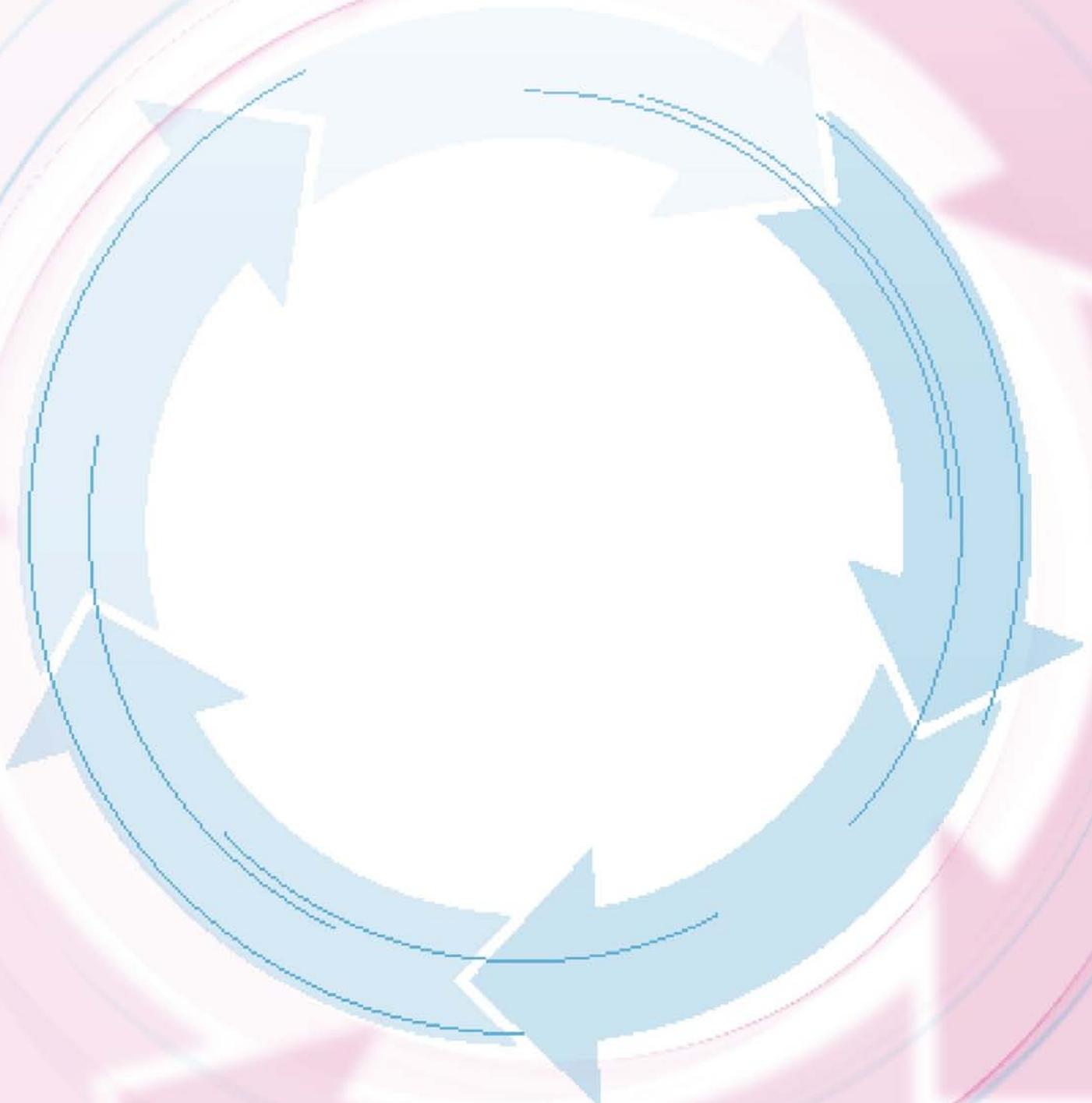




# BEDFORD BOROUGH COUNCIL



*Bedford Borough Human Resources and Corporate Policy  
Workforce Development Team*

# Workforce Vision for Bedford Borough

**'To have a world class workforce working with and for children and young people in the Bedford Borough'**

## Welcome

Welcome to the children's workforce in Bedford Borough. We want everyone who works with children and young people across Bedford Borough to think of themselves and to be recognised as part of a one Children's Workforce. We want those who work with children and young people to have similar values and use similar language, to be highly and appropriately trained, to understand safeguarding and how to keep children safe and to understand and use the right tools and processes for working together.

Our annual Learning and Development Programme is available to help you develop your common core of skills and knowledge, through the training activities available to you. It will help you to work better with other parts of the children's workforce, and help us ensure that children and young people feel that all those who work with them understand enough about them to see what is best for them. The Learning and Development Programme is also available on the Intranet as follows:

<http://spintranet/departments/children/Pages/Children%27sWorkforceDevelopment.aspx>

The Supervision process enables you and your manager to record your skills and achievements in working with children, young people and their families/carers. Our Supervision Policy applies to all teams and to all individuals working within Bedford Borough Council's Children's Services, Schools and Families and aims to promote a positive and robust approach to the supervision of all practice and services delivered to children, young people and their families.

Supervision provides a clear, outcome focussed supportive framework for employees to work and encourages and develop reflective practice; promoting critical thinking, critically evaluating our own beliefs and actions, and their impact on others. Supervision will also ensure case management and/or other tasks are carried out within set timescales and to pre-determined standards as part of performance management.

## Are you new in your role?

**Or do you feel that your previous role helps you to understand the needs of children, young people and families?**

The common induction standards are designed to support and encourage new employees and their managers through the first six months of employment, bringing together the children's workforce of Bedford Borough Council under the umbrella of common induction.

## Why do we need a Common Induction?

We need to ensure that the local children's workforce is skilled, well-led and supported by effective, shared systems and processes to be able to ensure that children and young people are well supported to achieve good outcomes. People in different parts of the workforce need to be able to work well together across institutional and professional boundaries, focused around the needs of the child and young person. The Common Induction standards help to achieve this and ensure that there

is a common understanding of how to best support children young people and their families, through service provision and prevention

**Who needs to check that they meet the induction standards?**

- Workers new to the children’s workforce, and who would complete induction as part of the probationary period.
- Workers in transition from one service to another who have not previously undertaken a ‘Children’s Services’ induction.
- Workers new to an organisation who hold a relevant qualification but have not completed an induction.

**Common Core Skills and Knowledge**

A common core set of skills and knowledge has been developed for the children’s workforce and agreed across the Children’s workforce network. The common core is set out under six broad areas:

<b>Standard</b>	<b>Skills</b>	<b>Knowledge</b>
1. Effective communication and engagement with children, young people, their families and carers	Listening and building empathy Summarising and explaining Consultation and negotiation	How communication works Confidentiality and ethics Sources of support Importance of respect
2. Child and young person development	Observation and judgement Empathy and understanding	Understanding context Understanding how babies, children and young people develop Be clear about own job role and that of others Know how to reflect and improve
3. Safeguarding and promoting the welfare of the child	Relate, recognise and take considered action Communication, recording and reporting Inter-personal skills	Legal and procedural framework Wider context of services Self knowledge
4. Supporting transitions	Identify transitions Provide support	How children and young people respond to change When and how to intervene
5. Multi-agency working	Communication and teamwork assertiveness	Role and remit How to make queries Procedures and working methods Law policies and procedures
6. Sharing information	Information handling Clear communication Engagement	Importance of information sharing Roles and responsibilities Awareness of laws and legislation

## Social Care

The College of Social Work (TCSW) has published a Code of Ethics setting out the professional values and standards it expects its members to uphold. The Code includes a requirement on members to "protect the rights of, promote the interests of and empower people who use social work services and those who care for and about them" and to "behave in a respectful and collaborative way with other professionals". The Code of Ethics is set out in **Appendix 4**.

All registered social workers in England are already signed up to the Health and Care Professions Council's (HCPC) standards of conduct, performance and ethics, which sets out the basic standards expected of all 16 professions it regulates.

## The Professional Capabilities Framework and its Standards for Social Workers and Workers Supporting Children, Young People and their Families

The Professional Capabilities Standards help to ensure that the staff working with children and young people are skilled, well-led and supported by effective, shared systems and processes. The standards also support other workers in different parts of Children's Services to be able to work well together across professional boundaries. Each of our training events has been linked to the nine domains of the Professional Capabilities Framework to help the social care workforce to evidence their skills and capabilities for professional development purposes.

The PCF contains 9 domains to map professional development against are:

- Professionalism
- Values and Ethics
- Diversity
- Rights, Justice and Poverty
- Knowledge
- Critical Reflection and Analysis
- Intervention and Skills
- Contexts and Organisations
- Professional Leadership

Different level descriptors are available whether you are a Student, ASYE, Social Worker, Experienced Social Worker or Manager. A copy of the PCF can be accessed at:

<http://www.collegeofsocialwork.org/pcf.aspx>

Social Workers are now registered with the Health Care Professions Council and have the following CPD requirements:

1. Maintain a continuous, up-to-date and accurate record of their CPD activities
2. Demonstrate that their CPD activities are a mixture of learning activities relevant to current or future practice
3. Seek to ensure that their CPD has contributed to the quality of their practice and service delivery
4. Seek to ensure that their CPD benefits the service user
5. Upon request, present a written profile (which must be their own work and supported by evidence) explaining how they have met the standards for CPD.
6. Whenever a profession renews its registration, they randomly audit the CPD of 2.5 % of professionals. Those registrants who are chosen for audit must submit a CPD profile to show how their CPD meets the standards.

The HCPC site suggests profile templates, which include personal statements as well as recording of

the activity undertaken. Community Care Inform also has similar suggested templates which can be examine on-line. More detailed information on this can be obtained from the HCPC <http://www.hcpc-uk.org/aboutregistration/aspirantgroups/socialworkers/>

## Delivery of Induction

The induction standards are a set of outcomes that will be achieved through a variety of planned learning and development activities. The Common Induction Standards outcomes are designed to be met through planned activities available in the Annual Learning and Development Programme, within the first 6 months or 24 weeks of employment and run in parallel with the organisation's probationary period (if applicable) and the Assessed and Supported year in Employment (ASYE). There are many ways that people learn and you can use a mix of activities and processes that will best meet the needs of your own personal training requirements and learning style. You may have already successfully completed a similar induction programme or have relevant qualifications. These can be used to evidence previous knowledge and training and added to the Common Induction Training and Development Plan attached at **Appendix 2**.

## Supporting Families through Integrated Working

The Common Assessment Framework (CAF) has become an everyday tool for the majority of practitioners across the children's workforce. The revised CAF, developed under the banner of Supporting Families through Integrated Working, focuses on undertaking a holistic assessment enabling practitioners that are already supporting the family to work more closely together to develop more coherent and effective action plans. It requires professionals to be responsible for being part of the 'solution' for many families rather than just the identifying and referring agency. More information on this is available at: <http://www.bedfordshirelscb.org.uk>

## Family Information Service

Bedford Borough Family Information Service provides free and confidential information and advice to help parents, carers, children, young people and professionals working with families find the services they need. Practitioners can find information on childcare, youth clubs, sport and leisure activities, family support groups or services for children with a disability You can also obtain information on local services by visiting the online Family Services Directory at: [www.bedford.gov.uk](http://www.bedford.gov.uk)

## The Children's Services Learning and Development

This Programme is available to all staff working in their different roles supporting children, young people and their families across Bedford Borough. We are providing new opportunities to facilitate and encourage personal development - beyond traditional training routes. It encompasses classroom style courses, e-learning at your desktop and on-line via a link, as well mentoring and coaching opportunities.

We have linked the Induction and Assessed and Supported Year in Employment (ASYE) Programmes to the Children's Services Learning and Development Programme. The training activities in the Learning and Development Programme are set out in target groups indicated throughout the brochure, using the following symbols:

### Level Target Group Symbol

**1** Non-social work staff

- 2 Newly qualified social workers (NQSWs)
- 3 Social workers with up to two years of practice
- 4 Senior practitioners and experienced social workers with more than two years of practice
- 5 Team managers

All new staff, including new practitioners and NQSWs, and their line managers are responsible for identifying the necessary courses that should be attended in the first six months year, along with consideration to any specialist training requirements, taking into account job role, previous experience and qualifications. This should be addressed during supervision, in line with the Directorate's Supervision Policy. The Common Induction Pathway to assist line managers and inductees is at **Appendix 1**. An Induction Checklist is attached at **Appendix 2**.

## The Corporate Induction Handbook for New Employees

The Handbook for Employees (and a separate document for Managers) is available on the Intranet and contains a checklist to help you settle into your new role in the organisation. It will assist you and your Line Manager to ensure that you have all the information and knowledge required to be effective in your new role. Please note that the Insight checklists need to be completed within various timescales of your start date. You may find however, that at some stage you will need to refer back to reinforce certain pieces of information. The first checklist relates to essentials that must be completed on your first day.

Mandatory training is available free to all new starters and includes the following:

- Corporate Induction course
- Mandatory - Insight to Equality & Diversity Insights
- Mandatory - Insight to Health & Safety Insights
- Mandatory Data Protection training
- Mandatory Recruitment and Selection course if you are involved in the recruitment of employees

Further checklists contain useful pointers that you will need to cover and allows tailoring around your individual role. Information on the corporate induction appears as a Quick Link on the front page of the Intranet:

[http://spintranet/departments/personnel/LD/Documents/CORP005\\_12%20Induction\\_SCRREEN.pdf](http://spintranet/departments/personnel/LD/Documents/CORP005_12%20Induction_SCRREEN.pdf)

The 'Introduction to Health and Safety in the workplace' document will be useful which can be found on the intranet under Quick Links – Health & Safety along with various other health and safety documents / guidance including the current health and safety training brochure for staff. The Booking for the corporate induction events should be made through the MyView booking system.

## Induction Learning Opportunities

Courses which staff should consider in their first six months of employment, taking

into account job role, previous experience and qualifications include the following.

<b>Induction Training Events</b>
Azeuscare
Child and Adolescent Development
Common Assessment Framework – 2 Days Training Supporting Families Through Integrated Working
Child/Young Person Development – 2 Day Training Course
Chronology Training
How to Consult with Children and Young People
Making Analysis Central to the Assessment Process
Recording and Report Writing
Research in Practice (RIP) - Learning Resources
Risk and Resilience Assessment Tool
Safeguarding Children – E-Learning Programme LSCB e-Academy
Safeguarding Children Training In House – Basic Awareness

All new staff, including new practitioners and NQSWs, and their line managers are responsible for identifying the necessary courses that should be attended in the first six months year, along with consideration to any specialist training requirements, taking into account job role, previous experience and qualifications. This should be addressed during supervision, in line with the Directorate's Supervision Policy.

**The Workforce Team (Children) contact details:**

**Nickie Healy**

**Children's Workforce Manager**

01234 228471 or 42471 (internal)

**Appendix 1**

**Bedford Borough Council Children's Services, Schools and Families  
Common Induction Pathway**

Manager receives notification of new staff member (or new job role)  
Start dates provided by HR Receipt of paperwork

Initial training needs/induction needs analysed from appointment form  
Welcome meeting with inductee where induction process explained  
All legal dos and don'ts explained

Book on:

- safeguarding
- integrated working processes (CAF Framework)
- Risk and Resilience
- Health and Safety
- Corporate Induction Insights Training

At this point, another induction activity could commence. This could include shadowing, mentoring or one-to-one activity.

Record in supervision  
Provide support and decide together how to progress competencies  
Gather evidence for assessment of competencies

Regular reviews take place within supervision

Identify any basic skills issues  
Arrange support as appropriate

Provide evidence for assessment

Links and signposting to qualifications or, further continuing professional development or role-specific training

Successful completion of the induction training

**Appendix 2 Bedford Borough Council Induction Training and Development Plan**

<b>Training and Development Plan – Initial Meeting</b>	Name.....
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**In order to achieve my objectives, I plan to evidence my skills below:**

Common Induction Standards	Training Undertaken, Evidence of Competency and Comments			Date Signed Off
	Initial Meeting	3 months	6 months	
<p><b>1. Understand the Principles and Values for working with Young People</b>  <b>Principles and values</b> – show how you promote the principles and values essential for working with Children, Young People, their families and their carers and know the service standards or codes of practice concerning the principles and values relevant to your work.  <b>Equality, inclusion and anti-discriminatory practice</b> - Show how you include people and act fairly and support and respect people’s differences in your day to day work.  <b>Person centred approaches</b> - Explain how your work relates to any of the five outcomes in ‘Every Child Matters’ and take account of the experiences, preferences, wishes and needs of children and young people, and their families, when providing your services. Listen to children’s and young peoples views about risk and safety, and take these into account into your work.</p>				
<p><b>2. Understand your role as a worker (employed or volunteer)</b>  <b>Work role</b> - Know your own role and the aims of your work and the overall aims of the setting you work in. Know the purpose of organisations you come in to contact with during your work.  <b>Legislation policies and procedures</b> - Know about important laws relating to children and young people, and where you can get further information. Understand why it is important for you to follow policies and procedures. Know where to find the policies and procedures relating to the work you do.  <b>Relationship with carers, parents and others</b> - Understanding the valuable role families and carers play in supporting their children so they can achieve positive outcomes. Understand how you can support team working. Know who else is working with the children, young people and families you work with.            Know who you are accountable to, and who is accountable to you (if appropriate) , in your working environment</p>				

<p>Know the principles of effective teamwork</p> <p><b>Being Organised</b> - Show that you are well organised, reliable and dependable in your work and make sure that you provide well-organised and safe activities or environments for the children, young people and families you work with.</p> <p>Complaints and procedures - Know about, and be able to follow, the grievance, complaints, and compliments procedures relevant to your work. Know how children, young people and their families can get access to the complaints procedure for your work.</p> <p>Principles of keeping good records and show a basic understanding of the importance of keeping accurate records. Know the purpose of each record or report you use in your work and how to record information that is understandable, relevant, clear and concise, factual and can be checked. Know how to share the information you record with the relevant young people, children, parents and carers (in line with the policy of your work environment)</p>				
<p><b>3. Understand Health and Safety Requirements</b></p> <p><b>Laws, policies and procedures and Safety ion the Workplace</b> - Which apply to your working environment and how to assess risks relating to moving and handling people or objects. Your personal responsibility for the health and safety of the children, young people and families you work with Moving, lifting and handling people. First aid or medical treatment in an emergency.</p>				
<p><b>4. How to communicate effectively</b></p> <p>Understand the children and young people you work with, particularly their views and feelings. Respond appropriately to what children and young people are communicating to you (in speech, in writing, by body language and so on)</p> <p>Show how you use effective communication in your work. Know when to provide information to Parents and carers.</p>				
<p><b>5. Understand the development of Children and Young People</b></p> <p><b>Attachment and stages of development</b> - Have a basic understanding of how children of all ages form attachments, and how these attachments affect their development</p> <p><b>Supporting play, activities and learning.</b> Know how to encourage learning and development in the children and young people you work with. Explain how play, hobbies and interests are important in children's and young people's development</p> <p><b>Transitions (Transitions are stages in children's lives - some are general, some are individual)</b> - Have a broad understanding of what's transition' means in relation to your work Understand the significant milestones which mark transition in the lives of</p>				

<p>the children and young people you work with.</p> <p><b>Supporting disabled children and children with special educational needs -</b>          Know what the 'social model of disability means in relation to your work Understand the needs of children and young people who are disabled or have learning difficulties</p>				
<p><b>6. Safeguarding</b></p> <p><b>Laws, policies and procedures</b> - Know about laws and national guidance relating to protecting (safeguarding children). Describe your workplace's policies and procedures on helping children and young people you work with</p> <p><b>Providing safe environments</b> - understand what children and young people want and need to feel safe. Have an awareness of what contributes towards a safe environment for the children and young people you work with</p> <p><b>Recognising and responding to abuse</b> - Understanding the different ways in which children and young people can be harmed by adults, other children and young people, or through the internet          Understand what is meant by: physical abuse sexual abuse emotional abuse, domestic abuse Faltering growth Institutional abuse bullying, self harm.</p> <p><b>Working with other agencies</b> - Understand what 'multi-agency working' - means for you and your work environment, understand other agencies' roles and responsibilities in keeping children safe from harm.</p> <p><b>Whistle-blowing</b> (reporting failures in duty) - Know when and how to refer a concern you have about child protection. Understand your duty to report the unsafe practice of others and identify what to do when you do not get a satisfactory response from other organisations or agencies.</p>				
<p><b>7. Develop Yourself</b></p> <p>Your role and registration Understand the current or planned requirements (if any) for you to be registered with a relevant regulatory body</p> <p>Using support and supervision to develop your role. Understand the purpose of staff supervision in your work environment and know the staff support or supervision arrangements available to you</p> <p>Show how your day-to-day work has been influenced by feedback from your colleagues or from children, young people and their families</p> <p>Work with your manager, or other relevant person, to agree and follow a professional development plan Understand the methods you can use to improve your work</p>				

## **Appendix 3 Induction Checklist**

### Organisational information

- Welcome Letter
- Our Organisation - An Introduction
- Vision, Mission & Values
- Organisational Structure
- Governance and Management Information
- Equal Opportunities Policy & Scanning Form

### Forms and Procedures

- Job Description
- Annual Leave Form
- Sickness Form
- Expenses Form
- Toil Forms
- Supervision Form / Performance Management Form
- Staff Training and Development Request Form

### Internal Policies

- General Communication Briefing
- Health and Safety Policy
- Safeguarding Children Policy
- Environmental Policy
- Copyright Policy
- Data Protection and Confidentiality Policy
- Quality (HSEQ)
- Media policy (inc. social media?)
- Customer Service Procedures / Standards
- Expenses policies & procedures

### Core Induction Training

- Health & Safety
- Safeguarding
- Protection of Vulnerable Adults
- Integrated Working
- Principles, Values & Inclusion
- Information Security
- Shadowing / Buddy / Mentoring

## Appendix 4

### Code of Ethics for Membership of The College of Social Work

This Code describes the ethical principles that every member accepts as part of their membership of The College of Social Work. Its purpose is to make clear how social workers are expected to put into practice the values which underpin social work and which support

The College's objective of ensuring the highest possible professional standards amongst social workers. Additionally, all social workers registered with the Health and Care Professions Council must abide by its standards of conduct, performance, and ethics. The College also expects its members, registered or not, to pay due regard to the spirit and provisions of those standards in relation to their personal conduct and behaviour.

As a member of the College I will aim to:

#### **Protect the rights of, promote the interests of, and empower people who use social work services and those who care for and about them.**

I acknowledge that protecting the rights and promoting the interests of people who use social work services and those who care for and about them must mean working with them and helping them to articulate their needs and aspirations and to reach their own definition of what their interests are. I understand this term to include those who receive social work services as reluctant recipients of statutory/coercive intervention. I will respect the dignity of all those who receive social work help and I will try to ensure that, so far as is consistent with the nature of my involvement with them, they have choice and control about their lives. I will respect diversity and promote equality of opportunity, bearing in mind the human rights of all those affected by the way I fulfil my professional role

#### **Establish and maintain the trust and confidence of people who use social work services and their carers, promoting their independence while protecting them as far as possible from unwanted danger.**

I understand that to establish and maintain the trust and confidence of people who use services and their carers I will need to act in a trustworthy way, communicating with them clearly, taking time to listen and explain, and respecting confidentiality unless there are strong reasons (for example, related to ensuring the safety of children or adults at risk of harm) that require me to share information given to me in confidence. Other than in exceptional circumstances, I will explain to the person why it is necessary for me to breach their confidentiality. I will demonstrate in all my professional activities my respect for the dignity and human rights of every person with whom I come into contact in my professional practice.

#### **Respect the rights of people who use social work services and their carers including their right to take reasonable risks, while seeking to ensure that their behaviour does not harm themselves or others.**

I believe that every citizen has the right to take reasonable risks in pursuing their life choices. I will try to help people to make their own choices and I will endeavour to promote their opportunities to live their lives as they wish without bringing unwanted harm to themselves, their carers or members of the wider community.

**Serve, and promote the wellbeing of, the whole community.**

I acknowledge that, in the way I work, I have a responsibility to the community as a whole and that I will try to enhance the well-being of that community whilst serving the individuals and families that need my support. I will aim to encourage members of communities to support each other and promote social inclusion and well-being. Promote social justice and display compassion and respect in my professional practice.

I acknowledge that social work is founded on principles of social justice and I will therefore seek to understand and promote through my work outcomes that support human dignity and the respect of each member of society for their fellow human beings. I will challenge, in an appropriate manner, discrimination and stigmatisation wherever I encounter it.

**Uphold public trust and confidence in social work.**

I understand that for social workers to be able to do their work to the highest possible standards earning the trust and confidence of the public is essential; I will therefore carry out my work in a way that merits that trust. I will not abuse my position of trust whether my authority derives from a statutory role, from the use of my professional knowledge or from my influence in decisions about providing, or not providing, services or resources

**Be accountable for the quality of my work and take responsibility for maintaining and improving my knowledge and skills.**

I acknowledge that, as a professional, I am accountable for my practice and I will ensure that my skills and knowledge are up-to date. I will practice in an ethical manner and will support others to do so too. If the circumstances in which I work are preventing me from practicing in