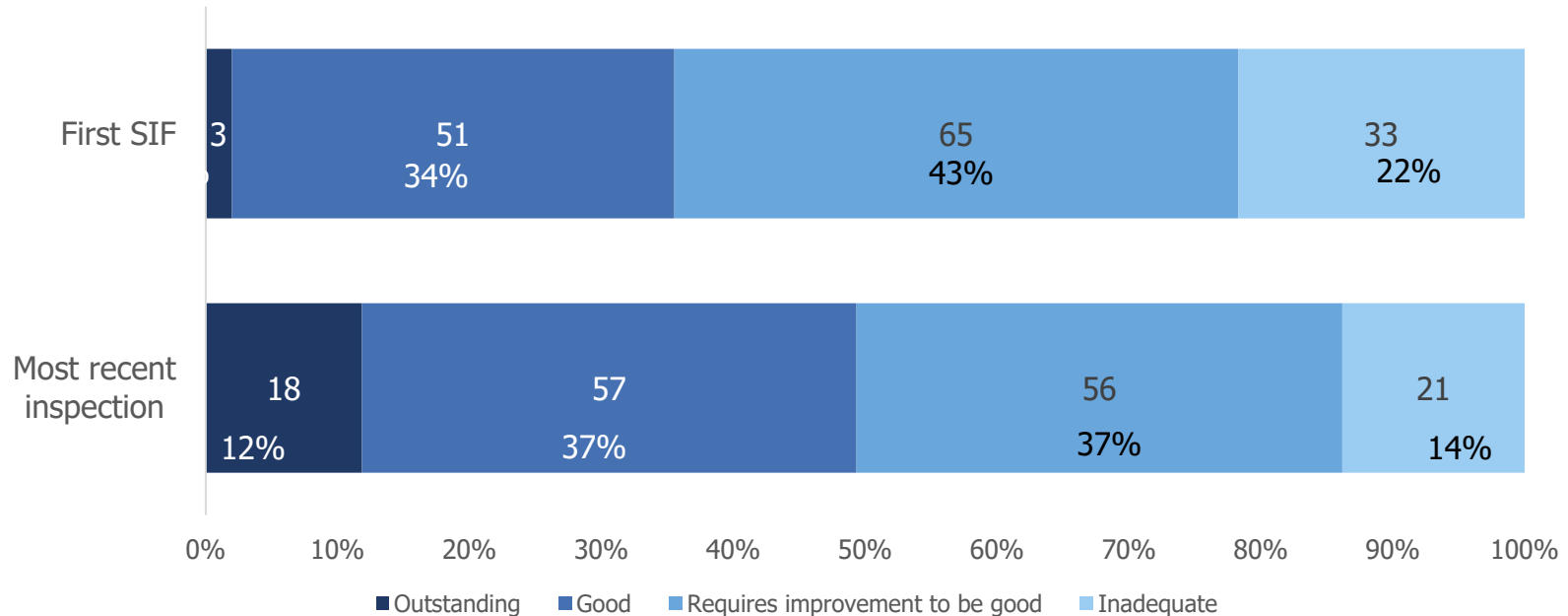
**16 National Partners in Practice\***

**Since the end of the SIF there are 1,317,030 fewer children in inadequate LAs, and there are 867,080 more children in good or better LAs**

**12 LAs have received Areas for Priority Action\***

[\*as at 19 May 2020]

# ILACS v SIF grade profile



[Profiles as at 19 May 2020]

# Creating the environment for social work to flourish

- **A stable, ambitious, child centred leadership team** for children's services driven by the continuous improvement of practice for the benefit of children and families
- **Values-based practice models** systemic, child-centred, relationship-based, strengths based etc **implemented well**
- **A direct line of sight to and a shared understanding of the risk** the frontline is managing and the impact that will have on volumes of activity at all levels of risk and need and quality of practice
- **Coherent structures and manageable caseloads** which enable impactful relationship-based direct work and oversight which supports the frontline make good and timely decisions for children and families
- **Good back-office support for frontline practice** from CPD, HR, IT, policy and performance, facilities management amongst others
- **Strong mutually challenging local safeguarding partnerships** who understand each other's thresholds, who learn and quality assure practice, working together well strategically and operationally **and ambitious corporate parenting boards**

# Implementing it well delivers

- The right thing for children and families:
  - Intervention proportionate to risk
  - Strengths within families used to best effect
  - Confident social workers and wider practitioners
  - Purposeful direct work delivers change
  
- Best use of resources:
  - Stable and productive workforce, reducing agency and recruitment costs
  - Proportionate timely responses, intervene at lowest appropriate level (minimum cost and maximum impact)

# Impact of COVID-19

- DfE temporarily amended regulations to introduce some flex – difficult balance, rights of children/pragmatism in crisis
- Concerns about hidden abuse, neglect and exploitation
- Serious incident notifications – slides in pack for information
- Some looked after children appear to have fared well, but concerns about many care leavers – adolescent mental health, suicide and self-harm risks
- Children with autism/learning disabilities
- Children complex medical needs/shielding children and families
- Differential impact on BAME communities
- Workforce impact – mobile working, connection, risk

# Impact of COVID-19

- DfE temporarily amended regulations to introduce some flex (NB challenge from campaigning groups who feel they erode children's rights)
- Concerns about hidden abuse, neglect and exploitation
- Serious incident notifications
- Looked after children appear to have fared well, but concerns about many care leavers – adolescent mental health, suicide and self-harm risks

# Next steps

- System recovery:
  - Across all remits, including CSC, we are exploring how we most effectively test assurance to recovery from COVID-19.
  - We are extremely mindful of the current and likely pressures on LAs and that any assurance process needs to be proportionate whilst giving sufficient assurance.
  - This is likely to be a risk assessed short visit to look at help & protection, children in care and care leavers and the impact of leadership.
  - All our planning will take full account of government guidance on social distancing and remote working.



# FOR INFORMATION

- **Serious safeguarding update**

# Child safeguarding incident notifications: findings of the national panel



- Ofsted is copied into the notifications that LAs send to the child safeguarding practice review panel
- The panel's annual report for 2018-2019 raised concern about the high number of notifications about non-accidental injuries to babies: 27% of all notifications in period June 2018 to May 2019
- The level of violence was often shocking and protracted
- Not all the families were previously known to social care
- Many of the perpetrators were young parents with little support
- The panel is planning a national review of these cases

# Child safeguarding incident notifications about under ones

- We are reviewing the level of notifications to see if there is a pattern of notifications about under ones, or other age groups at the current time.
- We need to be aware of the limitations of the data: the criteria for submitting notifications are open to different interpretations by local authorities, and often not much is known about the incident at the time of notification.
- It is also too soon to know how the lockdown has impacted on children's welfare. The incident notifications are only one source of information.
- Since the COVID-19 lockdown began, the number of incident notifications has remained fairly constant but the proportion of notifications that are about under ones has risen from a third to nearly half.
- All these incidents are worrying, but we do not yet know if the rise in the proportion of cases about under ones is significant: we will need to monitor this over time.
- However the potential for hidden abuse of children of all ages during lockdown is a major concern.

# Ofsted on the web and on social media

[www.gov.uk/ofsted](http://www.gov.uk/ofsted)

<https://reports.ofsted.gov.uk>

 [www.linkedin.com/company/ofsted](https://www.linkedin.com/company/ofsted)

 [www.youtube.com/ofstednews](https://www.youtube.com/ofstednews)

 [www.slideshare.net/ofstednews](https://www.slideshare.net/ofstednews)

 [www.twitter.com/ofstednews](https://www.twitter.com/ofstednews)



# **Sarah Blackmore**

**Executive Director, Strategy, Policy and  
Engagement  
Social Work England**



# Enabling positive change in social work

Sarah Blackmore, Executive Director,  
Strategy, Policy & Engagement





Thank you



# Who we are

Social Work England is a specialist body taking a new approach to regulating social workers in their vital roles.

We believe in the power of collaboration and share a common goal with those we regulate – to protect the public, enable positive change and ultimately improve people's lives



## Our purpose

To regulate social workers in England so that people receive the best possible support whenever they might need it in life.

## Our values

To be fearless, independent, transparent, ambitious, collaborative and to act with integrity.

## Our regulatory approach

### AMBITION

A new regulatory approach - we will learn, reflect and test boundaries.

Collaborate and engage, developing understanding and leadership in regulation.

### SUCCESS

There is trust and confidence in our regulatory approach.

We make a unique contribution to professional regulation.

## Our organisation

### AMBITION

Encourage innovative approaches across all areas of our work.

Promote a positive culture focused on improvement and co-production.

### SUCCESS

Everyone's contribution is valued and celebrated.

People with an interest in social work have a meaningful say in the work we do.

Our organisation



Our regulatory approach



Social Work England

The social work profession



## The social work profession

### AMBITION

Create a different approach to standards and professional development.

Provide a picture of social work in England through intelligence and engagement.

### SUCCESS

Social workers value their professional standards.

A clear and effective post-qualifying system is in place.

## Education and training

### AMBITION

Improve quality and consistency in education and training.

Through collaboration and intelligence gathering, build an evidence base on models of provision.

### SUCCESS

Our new standards have a positive impact on the quality and consistency of training and education.

A strategic and collaborative framework is in place supporting emerging models of provision.

Education and training



People



## People

### AMBITION

Co-produce our work with everyone who has an interest in social work.

Deepen the understanding and value of social work.

### SUCCESS

We are trusted and recognised for our contributions to social work data and learning.

We have improved the perception of social workers.

Our vision 2020 to 2023



Matt



Catherine



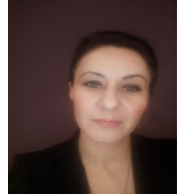
Morwenna



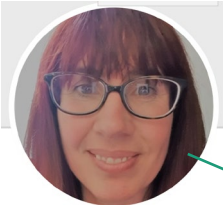
Ahmina



Jess



Ioana



Philippa



Julie



Kate

# Regional Engagement Team

The regional engagement team **engage, collaborate** and **coproduce** with:

- Social workers
- People with lived experience
- Social work educators and trainers
- Social work students
- Partner organisations
- Social work employers

...to **raise the standards** of social work, and **raise the profile** of the profession

...by supporting stakeholders to **embed** our professional **standards** and standards of education and training and to **identify emerging trends, themes and issues** and **gather information and intelligence** to inform our approach to regulation.



# Coronavirus (COVID-19)

## Information and advice

[socialworkengland.org.uk/coronavirus](https://socialworkengland.org.uk/coronavirus)

# Professional standards

1

Promote the rights, strengths and wellbeing of people, families and communities.

2

Establish and maintain the trust and confidence of people.

3

Be accountable for the quality of my practice and the decisions I make.

4

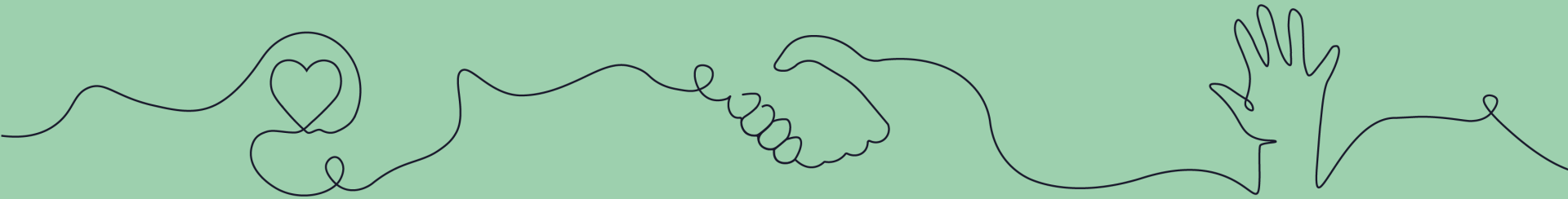
Maintain my continuing professional development.

5

Act safely, respectfully and with professional integrity.

6

Promote ethical practice and report concerns.



# Education and training standards 2020

1

## Admissions

Admissions processes must be robust, transparent, ensure that applicants meet course entry requirements and involve a range of stakeholders.

2

## Learning environment

The learning environment must provide education and training opportunities that enable students to develop their skills and knowledge across all areas of social work, gain required experience in practice settings and meet the professional standards in supportive, supervised and safe settings.

3

## Course governance, management and quality

Social work courses must be governed, resourced and managed using effective and transparent processes in collaboration with employers and people with lived experience of social work. There must be processes to monitor and manage the quality and delivery of courses.

4

## Curriculum and assessment

Courses must be designed to enable students to develop the required behaviours, skills, knowledge and understanding to meet the professional standards.

5

## Supporting students

Students must receive appropriate educational and pastoral support.

6

## Level of qualification for entry onto the register

The threshold entry is a bachelor's degree with honours.



# The register

- Our [registration rules](#) ensure that all social workers on our register are able to practise safely and effectively. Those that are registered with us are able to use the protected title ‘social worker’.
- **Renewals** for registration run September to November 2020
- **Temporary registration** - We've been given emergency powers by the UK government to allow us to invite previously registered social workers in England who have left the register since 18 March 2018, and those who voluntarily leave the register during the emergency, to return to practice should they wish to do so.
- **Social Work Together** - Social workers on the list of returning social workers and registered social workers who are currently not working or based in another sector can express their interest in social work job opportunities on the LGA website at [local.gov.uk/social-work-together](https://local.gov.uk/social-work-together)
- Local authorities who are in need of additional social workers to help support the national emergency, can register and sign up to access the [LGA portal here](#), which will help local authorities to find social workers ready to fill vacancies in their area.

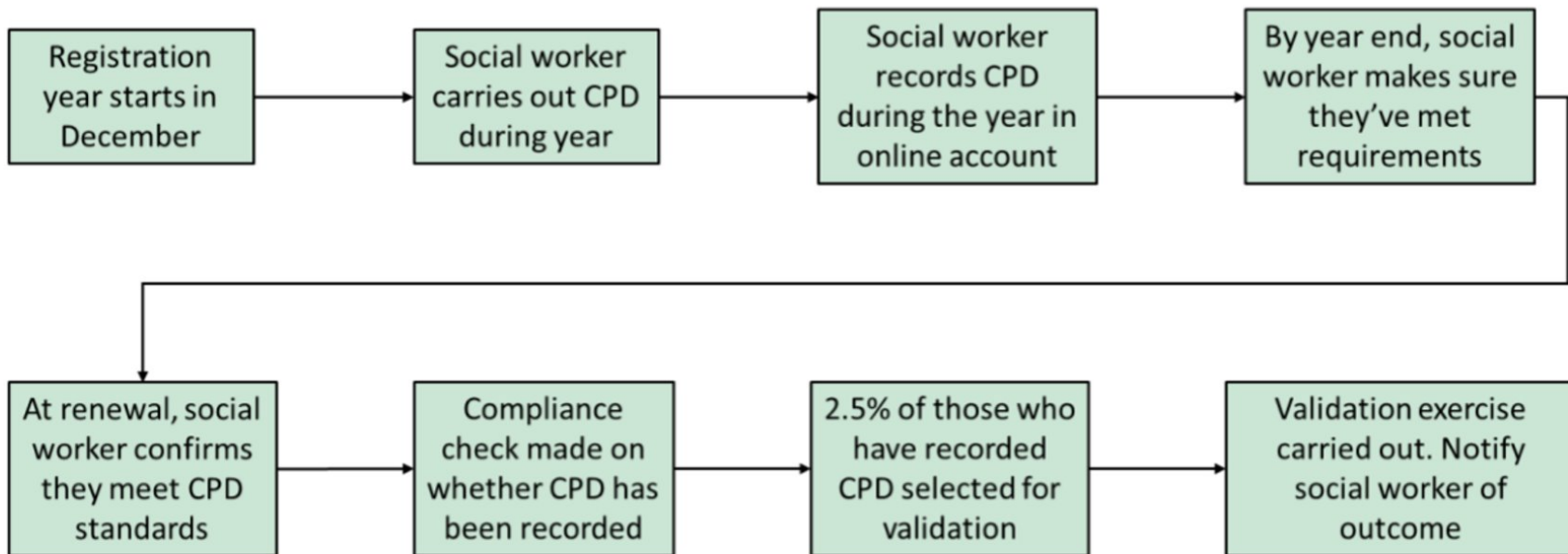
# Continuing professional development

- Continuing professional development (CPD) is an important part of [the professional standards](#), which aim to improve public safety and confidence in social work.
- CPD is the **reflection and learning activity** that social workers undertake throughout their career to maintain and improve their practice.
- There is helpful **guidance** on our website about CPD and how to record it.
- All CPD must be recorded on your **Social Work England online account**. If you registered with HCPC, you can log into your account using the primary email address that you supplied to them.
- You can record your CPD online using the **structured or unstructured form**.
- You must submit CPD in order to **renew your registration**, demonstrating that you have met standard 4.



- No specified amount or type of CPD – **you decide how much/what to do**, considering how it has impacted your practice, your personal circumstances and how you're practising.
- We won't give direction or advice on what CPD you should do, but we do encourage you to **think creatively about your learning**, including the things you're already doing in your role.
- CPD can be any activity you feel would benefit you and your practice, from podcasts, articles and book clubs to learning from complaints and understanding where things went wrong.
- We would encourage you to try to demonstrate all eight parts of the CPD standard during the year – you do not have to demonstrate all 8 parts in every piece of CPD (4.6 and 4.7 would be met every time you record your CPD online).

## Summary of process



## Fitness to practise

- The fitness to practise rules set out what will happen when someone raises a concern about a social worker.
- Following extensive consultation with the sector, we have developed an approach that aligns good regulatory practice with good social work practice. That means:
  - **Robust** triage of concerns
  - **Being timely and proportionate**
  - **Social work expertise** at all major decision points in the process
  - We will **stay in touch** with you if a concern is raised about you
  - **More options** to conclude cases without a hearing
  - **Support** for complainants, witnesses and social workers involved in the process
  - **Regular conversations** on what we are learning

# National advisory forum

We've developed the national advisory forum to provide us with expert advice, support and challenge to our work, helping us to achieve our objectives as the regulator.

The forum will include:

- Practising social workers
- Social work students
- People with lived experience of social work
- Social work education and training providers
- Partner agencies

# Next steps – if you haven't already...

## Create your online account

On your online account, you can apply to join the register and manage your registration as a social worker.

Sign up

## Transferring from HCPC?

If you were previously registered with HCPC, you should have received an email to the address you registered with.

To activate your Social Work England online account, you will need to create a password with us. Your online account allows you to manage your registration as a social worker.

Create password

To **activate your account** please click on the 'create password' option under the 'transferring from HCPC?' box and use the **primary email address** you supplied to HCPC.



**Follow our journey as we grow  
and evolve:**

 [socialworkengland.org.uk](https://socialworkengland.org.uk)

 [Social Work England](#)

 [@SocialWorkEng](#)



A classroom scene where a group of diverse young students are sitting on a blue carpeted floor. Several students have their hands raised, indicating they want to speak or ask a question. In the background, a teacher and another adult are visible, along with a red bulletin board covered in papers and a window with blinds. The overall atmosphere is one of active participation and learning.

**QUESTIONS**

**AND**

**DISCUSSION**

Lawson



What Works *for*  
**Children's**  
**Social Care**

**Thank you**

@whatworksCSC