

How to use this section**Our social work process**

The SWiS process is summarised in the social work process diagram in the toolkit. This section looks at each of the four steps of the social work process in more detail.

This section is divided as follows:

Introduction – an overview of referrals and the key legislation, policy, and guidelines that support the social work process

Step 1. Receive referral and complete initial assessment – explains in more detail the first step in the social work process.

Step 2. The Needs and Strengths Assessment – explains in more detail the second step of the social work process.

Step 3. Developing and implementing the plan; reviewing and assessing plan progress – explains in more detail the third step of the social work process.

Step 4. Case closure – explains in more detail the fourth and last step of the social work process.

You can quickly find out which step of the process you are in by looking at the heading at the top of each page.

You'll also see different icons used throughout this document:



This indicates that there is a document, template, or sample for that part of the process you can refer to. If you don't already have a copy of the document, you should get a copy of this document from a colleague or peer.



This indicates that the SWiS database is used for this part of the social work process. If the icon does not appear, don't assume that the database is not used; check the SWiS database manual if you're not sure.



This is used to highlight important points and critical tasks.

When using this document, you should also refer to the following two documents to help you better understand what you do:

- the Service Specification for Social Workers in Schools – this has more in-depth detail about the SWiS service and important background and context information
- the SWiS Database User Manual – this explains how you use the SWiS database to record information about the work you do.

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Social workers

Tammy Nathan, James family™; Maria McKenzie, Otaki Health Camp; Jane Kerr, Glenelg Children's Health Camp; Kerry Mills, Tu Tama Wahine.

Service providers

Ella Kauri-Davis, Te Rūnanga o Raukawa; Michelle Howe, James family™.

School

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Referrals

The first thing you'll need as a SWiS social worker is to receive a referral to the service!

Referrals to the Social Workers in Schools service are formal requests for professional social worker services to assist primary or intermediate-school-aged children with specific concerns that are affecting their ability to learn.

To gain referrals, service providers and schools need to work together to promote the SWiS service. Promotion information should include:

- who can make a referral
- how to make a referral
- how to access a referral form
- when a referral should be made
- the type and level of information needed
- information about issues of consent and confidentiality.

Referrals can come from:

- a child
- a child's parent/guardian or family/whānau
- a school (principal, teacher, or school support staff)
- others in the school community with an interest in the well-being of the child (ie. health service workers, or, cultural or community groups).

Referrals will be made for all sorts of reasons. Every case is different, but the following situations might suggest a referral is necessary:

- a child's behaviour and/or parent/guardian and family/whānau circumstances are considered to place the child at risk
- basic needs not being met
- family issues and crises
- poor school attendance (truancy or ill health)
- poor school behaviour that is affecting the child's learning and/or the learning of others
- poor social skills (disruptive, withdrawn, bullying or being bullied, and/or communication and/or relationship difficulties)
- poor school performance that has not been diagnosed as being a specific learning need
- sudden changes in school performance, behaviour, mood, or grief.

Referrals won't always be made directly to the social worker. When the school receives a referral, it must be passed on to a social worker at the earliest opportunity. If the social worker is not available for more than 72 hours, the school must have a system in place for advising the service provider that ensures the child is protected.

You can gather examples of promotional material and resources to keep in this toolkit for your reference.

Legislation, policy, and guidelines

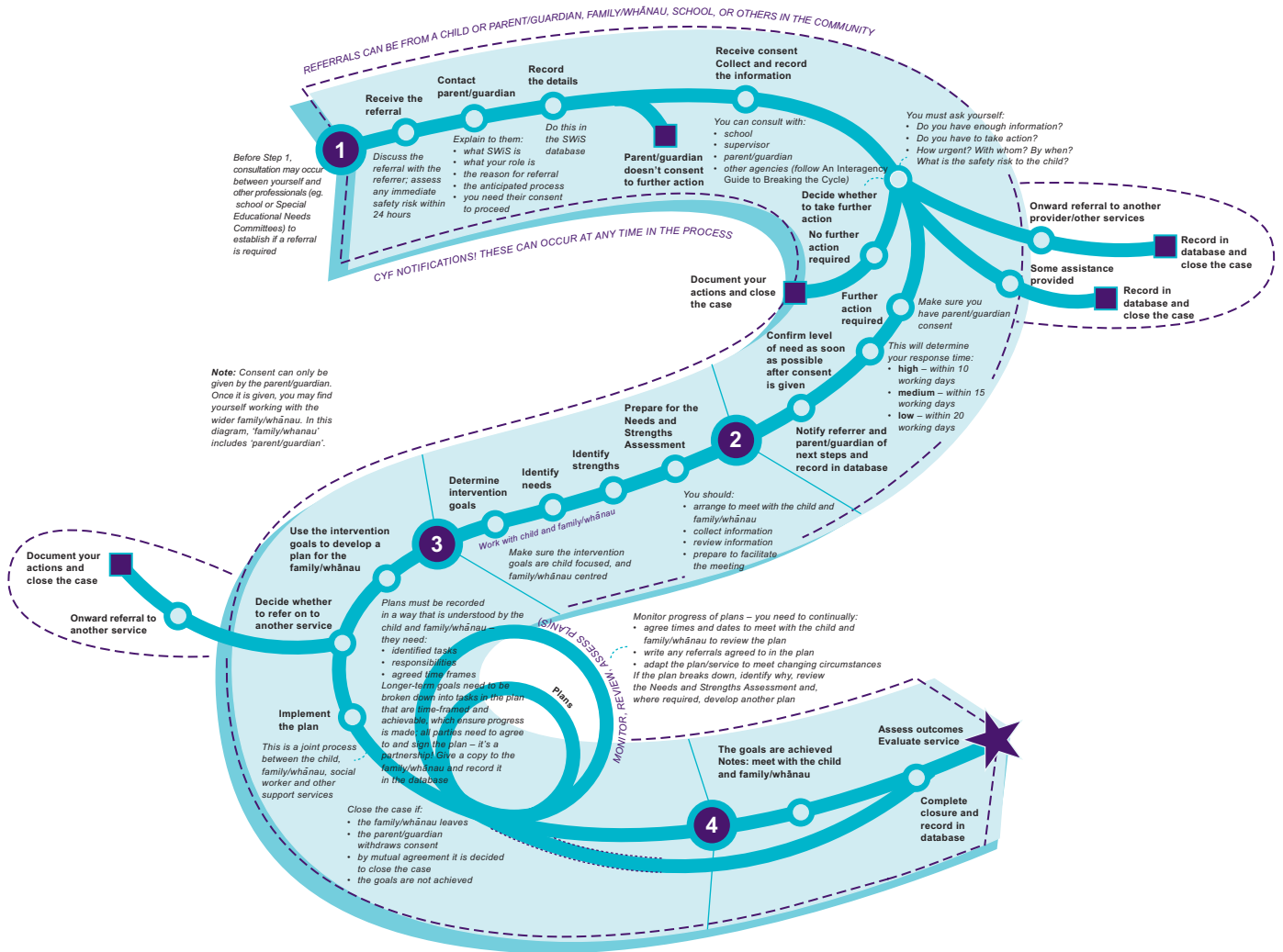
This table shows the policy, legislation, and guidelines you may need to refer to during this stage of the process.

Document	Purpose
SWiS Service Specifications	To regulate the way the service operates
Provider contract	To regulate the terms and conditions under which social workers operate
Schools' policies	To regulate school services and environment
National Administration Guidelines / school policies	To provide information on protocols and procedures; provided to schools by the Ministry of Education, in addition to guidelines and policies developed by individual schools.
<i>An Interagency Guide to Breaking the Cycle 2001</i>	To provide guidance on when a notification to CYF is necessary
Provider's child protection policy	Policy developed by each provider to provide information on protocols and procedures
ANZASW Social Workers' Code of Ethics	To provide guidelines for safe and best practice
The Privacy Act 1993, The Crimes Act 1961, The Children, Young Persons, and Their Families Act 1989	
SWiS toolkit	To provide guidance and act as a backup to the service specifications
Education Act 1989	To regulate school services and environment
Provider's cultural (kaupapa) policy	Developed by each provider to set out expectations regarding cultural practices
Provider's privacy and confidentiality policy	To ensure the school's and provider's process in dealing with SWiS maintains client confidentiality
Provider's client rights and responsibilities policy	To cement the partnership between the social worker and the parent/guardian and family/whānau; to ensure the roles, boundaries, and professional guidelines for safe social work practice are adhered to
United Nations Convention on the Rights of Children (UNCROC)	UNCROC provides the most commonly used definition of children's rights. These can be broadly categorised as provision, protection and participation rights. Essentially, this provides for the respect of children's human rights and details how states can guarantee children the things they need for a positive and productive childhood. Ratified by the United Nations General Assembly in 1989 and by New Zealand in 1993.

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This diagram summarises the social work process you will work through, once you receive the referral. The rest of this section steps you through this process.

Note: We have also made this diagram into an A3, colour communication aid that you can use with others to explain the process and your role.



This diagram is a guide. Note that there are several possible exits from the process.