

BEDFORD EARLY HELP AND INTERVENTION SERVICE

A Guide to Outstanding Practice



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INTRODUCTION

This practitioner's guide to outstanding early intervention has been developed by a group of practitioners from across the Early Intervention Service and Partnership.

The aim of the guide is to provide clarity about the principles which underpin each element of our work with children, young people, their families and other professionals.

The guide is divided into two sections. The first section covers the elements of early intervention practice which are applicable to all aspects of the service. The second section is specifically focused on keyworking practice and direct work with families.

Accompanying many of the elements are agreed practice observation templates which describe in detail the best practice that all practitioners should aspire to.

EARLY INTERVENTION OVERARCHING PRINCIPLES

- The uniqueness of children, young people, their families and those who work with them is valued.
- Multi-agency working practices and systems are integrated.
- Service delivery is holistic, co-ordinated and led by effective key working.
- Learning and development is monitored and promoted.
- Children, young people, their families and those who work with them are involved in shaping, developing and evaluating the services they use.

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COMMUNICATION

Stakeholders and professionals are listened to, informed and kept up-to-date through appropriate, accessible methods

The profile of the Early Intervention and its service offer is positively promoted

Feedback, complaints and suggestions are managed in a proactive, diplomatic and sensitive manner

Communication is meaningful, innovative, appropriate and inclusive

Appropriate media is used to reach a wide range of audiences

Children, young people and families understand the services and activities available for them

All communication is clearly branded, accessible, consistent and written in clear English

SAFE WORKING PRACTICES

A service induction is provided for all new staff

Staff are aware of and follow council and service safe working practices

Staff are able to access and maintain risk records in order to assess risk

All staff are entitled to carry out their duties without fear or risk to their own personal safety

The named duty manager is always contactable

Supervision and team meetings explore aspects of risk

All staff have access to personal safety items as required

PARTICIPATION

The views and experiences of children, young people, families and stakeholders inform policy, planning and service delivery

Young people and their families are encouraged to participate in training, further education or gain employment

Participation is meaningful, innovative and appropriate

Those affected by a decision have a right to be aware of the decision-making process

Citizenship, social action and democracy opportunities are offered and celebrated

HOME VISITS

Are planned accounting for relevant information, previous work and any support services that may be required to secure success e.g. interpreters

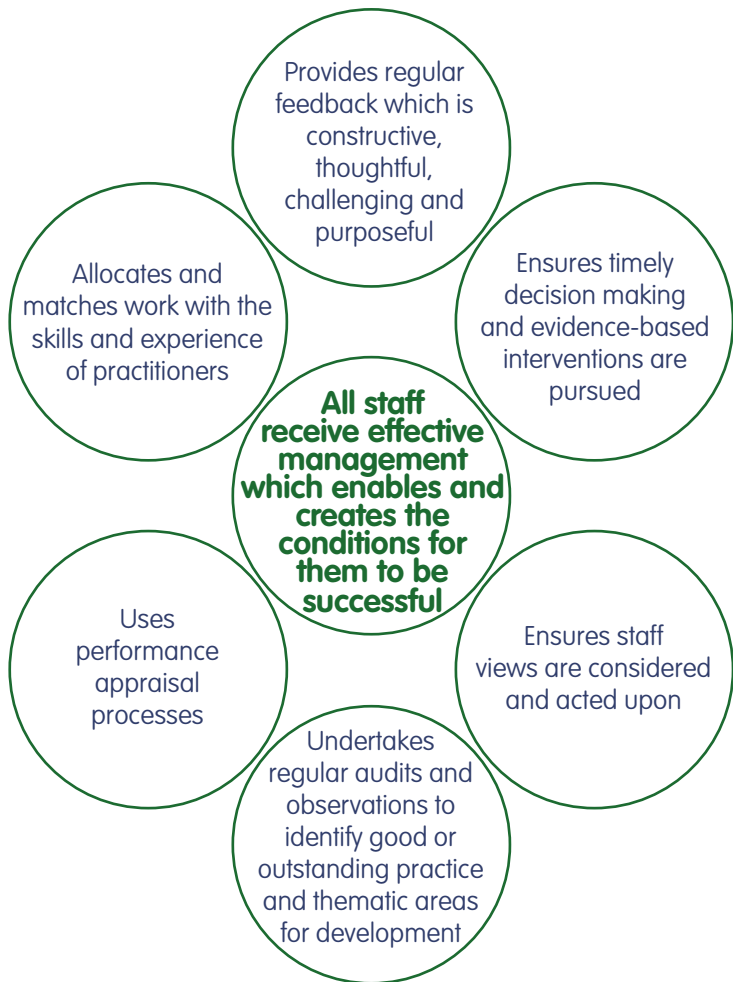
End with a clear summary of current picture and agreed next steps

Supports capacity building and the opportunity for the client or family to find their own solutions

Practitioners are trained and skilled to carry out home visits with relevant up to date safeguarding training

Are consent based. Practitioners are mindful that they are visitors and are respectful

MANAGEMENT



SUPERVISION

A written supervision agreement is recorded on the appropriate system

Is regular and prioritised and separate from line management

Regular observation of best practice and effective learning takes place to inform supervision discussions

All staff have support which gets the best from them and creates the conditions to be successful in their role

Focuses on strengths and areas for development

Provides support and is based on principles of reflective practice

TEAM MEETINGS

All team members share ownership of the process with tasks, action points and responsibilities clearly assigned

The agenda is team-led rather than organisationally prescriptive

The agenda includes opportunities to share successes, identify needs, discuss practice and cover agreed standing items

All staff have regular team meetings which inform, engage, inspire and achieve progress

Meetings are regular, time limited (2 hours max), convenient and comfortable

Involvement is inclusive and everyone's contribution is encouraged and valued

Meetings have a clear purpose and are solution focused

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OUTCOMES

Families are supported to achieve outcomes which reflect their best hopes and /or the needs of the child

Are based on family, local and national priorities for the needs of the child

Aim to change things for the better and improve the future quality of life

Outcomes clearly show the effect of our work to support families on their journey of improvement

Provide the focus for progress for all

Reflect long term goals not short term targets

May change to reflect new circumstances

LEAD PROFESSIONAL

Empower the parent and child by ensuring their view is heard

Is the main point of contact for the family

The Lead Professional is the main contact for the family and ensures services are co-ordinated, coherent and outcomes are achieved

Enables the family to have on-going engagement in the Team Around the Family process

Builds an effective and trusting relationship between the family and professionals

ENABLING AND EMPOWERING

Families are empowered with the knowledge, skills and confidence to improve outcomes

Family views are listened to, respected and support is offered on a consent basis

A family receives support that enables them to overcome difficulties and build on strengths

Creative, flexible approaches are underpinned by evidence based models

The workforce is skilled, trained and developed to work holistically with families

ASSESSMENT

Child development, parenting capacity and family and environmental factors are considered in assessments

Risk resilience and protective factors are assessed with the whole family

**A
keyworker
uses a systemic,
holistic approach
to inform their
assessment**

Practitioners respect the family's knowledge of their child

A family's history and experience is respectfully discussed and explored, including experience of services

SUPPORT PLANS

Plans are regularly reviewed with the family and partner agencies and take into account history and culture

The family are valued in their role as primary educators and for the knowledge they hold about their family

A family will have a specific, evidence based plan to help achieve their individual goals and meet their needs

The family's information is treated with respect

Plans are developed with the family utilising any wider support network

PARENTING

An appropriate venue and safe learning environment is provided

All sessions are planned and structured yet adapt to meet the diverse needs of each group

All sessions are led by appropriately trained staff

Parents have access to evidenced based programmes which enhance their confidence, knowledge and parenting skills

Parenting sessions aim to have a positive impact on the development, achievement, health and well-being of children

Sessions are inclusive where all are valued

CASE TRANSFER

The primary focus for decision making are in the best interests of the child

Handover meetings will take place between the family and relevant professionals at all points of case transfer

Every child can expect a timely, consistent and proportionate response from every team which reduces transfer points

The family is always involved in decision making and planning

There should be no delay in securing appropriate interventions for families, children and young people

ENDINGS

Children, young people and families are involved in evaluating the impact and support they have received

All families are empowered with the knowledge and skills to access additional services and ongoing support

All children, young people and families are effectively supported and involved in endings

All staff are guided and supported through case transfer and case closure

The emotional needs of the family are the first priority when planning for case closure

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<https://earlyhelp.bedford.gov.uk>

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