

# Going Home & Lifelong Links

## PRACTICE PRINCIPLES

The 'Going Home & Lifelong Links' pathway builds on existing good practice, including ongoing assessment, 'children we care for' planning and interventions offered to families.

The pathway supports the multi-disciplinary team to consider if going home is the best option for a child, and to identify the right support for families to move towards this, including improving 'family time' and 'lifelong links'.

The pathway applies to all children and young people as soon as they need to live away from home. It is relevant throughout their family journey, from living apart, to going home, to maintaining family life living together again.

All workers within the multidisciplinary team are responsible for identifying children and young people who can be supported through the 'Going Home & Lifelong Links' pathway. These principles apply to families supported by all teams within children and families' services.

## PRACTICE PRINCIPLES

The foundations of this pathway are the practice principles embedded within all aspects of support and care offered to Portsmouth Families. The 10 x 10 x 10 Portsmouth Model of Family Practice outlines how we work with families and embodies our values and principles.

This pathway is aligned with our practice models and upholds these principles:

- **Relational Approach:**

This places person centred values and restoring relationships at the centre of all our activities.

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## PRACTICE PRINCIPLES

- **Family Safeguarding:**

Working intentionally to support more children to live safely at home by supporting parents so they are able to care for their own children. Using a strengths-based approach, we seek to build on motivation and promote behaviour change.

- **Trauma informed care:**

Recognising and responding to the impact of trauma both for parents and their children, as well as each other. This includes adapting our processes and practices to minimise the impact of triggering past traumas, as well avoiding unintentionally creating new traumatic experiences.

- **Informed by difference:**

Empowering people by respecting and appreciating what makes them different, in terms of age, gender, ethnicity, religion, disability, sexual orientation, education, and national origin. We will also recognise the impact of unconscious bias and privilege on the way we work with families and each other.

## PLEDGE TO FAMILIES

### **We will seek to :**

- Ensure children's voices and an understanding of their lived experience is central to our plans and activities.
- Advocate for parents and promote their views and experiences from a trauma informed, strengths-based perspective.
- Seek explicit consent and work in partnership with parents and families.
- Prioritise maintaining relationships between family members and friends through supporting lifelong links and creative use of respite and shared care.

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## PLEDGE TO FAMILIES (cont.)

- Prioritise maintaining the professional relationships with workers who support families. We will minimise changes of workers and teams and will work together to prioritise maintaining these connections.
- Promote the use of critical conversations with key individuals and groups, seeking to inform each other with accurate, honest communication built on trust and transparency. Critical conversations can be used instead of more formal meetings where this better suits the needs of individual families.
- Build strengths, understanding and connections with the use of family group conferences, restorative circles and reflective rethink spaces.
- Use multi-disciplinary supervision to ensure all members of the team are part of analysis, decision making and planning, making good use of professional expertise and different perspectives.
- Use SMART plans to move forward in a timely, planned way.
- Continue to support families and respond to needs once children have gone home, recognising that this is key to sustaining family life together.
- Promote attachment focussed parenting styles including the use of PACE. This can help families understand their journey, rebuild relationships and improve the ability to reflect and problem solve together.
- Understand diversity and the identity of families and individual members, respecting what makes each of us unique, and acting to address any inequalities and inequities.
- Use strengths based, respectful language both in records and within dialogue.
- Make sure endings are acknowledged and supported as children's situations change, including celebrating new beginnings.