

In partnership with:



**IES Polígono Sur**



**Devon & Cornwall Police**



**Devon Virtual School**



**Excelentísimo Concello de CERCEDA**



# Intellectual Output

## ACEs High

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**Effective Interprofessional Working**

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Ann Ferguson and Louise Bennett

# Aims of session

- Explore commonality and difference in the values and beliefs systems, and professional goals and structures for individuals and organisations working to support children and young people.
- Identify potential barriers to effective inter-professional working and propose solutions.



## Health Warning and Online Protocols

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- Sensitive Topic.
- Confidentiality.
- Microphones off unless speaking.
- Hands up feature.
- Session is being recorded.
- Appropriate professional chat in window.
- Be aware of who is in vicinity whilst online.
- Phones.
- No such thing as a silly question!

## Introductions

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### **Please tell everyone:**

- Your name
- Your role
- What do you hope to get out of today?

## Prior Learning

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- Use any device (phone/tablet/computer etc.)
- Go to [vevox.app](https://vevox.app)
- Enter the meeting ID: 152-778-744
- Use this to join and answer the following:

What were the key messages from the Toxic Stress Pre-Session Task?

## Terminology Wordstorm

- Whiteboard Activity
- Consider the term multi-agency working.

What other terms are used, and how do these terms translate into different languages and cultural/professional contexts?

## Purpose and Context

- Paired Activity
- Undertake the reading and tasks in handout 1.
- What are the key messages within the task?

## Life Line Activity

Reflect on your role in relation to the life line.

## UK Child Timeline

	Before conception	Conception to birth	0-2 years	2-5 years	5-11 years	11-16 years	16-18 years	18-25 years	25 years +
Health services	-----	<u>If known to the state</u>	_____	_____	_____	_____	_____	-----	-----
Education			-----	-----	_____	_____	_____	-----	-----
Police		-----	-----	-----	-----	-----	-----	-----	-----
Social Services		-----	-----	-----	-----	-----	-----	-----	-----
Other					10 yrs = criminal responsibility		16 yrs = sexual activity. Marriage with parental consent 17 yrs = driving licence	18 yrs = alcohol, smoking, voting 18 yrs = marriage without parental consent	25 yrs = vulnerable young person

Mandatory action \_\_\_\_\_

Action by need -----

## Opportunity for Dialogue

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What contact do practitioners in your organisation have with children with ACEs?

Which other organisations do you and your colleagues work with to help ensure the safeguarding and well-being of children?

Note three aspects which show good inter-professional working with these other organisations, and two which might be improved.

Remember to be sensitive and non-judgemental in our discussion. We are all doing the best job we can.



## What are the Principles that Underpin Multi-Agency Practice?

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### Independent Activity

Reflect on your own experience of when multiagency working has worked well and why you think this is.



**Examples of multi-agency working, available at:**

<https://gids.nhs.uk/eracleous-davidson-2009>

or HANDOUT 3.

## Read the paragraph

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**Read the paragraph titled Multi-agency working as best practice which highlights three key documents that are still used to inform best practice in England today.**

Briefly summarise what each document states needs to be considered to ensure multi-agency working is successful:

1. The Children's National Service framework (2004)
2. Every Child Matters (2003)
3. Children's Workforce network (2008).

## Case Study: Alex – Handout 4

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In your multi-agency group, use the case study to design a multi-agency support plan for Alex.



**When you have finished, revisit the article:**

<https://gids.nhs.uk/eracleous-davidson-2009>

or handout 5

and compare your support plan with the one put into place by the Gender Identity Service.

## Obstacles to Multi-Agency Working

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### Whiteboard Activity – Prior Knowledge

In the context of child protection and safeguarding in England, multi-agency working is a legal requirement.

What might be the obstacles to this?

## Partnership Working in Child Protection

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## Partnership Working in Child Protection Scunthorpe Case Study

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## Independent Activity

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1. Take five minutes to consider the table in handout 6.
2. The first column identifies some of the key obstacles identified in the first video clip.
3. Reflect on these obstacles in relation to the Scunthorpe case study and your own practice.

## Handout No. 6 - Obstacles

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Obstacles	How has each one been addressed in the Scunthorpe case study?	How would you address in your own professional context?
Different professional approaches and perceptions of an issue.		
Lack of training opportunities.		
Lack of clarity about roles.		
Misunderstanding and mistrust.		
Poor communication between agencies.		

## Research into Common Barriers

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In England, a significant amount of research was undertaken in the period 2003-2010 as part of the then government strategy for England and Wales known as Every Child Matters (2003).

More recent research has tended to be from the point of view of single professions rather than trying to form a view across a wider group of children's services.

**For more information see handout 7.**

## The Child's Voice

In England a national Children's Commissioner informs public policy in all services that relate to children.

The Children's Commissioner instructs all organisations, professions and agencies which support children to find ways of seeking the voice of the child to help guide their work.

1. What is the expectation of using the child's voice in your organisation or profession?
2. What ethical and practical barriers are there to seeking the child's voice?
3. Why is the child's voice important?

## Professional Self-Review

In England national guidance focuses on self-review at an individual, organisational and professional level to ensure that entrenched practices are recognised

- Use any device (phone/tablet/computer etc.)
- Go to [vevox.app](#)
- Enter the meeting ID: 152-778-744
- Use this to join and answer the following:

What processes of self-review does your organisation/profession use?

What instances of change of practice through personal, organisational or professional level self-review can you note/share?

This programme has been designed to lead to deeper projects led by individuals. It can be linked to staff development programmes in most public services professions.

### Key elements can include:

- Systematic, longer term data gathering.
- The production of an evaluative report.
- Guidance for improvement in the individual's own professional context or for multi-agency working.

## References



### Cheminais, R. (2009) Effective Multi-Agency Partnerships:

Putting Every Child Matters Into Practice.  
SAGE Publications.



### Eracleous, H. and Davidson, S. (2009).

The gender identity development service:  
Examples of multiagency working. Clinical  
Psychology Forum, 201, 46-50.



### HM Treasury (2003) Every Child Matters.

Available at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/272064/5860.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/272064/5860.pdf)

(Accessed: 20 July 2020)



### Social care institute for excellence (2016)

Partnership working in child protection.  
2 Sept 2016. Available at:

<https://www.youtube.com/watch?v=Etkc0LnIRPE>

(Accessed: 20 July 2020)



### Social care institute for excellence (2016)

Partnership working in child protection.  
Scunthorpe case study. 2 Sept 2016.

Available at: [https://www.youtube.com/watch?v=llQ9fzUxXeE&feature=emb\\_title](https://www.youtube.com/watch?v=llQ9fzUxXeE&feature=emb_title)

(Accessed: 20 July 2020)

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