

Social Workers in Schools (SWIS) programme in Ealing

Report
April 2023



Ealing Social Workers in Schools Programme (SWIS)

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¹ In this document a 'child' is defined as anyone who has not yet reached their 18th birthday.

1. Background to SWIS

In June 2020 Ealing submitted a proposal to the What Works for Children's Social Care Team, to be included in the Social Workers in Schools (SWIS) scale up programme. The Social Workers in Schools (SWIS) Programme became operational within our eight nominated high schools in October 2000 and was due to complete its DfE funding/research in August 2022.

In July 2022 we were successful in a bid to the DfE Evidence and Practice Team for continuation funding for the eight nominated schools until July 2023, in order that we can build on our learning from the successful programme to date and help prepare for a borough wide offer.

The eight nominated schools in which a SWIS social worker is embedded are: Brentside High School; Villiers High School; Greenford High School; William Perkins CE High School; Northolt High School; The Ellen Wilkinson School for Girls; Cardinal Wiseman Catholic High School; Ealing Alternative Provision.

When it is necessary, SWIS Social workers may also work with associated 'feeder' Primary schools to the high schools.

The SWIS team consists of a Team Manager (1FT) , DTM (0.6), Admin support (0.6) and 8 SWIS Workers (FT)

2. The impact of the SWIS model in Ealing

In May 2022 we surveyed the 8 nominated schools & SWIS Team, which evidenced unanimous strong agreement that SWIS has had a significant impact:

- Improved relationships between schools & social care,
- Improved communication & interagency working,
- Destigmatised the role of social workers
- Strengthened joint approach to safeguarding.

Resulting in:

- Rapid & seamless responses to concerns.
- Families accessing the right support as the need arises.
- SWIS Social Worker expertise & guidance leading to enhanced safeguarding knowledge & practice within schools, improved access to services & improved outcomes for children/families.

Social Care outcomes:

- SWIS Team allocation of between 40-50 statutory cases per month.
- By May 2022 had engaged & supported 1757 pupils in a range of 1 to 1 & group preventative activities.
- We devised a SWIS reporting system for the preventative work to better understand the SWIS preventative work
 - o Increased School confidence in managing risk, supported by SWIS worker

Social Work practice:

- SWIS greatly enhances the effectiveness of communication between schools & social care; Timely response to concerns, allegations; Threshold clarity – correct referrals being processed for child & family assessment

School Staff outcomes:

- SWIS has had a significant impact on safeguarding knowledge & practice of schools CP teams; navigating referrals, identifying & pursuing support & advice more quickly, identifying risks & untangling complex relationships outside of school that would previously have led to a school referral.

Academic outcomes:

- Better engagement for students with whom the SWIS worker has liaised.
- Students are better equipped with knowledge & skills to help them feel safe, motivated and succeed.
- Positive impact on attendance & attitude to lessons.
- Schools anticipate improved academic performance.

The impact of having a SWIS Social Worker in school has led to an improvement in the following areas	Strongly Agree/Agree
Improved relationship between social care and school	100%
Improved inter-agency working between school and social care	100%
Improved understanding & perceptions about social workers	100%
Relationships with social worker amongst the school community	100%
Families accessing the right support as the need arises	100%
Reduction of statutory referrals	67%
Rapid and Seamless response to concerns	100%
Schools and children are able to get answers about social care interventions and onsite support.	100%
Joint approach to safeguarding	100%
Timely advice for school staff	100%
Improved access to services and outcomes for young people	100%

Quotes regarding impact of SWIS by the nominated schools

- *‘The value of having a social worker on site to do both statutory and preventative work cannot be rated highly enough - it has made a massive difference to the CP Team, our pastoral work and to all the individuals who worked with our SWIS social worker.’*

Mrs L Grimley Deputy Head. Greenford High School

- *‘So valuable - it has meant that we have made far less referrals to social care’*
Ms Amy Newman. Associate Headteacher. William Perkin C of E High School
- *‘Ability to respond to trends and provide expert proactive work around contextual safeguarding and young people keeping themselves safe’*
Ms Callie Marsh. Assistant Headteacher & DSL. Northolt High School
- *‘We are able to evaluate each child case by case and discuss the relevance of social care be it statutory or preventative. We now have choice and options we didn’t have before.’*
Ms Deidre Higgins. Pastoral Care Lead. Ealing Alternative Provision

Quotes from young people

‘ Thank you for taking your time, which is valuable, to speak and listen to me while also being understanding, respectful and generally kind towards me.

As you know, the school told my parents were told and are being very nice to help me. I am also thankful that happened because of you’

‘ Olivia has been really sympathetic towards my mental health, she’s helped talk me out of heavy circumstances and also panic attacks.

When there’s stuff going on at home, she’s always there to guide me through it. She’s an appreciable listener and I can always confide in her as I know she will do her best to help me through whatever is going on, whether it is something to do at home, my dad or friendship issues.

I would say we need more people like her at school as school can be a very difficult place for most (also think she needs a promotion, but still keep her at Villiers) ‘

3. Ealing SWIS EGFL Page and video-Impact on Schools and Young people

The SWIS team and nominated schools co-produced this introductory video regarding Ealing SWIS and the impact on schools and pupils

What has been the impact of the Ealing Social Workers in Schools Programme (SWIS) from the schools point of view?



The link to the Ealing SWIS video is here.

<https://youtu.be/J85iWLGK0HU>

The link to the EGFL SWIS page is here:

<https://www.egfl.org.uk/services-children/safeguarding-and-child-protection/social-workers-in-schools-swis-programme>

4. Key factors in establishing an effective Ealing SWIS model

The May 2022 SWIS survey for 8 nominated schools & social care, evidenced unanimous strong agreement that SWIS role implementation has been effective in underpinning the success of the programme.

‘Excellent management of the programme with SWIS workers well supported’

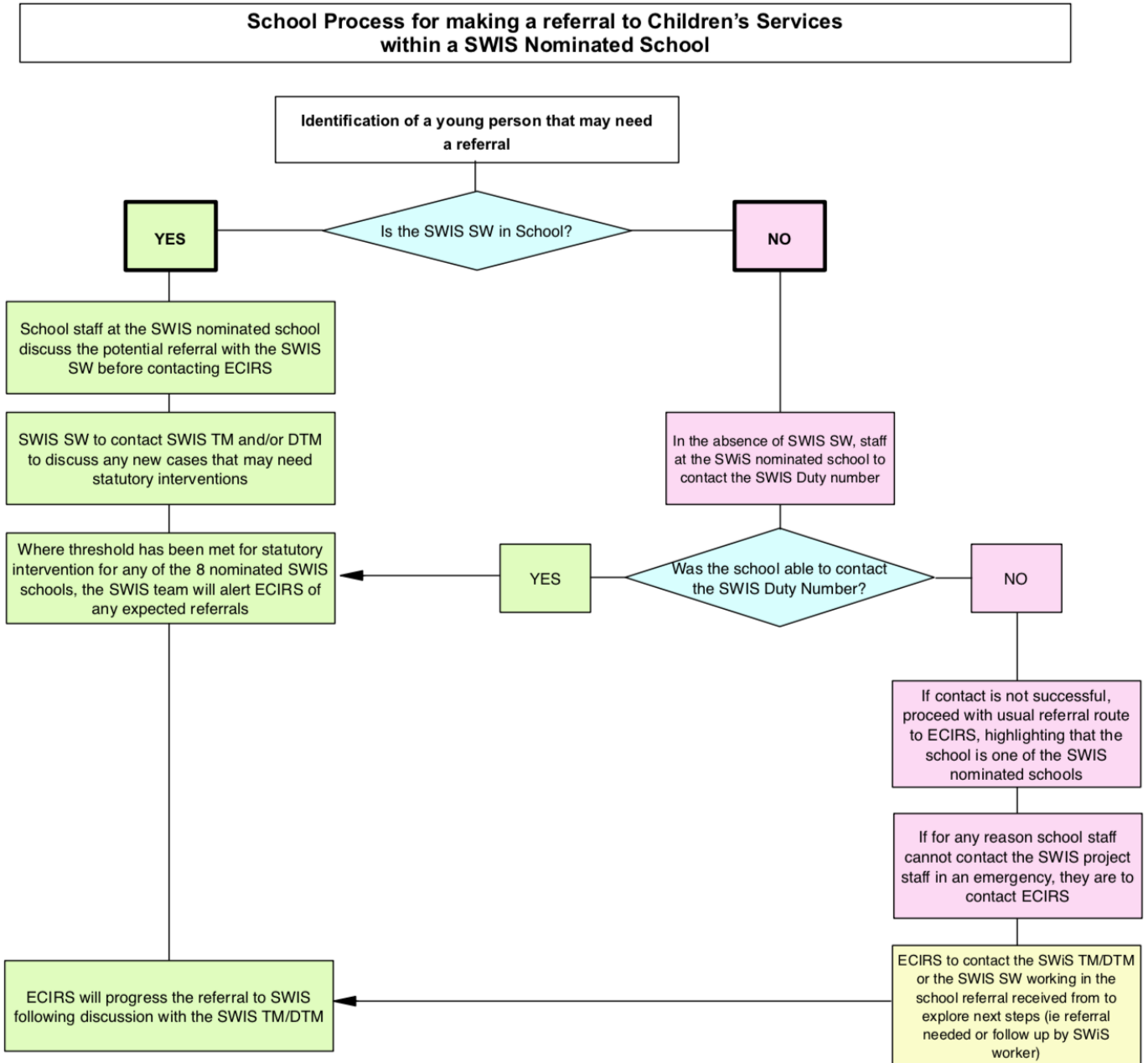
In terms communication, clarity of aim, goals and roles of school and SWIS SWs/Social care, 100% of the eight nominated schools Strongly Agreed that:

- The SWIS protocol document² has been useful in clarifying the responsibilities of the SWIS Social worker and key school staff in addressing safeguarding issues.
- The SWIS protocol document has been useful in clarifying the role of the SWIS Social worker in school.
- The SWIS SLA has been useful in establishing the responsibilities for school and social care in supporting the SWIS programme.
- 87.5% of schools strongly agree/agree that they are able to access support and advice with queries in a timely manner and at the appropriate level of seniority
- Introduction of SWIS duty line has been effective, particularly for schools who temporarily do not have a dedicated SWIS SW (e.g. during A/L)
- 100% of nominated schools strongly agree/agree that the SWIS model has proved itself and is worth continuing

The results of sound governance from a SWIS Management group with representatives from CSC and Schools, a wider steering group of the ELP Wellbeing and Safeguarding sub group, the Council/Schools SWIS SLA, SWIS protocol document and co-production of the Ealing SWIS model, set the foundation for schools and social care to better utilise their collective strengths and knowledge to develop the SWIS model and in so doing, improve support and outcomes for vulnerable children and families .

² Refer to Appendix 1: Ealing SWIS and Schools Protocol document

5. Process for making a referral to Children’s services within a nominated school



6. SWIS statutory work case studies-preventing a referral into the system

What was the issue?	Who did you engage with?	What did you do?	What was the impact?	What barriers, challenges or points of learning did you identify?
<p>A student at one of the SWIS schools (who will be referred to as Student A) was reported to be staying in a temporary accommodation (hostel) with his family whilst waiting for permanent housing to be allocated.</p> <p>Student A reported to a teacher that he was unhappy with his living situation as the family were sharing a bathroom at the hostel with lots of other people. The bathroom was always filthy, and people could easily access each other's rooms, because the locks on the doors were very easy to unlock.</p> <p>There had been an incident that took place over the weekend, which involved student A's mother witnessing domestic abuse between a couple staying at the hostel. The male perpetrator of the violence then attempted to break into student A's family room, and the Police had to be called.</p> <p>A Police report confirmed this, and Police advised they would write to the housing department as it was not safe for the family to remain at the hostel. But despite this the family were not moved.</p>	<p>After receiving the above information, the SWIS Social Worker contacted the mother to obtain more information about the reported incident, before contacting the housing department that had placed the family at the hostel.</p>	<p>The SWIS Social Worker contacted the housing department to share her concerns about the family's safety at the hostel, given the information obtained, which included the Police report.</p>	<p>The housing department acknowledged the concerns raised by the SWIS Social Worker and arranged for the family to move to a more suitable hostel straight away.</p>	<p>Having the SWIS team linked directly to the school cut down the usual referral process which would have caused delay.</p> <p>The SWIS Social Worker was able to deal with the situation quickly and prevented things escalating further.</p>

What was the issue?	Who did you engage with?	What did you do?	What was the impact?	What barriers, challenges or points of learning did you identify?
<ul style="list-style-type: none"> Concerns were raised about one of the students at a SWIS school (who will be referred to as Child A) 12 years old Child A informed a teacher that when she was 10 years old (2 years ago) she had a sleep over at a friend's house, and one of the other children at the sleep over (who will be referred to as Child B) had attempted to touch Child A inappropriately. Child B had also told Child A that she (Child B) had done the same thing to another child at the sleepover. Child A reported she wasn't friends with Child B and had met her at the sleep over. They did not stay in contact, and she didn't know Child B's full name or contact details. Child A said she had told her mother about the incident when it took place. But the mother told the school that this was not the case, and she wasn't made aware of what happened. The mother agreed to report the incident to the Police. This incident happened at the end of the school day on a Friday before the school broke up for half term. 	<ul style="list-style-type: none"> The SWIS worker followed this up by contacting Child A's mother to ensure she had reported the incident to the Police. The SWIS worker contacted the investigating officer to confirm and remind the officer that a referral to children services would be needed for Child B (the perpetrator) once identified. This is because although the reported incident was historical, and a one-off incident for Child A who was considered safe and not at further risk, Child B however, posed as a risk to other children. 	<ul style="list-style-type: none"> The SWIS worker continued to engage with Child A and Child A's mother, to ensure that Child A was provided contact details for victim support by the Police; and made Child A aware of the SWIS worker's presence in the school if she wanted to talk and or needed any further support. 	<ul style="list-style-type: none"> The incident was reported to the Police and Child A and her mother were supported by the SWIS worker. 	<ul style="list-style-type: none"> Having the SWIS team linked directly to the school cut down the usual referral process which would have caused delay and a further layer on unnecessary process for the family. The school were planning on making a referral to children services for Child A before SWIS intervened and took over.

7. Impact of SWIS in reducing referral rates to children’s social care (CSC)

Ealing SWIS is making an impact in improving the service delivered to children and families, enhanced interagency working and communication, the speed of response, reducing risks to children and strengthening and supporting safeguarding knowledge and practice within the school, leading to better outcomes.

However when focusing on SWIS impact on reducing the numbers of Section 47 or Section 17 investigations our Ealing data showed that SWIS did not reduce the numbers. (This was later to be seen as the national conclusion in the March 2023 report)

Period: September 2020-December 2021

Total number of S.47 enquiries started during month	6 months Sept 20-Feb 21	6 months June 21-Dec 21	
8 Nominated Schools	124	28	-77.4%
8 Comparator Schools	116	25	-78.4%

Total number of referrals to CSC during month	6 months Sept 20-Feb 21	6 months June 21-Dec 21	
8 Nominated Schools	218	69	-68.3%
8 Comparator Schools	220	71	-67.7%

Total number of S.17 assessments started during month	6 months Sept 20-Feb 21	6 months June 21-Dec 21	
8 Nominated Schools	246	34	-86.1%
8 Comparator Schools	245	11	-95.5%

Total number of children entering care during month	6 months Sept 20-Feb 21	6 months June 21-Dec 21	
8 Nominated Schools	7	5	-28.5%
8 Comparator Schools	5	9	80.0%

Summary	Period
Total number of S.47 enquiries	Sept 20-Dec 21
Nominated School	225
Comparator School	167

Total number of referrals to CSC	
Nominated School	445
Comparator School	440

Total number of S.17 assessments	
Nominated School	433
Comparator School	413

Total number of children entering care	
Nominated School	26
Comparator School	24

Summary	Period
Total number of S.47 enquiries	June 21-Nov 22
Nominated School	115
Comparator School	99

Total number of referrals to CSC	
Nominated School	799
Comparator School	780

Total number of S.17 assessments	
Nominated School	350
Comparator School	344

Total number of children entering care	
Nominated School	28
Comparator School	22

8. Characteristics of SWIS non statutory work

This table gives an overview of characteristics of the SWIS teams' non-statutory work with pupils at the nominated schools. (Period February 2021-February 2022)

School Year Group %	Yr. 7	Yr. 8	Yr. 9	Yr. 10	Yr. 11	Yr. 12	Yr. 13	Not categorised		
	15%	15%	18%	22%	15%	4%	5%	8%		
Age %	11yrs	12yrs	13yrs	14yrs	15yrs	16yrs	17yrs	18yrs	19yrs	Not categorised
	7%	13%	19%	19%	21%	10%	6%	2%	0%	3%
Gender %	Male	Female	Prefer not to say							
	36%	61%	3%							
Duration per activity	0-29mins	30-59mins	1-2 hrs	2+hrs						
	43%	33%	21%	3%						
Pupil known to Social Care	Yes known	Not known	Previously Known not currently open	Not Applicable (non YP work);	Out of Borough Children Service					
	34%	33%	19%	10%	4%					
Types of contact undertaken	Advice/Info	1:1 session	Professional Consultation	Engaging with Professionals	Home visit	Other	Drop Ins	Planning	Workshop	Admin
	20%	18%	14%	12%	10%	10%	6%	4%	3%	3%
Outcomes	SWIS - On Going Intervention	SWIS - Intervention Completed	Outcome pending	Outside Organisation	Management Direction	ECIRS;SWIS - On Going Intervention	Parenting Service			
	59%	30%	4%	3%	2%	2%	1%			

9. Overview of the Social workers in Schools (SWIS) trial: an evaluation of school-based social work summary March 2023³

The national evaluation of the SWIS trial was released in March 2023.

Objectives

The SWIS trial was made up of three components:

- An implementation and process evaluation (IPE) that looked at how the intervention operated and how it was perceived by those involved, including children and young people
- An impact evaluation that compared schools with SWIS to those without SWIS in terms of various CSC outcomes, such as rates of child protection and being taken into care, to assess if the intervention reduced the need for services
- An economic evaluation that measured the value for money of the SWIS intervention

Research questions

The IPE aimed to answer the following research questions:

- Was SWIS implemented as intended?
- What evidence is there for the mechanisms of change identified in the logic model?
- How did SWIS impact the wider social care system?

The impact evaluation aimed to answer the following research questions:

Primary:

- What was the impact of SWIS in reducing rates of section 47 enquiries compared to usual practice?

Secondary:

- What was the impact of SWIS on rates of referral to CSC, section 17 assessments and children entering care?
- What was the impact of SWIS on the number of days children spend in care*?
- What was the impact of SWIS on educational attendance* and attainment*?

The economic evaluation aimed to answer the following research question:

- What was the cost and cost-effectiveness associated with SWIS per section 47 enquiries prevented?

** Analysis relating to these outcomes will be reported separately in March 2024.*

³ Link to full report <https://whatworks-csc.org.uk/research-report/social-workers-in-schools-trial/>

10. Key findings of the evaluation

Implementation and process evaluation (IPE):

- The SWIS intervention was implemented relatively well, despite challenges due to the recruitment crisis and COVID-19 pandemic
- Social workers faced challenges in balancing different aspects of their role, but most schools received a “gold” rating for successful implementation
- There was variation between schools and LAs in the balance between statutory social work, lower-level preventative work, and other activities, with enthusiasm from social workers and school staff for lower-level preventative work and non-statutory work
- SWIS had an influence on other parts of the CSC system, particularly ‘front door’ processes in LAs
- The pathways and mechanisms identified in the pilot logic model were generally supported, and when SWIS was implemented successfully, it was in schools with a combination of compatibility between social worker and school, physical presence, and limited caseloads

Impact evaluation:

- There was no evidence of benefit from the SWIS intervention on the rate of section 47 enquiries. The rate was estimated to be 5.5% higher in the SWIS arm than in the control arm, but this effect was not statistically significant
- All effects of SWIS on the secondary outcomes were small and not statistically significant

Economic evaluation:

- There is a low probability of SWIS being considered cost-effective based on the primary cost-effectiveness analysis., with average total costs per school being higher in the SWIS intervention arm than the control arm and more section 47 enquiries being accrued in the former than the latter
- There were no statistically significant differences for any estimates of cost, cost-consequences, or cost-effectiveness between the intervention and control arms

Implications

- The SWIS trial found no evidence of positive impact on the measured CSC outcomes and was not considered cost-effective, due to the additional costs associated with the intervention.
- The study also found no evidence that SWIS improved DA safeguarding knowledge, attitudes, and practices in comparison with the control schools. Despite positive experiences reported by staff and students, the study recommends that SWIS should not be continued or scaled-up further.
- SWIS and particularly the non-statutory work were well received by social workers, school staff, and students in this study.
- They clearly felt the need for additional support below the statutory threshold to address unmet need in schools and so a valuable next step could be to evaluate models of delivering school-based family support which are supported by a strong theory of change.

- This could provide important learning to support work to develop effective services locally as well as inform current government priorities

Positive qualitative results highlighted within the SWIS national evaluation

There was a contrast between the quantitative results about the impact of SWIS and the qualitative data gathered as part of the implementation & process evaluation (IPE).

- Overall, SWIS was well received by social workers, school staff and students.
- The non- statutory work was particularly valued, and those involved noted that accessibility of social workers and opportunities for informal interactions were important.
- Most of the students we interviewed reported feeling positively overall about SWIS (More than 80% of students “agreed” or “strongly agreed” that “It’s good that my school has a social worker”), feeling they trusted the social worker, and that the social worker understood them better than any school staff.
- SWIS had an influence on other parts of the CSC system, particularly “front door” processes in local authorities.

Qualitative benefits of SWIS model

Key Contexts⁴: When SWIS was thought to be successful and working well, it was implemented in schools where there was a combination of three key contexts:

- Compatibility between Social Worker & School
- Physical Presence
- Limited Caseloads
- **Frequent informal interactions:**
School staff, students and parents then found the social worker more familiar and approachable. Being more comfortable around the social worker increased the likelihood that they would draw on them to talk and ask questions or seek advice.
- **Opportunities for consistent child-focused work:**
More consistency in working with school staff, students and parents reportedly increased communication and the sharing of information about at-risk students and their families (including the history, current concerns and the student’s views). Improved relationships between social workers and school staff because they could gain a better understanding of and respect for each other’s roles

Several outcomes were thought to flow from this.

- First, schools could produce higher- quality and more appropriate referrals to CSC and other services, reducing the number of contacts resulting in no further action.

⁴ Findings outlined in Pages 67-71 of the main report

- Second, school staff were reassured and more confident that they were making the right decisions and offering the right support to meet the needs of students and their families quickly and effectively.
- Third, as a result of school staff being better able to understand the impact of a student's history outside an education setting (and how this can influence their behaviour within an education setting), school staff could change the way they interacted with or approached students, including how they managed safeguarding issues

The second SWIS report that will be published in March 2024 will examine longer-term impact and explore effects on educational attendance and attainment.

11. Response from DfE to the report 30/03/23

The DfE informed us that as the overarching conclusion of the evaluation report is that the intervention did not have a significant effect on the key outcomes measured – with a clear recommendation that, based on the evidence at this stage, SWIS is not continued or scaled-up further. Funding will not continue for the SWIS programme in the 2023/24 academic year. Funding will, however, continue for the remainder of the current academic year ending in July 2023.

A community of practice meeting has been arranged by the DfE for 3rd May at which the evaluation team will discuss key findings and lessons from the SWIS trial.

12. How far does the national evaluation correspond to the SWIS trial in Ealing?

- Ealing Council implemented SWIS in partnership with 8 schools successfully,
- Delivered all key elements of what was described in the SWIS Programme manual.
- There was substantial qualitative evidence of positive experiences and satisfaction, but
- According to our own data, the Ealing SWIS model has not reduced referral rates into Social care, nor reduced the numbers of Section 17 or Section 47 investigations.
- However, Ealing SWIS is making an impact in improving the support delivered to children and families, enhanced interagency working and communication, the speed of response, reducing risks to children and strengthening and supporting safeguarding knowledge and practice within the school, leading to better outcomes.

13. Ealing SWIS programme to end in July 2023

Unfortunately the current Ealing SWIS model with Team Manager (1FT) , DTM (0.6), Admin support (0.6) and 8 SWIS Workers (FT) will end when the DfE funding ceases in July 2023.

This is very disappointing for the Council, Schools and young people as there have been so many benefits to the SWIS model in Ealing.

14. Ealing Next Steps- Learning from SWIS

There is so still so much good will and enthusiasm, we are viewing this next period as a 'pause and plan' rather than an ending and will be working with existing Council teams, particularly the SAFE Team and the high schools to identify which SWIS elements we are able to sustain and those we may develop together.

Appendix 1

Ealing SWIS and Schools Protocol document

Purpose

The purpose of this document is to provide clarification about the way the SWIS team will be working with the schools. With the aims to enhance understanding, communication, nurture trust and collaboration in seeking to support children and families and in so doing fulfil the aims of programme.

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1. Aims of the SWIS Programme

- The Social Workers in Schools programme aims to embed social workers in secondary schools to improve referral quality and necessity of referrals to children's social care (CSC).
- With the overarching aim of reducing the number of children/young people in care and improving educational attainment.
- It is hoped that SWIS will also promote better inter-agency working between schools and children social care system.

2. The Ealing SWIS Core Principles

- Social workers will be attached to one secondary school each and may work with feeder schools where a child/young person is a sibling to enable a holistic assessment to be undertaken.
- Social workers should be physically based in schools as much as possible and integrated into the life of the school.
- Social workers will be employees of the local authority, and should retain regular supervision, contact and training from the local authority.
- Social workers should be conducting statutory social work as a focus of their work. Holding a protected case load of maximum of 8 cases and working with children/young people and families from their link school.
- Social workers will provide advice and consultation, group work, 1-1, direct work, presentations to children/young people, parents/carers and school staff.
- Social workers will work with school staff to assist them develop a good understanding of the processes and threshold criteria's involved for statutory social care intervention; and to increase mutual understanding of the goals and ways of working for both schools and social care.
- Referrals that are received other than via the internal school pathway e.g., EDT, police reports, will not be automatically allocated to the SWIS team. These cases will be screened by the LA duty manager (ECIRS) and the outcome determined in discussions between the SWIS Team Manager and the ECIRS duty manager.

3. The Ealing SWIS Team

The SWIS team comprises of 1 team manager, 1 part time deputy team manager, 1 part time administrator and 8 social workers. Supporting the all-round needs of children/young people as well providing advice, consultation to parents/carers and school staff. Our service is based on a partnership between the SWIS team, Children's Social Care and designated schools within the Ealing Borough. The SWIS service is delivered in one locality: London Borough of Ealing.

Social Workers in Schools (SWIS) are a school-based service, providing a combination of both statutory and preventative work in schools, tailored to support children/young people and their families where need be.

The Social Workers aim is to build upon and increase support already in place in schools, not replace it.

4. Benefits of having a Social Worker in School

The impact of having a Social Worker in the partner school can lead to a reduction in the following areas:

- Absenteeism
- Crisis intervention
- Suspensions and/or Permanent Exclusions'
- Disruption in schools
- Children/young people's' risk of being vulnerable to issues such as CSE, County Lines.
- Stigma surrounding the role of Social Workers
- Improve referral quality and necessity of referrals to children's social care (CSC).

The impact of having a SW in the partner school for parents/carers:

- Demystify the stigma surrounding the role of Social Workers
- Improved relationships with children/young people and parents/Carers
- Understanding of what to be aware of regarding risks
- Accessing advise and consultation as and when required
- Access to parents/carer workshops

The impact of having a social worker in the partner school can lead to improvements in the following areas:

- Interface between school and social care
- Improved relationship between social care and school
- Families accessing the right support more promptly as the need arises
- Improve perceptions about social workers and improve engagement
- Improve referral quality and necessity of referrals to children's social care (CSC).
- Seamless and quicker response to concerns
- Schools, children/young people, and parents/carers are able to get answers about social care interventions and onsite support.
- Improve relationships amongst the school community
- Joint approach to safeguarding
- Outcomes for children/young people

5. Delivering support and interventions

Social Workers in School (SWIS) will carry out interventions alongside established provisions such as counselling, educational psychologists, and school nurses building on the range of support already available and not replacing it.

The SWIS team provides:

- **Individual face to face work:** Interventions for children/young people experiencing such things as; difficulties with friendships, behavioural difficulties, low self-esteem, difficult feelings, healthy relationships, relationship conflict, self-identity, communication skills, anger management,
- **Group work:** Each SWIS worker collaborates with their school's DSL to look at the changing themes of work needed within the school. The focus is around trending issues identified by the school. For example, one month dedicated to group work around sexual consent for a group of year 8 students; the following month spent on educating parents on contextual safeguarding. This also involves ongoing workshops for school staff which looks at areas such as the quality of referrals made to social care. The subject matters selected each month will be based on the occurring issues presented at each school, hence tailoring to the changing needs of the school.

Supporting DSL, pastoral and school team.

- Support in child protection, safeguarding and threshold discussions.
- Attend Cause of concerns meetings to discuss and plan for support. Work with the senior mental health lead and existing service providers, to map what provisions are already in place and where there are gaps in support
- Provide targeted help as agreed with the DSL, e.g. to support whole school training across the school, teaching about the range of preventative interventions related to safeguarding.

Giving timely advice to school staff

- Liaising with external specialist services to help children/young people to get the right support and stay in education
- Working as part of an integrated referral system with schools to ensure that children/young people receive appropriate support as quickly as possible
- External support provided could include more specialist mental health support via CAMHS to assess needs for Autism Spectrum Disorder, ESCAN for supporting children/young people with physical needs or for issues such as substance misuse
- Ensure a smooth transition to specialist services when the need has been identified

6. Consent

Consent should be obtained from parents/carers for the referral to Children's Social Care unless discussing the referral with the parents/carers would put the child at risk. Where consent is not sought a written note should clearly be recorded on the referral and on the child's record. If you are not sure whether consent should be sought a discussion should be had with the SWIS manager or ECRIS.

7. Information Sharing

Statutory Case Recording: Mosaic (LA's social care case management system)

All statutory work will be recorded on the LA'S recording data base. If after a CFA a case is no longer deemed to be CIN. The case will be closed to the local authority. If work needs to continue within the school, information pertaining to that work will be recorded on the school's data base.

Non Statutory Case Recording

All non-statutory work will be recorded on the school's data base.

If a case meets threshold for statutory involvement a case note will be recorded on the schools data base to record the change of circumstance i.e. case has met statutory threshold all information will now be recorded on the LA'S data base mosaic.

Any information which is shared with the school at this stage will be recorded by school staff.

8. Early Help Assessment and Plans (EHAP)

It remains the schools' responsibility to raise the EHAP and the role of the EHAP Support Worker in supporting the school is established.

It is important that the SWIS Social Worker complements but does not duplicate this process. The SWIS worker will work closely with the EHAP workers where there is the need. E.g. the family may be supported by the SWIS worker and EHAP worker. E.g. where there is a TAF meeting it might be beneficial for the SWIS worker to attend.

9. Assessments

- Where cases meet statutory threshold a Child and Family Assessment (CFA) completed. The assessment will be completed over 35 days of the referral being placed in the SWIS inbox on mosaic. The assessment will be signed off by a SWIS manager.
- The outcome of the assessment will be shared with the school. If the decision is Child in Need (CIN); Child Protection (CP); Child in care and or any legal action taken, the case will remain a statutory case. The plan for support will also be shared
- If the case is deemed not to be at statutory threshold the case will be closed on MOSAIC, and again the outcome and the reason for closure will be shared with the school.

10. School Meetings

- Regular 3-way meetings between the SWIS worker, their manager and the DSL will take place to monitor and review the progress of SWIS in schools as and when required.

Cause of concerns meeting

- It is essential that the SWIS social worker attends all meetings regarding discussions on children/young people/families where there are cause for concerns.

11. Safeguarding

- All safeguarding concerns should be shared with the school DSL. The DSL will share and discuss concerns with the link social worker. This process will ensure that information is streamlined through one channel avoiding the possibility of information being missed. The DSL and social worker will discuss and agree further actions.
- In the absence of the DSL and the Deputy DSL, school staff should liaise with the SWIS social worker
- In the absence of the SWIS SW the DSL and school staff should liaise with the SWIS project.
- SWIS will follow the partner school's policy and procedure alongside the local authority's policy and procedure on safeguarding. It is vital that any disagreements regarding decisions are discussed in the first instance with the SWIS team manager.

Realms of Confidentiality

- At the beginning of each session with a young person the social worker will remind the young person that if any concerns or disclosures are made, this information will be shared with the DSL. They will also need to make it clear to the child/young person that any information shared may further trigger statutory social care involvement if they or any other child/young person is deemed to be at risk of harm. There should be a further discussion with the young person regarding the outcome of any conversations.

Cases open to other local authorities.

- There may be instances in which the school has a child on role whose case is open to another local authority. In this case, the Ealing SWIS Social worker will not undertake any statutory work.
- If the child is part of any groups that are non-statutory, this information will be shared with the social worker from the other authority or relevant person as good practice.

12. Promoting the SWIS Project and Service within the School

Through the SWIS SLA, the Partner school has agreed to promote the Social Workers throughout the school embedding them into the school.

Possible promotional methodologies suggested, but not limited to: Newsletters and feedback forms to students and families, presences on the school website, in school posters and guided information on school social media forums.

13. SWIS Social Worker Supervision

The social worker will receive monthly supervision from the SWIS management. The dates and times of all supervisions will be recorded in the social workers school calendar.

14. SWIS Team meetings

- **Monthly**

This will be monthly for approx. one hour. The dates will be recorded in the social workers school calendar.

- **Weekly check ins**

The Social worker will have weekly checks ins on a Tuesday and Friday. These dates will be recorded with the social workers school calendar.

15. SWIS Team Roles and Responsibilities

Social Workers in Schools (SWIS)

Social workers will provide interventions to support children/young people with varied needs including emotional and behavioural difficulties. They can deliver 1:1 and group interventions.

This will range from delivering interventions for children/young people, parents/carers in education settings, presentations, group work, workshops to providing psycho-education and training for the school staff, including children/young people, parents/carers and education staff, promoting a whole school approach to achieving positive outcomes.

The social worker will provide training and consultation to school staff. They will provide triage and assessment for cases referred to the service and provide direct support to parents/carers and children/young people.

SWIS Team Manager and Deputy Team Manager

The SWIS Team Manager, with the support of the Deputy Team Manager, leads, manages, and oversees the SWIS team and the range of interventions which support the wellbeing of children/young people. The manager also holds accountability for managing the effective professional delivery of services whilst within the school.

Promotes safe and effective practice, making the best use of evidence based, safeguarding children legislation and national/local guidance. Participating as a multi-disciplinary team member to evaluate and review the outcomes for the teams, setting aims and objectives, monitoring practice to assure quality standards of care.

The SWIS Team Manager and Deputy Team Manager are responsible for providing supervision to the Social Workers. The SWIS manager will attend the borough DSL meetings.

16. Code of Conduct

The social worker will adhere to the schools code of conduct and work within the standards set out by Social Work England.

17. Working Hours

The social workers core hours are 9am-5pm however the social worker will where possible adapt their working hours by agreement with the school to align with the school requirements.

18. Induction

The school will ensure that the social worker has access to an induction. Part of the induction should include relevant training and access to the necessary recording data base.

19. Reporting Absence

In the first instance the social worker will report their absence directly to the school before their start time. The social worker will also need to adhere to the local authorities reporting absence via Care First process.

20. Annual Leave

A/L will be agreed by the SWIS manager. Where possible leave will be taken during school holidays however this is not mandatory. The social worker will ensure that any A/L dates are shared with the school giving notice of the dates and return date.

21. Statutory Work

All statutory work undertaken by the social worker will be for children/young people and families that attend their link school. The social worker will advise the school of any cases that is allocated to them.

22. SWIS activities within the school

Social workers will engage with children/young people and their families, encouraging them to participate in a range of activities, whilst ensuring their views and needs are represented, and responded to. This approach will inform the way we design and deliver a wide range of social work support.

Examples

- **1:1 Work with Parents/Carers:** Providing guided self-help for parents/carers whose children/young people present with challenging behaviour/Drop in sessions
- **Targeted Group Interventions:** e.g., Healthy relationships, sexual consent and internet safety
- **School Staff Workshops:** e.g., Threshold and processes for safeguarding concerns, recording concerns and reflective sessions.

- **Participation in Assemblies**
- **1:1 Work with Children/young people:** Tailored to need, e.g. Managing difficult feelings / understanding identity/ CSE
- **Group Work:** e.g., communication and conflict resolution skills, healthy relationships, and internet safety

23. SWIS advice and process for clarification

- Social workers will be conducting statutory social work as a focus of their work, holding cases and working with children/young people and families from their link school. They will also provide advice and consultation, group work, 1-1, direct work, presentations to children/young people, parents/carers and staff.
- SWIS Social workers receive regular supervision from the SWIS Team Manager and Deputy Team Manager

There may be occasions in which the school seeks to question/clarify the advice which has been given by the SWIS Social worker.

If that is the case:

- a) In the first instance the school representative should speak to the SWIS Social worker to clarify the basis on which the advice/actions had been taken.
- b) If the school representative judges the clarification is not sufficient, they should contact the SWIS Deputy Manager or Team Manager to discuss the issue/s.
- c) The SWIS Team manager will seek information/clarification on the issues involved
- d) Actions/resolution agreed in a three-way meeting with SWIS TM, SWIS Worker and School Representative