



Learning from multi-agency reviews

Target Audience: Anyone who has involvement with domestic abuse & safeguarding children or adults in their role and with the ability to influence practice within their organisation.

Learning Outcomes:

- Opportunity to shape practice
- Reflect on cases
- Make a difference to how we work together
- Consider and identify risk
- Share good practice and learning
- Use a Think Family approach

Workshop Dates

(full day)

Monday 4th November

Walsford

Monday 11th November

Colchester

Thursday 14th November

Chelmsford

Tuesday 19th November

Harlow



Working with Families



Multi-agency Working

Nathan Leymes

Every Child Matters, 2004



ECAY4005 Multi-Agency Working: Policy in Practice

Theme 3: Models of Multi-Agency Working

Recap of last Theme

What did we cover in the last Theme?



Ways of Organising MAW

- ♦ Inter-agency v Multi-agency
- ♦ Inter-disciplinary v Multi-disciplinary
- ♦ Inter-professional v Multi-professional

- ♦ Can be:
 - ♦ Formal or informal
 - ♦ Intentional or accidental
 - ♦ Structured or loose

Ways of Organising MAW

- Inter-agency = Organizational practice between 2 or more professionals/ disciplines (e.g. oncologists, physiotherapists, surgeons etc.
- ♦ Multi-agency = 2 or more agencies/ professionals/ disciplines working together to achieve outcomes but not always in a structured way

Levels of Working Together

- There are a number of ways of delivering multi-agency services. An organisational review of practice suggested that there were three broad models:
 - multi-agency panel
 - multi-agency team
 - integrated service.

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Evaluation Activity – Models of Multi-Agency Working

Multi-Agency Panels



Read through the section of the Hand-out from Lancashire County Council regarding multi-agency panels.



Hand-out 1 – Models of Multi-agency working

Using the work-sheet provided identify;

- 1) The key features of the model
- 2) The benefits of the model
- 3) The potential barriers of the model



Worksheet 1 – Models of Multi-agency working

Feedback to your Tutor

MULTI-AGENCY PANELS

Practitioners remain employed by their home agencies, agreeing to meet as a panel on a regular basis

Key characteristics:

- The panel is managed by a coordinator or chair. This may or may not be their full-time job.
- There is a good mix of education, health, social care and youth justice practitioners represented on the panel.
- Panel members remain based in and employed by their home agencies. They continue to 'identify' as members of these agencies, rather than as workers in a multi-agency initiative.
- Panel members get together at regular meetings (e.g. monthly or termly).
- Meetings are usually organised by the manager of the panel. Alternatively, they may be organised on an ad hoc basis, for specific cases as the need arises. In these cases they may be organised by the agency registering the concern.

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MULTI-AGENCY PANELS

- In some panels, in particular youth inclusion and support panels (YISPs), the panel is supported by a core team of key workers and administrative support. The panel members refer, discuss and plan the support on offer, while the key workers carry out the case work, sometimes supported by panel members and other services.
- Practitioners are likely to focus on individual support for the child, young person or family, though some may undertake group or whole settings work.
- They are likely to carry out joint assessment and information sharing. Some practitioners may continue to use their home agency systems.
- This type of multi-agency model goes by a range of titles, for example 'panel', 'network' or 'team around the family'.

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MULTI-AGENCY PANELS

Benefits and opportunities

- No recruitment or human resources (HR) issues to resolve as practitioners remain employed by their home agency.
- Practitioners remain fully involved in what is happening in their home agency, with access to its training and development opportunities.
- Practitioners have opportunity to work together regularly experiencing different working styles and remits.
- No need to find a permanent base or IT infrastructure.

Challenges

- Lack of frequent contact can make it hard to develop good outcome focused partnership working, rather than the contribution of individual agencies.
- There is a tendency for representatives to identify with their home agency rather than their role with the multi-agency panel.
- Panel members may not be given enough time to carry out their casework and lead professional responsibilities with the panel, particularly if these are in addition to statutory or other duties carried out in the home agency.
- Case planning meetings can take up a significant amount of time.

Lancashire County Council (No Date)

Evaluation Activity – Models of Multi-Agency Working



Multi-Agency Teams

Read through the section of the Hand-out from Lancashire County Council regarding multi-agency teams.

Using the work-sheet provided identify;

- 1) The key features of the model
- 2) The benefits of the model
- 3) The potential barriers of the model

Feedback to your Tutor

Multi-Agency teams

- Based on best practice developed in Youth Offending Teams
- Multi-disciplinary teams that bring together the relevant professionals who can work together in places easily accessible to service users.

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Multi-Agency teams

- The key feature of a multi-agency team is that practitioners are seconded or recruited into the team, making it a more formal arrangement than a multi-agency panel.
- Practitioners share a sense of team identity and are generally line-managed by the team leader, though they may maintain links with their home agencies through supervision and training.

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Multi-Agency teams

- There is a dedicated team leader.
- There is a good mix of education, health, social-care, youth-justice and youth- work staff.
- The people who work in the team think of themselves as team members. They are recruited or seconded into the team, either full or part time.
- The team engages in work with universal services and at a range of levels - not just with individuals, e.g. small-group, family and whole-school work.
- The team is likely to share a base, though some staff may continue to work from their home agencies.
- There are regular team meetings to discuss case working as well as administrative issues.

Examples: youth offending teams behaviour and education support teams Sure Start multi-disciplinary teams.

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Multi-Agency teams

Benefits and opportunities

- Good sense of team identity.
- Co-working is at the heart of the team's approach, allowing sharing of skills and knowledge.
- Communication is straightforward.
- Joint training is easy to facilitate.
- Opportunities to carry out preventive and early intervention work

Challenges

- Recruitment and human resources (HR).
- Time and resources need to be set aside for team building and development.
- Some teams are not based together, which can present challenges for team working and communication.
- Good relationships with schools and other universal providers are vital.
- Need to set aside sufficient time for meetings and other team contact time.

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Evaluation Activity – Models of Multi-Agency Working Integrated Services



Read through the section of the Hand-out from Lancashire County Council regarding integrated services.

Using the work-sheet provided identify;

- 1) The key features of the model
- 2) The benefits of the model
- 3) The potential barriers of the model

Feedback to your Tutor

Integrated Services

- Made up of a range of services that share a common location and a common philosophy, vision and agreed principles for working with children and families. (
- Visible 'service hub' for the community, with a perception by users of cohesive and comprehensive services.
- Management structure which facilitates integrated working.
- There is a commitment by partner providers to fund and facilitate integrated services.

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An example are the Integrated Family Support Teams set out in The Children and Families (Wales) Measure 2010 that we looked at in Theme 2

What is the phrase we use for services that are based in the same place?



Integrated Services

- Usually delivered from a school or Early Years setting.
- Staff work in a coordinated way to address the needs of service users. This is likely to include some degree of joint training and joint working, perhaps in smaller multi-agency teams.
- Service Level Agreements (SLAs) will set out the precise relationship between the home agency and the multi-agency service, including the basis on which staff are employed.
- The manager may be a member of the school or early years setting (e.g. a headteacher) or they may be recruited externally.

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Integrated Services

Benefits and opportunities

- Opportunity to address full range of issues in a non-stigmatising universal setting.
- Greater co-working and cross-fertilisation of skills between agencies.
- Opportunities for joint training.
- Shared base enhances communication between different services.
- Members are still linked in to what is going on in their home agency.
- Members likely to have access to training and personal development in their home agency.

Challenges

- Requires fresh thinking around the concept of the setting (i.e. school) and their purpose in the community.
- How to bring a range of partners and the whole school community on board through 'collaborative leadership'.
- Developing a sense of joint purpose so that practitioners identify more with the new service than their role in their home agency.
- Managing any issues around pay and conditions for staff doing joint work at different levels of pay.

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Evaluation Activity – Models of Multi-Agency Working



Co-location of Services

Read through the section of the Hand-out from Lancashire County Council regarding co-location.

Using the work-sheet provided identify;

- 1) The key features of the model
- 2) The benefits of the model
- 3) The potential barriers of the model

Feedback to your Tutor



Activity – Understanding how to recognise MAW

Read Through 'Cabinet Member for Adults and Vulnerable People, December 2016'

Work together to define:

1. WHAT type of MAW are they using
2. WHAT are the key aims of the document
3. What are your views in Practice?

Feedback to your Tutor

References

- Cheminais, R. (2009) *Effective Multi-Agency Partnerships: putting Every Child Matters into Practice*, London: SAGE Publications **N.B. Chapter 1 of this text is available here** https://us.sagepub.com/sites/default/files/upm-assets/25240_book_item_25240.pdf
- DCSF, (2008) *Children's Trusts: Statutory guidance on inter-agency cooperation to improve well-being of children, young people and their families*, Crown Copyright Available at: <https://dera.ioe.ac.uk//8798/>
- Foley, P., and Rixon, A., (2008) *Changing children's services: working and learning together*, Bristol: The Policy Press
- Gasper, M., (2010) *Multi-agency working in the early years: Challenges and opportunities*, London: SAGE Publications <https://web-b-ebscohost-com.ezproxy.uwtsd.ac.uk/ehost/detail/detail?vid=0&sid=ed45dd9e-f6e2-428f-bbbe-e7581a4dfea6%40pdc-v-sessmgr05&bdata=JnNpdGU9ZWWhvc3QtbGl2ZQ%3d%3d#AN=595701&db=nlebk>
- Harrison R, Wise C, (2005) *Working with Young People*, London: SAGE publications
- Harrison R, Benjamin C, Curran S, Hunter R, (2007) *Leading Work with Young People*, London: SAGE Publications
- Lacey P, (2001) *Support Partnerships: Collaboration in action*, London: David Fulton Publishers
- Lancashire County Council (No Date) *Multi-agency Working* Available at: www3.lancashire.gov.uk/corporate/calendar/views/entries/showAtt.asp?id=17422 **N.B. The link to this resource does not seem to be working but it is available in Moodle in the section for this Theme.**

Additional Resources

- Alexander, Shiona & Sked, Heather, (2010) 'The development of solution focused multi-agency meetings in a psychological service'. *Educational psychology in practice*, 26(3), pp.239–249. Available at: <https://web-a-ebshost-com.ezproxy.uwtsd.ac.uk/ehost/detail/detail?vid=0&sid=2b64790d-2124-4283-8ccf-018576908292%40sdc-v-sessmgr03&bdata=JnNpdGU9ZWWhvc3QtbGl2ZQ%3d%3d#AN=53466621&db=eue>
- Atkinson, Mary, Doherty, Paul & Kinder, Kay, (2005) 'Multi-agency working: models, challenges and key factors for success' *Journal of early childhood research* : ECR, Vol. 3 Issue (1), pp.7–17. Available at: <https://journals-sagepub-com.ezproxy.uwtsd.ac.uk/doi/abs/10.1177/1476718X05051344>
- Bakketeig, Elisiv, Stefansen, Kari & Johansson, Susanna, (2017) *Collaborating Against Child Abuse: Exploring the Nordic Barnahus Model* Cham: Springer Open. Available at: <https://library.oapen.org/handle/20.500.12657/27917>
- Greco, V., Sloper, P., Webb, R. & Beecham, J. (2005) An Exploration of Different Models of Multi-Agency Partnerships in Key Worker Services for Disabled Children: Effectiveness and Costs Department for Education and Skills Research Report RR656 Available at: <https://www.york.ac.uk/inst/spru/pubs/pdf/keyworker.pdf> **N.B. This is also available on Moodle**
- Pavis, S., Constable, H. & Masters, H. (2003) 'Multi-agency, multi-professional work: experiences from a drug prevention project' *Health Education Research*, Volume 18, Issue 6, December 2003, Pages 717–728, <https://doi-org.ezproxy.uwtsd.ac.uk/10.1093/her/cyf058>

Additional Resources

- Sloper, Patricia et al., (2010) *Models of Multi-agency Services for Transition to Adult Services for Disabled Young People and those with Complex Health Needs: Impact and Costs. Report to the Department of Health, Social Policy Research Unit, University of York.* Available at: <https://kar.kent.ac.uk/32459/>
- White S and Featherstone B (2005) 'Communicating misunderstandings: multi-agency work as social practice', *Child & Family Social Work*, 10(3), pp. 207–216. Available at: <https://search-ebscohost-com.ezproxy.uwtsd.ac.uk/login.aspx?direct=true&db=aph&AN=106514171&site=ehost-live>