



## **Voluntary Organisations and Team around the Child Focus Groups February 2009**

### **Key Findings and Recommendations**

#### **Key Findings**

- Overall, participants feel that the Team around the Child approach will fit with their commitment to supporting vulnerable children and their families.
- Participants feel the approach will build on good practice and in some cases strengthen their organisation's position in relation to multi-agency working, giving them a more legitimate 'place' within planning to meet children's needs.
- People can clearly see a role for the voluntary sector in Teams around the Child, provided resources allow them to contribute staff time to attending meetings and helping to prepare children and their families.
- Staff development, some building of systems for information management, and some work to integrate the proposed assessment tools into organisations' current practice, are the main requirements for enabling the voluntary sector to engage with the Team around the Child initiative.
- Good communication, and as much advance warning as possible about plans for roll-out, are needed to help organisations consider how to enable staff training and how to make their service users aware of Team around the Child.
- Although the Team around the Child approach builds on existing good practice, organisations working on very limited budgets will need support to develop systems where this is needed, and attend staff training.

#### **Recommendations**

- The Team around the Child web pages need to become a much more dynamic source of news about the progress of the initiative, and source of tools, resources and information on examples of good practice.
- Although information is distributed in the Eke Out mailing database at present, it may be preferable for organisations to receive direct and specific mailings. At present, people attending training are being registered on an email circulation list to receive updates and briefings. This could be opened up to anyone wishing to register to receive mailings.
- A 'training for trainers' approach is envisaged as the long term method of cascading Team around the Child training. There is a strong preference for people to receive 'multi-agency' training where possible. However, the reality of many organisations means that we may have to equip managers/senior staff with training materials which they can share with their teams internally as time allows, to reduce the need for costly staff cover.
- In addition, training and learning will be more accessible to staff in the childcare sector if it can be incorporated into their existing training requirements.
- Sharing of good practice, and learning from developing practice for Team around the Child, will be an important way of enabling organisations to prepare for the approach. To initiate this sharing of practice and learning, four case studies will be identified within the voluntary sector, and shared by the end of March, on these themes:
  - Assessing needs and reviewing progress – an approach to helping children and their parents to participate in Team around the Child plans and reviews
  - Information and recording – an approach to developing how we record, store and share information
  - Staff development – an approach to preparing staff and volunteers to enhance their assessment of children's and families' needs



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### 1. Background

Team around the Child is an approach to integrating support to vulnerable children as part of Edinburgh's commitment to Getting it Right for Every Child. The approach builds on good practice in multi-agency planning to meet children's needs and monitoring their progress. Team around the Child introduces some specific roles and frameworks for the process of identifying children's needs, co-ordinating action to meet needs, and ensuring accountability, through effective planning and reviewing.

The voluntary sector is an important partner in identifying children's needs, and devising solutions to improve children's circumstances and development. Voluntary organisations have traditionally forged strong relationships with children and families considered 'harder to reach', and there is great potential for voluntary organisations to ensure that Team around the Child puts into practice its principle of putting the child and family at the centre of planning and decision making.

The development of the Team around the Child approach has taken place since November 2007. Consultation took place in the spring/summer of 2008 and by November 2008 a Toolkit was ready to support training for those practitioners to be involved in two development sites testing the approach with families of children ages 0-5 (North and South Edinburgh). In January 2009 a further pilot was announced to trial Team around the Child with 22 children and young people considered to be very vulnerable.

The transition from Toolkit production to training for implementation happened very rapidly. Although voluntary sector representatives attend Project Board meetings for Team around the Child, many in the voluntary sector have had limited contact with development since consultation early in 2008. Communication of Team around the Child will now be an ongoing task while development sites and the pilot test the approach. An action learning ethos is being used to ensure that challenges identified and solutions created during this process are incorporated into further development of the tools, an important feature of reassuring practitioners that their experience is valuable to development, but nevertheless presenting further challenges for communication to different audiences.

Involving the voluntary sector in the development of the Team around the Child approach itself is clearly an important aspect of the partnership necessary for the process to work. However, the voluntary sector is a blanket term which describes an extremely diverse group of organisations delivering childcare, support for parents, community facilities and resources as well as many different types of services to children and young people. In terms of support for children and their families, groups can range from being entirely volunteer-led, to those with professionally qualified staff, to groups with both volunteers and paid staff. Many of the voluntary organisations are open-access to their users, while some are specialised and work with people who meet referral criteria. Some organisations have been through change processes including Care Commission registration; Scottish Social Services Council staff training, qualification and registration requirements; and expansions and contractions of service reflecting changes in funding.



The three focus groups conducted in January-February 2009 aimed to explore the readiness of organisations to participate in Teams around the Child, and organisations' skills and capacity to develop key processes which are part of Team around the Child:

- assessment of children's needs and progress, and ability to contribute to an Integrated Assessment Framework for children who need this
- information sharing when multi-agency planning and reviewing takes place for a child
- a willingness and ability to work with other organisations to achieve more positive outcomes for children

## **2. Common Themes in Discussion**

### **Resources**

- In every focus group participants stressed that voluntary organisations are under constant pressure to find funding for staff time and staff development (including staff cover to allow training).
- Although positive about Team around the Child, participants felt that senior level commitment in public agencies promoting the approach needed to demonstrate this commitment in their planning and resource allocation. Their message was that if we are all to work together to get children and their families *the right help at the right time*, then a mapping of capacity across all sectors would be needed.
- Participants hoped that the role of the Multi-Agency Resource Groups in monitoring unmet need would be used effectively in planning and resource allocation.
- Many participants were concerned that patterns of local provision needed to support Team around the Child were already under threat following the changes to Fairer Scotland funding.

### **Fitting development for Team around the Child with existing demands for change in childcare settings**

- Organisations working in childcare settings have been working particularly hard to develop and meet the requirements of Care Commission and Scottish Social Services Council guidelines, increasing administration and the need to ensure staff are trained and qualified.
- These organisations suggested that Team around the Child training could be incorporated into the training for SVQs that staff are already required to complete, and linked to the mandatory child protection training that staff must attend periodically.
- Organisations also suggested that the Integrated Assessment Framework and tools could be linked to their existing recording processes and 'Birth to Three' framework.
- There was a positive response from these organisations to Team around the Child and a 'whatever it takes' attitude to playing their part in planning to support children. However their staffing situations severely reduce the time available for staff cover to attend meetings.
- Childminders may need specific approaches to awareness raising for Team around the Child and its practices. However, work is also required to remind agencies that childminders are an important sector within pre-five provision
- Playgroups would vary hugely in their ability to engage with a Team around the Child, but those registered with the Care Commission are formalising many of their approaches and could be participants in Team around the Child – with support regarding staff cover etc as above

### **Information sharing**

- Many participants felt that they often provided information to statutory agencies but were concerned that this was not reciprocated. They often had no feedback in response to information they provided on whether plans were made or decisions made in relation to the child or family.



- Some participants felt they may need to develop their recording of information and systems within their organisations to support managing information and sharing information.

### **Relationships with families**

- Most organisations felt that their relationships with children and parents gave them an insight into their concerns or difficulties, and strengths or progress, long before public agencies became aware of them. They were concerned to ensure information sharing did not compromise this relationship but very willing to share what they do know to ensure the best support for children and families.
- Organisations were keen to support children and families to participate in Team around the Child and to use their skills and relationships in an advocacy role or mediation role when other agencies found relationships difficult.
- Participants liked the emphasis on the involvement of parents and children as members of their Team around the Child, and the acknowledgement of the importance of a positive relationship between the Lead Professional and the family.

### **The Named Person role**

- Some participants were concerned at the capacity of the proposed Named Persons (Health Visitors and Headteachers / Guidance Teachers) to play this role.
- Some participants were particularly concerned that families assessed initially as 'Core' by Health Visitors may then disappear from view and their changing needs would be missed by services.
- Some participants liked the fact that the Named Person would be someone they could approach to discuss a child or family they were concerned about. The Care Commission guideline to act on missed attendance in childcare settings was also discussed in this regard.
- Some participants are keen to consider how they can make other agencies aware that they are involved with a child or family. They agree the Named Person may be one way of 'registering their involvement' but also question how they can easily find out who a child's Named Person is (for under-fives).

### **The Lead Professional role**

- Some participants agreed that they may be in a position to take on a Lead Professional role but wanted guidance about how many 'Teams' one Lead Professional could carry.
- Most participants felt it was important that families were in agreement with which professional would take on the Lead Professional role.

### **Training and development**

- Participants wanted more information about plans for roll-out of the approach in order to consider how they would train staff. In some organisations it appeared to be very difficult to consider releasing staff for a whole day of training, so reaching a position of having all staff trained would require a long term approach or planned closures (which people would prefer not to do as this has a direct impact on children).
- Participants were keen to use the assessment tools (wheel, triangle and matrix) and build these into their practice as soon as possible.

### **Communication**

- Some participants had attended consultation early in 2008 but had lost contact with progress on the initiative.
- Many participants simply want to know how they can get involved, and when they can start using the approach.



### 3. Self Assessment Findings

Only two organisations revised their self assessment scores after hearing about the Team around the Child approach. In both cases the organisations indicated they were more ready than they first thought after hearing about the approach.

Scores have been grouped as follows: High = 7-10; Middle = 4-6; Low = 0-3

#### Culture Self Assessment

Our team has a clear vision for children and families
High 92% Middle 8% Low 0%
What do we need to do now to improve the score?
<ul style="list-style-type: none"> <li>• Spend more time as a team reviewing common vision</li> <li>• Review of strategic framework</li> <li>• Dependant on the individual need of each family</li> <li>• Look at how frontline workers are practically supporting</li> </ul>
Our team is focused on finding solutions with children and families to the challenges they face
High 84% Middle 8% Low 8%
What do we need to do now to improve the score?
No responses
Our team is committed to working in partnership with other services and organisations
High 100% Middle 0% Low 0%
What do we need to do now to improve the score?
<ul style="list-style-type: none"> <li>• Understand our limitations / their limitations better in relation to partnership</li> <li>• Better understanding of how partners can contribute to our work, and improved communication from local authority partner</li> <li>• More regular link-ups and training practices</li> <li>• Promote family support service more</li> </ul>
Our team generally trusts workers in other services or organisations to make a positive contribution to our work with children and families
High 67% Middle 33% Low 0%
What do we need to do now to improve the score?
<ul style="list-style-type: none"> <li>• Trust is high with some organisations and partners – communicate, forums, strategic work etc</li> <li>• Build relationships</li> <li>• More ways of exchanging information in multi-agency setting</li> <li>• Challenge more</li> <li>• Better communication and more consistency with partners / referrers</li> <li>• Closer working relationships with other agencies around understanding each others' perspectives</li> </ul>
Our team approaches change and development positively
High 92% Middle 8% Low 0%
What do we need to do now to improve the score?
<ul style="list-style-type: none"> <li>• Maintain meeting regularly with partner agencies</li> <li>• We become tired of change foisted upon us when change appears to be reactive</li> </ul>
Our team develops staff to fulfil their roles and achieve good practice
High 85% Middle 15% Low 0%
What do we need to do now to improve the score?
<ul style="list-style-type: none"> <li>• We feel undermined by funding cuts, changes in strategic priorities and not enough capacity.</li> <li>• Staff retention</li> <li>• More funding</li> </ul>



<ul style="list-style-type: none"> <li>• Some outstanding training needs met</li> <li>• Be aware of difficulties support workers are faced with</li> <li>• More investment in staff – individually and as a team</li> <li>• Development of wider range of volunteer training to support befriending work</li> </ul>
Our team has the habit of assessing children’s needs and recording the findings
High 59% Middle 33% Low 8%
What do we need to do now to improve the score?
<ul style="list-style-type: none"> <li>• Shared framework</li> <li>• We contemplate more on mum’s needs. New SDW post will develop this end of our service</li> <li>• Use ○ + △ + †</li> <li>• Further training and dispelling myth with childminders that this is something they shouldn’t be doing</li> <li>• We don’t personally assess the child, it’s based on the perception of the child’s carers</li> <li>• Very new – to develop assessment tools more</li> </ul>
Our team has the habit of recording a plan with clear goals for our work to support children and families
High 62% Middle 30% Low 8%
What do we need to do now to improve the score?
<ul style="list-style-type: none"> <li>• This can vary</li> <li>• Very new – tool in place but need to monitor</li> <li>• We could have a more structured approach to recording in terms of advocacy</li> <li>• Need to convince childminders that they should be doing this</li> <li>• More detail in our plan</li> <li>• Each plan accommodates mum’s goals, taking the children into account, but not creating a plan for or with children</li> <li>• Better paper systems</li> </ul>
Our team has the habit of setting timescales to review the progress of children and families we are supporting
High 69% Middle 23% Low 8%
What do we need to do now to improve the score?
<ul style="list-style-type: none"> <li>• Again, timescales and views are directly with the mother/carer</li> <li>• Provide constant check-ups on family situations</li> <li>• Very new – will be put in place</li> <li>• Review every 12-16 weeks</li> </ul>
Our team has the habit of involving children and families in making plans to meet their needs
High 62% Middle 30% Low 8%
What do we need to do now to improve the score?
<ul style="list-style-type: none"> <li>• This could be much better</li> <li>• Have already recognised need to increase children’s involvement</li> <li>• Is being done – need partner agencies to do the same</li> <li>• Provide more participation – forums etc</li> </ul>
Our team has the habit of asking children and parents for their consent to share information with other services
High 92% Middle 0% Low 8%
What do we need to do now to improve the score?
<ul style="list-style-type: none"> <li>• This is already becoming integrated within our systems/culture</li> <li>• Helpful to provide leaflet explaining the parameters</li> </ul>



**Suggestions for 'team' level preparation of a positive culture for Team around the Child**

(grouped by themes that emerged in the responses)

<p><b>Tasks relating to training and staff development</b></p> <ul style="list-style-type: none"> <li>• Training (5)</li> <li>• Look at specific cases and how these would work with Team around the Child</li> <li>• Improve our approach to incorporate the learning of Team around the Child</li> <li>• Share learning and practice issues</li> <li>• Invest time and finance in staff development</li> <li>• Ensure 'protected time' for staff to discuss/debate TAC approach</li> <li>• Find out more about it, consider our place in it</li> <li>• Develop assessment skills of volunteers</li> <li>• Encourage childminders to view themselves as professionals who have responsibilities to children and families they engage with and advise them on what these responsibilities are</li> </ul>
<p><b>Tasks relating to information and communication</b></p> <ul style="list-style-type: none"> <li>• Disseminate information to our workers (3)</li> <li>• Ensure that all our team and people we work with are aware of and favour the approach</li> <li>• Ensure staff team are fully aware of Team around the Child outcomes</li> </ul>
<p><b>Tasks relating to changing or developing current procedures or systems</b></p> <ul style="list-style-type: none"> <li>• Paper systems in our supported crèche</li> <li>• Keep up to date individual records on each child</li> <li>• Shared assessment framework (2)</li> <li>• Contribute to integrated assessment and planning</li> <li>• Look at assessment/plan pro forma and how this would fit with our own assessment and planning tools</li> <li>• Identify a monitoring tool for review purposes</li> <li>• Ensure the views of the child's parents/carers are expressed to the maximum</li> <li>• Start to use the terminology in our work with Edinburgh families</li> </ul>
<p><b>Tasks relating to partnership / multi agency working</b></p> <ul style="list-style-type: none"> <li>• Provide insight into the parent/young person's perspective</li> <li>• Develop relationships with other agencies</li> <li>• Be aware of what other agencies do</li> <li>• Provide information to partners about our work</li> <li>• Time to meet and share practice issues and practicalities with other TAC partners</li> <li>• Work together with other organisations to have regular contact and communication</li> <li>• Contribute effectively to partnership working in Children &amp; Families service and other organisations working with children and their families</li> <li>• Promote the values and ethics of mediation work with young people and families</li> <li>• Create good communication between professionals and parents/young people</li> </ul>

**Suggestions for things other services could do to prepare a positive culture for Team around the Child**

(grouped by themes that emerged in the responses)

<p><b>Tasks relating to welcoming the voluntary sector as a partner in Team around the Child</b></p> <ul style="list-style-type: none"> <li>• Understand and respect our approach (3)</li> <li>• In the early stages develop a culture between us of reflecting when an approach has worked well and where it hasn't, and learn from this</li> <li>• Work with us and other relevant bodies to improve channels of communication (3)</li> <li>• Ensure information is up to date and correct</li> <li>• Discuss any difficulties, findings, ideas and share them</li> <li>• Keep us updated of changes and developments that may affect our work and involve us in</li> </ul>
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<ul style="list-style-type: none"> <li>problem solving</li> <li>• Joint training (participation)</li> <li>• Encourage/include childminders as part of the childcare setting</li> <li>• Work with childminders (as long as there is consent) when considering child welfare</li> </ul>
<b>Tasks relating to good practice across all sectors when working with children and their families</b>
<ul style="list-style-type: none"> <li>• Involve us earlier</li> <li>• Invite us to relevant meetings</li> <li>• [other agencies] Do what they say they will do (2)</li> <li>• Listen and hear what young people / families say</li> <li>• Agencies need to engage with families where needed</li> <li>• Include us in assessment, planning and reviews of children</li> <li>• Share information (3)</li> <li>• Consider joint pieces of work that would better support children</li> <li>• Ensure that parent/child is fully aware of the work a Team around the Child is doing</li> <li>• Make the practical implications of Team around the Child (e.g. meetings) as simple as possible</li> </ul>

**Suggestions of what children and their families may need in relation to preparing for a positive culture for Team around the Child**

(grouped by themes that emerged in responses)

<b>Tasks related to how children and families are informed about Team around the Child</b>
<ul style="list-style-type: none"> <li>• Reassurance</li> <li>• Information, accessible and easy to understand (3)</li> <li>• Information around expectations (e.g. limits of service provision)</li> <li>• Information on where to go when help is needed</li> </ul>
<b>Tasks related to how we involve children and families in Team around the Child</b>
<ul style="list-style-type: none"> <li>• Lead professional who has met the family in their home several times - to mediate and to co-ordinate information</li> <li>• Suitable outlet to express their views and feelings</li> <li>• Full awareness of information held about their child / themselves in a format they can comprehend</li> <li>• Flexibility and services that don't stigmatise</li> <li>• To have advocacy support should they need it (2)</li> </ul>
<b>Tasks related to things children and families themselves need to be supported to do in relation to Team around the Child</b>
<ul style="list-style-type: none"> <li>• To participate more in services</li> <li>• To share information with us</li> <li>• An approach that values and recognises their views and ideas</li> <li>• To ask for help and act on suggestions</li> </ul>

**Systems Self Assessment – Assessing children’s and families’ needs**

Scores have been grouped as follows: High = 4-5; Middle = 2-3; Low = 0-1

How strong is our team’s assessment of children / families right now?
High 44% Medium 56% Low 0%
Do our team’s assessments use wellbeing indicators or something like them?



High 25% Medium 50% Low 25%
Do our team's assessments take into account aspects of vulnerability and resilience similar to the Resilience Matrix?
High 31% Medium 38% Low 31%
Do our team's assessments take into account the child/family wider world using something like the Wider World Triangle?
High 38% Medium 31% Low 31%
How strong is our team's recording of assessments right now?
High 56% Medium 38% Low 6%
Do all workers in our team record assessment information consistently?
High 25% Medium 56% Low 19%
Is time allocated to workers in our team to keep records up to date?
High 47% Medium 33% Low 20%
Could another service or organisation look at our team's assessments and make sense of them?
High 81% Medium 13% Low 6%
Does our team compile a chronology of significant events for children we work with?
High 33% Medium 60% Low 7%

### Suggestions of what teams can do to strengthen their assessment

<b>Strengthening assessment</b>
<ul style="list-style-type: none"> <li>• Standard assessment</li> <li>• A reliable structure consistent to all members</li> <li>• Clear outcomes identified at assessment and worked towards</li> <li>• Incorporate tools – chart assessment more meaningfully and measurably</li> <li>• Need to look at TAC tools and compare with what we use currently</li> <li>• Review and upgrade current systems</li> <li>• We are hoping to use the Integrated Assessment from Team around the Child</li> <li>• We have a new SDW post and we are putting assessment procedures in place</li> <li>• Promote assessment framework (e.g. Birth to Three)</li> </ul>
<b>Input required</b>
<ul style="list-style-type: none"> <li>• Input on range of assessment tools to suit age groups, 1:1 and family assessment</li> <li>• More specific templates</li> <li>• Team briefing, action plan, awareness raising, template (9)</li> <li>• More time for team meetings perhaps using 'Birth to Three'</li> <li>• Examples</li> <li>• Group discussions and time for reflection</li> <li>• Attendance at external training events</li> <li>• Training within supervision</li> <li>• Workplans (2)</li> </ul>
<b>Constraints anticipated</b>
<ul style="list-style-type: none"> <li>• Time and training to help staff explore new ways of approaching assessment (2)</li> <li>• Different recording and reporting systems in different organisations – different strategic priorities?</li> <li>• Due to diverse needs of families, flexibility of assessment process is essential</li> <li>• Attitudes (4)</li> <li>• The differing confidence and experience of recording of different workers (2)</li> <li>• Time – needs a format that gathers important information quickly</li> <li>• Effective communication between different organisations</li> </ul>



<ul style="list-style-type: none"> <li>• Money (2)</li> <li>• Time (2)</li> <li>• There are competing training needs</li> <li>• Staff reluctance to give adequate time, attitudes towards the value of detailed records</li> <li>• Resources – bottlenecks on waiting list</li> </ul>
Enabling factors identified
<ul style="list-style-type: none"> <li>• External evaluation</li> <li>• Leadership for practical support</li> <li>• Some advice to leaders. Practice.</li> <li>• Willingness of volunteers to access training and improve service</li> <li>• Examples of previous good practice</li> </ul>
Timescales anticipated
<ul style="list-style-type: none"> <li>• 3-6 months</li> <li>• 4-6 months</li> <li>• 6 months</li> <li>• 6-12 months</li> <li>• 12 months (2)</li> <li>• IAF in place by June 09?</li> <li>• Once training has been given to all staff and they have an understanding of what is needed staff would be more than happy to comply.</li> <li>• Throughout the time of Team around the Child being introduced</li> <li>• Depends on our ability to acquire funds and recruit staff to levels of last year</li> </ul>

### Systems Self Assessment – Managing and Sharing Information

Scores have been grouped as follows: High = 4-5; Middle = 2-3; Low = 0-1

Is our team's information on children and families stored in a way it can easily be retrieved by colleagues if necessary?
High 85% Medium 15% Low 0%
Does our team have an agreed system of naming and storing files used by everyone?
High 77% Medium 23% Low 0%
Is everyone in our team familiar with the Data Protection Act and its requirements?
High 62% Medium 38% Low 0%
Are the team's records/plans/reviews, and the way they are stored, checked and reviewed by supervisors/managers for being up to date and for quality, consistency?
High 58% Medium 42% Low 0%
Does the team have written information for children and parents/carers and supporting adults on information sharing and consent?
High 67% Medium 25% Low 8%
Does the team have an agreed way of recording children's and/or parents / other adults' consent?
High 77% Medium 15% Low 8%
Does our team have an agreed protocol for sharing our information with other services/agencies?
High 61% Medium 31% Low 8%
Does our team have an agreed process of requesting information from other services/agencies?
High 31% Medium 46% Low 23%

### Suggestions of what teams can do to strengthen their managing and sharing of information

Input required
<ul style="list-style-type: none"> <li>• Training (3)</li> </ul>



<ul style="list-style-type: none"> <li>• Structure and commitment</li> <li>• Clearer written procedures for giving out information to other agencies and information for parents/children</li> <li>• Guidance (2)</li> <li>• Session to agree what needs to be in place</li> <li>• A consistent assessment process and timescales for completing statistics</li> <li>• Briefings on data management for retention and destruction</li> </ul>
<b>Constraints anticipated</b>
<ul style="list-style-type: none"> <li>• Resources</li> <li>• Money (2)</li> <li>• Time (3)</li> <li>• Habits</li> <li>• Pressure from other work areas</li> <li>• Not hiding behind specific confidentiality context of [specific area of work]</li> <li>• Attitudes</li> <li>• How to get consistency across partner organisations?</li> <li>• May represent a change in practice and require training to help staff adapt</li> </ul>
<b>Enabling factors identified</b>
<ul style="list-style-type: none"> <li>• Examples from other evaluations (2)</li> <li>• Evidence from successful GIRFEC work (e.g. Highland Council)</li> <li>• Leadership (2)</li> </ul>
<b>Timescales anticipated</b>
<ul style="list-style-type: none"> <li>• Throughout the timescale of Team around the Child being introduced</li> <li>• 3-6 months</li> <li>• 4-6 months</li> <li>• 6 months</li> <li>• 6-12 months</li> <li>• Within 12 months</li> </ul>

<b>Sharing of information</b>
<ul style="list-style-type: none"> <li>• Pro forma for requesting information?</li> </ul>
<b>Input required</b>
<ul style="list-style-type: none"> <li>• Training on clear and legitimate information</li> <li>• Discussion and policy development</li> <li>• Information sharing context generally good but would benefit from clearer written procedures</li> <li>• Team briefing, training, policies</li> <li>• Awareness session</li> </ul>
<b>Constraints anticipated</b>
<ul style="list-style-type: none"> <li>• Resources</li> <li>• Money</li> <li>• Time (2)</li> <li>• Attitudes</li> <li>• 'Fixed views' need to be overcome</li> </ul>
<b>Enabling factors identified</b>
<ul style="list-style-type: none"> <li>• Examples from other evaluations</li> <li>• Training with other agencies and examples from their evaluations / inspections</li> <li>• Relationship building</li> <li>• External facilitation?</li> </ul>
<b>Timescales anticipated</b>
<ul style="list-style-type: none"> <li>• Throughout the timescale of Team around the Child being introduced</li> </ul>



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| <ul style="list-style-type: none"><li>• Dependent on other factors, hope to have existing live issues resolved by end February</li><li>• 3-6 months (2)</li><li>• 4-6 months</li><li>• 6-12 months</li></ul> |
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#### **4. Attendees**

20 participants from 18 organisations attended focus groups, representing these sectors:

- childminders
- pre-school playgroups
- nursery/childcare/family centre
- youth organisations (including youth work, group work for vulnerable children, 1:1 support and befriending)
- a church organisation (safeguarding in church groups)
- organisations working with children with disabilities and their families (including advocacy)
- health organisations
- mediation service
- an adoption agency

#### **5. Focus Group Structure**

Two focus groups asked for information in two phases: completion of the questionnaire before hearing a presentation explaining Team around the Child, and the opportunity after the presentation to revise the questionnaire after the presentation if it changed people's perceptions of their organisation's readiness.

In the third focus group participants completed the questionnaire after the presentation.

The questionnaire asked participants to assess their organisation using a rating scale on:

- Team culture in relation to shared vision for children, receptiveness to change, attitudes towards assessing, planning and reviewing for children, and trust of other organisations and services
- Systems for assessing children and families' needs
- Managing and sharing information

Participants also had the opportunity to suggest ways their organisation might improve their scores and what support would be required for this.

Participants' questions and discussion during the presentation were also noted.