

Practice week is here!

Seeing 'community of practice' (COP) come to life through JAGS



Welcome!



Please be aware that some of the sessions are being recorded for sharing later.

We want people to participate but please use the 'raise hand' facility to ask questions and contribute when others are talking.

Please be considerate to others - together we want to create a safe, open and reflective space to learn.

You can turn on live captions on by clicking on the 3 dots at the top of your screen if you need this.

Please do take the time to provide us with some feedback towards the end of the session.

Thank you!



Quick quiz – fastest fingers first!



- **What is a community of practice?**
- **What's the purpose of a JAGS?**
- **Who can chair a JAGS?**
- **Can JAGS replace other multiagency meetings?**
- **Where can you find guidance on JAGS?**
- **Where can you find the template to record JAGS?**



Context

- **Community of Practice (COP)** has developed over the past 18 months
- COP is an approach the entire children's and adolescent's workforce as adopted as a core way of working
- COP positively impacts on the service delivery of all those either directly involved in intervention or supporting those caring for children



Aims

- Professionals hold COP at the forefront of their hearts and minds and work collaboratively to achieve the same goals
- Children receive a joined up approach to improve the outcomes for children and help them to flourish

Evaluation

- Following an extensive amount of work to champion and model COP and raise its profile even further, we completed an evaluation to test how embedded and valued COP is now.

Methodology

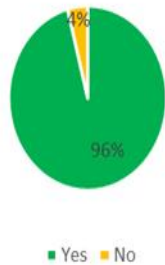


- The evaluation was an opportunity to explore the impact of working in a COP, how much it was valued by professionals and understood by families
- It was also a helpful exercise to identify examples of good practice from across the children's workforce
- The evaluation consisted of a whole system survey, observing COP in action through Joint Agency Group Supervision (JAGS), Group Supervision and Child Planning Meetings (CPM) and collaborative case audits
- 73 survey responses were received, 35 meetings were observed and 35 case audits were completed
- Feedback was gained from Children's Social care staff and wider professionals and families (where possible and appropriate).

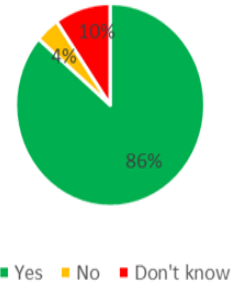
The findings

- 11/35 (31%) observations and case audits were rated Green, 22/35 (63%) rated Amber and 2/35 (6%) were RAG rated Red.

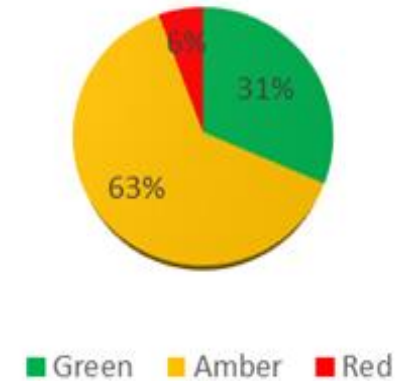
COP identifies who is best placed to deliver agreed interventions



Does working in a COP help manage risk?

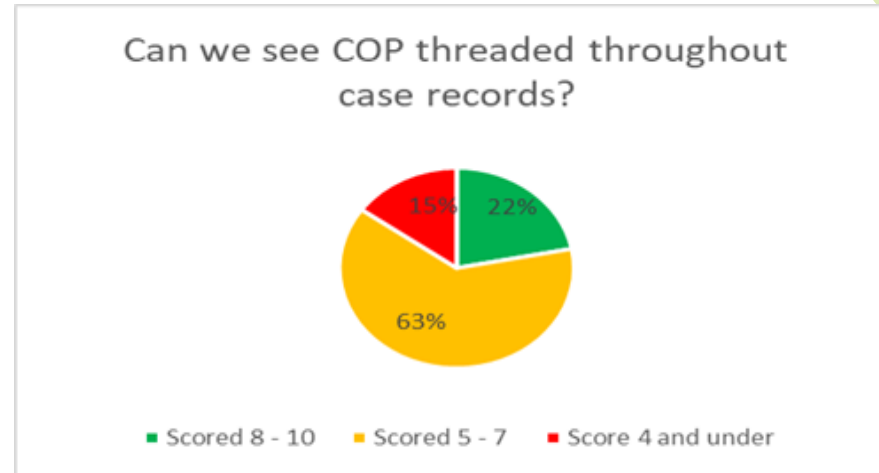
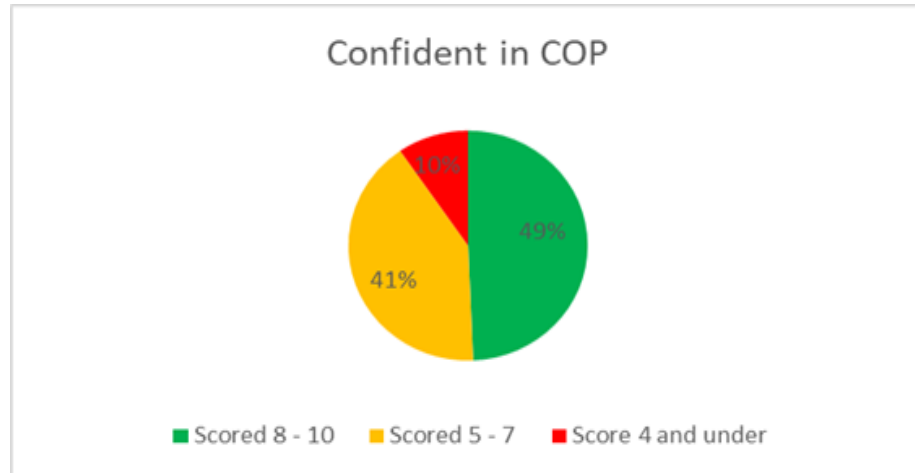


Overall outcomes



- The COP identified the best person to deliver interventions in 96% of cases and working in a COP supported risk management in 86%
- Facilitation and participation in meetings had improved, professionals felt more confident to share their views without feeling judged
- Professionals were able to work more effectively with risk, knowing the community was there to support them
- Working in a COP helped to share risks and offered diverse views and approaches and alternative strategies to manage risk more effectively
- Hearing and supporting different perspectives helped reduce professional anxiety.

The findings cont.



- 90% of the workforce had a sound understanding of COP - 49% scaled 8 - 10, 41% scaled 5 – 7 and 10% scaled 4 and under
- Whether COP could be seen threaded throughout the child’s record; 22% scaled between 8 – 10, 63% scaled 5 – 7 and 15% scored 4 and under.

Feedback from participants in JAGS

Parent - I really appreciate all the professionals helping me and my son. I don't want to let anyone down and will do whatever it takes to make everything alright. I know I've not made good choices in life at times, but I don't feel judged by professionals, they include me in the planning and I feel valued by them. Yeah, I would say I am part of a community of support for my son.

Young person - I can go to meetings with my workers if I want to, and if I don't I know what's being said about me because they tell me. They're all trying to help me and my mum, even the police. They want me to be safe and not get mixed up in drugs and gangs. I am grateful they're in my life.

Family Time Centre Manager - I feel that JAGS are productive as it brings all of the people around the child together, this means that everyone is aware of the same information, and hopefully everyone is working towards one goal for the child.

Carer - This was my first experience of being invited to a JAG meeting and I was very nervous however, straight away I was warmly welcomed and made to feel safe and comfortable to share my views. I could see how helpful these meetings will be in the future and how important it is to have everyone's view and it was really nice to feel valued - sometimes I don't feel as professional as all of the other professionals in the room so this was brilliant to have a space to be heard like that.

Designated Teacher - It was good to meet with professionals surrounding the child and a chance to reflect on their needs/next steps to support them. I felt the process ran smoothly and everyone got their say. I feel like it led to positive outcomes and achievable goals.

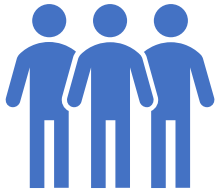
What's working well?

- ✓ JAGS were generally used appropriately for professionals to spend time reflecting together
- ✓ The child's voice, their lived experiences and how professionals heard and responded to the child's needs was kept at the centre of the work
- ✓ The community actively sought to establish who was best placed to deliver agreed interventions
- ✓ Information was shared sensitively and at a pace the family could understand and helped families contribute to the decisions (whether the families were present in meetings or not)
- ✓ Risks and needs were reflected and considered

- ✓ There was evidence of respectful challenge and support between professionals and good quality, collaborative approaches to seeking creative solutions
- ✓ Professionals unpicked their roles and responsibilities and explored diverse/different ways of working to meet the child's needs
- ✓ Professionals worked in a restorative, trauma-informed approach and worked in collaboration that cut across service limitations and focussed on relationship-based practice
- ✓ Good quality JAGS help children to flourish

What works well for you?

What could be improved?



Understand the differences between each of the meetings and their purpose. Check whether you have gained consent to share information and informed the family in the process and outcomes.



Invite all relevant professionals – consider whether you can progress the meeting without them



Be reflective and curious and slow your thinking, consider whether you have got the facilitation and timing right



Consider meetings to be a reflective space for joint analysis including the impact cases have on you as workers



Reflect and ask yourselves have you have done everything you can to enable the child and family to flourish?

**What do you find tricky and
how can you overcome
complications and barriers?**

Case studies - examples of good practice

Case study - S

S is 15, lives in residential and has an ambivalent relationship with their family who present as both a 'push and pull factor'. S's case felt 'stuck'.

Group Supervision was held with professionals including those from the residential setting – the group held an in depth reflective discussion, they listened to each other's views respectfully and clarified each others roles/responsibilities.

They identified clear solution focused actions, and a robust safety planning but also recognised the careful balance with S's age and stage and their understanding. Professionals were tenacious in getting underneath the barriers and were able to change their approach to S's life story work by focusing on S's lived experiences and how she would best respond.

The group sought to agree the way in which S would best understand the plans for her safety, and agreed the professional with whom she had a close relationship with, to work alongside her.

The evaluator said: "Excellent COP in action!"



Case Study - B



B is 15, has a high level of mental health need and attachment trauma, has been demonstrating risky presentations and is at high risk of self harm.

Weekly JAGS has seen exceptional teamwork and a whole system approach from the professionals around B to create and regularly review her safety plan. There is a high level of curiosity around B's behaviours and creative intervention to support her and respond to her needs.

Independent Reviewing Officer said: "I have been particularly impressed at how well the network is working together and are all on the same page. Professionals have been key in holding this together and committing a period of time on a weekly basis to reflect on the progress being made and what needs to happen next."



Case Study - T



T is 16 and at risk of further offending. The Child Planning Meeting was an example of excellent working together.

There were clear, practical actions agreed across the network to strengthen existing safety/protective factors and address known risks i.e., joint working with TYSS and education and police input regarding T's bail conditions and curfew.

Because risks appeared to increase when T stayed at their Mother's house, the network had to work openly and collaboratively with T and their parents and carefully plan together what was needed to mitigate the risks, which included preventing overnight stays.

The Social Worker said: "I particularly liked that Dad was included in the meeting as well as Mum, even though they live apart, and all professionals responded to Dad respectfully and in a supportive way, recognising the difficulties and acknowledging the strengths/progress. T's voice and aspirations were clear. This was a good example of the professional network working cohesively to reduce risk".



Norfolk Multi-agency Practice Week



Feedback can be provided through the QR code on the left or through this link which will be shared in the chat:

<https://forms.office.com/e/EM5kEwrFLJ>

Link to guidance on JAGS: [A Guide to Joint Agency Supervision \(vimeo.com\)](#)

