



# Lancashire Children's Services

## Practice Standards

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## Overview

### 1. Introduction

A commitment to embedding practice principles and standards is a core expectation of all Lancashire County Council Children's Services employees. The principles and standards describe the (minimum) service or practice that can be expected by children, young people, and families. They are based on government legislation, national guidance, social work practice standards, research, our model of practice, the views and experience of our staff, and feedback from the children, young people, and families we work with. They are mandatory for all workers.

### 2. Practice Principles

**Lancashire County Council** is supportive, innovative, respectful, and collaborative.

**Lancashire County Council Children's Services is a place** where children, young people and their families are safe, healthy and achieve their full potential

#### **Lancashire County Council Children's Services Practice Principles**

(including the Children with Disabilities & Children & Family Wellbeing Service):

1. **Safeguarding children & young people:** Our primary responsibility is to safeguard children and young people. We strive to do this in the least interventionist way possible, responding to the needs of children, young people, and their families as quickly and early as possible, providing the right support at the right time.
2. **Everyone is equal:** We respect difference, celebrate diversity, and value all people. We work to challenge oppression and discrimination in all forms. We support everyone to achieve their full potential in line with their abilities, regardless of who they are and their past experiences.
3. **Being professional & accountable:** We are accountable for providing the highest quality service we can. We are reliable and honest to earn the trust and confidence of children, young people, and their families. We show commitment to our service vision and values as well as national and local standards of practice. We model behaviour based on our positive values and encourage other people to do the same. We respect managerial direction. We make time to learn and use our current practice models.
4. **Listening & communicating clearly:** We are responsive, available, and take time to listen carefully. We are aware of barriers to communication and help everyone to participate and communicate as much as they can. We work to understand the lived experience and opinions of children, young people, and their families. We provide accurate information and are polite, respectful, and helpful. We ensure children, young people, and families are aware of their rights.
5. **The right relationships:** We model kind relationships. We spend time working with (rather than 'doing to') children, young people, and families to build meaningful relationships that are based on honesty and a clear understanding of people in their own context.
6. **Participation:** We co-produce plans, assessments, and other work together with children, young people, and families. The participation of children, young people, parents and their families are at the core of what we do, ensuring they are prepared for meetings and know why we are involved in their lives.
7. **Working together:** We are responsible for our role in professional networks to coordinate current work and provide the right support families need at the right time. We look for

opportunities to improve how we deliver services through collaboration with colleagues in our service, partners outside our service, and the children, young people, and families we work with. We show professional curiosity and respectful challenge with each other.

8. **Developing our staff:** We prioritise the health, safety, and wellbeing of staff. We endeavour to ensure staff have a manageable workload that has room for development. We are committed to improving our own practice. We encourage and support the professional development of others. We try to be creative, flexible, innovative, and take an active role in our learning culture. We protect, prepare for, and make use of supervision, reflection, and continuing professional development/training which is tailored to our specific services.
9. **Achieving permanence:** The best outcomes for children and young people are normally met in their own family. However, for children who can't stay in their families, we work as quickly as we can to help them have a lasting home where they can feel settled and belong. For children and young people in every part of our service, we do life story work with them to help them understand and make sense of their own journey. We promote independence whilst protecting our children and young people from danger or harm.
10. **How we write about children, young people and families:** We are aware that records belong to the child or young person. We strive to accurately capture their lived experience, voice, and journey. We set out clearly how decisions have (and have not) been made. We meet statutory requirements around recording.

### 3. Detailed Standards

#### General management

Managers will ensure that all responsibilities for children and young people for whom the local authority has a responsibility will be carried out in line with the practice principles and standards set out in this section, as well as the policies and procedures for Children's Social Care on Tri-X. All managers will lead their staff group and ensure that staff work in a professional environment that is conducive to delivering good professional practice. This includes a staff culture that brings support, constructive challenge, and professional rigour to daily practice.

#### 4. Statement of Assurance

We want children, young people and their families to receive the right support, in the right place, at the right time.

We understand that in order for this to happen, Children's Services staff need access to the following:

- Good levels of support including the time for reflective supervision;
- Training appropriate to needs and role;
- A caseload that is regularly reviewed and tailored to experience and above all manageable to support the delivery of safe and effective practice;
- Management support and time, from managers who are visible and prioritise the observation of front-line practice.

The DCS plays a fundamental role in ensuring the above is in place and will provide regular evidence via the Quarterly Safeguarding Reports presented to the Leader, Cabinet Member for Children, Young People and Families, Schools and the Chief Executive.

## 5. Allocation Standard

When a child and family are allocated to a social worker a discussion should be held between the team manager and social worker, either face to face or via teams, to acknowledge that the social worker has been allocated and to discuss the actions required. This will be followed up by the Team Manager with an allocation case note.

For the first 6 months of post qualifying employment ASYE will have opportunities to shadow experienced workers and have appropriate support for more complex casework. It is recognised and agreed that this approach is the desirable position, but that at times, increased demand for statutory social work means this will not always be achievable.

It is recognised that ASYE's require additional support and management oversight and that there will be variations in their caseloads and complexity of work that takes account of their experience. It will be at the discretion of the Team manager whether the social worker has the ability to undertake a child protection investigation with management support and oversight. Once the Team Manager has approved the Social Worker's ability to undertake child protection enquiries this should be recorded by the Team Manager within supervision.

Ideal caseloads:

CFW Family Intensive Support – 20  
 Duty and Assessment – 15  
 Family Safeguarding – 15  
 Extra Familial Harm – 12  
 Children in Our Care – 17  
 Children with Disabilities - 17  
 Leaving care - 22  
 F&A Assessment teams – 6  
 Support to Permanence – 21  
 IROs – 50-70

It is recognised that the above caseloads are an ideal standard and that there may be variations at times that take account of demand.

## Practice Standards

### 6. Management Standards

STANDARD	KEY AREA
1.1.	I routinely read and audit case records of my staff and routinely observe their practice in order to give them feedback on their practice to ensure that it meets practice principles and standards consistently.
1.2.	I ensure all recording and reports are of good quality and are completed in a timely manner.
1.3.	I ensure that thorough enquiries are undertaken that produce good quality assessments and analysis of needs, leading to well-reasoned and evidenced recommendations for actions to be taken.

1.4.	I always follow up corrective action requirements arising from audits.
1.5.	When I sign work off or attach my signature / electronic equivalent this my assurance that this piece of work meets the expected practice standards.
1.6.	I can evidence that appropriate steps are being taken to address poor or unacceptable performance of my staff to bring about improvements for children, young people and their families.
1.7.	I can evidence that regular quality supervision is taking place with all staff in line with the supervision policy.
1.8.	My management advice and decisions are professionally sound, based on clear evidence, professional expertise and are recorded accurately and within expected timescales.
1.9.	My practice and recording of supervision demonstrates the standards set out in our supervision policy, procedure and guidance.
1.10.	Supervision contracts are in place for all workers that have been produced collaboratively.
1.11.	In supervision I follow LCC's <a href="#">performance engagement process</a> , leading quality conversations and regular engagement focused on the individual to support effective performance in delivering their role. I have discussions that cover the six performance engagement objectives at a minimum of once a quarter
1.12.	I lead a learning culture with my team and individual staff, this includes keeping up to date with key policy and guidance changes, research findings, important matters affecting my team's work, and make sure this is shared with staff, with an expectation that they do the same.
1.13.	I recognise and celebrate good practice and promote this within and outside my team.
1.14.	I ensure that the work demands are matched to the skills and abilities of staff members, and staff capacities and capabilities are defined and managed fairly.
1.15.	I model positive relationships and communication in my staff group and with colleagues in all my work. I set an example as to how to conduct oneself as a professional and set expectations of good practice and create an atmosphere of professionalism.
1.16.	I facilitate regular team briefings / meetings and ensure they are properly set up (using available technology where in-person meetings are not possible/appropriate), chaired and recorded. Staff briefings have formal agendas and are fully minuted.
1.17.	I model and cultivate a team atmosphere and morale that is mutually supportive, respectful, calm, purposeful, and focused on good work. I promote a positive work/life balance and consider the emotional wellbeing of staff.

## 7. Assessment Standards (C&F and Workbook)

STANDARD	KEY AREA
2.1.	<p>We will make sure that the reasons we are doing an assessment are clearly recorded and that we include what you and your family do well, who or what protects you all, what we are worried about and how you and your family think we can help.</p> <p>We will ask you and your family what you think and what you want to happen all the way through our assessment. When we record our assessment, we will make sure</p>

	<p>what you have said is included and that we show how we have thought about what you said when we make decisions.</p> <p>You are central to the assessment and the assessment will identify your needs and views. We will include a realistic, detailed picture of the you and what it is like to be a child, in this family.</p>
2.2.	<p>We will make sure we speak to you and both your parents, even if they don't live with you. We will explain why we are working with you and your family, what we will be doing and the possible outcomes.</p> <p>In the assessment, we will make a pen picture of your parents, saying what they are good at as a parent, where they might need some help and who they can go to for support.</p>
2.3.	<p>We will speak to the original referrer (where applicable) and all relevant agencies of the outcome of the assessment and about how you and your family are being supported to make positive changes. This is so that they can help too.</p>
2.4.	<p>We will make sure that all of the children who live with you (or elsewhere if necessary) are included in the assessment and that we know what life is like for them too. We want to make sure that your needs are being met, that you are being kept safe and that any support we put in place is right for you and any brothers or sisters.</p>
2.5.	<p>We will want to think about all the things that make your family who you are. This will include race, ethnicity, gender, disability, religion and nationality of your family.</p> <p>All of these things will be included in our assessment as they help us to understand how your family works and what support would be best.</p>
2.6.	<p>We will want to include all the adults who usually live with you, including the ones who might be temporarily absent (e.g. in custody, in a psychiatric hospital). We will try our best to include everybody and we will record what we have done to make that happen, even when we haven't managed to do it.</p>
2.7.	<p>We will explore the family finances with you and your parents. This is so we can see whether you need support getting the most out of the money you have available. And that you aren't struggling to get the things you need like food and clothes, and you can pay for heating in your house.</p>
2.8.	<p>When we start to work with you and your family, we will check previous case history including past referrals and assessments (including early help assessments) and old case files. That will tell us what you have needed support within the past and what we helped put in place. This way we can see what has worked before and what didn't work and why. It is important that we do this, so we have a better chance of supporting you all in the right way.</p> <p>We will write a chronology; this is a list of important things that have happened for you and the family. This too helps us understand your family and what you have been through.</p>

2.9.	<p>We will have what is called an assessment planning meeting and ask for information from the people involved with the you and your family. We will involve them in the decision making regarding next steps. This is so that we have the right people offering the right support to you and your family.</p>
2.10.	<p>We will ensure that your family's strengths and protective factors have been clearly identified and assessed, considering how they could mitigate against the identified concerns and unmet needs. We will use assessment tools and direct work to gather the information for our workbook assessment.</p> <p>When we write our assessments, we will be careful to distinguish fact from opinion.</p>
2.11.	<p>At the end of the assessment, we will pull together all the information we have from you, your family and all those who are supporting you, and we will explain how the information fits with the recommended next steps to support you all.</p> <p>We will make sure that the recommendations link to the reasons why we started working with you and that they say whether support should come from your family, Social Workers in Children's Social Care or Support Workers from Early Help.</p> <p>To make sure we arrive at the very best decisions we can for you and your family, we will use research. This means reading about the work other people have done with families like yours to see what we can learn and how we can make that work for you.</p>
2.12.	<p>To make sure we get support in place as quickly as possible, we will make sure that we finish our assessment within 45 working days, or sooner if we have all of the information needed and it is sent to a manager for approval.</p>
2.13.	<p>In the Family Safeguarding Team we use a special way to record our assessment, called a Workbook. We will make sure it is up to date and shows the progress you and your family are making. We will update the Workbook for supervision; this is where we talk about you and your family to our manager.</p> <p>To make sure it is up to date, we will record what has happened when we visit you and your family and we might attach pictures of any games, art or worksheets we have completed together.</p>
2.14.	<p>When the assessment is finished, we will give you and your family a copy so that you can read it, tell us what you think and check we have included what you wanted to say.</p>
2.15.	<p>Sometimes, we need to update an assessment because something important happens- maybe there is a big argument, or somebody is very ill. We will update our assessment every year that we are working with you. This is because things change, and we need to know the support we are offering is still the right support for you and your family.</p>

## 8. Child Protection Enquiries



STANDARD	KEY AREA
3.1	We will undertake a multi-agency strategy discussion to make sure whatever decision is based on the views of all agencies.
3.2	<p>As part of Section 47 enquiries, we will see you within 24 hours or as directed by our Team Manager and will speak to you alone (where appropriate) within the first week.</p> <p>We will ask you to think about ways to make it easier for you explain how you feel and what life is like for you. We might use games, or art materials and will always meet you face to face, when possible, to make the process as comfortable and accessible as it can be for you.</p>
3.3	<p>At an appropriate stage, we will discuss the identified concerns with parents/carers and seek their views, making sure we have spoken to all people who have Parental Responsibility.</p> <p>I will think about how I can best engage parents/carers, recognising that a S.47 enquiry will be a stressful process for both them and for you.</p> <p>Where there is a joint investigation with the police/criminal investigation, discussion will be required with the police around what information is shared and when.</p>
3.4	We will identify all concerns regarding significant harm including likelihood, and will identify all potential risks, including those posed by frequent visitors to the household.
3.5	We will made sure that strengths and potential protective factors have been identified and recorded. We will think about how they could mitigate against the identified risks.
3.6	Our S47 assessment is multi-agency and recognises the potential needs and safety of brothers and sisters and any other children in the household (and other households where relevant).
3.7	We will follow Lancashire Safeguarding Children Procedures for S47 enquiries.
3.8	<p>We will update the chronology of significant events relating to you and your family.</p> <p>We will review and analyse the history of all members of the household, and this will inform our analysis.</p>
3.9	<p>We will identify all the key agencies involved with the you and your family. We will complete checks and incorporate the information and views of all agencies into the assessment.</p> <p>We will speak to Family Safeguarding adult workers (where involved) and ensured that their information is contained in the assessment.</p>
3.10	Our investigation concludes with an evidence judgement about “harm” and whether or not it is considered “significant” (as defined by the Children Act 1989). We will make a decision as to whether we need to hold an Initial Child Protection Conference as part of the conclusion.
3.11	<p>We will clarify what action is required to secure your safety and that of your brothers and sisters and any other children concerned.</p> <p>We will speak to partner agencies who will be involved in the immediate safeguarding of you and any other children involved, to make sure they are clear about their role.</p>

3.12	We will check the S47 referral details, to be certain we have investigated all the allegations made and followed all the instructions given by the Team Manager.
3.13	<p>Within 8 working days of the strategy discussion we will have made a request for an Initial Child Protection Conference within timescales and will include all the relevant details to prevent any delay.</p> <p>We will inform your family of the decision to proceed to Initial Child Protection Conference and consider their access requirements. We will also consider how you can attend the whole conference or part of the conference or share your views beforehand.</p>
3.14	We will make a referral to advocacy for you, so you can be supported to have your voice heard.
3.15	The family will be informed about the Family Group Conference service and asked if they would consent to a referral to the service.
3.16	<p>Initial Child Protection Conference (ICPC)</p> <p>Our report for the ICPC will summarise and analyse all information from the assessment to date and all pre-existing records relating to the you, your family, and any other household member.</p>
3.17	<p>Once completed the ICPC report, will be shared with the family (including all people who have Parental Responsibility for you). We will explain and discuss the report with you and your family and note your comments within 2 working days of the conference.</p> <p>We will also share the report with the chair of the meeting and other agencies at least 2 working days before the conference.</p>

## 9. Working with children supported by a Child Protection Plan

STANDARD	KEY AREA
4.1.	We will ensure that the first Core Group meeting takes place within 10 working days of the Initial Child Protection Conference. During the meeting, we will ensure that all actions to be taken under the child protection plan are identified, and agreement is reached about what actions will be taken by whom, including timescales, to complete the assessment on time.
4.2.	We will ensure at the initial Core Group that your parents/carers have been supported to share their views in terms of what is working well and what needs to change and that they have been involved with producing your family's plan.
4.3.	We will ensure that minutes of the Core Group are produced and circulated to all members of the Core Group within 5 working days.

4.4.	We will ensure that a detailed SMART (specific, measurable, achievable, realistic, timely), co-produced, multi-agency Child Protection Plan is developed by the initial Core Group. We will ensure that this is reviewed and updated following every subsequent Core Group and is recorded on your record on LCS.
4.5.	We will ensure you are seen as regularly as we feel necessary (but as a minimum monthly) and that the visits are purposeful. That they focus on what is working well for you and the family and what you need support with.  We will see you on your own (where appropriate) and we will record when we have seen you and where in our case notes.
4.6.	The focus of all our work is to maximise your safety and wellbeing, and we will undertake both announced and unannounced visits to see you. Each of our visits helps us get to know more about you and what life is like for you; visits help in further understanding and achieving the outcomes needed.
4.7.	We will gather your wishes and feelings using creative direct work and ensure these are clearly recorded on your case file. We will keep you up to date with the child protection plan and any developments or changes.
4.8.	We will continue to assess and re-assess your needs until we can answer the question "What is it like to be this child in this family"?
4.9.	We will ensure that we understand the role of fathers and male partners in the household and ensure that new partners or new household members are properly assessed.

### 10. Working with children supported by a Child in Need Plan

STANDARD	KEY AREA
5.1.	We will ensure that the first Child in Need meeting takes place within 10 working days of the conclusion of the assessment. During the meeting, we will ensure that all actions to be taken under the Child in Need plan are identified, and agreement reached about what actions would be taken by whom, including timescales, to complete the assessment on time.
5.2.	We will ensure at the initial Child in Need meeting that your parents/carers have been supported to share their views in terms of what is working well and what needs to change and have been involved with producing your family's plan.

5.3.	We will ensure that minutes of the Child in Need meeting are produced and circulated to all members within 5 working days.
5.4.	We will ensure that a detailed SMART (specific, measurable, achievable, realistic, timely), co-produced, multi-agency Child in Need Plan is developed by the initial Child in Need Meeting. We will ensure that this is reviewed and updated following every subsequent Child in Need Review Meeting and is recorded on your record on LCS.
5.5.	<p>We will ensure you are regularly as we feel necessary (but as a minimum monthly) and that the visits are purposeful -that they focus on what is working well for you and the family and what you need support with.</p> <p>We will see you on your own (where appropriate) and we will record when we have seen you and where in our case notes.</p>
5.6.	<p>The focus of all our work is to maximise your safety and wellbeing, and we will undertake both announced and unannounced visits to see you. Each of our visits helps us get to know more about you and what life is like for you; visits help in further understanding and achieving the outcomes needed.</p> <p>If you are being supported by the Family Safeguarding Team, we will ensure information, observations and/or direct work completed within visits is utilised to update the modules within the workbook.</p>
5.7.	<p>We will gather your wishes and feelings using creative direct work and ensure these are clearly recorded on your case file (case notes or workbook depending on team).</p> <p>We will keep the child/young person up to date with the Child in Need plan and any developments or changes.</p>
5.8.	We will continue to assess and re-assess your needs until we can answer the question "What is it like to be this child in this family"?
5.9.	We will ensure that we understand the role of fathers and male partners in the household and ensure that new partners or new household members are properly assessed.

## 11. Children in Our Care

STANDARD	KEY AREA
6.1	We fully embrace our <a href="#">corporate parenting responsibilities</a> and <a href="#">corporate parenting promises</a> . We are accountable to our promises and strive to provide the same standards of care and support for you that we would expect for our own children.
6.2	We know our statutory responsibilities and timescales and use our <a href="#">online procedures</a> regularly for guidance regarding visiting rules, assessments, reviews, and care plans. We will provide support that is above and beyond that of statutory obligations as we want to achieve the best for you. It is important that you know how much we care for you.
6.3	We enjoy building meaningful relationships with you. We know that to do this we must spend time with you, getting to know each other, listening, and having fun. We will visit you as often as you need us to. We will record your visit frequency in your care plan and reflect on this in supervision and care planning meetings.
6.4	Being a good corporate parent means that sometimes we might make decisions in your best interests that you do not agree with. If this happens, we will be open and honest with you about this and we will continue to work closely with you and involve you in everything, so that you can understand and accept our decision making.
6.5	If we make mistakes with our decision making or care planning for you, we will be honest about this, look at where we went wrong, learn from this, and most importantly, we will put things right for you as quickly as possible.
6.6	We will celebrate your achievements and support you to pursue your goals, dreams, and ambitions. We will show you that we are proud of you. We will help you to identify and build on your strengths.
6.7	We will help you to understand and process your history and care experiences by regularly completing life story work with you. We know how important knowledge and information about your past is for your identity. We know that having a strong sense of identity is the basis for forming lasting relationships and developing good emotional wellbeing, and we will promote this for you.
6.8	We will advocate for you. We will make sure that you are getting the right individual support, at home, at school, with your health, and in all areas of your life. We will challenge any discrimination or stigma you might feel as a child in care.
6.9	We will help to prepare you properly for when you leave care. We work jointly with our teammates in the 'Leaving Care' service from your 16 <sup>th</sup> birthday to provide a smooth transition of support for you.
6.10	We will prioritise your physical, legal, and psychological permanence. We will ensure that we review this regularly so that we are offering you the right level of intervention and support. We want you to have stability and belonging and to feel part of a family.

## 12. Leaving Care

STANDARD	KEY AREA
7.1	We fully embrace our <a href="#">corporate parenting responsibilities</a> and <a href="#">corporate parenting promises</a> . We are accountable to our promises and strive to provide the same level of support to you that we would for our own children as you become young adults.
7.2	We know our statutory responsibilities for supporting you up until the age of 25 and use our <a href="#">leaving care procedures</a> to ensure that we meet these standards as a minimum. We strive to offer you individual support that goes above and beyond our statutory obligations, to help you to achieve your very best.
7.3	We know that building a good relationship with you is crucial. We will spend time with you, visiting and keeping in touch as often as you need us too. We will listen to you and empower you.
7.4	We work together closely with our teammates in the 'children in our care' team, (and other teams) to provide joint support to you from the age of 16, to promote your best interests and ensure you are properly supported into adulthood.
7.5	We will actively involve you in all aspects of your pathway planning. We will get your explicit consent before we share information with other professionals or agencies about you. We will talk to you about why it is important to have multi-agency support with your pathway plan so that you can make an informed choice.
7.6	We will make sure that you understand your history and your journey through care. We know that this is important for your identity and emotional wellbeing; it is important for us to promote this for you. We will make sure that you are supported to explore your Later Life Letter and to access your records if you wish to do so. If there are gaps in your knowledge and understanding, we will work with you to provide the information you need.
7.7	We will promote your sense of permanence fully, focussing on our four pathways into independence: pathway to good health and wellbeing, pathway to education, employment, training and purposeful activities, pathway to securing an income and being moneywise, pathway to a safe, suitable, and permanent home post-18.
7.8	If you are a parent and Children's Social Care is involved with your child, we will support you fully. This will involve advocating for you, helping you to understand the process, helping you to build on your strengths as a parent, challenging you if necessary, and working closely with the social worker for your child, advising them on the best way to engage with you.
7.9	We will work with you, and on your behalf, with a range of partners and businesses, on both a local and regional level, to ensure opportunities are available to you.
7.10	Once you are over 18, you can choose whether you receive a leaving care service or not. We will listen to your views on this, but we will always continue to support you if we are concerned about your safety or your ability to meet your needs. We will be open and honest with you about why we are offering a service if this is not in line with your wishes. We will continue to offer creative and flexible support to help keep you safe and meet all your needs. We will regularly promote our Local Offer and self-referral process for those who 'opt out'.

### 13. Good Practice in Case Recording

STANDARD	KEY AREA
NOTE	<i>These standards apply to recordings on the case files of children, young people, families, carers and their birth children. The standards should be applied consistently across all case recordings.</i>
8.1	As far as possible, I have recorded information as I go along; in any event case notes will be recorded within five working days and statutory visits within two working days.
8.2	My recording evidences that I regularly see the child/young person alone (where it is appropriate to do so e.g. in relation to age, language etc).
8.3	My recording reflects the complexity of the child's life and the interventions of key people in their life. My recording differentiates between observed fact, reported fact and interpretation/opinion. I will link my professional knowledge to established models of practice when completing analysis.
8.4	I avoid the use of acronyms and jargon in my recording and always remember that the record is written to be read and understood by the child / young person.
8.5	I ensure that my recording reflects the views of all of those who are relevant to the child /young person and that, when they do not engage, all efforts to gather their views are recorded.
8.6	Where interpreters or specialist workers have been used to facilitate communication, I ensure this is clear on the child's record.
8.7	I creatively record evidence of direct work, attaching scanned examples of resources used and uploading photographs or direct work sessions, to ensure the child's contribution, voice and opinion is captured in a meaningful way.
8.8	I have ensured that the child/young person's views are clearly identified in the case record. As far as possible I have recorded what the child/young person told me in their own words, and I have confirmed this with the child or young person. To clearly identify the child/young person's words, I record them in bold type.
8.9	I have cross-referenced entries in LCS, where necessary and relevant, and where I have duplicated, across siblings/family members, I have ensured that the information is pertinent to each particular child and is personalised as necessary.
8.10	I have made sure that my recording is respectful to the child, young person and their family. I use strengths-based language and acknowledge, in my recordings, the strengths of the child /young person / family / carer.
8.11	I have ensured that where other professionals or family/friends have provided information, the case notes reflect the person's name, contact number and who they are.
8.12	I ensure that the Case Chronology and the Case Summary is updated monthly and following significant events and that the entries illustrate the journey and impact of decision making for the child / young person.