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| **Bottom Lines** |
| Both parents will prevent Isla from being in contact with grandad to ensure that she is protected from sexual harm.  |

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| **Target number of weeks for completion** |
| 14 |

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| **Timeline start date** |
| 06/03/2023 |

**Timeline**

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| **Week** | **Task** | **Meetings and Monitoring** | **Changes to Arrangements** | **Completed** |
| 1-6 | Jane (Mum) and Tom (Dad) to continue to fill in the conflict log template to aid the understanding of the support network in relation to the triggers and indicators behind these arguments.Written/typed up using the conflict log template and to be shared with Julie (Social Worker) via email or during visits |  |  |  |
| 1-2 | Julie and Vicky (Another Social Worker) to work with Jane, Tom and Isla (Child) around identifying 'their people' who can be part of a support network. This will help inform a family network meeting in weeks 2-4. Visit Isla to share the plan around trying to get them back into school. This will allow Isla to get back to into learning, spending time amongst their peers and will provide some respite for the parents.  |  |  |  |
| 1-2 | Jane and Vicky to work with Julie, Tom and Isla around identifying 'their people' who can be part of a support network. This will help inform a family network meeting in weeks 2-4. Visit Isla to share the plan around trying to get them back into school. This will allow Isla to get back to into learning, spending time amongst their peers and will provide some respite for the parents. Jane to hand in a sleep diary to the community paediatrician in order to support Isla back into a healthy sleep routine. Jane to take Isla to her first Autism support group to help address Isla's isolation and provide an opportunity for Jane to meet other parents of children living with Autism. | Home visit  |  |  |
| 2-4 | Family network meeting to be held by Julie. Jane and Tom are responsible for inviting their wider network. The aim of the network is to share worries, celebrate strengths and understand who is involved in supporting the parents to promote Isla's safety and emotional wellbeing. | Family network meeting |  |  |
| 2-6 | Julie will be out of office on a contrast learning experience placement, Vicky will be covering her during this time. |  |  |  |
| 7 | Julie to carry out direct work with Isla focused on friendships and self-esteem to support their development of healthy relationships in the future. Julie to review the conflict logs completed by Jane and Tom to gain further understanding of the arguments in the home. This will encourage each family member to reflect on the thoughts of others regardless of the behaviours displayed. | School visit Home visit  |  |  |
| 8 | CIN review with the parents, school and Julie to evaluate the current plan and amend if necessary. | Review to be held at (Name of school), (Social Worker name) will share further details nearer the time |  |  |
| 9 | Words and pictures narrative to be put together by Julie with the support of Jane and Tom to help Isla understand our involvement and what has happened in a child friendly way. Julie to carry out direct work with Isla focused on friendships and self-esteem to support their development of healthy relationships in the future. | Home visit School visit  |  |  |
| 10 | Julie, Jane and Tom to share the words and pictures project with Isla to aid their understanding of our involvement and what has happened in a child friendly way. | Home visit  |  |  |
| 12 | Mentalisation work with Jane to reflect upon how her behaviours may make Isla feel and how this may inform Isla's response, as well as reflecting on the thoughts and feelings behind the challenging behaviour displayed by Isla at home. | Home visit |  |  |
| 13 | Mentalisation work with Tom to reflect upon how his behaviours may make Isla feel and how this may inform Isla's response, as well as reflecting on the thoughts and feelings behind the challenging behaviour displayed by Isla at home. | Home visit |  |  |
| 14 | CIN review with the parents, school and Julie to evaluate the current plan and amend if necessary. This will include a discussion about the possibility of closing the case to children's services and how this will be managed. | Review to be held at (Name of school) Julie will share further details nearer the time |  |  |

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| **Have the Words and Pictures been written and shared with the network?** |
| Yes/No |
| **Please set out the plan and timescale for this to be completed by** |
| See timeline |

**Who is involved in the plan?**

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| **Name/Role** | **How often will they see the child/young person?** | **What are the specific tasks of this person?** | **Network lead** |
| Julie (Mum  | Every day | See timeline and plan rules | Yes |
| Tom (Dad) | Every day | See timeline and plan rules | Yes |
| Name of staff (Name of school) | Weekdays – school term only | To continue supporting Isla with her emotional wellbeing and educational needs, including regularly reviewing the reduced timetable o share any safeguarding concerns with (Julie/Vicky) |  |
| Julie (SSW) | In line with statutory CIN guidelines | See timeline and plan rules to gather the wishes and feelings of Isla during CIN visits to understand her lived experiences and aspirations for the future. To look into alternate parenting courses which would be more suitable for the parents and their work commitments. To work with the family to continually assess and review the plan rules and amend accordingly |  |
| Alison - Primary mental health worker | Sessions concluded: Alison is open to further sessions in the future if required. |  |  |

**Plan Rules**

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| **Key Issues arising from worry/danger statements** | **Existing safety / What is working well** | **Stressors and triggers** | **Indicators worries/danger is emerging or present (Red Flags)** | **Who will do what when problems arise** |
| Isla's allegation of sexual assault by her maternal grandfather and the impact on her emotional wellbeing. | Mum acted protectively and stopped Isla’s visits to her grandparents in Wales, this means she will not be in contact with granddad anymore. Mum has agreed to engage with the CIN plan which will help to identify the support that will help Isla’s needs to be effectively met. Mum reported that PANTS work was done with Isla which helps Isla to understand that her body belongs to her and to keep her safe from sexual abuse. Isla has completed some direct work with Nancy (Family Support Worker) who together with the Lighthouse undertook several Internet safety sessions. Isla developed her own safety plan which indicates how she will protect herself. This includes not talking to strangers and the people where she can go for help. | Isla being in contact with maternal grandfather and not being safe online. Triggers to Isla not always telling the truth are not known. | As stated above, Isla being in contact with maternal grandfather and not being safe online. | Mum will maintain the safety plan, where Isla is not to be in contact with maternal grandfather. |
| The parents management of outbursts of challenging behaviour in the home which are increasingly becoming more violent | Consistency in attempting to reflect on the behaviour once Isla has calmed down, this has included exploring different ways such as in writing Dad is able to walk away when he feels the need to regulate his emotions, after this time dad is able to return and be calm with Isla | Mum and dad feeling like Isla is displaying a lack of respect Gendered language Alcohol use | Mum and dad find the indicators difficult because the behaviour appears to go from 0-100 immediately with no build up When there is a lack of communication in the home and people stop listening to each other which leads to low-level 'bickering' Isla said that this looks like anger which is red | Both parents: Will continue to reflect with Isla once she has calmed down, if she does not want to do this the parents can attempt to reflect for her out loud. When Isla becomes violent/aggressive, check for immediate dangers and if there are none leave her to act it out. Will not use a 'slap/tap to the leg' as a response to these behaviours. |

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