



Delivering Excellent Practice

Principles, Values and Expectations

Signs of Safety / Wellbeing / Stability / Success



January 2023 (V4)

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Version Control

Version Number	Amends
V1	September 2021
V2	Updated 17.01.2022 ER (Fostering & Kinship update)
V3	Updated 1.9.2022 ER <ul style="list-style-type: none"> Amended terminology placement support meetings: Julia Khoosal & Georgina Oreffo consulted. Terminology: Addition of rights-based approach in wording: Sam Merry consulted.
V4 (current)	23.01.2023 ER <ul style="list-style-type: none"> Updates to formatting and accessibility Change of terminology and wording (Network Planning Meetings)

Introduction

Leicester City's Children's Social Care and Early Help is committed to a strengths-based rights-based approach which values relationships as being central to all our work with children, young people, their families, and carers.

The Signs of Safety Practice Framework offers us consistency in our approach across different teams and service areas providing us with a common language, methodology and tools. We work with families towards the goals of safety, wellbeing, stability, and success.

The purpose of this document is to set out the practice expectations for each part of the service so that everyone is clear about what good practice looks like in Leicester and the values and principles that underpin our work.

The document includes:

- Leicester's context and key information
- Practice Expectations and Bottom Lines (for service areas and key activities)
- Flow Charts. (SofS supporting our day-to-day practice) (to be completed by Autumn / Winter 2022)
- Glossary, definitions & helpful links / resources to support learning and practice.

Acknowledgment and thank you to London Borough of Bexley

This document is based on the [London Borough of Bexley's Signs of Safety Practice Framework and Expectations](#). Thank you to Bexley to allowing us to use this document as a basis for our work to support our practice in Leicester.



Leicester context and key information: Our vision, principles, and values:

In Leicester we have a clear understanding of how core values, principles and the strategic priorities underpin and inform practice, and how the Signs of Safety Practice Framework supports this.

This section brings together key strategic elements that inform Leicester's practice and work with children, young people and their families or carers. The strategic priorities and themes from the Social Care and Education vision, and values, and strategic priorities, are linked to the practice framework which supports our day-to-day practice.

Please read this in conjunction with Leicester City Council's key strategic policy and guidance. Links to relevant resources found in glossary.

Strategic Priorities, Vision, Values and Standards

Social Care and Education Vision and Values

- We are committed to supporting children, young people, vulnerable adults, and families to **be safe, be independent, be ambitious** for themselves, and live the best life they can.
- We aim to ensure delivery of the council's core values: **Be confident | Be clear | Be respectful | Be fair | Be accountable** – in the ways in which we work.






Children's Social Care and Early Help Principles & Priorities

- We embrace a strengths-based approach (supported by the Signs of Safety Practice framework) to enable children to live and thrive within their families where it is safe to do so.
- We aim only to intervene in children's and families' lives to give them the right level of support when they need it.
- We respect families as being the experts in their own lives
- We work in partnership with young people, families, and networks, co-creating plans to achieve shared goals.
- We believe in early intervention and supporting families within their communities, only involving statutory services when necessary to protect children.
- We are committed to children understanding the reasons for our involvement.



Turning strategy into our day-to-day practice: How we work:

1. We know our Goals for Practice and what we are looking to achieve

	Children, young people, adults, and families who we work with will have a clear understanding of why we are involved, what change needs to happen and who will support them to do this.
	Families, children, and young people will be supported to stay together , where safe to do so; developing plans and strategies with their support networks to support this to happen.
	Families, children, or young people, where children are cared for will have a clear understanding of why they are looked after by the local authority and have had an opportunity to make sense of their experiences .
	Children, young people, and care leavers will be supported and challenged to achieve their goals and have the building blocks for a successful adult life . They will have a clear understanding of who is there to support them to do so.
	The professional network will feel confident and supported in their work, with a consistent framework for practice, strengths and needs are recognised and space given for reflection, development, and learning.



2 We know our values around participation, engagement and partnership working and we are committed to this

Lundy Model of Participation

In Leicester we put children and young people at the heart of everything we do, and the Signs of Safety Practice Framework supports this work and principle. Using the Lundy model of participation, we listen to and act upon the views of young people and their families to inform our intervention, decision making and service development, undertaken within a rights based context. Please see the [Social Care and Education Participation Approach](#) for more information.

The Lundy Model provides a way of understanding and implementing Article 12 of the United Nations Convention of the Rights of the Child. 'The right to express views' and the 'Right to have views given due weight.'

The elements that support our work



Space: Children and young people must have access to safe spaces to meet so they have equal opportunities to formulate and express their views.

- Have the children/young person's views been actively sought?
- Was there a safe space in which the child/young person could express themselves freely
- What steps have been taken to ensure that the child and young person can take part?

Voice: Children and young people must be supported to make their voice heard and express their views in a way that they decide is best.

- Has the child/young person been given the information that they need to form a view?
- Does the child/young person know that they do not have to take part?
- Has the child/young person been given a range of options as to how they might choose to express themselves?

Audience: We must ensure that children and young people's voice's will be listened to by the most appropriate audience, someone with the power to make decisions.

- Is there a process for communicating the child/young person's views?
- Does the child/young person know who their views are being communicated to?
- Does that person/body have the power to make decisions?

Influence: We must ensure that children and young people are able to have influence and have their views acted upon, where appropriate, and that the practitioners who work with children and young people can show them how they influenced decisions about their life. It is important that we explain clearly to children and young people when decisions made about them are different to what they said they wanted.

- Were the child/young person's views considered by those with the power to affect change?
- Are there procedures in place that ensure that child/young person's views have been taken seriously?
- Has the child/young person been provided with feedback explaining the reasons for the decisions taken?

In Leicester we also consider:

Impact: We will ensure that young people's views are taken seriously and acted upon. We will do this by:

- Completing the Hear by Right assessment framework
- Inviting young people to evaluate services they receive and feedback their opinion
- Auditing case recordings
- Providing feedback about decisions made.



***Our values for
how we communicate and
build relationships....***

'Nothing about us without us':

Signs of Safety is a strengths-based relationship based approach which emphasises the need to foster open, honest, and respectful relationships with children, young people, families, and carers. We use questioning techniques where we balance the exploration and understanding of the worries, alongside the strengths that the family and their naturally connected network have.

We work with families and carers to develop agreed and shared goals for safety, wellbeing, stability, or success that show all what life will look like when the worry is addressed, and the goal is met. We will work with the family, carers, and their naturally connected networks

to develop a co-created sustainable plan using the networks best ideas, strengths, and resources.

At times Leicester practitioners, managers and other professionals will have to have difficult conversations with families but must do so in a compassionate and respectful way. We will listen and respond to concerns, fears, and worries, and work through barriers to engagement to build relationships.

In Leicester when we convene meetings to discuss worries about a child or young person, we will always involve family members or carers in these meetings. The only exceptions to this would be in relation to strategy meetings/discussions where there are concerns about safety, or legal planning meetings.

There may be a need for a meeting or a discussion to take place without the family when there are strong disagreements within the professional network that are impacting on interagency relationships and a meeting is needed to develop a more shared understanding of the worries and an improvement of working relationships. In these instances, the family should be aware that a meeting is taking place, unless this would place the child or young person at further risk. The outcome of the meeting should be discussed with the family as soon as possible after it has taken place.

Thought should be given to the timing of meetings to minimise the number of meetings that family members and practitioners are attending. For example, a review network meeting may take place at the start of a Child in Need or core group meeting, with the professionals joining later in the meeting.

Throughout all our work, we are committed to building positive relationships with children, young people, families, and carers, and to recognising and valuing their input and strengths.



3. We know and understand our Practice Framework

Signs of 'Something'

In Leicester our practice framework is used with all the children and young people that we work with across the division. The Signs of Safety model was developed originally for child protection situations, but the practice framework has been adapted to work with children and families across the range of support needs.

We work to develop goals for **Safety, Wellbeing, Stability and Success**, these goals will show how life will be for the child or young person if the worry or harm is addressed.

'3 columns / 7 domains of mapping': We use the Signs of Safety Mapping tool (SofS Assessment Framework) to support our information gathering, assessment and analysis of situations by thinking about:

3 columns: 'what we are worried about', 'what's working well' and 'what needs to happen'.

7 domains: 'past harm / worry', 'Future harm/danger / worry', 'Complicating Factors', 'Existing Strengths', 'Existing Safety/Wellbeing/Stability/Success', 'Safety/Wellbeing/Stability/Success Goal' & 'Next Steps'.

Signs of Safety/Wellbeing/Stability/Success (Assessment Framework)

What are we worried about?	What's working well?	What needs to happen?
Past harm/worry: <i>What has happened or is happening that has created the harm or worry about the child/young person.</i> Future Danger/harm/worry: <i>What might happen to the child/young person in the future if nothing changes in relation to the harm or worry.</i> Complicating factors: <i>Things that are happening in the situation that makes the worry/concern harder to deal with.</i>	Existing strengths: <i>Positives and strengths that are around the child/young person/family. This can include intentions, relationships, people who care/offer support.</i> Existing Safety/Wellbeing/Stability/Success: <i>What actions have helped to keep the child safe or reduce the worry. This may include actions to keep the child/young person safe/or ensure their wellbeing, stability or create the identified success that you are working towards.</i>	Safety/Wellbeing/Stability/Success Goal: <i>What will 'everyday life looks like look like when the goal is met, and the worry/harm is addressed? We are looking for 'everyday' safety/wellbeing/stability or success.</i> Next Steps: <i>What needs to be done to reach the goal. List of actions and activities including direct work. (Not just a list of referrals to services.)</i>
Scaling question: <i>There will be a scaling question where 10 represents the goal of safety/wellbeing/stability/success and 0 represents the opposite end of the scale where the situation is at its worst.</i> <i>Scaling will be used by all to measure progress and allow judgement as to where the situation is</i>		

Our approach to the application of 'Signs of Something' is to be non-prescriptive and allow practitioners the space to use their professional judgement about which goal is most appropriate to address the identified worry.

Professional judgement will be used to decide on how many goals and what the area of focus is for the child or young person.

- For children and young people that we care for, we will always look for stability and success.
- In some situations, you may also have a child or young person who will have separate goals for stability/success and also a safety goal (i.e. if they regularly missing from their carer's and there are worries about their safety.)

Signs of Safety	Signs of Wellbeing	Signs of Stability	Signs of Success
<ul style="list-style-type: none"> •Past harm •Future danger •Complicating factors •Existing strengths •Existing safety •Safety goals •Scaling •Next steps •Used in safeguarding and Child Protection situations. •Primarily but not exclusively used by the Child in Need service. 	<ul style="list-style-type: none"> •Past worries •Future critical worries •Complicating factors •Existing Strengths •Existing wellbeing •Wellbeing goals •Scaling •Next steps •Used where there are identified support needs. •Primarily but not exclusively used in Early Help & Prevention Service 	<ul style="list-style-type: none"> •Past worries •Future critical worries •Complicating factors •Existing Strengths •Existing Stability •Stability goals •Scaling •Next steps •Used where we are looking to achieve and sustain stability for the child/young person •Primarily but not exclusively used by LAC field work and Corporate Parenting Teams 	<ul style="list-style-type: none"> •Past worries •Future critical worries •Complicating factors •Existing Strengths •Existing Success •Success goals •Scaling •Next steps •Used when we are setting goals for success for the child/young person/young adult. •Primarily but not exclusively used by LAC field work and Corporate Parenting Teams



RoadMap for planning

The 'Planning Roadmap' has been developed to show the different stages that we undertake throughout the planning processes and brings together the different elements of the practice framework.

Safety / Wellbeing / Success / Stability Roadmap (accessible version – June 2021)

What	How (Steps)	Ongoing Processes & principles for practice	Tools (Methods)
<p>Danger/Worry Statements:</p> <p><u>What</u> the service and everyone, is worried will happen to the child/young person if nothing changes (the problem that has to be solved).</p> <p>Scaling</p> <p>Planning always involves engaging the family and their support network enabling them to <u>decide on, practice and refine</u> the actions that will create lasting safety, wellbeing, stability, or success. This is the <u>how</u> of planning</p> <p>Safety/Wellbeing/ Stability and Success Goals:</p> <p><u>What</u> the everyone needs to see to know the child/young person is safe / best supported?</p> <p>What will everyday life look like for the child/ young person /adult when safety /wellbeing / stability /success has happened?</p> <p>(Not a list of services.)</p>	<ol style="list-style-type: none"> 1. Preparation with professionals 2. Develop paired statements and goals with a matched <u>scaling question to measure progress</u> Simple language, <u>understandable to all.</u> 3. Identify everything constructive in everyday life/what people are doing 4. Develop professional bottom line requirements 5. Develop professional timeline (trajectory) 6. Build vision of process for the family, child / young person/network 7. Build an informed network for the child/young person 8. Create an explanation for the child/young person (and everyone else) 9. Build family owned plan (and review the plan) with family & network Ongoing successive process where family and network demonstrate over time, they can make children <u>safe</u>, and support <u>wellbeing, stability, and success</u>. There is regular review – honouring successes and considering the struggles. All participants should rate safety/wellbeing/stability/success at each meeting using the scaling question. 10. Involve child/young person 11. Monitoring (& testing) the plan by professionals and network 12. Create final child/young person's version of the plan. <u>Plans & networks are tested & reviewed throughout.</u> 	<p>Our skillful use of Authority</p> <p>Vision: building a vision and hope</p> <p>Honoring: Identifying and honouring strengths and successes to build safety/ wellbeing/ success/ stability</p> <p>Compassion: in our practice</p> <p>Questioning: Question based approach</p>	<p>Harm/Worry Matrix</p> <p>Signs of Safety/Wellbeing / Stability/Success Mapping (SofS Assessment Framework) <i>What's working well? What are we worried about? What needs to happen? & Scaling question.</i></p> <p>Direct work (inc. My 3 Houses) to establish child / young person's views and experience.</p> <p>Signs of Safety Timeline (Trajectory)</p> <p>Safety/Wellbeing/Stability /Success Journal.</p> <p>Family circles or other tools to explore and develop networks</p> <p>Establish who does what every day and 'rules of the plan'</p> <p>Words & Pictures – <u>explanations</u> for children. (Reason for involvement & the plan – who does what every day & 'rules' of plan)</p> <p>Regular contact with Network e.g. calls, visits, network planning meetings to <u>Assess, review & develop the plan.</u> <u>Plans must be tested.</u> Practice the rehearsal of the rules/plan</p> <p>Safety (communication) object/plan</p> <p>Child/young person version of safety/wellbeing /stability/success plan.</p>

We understand how it all fits together

Strengths Based / Relationship Based Practice					
Legislation, Policy & Procedures	Leicester's Practice Goals	Values & Principles	SofS Practice Framework	Methods, tools, and toolkits	Professional Knowledge & Expertise
Children Act 1989 Children Act 2004 Working Together 2018 Leicester City Childrens Social Care and Early Help Policy, Procedures & Guidance LSCPB Multi Agency Procedures. Leicester's vision, values & principles. Leicester's 3 Year Plan	Explanations <i>reason for involvement and plan.</i> Supporting families to stay together where it is safe to do so working with networks. Understanding: <i>Children/Young people are who cared for have opportunity to make sense of their experiences</i> Ambitious & forward facing: <i>Children/young people & care leavers are supported and challenged to achieve their goals and have a successful adult life</i> Confident Professional network <i>supported by a consistent framework for practice, reflective culture & development is supported.</i> 	'Working with - not doing to' <ul style="list-style-type: none"> Working relationship at the heart of practice Respect, compassion, and openness Honouring families and networks strengths. Families/carers as experts Child-centred/Family led Listen to understand Building hope and vision for families. Participation (Lundy Model) & co-production Grand aspirations in everyday practice Planned and purposeful practice and interventions: <ul style="list-style-type: none"> Stance of critical enquiry Evidence based/risk sensible Skilful use of our authority Solution focused 	What are worried about? <i>Past and future harm/worry.</i> <i>Complicating Factors</i> What's working well? <i>Strengths & existing Safety/Wellbeing/ Stability/Success</i> What needs to happen? <i>Vision of everyday life is worry is addressed and next steps.</i> Best questions. Scaling Clarity around the worries and goal. Planning Roadmap Naturally connected and informed networks to support Creating a sustainable everyday plan. Planning by working with the network and using their best ideas to address the worries. Tested plans. Explanations for children & young people Bottom lines of safety.	Assessment Framework Triangle (Working Together 2018) Leicester, Leicestershire & Rutland LSCPB Neglect Tool Kit Direct work methods & tools (e.g. 3 Houses) Solution Focussed approach Risk of Harm/ worry matrix Appreciative Inquiry	Professional qualifications Learning/ training and continuing professional development SofS training 'Experiential learning' Learning from practice. Research/ Consultation - specialist advice and expertise Reflective culture & supervision (individual /supervision/ group supervision/ formal/ informal discussions) Success and case reviews (local and national) Multi-Agency Learning
















Practice Expectations and Bottom Lines






Signs of Safety / Wellbeing / Stability / Success



Early Help and Prevention and Children's Social Care's Overarching Practice Expectations & Bottom lines








SofS Principles and Values & Leicester Goals and Participation	Early Help & Prevention and Children's Social Care's Overarching Practice Expectations & Bottom lines
<p>SofS Principle & Value:</p> <p> Working relationships at the heart of practice.</p> <p> Child-centred / Family led</p> <p>Leicester's Goals & Participation:</p> <p> Lundy Model: Space, Voice, Audience, Influence, Impact.</p> <p> Clear understanding</p> <p> Supported to stay together where safe to do so,</p> <p> Children and young people who are cared for have had opportunity to make sense of their experiences.</p> <p> Children and young people who are cared for have building blocks for a successful adult life.</p> <p> Confident and supported professional network</p>	<ul style="list-style-type: none"> • When new assessments are started, we use case mapping with families as the basis of this assessment. • We always speak with children/young people and family members respectfully. • We understand the need to advocate for children and young people and ensure their participation, so that we understand their experiences, views and wishes. • We spend time with children/young people and seek to understand the things they feel are going well, the things they are worried about and the things they want to be different. We use this information to inform and influence the planning process. • We use observations (and combine this with our practice experience, knowledge, and views of others) to help us understand what children and young people mean and are telling us by their behaviour and interactions about their experiences, views and wishes. We observe how they look, behave, and interact with others to understand what they are telling us. This is especially important when thinking about unborn babies or children and young people who are non-verbal or have different forms of communication, to understand their views and experiences. We do this by. <ul style="list-style-type: none"> - Ensuring we consider other factors about care and environment and the views of others in our assessment to help us understand the unborn baby, child's, or young person's experience. - Using chronologies to assist in our understanding of the family history and significant events and always ensure the chronology is updated. - Ensuring we will always think about the most appropriate way to understand and communicate with children, young people, and families meaningfully; using different tools, methods, and techniques to achieve this, and will seek advice and support where needed. - Ensuring we use appropriate communication aids and different methods, tools, and techniques for children/young people with limited speech or complex needs. • We listen and understand the situation from each individual family member's point of view. • Where possible and appropriate (dependant on the nature of the involvement) we will see children and young people in a range of settings and environments and away from home and parents/carers. We will try and ensure visits happen at different times of the day and some visits are unplanned. • We complete explanations work (words and pictures/words only explanations) with families so that all children/young people have a clear explanation of why we are involved and what the adults are doing to keep them safe and sort out the worries. • We spend time understanding (and continuing to understand) the child/young person/young adult, their identity and heritage, and what this means to them personally. • When we tell a child/young person, family, or network member that we will do something, we always ensure we follow through and do so in a timely way and keep them updated appropriately if any difficulties in following up. • We always ask for consent to speak with other professionals about the child/family, unless to do so would place the child/young person at risk of harm.

	<ul style="list-style-type: none">• We always carefully consider the implications to the child/young person and to the parents if we are considering overriding parental consent to talk to other professionals. <p>Network Planning Meetings</p> <ul style="list-style-type: none">• The network planning meeting will either develop plan rules to respond to a worry or concern, or will review the plan rules and how they are working.• Tools and techniques are used to help the family/carers develop their naturally connected support network• We continue to work with the whole family/carers' network; the effectiveness of the plan is reviewed through regular network planning meetings.• Where possible, review network planning meetings are arranged to fit in with other formal meetings (i.e. first half is family and their network with professionals to join), to minimise the number of meetings that families/carers attend.• In network planning meetings, questions are prepared and used to explore what the family have done well in order to keep the children/young people safe or meet the goal, and to dig into the detail of how they managed to do this• In review network planning meetings we explore any worries (family or professional) about the plan, (and the plan rules) and what needs to happen to address these worries and meet the goal.• In network planning meetings (and other meetings) we will also review the plan and timeline.
<p>SofS Principle & Value:</p> <p> Adopt a stance of critical enquiry</p> <p> Evidence based - Risk sensible</p> <p>Leicester's Goals & Participation:</p> <p> Clear understanding</p> <p> Supported to stay together where safe to do so</p> <p> Confident and supported professional network</p>	<ul style="list-style-type: none">• The first thing we do when a child/young person and family is allocated to us is to make time to read the file and understand the family history, including reading previous assessments.• We continue to triangulate information from family members with information about harm or worries and strengths and safety/wellbeing/stability/success from professionals, with what the child/young person is saying and what we observe the family doing.• We use chronologies to assist in our understanding of the family history and significant events and ensure the chronology is updated• We use research about what increases or mitigates the risks (e.g. in relation to domestic abuse, mental health, attachment, drug and alcohol misuse, child criminal exploitation, sexual abuse) to inform the analysis across the 7 domains in mapping, and to provide evidence to support our thinking about how worried we should be.• When other professionals are worried, we help them to be clear and specific about their observations, clarifying how often, over what period and how serious these worries are.• We purposefully ask family members and professionals questions to find the things that are going well, and the things the family are doing that keep the child safe and meet the goal even when things are difficult.• In meetings we use scaling questions to measure the progress towards the goal and the impact of the plan.• In relevant meetings, information is considered across the 7 analysis domains in mapping.• Statements are clear, specific and jargon free, and are shared with families so they are clear about why we are involved• Statements are reviewed as the case progresses.









	<ul style="list-style-type: none"> We value reflective practice and will offer space and opportunity for workers to reflect on practice and decisions via group supervisions, discussions, team meetings, and appreciative inquiry.
<p>SofS Principle & Value:</p> <p> Land grand aspirations in everyday practice</p> <p> Solution focused / Focused and purposeful</p> <p>Leicester's Goals & Participation:</p> <p> Clear understanding</p> <p> Supported to stay together where safe to do so</p> <p> Confident and supported professional network</p>	<ul style="list-style-type: none"> We work with the family and professionals to develop the timeline so everyone knows what will happen and when, up to the point of the goal being met. Before a visit or meeting, we have made time to think through and be clear about what we are trying to achieve, how we will achieve it and how we will know we have been successful. We check with the effectiveness of the plan when visiting children/young people and their families. Scaling questions are used in all meetings to check our progress towards the goal. We always make sure there is a clear contingency plan in place detailing what will happen if the family are not able to carry out or sustain the plan.
<p>Bottom Lines</p> <ul style="list-style-type: none"> We use the Lundy Model of Participation to shape and underpin our practice, ensuring we use the principles of Space, Voice, Audience, and Influence across our work with children and young people to understand and represent their views and experiences For each case there is a clear and meaningful timeline recorded, setting out the end point (case closure/goal met) and detailing the work (including the direct work with the child/young person) that will be undertaken, and the points at which the plan will be reviewed within network meetings. All plans should be developed with the family/network taking the lead, and practitioner facilitating the process. All plans should be clear, jargon free, connected to the statements and goals, and should define what the family/ carers and network will do on a day-to-day basis to keep the children/young people safe and/or meet their wellbeing/stability/success goals as well as what professionals will do. For every family we work with the parents/carers to develop explanations of why we are involved and what the plan is, and these are shared with the child or young person and the wider network. We value reflective practice and will offer space and opportunity for practitioners to reflect on practice and decisions via group supervisions, discussions, team meetings, and appreciative inquiry. 	

‘Front door’ Practice Expectations & Bottom Lines: Early Help Contact & Childrens Social Care Initial Contact & Referral

SofS Principles and Values & Leicester Goals and Participation	‘Front door’ Practice Expectations & Bottom Lines: Early Help Contact & Childrens Social Care Initial Contact & Referral
<p>SofS Principle & Value:</p> <p> Working relationships at the heart of practice.</p> <p> Child-centred / Family led</p> <p>Leicester’s Goals & Participation:</p> <p> Lundy Model: Space, Voice, Audience, Influence, Impact.</p> <p> Clear understanding</p> <p> Supported to stay together where safe to do so,</p> <p> Confident and supported professional network</p>	<ul style="list-style-type: none"> • We look carefully through the history and consider what life is like for the child/young person. • We check it is convenient to speak with family members/carers when they call. • We don’t leave voicemail messages on a Friday or send letters that will arrive on a Friday or Saturday, because we do not want to create worry for the family if they are not able to contact us over the weekend. • We are always respectful towards children/young people and their families/carers. • We carefully go through each part of the concern with parent/carers and seek to understand their view about this and record their response. • We always ask for consent to speak with other professionals about the child/family, unless to do so would place the child/young person at risk of harm. • We always carefully consider the implications to the child/young person and to the parents if we are considering overriding parental consent to talk to other professionals. • When a decision has been made to allocate for an assessment, practitioners will explain to parents/carers that we will work with them and their wider network and will support them and their network to identify solutions to the difficulties. • We will encourage the parents/carers to start thinking about who in their network they would like to involve
<p>SofS Principle & Value:</p> <p> Adopt a stance of critical enquiry</p> <p> Evidence based Risk sensible</p> <p>Leicester’s Goals & Participation:</p> <p> Lundy Model: Space, Voice, Audience, Influence, Impact.</p> <p> Clear understanding</p> <p> Supported to stay together where safe to do so</p> <p> Children and young people who are cared for have had opportunity to make sense of their experiences.</p>	<ul style="list-style-type: none"> • We always check the basic details to make sure they are correct and make sure we are aware of any previous addresses that the family have lived. • We gather referral information into what’s working well and what we are worried about. • We use chronologies to assist in our understanding of the family history and significant events and ensure the chronology is updated • We ensure that when we are speaking with professionals that we ask questions that help us to be clear about the specific, observable behaviours of the parents/children/others that we are worried about. • We ensure that we are clear about what is fact and what is judgement, and that any fact is accurate. • We triangulate what children/young people, parents, carers, and professionals are telling us, in addition to what we observe the child/young person and parents doing. • We always ask questions to find out about the strengths and safety/wellbeing/stability/success that exists within the family. • We always speak to the people/professionals that know the child/young person & family best. • If the case is going to progress to the assessment team, we are always clear with parents/carers about the next steps and purpose of work, to explain clearly to the parents/carers why we are progressing to assessment. • We always share with the referrer our next steps.

 Confident and supported professional network	
<p>SofS Principle & Value:</p> <p> Land grand aspirations in everyday practice</p> <p> Solution focused / Focused and purposeful</p> <p>Leicester's Goals & Participation:</p> <p> Lundy Model: Space, Voice, Audience, Influence, Impact.</p> <p> Clear understanding</p> <p> Supported to stay together where safe to do so</p> <p> Confident and supported professional network</p>	<ul style="list-style-type: none"> • We use scaling questions with the child/young person and their family members to consider and understand the children's/young person's wellbeing and each person's view of the family situation/the impact the family plan is having. • We ensure we are clear about what information we need to get before we contact a parent or professional. • Visits and plans are clear about the next steps, the work that will be completed with the family and network, how and why.
<p>Bottom Lines</p> <ul style="list-style-type: none"> • We use the Lundy Model of Participation to shape and underpin our practice, ensuring we use the principles of Space, Voice, Audience, and Influence across all our work with children and young people to understand and represent their views and experiences. • We will ask referrers questions that help us to understand the past and current harm; i.e. 'what specifically are the parents doing', 'how often' 'how severe', 'when was the last time' 'what was the worst time' 'what is the impact on the child/young person?' • We deliberately ask questions to the referrer and parents that enable us to understand the strengths and the safety that exists in the family. • We always feedback the outcome of the referral to the family and to the referrer. • We value reflective practice and will offer space and opportunity for practitioners to reflect on practice and decisions via group supervisions, discussions, team meetings, and appreciative inquiry 	

Assessment Practice Expectations & Bottom Lines: (Early Help Assessment and Child & Family Assessment)

SofS Principles and Values & Leicester Goals and Participation	Assessment Practice Expectations & Bottom Lines (Early Help Assessment and Child & Family Assessment)
<p>SofS Principle & Value:</p> <p> Working relationships at the heart of practice.</p> <p> Child-centred / Family led</p> <p>Leicester's Goals & Participation:</p> <p> Lundy Model: Space, Voice, Audience, Influence, Impact.</p> <p> Clear understanding</p> <p> Supported to stay together where safe to do so,</p> <p> Children and young people who are cared for have had opportunity to make sense of their experiences.</p> <p> Children and young people who are cared for have building blocks for a successful adult life.</p> <p> Confident and supported professional network</p>	<ul style="list-style-type: none"> • We are always respectful towards children/young people and their families. • When we first visit, we introduce ourselves, we explain the purpose of our work, how we will do this, how to contact us and give opportunity to ask questions. • We talk about the way that we work with families in Leicester and what they can expect from us. • We explain that we will work with them and their wider network and will support them and their network to identify solutions to the difficulties. • We also encourage the parents/carers to start thinking about who in their network they would like to involve. • When new assessments are started, we use case mapping with families/carers as the basis of this assessment. • From the first visit, we complete a genogram with the family and start to map out the worries, strengths, and safety/wellbeing/success/stability together with the family. This also enables careful exploration of the family's wider family/support network. • The family are encouraged to involve their wider network in developing the plan through a network meeting and in reviewing it in ongoing network meetings and/or family support. • We spend time, plan, and undertake direct work with the children/young people as part of the assessment to understand their worries, the things they feel are going well, and the things they want to be different. We use this information to inform and influence the planning process. • We use a variety of direct work methods to support our ongoing work with children, young people, and their families, to enable the family to move towards their safety/wellbeing/stability/success goals. • We spend time understanding (and continuing to understand) the child/young person/young adult that we are supporting, their identity and heritage, and what this means to them personally. • We understand the need to advocate for children and young people and ensure their participation, so that we understand their experiences, views and wishes. • We use observations (and combine this with our practice experience, knowledge, and views of others) to help us understand what children and young people mean and are telling us by their behaviour and interactions about their experiences, views and wishes. We observe how they look, behave, and interact with others to understand what they are telling us. This is especially important when thinking about unborn babies or children and young people who are non-verbal or have different forms of communication, to understand their views and experiences. We do this by: <ul style="list-style-type: none"> - Ensuring we consider other factors about care and environment and the views of others in our assessment to help us understand the unborn baby, child's, or young person's experience. - Using chronologies to assist in our understanding of the family history and significant events and always ensure the chronology is updated.









- Ensuring we will always think about the most appropriate way to understand and communicate with children, young people, and families meaningfully using different tools, methods, and techniques to achieve this, and will seek advice and support where needed.
- Ensuring we use appropriate communication aids and different methods, tools, and techniques for children/young people with limited speech or complex needs.
- The work we do with the children/young people is captured in the assessment and shared with the parents/carers
- When parents/carers say they have no one in their naturally connected network, we sensitively but persistently ask questions to explore this further, use tools and techniques to work with parents/carers to help develop the informal network of support around the family
- The family are encouraged to involve their wider network in developing the plan through a network meeting and in reviewing it in ongoing network meetings
- We complete explanations work (words and pictures/words only explanations) with families so that all children/young people have a clear explanation of why we are involved and what the adults are doing to keep them safe/meet the goal and sort out the worries.
- **‘Step up’ to Childrens Social Care:** during this time Early Help & Prevention will remain involved until the assessment has been completed by Children Social Care.

Network Planning Meetings

- **The network planning meeting will either develop plan rules to respond to a worry or concern or will review the plan rules and how they are working.**
- Tools and techniques are used to help the family/carers develop their naturally connected support network
- We continue to work with the whole family/carers’ network; the effectiveness of the plan is reviewed through regular network planning meetings.
- Where possible, review network planning meetings are arranged to fit in with other formal meetings (i.e. first half is family and their network with professionals to join), to minimise the number of meetings that families/carers attend.
- In network planning meetings, questions are prepared and used to explore what the family have done well in order to keep the children/young people safe or meet the goal, and to dig into the detail of how they managed to do this
- In review network planning meetings we explore any worries (family or professional) about the plan, (and the plan rules) and what needs to happen to address these worries and meet the goal.
- In network planning meetings (and other meetings) we will also review the plan and timeline.

Rapid Network Planning Meetings/discussions.







- In an emergency situation where the child/young person’s immediate safety or stability is a worry. The practitioner will liaise with the network and focus









	<p>on an immediate plan to keep the child/young person safe in the interim whilst assessment continues. This plan will also include a contingency.</p> <ul style="list-style-type: none"> Contingency planning takes place to identify a foster placement in the event that the network is unable to identify a satisfactory interim safety or stability plan.
<p>SofS Principle & Value:</p> <p> Adopt a stance of critical enquiry</p> <p> Evidence based Risk sensible</p> <p>Leicester's Goals & Participation:</p> <p> Clear understanding</p> <p> Supported to stay together where safe to do so,</p> <p> Confident and supported professional network</p>	<ul style="list-style-type: none"> The first thing we do when we are allocated a case is to make time to read the file and understand the history and the likely impact of this on the child/young person. A chronology is developed to support this understanding. We triangulate information from the mapping with the family, with the information about harm/strengths and safety from the professionals that best know the child/young person, what the child/young person is saying and what we observe the family doing. When other professionals are worried, we help them to be clear and specific about their observations, clarifying how often, over what period and how serious these worries are. We purposefully ask family members and professionals questions to find the things that are going well and the things the family are doing that keep the child safe or meet their needs, even when things are difficult We always map the information across the 7 analysis domains in mapping. We use research about what increases or mitigates the risks (e.g. in relation to domestic abuse, mental health, attachment, drug and alcohol misuse, CSE, sexual abuse) to inform the analysis across the 7 domains in mapping and to provide evidence to support our thinking about how worried we should be. In strategy meetings/discussions and legal planning meetings, information is considered across the 7 analysis domains in mapping. We consider other factors about care and environment and views of others in our assessment to help us understand the child's/young person's experience. This is especially important in the case of very young children, babies, children with disabilities, unborn babies. We create statements that are clear, specific and jargon free and these are shared with families, so they are clear about why we are involved. Every statement has a linked goal that is clear and specific and describes what we need to see in order to close the case (or return the children/young people to the parents/carers or meet the goal) and these are shared with families so they are clear about what they need to do. At meetings the progress and impact of the plan is mapped with the family/carers and professionals
<p>SofS Principle & Value:</p> <p> Land grand aspirations in everyday practice</p> <p> Solution focused / Focused and purposeful</p> <p>Leicester's Goals & Participation:</p> <p> Confident and supported professional network</p>	<ul style="list-style-type: none"> Before a conversation, visit or meeting, we have made time to think through and be clear about what we are trying to achieve, how we will achieve it and how we will know we have been successful. We prepare solution focused questions before mapping with families or facilitating network meetings.

Bottom Lines


- We use the Lundy Model of Participation to shape and underpin our practice, ensuring we use the principles of Space, Voice, Audience, and Influence across all our work with children and young people to understand and represent their views and experiences.
- Practitioners use mapping and scaling with families as the basis of their assessment and analysis.
- Practitioners always use the 7 analysis domains in Mapping (past harm/worry, future harm, complicating factors, strengths, existing safety/wellbeing/stability/success goals and next steps) to gather and analyse the information
- Practitioners always use direct work techniques to carefully explore children's/young people's worries, the things they feel are going well and the things they want to be different
- In all assessments the analysis will include reflection on the complicating factors, a clear statement with a paired goal and clear next steps
- We complete explanations work (words and pictures/words only explanations) with families so that all children/young people have a clear explanation of why we are involved and what the adults are doing to keep them safe and sort out the worries.
- We value reflective practice and will offer space and opportunity for practitioners to reflect on practice and decisions via group supervisions, discussions, team meetings, and appreciative inquiry.
- Scaling questions will be used to understand the views and experiences of children/young people and their families to help understand how the support offered is helping to make a difference.
- A case mapping will take place for all cases being considered for transfer between Children's Social Care or Early Help & Prevention (Step up/Step down)
- In Early Help: a brief case mapping will take place with the family during a TAF meeting or to prepare for the MASP panel.

Preparing for Planned Meetings Practice Expectations and Bottom Lines: Early Help & Prevention and Childrens Social Care

SofS Principles and Values & Leicester Goals and Participation	Preparing for Planned Meetings Practice Expectations & Bottom Lines (Early Help & Prevention and Childrens Social Care)
<p>SofS Principle & Value:</p> <p> Working relationships at the heart of practice.</p> <p> Child-centred / Family led</p> <p>Leicester's Goals & Participation:</p> <p> Lundy Model: Space, Voice, Audience, Influence, Impact.</p> <p> Clear understanding</p> <p> Supported to stay together where safe to do so,</p> <p> Children and young people who are cared for have had opportunity to make sense of their experiences.</p>	<ul style="list-style-type: none"> • We will explain to the child/young person and the family/carers the purpose of the meeting and what will happen in this meeting. • We will explain to the family the options and choices about attending the meeting. • We ensure there is clarity about the purpose of the meeting, who will be there and how the meeting will be recorded. • We consider timings, date, length of meeting, venue/format to ensure maximum participation. • We will think about how the child/young person will be included in the meeting, and their views and experiences will be represented in the meeting. • We ensure that direct work has been undertaken to help the meeting to understand the experience, views, and feelings of the child/young person. • We understand the need to advocate for children and young people and ensure their participation, so that we understand their experiences, views and wishes. • We ensure that the right people are invited and able to attend (or views represented). • We consider how children/young people and families will be empowered to participate fully in the meeting in the most meaningful way, and commission or access services to support this (i.e. advocacy services/interpreter/intermediary or the use of communication tools etc.) • We ensure that others who are at the meeting are aware of its purpose and aware of the expectations of them as a meeting participant. • We consider any potential challenging or difficult dynamics in the meeting, and how these will be managed, and how participants will be supported before, during and after the meeting. • We ensure any paperwork that is required will be where possible shared in advance of the meeting. For Child Protection Conferences and Looked After Reviews the report will be shared a minimum of 48 hours in advance of the meeting • We ensure that the most recent mapping is brought to the meeting • We ensure that the chronology and genogram are fully understood and up to date. <p>Child Protection Conferences:</p> <ul style="list-style-type: none"> • The Independent Chair will have a pre-meeting with the family/carers before the day of the meeting to check the families understanding of what is happening, why the meeting is taking place and to understand their views • We will share the report a minimum of 48 hours in advance of the meeting • When children or young people attend the initial or review conference, the chair speaks/meets with them before the day of the meeting to ensure they are well prepared for the conference and find out what has been happening from their perspective and to understand their views.

<p>SofS Principle & Value:</p> <p> Adopt a stance of critical enquiry</p> <p> Evidence based Risk sensible</p> <p>Leicester's Goals & Participation:</p> <p> Clear understanding</p> <p> Confident and supported professional network</p>	<p>Where appropriate, practitioners meet/speak with their managers prior to convening a planned meeting. In this discussion managers will always,</p> <ul style="list-style-type: none"> • Check that statements have been developed with the family/carers, and that the assessment (mapping) has been developed and shared with the family/carers. • Check that the practitioner has started to or has engaged the network to develop a plan. • Facilitate a discussion about how the harm/danger/worry, and strengths/wellbeing/safety/stability/success have been analysed to arrive at a judgement
<p>SofS Principle & Value:</p> <p> Land grand aspirations in everyday practice</p> <p> Solution focused / Focused and purposeful</p> <p>Leicester's Goals & Participation:</p> <p> Supported to stay together where safe to do so,</p> <p> Confident and supported professional network</p>	<ul style="list-style-type: none"> • We will use a range of questions that will explore worries and strengths and safety/wellbeing/stability/success, to develop the plan.
<p>Bottom Lines</p> <ul style="list-style-type: none"> • We use the Lundy Model of Participation to shape and underpin our practice, ensuring we use the principles of Space, Voice, Audience, and Influence across all our work with children and young people to understand and represent their views and experiences. • Prior to the meeting, time will have always been spent with the child/young person/family/carers exploring what they are worried about, what is going well and what they want to happen. 	

Children's Social Care Planned Meetings Practice Expectations and Bottom Lines

SofS Principles and Values and Leicester Goals and Participation	Children's Social Care Planned Meetings Practice Expectations and Bottom Lines
<p>SofS Principle & Value:</p> <p> Working relationships at the heart of practice.</p> <p> Child-centred / Family led</p> <p>Leicester's Goals & Participation:</p> <p> Lundy Model: Space, Voice, Audience, Influence, Impact.</p> <p> Clear understanding</p> <p> Supported to stay together where safe to do so,</p> <p> Children and young people who are cared for have had opportunity to make sense of their experiences.</p>	<ul style="list-style-type: none"> • We will ensure that a safe, accessible, confidential setting is provided for the meeting. • We will always check with family/network members any support needed during and after the meeting, especially if it's has potential to be difficult, or has been a difficult meeting. • We always speak respectfully with all meeting members throughout the meeting. • We understand the need to advocate for children and young people and ensure their participation, so that we understand their experiences, views and wishes. • We ensure that the child's/young person's voice/experience is clear in the meeting, either through encouraging their attendance or through sharing their views and experience gained from direct work (What are they are worried about/what's going well and what they would like to happen?) • We will ask questions that encourage the family to identify what they currently do well to protect, support and look after the child/young person • The meeting chair will encourage parents/carers to show their understanding of existing strengths and the professional worries. • Next steps always include the practitioner working with the family/network to develop an explanation of the plan for the child/young person (if this has not been completed already) • The meeting chair will ensure that all have a voice in the meeting and can participate and give their views.
<p>SofS Principle & Values:</p> <p> Adopt a stance of critical enquiry</p> <p> Evidence based Risk sensible</p> <p>Leicester's Goals & Participation:</p> <p> Clear understanding</p> <p> Supported to stay together where safe to do so,</p> <p> Confident and supported professional network</p>	<ul style="list-style-type: none"> • If we use mapping in the meeting, we build on the previous/existing mapping. • We present the worries and the existing strengths and safety/wellbeing/success/stability, and the current statements and goals • We use a questioning approach to probe for evidence of the impact of events on the child/young person to test that the assessment is proportionate and risk-sensible, and to triangulate information with agencies. • Where families do not agree there is a problem, we use our authority skilfully to ask families to provide evidence that things are not as they seem e.g. by using a "same but different" approach: e.g. would you be worried if you were me? What can you do to reassure people/so other people are not worried? • We use questions to explore the plan, and people's confidence in the plan and network in meeting the goal. <p>Child Protection conferences:</p> <ul style="list-style-type: none"> • In child protection conferences the Independent Chair will use questions to explore how robust the safety plan is, and check the safety plan is being tested
<p>SofS Principle & Value:</p> <p> Land grand aspirations in everyday practice</p>	<ul style="list-style-type: none"> • The Signs of Safety Practice Framework is used to keep focus within the meeting, using the statement and goals to inform the process: moving from where we are now to where we all want to get to for the child/young person. • The time in the meeting is used primarily to test out the robustness of the plan; questioning is used to help everyone to feel satisfied that it will work, especially at trigger times/stress points. • A focus on the goals is maintained.



Solution focused / **Focused and purposeful**

Leicester's Goals & Participation:



Supported to stay together where safe to do so














Confident and supported professional network









Bottom Lines

- We use the Lundy Model of Participation to shape and underpin our practice, ensuring we use the principles of Space, Voice, Audience, and Influence across all our work with children and young people to understand and represent their views and experiences.
- Meeting chairs use scaling questions to understand the views of the family and agencies and to decide the level of help and support needed
- **Child Protection Conferences:** There will be a clear safety plan presented and reviewed at every child protection conference to help us understand how the child/young person are being kept safe.
- **TAF meeting (Team Around the Family):** at the initial TAF meeting the outline plan will be agreed and will be reviewed and updated in subsequent TAF meetings.

Transfer of cases allocated for assessment (including Step Up / Step Down and transitions to Adult Services) Practice Expectations and Bottom Lines

SofS Principles and Values and Leicester Goals and Participation	Transfer of cases allocated for assessment (including Step Up / Step Down and transitions to Adult Services) Practice Expectations and Bottom Lines
<p>SofS Principle & Value:</p> <p> Working relationships at the heart of practice.</p> <p> Child-centred / Family led</p> <p>Leicester's Goals & Participation:</p> <p> Clear understanding</p>	<ul style="list-style-type: none"> When we are transferring a family over to another team or worker, we will always explain to the child/young person and the family/carers why this is happening and expected timescales for transfer to the new team or worker and when to expect contact from the new team. We will provide contact details for the new team. Where appropriate when we are handing a family over to another team or worker we introduce the new worker to the child/young person and family, go through the statement and goals with the family and new worker and invite the family to talk through the safety/wellbeing/success/stability plan.
<p>SofS Principle & Value:</p> <p> Adopt a stance of critical enquiry</p> <p> Evidence based Risk sensible</p> <p>Leicester's Goals & Participation:</p> <p> Clear understanding</p>	<ul style="list-style-type: none"> We will share the danger/worry statements, existing strengths and safety/wellbeing/stability/success goals and plan to meet the goals. When we are allocated a new child/young person and family, before contacting the family, is to book in some time in our diary to read the file and understand the family history. This includes reading chronologies and previous assessments We will consider at an early stage any referrals to adult services for those young people who may require support or provision post 18. <p>For Step up and Step down:</p> <ul style="list-style-type: none"> Threshold guidance will be used alongside a discussion between Early Help and Childrens Social Care to share information, agree the 'Step-up or Step-down' and next steps.
<p>SofS Principle & Value:</p> <p> Land grand aspirations in everyday practice</p> <p> Solution focused / Focused and purposeful</p> <p>Leicester's Goals & Participation:</p> <p> Clear understanding</p> <p> Supported to stay together where safe to do so,</p> <p> Children and young people who are cared for have had opportunity to make sense of their experiences.</p>	<ul style="list-style-type: none"> When we are allocated a new family, we ensure that we are clear about the goal and how the plan aims to achieve this goal
<p>Bottom Lines</p> <ul style="list-style-type: none"> When children, young people, adults, and families transfer between services there will always be a plan that has been developed with the family/carers and their wider network via a network meeting When families/young people transfer between services, there will always be a clear timeline of work that has been developed and shared with the family. The chronology and genogram will always be updated at the point of transfer. 	

Looked After Children Practice Expectations and Bottom Lines

SofS Principles and Values & Leicester Goals and Participation	Looked After Children Practice Expectations & Bottom Lines: <i>SAT, Child in Need teams, LAC fieldwork, Residential, Leaving Care Team, Child & Family Social Work Team, Fostering Assessment, Fostering Support & Supervision, Kinship & Adoption Teams.</i>
<p>SofS Principle & Value:</p> <p> Working relationships at the heart of practice.</p> <p> Child-centred / Family led</p> <p>Leicester's Goals & Participation:</p> <p> Lundy Model: Space, Voice, Audience, Influence, Impact.</p> <p> Clear understanding</p> <p> Supported to stay together where safe to do so,</p> <p> Children and young people who are cared for have had opportunity to make sense of their experiences.</p> <p> Children and young people who are cared for have building blocks for a successful adult life.</p> <p> Confident and supported professional network</p>	<ul style="list-style-type: none"> • We use case mapping with children/young people and families/carers as the basis of assessments. • We always speak with children/young people and family members respectfully • We always ask questions that help understand the things that are going well. • We spend time with children/young people getting to know them and ensure that the conversations we have with them help us to understand the things that are going well for them, the worries they have and the things they want to happen/change. We use this information to inform and influence the planning process. • Where possible and appropriate, we will see children and young people in a range of settings and environments. We will try and ensure visits happen at different times of the day and some are unplanned. • Building a relationship with children is important to us. We will see our children as frequently as they require, informed by their needs, situations and circumstances. We will ensure that these visits are both in and outside of the home. • We understand the need to advocate for children and young people and ensure their participation, so that we understand their experiences, views and wishes. • We use observations (and combine this with our practice experience, knowledge, and views of others) to help us understand what children and young people mean and are telling us by their behaviour and interactions about their experiences, views and wishes. We observe how they look, behave, and interact with others to understand what they are telling us. This is especially important when thinking about unborn babies or children and young people who are non-verbal or have different forms of communication, to understand their views and experiences. We do this by: <ul style="list-style-type: none"> - Ensuring we consider other factors about care and the environment and the views of others in our assessment to help us understand the unborn babies, child's, or young person's experience. - Using chronologies to assist in our understanding of the family history and significant events and always ensure the chronology is updated. - Ensuring we will always think about the most appropriate way to understand and communicate with children, young people, and families meaningfully, using different tools, methods, and techniques to achieve this, and will seek advice and support where needed. - Ensuring we use appropriate communication aids and different methods, tools, and techniques for children/young people with limited speech or complex needs. • We spend time understanding (and continuing to understand) the child/young person/young adult and their identity and heritage, and what this means to them personally. • We explore the child's/young person's naturally connected network throughout our work.











- When we tell a child/young person, family, or network member that we will do something, we always ensure we follow through and do so in a timely way and keep them updated appropriately if any difficulties in following up
- We listen and understand the situation from each individual family member's/carer's point of view.
- Where a child, young person or young adult's immigration/settled status is unclear, we are pro-active in supporting the young person to contact the Home Office or in seeking advice and support and advocacy from relevant organisations and/or seeking legal advice.
- When there are worries about contact with family, network planning meetings are used to enable the family to find solutions to these worries.
- When there are worries about placements, we use **Placement Support Meetings** to enable the network to develop a plan (which includes plan rules and bottom lines). At the end of the meeting everyone is clear about what the worries are, what happens when the worries occur, and who will do what to address the worries and who will be involved.) We will work with the network and use their best ideas to address the worries and create plan rules which show everyone who will do what to try and prevent the worry occurring, or how to respond if the worry occurs.

We will ensure that all children and young people:

- have a meaningful explanation and understanding about why they are looked after, and any changes that may happen, (which includes any changes in placement, contact arrangements with family, and transitions to adult services).
- have a meaningful explanation and understanding of the plan for their stability and success. This plan will include what the adults around them will do to help them and address any worries. The plan is an active, living document that is regularly reviewed and updated.
- The explanations (reason for involvement and plan) will be co-created with the family (where appropriate)/ carers and network members and will be used by the network to support the child/young person.
- We will undertake explanations work in the most meaningful and appropriate way for the child/young person.
- When we are planning to return a child or young person home, network meetings are held to support the network in the development of the plan.
- When there are worries about children/young people who are going missing, network meetings are used (where appropriate) to enable the child/young person's network to develop a safety/stability plan

Network Planning Meetings

- **The network planning meeting will either develop plan rules to respond to a worry or concern or will review the plan rules and how they are working.**
- Tools and techniques are used to help the family/carers develop their naturally connected support network
- We continue to work with the whole family/carers' network; the effectiveness of the plan is reviewed through regular network planning meetings.
- Where possible, review network planning meetings are arranged to fit in with other formal meetings (i.e. first half is family and their network with

	<p>professionals to join), to minimise the number of meetings that families/carers attend.</p> <ul style="list-style-type: none"> • In network planning meetings, questions are prepared and used to explore what the family have done well in order to keep the children/young people safe or meet the goal, and to dig into the detail of how they managed to do this • In review network planning meetings, we explore any worries (family, carer or professional) about the plan, (and the plan rules) and what needs to happen to address these worries and meet the goal. • In network planning meetings (and other meetings) we will also review the plan and timeline. • In review network planning meetings we explore any worries (family/carers or professional) about the plan and what needs to happen to address these worries and meet the goal.
<p>SofS Principle & Value:</p> <p> Adopt a stance of critical enquiry</p> <p> Evidence based Risk sensible</p> <p>Leicester's Goals & Participation:</p> <p> Clear understanding</p> <p> Supported to stay together where safe to do so,</p> <p> Children and young people who are cared for have had opportunity to make sense of their experiences.</p>	<ul style="list-style-type: none"> • When making any decision about a change or consistency in a child/young person's care and living arrangements, we will map and analyse information across the 7 Signs of Safety Mapping analysis domains • We continue to triangulate information from carers/family members with information from professionals and with what the child/young person is telling is (verbally and through their behaviours) • We plan and undertake direct work with the children/young people as part of the assessment to understand their worries, the things they feel are going well, and the things they want to be different. • Court statements always spell out harm and danger statements, complicating factors and the existing strengths and safety. • When other professionals are worried, we help them to be clear and specific about their observations, clarifying how often, over what period and how serious these worries are. • If there are worries about the care the children/young people receive within their placement, we will seek independent advice and consultation with the LADO (Local Authority Designated Officer) service.
<p>SofS Principle & Value:</p> <p> Land grand aspirations in everyday practice</p> <p> Solution focused / Focused and purposeful</p> <p>Leicester's Goals & Participation:</p> <p> Lundy Model: Space, Voice, Audience, Influence, Impact.</p> <p> Clear understanding</p> <p> Supported to stay together where safe to do so,</p>	<ul style="list-style-type: none"> • We spend time preparing our visits/meetings and direct work with children and young people and are clear about what we want to achieve from this, how we will achieve this and how we will know we have achieved this outcome • We have a clear and meaningful timeline (trajectory) of the direct work we are completing with the child/young person, that is linked to their individual care plan • Scaling questions are used with children and young people to monitor change and to explore their perspectives. • When a decision has been made to return a child/young person home, there is a clear timeline setting out what will happen, up to the point of case closure. • For children/young people who are looked after long term, there is a clear timeline for them through adolescence and into adulthood.



Children and young people who are cared for have had opportunity to **make sense of their experiences**.



Children and young people who are cared for have **building blocks for a successful adult life**.



Confident and supported professional network










Bottom Lines

- We use the Lundy Model of Participation to shape and underpin our practice, ensuring we use the principles of Space, Voice, Audience, and Influence across our work with children and young people to understand and represent their views and experiences.
- We always work on the basis that it is best for children/young people to live with their families, so long as it is safe for them to do so. If we are thinking about applying to the courts for an order, we always consider the 'no order principle' (see glossary) and carefully ask ourselves and each other, 'what would be better for this child/young person if an order was in place?'
- **'Right Placement - Right Time'**: We will always seek the best and most appropriate available placement for the child/young person based on our understanding of them and their wishes and needs.
- For all children/young people for whom care proceedings are issued, we will work with the family/carers or network to create explanations (words and pictures or words only) of why we are worried and what is happening to sort out these worries and will share this with the child/young person. The explanations work will be filed with the practitioner's statement.
- We will explore and build the naturally connected network for children and young people to maintain and develop connections.
- We will visit and see children and young people as per [Care Planning Regulations 2010](#) and the [2015 amendments](#). We also need to ensure that children are seen away from the placement (in addition to the statutory visit) in the following circumstances;
 - When concerns are raised about a placement from any source, whether this is subject to LADO investigation or not
 - When there are concerns for the child such as self-harm and other behavioural issues
 - Within the regular visiting pattern of 6 weeks or 12 weeks
 - Whenever a child/young person requests this
- All children and young people will have a plan that is developed with the network and reviewed.
- A permanence plan is developed for every child/young person by the second Looked after Children's review.
- The child/young person is clear about this plan and it is reviewed at every review with every option being carefully considered, including the child/young person returning home or to someone within their naturally connected network
- A plan will always be developed through a network meeting when there is a plan for reunification. If a child/young person returns themselves home unplanned, a network meeting will always take place at the earliest opportunity to support the family and their network to develop a plan
- A plan will always be developed through a network planning meeting when there is a plan for a supervision order along with a clear, agreed timeline (trajectory) setting out what will happen from the point the order is granted to the point of case closure
- When there is a plan for a reunification, there will always be a clear, agreed timeline (trajectory) so everyone knows what will happen and when until the point of case closure
- All children/young people must understand their plan, and this plan is meaningful to them.

- If a placement support meeting is held, we will always ensure that by the end of the meeting there is a clear plan with plan rules, which show any bottom lines, what the worry looks like, what has helped in the past, and what will happen when the worry occurs and who is involved.
- Children and young people are encouraged to both contribute to their Review reports and encouraged to attend/chair their reviews where appropriate. We will ensure there is help and support to do this.
- We value reflective practice and will offer space and opportunity for practitioners to reflect on practice and decisions via group supervisions, discussions, team meetings, and appreciative inquiry













Looked After Childrens Reviews Practice Expectations & Bottom Lines









SofS Principles and Values and Leicester Goals and Participation	Looked After Childrens Reviews Practice Expectations and Bottom Lines
<p>SofS Principle & Value:</p> <p> Working relationships at the heart of practice.</p> <p> Child-centred / Family led</p> <p>Leicester's Goals & Participation:</p> <p> Lundy Model: Space, Voice, Audience, Influence, Impact.</p> <p> Clear understanding</p> <p> Supported to stay together where safe to do so,</p> <p> Children and young people who are cared for have had opportunity to make sense of their experiences.</p> <p> Children and young people who are cared for have building blocks for a successful adult life.</p>	<ul style="list-style-type: none"> Practitioners will talk with the child/young person about their review ahead of the review; We will go through their care plan, listening and acknowledging their views. We will ensure that we contact and try and gain the views of any significant family/network member who is unable to attend the review meeting. We ask the child/young person who they would like to attend their review meeting and encourage them to chair some or all the review meeting. We will support to have advocacy services for the review process if they wish to. We understand the need to advocate for children and young people and ensure their participation, so that we understand their experiences, views and wishes. The Independent Reviewing Officer will talk with the child/young person ahead of their review Leading up to the age of 18, we will ensure that we talk about and emphasise the continuing support and meetings post 18. We talk about the way things will change in how this support is offered and including how meetings are chaired to support the development of the young person's plan.
<p>SofS Principle & Value:</p> <p> Adopt a stance of critical enquiry</p> <p> Evidence based Risk sensible</p> <p>Leicester's Goals & Participation:</p> <p> Lundy Model: Space, Voice, Audience, Influence, Impact.</p> <p> Clear understanding</p> <p> Supported to stay together where safe to do so,</p> <p> Children and young people who are cared for have had</p>	<ul style="list-style-type: none"> We ensure that changes to the care plan are based on information and observations from the child/young person, carer, the family, other professionals who know the child/young person and the practitioners. We will ensure that Care Plans and Transition Plans are developed and reviewed from the time children and young people come into care, to the time they leave care, and that they are reviewed at each Looked after Review meeting and other key meetings to ensure focus remains on stability and success for the child/young person. <p>Independent Reviewing Officers will:</p> <ul style="list-style-type: none"> Offer independent oversight and progression of the plan, and considers how well we are working towards the success or stability goal: If there is any disagreement that cannot be resolved by the network, this may include discussion/escalation outside of the review with relevant managers and agencies or following relevant process to progress and find a solution. Use scaling questions to measure progress and gain differing views.

<p>opportunity to make sense of their experiences.</p>  <p>Children and young people who are cared for have building blocks for a successful adult life.</p>	
<p>SofS Principle & Value:</p>  <p>Land grand aspirations in everyday practice</p>  <p>Solution focused / Focused and purposeful</p> <p>Leicester's Goals & Participation:</p>  <p>Lundy Model: Space, Voice, Audience, Influence, Impact.</p>  <p>Clear understanding</p>  <p>Supported to stay together where safe to do so,</p>  <p>Children and young people who are cared for have had opportunity to make sense of their experiences.</p>  <p>Children and young people who are cared for have building blocks for a successful adult life.</p>  <p>Confident and supported professional network</p>	<p>Independent Reviewing Officers will:</p> <ul style="list-style-type: none"> • Ask solution focused questions to explore how the care plan is helping to meet the goals for the child or young person and consider how they are based on the child/young person's own ideas about their success, stability, wellbeing or safety. • Will encourage the network to use their best ideas and thinking to meet the goal and address any worries.
<p>Bottom Lines</p> <ul style="list-style-type: none"> • We use the Lundy Model of Participation to shape and underpin our practice, ensuring we use the principles of Space, Voice, Audience, and Influence across all our work with children and young people to understand and represent their views and experiences. • The pre-meeting report for the review is written primarily for the child/young person. • The pre meeting report is available at least 48 hours prior to the meeting. This is available to family/carers and child / young person (where appropriate) and other network members <p>Independent Reviewing Officers will:</p> <ul style="list-style-type: none"> • Ensure that the focus of the meeting is the child/young person; they are the most important person at the meeting and hearing what they have to say is central to the review. • Always advocate for the child/young person's best interests. • Check that work is being done to explore the naturally connected network for children and young people. 	








- Offer independent scrutiny of the plan and role of Local Authority's implementation of this plan. If there is disagreement that cannot be resolved by the network, this may include discussion or escalation with relevant managers, following relevant processes to progress and find a solution. (This may involve referring to CAFCASS as part of the dispute resolution process.)
- Make clear decisions and recommendations which will be shared with practitioners and managers within 5 days of the review meeting.
- Ensure the child/young person will have a meaningful copy of the outcomes of the review which ensures they understand their plan.















Transfer between looked after children and Leaving Care Team Practice Expectations and Bottom Lines

SofS Principles and Values & Leicester Goals and Participation	Transfer between looked after children and Leaving Care Team Practice Expectations & Bottom Lines
<p>SofS Principle & Value:</p> <p> Working relationships at the heart of practice.</p> <p> Child-centred / Family led</p> <p>Leicester's Goals & Participation:</p> <p> Lundy Model: Space, Voice, Audience, Influence, Impact.</p> <p> Clear understanding</p> <p> Supported to stay together where safe to do so,</p> <p> Children and young people who are cared for have had opportunity to make sense of their experiences.</p> <p> Children and young people who are cared for have building blocks for a successful adult life.</p>	<ul style="list-style-type: none"> • From the age of 14 years old (at the latest) we start to talk with the young person and their carer about developing goals to support independence skills and their goals for adult life. • We talk with the young person to understand their aspirations for their future including education, career, housing and social connections, and carefully think through with them about what would need to happen for them to achieve these aspirations and plan for this in their care plan and then pathway plan. This includes emotional and practical support to build confidence and skills for independence, such as learning how to cook basic recipes, managing money, helping with the shopping, using the washing machine, and cleaning their bedrooms • We pay particular attention to continuing to build and strengthen the young person's informal networks from the age of 16 years old. • For Pathway Reviews, young people will have the option to, and will be supported to chair their own meetings • The pathway plan is written using the young person's own words. • Consideration is given at an early stage for referrals to adult's services for those young people who may require support or provision post 18. • The Leaving Care Team will be involved in the development and progression of the pathway plan, which supports joint working across the service areas to support the young person and introduce the Leaving Care Team worker.
<p>SofS Principle & Value:</p> <p> Adopt a stance of critical enquiry</p> <p> Evidence based Risk sensible</p> <p>Leicester's Goals & Participation:</p> <p> Lundy Model: Space, Voice, Audience, Influence, Impact.</p> <p> Clear understanding</p> <p> Supported to stay together where safe to do so,</p>	<ul style="list-style-type: none"> • Pathway plans are unique and specific to each young person and are based on their individual needs, strengths, areas of development and aspirations • We have high aspirations for our young people and put everything possible in place during this transition period to support our young people to achieve in all areas of their life. • We discuss, agree, and develop contingency plans with young people in the event that they don't quite manage to achieve what they were hoping in relation to their hopes and aspirations. • Prior to transfer, we have a handover discussion between the two service areas to ensure that the new worker is aware of the goals, plans and timelines for the young person.

 Children and young people who are cared for have had opportunity to make sense of their experiences.  Children and young people who are cared for have building blocks for a successful adult life.	
<p>SofS Principle & Value:</p>  Land grand aspirations in everyday practice  Solution focused / Focused and purposeful <p>Leicester's Goals & Participation:</p>  Lundy Model: Space, Voice, Audience, Influence, Impact.  Clear understanding  Children and young people who are cared for have building blocks for a successful adult life.  Confident and supported professional network	<ul style="list-style-type: none"> • We use scaling questions to help the young person identify the areas of independence they feel confident in, and the things they feel they need more help with. • We facilitate the pathway planning process through a questioning approach but let the young person take the lead in developing their pathway plan. • We develop a clear timeline of what will happen throughout this transition period to support our young people to flourish and develop into a confident, independent, young adults
<p>Bottom Lines</p> <ul style="list-style-type: none"> • We use the Lundy Model of Participation to shape and underpin our practice, ensuring we use the principles of Space, Voice, Audience, and Influence across all of our work with children and young people to understand and represent their views and experiences. • When a young person is 15 years and 9 months, we will start pathway assessments and plans which support meeting the goals for the young person; We consider independence, development of skills and preparation for adulthood. We will have started to think about this and plan for this from the age of 14 as a minimum. • We will always have high aspirations for our young people, and work with them to set success goals and support them in achieving these. • Young people take the lead in developing their pathway plans and the pathway plan is written in the young person's own words • We are committed to and will support our young people and will demonstrate care and commitment to them both when things are going well for them, and when things are difficult. • Safeguarding is at the heart of everything we do. We try to help young people make the right choices and when they make a mistake, we are there to help them • We value reflective practice and will offer space and opportunity for practitioners to reflect on practice and decisions via group supervisions, discussions, team meetings, and appreciative inquiry 	

Leaving Care Team Practice Expectations and Bottom Lines











SofS Principles and Values and Leicester Goals and Participation	Leaving Care Team Practice Expectations and Bottom Lines
<p>SofS Principle & Value:</p> <p> Working relationships at the heart of practice.</p> <p> Child-centred / Family led</p> <p>Leicester's Goals & Participation:</p> <p> Lundy Model: Space, Voice, Audience, Influence, Impact.</p> <p> Clear understanding</p> <p> Supported to stay together where safe to do so,</p> <p> Children and young people who are cared for have had opportunity to make sense of their experiences.</p> <p> Children and young people who are cared for have building blocks for a successful adult life.</p>	<ul style="list-style-type: none"> • We see the young person/young adult on a regular basis and have an open line of communication through text/email and WhatsApp. • We talk to the young person about their relationships and the people in their lives who are important to them. • We spend time understanding (and continuing to understand) the young person/young adult that we are supporting, and their identity and heritage, and what this means to them personally. • We understand the need to advocate for young people and ensure their participation, so that we understand their experiences, views and wishes. • Where a young person/young adult's immigration/settled status is unclear, we are pro-active in supporting the young person to contact the Home Office or seeking advice and support and/or advocacy from relevant organisations and/or seeking legal advice. • Leading up to the age of 18, we will ensure that we talk about and emphasise the continuing support and meetings post 18. We talk about the way things will change in how this support is offered and including how meetings are chaired to support the development of the young person's plan. • We use a range of tools techniques/to explore and build the young person/young adults naturally connected network and identify who is important to them. • We support young people/young adults to link into local communities to help them to develop their networks. • When young people/young adults are reluctant to accept our help and support, we keep persisting and trying different ways to build a relationship with them and offer support. • Where there are worries about a young person/young adult, we work hard to engage them and their network. A network meeting is held to share ideas and create a plan to address the worries; this meeting is usually done with the young person/young adult's consent. In exceptional circumstances this may progress without consent or on an emergency basis if there are worries around safety and wellbeing. The young person/adult would be informed as soon as possible afterwards. <p>Network Planning Meetings</p> <ul style="list-style-type: none"> • The network planning meeting will either develop plan rules to respond to a worry or concern or will review the plan rules and how they are working. • At the network planning meeting, we share and refine the statements and goals and invite members of the young adult's network to scale the situation from 0-10 in relation to each statement and goal • We will work with the network to develop a plan that will help to get to the goal and address any worries. • The personal advisor facilitates the process by asking questions to help test out the plan. • Everyone in the network gets a copy of the plan • The plan to meet the goal (and address the worries) is incorporated into the overarching plan








<p>SofS Principle & Value:</p> <p> Adopt a stance of critical enquiry</p> <p> Evidence based Risk sensible</p> <p>Leicester's Goals & Participation:</p> <p> Lundy Model: Space, Voice, Audience, Influence, Impact.</p> <p> Clear understanding</p> <p> Supported to stay together where safe to do so,</p> <p> Children and young people who are cared for have building blocks for a successful adult life.</p> <p> Confident and supported professional network</p>	<ul style="list-style-type: none"> • We will always ask questions that help us understand the things that are going well. • We will use mapping with the young person/ young adult when there are worries. • We will use case mapping and map the information across the 7 analysis domains. Assessment and analysis are supported by the use of management oversight, and considering any worries, complicating factors, and strengths and what's working well to address the worries. • We will use clear, jargon free statements and paired goals, that are created with and shared with the young person/adult. • We will be clear that when there are worries about a young person/young adult's safety or wellbeing, we will always consider a referral to adults safeguarding and other relevant services and make a referral if required. We use our statements to explain to the young person/young adult why we are worried and why we are referring to other services.
<p>SofS Principle & Value:</p> <p> Land grand aspirations in everyday practice</p> <p> Solution focused / Focused and purposeful</p> <p>Leicester's Goals & Participation:</p> <p> Lundy Model: Space, Voice, Audience, Influence, Impact.</p> <p> Clear understanding</p> <p> Children and young people who are cared for have had opportunity to make sense of their experiences.</p> <p> Children and young people who are cared for have building blocks for a successful adult life.</p> <p> Confident and supported professional network</p>	<ul style="list-style-type: none"> • We help care leavers identify their own goals in the pathway planning process • We help care leavers develop clear timelines for achieving their goals • We use scaling questions to help care leavers assess their progress towards their goals • We ensure pathway plans are clear and jargon free and are written by/in the words of the young person/young adult. • We prepare for our visits/contact so that we are clear about what we want to achieve before we meet the young person/young adult and how we will know that we have achieved what we hoped

Bottom Lines

- We use the Lundy Model of Participation to shape and underpin our practice, ensuring we use the principles of Space, Voice, Audience, and Influence across all our work with children and young people to understand and represent their views and experiences.
- When there are critical worries about young people/young adults in relation to mental health, substance misuse or domestic abuse, personal advisors and their managers will always work hard to support the young adult/young person and their naturally connected network to attend a network meeting and develop a personal safety plan.
- If a care leaver loses their accommodation unexpectedly, personal advisors and their managers will always work hard to get their naturally connected network together to help them to develop a plan
- When a young person/young adult that we are working with makes a mistake; we are there for them
- We value reflective practice and will offer space and opportunity for practitioners to reflect on practice and decisions via group supervisions, discussions, team meetings, and appreciative inquiry

Mainstream and Kinship Fostering Assessment Team Practice Expectations and Bottom Lines

SofS Principles and Values And Leicester Goals and Participation	Mainstream and Kinship Fostering Assessment Team Practice Expectations and Bottom Lines
<p>SofS Principle & Value:</p> <p> Working relationships at the heart of practice.</p> <p> Child-centred / Family led</p> <p>Leicester's Goals & Participation:</p> <p> Lundy Model: Space, Voice, Audience, Influence, Impact.</p> <p> Clear understanding</p> <p> Supported to stay together where safe to do so,</p> <p> Children and young people who are cared for have had opportunity to make sense of their experiences.</p> <p> Children and young people who are cared for have building blocks for a successful adult life</p>	<ul style="list-style-type: none"> • We will ensure that our fostering assessments are clear, straight forward and jargon free. • We ensure that abbreviations are not used in our fostering assessments or literature. • We carefully explore the potential carers naturally connected network • When we have worries about a potential foster carer/special guardian, we are honest and clear about these from the start so that people have as much chance as possible to make changes. • In kinship and Special Guardianship assessment the child/young person's needs are referenced in the assessment. • We understand the need to advocate for children and young people and ensure their participation, so that we understand their experiences, views and wishes. • When vulnerabilities or worries about a potential special guardian arise during an assessment, we arrange a network meeting with the potential carer and their network to support the network to develop a plan that addresses these worries. • In network meetings we share statements, goals, and scaling questions, and invite the network to scale. We support the network to develop a plan, and bottom lines are kept to a minimum.
<p>SofS Principle & Value:</p> <p> Adopt a stance of critical enquiry</p> <p> Evidence based Risk sensible</p> <p>Leicester's Goals & Participation:</p> <p> Supported to stay together where safe to do so,</p>	<ul style="list-style-type: none"> • We explore how family members have parented their own children. • We always observe the carers with the child/young person when completing Special Guardianship assessments. • We obtain references for potential foster carers and special guardians. • We observe potential foster carers interactions with each other within the training group work to inform their assessment. • We will also consider any historical application whereby the assessment was stopped and the reasons for this. We will look at the motivation to re-apply, consider what has changed, and what is the timeframe to robustly assess and analyse all information, which if progressed would be included and presented to Fostering Panel. • Assessment and analysis are supported by reflective practice and a culture which includes bi-monthly group supervision.

 <p>Confident and supported professional network</p>	
<p>SofS Principle & Value:</p> <p> Land grand aspirations in everyday practice</p> <p> Solution focused / Focused and purposeful</p> <p>Leicester's Goals & Participation:</p> <p> Clear understanding</p> <p> Supported to stay together where safe to do so,</p> <p> Children and young people who are cared for have building blocks for a successful adult life.</p> <p> Confident and supported professional network</p>	<ul style="list-style-type: none"> • We carefully prepare questions before we meet with the potential carers, we are assessing. • We explore and draw out strengths with potential carers and these are reflected in the foster carer's assessment. • We explore how potential carers have used strengths and resources to get through a range of different situations. • We develop a clear timeline from the first visit to the panel, and carers know about the timescales, meetings, and what happens at different stages. • In the skills to foster training, we check in with the group regularly about any worries and seek feedback at the end.
<p>Bottom Lines</p> <ul style="list-style-type: none"> • We use the Lundy Model of Participation to shape and underpin our practice, ensuring we use the principles of Space, Voice, Audience, and Influence across all our work with children and young people to understand and represent their views and experiences. • Assessment of potential foster carers and special guardians always uses the 7 domains of Mapping to analyse the information • Special Guardian support plans are developed using network meetings to shape planning. • We value reflective practice and will offer space and opportunity for practitioners to reflect on practice and decisions via group supervisions, discussions, team meetings, and appreciative inquiry 	

Mainstream and Kinship Fostering Support and Supervision Team Practice Expectations and Bottom Lines

SofS Principles and Values And Leicester Goals and Participation	Mainstream and Kinship Fostering Support and Supervision Team Practice Expectations and Bottom Lines
<p>SofS Principle & Value:</p> <p> Working relationships at the heart of practice.</p> <p> Child-centred / Family led</p> <p>Leicester's Goals & Participation:</p> <p> Lundy Model: Space, Voice, Audience, Influence, Impact.</p> <p> Clear understanding</p> <p> Supported to stay together where safe to do so,</p> <p> Children and young people who are cared for have had opportunity to make sense of their experiences.</p> <p> Children and young people who are cared for have building blocks for a successful adult life.</p>	<ul style="list-style-type: none"> • We provide a Family Profile to the child's/young person's social worker to give to the child or young person. This provides information, mainly in picture form about the carers and their home • In all planned moves, we will speak to the child/young person's social worker and foster carer to arrange a visit to the placement • We understand the need to advocate for children and young people and ensure their participation, so that we understand their experiences, views and wishes. • We visit carers on an agreed minimum basis (between weekly and 3 monthly) dependants on need. • Whenever difficulties arise that might impact on stability, a placement support meeting is arranged as soon as possible to ensure that these difficulties don't escalate. The Child and Family Social Work Team (CFST) are invited to these meetings, and an offer is made to attend the CFST Hub. • Placement support meetings will always involve the carer, the child/young person and will involve their wider birth family and network wherever possible • We will ensure that within permanency planning meetings, the option of returning home will always be considered. • Foster carers birth children are appreciated through an annual event and have regular group activities to talk about fostering and how it is affecting them. • We ensure that carers birth children have opportunities to participate in developing forms such as the annual review feedback form • We arrange three annual events; an appreciation event for foster carers, a December Meet the Team, and an annual Conference. • We speak to foster carers as part of the collaborative audit.
<p>SofS Principle & Value:</p> <p> Adopt a stance of critical enquiry</p> <p> Evidence based Risk sensible</p> <p>Leicester's Goals & Participation:</p> <p> Lundy Model: Space, Voice, Audience, Influence, Impact.</p> <p> Clear understanding</p> <p> Supported to stay together where safe to do so,</p> <p> Confident and supported professional network</p>	<ul style="list-style-type: none"> • All foster carers will have a chronology on their file that includes any allegations, concerns, and complaints to notice any emerging patterns. • Within the placement support meetings, we mapped information and analyse this across the 7 domains of Mapping with the carers, the child/young person, and the birth family whenever possible. • Once the child is placed in a new placement, at the 72-hour meeting, we develop a 'safer caring' plan with the child/young person's worker, foster carer, and the child/young person. We work through the individual safer caring plan document, identifying any safety concerns and developing a plan with the foster carer about how these will be managed in the child/young person's day to day care. • Whenever there is a placement support meeting, we will update the care plan, and update or create clear plan rules to respond to the identified worries. • Assessment and analysis are supported by reflective practice and a culture which includes bi-monthly group supervision

SofS Principle & Value:



Land **grand aspirations** in everyday practice



Solution focused / **Focused and purposeful**

Leicester's Goals & Participation:



Lundy Model: Space, Voice, Audience, Influence, Impact.



Clear understanding



Supported to stay together where safe to do so,



Children and young people who are cared for have **building blocks for a successful adult life.**



Confident and supported professional network







- We ensure we planned our visits, and have a clear purpose, linked to the safer care plan.
- We use scaling questions with foster carers in their visits to scale stability and other specific issues.
- We ask solution focused questions to identify what's working well and what we are worried about.
- All placement support meetings will have clear worry statements and stability goals that are stated in a way that children/young people and carers can understand.

Bottom Lines

- We use the Lundy Model of Participation to shape and underpin our practice, ensuring we use the principles of Space, Voice, Audience, and Influence across all of our work with children and young people to understand and represent their views and experiences.
- All placement support meetings use the Signs of Safety Practice Framework and map across the 7 domains
- If a placement support meeting is held, we will always ensure that by the end of the meeting that there are clear plan rules, which show any bottom lines, what the worry looks like, what has helped in the past, and what will happen when the worry occurs and who is involved in the plan.
- Supervisory visits to foster carers use a scaling question to scale the stability and explore the reasons for the number scaled at/what needs to happen to move up the scale. These visits explore what's working well and what everyone is worried about against the Every Child Matters 5 Outcomes (Being Healthy, Staying Safe, Enjoying and Achieving, Making a Positive Contribution, and Achieving Economic Wellbeing)
- Meaningful explanations (words and pictures/words only) are used to explain to the child/young person transitions, placement stability difficulties (disruptions) or a change in their care arrangements
- We value reflective practice and will offer space and opportunity for practitioners to reflect on practice and decisions via group supervisions, discussions, team meetings, and appreciative inquiry

Adoption Practice Expectations and Bottom Lines

SofS Principles and Values and Leicester Goals and Participation	Adoption Practice Expectations and Bottom Lines
<p>SofS Principle & Value:</p> <p> Working relationships at the heart of practice.</p> <p> Child-centred / Family led</p> <p>Leicester's Goals & Participation:</p> <p> Lundy Model: Space, Voice, Audience, Influence, Impact.</p> <p> Clear understanding</p> <p> Supported to stay together where safe to do so,</p> <p> Children and young people who are cared for have had opportunity to make sense of their experiences.</p> <p> Children and young people who are cared for have building blocks for a successful adult life.</p> <p> Confident and supported professional network</p>	<ul style="list-style-type: none"> • We quality assure child permanence records and offer support to practitioners to ensure the child/young people's views and wishes are sought in respect of their birth family, contact and understanding of the care plan and these are included in the Child Permanence Report. • When we place a child/ young person in a fostering for adoption placement, birth families are given a clear explanation and understanding of what this means. • When we assess prospective adopters, we work alongside the family to build a relationship and create an experience that enables learning and sharing. We work with openness, honesty, respect, and empathy, drawing together strengths and vulnerabilities in a safe setting. At the start of the assessment a plan is agreed between the family and the worker around areas for discussion and timescales. • A member of the Adoption Team attends Permanency Planning meetings for children where adoption is being considered. We ensure that discussion is held within the meeting around the views of the child / young person and their understanding of adoption and record if this work is being carried out. • We understand the need to advocate for children and young people and ensure their participation, so that we understand their experiences, views and wishes. • We support applicants to think about who in their naturally connected network can support them and in what way. We also encourage applicants to consider who in the event of serious illness or death would take on the role of guardian for their adopted child the same as if it was a birth child. Some family members will be seen and interviewed as part of the assessment process. • We will offer training to Family and Friends who are part of the support network. • When a plan for adoption has been agreed for a child/young person, the worker will ensure the birth family receive the Leicester leaflet "First Family Support Services: Independent and Confidential Support for Birth Parents and Families of children whose Plan is Adoption" and offer independent counselling • We work with the child/young person's worker to compile a Transitions Book, where it is age appropriate. The family finding social worker will liaise with the child/young person's worker, foster carer and engage with the birth family to gather further information and photographs to contribute to a full life story book. • Post adoption support for the family can include post adoption assessment of need and can include therapeutic work which will provide the young person with a better understanding of their life history and their identity. • We make adopters and young people aware of the opportunity to attend events such as the Annual Adoption Event, Stay and Play, and receive a quarterly newsletter.
<p>SofS Principle & Value:</p> <p> Adopt a stance of critical enquiry</p> <p> Evidence based Risk sensible</p>	<ul style="list-style-type: none"> • When assessing prospective adopters, we use a range of tools to enable the family to share their personal experiences, reflect and gain an understanding of the impact of this experience on them and others. • When we assess prospective adopters, information is gathered from several sources to ensure the assessor gains a holistic view of the family's strengths and vulnerabilities. • Prospective adopter reports will include information from a range of sources, applicants, family, friends, employers, health, and other professionals. Tools used

<p>Leicester's Goals & Participation:</p>  <p>Lundy Model: Space, Voice, Audience, Influence, Impact.</p>  <p>Clear understanding</p>  <p>Children and young people who are cared for have building blocks for a successful adult life.</p>  <p>Confident and supported professional network</p>	<p>to gain this information will include Coram BAAF guidance Notes and Additional Resources.</p> <ul style="list-style-type: none"> • We will analyse information gathered and give a clear recommendation that will include strengths and vulnerabilities as part of the summary. • When there are complicating factors with adopter assessments or where issues have arisen during assessment, we explore this further through case mapping and group supervision. This helps to identify strengths and vulnerabilities and highlight the area of concern which can then be shared with the family. • When working with prospective adopters, we work in an open, honest, and transparent way. If concerns arise before or through assessment, applicants are made aware of the concerns and discussions held on how the issues can be resolved. • We do not look for perfect parents but adopters who are resilient, committed, and open to learning. We will explore fully with adopters any negative experiences and the impact this has had upon them and others, how they managed this experience and how this will play out in their role as adoptive parents • Assessment and analysis are supported by reflective practice and a culture which includes bi-monthly group supervision
<p>SofS Principle & Value:</p>  <p>Land grand aspirations in everyday practice</p>  <p>Solution focused / Focused and purposeful</p> <p>Leicester's Goals & Participation:</p>  <p>Confident and supported professional network</p>	<ul style="list-style-type: none"> • We complete an agreement with families before starting the assessment; this will include a predicted date for panel. This provides the applicants with a clear understanding of dates/times and what each session will entail. We ensure that we are being open and transparent with the family and explain the reason for any deviation from the existing plan or need for further exploration of a certain area. • We are clear with prospective adopters from the very beginning around bottom line requirements. These can be found on our recruitment literature and stated again at open evenings. If these cannot be met, then families will be informed immediately and given clear reasons why we are unable to proceed with their applications.
<p>Bottom Lines</p> <ul style="list-style-type: none"> • We use the Lundy Model of Participation to shape and underpin our practice, ensuring we use the principles of Space, Voice, Audience, and Influence across all of our work with children and young people to understand and represent their views and experiences. • We will always explore and draw out strengths and explore how potential adopters have used strengths and resources to get through a range of different and challenging situations. • When any vulnerabilities or worries about a potential adopter arise during an assessment, we will: <ul style="list-style-type: none"> - Discuss these openly with the potential adopters, to ensure that there is shared understanding about the worries. - Be clear in explaining any potential impact on the assessment but will work closely with the potential adopters to explore their strengths and resources which could address the worries. - Ensure that we keep potential adopters updated in respect of any actions, emerging concerns, or next steps. • We value reflective practice and will offer space and opportunity for practitioners to reflect on practice and decisions via group supervisions, discussions, team meetings, and appreciative inquiry 	

Appendix:

1. Flowcharts (Available Autumn/Winter 2021)
2. Glossary & definitions / useful links



1. Flowcharts: to be completed Autumn/Winter 2022.

2. Glossary & Definitions (including useful links to support practice)

3-year plan	<p>Leicester City Council's Social Care and Early Help Priorities (2021 – 2024)</p> <ul style="list-style-type: none">• Edge of Care and Permanence• Strengths based practice• Commissioning in partnership• Coproduction and participation• Corporate parenting. <p>Find out more about the 3 year plan.</p>
3 columns / 7 Domains of Mapping	<p>We use the Signs of Safety Mapping tool to support our information gathering, assessment and analysis of situations by thinking about:</p> <p>The 3 columns:</p> <ul style="list-style-type: none">• What we are worried about?• What's working well?• What needs to happen? <p>Under these headings we think in detail about the 7 domains:</p> <ul style="list-style-type: none">• Past harm/worry (what has happened or is happening that has created the harm / worry.)• Future harm/worry. (What might happen if nothing changes)• Complicating Factors. (what are the things that are happening that make the situation more difficult)• Existing strengths. (What are the good things/positives that are happening for the child / family. This can include intentions, relationships, people who care/offer support)• Existing safety/wellbeing/stability/success. (what actions or things/people or actions, have help to keep the child safe or reduce the worry)• Goal (what will we need to see/what will everyday life be like if the worry is addressed.)• Next steps (what needs to be done to help us move up the scale.)
10 key Expectations & Standards for Practice	<p>Leicester City Children, Young People and Families Service: 10 key Expectations and Standards for Practice</p>
Appreciative Inquiry	<p>A line of questioning that purposefully focuses on what has gone well and brings about an understanding about how this has been achieved through reflective questioning.</p> <p>Resources for Practice:</p> <p>Example AI questions and prompts.</p>

Assessment Crib sheet (Liquid Logic)	<p>This 'crib' sheet offers a range of prompts and guidance that covers all of the assessment and planning elements to support practice. It follows the format of the Liquid Logic Assessment form.</p> <p>Resources for Practice: Assessment 'crib sheet'</p>
Assessment Framework Triangle (Working Together 2018)	<p>The Assessment Framework Triangle identifies key areas that should be considered during assessment and analysis and will be considered when using the Signs of Safety Practice Framework.</p> <p>Resources for Practice: For more information and guidance about the Assessment Framework and Signs of Safety please click here</p>
Bottom line	<p>A minimum set of conditions set by the practitioner and their manager about how the goal should be achieved.</p> <p>Bottom lines are always kept to a minimum and will consider any issues around safety, an explanation for the reason for involvement, expectations for the working relationship, identification of a network and the planning process.</p>
CASPAR	<p>Weekly update on latest developments, news, and research for practitioners. Sign up to CASPAR.</p>
Child & Family Social Work Team (CFST)	<p>The team provide therapeutic support and advice for the following:</p> <ul style="list-style-type: none"> • Looked after children • Foster carers • Adopters • Post adoption support and Special Guardianship order support. • Birth records counselling • First Family Services. <p>Hub & triage general information</p> <p>For children and young people who are looked after, concerns about harmful sexual behaviour or first family support: Referrals to the service can be made via Liquid Logic. Use the forms tab, drop down list to access the referral form.</p> <p>Consultation & Advice: The team also run a monthly hub that offer consultation and advice. CFST Hub booking information.</p>
Chronologies	<p>A tool that can assist practitioners in their analysis of a family's situation, and increase understanding about what is happening, it is a space to record significant events. Chronologies need to be regularly reviewed and updated, and there is a chronology form on Liquid Logic.</p> <p>They can also:</p> <ul style="list-style-type: none"> • Help to check for accuracy of facts and events. • Support discussions with the family. • Identify any patterns and help to identify potential areas of risk or worries. • Identify any areas of drift and delay <p>Resources for Practice: Research in Practice link for information and guidance on Chronologies</p>

Contextual Safeguarding	<p>Contextual Safeguarding is a whole system approach to understanding and responding to young people's experiences of significant harm beyond their families</p> <p>Click here to read Signs of Safety and Contextual Safeguarding Feb 2021</p>
Cultural Genograms & Social GRRRAACCEEESSS	<p>A genogram is a visual diagram of the family members and structure and demonstrates relationships and can be used as a tool for engagement and should be co-created with the family.</p> <p>A cultural genogram is developed with the family that explores family relationships, history, values, and beliefs. It can help us to understand the context in which relationships take place, and also identifies relationships that offer support and those which are problematic, and to identify challenges and areas that create complications and challenges i.e. substance misuse or identify strengths.</p> <p>Social GRRRAACCEEESSS should be considered when using a cultural genogram. It offers a framework for exploring a person's culture, experiences, and identity. The Social GRRRAACCEEESSS consider different elements to challenge inequality and acknowledge privilege. It considers gender, geography, race, religion, age, ability, appearance, class, culture, ethnicity, education, employment, sexuality, sexual orientation, and spirituality. The list is not exhaustive and can be adapted.</p> <p>Resources for Practice:</p> <p>Research in Practice: Using Genograms in Practice – Practice Tool 2021.</p> <p>Read the Research in Practice Quick read version of Genograms (log in to RIP to read)</p> <p>Find out more about Social GRRRAACCEEESSS here.</p>
Direct work	<p>Direct work will be completed with the child/young person and family/carers to understand their experience, views, worries, what's working well, and what they would like to happen. There are a range of different tools and methods (including observations, discussion and use of question-based techniques and approaches) that practitioners will use to gain this understanding of the experience of all children and young people (including unborn babies).</p> <p>Resources for Practice:</p> <p>Direct Work Resource Page</p>
End-to-end case / Practice examples	<p>End-to-end examples show us the framework used from statements through to final child/young person's version of the plan, they include different elements of the framework.</p> <p>Resources for Practice:</p> <p>Practice Examples SharePoint Page.</p>
Explanations for child / young person	<p>Co-created explanations for child/young person are part of the assessment and planning process: Meaningful explanations are co-created with the parents/family/carers to ensure that the child/young person and network understand the reason for involvement, and the plan to support safety/wellbeing/stability/success.</p> <p>This usually done using 'Words & Pictures' or 'Words Only' approach.</p> <p>Resources for Practice:</p> <p>Explanations for Children and Young People: Words and Pictures SharePoint Page.</p>

Facebook Group: Signs of Safety Childrens Services Support Group	Signs of Safety have a Facebook group that is open for all to join (via a personal account.) There are free Q&A sessions, resources, opportunities to ask questions and link in with other practitioners, trainers, and consultants both from the UK and internationally. SofS Facebook Group
Family (network) Circles	<p>A tool that can be used to support engagement, the development of a plan, discussion around networks and conversations around the importance of explanations for children and young people. They can be adapted and used to support any discussions around safety, wellbeing, success, or stability.</p> <p>Resources for Practice: Family / network circles Network Circles PowerPoint Guide and questions to support practice</p>
Family Finding:	<p>A set of strategies and tools, values and beliefs developed by Kevin A Campbell. Family finding is seen as a 'sister' approach to Signs of Safety and compliments the Practice Framework.</p> <p>The approach is mandated by United States Federal Law for all children and young people in foster care or at imminent risk of placement in the care system and has been recognised as best practice when using the Signs of Safety approach.</p> <p>Sister Approaches: Family Finding and Signs of Safety – Signs of Safety</p>
Family Group Conference:	<p>A Family Group Conference brings together a child/young person's close family and family friends (naturally connected network network) when things are difficult. A Family Group Conference is a meeting of the person and their extended family and friends to make decisions and plans for resolving problems around a child, young person, or vulnerable adult. There is some involvement of professionals, but the emphasis is very much on the family and network to problem-solve and action plan. They come together to help to develop a family plan to address the difficulties that the family have identified. The Family Group Conference co-ordinator facilitates the process.</p> <p>This process is both consent-based and voluntary, and the focus is working with difficulties that are identified by the family. The Family Group Conference Service are independent but work alongside Childrens Social Care and Early Help & Prevention. The values and principles that underpin Family Group Conferences align with Signs of Safety.</p> <p>Contact the Family Group Conference service to find out more: familygroupconferences@leicester.gov.uk Family Group Conference Key information 'enquiry to closure' : this includes key information about FGC, contact details and an outline of the stages of FGC's form enquiry to conference.</p>
Family Profile	Fostering and Adoption have family profiles of carers, provides information, mainly in picture form about the carers and their home. These are used to support children and young people's introductions to potential carers.
Family Therapies: <i>(These teams work within the overarching Signs of</i>	Functional Family Therapy – Child Welfare (FFT CW): This programme runs for 4 to 6 months. In Leicester, the FFT team target families where domestic abuse is a primary concern and/or families with children under 6, including unborn babies. However, the team also accept referrals for families with broader concerns, including neglect, and older children.

Safety Practice Framework)	<p>Multisystemic Therapy (MST) is designed to reduce harm to children aged 11 to 17, where the young person is displaying concerning behaviours at home, in education and/or the community. MST works with the entire family, and help the child resolve the behavioural concerns the child/young person is displaying, making things safe and improving later life outcomes.</p> <p>MST for Child Abuse and Neglect (MST-CAN) supports families who are known to Children's Services due to physical abuse and/or neglect where there are one or more children aged 6 to 17 years. The team work intensively for 6-9 months and offer drug treatment and trauma work as core elements of the programme where required.</p>
'Fast and slow' thinking.	<p>Signs of Safety draws upon the work of Daniel Kahneman, which helps to understand the way that we think. He identifies 2 systems that drive the way that we think, and these systems shape our judgement and decisions and impact on assessment and analysis.</p> <p>System 1: is the fast intuitive and emotionally driven thinking, which happens automatically and quickly with little or no effort, better known as intuition.</p> <p>System 2: is slower and more deliberate, analytical thinking. Signs of Safety group supervision and reflective supervision support our system 2 thinking.</p> <p>Both system 1 & 2 thinking support our assessment and analysis.</p>
Future House Tool and Workbook. Sonja Parker.	<p>Safety House 'Future House tool' Sonja Parker. Workbook and guidance to support practitioners in involving families in the planning process. Includes case example and the process of using this tool.</p>
Goals for Practice	<p>Leicester has 5 goals for practice that focus on:</p> <ul style="list-style-type: none"> • Explanations (reason for involvement and of the plan to support them) • Families supported to stay together where it is safe to do so. • Understanding: Children/Young people are who cared for have opportunity to make sense of their experiences • Ambitious & forward facing: Children/young people & care leavers are supported and challenged to achieve their goals and have a successful adult life • Confident professional network that is supported by a consistent framework for practice, reflective culture & development is supported. <p>Click here to see Leicester's Goals for Practice.</p>
Goal (Safety / wellbeing / Stability / Success)	<p>A clear, behaviourally specific, jargon free description of what we need to see to know the child is safe enough which will either allow the case to be closed or the child's wellbeing / stability/success needs have been met. The goal will tell us what it will look like (and what we will see happening), when 'everyday' safety/wellbeing/stability/success has been achieved.</p> <p>Resources for Practice:</p> <p>Signs of Safety: Statements, Goals & Scaling questions. (sharepoint.com)</p>
Group Supervision: (Signs of Safety)	<p>A facilitator, supported by an advisor, leads a case holder and a number of observer/participants through the process of developing a genogram, sharing information about the case, and developing statements, goals, and best questions. The purpose of this is to reflect, practice skills and develop next steps. Group supervision process can also be used to support practice around networks, words and pictures (explanations), timelines, appreciative inquiry, my three houses and planning.</p>

	<p>Resources for Practice: Signs of Safety: Group supervision (sharepoint.com)</p>
Knowledge Bank	<p>Signs of Safety resource which has a range of examples and tools to support practice. Some of which are licenced, and some are public access. We have a limited number of licence holders in Leicester. See the Leicester Knowledge Bank licence holders in your service.</p> <p>Resources for Practice: Visit Knowledge Bank</p>
LADO (Local Authority Designated Officer)	<p>Designated role to oversee the management of investigations against people who work with children. This role is based in the Safeguarding and Quality Assurance Unit.</p>
Lundy Model of Participation	<p>This model is used by Leicester to support our work with children and young people, and helps to understand Children and Young Peoples, views, wishes and experiences. There are 4 elements to the model which underpin our work.</p> <p>Space: Children and young people must have access to safe spaces to meet so they have equal opportunities to formulate and express views.</p> <p>Voice: Children and young people must be supported to make their voice heard and express their views in a way that they decide is best.</p> <p>Audience: We must ensure that children and young people's voice's will be listened to by the most appropriate audience, someone with the power to make decisions.</p> <p>Influence: We must ensure that children and young people are able to have influence and have their views acted upon, where appropriate, that staff who work with children and young people can show them how they influenced decisions about their life. It is important that we explain clearly to children and young people when decisions made about them are different to what they said they wanted.</p> <p>Leicester also focus on:</p> <p>Impact: We will ensure that young people's views are taken seriously and acted upon. Find out more: Social Care and Education Participation Approach</p>
Mapping (Case Mapping) <i>Signs of Safety Assessment Framework.</i>	<p>Also see 3 columns/7domains: A process involving the case holding practitioner, whereby information is considered and analysed across the 3 columns/7 analysis domains and a scaling question:</p> <ul style="list-style-type: none"> • What are we worried about? (harm, danger/worry, complicating factors) • What's working well? (Strengths, existing safety/wellbeing/stability/ success. • What needs to happen? (Goals and next steps) • Scaling: Scaling to measure progress and for all to apply judgement about current position. <p>Mapping can be done individually by the practitioner, in supervision, group supervision, or with the family and/or professional network. Mapping can happen at different stages of the work to support ongoing assessment and analysis. Mapping is used routinely in meetings.</p>
MASP Panel	<p>Multi-Agency Support Panel. The Early Help & Prevention Service run Multi Agency Support Panels (MASP). The purpose of the panel is to:</p>

	<ul style="list-style-type: none"> • Provide a multi-agency management perspective between partner agencies for cases currently open to Early Help services, providing scrutiny and challenge, guidance, and access to resources to prevent escalation and progress outcomes. • Provide multi-agency management oversight and enable decision making to ensure that wherever possible children and young people are supported to live with their family or within their kinship network unless by doing so their wellbeing or safety would be compromised. • Seek to ensure that children, young people, and their families have access to all relevant services that can support them to manage their needs and improve outcomes for the whole family.
National Case Review Repository & thematic briefings	<p>The repository holds all published case reviews to support learning at a local and national level. National Case Review repository</p> <p>Resources for Practice: Thematic briefings: Child Sexual Abuse, Child Sexual Exploitation, Domestic Abuse, Harmful Sexual Behaviour, Neglect, Online Abuse.</p> <p>Infants, Deaf and Disabled children, parents with a mental health problem, Culture & Faith, First generation immigrants, asylum seekers and refugees, Hidden men, Parents who misuse substances, People whose first language is not English, Suicide, Teenagers.</p> <p>Challenges to Professional Practice: Disguised compliance, Returning children home from care.</p>
Network (family / carer / young person)	<p>A group of people that are naturally connected to the child/young person/immediate family. (This can include family, friends, neighbours, members of the community). This will include those who care for and support the family/carers. The immediate network will work with the family and the professional network to develop the plan for safety/wellbeing/stability/success, using their best ideas and resources to develop a tested and sustainable plan. The network will never 'close the case.'</p> <p>Resources for Practice: Signs of Safety: Networks (sharepoint.com)</p>
Network Meeting	<p>A meeting attended by the family's/carers/young person/adults naturally connected network whereby the practitioner facilitates the family and their network to develop a family/network owned plan for the child/young person. Professionals are also part of this network. Network meetings will involve reviewing the plan, reviewing the progress of the timeline, actions and tasks, and looking to build and strengthen the network.</p> <p>Resources for Practice: Signs of Safety: Networks (sharepoint.com)</p>
No order principle	<p>Section 1 of the Children Act 1989 states (5) where the Court is considering whether or not to make one or more orders under this Act with respect to the child, it shall not make the order or any of the orders unless it considers that doing so would be better for the child than making no order at all</p>

Picture Exchange Communication System' (PECS)	A tool that enables people with little or no verbal communication to communicate using pictures. It enables people to communicate a thought, request or anything that can reasonably displayed or symbolised on a picture card.
Placement Stability Meetings	A placement stability meeting (previously referred to as a 'disruption' meeting) brings the network together (professional and carers network) when there are identified difficulties and challenges that risk the stability of a child/young person's placement. These meetings consider the worries and challenges and use the networks strengths and best ideas to address the worries and prevent them escalating, and develop a plan with rules and bottom lines, with the overall aim of supporting the stability of the placement for the child/young person.
Quality Assurance	Findings from Leicester's Quality Assurance activity from across the division. Resources for Practice: Learning from Quality Assurance
Recording Standards & Timescales	Leicester's standards for case recording: SCandEH Recording timescales v1 June 2017.pdf (proceduresonline.com)
Reflective Practice & Learning Culture	We value reflective practice and as an organisation will offer a range of opportunities to support assessment and analysis by allowing space for reflective thinking. This is supported in a range of ways, reflective supervision/discussions, appreciative inquiry, use of analytical tools (e.g. risk of harm/worry matrix or the neglect tool kit), and use of research, theory, self-directed learning and consultation with others: i.e. Managers and supervisors, colleagues, peers, specialist agencies with expertise etc
Research in Practice	Website with a range of resources and tools to support practice. Leicester City has got licences for all in Childrens Social Care and Early Help. Please register by using your Leicester City Council email address. Research in Practice – supporting evidence-informed practice
Risk of harm / worry matrix	A tool to support practitioners in thinking through complex or emerging issues/worries. Practitioner assessment and analysis is supported by thinking about the first, worst and last incidents/worries and the severity, behaviour, and the impact of these events on the child/young person. Resources for Practice: Signs of Safety Harm / Worry Analysis matrix (sharepoint.com)
Roadmap	The 'roadmap' brings together all of the different stages and elements of the planning process for Safety, Wellbeing, Stability & Success. It also identifies the steps, principles and tolls and methods that are used to support planning. Resources for Practice: Planning Roadmap.
Safety House Booklet	A tool to support direct work and planning by Sonja Parker Resources for Practice:

	Safety House Tool
Safety / Wellbeing / Stability Success Plan	<p>The plan that the family/network develops setting out what everyone in the will do on a day to day basis to keep the child/young person safe, or meet their wellbeing, stability, or success needs, even when things become difficult.</p> <ul style="list-style-type: none"> • There will be an ‘adult’ version of the plan, which details the worries, stressors/ triggers, what’s worked well before and the response plan (who will do what) for when the worry or danger occurs. • There will also be a child/young person’s version of the plan, which will cover the essential information, and ensure that the child/young person has understanding and a meaningful version of their plan. This plan will show who will do what when the worry happens to keep them safe and well and meet their stability or success goals. <p>Resources for Practice: SofS Planning workbook Signs of Safety: Planning & Timelines (sharepoint.com) Safety House Tool</p>
Safety / Wellbeing / Stability / Success Planning	<p>The process of engaging the family and their wider network through a series of questions and activities to support them to develop a safety/wellbeing/stability/success plan for the child/young person.</p> <p>The plan must address the danger/worry statement and how the goal will be met.</p> <p>Resources for Practice: SofS Planning workbook Signs of Safety: Planning & Timelines (sharepoint.com) Safety House Tool</p>
Scaling Questions	<p>A question that asks someone to rate something on a scale of 0 to 10, where 0 and 10 are clearly defined identifying the things that are working and the things that would need to be different for the problem to be resolved. They reflect the worries (0) and the goals (10). Scaling questions are used routinely, during mapping processes and in meetings. Scaling questions allows all involved to apply judgement, measure progress, and think about the next steps to move up the scale towards the goal.</p> <p>Resources for Practice: Signs of Safety: Statements, Goals & Scaling questions. (sharepoint.com)</p>
Signs of Safety Website	The official Signs of Safety Website. Home – Signs of Safety
Signs of Safety Workbooks	<p>Essential workbooks to support your practice.</p> <p>Resources for Practice: SofS Workbook (Introduction to Practice Framework) Safety Planning Workbook Safety House Tool Sonja Parker. Workbook and guidance to support practitioners in involving families in the planning process. Includes case example and the process of using this tool.</p>
Social Care & Early Help Procedures Manual	<p>Key information and guidance for practice, including.</p> <ul style="list-style-type: none"> • Local Policies, Procedures and Guidance • Leicester Values (legislation, corporate parenting, key outcomes, principles, and strategy).

	Welcome to the Leicester City Children's Social Care and Early Help Procedures Manual (proceduresonline.com)
Solution Focused Questions	<p>A range of questions that enable conversations about problems/difficulties to be discussed in a way that opens up possibilities for change by identifying the things that are working and the things that need to be different for the problem/worry to be resolved.</p> <p>Resources for Practice: See some examples of solution focused questions here. (Questions for supervision, questions for children and young people, and questions for parents / carers).</p>
Special Guardianship Order (SGO)	<p>An SGO offers a child/young person permanence, and a special guardian is usually someone who is closely connected to the child, such as a family member, former foster carer or family friend. Special Guardianship is a formal court order which places the child or young person with someone permanently and gives this person parental responsibility. The child / young person's birth parents retain parental responsibility, but the guardian has the day-to-day decision-making responsibility.</p>
Statement (Danger or Worry)	<p>A clear, jargon free statement setting out what we are worried about and what will be the likely impact on the child/ young person if nothing changes, where there are worries about the child's/young person's Safety/Wellbeing/Stability/Success. It will include details of incidents/behaviours that have created past or current harm/worry.</p> <p>Resources for Practice: Signs of Safety: Statements, Goals & Scaling questions. (sharepoint.com)</p>
Step Up – Step Down	<p>This is the process of the child/young person needing to 'step up' from Early Help and Prevention as they have met the threshold for assessment by Children's Social Care, or 'step down' from Children's Social Care for ongoing work that can be undertaken within the Early Help and Prevention Service.</p>
TAF (Team Around the Family) Meeting	<p>A Team Around the Family (TAF) meeting brings together key members of the family and their network with all professionals involved with the family, and those professionals/services likely to become involved with the family or provide services in the future, to include, where appropriate the children/young people of the family. The purpose of the meeting is to share information and gain a better understanding of what members of the family/family network and other services are and can do in the future to support the family to achieve agreed safety goals.</p> <p>A "lead practitioner" is identified at the first TAF meeting, this person ensures that agency involvement is rationalised, coordinated and communicated effectively. The lead practitioner can come from any agency.</p> <p>The aim of the meeting is to conclude with a Plan that makes clear how those involved will work together to ensure goals are achieved and within what time frame these will be completed, with regular reviews taking place at least every 3 months.</p>
Three houses	<p>A direct work tool for working with children to help them identify their worries, the things they feel are going well, their worries and the things they would like to be different. There</p>

	<p>are different versions of this (i.e. Wizard and Fairy / Safety House) amongst other direct work tools and techniques.</p> <p>Resources for Practice: Click here to see a short film about My Three Houses. My Three Houses guidance. Future House Booklet</p>
Timeline (also known as a Trajectory)	<p>A clear, agreed timeline which sets out what will happen (actions, activities, meetings etc) between 'now' and the goal being met. (Previously referred to as a trajectory.)</p> <p>Resources for Practice: Creating a Trajectory – Andrew Turnell. Planning & Timelines SharePoint Page</p>
Trajectory	See Timeline above
Words and Pictures / Explanations for children & young people	<p>A specific way piece of work that helps children and young people understand what the adults involved are worried about and what everyone is doing to sort out those worries, in the form of a story board for the child. The words and pictures story board are developed with the parents and the parent shares this with the child/young person. Development of the explanation contributes significantly to the planning process.</p> <p>Resources for Practice: Explanations for Children and Young People: Words and Pictures SharePoint Page.</p>
Working Together 2018	Working Together to Safeguard Children 2018 (publishing.service.gov.uk)

