



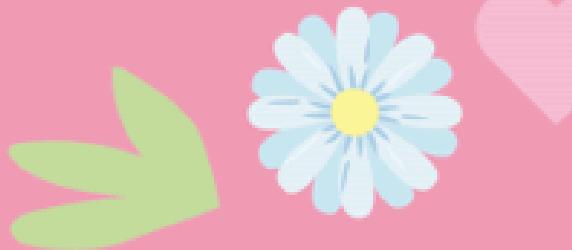
Hull Social Work Academy
Grow and thrive together



Hull
City Council

Social Work and Practitioners Toolkit

June 2025



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Our Values, Principles and Expectations

Resources:

- [Children's Social Care: Stable Homes, Built On Love](#)
- [A summary of the UN Convention on the rights of the child](#)
- [Practice Standards Hull](#)



People first

We strive to improve the quality of life for all people and families



Respect

We treat everyone with respect, integrity, honesty and fairness



Learning

We are curious and open to different ideas, we value feedback and constructive challenge



Ambition

We are ambitious for our city and push the boundaries in order to achieve



Partnership

We work closely together across communities, the council and with our partners

Information sharing advice for safeguarding practitioners

Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers.

This advice is for:

- individuals who are directly involved in safeguarding children, including frontline practitioners, managers and senior leaders
- individuals and organisations that work with children, parents, carers and families, in sectors such as social care, education, health, justice and voluntary

It may also be helpful for practitioners working with vulnerable adults and adults who could pose a risk to children.

This advice outlines the importance of sharing information about children, young people and their families in order to safeguard children. It should be read alongside the statutory guidance

‘Keeping children safe, helping families thrive’ outlines the government’s commitment to keeping families together and children safe.

It also outlines a commitment to support children to live in family settings where children cannot remain at home, including through kinship or foster care, rather than residential care.

Alongside this, the statement sets out ambitions to fix the broken care market, and ensure the system is working effectively for vulnerable children and families.

Resources:

- [Working Together to Safeguard Children 2023](#)
- [Keeping children safe, helping families thrive](#)
- [Children's Social Care National Framework](#)
- [An illustrated guide to the Children's Social Care National Framework](#)

Homelessness Protocol

Resources:

- [Homeless 16-17 year olds in need of care](#) (Children's Commissioner)
- [Prevention of Homelessness and Provision of Accommodation for 16 and 17 year olds who may be Homeless and/or require Accommodation; and Duty to Refer](#)
- [Shelter website](#)

NSPCC: “Ten pitfalls and how to avoid them”

What research tells us

This NSPCC guidance provides messages from research in undertaking assessment work with children and families. Whilst this was initially aimed at the initial assessments because of its broader relevance.

It provides questions for practitioners undertaking assessments and managers supervising these assessments; a means of checking in and avoiding the “pitfalls” to assessment work.

Reference Broadhurst et al (NSPCC 2010)
www.nspcc.uk/inform

Resources:

- [Children living at home: the initial assessment process](#)
- [NSPCC Assessing Parenting Capacity](#)

Signs of Safety 7 Analysis Categories




Signs of Safety Assessment and Planning Framework: Seven Analysis categories

What are we worried about?	What's working well?	What needs to happen?
HARM	EXISTING STRENGTHS	SAFETY GOALS
DANGER STATEMENTS	EXISTING SAFETY	NEXT STEPS
COMPLICATING FACTORS		

On a scale of 0–10 where 10 means the child/teen is safe enough and we can close the case and zero means things are so bad for the young person we must remove them into care immediately, where do you rate this situation today?

Put different judgment numbers on scale for different people, e.g. different professionals, child, parents etc.



Resources:

- [Signs of Safety 7 Analysis Categories](#)
- [Liquidlogic & Signs of Safety Question Guidance](#)

The Assessment Framework 2000 (DOH) Triangle and dimensions of a Child's Developmental needs, Parenting Capacity and the family and Environmental Factors

The Assessment Triangle provides the holistic framework for assessments. The set of dimensions contained within the assessment framework are intended to be illustrative rather than comprehensive of the different components of each dimension.



However they provide practitioners with a guide to understanding the domains of child development, parenting capacity and the family and environmental factors which may impact on the child's lived and potential future experiences.

Reference: DOH (2000) Framework for the Assessment of Children In Need and their families. The Stationary Office.

Resources:

- [The Assessment Framework Triangle](#)
- [Dimensions of Child's Developmental Needs / Parenting Capacity](#)
- [Signs of Safety Assessments - Learning Links](#)

Strengths and Difficulties Questionnaire (SDQs)

The SDQ is a tool that must be used as a part of the assessment process to assist with identifying the emotional and behavioural needs of our children in care between the ages of 4-16, ensuring that they have the right support, from the right service at the right time.

The SQD should be completed separately by the child's carer and social worker at a minimum. It requires you to read a series of statements and judge how well it describes the child or young person by ticking a selection of boxes.

Once the SDQ has been completed, the scores will be recorded and then categorised to identify whether their scores are 'close to average', 'slightly raised/lowered', 'high/low' and 'very high'.

If the child or young person's SDQ score is low, this should be recorded on the child's record with no further action being taken.

Where the SDQ score is slightly raised or high, the social worker should consider how best to meet the emotional needs of the child or young person and take action to promote their emotional needs.

Signs of Safety Risk Assessment:

Analysing Harm

Understanding harm involves analysing:

Behaviour that was harmful/damaging

Chronicity how often the behaviour has happened

Severity how bad the behaviour is

Impact how harmful behaviour has affected the child

Whatever the behaviour professionals are worried about, impact on the child is always the most important issue. Though the most critical issue, impact on the child is often assumed rather than explicitly expressed.

Resources:

- [Purpose of the Signs of Safety Harm Matrix](#)
- [Harm Matrix \(Prompts Sheet\)](#)
- [Harm Matrix \(Generic Template Blank\)](#)
- [Assessment Practice Guidance](#)

Contingency Planning

The child's contingency plan needs to be clearly recorded in the child's plan under the contingency planning section. The contingency plan differs from the plan rules in that this will identify what action the Local Authority will take in specific circumstances, should the safety plan not be followed by the network and fail to keep the child safe when the danger is present.

The contingency plan must not simply state actions such as the Public Law Outline will be started, but clearly identify what steps the Local Authority would take to safeguard the child and what this would mean. For instance, explaining to a family whose child is on a Child Protection plan, that if the plan continues to be ineffective and the concerns and worries for the child's safety remain, that the Local Authority will have to consider speaking with a Solicitor to gain legal advice to understand what further actions and support need to be put into place to keep the child safe.

It is vital that that the child and families individual circumstances are taken into account and that this is not a one size fits all approach. Likewise, it is vital that the family and their network are aware of the contingency plan in clear language which is jargon free.

Group Supervision

Signs of Safety group supervision has two aims:

- To create a shared, structured process of slow thinking or analysis to improve decision making
- To grow practitioners' capacity to use the full complement of Signs of Safety practice methods with increasing confidence, skill and flexibility

Resources:

- [Group Supervision Process: Building a network](#)
- [Group Supervision Process: Safety Planning](#)
- [Group Supervision Process: Appreciative Inquiry](#)
- [Signs of Safety Group Supervision: Purpose and Process](#)
- [Group Supervision Process: Harm Analysis Matrix](#)
- [Group Supervision Process: Creating a Safety Planning Trajectory Timeframe](#)
- [Group Supervision Process: Mapping](#)
- [Group Supervision Process: Words and Pictures](#)
- [Group Supervision Process: My 3 houses](#)

Five Anchor Principles

Five Anchor Principles:

Anchor Principle 1 - What is the assessment?

Anchor Principle 2 - What is the story?

Anchor Principle 3 - What does the story mean?

Anchor Principle 4 - What needs to happen?

Anchor Principle 5 - How will we know we are making progress?

The Anchor Principles is Research in Practice Guidance and using this approach promotes analysis and critical thinking.

Resources:

- [Using the Five Anchor Assessment Principles in supervision](#)
- [Collaborative Case Audit - Safety Planning](#)
- [Collaborative Case Audit - Mapping](#)
- [Collaborative Case Audit - My Three Houses](#)
- [Collaborative Case Audit - Words and Pictures](#)
- [Collaborative Case Audit - Intake and Initial Assessment](#)

Pre-birth Assessments

A Pre-Birth Assessment should be viewed as a preventative assessment, predicting risks in advance of a child being born. The aim of which is to ensure a child's safety post-partum, including ensuring that parents that are vulnerable and/or in difficulties, receive the kind of support and services that they require in order to be able to parent effectively and at the earliest opportunity.

Resources:

- [Learning and Assessment Tools for Pre-Birth Assessments \(Presentation\)](#)
- [Hull Children, Young People & Families' Service Pre-Birth Flowchart](#)
- [Child's Plan for Health Professionals](#)
- [Pre-Birth Assessment Guidance - Trix](#)



Impact Chronologies

A chronology is the starting point to assessment, planning and review work with children and their families. The Hull City Council policy/guidance outlines the requirements for undertaking a chronology highlighting its importance in identifying and understanding significant events, patterns, family scripts, risks and strengths.

Lord Laming highlighted the importance of a chronology in the Victoria Climbié inquiry stating:

“I regard the inclusion in any case file of a clear comprehensive and up-to-date chronology as absolutely essential. In addition to saving valuable time that would otherwise be spent trying to extract relevant information from a number of documents, such a chronology would also help to identify actions ordered on the case which had yet to be completed. The discipline of preparing the initial chronology at the outset of the case is also valuable given that it would require the allocated social worker carefully to read the file before embarking on the assessment.”

Reference: Tri-x and the Victoria Climbié inquiry

Resources:

- [Chronology Guidance](#)
- [Child Impact Timeline](#)

Genograms

The genogram is a highly informative systemic tool to open up conversations and build professional relationships with children and families. A three generational cultural genogram supports understanding of family history, narratives, patterns and relationships.

The basic genogram symbols serve as a tool in the construction of genograms with families.

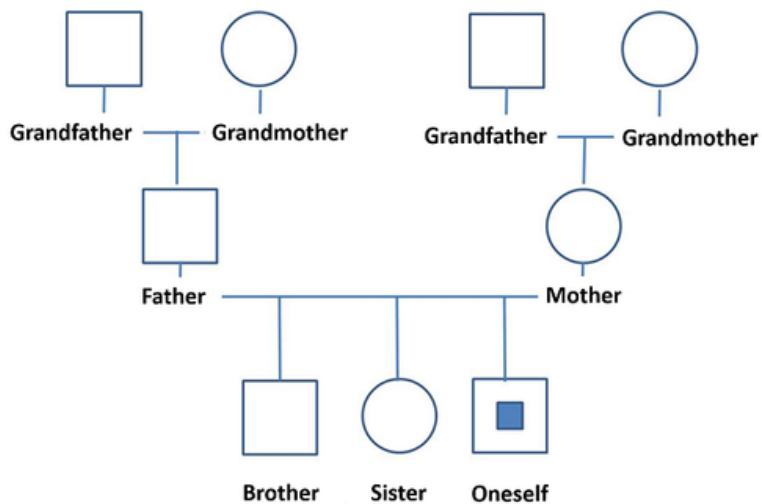
The set of questions provided support a systemic approach to understanding families narratives and lived experiences.

Reference: DOH 1988

It is imperative that we consider who makes up the extended family and connected network – what might they have to contribute to helping us understand risks, strengths and potential sources of safety? Who cares most and who helps them grow up well? Who does the child say is most important to them and who do they identify as their extended family? Remember these may not be biological relatives and could be neighbours, church, key people at school or in the community etc.? Consider their roles in creating safety for the child. The Liquid Logic system generated genograms are superficial and are limited to blood relationships and therefore Good practice would suggest that a genogram should articulate a wide range of people and this that pose a risk. Copies of good quality genograms should be stored in the documents section of the child's file (either through uploaded copies of photographs), clearly titled and referenced in the case summary so that all readers are guided to the document section and shared with families.

Resources:

- [Questions for genograms](#)
- [Compiling a genogram](#)
- [The basic genogram symbols](#)



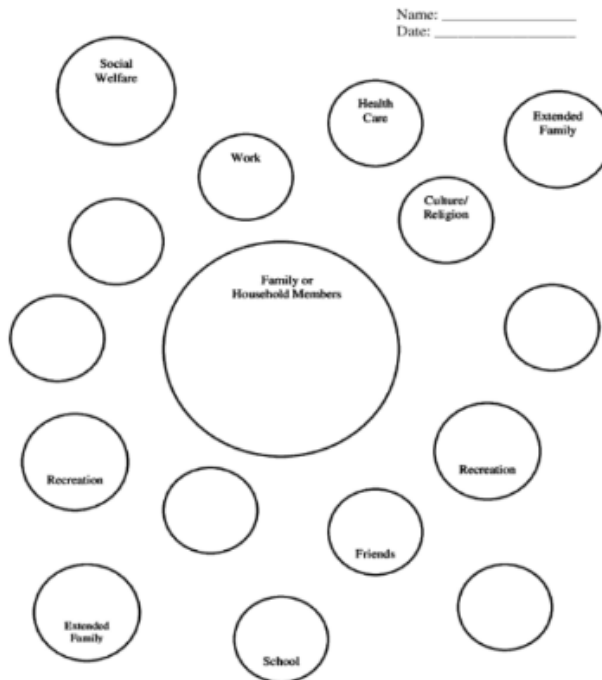
Ecomaps

The ecomap helps practitioner's and families to understand and support networks and strengths in relationships; a useful tool in identifying protective , helpful/unhelpful support networks and influences. It is a visible tool for families which can open up conversations with children and families and support planning.

Reference: DOH (1988)

Resources:

- [Ecomaps: A guide for Social Workers](#)



Assessing risk for further child maltreatment (DH Jones, Hindley, N and Ramachandami)

This tool is extremely useful in assessing the likelihood of future significant risk of harm/future significant harm less likely. It is important to note that this tool is only suitable for cases in which there is evidence of previous child maltreatment (abuse) to a child by one or both parents/carers. It is not a substitute for investigation or fact finding. The table encourages practitioner's to reflect on particular factors within a child's family, life drawing particular attention to family history, interactions, behaviours, observation of interactions, drawing on what is known from chronologies and assessments. It needs to be used by referring to evidence of what we know from our observations, facts, interventions, information and assessments.

Reference: www.rip.org.uk

Resources:

- [Assessing risk of further child maltreatment: a research-based approach](#)
- [Assessing risk of further child maltreatment: a research-based approach \(Blank Template\)](#)
- [How to use the Jones Model](#)

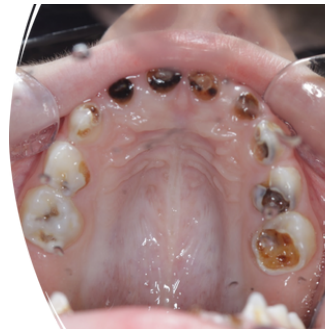
Neglect

Neglect is defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to -

- provide adequate food, clothing, and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caregivers)
- ensure access to appropriate medical care or treatment
- provide suitable education

Dental Neglect

National neglect has been cited as one of the six forms of neglect by the NSPCC and defined as 'failure to ensure school attendance which prevents the child reaching their full potential academically. The Department for Education (DfE) statutory guidance 'Working together to improve school attendance, states that where schools, local



authorities and other partners have put in place appropriate plans to support absence and 'severe absence for unauthorised reasons continue, it is like to constitute neglect.

Educational neglect has a wide-ranging impact on a child or young person (CYP), as there are many opportunities missed out on, including social and future attainment. Howarth (2007) points out a range of potential consequences including: delays in language acquisition; low aspirations; emotion dysregulation and behaviours that challenge; and a negative effect on self-image.

Resources:

- [HSCP Neglect Practice Guidance](#)
- [Neglect Observational Toolkit](#)
- [Virtual Safeguarding Briefing](#)
- [Identifying and Responding to Neglect in Hull](#)
- [Serious Case Review Education: Neglect](#)
- [Protecting children from neglect - NSPCC Learning](#)
- [Working together to improve school attendance \(2024\)](#)
- [Addressing emotionally-based school avoidance](#)
- [Opportunity for all - strong schools with great teachers for your child \(2022\)](#)
- [Children Missing Education \(2016\)](#)
- [7-Minute Guide Neglect - HSCP](#)
- [Hoarding & Clutter Rating](#)

Trauma

Being a trauma-informed city means taking a holistic approach to acknowledging and repairing a system that is inequitable, and that contributes to systemic violence and poverty. Trauma-informed design is a growing field that includes adaptations to support a strengths-based framework based in an understanding of, and responsiveness to, the impact of trauma. The goal of a trauma-informed city is to become a city that is educated about trauma, prevents transmission of harm, and positively impacts the lives of others.

Resources:

- [Safe Hands Thinking Minds - Karen Treisman website](#)
- [Karen Treisman Trauma Resources](#)
- [Books, Cards & Worksheets - Trauma](#)



Child Sexual Abuse

The following tools can be used where there have been allegations, convictions or admissions of sexual abuse against a child within a family context. They are not intended to replace specialist risk assessment or indeed provide a definitive answer around risk, however, they are there to support social work assessments and analysis. Tools can help workers formulate professional judgement and it is key that any assessments are undertaken in partnership with other agencies.

Where specialist risk assessments are required for adult perpetrators/alleged perpetrators then a consultation with Hull initiative must take place, and where deemed appropriate a referral is made and discussions should also take place around any proposed work with the non-abusing parent or child. In cases where a young person is the perpetrator/alleged perpetrator then a consultation with CAMHS is necessary and a SCARS assessment may be deemed necessary.

Conversations need to take place around the safety of the victims and safety measures implemented immediately when concerns are raised around potential sexual abuse.

Resources:

- [Signs and Indicators: A template for identifying and recording concerns of child sexual abuse](#)

Assessing protective Adults Format - Lucy Faithful Foundation

This is a format for assessing protective adults. This format can assist in making decisions about current and potential ability to protect, act as a guide to report writing, or as an aid to help workers complete their own agency's assessment procedures.

Some example assessment questions are also provided to support the assessment process.

There is also a self-reflection tool for practitioners to complete when working with families where sexual abuse is a concern.

Resources:

- [The Lucy Faithful Foundation: Assessing Protective Factors](#)

Framework for assessing the viability of contact between the perpetrator and children in sexual abuse cases - Martin C Calder 2003

The aim of this practice guidance is to provide a broad framework that will facilitate professionals in making an assessment that is child centre, whilst also providing information to assist the court in its judgement around contact matters where child abuse has been a concern.

Formulation Diagram for Young People who Sexually Abuse (Bickley 2004)

A framework for understanding risk, and informing social care assessment - this is not a substitute for a specialist assessment.

Resources:

- [Formulation Diagram for Young People who Sexually Abuse](#)

Intra-Familial sexual abuse: Risk Factors, indicators and protective factors - Research in Practice tool

The resource is designed to support practitioners to use research evidence to structure their thinking in relation to intra-familial child sexual abuse (IFCSA)

Resources:

- [Intra-Familial child sexual abuse: Risk factors, indicators and protective factors - Research in Practice](#)

Other useful resources relating to child sexual abuse:

- [Brook Traffic Light Tool](#)
- [Child Sexual Abuse - Learning Links](#)
- [Statistics Briefing: Child Sexual Abuse](#)
- [Protecting Children from Harm](#)
- [School safety plan template](#)
- [Safety Planning in Education](#)
- [SASS - Child sexual abuse: information for parents, carers and family members](#)
- [Young people who sexually abuse](#)
- [Centre of Excellence Website](#)
- ['I wanted them all to notice' - Protecting children and responding to child sexual abuse within the family environment](#)

Harmful Sexual Behaviour

Resources:

- [Harmful Sexual Behaviour Prevention Toolkit](#)
- [Sibling Sexual Behaviour Home Safety Plan](#)
- [Our Home Safety Plan: Children and Young People's Version](#)
- [Hull CAMHS Harmful Sexual Behaviour - Leaflet](#)
- [Sibling Sexual Abuse: A knowledge and practice overview](#)
- [Safety Planning Checklist - Home Setting](#)
- [Observations of sibling relationships](#)
- [How to use Aim Checklists - Guidance](#)
- [AIM Project Children Under 12 Years Old Checklists](#)
- [AIM Checklists for Under 12's with Learning Disabilities](#)
- [AIM Project Adolescent Checklists](#)
- [AIM Project Adolescent with Learning Disabilities Checklists](#)
- [Harmful Sexual Behaviour Assessment](#)

Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) is a type of sexual abuse. It happens when a child or young person is coerced, manipulated or deceived into sexual activity in exchange for things that they may need or want like gifts, drugs, money, status and affection. Children and young people are often tricked into believing they're in a loving and consensual relationship so the sexual activity may appear consensual. This is called grooming and is a type of abuse. They may trust their abuser and not understand that they're being abused. CSE does not always involve physical contact, and can also occur through the use of technology.

Resources:

- [Alfie's Story](#)
- [Missing Kids UK](#)
- [Children missing from care, home and education - Guidance](#)
- [Child exploitation and abuse: an appropriate language guide](#)
- [Child exploitation disruption toolkit](#)
- [Resources to help identify and engage young people at risk of sexual abuse and exploitation](#)
- [Child Exploitation 7-Minute Guide - HSCP](#)



Extra-familial harm: Introduction of Practice Principles research
In March 2023, the Tackling Child Exploitation (TCE) Support Programme, funded by the DfE, published a set of Practice Principles and resources to support multi-agency safeguarding partners to respond to child exploitation and extra-familial harm.

The Safer Young Lives Research Centre (University of Bedfordshire) have published new research exploring the awareness and impact of the Practice Principles.

Resources:

- [Multi-agency Practice Principles for responding to child exploitation and extra-familial harm](#)
- [Implementation and impact of the Practice Principles for responding to child exploitation and extra-familial harm](#)

Honour Based Abuse (HBA)

HBA is a form of abuse rooted in the desire to uphold or restore the perceived honour of a family or community. It involves coercive control and violence often committed in response to an individual's perceived actions that violate familial or community norms. Statutory professionals play a vital role in identifying, supporting, and safeguarding individuals at risk of or experiencing HBA. This section aims to assist professionals in comprehending the complexities of HBA and to equip them with tools to explore these sensitive issues with individuals who may be experiencing HBA.

Resources:

- [Karma Nirvana's Honour Based Abuse Identification Tool: Professional Guidance](#)
-the guidance must be read before using the tool
- [Karma Nirvana's Honour Based Abuse Identification Tool](#)

Reunification

Resources:

- [Safety Planning Barometer](#)
- [Safety Planning Actions](#)
- [12-step process for assessing the risk of re-abuse to a child](#)
- [An Evidenced-Informed Framework for Return Home Practice](#)
- [A Charter for Siblings](#)
- [Checklist for Sibling Assessment Report](#)
- [Sibling Assessments - Beyond, Together & Apart Resource Pack](#)
- [Sibling Assessment Report \(BLANK TEMPLATE\)](#)



Emotional Wellbeing

The questionnaires relating to adult and adolescence emotional well-being have been designed to screen for particular problems or needs. They have been standardised so that a score above a particular cut-off indicates the strong probability of a significant problem of the type for which the questionnaire is screening. This can be a useful guideline, but it must be remembered that scores above or below a particular cut-off do not guarantee the presence or absence of a significant problem in the individual case. Further discussion can help to clarify whether respondents are over-or-under-representing their needs. Furthermore, there may be highly significant needs picked up by individual questions, even when the overall score is well below the cut-off.

Questionnaires can not only be used in different ways, they can be used with different respondents, for example, foster or birth parents, residential or nursery workers, children or young people and in different contexts.

Whenever a questionnaire is introduced, it is not just a matter of considering its appropriateness, but explaining its purpose and potential relevance. The respondent should also be able to comprehend where it fits into the assessment as a whole and how it may be able to extend understanding of the current family situation.

In summary, a questionnaire can be introduced as a way of understanding the families' or individual members' needs or to acknowledge the extent of current shared knowledge of the family's predicament. With some it may be relevant to indicate, at the outset, that the questionnaire may provide suggestions for the support the family requires, or aspects that the carer and social work can work on together.

Reference: (A Cox & A. Bentovim); Framework for the Assessment of Children in Need and their Families. (DOH 2000)

Resources:

- Siobhan Maclean Pocketbooks for Team Managers - Distributed to all teams across CYPFS
- [Adult Wellbeing Scale](#)
- [Adolescent Wellbeing Scale](#)
- [Rosenburg Self-Esteem Tool](#)
- [Mental Health Thinking Tool](#)
- [Parenting Daily Hassles Scale](#)
- [Tool for Adolescent Wellbeing](#)
- [Strengths and Difficulties](#)
- [Selfcare and Wellbeing - Learning Links](#)



Team Managers and Supervision

Resources:

- [Responding to complaints in Children, Young People and Family Services](#)
- [PGPR - How to upload \(Easy Guide\)](#)
- [Research in Practice - Reflective supervision: Learning Hub](#)

Family Time

Contact for children who are separated from parents/carers, siblings can be highly emotive; it can be positive, negative or mixed for children living away from their families and is one among many inter related factors which impact on a child's development (Ashley, 2011; Macaskill 2002).

Within the family justice setting, there are often tensions between a parent's wish to see their child frequently, the court's requirement for evidence and the child's need for recovery and to settle in their placement. Balancing the needs of the child alongside the wishes, feelings and expectations of the court provides many challenges for social care practitioners.

This tool provides an evidence based assessments to inform contact plans; it highlights risks and strengths between the child, birth family members and foster carers, acting as a balance sheet to inform and justify contact plans for children's.

Reference rip.org.uk/frontline

FAMILY TIME

You said:

get to see my mum on my own it feels good. I also get to see my sister separately because my foster carer and social worker have listed to what I needed. (2024-YVIC)

"Arranging contact takes too long, we don't know enough about why we can't see certain family. Family time can help us cope." (YVIC Feedback 2022)

MON	TUE	WED	THU	FRI
	8	9	10	11
MON	TUE	WED	THU	FRI
14	15	16		18
MON	TUE	WED	THU	FRI

We Did!

- Staying Connected Project.
- Reviewed Family Time Policy
- 'Just Ask Us' Webinar.
- Signs of Belonging launched November 2024
- Shine Bright.
- The Cards You're Dealt.
- A workshop on the Family Networks - 'Stable Homes Built On Love'.
- Practice Standards - Family Networks Updated.
- Reviewing Family Time rooms with Young People.
- Ofsted Consultation (X2 Network).
- Training for all foster carers

We will keep doing!

- Signs of Belonging Care Plans emphasise family time and connections. Training will continue to be delivered.
- Training will be delivered in terms of supporting brothers and sisters. So, we ensure that all the children's individual needs are made when assessing.
- Leaders will influence change in-terms of family time to ensure that all children receive a consistent service. Front-line practitioners will be asked about family time during supervision.

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Resources:

- [Contact: Making good decisions for children in public law](#)
- [Supervision of Contact - Assessing Relatives and Friends](#)
- [Safety of spending time arrangements - Indicator](#)
- ['Just Ask Us' Animation](#)
- [Supporting Family Time - Coram Voice](#)
- [Contact Planning Tool](#)
- [Managing the risks and benefits of contact](#)
- [Contact following placement in care, adoption or special guardianship: implications for children and young people's well-being](#)
- [Safe contact indicator](#)
- ['Dream On' - Animation](#)

Domestic Abuse

The DASH risk assessment is important tool in understanding the risks and complexities of domestic abuse, stalking harassment and honour based violence, including coercive control. This tool should be used where there are concerns in relation to any of these issues. It will assist in informing social care assessments and planning to safeguard children and victims. It can be used to support interventions and promote understanding of the degree of risks to victims and their families. It is important however, that prior to practitioners using this tool they undertake the DASH assessment training through either the two day multi- agency: “Domestic Abuse: The impact on adults, children and the community” or “Understanding and identifying risk in the context of domestic abuse. “or“ We can talk about domestic abuse with families.” All of which can be accessed through ORACLE.

Practitioners can attend the Lets Talk About Domestic Abuse course and be issued with further tools once trained. These are not published or available until trained.

Please ensure that when you are considering family meetings that we understand the relationships between parents and extended family. If for instance either parent is a victim of domestic abuse, we must ensure that we DO NOT ask the perpetrator of domestic abuse to supervise family time or compromise the victim further by expecting them to attend the family meeting together. We need to consider the extended family's understanding of the relationship and any coercion and control that may exist.

We DO NOT at any time ask a perpetrator of domestic abuse to provide supervision of family time for the victim.

Please ensure that when we plan meetings and send invites we have considered domestic abuse and the appropriateness of joint attendance or holding a separate meeting.

Resources:

- [Hull MARAC Referral Form](#)
- [DASH Risk Identification Checklist](#)
- [Domestic Abuse - Learning Links](#)
- [Sound of Silence - A journey of co-creation in youth-led response to domestic abuse](#)

Supporting Healthy Parental Relationships and Reducing Parental Conflict

Parental conflict refers to frequent, intense, and poorly resolved arguments between parents. While some level of arguing is normal, harmful parental conflict can have a significant negative impact on children's mental health and long-term life chances. It includes behaviours such as shouting, aggressive arguments, not speaking to each other, and being disrespectful. However, it is important to note that some conflict in the parent-child relationship is inevitable and necessary for learning and growth.

However, when addressing parental conflict in a relationship, practitioners should continue to be vigilant and confident there are no indicators of domestic abuse, including fear, imbalance of power and controlling behaviour. If there are signs of controlling behaviour that adversely affects one person in a relationship, this can be an indicator of an abusive relationship (GOV.UK)

Resources:

- [Distinguishing domestic abuse and harmful conflict - screening aid](#)
- [Recognising your feelings](#)
- [Week-dairy template](#)

Parents

Resources:

- [Supporting Healthy Parental Relationships - Good Practice Guide](#)
- [\(Accessible version\) Supporting Healthy Parental Relationships - Good Practice Guide](#)
- [Supporting Healthy Parental Relationships Methodology](#)
- [Adolescent to Parent Violence and Abuse Risk Screening Tool](#)
- [Child/Adolescent to Parent/Carer violence and Abuse \(CAPVA\): Exploring effective approaches to research](#)
- [Understanding CAPVA](#)
- [Child to parent violence and abuse, awareness raising for multi-agency frontline practitioners](#)
- [Supporting healthy relationships among new parents](#)
- [Talking with families about parental relationships](#)

Working with parents with a learning disability

Resources:

- [Working with parents with a learning disability - Good Practice Guidance](#)
- [Working Together with Parents Network - Update](#)
- [Parent Assess - Quality Assurance Form](#)
- [Hull City Wide Advocacy Service](#)
- [Learning Disabilities - Learning Links](#)
- [Supporting parents who have learning disabilities](#)
- [Children See, Children Do Video](#)
- [Hull Adults Social Care - Mental Capacity Act 2005 - Implementation in Practice](#)

Children with a Disability

Resources:

- [Hull SEND Local Offer](#)
- [Insight to impact - Children in care and Care Leavers with a disability or long-term health condition](#)
- [21st century social work with children and young people with disabilities: Evidence Review \(2018\)](#)
- [Enabling decision making by children and young people with communication needs \(Part 1\)](#)
- [Enabling decision making by children and young people with communication needs \(Part 2\)](#)
- [Enabling decision making by children and young people with communication needs \(Part 3\)](#)
- [Enabling decision making by children and young people with communication needs \(Part 4\)](#)
- [Using a needs led eligibility framework to provide services](#)
- [Hull SEND Strategy 2021-2024](#)
- [Elsa Support website](#)
- [Twinkl website](#)
- [Social Workers Toolbox website](#)
- [Special Stars website](#)
- [Life for a kid website](#)
- [Cerebra website](#)
- [Caudwell Children website](#)
- [Sensory Processing Hub website](#)

EHCP'S

An education, health and care plan (EHC plan) is a legal document which describes a child or young person's special educational needs, the support they need and the outcomes they would like to achieve.

An EHC plan can only be issued after your child has (or you, as a young person have) gone through the process of an Education, Health and Care needs assessment.

Resources:

- [Hull SEND Local Offer](#)
- [Hull Graduated Approach](#)
- [Transition Documents](#)
- [NYAS - National Youth Advocacy Service](#)
- [EHCPs - Learning Links](#)

Children's Participation

Resources:

Coram Voice Resource Knowledge Bank includes best practice linked to Voice and Influence. Here are Hull's piece of work which has helped to shape practice:

- [Coram Voice - Bright Spots resource bank](#)
- [Say it your own way'](#)
- [Adapted worry meter](#)
- [Board game](#)
- [I'll go first - Toolkit](#)
- [Practice Aid - A day in my life](#)
- [Childs Voice - Learning Links](#)
- [Hull Citywide Advocacy Service](#)
- [All About Me Booklet](#)
- [Developing friendships - Coram Voice](#)
- [Managing changes of social worker - Coram Voice](#)
- [Stigma and feeling different - Coram Voice](#)
- [Corporate Parenting Strategy](#)

Room 42

Resources:

- [Room 42 Promo](#)
- [Room 42 Animation](#)
- [Room 42 supporting young people](#)
- [Real icons event](#)
- [Behind the smiles of these three friends are some truly heartbreaking stories - Hull Live](#)
- [Hull care leavers says social worker changed his life - Hull CC News](#)
- [Care Leaver Covenant](#)
- [Aschourts supporting Hull care leavers](#)
- [How you can help Hull's care leavers - Hull CC News](#)
- [Walk-by food hub launched for Hull's care leavers during coronavirus outbreak - Hull CC News](#)



Young Carers

A young carer is a young person aged under 18 who cares for a family member who may have a disability, serious illness, a mental health issue or an alcohol, drug or substance problem. Caring for someone can take its toll emotionally and physically. A young carer has less time for hobbies, interests, friends, part-time work or school work. A young carer may take on extra household chores, sort out medications, help someone to wash, or be a comfort to someone who requires mental or emotional support. They might be helping their little sisters or brothers get dressed or even take them to School. The tasks undertaken can vary according to the circumstances, the level and frequency of need for care, and the structure of the family as a whole.

Resources:

The Young Carers Card supports young people by officially identifying them as a young carer. The Young Carers Card offers discounted access to local health and wellbeing service and selected local shops and businesses. TheYoungCarersProject@hullcc.gov.uk

How to refer and access support: [Children's Portal](#)



Young Carers aged 10 and over can contact their local youth centres to access the young carers support sessions.

Youth Development Service Youth Centres;

West Locality (Kingston Youth Centre and Ainthopre Youth Centre): 01482 331 238

East Locality (Andrew Marvell Youth Centre): 01482 791 226

North Locality (Route One Youth Centre): 01482 491 960 and Astra Youth Centre: 01482 310925

For further information on Young Carers Project please contact the team at; TheYoungCarersProject@hullcc.gov.uk

1001 Days

The 1,001 days from pregnancy to the age of 2 set the foundations for an individual's cognitive, emotional and physical development and is now recognised as critical for building strong societies and happy families. Across Hull, support for families is delivered by many committed midwives, health visitors, family support workers, social workers and primary care practitioners, as well as many committed volunteers. We are proud to work together to ensure that all children get the best start in life, and therefore the opportunity to thrive, and grow into happy and healthy children and adults.

We aim to offer -

- Seamless support for families
- A welcoming family hub where families can access the full range of Start for Life services
- The full range of information, advice and guidance in accessible formats to support families through the first 1001 days and beyond

Resources:

- [Hull Family Hub Website](#)

Private Fostering

A privately fostered child is a child or young person under 16 years, or under 18 years if they are disabled, who is being cared for and is living with someone else for more than 28 days who is not a parent or relative. They could be someone such as a -

- grandparent
- brother
- sister
- uncle
- aunt
- stepparent
- person with legal parental responsibility for the child. This may have been a private arrangement made between you and the parent

Resources:

- [Private Fostering Referral Portal](#)
- [1 minute Private Fostering Guide](#)
- [Private Fostering - HSCP](#)
- [Private Fostering webinar](#)
- [Private Fostering Regulations](#)
- [Private Fostering National Minimum Standards](#)

Romani (Gypsy), Roma and Irish Traveller History and Culture

Romani (Gypsy), Roma and Irish Traveller people belong to minority ethnic groups that have contributed to British society for centuries. Their distinctive way of life and traditions manifest themselves in nomadism, the centrality of their extended family, unique languages and entrepreneurial economy. It is reported that there are around 300,000 Travellers in the UK and they are one of the most disadvantaged groups.

Resources:

- [Building trusting relationships with Gypsy, Roma and Traveller communities using Signs of Safety](#)
- [Working with and caring for Gypsy, Roma and Traveller children in care](#)
- [A guide for professionals working with Gypsies, Roma and Travellers in Children's Services](#)
- [Understanding Cultural Intelligence](#)
- [Come to us in a peaceful way: Improving experiences of Roma families with children's services in England](#)
- [Roma Support Group](#)

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) sometimes referred to as female circumcision, refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

Resources:

- [Female Genital Mutilation Act](#)
- [Section 73](#)
- [Mandatory reporting of female genital mutilation: procedural information](#)
- [Multi-agency statutory guidance on female genital mutilation](#)
- [FGM: mandatory reporting in healthcare](#)
- [Female Genital Mutilation - Prevent & Protect | NSPCC](#)
- [Procedures and Guidance - Female Genital Mutilation](#)

LGBTQ+ Community

Resources:

- [Respecting Diversity through Joint Social Action](#)
- [LGBTQIA+ - Learning Links](#)



Anti-Racist Practice

- [Talking about Anti-Racist Practice in our work with children, young people and families](#)
- [Cultural Competency - Learning Links](#)

Working with Males

Resources:

- [Working with Males - Practice Tool](#)
- [Working effectively with men in child and family social care](#)
- [Working with Males - Learning Links](#)
- [The Myths of Invisible Men](#)



Attend Framework

The ATTEND Framework is an early intervention tool that offers a way of identifying the underlying reasons for pupil absence. It's for pupils aged between five and 16 years old when attendance falls below 90%. The framework promotes a collaborative approach to understanding potential barriers to attendance and enables schools to work together with pupils and their parents or carers to put together support plans. The framework involves schools working closely with the pupil and their parents or carers to understand the reasons and offer support for nonattendance.

Every Academy Trust in the city was represented at the event, which took place at the MKM Stadium.

Attendees heard from Boulevard and Chiltern schools from the Thrive Academy Trust, who piloted the framework with positive results.

Information was also presented on the support available across the city to support children, young people and families including the Mental Health Support Team, Educational Psychologists and Early Help Intervention.

The Parent Carer Forum also presented on the difficulties children with SEND may have in attending and the effect this has on their parents.

Being the parent or carer of a child or young person (16 or under) struggling to attend school can be very difficult. The Access and Inclusion Team have arranged three in person drop-in sessions taking place in three different locations. Parents and carers can meet with Education Welfare Officers to find out about how we as a council can support them and their children.

If a child hits 90% on their school attendance, this is a trigger and we should start looking at the contributing factors, and start the Attend Framework process. This is school lead.

Resources:

- [Attend Framework Slides](#)
- [Introduction to the Attend Framework](#)
- [Top Tips for using Attend](#)

The image displays three overlapping forms from the 'Attend Framework' by Dr Adele Tobias (Educational Psychologist). The forms are designed for assessing factors contributing to school non-attendance.

- ATTEND Form for professionals** (Green header):
 - For the assessment of factors contributing to school non-attendance
 - Dr Adele Tobias (Educational Psychologist)
 - Instructions: "Please ensure that you have read the accompanying guidance notes before completing this form"
 - Fields: Name of Student, Address, Current school, Completed by (name and role), Description of the current situation, Historic % attendance and lateness rates (create a timeline if helpful).
 - DOB and Current school year fields.
- ATTEND Form for Parents/Carers** (Purple header):
 - For the assessment of factors contributing to school non-attendance
 - Dr Adele Tobias (Educational Psychologist)
 - Fields: Student name, DOB, School year.
- ATTEND Form for Students** (Blue header):
 - For the assessment of factors contributing to school non-attendance
 - Dr Adele Tobias (Educational Psychologist)
 - Fields: Name, School, Date of completion, DOB, School year.

Below the forms, the word "OFFICIAL" is printed.

Kinship Care

Resources:

- [Supporting Kinship Families](#)
- [Kinship Care Foundations](#)
- [Children's Social Care National Framework](#)
- [Children's Social Care Dashboard](#)
- [Rosie Twomey Foundations](#)

Complaints

Resources:

- [Practice Guidance: When responding to complaints, for social care practitioners in Hull.](#)
- [Complaint Training - How to make your life easier](#)
- [Corporate customer feedback process](#)
- [Representation and Complaints procedure](#)
- [Complaints Bulletin #1 - Change of Social Worker](#)
- [Complaints Bulletin #2 - Assessments](#)
- [Complaints Bulletin #3 - Children in care & care leaver complaints](#)
- [Complaints Bulletin #4 - Communication](#)
- [Complaints Bulletin Issue #5](#)
- [Complaints Bulletin Issue #6](#)
- [Complaints Bulletin #7 - Communication & accurate record keeping](#)
- [Complaints Bulletin #8 - Delays in making decisions for children](#)
- [Complaints Bulletin Issue #9](#)

Transitional Safeguarding

Transition' is a process or period of changing from one state to another. It can happen throughout our lives and it's experienced differently by different individuals. Within some aspects of social care, in particular safeguarding, the notion of transition can imply a definitive 'line in the sand' – a point of no return – at the age of 18 years. Children become adults on their eighteenth birthday; assumptions about capacity change overnight and eligibility for safeguarding support is very different depending which side of this line a person falls.

In recent years, the complexities of safeguarding children and adults have been challenging practice with an increased focus on violent crime, gang culture, domestic abuse, modern slavery, trafficking and sexual exploitation requiring local areas to adapt and innovate in how they safeguard young people and adults. These issues are revealing just how complex transition from childhood and adulthood can be when viewed through a safeguarding lens.

Resources:

- [Transitional Safeguarding from adolescence to adulthood](#)
- [Transitional Safeguarding - Research in Practice](#)
- [Bridging the Gap: Transitional Safeguarding and the role of social work with adults – Knowledge Briefing](#)
- [Mental capacity, intimate relationships and adult safeguarding: Frontline Briefing](#)

Human Rights Assessment

Human rights assessment can be completed by Social Workers to determine whether social services' support can be provided to a person who is 'in breach of immigration laws' (i.e. is without lawful status in the UK) or is in another excluded group listed in [section 3.3 of the practice guidance](#). A useful template can be found [here](#).

For full information about when a human rights assessment is required and how to complete the template, see the accompanying NRPF Network practice guidance: [When and how to undertake a human rights assessment \(https://guidance.nrpfnetwork.org.uk/reader/human-rights-assessment\)](https://guidance.nrpfnetwork.org.uk/reader/human-rights-assessment).

When considering a Human Rights Assessment, it is recommended that the family/social worker arranges a visit to CIAC Humber. They are a free service who are able to offer advice and support around their individual circumstances from a legal perspective and make recommendations regarding any potential next steps with the Home Office.

Their drop-in service takes place on Thursdays 10am to 12pm, Open Doors (Prince's Avenue Methodist Church, 91 Prince's Ave, Hull HU5 3QP). They can provide a consultation over Zoom also.

Further information can be found on their website <https://www.ciacadvice.com/>

Parental Assessment Questions

Resources:

- [Alcohol](#)
- [Child Protection](#)
- [Childhood Experiences](#)
- [Childhood Perceptions](#)
- [Criminal Behaviour](#)
- [Drug Abuse](#)
- [Education](#)
- [Employment](#)
- [Financial](#)
- [Health](#)
- [Parenting Knowledge](#)
- [Perceptions of the Child](#)
- [Perceptions of self](#)
- [Relationships](#)
- [Self Esteem](#)
- [Stress](#)
- [Domestic Abuse](#)
- [Violence](#)

General tools and guidance to support assessments

Resources:

- [Strengths and Difficulties](#)
- [Sibling Attachment Considerations - Together or Apart](#)
- [Signs of problems and distorted attachments](#)
- [Core-info: Bruises on children](#)
- [Resilience/Vulnerability Matrix](#)
- [Understanding of concerns, impact on child and actions to be taken](#)
- [Procedure and Guidance - Injury and Bruising to Non-Mobile Infants](#)
- [Line of Sight: Bruising and Injury to Non-Mobile Infants](#)
- [Bereavement, Loss & Courageous Conversations - Learning Links](#)
- [NSPCC Solution-Focused Practice Toolkit](#)
- [Life Story Work - Learning Links](#)
- [Needs Jigsaw - Learning Links](#)
- [Evidence Based Decision Making - Learning Links](#)
- [Assessing and supporting children and families who have no recourse to public funds](#)
- [AAA Resolution Model Assessment](#)

- [Support VS Care toolkit](#)
- [Socio-Economic Poverty - Learning Links](#)

If you can't find what you're looking for in this toolkit click the link below to see more:

[Social Workers Toolbox](#)



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