

Family Safeguarding Family Programme Modules



The Centre for Family
Safeguarding Practice

The Family Programme provides a framework for direct work with children and families. Once completed the modules will inform a balanced, evidence based and comprehensive parenting assessment, outlining the parents' abilities to meet their children's needs, progress of the parents in reducing harmful behaviours, engagement with support on offer & outcomes achieved.

- 1 Why are we involved?
- 2 Parent and family history
- 3 Parents' understanding of the impact of behaviour
- 4 Direct work with children
- 5 Parenting capacity (part 1)
- 6 Parenting capacity (part 2)
- 7 Analysis and recommendations
- 8 Parents' comments and views

All modules should be completed. Each module may take more than one visit and they can be completed in any order.

When working through the modules it is important to **work alongside the family** as opposed to telling them what to do, this will support them to choose to make the changes so they can see the progress they are making and how the changes positively impact the children.

This programme uses **motivational interviewing skills** throughout to engage and support children and families to make and sustain the changes they need in order keep children safe at home. This strengths-based approach is designed to look at what is working well with the aim to empower parents, explore their strengths and risks and develop a joint plan of action.

This programme helps to really **understand the family**, what life is like for them and enable more positive and considered decisions.

The Modules



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Why are we involved?

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Aims - To explain why we are involved, an opportunity to support parents to understand and contribute to their child/ren's plan and to start to build a relationship that will support partnership working.

Questions and areas for consideration

- Do the parent/s and the child/ren (age appropriate) agree with & understand the plan and what professionals are worried about?
- What are the parents' communication / learning needs or learning styles?
- Is there informed consent to services and seeing child/ren alone for direct work?
- What are the agreed strategies/actions within the plan that address any immediate significant harm for the child/ren?
- What are the family's views of the plan? Are there any needs / support missing?
- Do they understand what interventions are being proposed and why, who will be involved and the details of these? (number of sessions, times, venues etc.)
- What strengths do the family have? (No matter how small.)
- Who is available to support the family at this time?

Outcomes

- You can feel assured that the family understand their child/ren's plan, what is being asked of them and there is consent where needed.
- The family contribute to their child/ren's plan.
- Establish a working relationship with the family and build partnership working, establish trust and engagement.
- Identify any communication / learning needs or styles that inform delivery of interventions or need for further assessment.
- Evaluate the family's capacity to change.
- Understand where the family are at the start of the intervention to measure progress and outcomes.

Parent and family history

Aims

- To gain a more detailed understanding of parental and family history and how this may have influenced their current lifestyle, parenting capacity and family functioning.
- Identify significant events that have had an impact for the family.
- Identify the family's values, identity and culture.
- Identify positive and negative family/friends supports.

Outcomes

- Opportunity to gain an understanding of how childhood experiences may have impacted on the parents, individually and as a partner/parent.
- Know the family's culture and values, what's important and defines them.
- Understand how the above areas influence the family, the parents functioning and links to current behaviour/ lifestyle and community.
- Information contributes to assessment of parent's motivation to make changes and understand their future aspirations for themselves and their child/ren.
- Identify strengths and positive aspects of family life/parenting.
- Identify potential support from wider family and friends.

Questions and areas for consideration

- What is the history (their individual story)?
- Who are key family members? (genogram)
- Educational history.
- What support networks does the family have?
- How realistic and practical are these?
- Are any of these not so positive or barriers to change?
- Use the information from the Children and Families (C&F) assessment to avoid duplication.
- Check accuracy and be mindful this may be traumatic for parents so sensitivity and planning the right time and surroundings is crucial.
- Expand upon significant areas.
- What is important to the family?
- What are their values, culture, routines?
- Can the parent/s link past childhood experiences with their current parenting?
- Have previous relationships impacted on expectations for current/future relationships?
- What are parent's hopes for the future & what would they like to improve?

Questions and areas for consideration

- What do the individual harmful behaviours look like?
- What are the impacts for the child/ren?
- Incorporate input from direct work with child/ren.
- What are the impacts for them as parents?
- What do they want to change and what do they need to make this happen?
- How could life be different for them and their child/ren if they made changes to their lifestyle or behaviour?
- What are the consequences of changing or not changing behaviours?
- What positive parenting behaviours are evident and what do they do well?
- Do they understand what their child/ren need?
- What are the views of the adult specialist workers and the outcome of their interventions?

Aims

To allow the parent/s an opportunity to explore and gain understanding of the impact of their behaviour and lifestyle on their child/ren.

Support parental needs to effect change in behaviour. Identify any barriers and what support they feel they need to sustain change.

Outcomes

- Clarity of parent's understanding of the impact of their behaviour on the child/ren, and on their physical and emotional wellbeing. (This can be reviewed at stages and used to measure progress through the family programme.)
- An overview of the parent's understanding of their child/ren's needs.
- Parents are supported to take greater responsibility for their own actions and make the changes.
- Understanding of parent's motivation and capacity to act to change and use the support available as well as being clear on the barriers to change.

Parents understanding of the impact of behaviour

Direct work with children

Questions and areas for consideration

- What are the child/ren's likes/interests for building rapport?
- Does the child/ren have any developmental/communication needs?
- What is the child/ren's understanding/expectations of children's services?
- What do the children want to happen or change?
- What's life like for them? (reviewed throughout the programme.)
- Are the parents' behaviours impacting the child/ren?
- What makes them happy, proud, sad, angry, worried, frightened, safe etc.? (what do they think makes their parents feel like this?) How do the parents provide them with comfort/love and how do they praise them?
- What do they think about themselves, identify good things about them/things they would like to change?
- What is their understanding of their cultural heritage? Are there gaps due to absent parent/extended family?
- What is their e-footprint and what does this mean for them?
- Is there any need for the parent/child relationship to be strengthened?
- Is there a need for protective behaviours work and to build resilience?

Aims

- Form a relationship with the child/ren to optimise successful direct work.
- Build a profile of the child/ren.
- Clarify the child/ren's understanding of children services involvement.
- Obtain their views so these can be incorporated into their plan and shared.
- Gain an understanding of the child/ren's lived experience from their perspective and how these impact upon them.
- Build child/ren's self-esteem and emotional resilience.

Outcomes

- To hear from the child/ren what life is like for them and what they want to happen.
- Children understand and contribute to their plan.
- Child/ren's lived experiences feed into parent capacity to evidence strengths and areas of challenge.
- Evaluate the impact the parental interventions have had upon the child/ren. Are things better?
- The child/ren's voice is clearly recorded.
- Identify if a child/ren requires further support from specialist services (e.g. CAMHS).
- Identify key family/community resources that the child/ren feels are positive and who they can confide in/seek support from.

Parenting capacity (part 1)

Questions and areas for consideration

Basic care

- How does the parent/s meet the child/ren's physical and health needs providing appropriate food, warmth and safety? (Be aware of the difference between neglect and material poverty.)
- What do other professionals say about parenting capacity? (e.g. school, HV.)

Health

- How is the general health of the child/ren? (Dental/eye care/immunisations/dentist/optician and compliance with hospital appointments.)
- Are there any disability or illness issues?
- How is the child's emotional wellbeing? (Any self-harm, bullying issues?)
- Are there any dietary needs? (Obesity, eating disorders etc.)

Ensuring safety

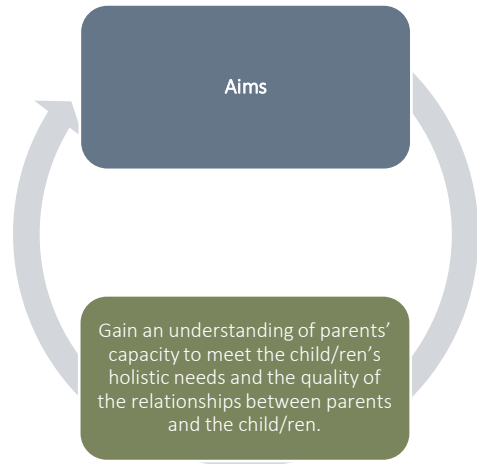
- What are the sleeping arrangements? (Co-sleeping/safe sleeping)
- What are the protective factors in relation to harmful behaviours?
- Does the parent/s know how to make safe decisions for their child/ren? Is the parent/s able to make safe decisions.
- How do the parents deal with hazards? (Age related)
- Understanding of e safety and strategies to promote protection against exploitation?
- Can they identify risks from harmful adult behaviours and protect their child/ren/themselves?

Guidance and boundaries

- How do they communicate with the child/ren? (Warmly/harshly etc.)
- Do they have routines/rules and boundaries ?
- How do they ensure the safety and supervision of the child/ren?
- How do they offer praise/reprimand/discipline their child/ren? Are they consistent?

Outcomes

- Improved quality of care that the child/ren are receiving.
- Identification of any ongoing neglect and the impact on the child/ren.
- Identify a plan for further support.
- Identify protective factors.
- Improve safety health and wellbeing of child/ren.



Parenting capacity (part 2)

Questions and areas for consideration

- Provide a balanced view on parenting capacity to meet the child/ren's holistic needs.
- Gain an understanding of the quality of the relationships between parents and the child/ren and their ability to adapt to the changing needs of the child/ren.

Aims

Outcomes

- Evidence based understanding of parents parenting capacity identifying strengths and areas of challenge and change.
- Clarity on attachment/quality of relationship between parent and the child/ren's.
- Parents achieve changes, good educational outcomes and a stable home environment.
- Understanding of child/ren's needs.
- Parents have empathy for their children's needs and feelings.
- Building healthier relationships.

Emotional warmth:

- What does the child represent for the parent/s?
- How do they put the child/ren's needs above their own?
- What do they see as positive and negative values how are these passed on to the child/ren?
- How are the individual parental / sibling relationships including direct observations? How are the current adult relationships and how do these impact on functioning? Impact of these on child/ren?
- How do parents respond to the emotional needs of the child/ren? (are they affectionate, do they praise the child/ren are they consistent?)

Stability

- Is there positive contact between the child/ren and other important family members and significant others?
- Are there any impending risks to the children's stability? (e.g. new partners, moving accommodation, absence of primary carer, indicators of chaotic lifestyle)

Stimulation and education:

- Is the parent promoting educational needs via school attendance/pre-school activities?
- Are the children supported with homework?
- Does the child access additional activities such as sports/clubs? Are there any barriers to this?
- Does the child/ren need or access additional support? E.g. tuition/counselling services?
- What was the parent/s own experience of education, what did they like about school/what did they struggle with?
- Did they have a good friendship group/did they experience bullying?
- Does the parent initiate play and interact with the child/ren at the child/ren's level?
- What is the parent's engagement, understanding/approach/role in child/ren's education? (attendance, communication, parent's evening, social events etc.)
- Is the child/ren achieving expected academic progress?
- What is the school's view?
- Does the parent/s supervise social media access?
- Are there any issues of bullying/equality issues impacting upon the child/ren?

Analysis and recommendations

Questions and areas for consideration

- How did the parent/s engage and how have they worked with you?
- Have the parent/s understood what the problems/issues are and any role their behaviours have upon this?
- Have they understood the impact on the children?
- Do they have the resources/support and sustain the changes needed?
- What were the strengths and what were challenges for their parenting?
- What has been the lived experience of the child/ren?
- What are the children telling us either verbally or through observation?
- From your interventions and assessment what conclusions have you reached regarding the outcomes for the future and the sustainability of any changes the family have made? (You must consider the long term as well as the short term.)
- What support has been put in place and how effective was this?
- Are there any areas that the parent/s need further support or advice with?
- Is the children's plan making a positive difference?
- Are the children suffering/continuing to suffer **significant harm**?

Outcomes

- We have a fuller understanding of parenting capacity of each parent and the impact upon the child/ren.
- There is a professional opinion (multi agency evidenced based) on whether the child/ren is safe to remain living at home.
- The parents have been provided with services to meet their needs and make changes needed.
- The needs of the child/ren are met/ not met.
- Is change sustainable and what support is needed to make this happen?
- The child/ren's and families views are clearly recorded.
- Recommendations for future-step up/step down - what is in child's immediate and long- term best interest?
- If care proceedings are being considered, how will care meet the children's long term needs/is there any compensatory care that can be put in place to maintain child in family.

Aims

- Critical and analytical overview of all the work undertaken with the family and information gathered.
- Have changes been made and what is the next step.
- Review of the child/ren's plan.

Parent's comments and views

Aims

- An opportunity to gain views from adults and children on what they think has changed, why and what they need to sustain this
- Also, to have feedback of their experience of the support provided



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Questions and areas for consideration

What is the parent/s and child/ren's view on the work that has been undertaken with them?

What is their view of the progress that has been made?

What do parents want for their and the children's future?

What went well, what could have been better?

Are things better for them now, or the same?

The parents and child/ren have an opportunity to contribute their own experience and views.

Outcomes

Parents child/ren's views on their future needs and support.

Parents and adults have an opportunity to have their comments recorded.