

<b>What's working well?</b>	<b>What are we worried about?</b>
<p><b>Positives/Progress/Strengths and Safety Factors</b></p> <p>The opportunity to record positives; comment on the strengths and safety factors, and any progress the child, young person and family members have made. This could be a bullet point list rather than a narrative and consideration does need to be given to whether the positives <b>address the concerns and the impact</b> this is having on the child.</p> <p><b>SAFETY:</b> Actions of protection by parent/caregiver, specifically related to the current dangers and concerns, demonstrated over time (sustainability). Often parents/caregivers take steps to protect children that are insufficient but could be built upon.</p> <p><b>STRENGTHS:</b> A positive attribute, good intention, a positive act, a positive change in mindset (e.g. recognition and acknowledgement of impact on child). These can become safety factors over time.</p> <p><b>Learning from SCR:</b> Being too optimistic about a parent's abilities/intentions. Interpreting 'disguised compliance as cooperation. Misinterpreting positive behavior in young people as resilience, need to explore how the child feels/what they are experiencing. Disability – ensure see the child not the 'disability' and keep expectations high.</p>	<p><b>Risks/Worries/Concerns/Issues that could affect development and wellbeing</b></p> <p>The opportunity to be clear and specific about what is happening, has happened or may happen to the child that is harmful or detrimental to their safety, wellbeing and development (e.g. neglect, emotional, physical, sexual, developmental delay, disability) Some of these may relate to parents/carers but the <b>focus should always be on the impact on the child.</b></p> <p><b>HARM:</b> describes what has already happened or is currently happening to the child. <b>RISK:</b> describes what we believe what will happen in the future if nothing changes.</p> <p><b>Learning from SCR:</b> complicating factors such as issues which make safety more difficult to achieve (for example the toxic trio; parental mental health, substance misuse, domestic violence). Not allowing parental issues to take the focus off the child. Closing cases when parents were uncooperative/hard to engage. Failure to "adequately engage with the children, and to see things from their perspective" and to explore what lies behind challenging or unusual behavior. Fixed views – for example, about fathers. The need for good quality information gathering, sharing and recording</p>
<p><b>Impact Statement:</b> This is specific to the child and enables all to understand what life is like for the child at this moment in time, the child's development needs (Refer to Assessment Framework) and emotional wellbeing should be addressed, We need to ask "What could happen if things don't improve?" also and be clear about this. The statement will be written in jargon free language that the family understands. The <b>score</b> will relate directly to the Threshold Document and assist around decision making; different views on score should be recorded if a consensus is not reached.</p> <p><b>Learning from SCR:</b> Lack of "curiosity" – about the child's experience, who is living in the household etc. Need to explore' the emotional development, attachment and (quality of the) parent – child relationship. Act on and take seriously disclosures by the child</p>	
<p>The opportunity to record what life would be like for the child if our worries had been addressed and there was limited negative impact on the child. This needs to be realistic and achievable dependent on family/child circumstances (e.g. disability, learning needs, mental health) it is also understanding and respectful of each family's context (e.g. race, culture, sexuality, religion) as long as this doesn't <b>adversely impact on the safety and wellbeing of the child.</b></p> <p>We need to consider professional views/parents views/child's views, are they the same? Does it matter? If the views do differ <b>the safety and wellbeing of the child remains paramount.</b></p> <p>This is the opportunity to be clear about <b>OUTCOMES</b></p> <p><b>Learning from SCR:</b> Having unrealistic expectations of improvement. Professional tolerance of unacceptably low levels of care and poor home conditions and community environments. Failure to "respectfully challenge" parents and professionals.</p>	<p>This is where to describe the steps (actions/action plan) that will move the child/family from where they are to 'What will good look like?'. They will address the worries in a manageable way with the <b>safety and wellbeing of the child paramount.</b> This is the opportunity to focus on <b>ACTIONS and OUTPUTS</b></p> <p>Where appropriate, need to be <b>Specific, Measurable, Achievable, Realistic, Timely</b> and demonstrate shared responsibility and ownership by the family/child and professionals. The steps need regularly reviewing to reflect any change that has occurred and if actions and plans are not having positive outcomes and a positive impact on the child the actions need to change!</p> <p><b>Learning from SCR:</b> Avoiding case drift. Becoming too SMART! - Too much prescriptive activity driven by procedural tasks and following recommendations that are easiest to translate into actions that may not foster safer, reflective practice.</p>
<b>What would good look like?</b>	<b>What needs to happen?</b>