**Agenda**

1. Welcome to this Disruption Meeting for ……………….;

**The meeting is essentially to establish why the placement disrupted, and what lessons can be learned about meeting a child's future needs. It is not to apportion blame.**

1. Introductions of attendees and how they link to the child or placement;

Who is missing from the list of attendees?

* The child;
* The parents;
* The child's social worker and manager;
* The link worker/keyworker (for residential care) and home manager;
* The foster carer(s) and supervising social worker;
* The child's IRO
* The child's current carers;
* Other relevant staff/professionals.

Why are these people missing and who is able to contribute on their behalf.

1. The agenda is primarily based on increasing our understanding of what happened so that we can learn from this and avoid the same thing happening again - for the child or others in the placement;
2. This is the proposed agenda
* How and why the emergency/disruption occurred;

Background (Social work perspective, Others)

* To learn from what happened and avoid the same thing happening again - for the child or others in the placement;

What happened

What can happen

* To contribute to the future planning for the child;

How are the child’s permanence needs being met?

The objective of planning for permanence is to ensure that children have a secure, stable and loving family to support them through childhood and beyond and to give them a sense of security, continuity, commitment, identity and belonging. It is also important to remember that older children and young people also need to achieve permanence in their lives although they may not wish (for a variety of reasons) to be in a foster home or to be adopted. For example, they may prefer to live in a children’s home where they can also achieve a sense of security and belonging.

* To identify work to be done and to ensure it is completed;

Care Planning process in place

* To ensure that appropriate notifications and other post placement arrangements have been undertaken.
1. This meeting is not to apportion blame – it requires people to be honest and to have confidence that their voice will be listened to and respected (even if that view is not shared by others).
2. At the end, I will summarise any learning points, recommendations and follow up actions.

**9.****Matters to be Covered in the Placement Disruption Meeting**

Depending on the time available it is important to address at least 3 points from each section to order to get as full a picture as possible.

|  |
| --- |
| **A: Child's life prior to reception into care** |
| 1. Date and place of birth;
 |  |
| 1. Ethnicity;
 |  |
| 1. What is the child's legal status.
 |  |
| 1. Parent's details and where they are now; / any contact issues?
 |  |
| 1. Sibling's details and where they are now;
 |  |
| 1. Involvement of Social Services or other agencies prior to coming into care;
 |  |
| 1. Consistency of social worker (how many)
2. Consistency of IRO (how many)
3. Any other consistent adults in their life?
 |  |

|  |
| --- |
| **B: Reception into care** |
| 1. Number of care settings the child had experienced before this one – at what age?
2. Why did previous ones not work out/end?
 |  |
| 1. The care plan for the child in each setting;
2. What was the permanence plan?
 |  |
| 1. Details of any specialist assessments the child has had;
 |  |
| 1. Details of ongoing specialist support;
 |  |
| 1. When did it become apparent that difficulties were emerging in this placement?
 |  |
| 1. What were the problems;
 |  |
| 1. What support was put in place to address the problems;
 |  |
| 1. What happened to escalate the situation to result in the placement ending?
 |  |
| **The recruitment, assessment and selection of the kinship/foster carers/adopters** |
| 1. What were the strengths of the foster/carers?
 |  |
| 1. How and why was the family selected for the child
 |  |
| 1. Are these issues apparent for any other children in placement? If not, why?
 |  |
| 1. What post placement support was agreed. Was this provided? Was it successful?
 |  |
| 1. Have any issues been raised at Panel;
 |  |
| **The future** |
| 1. How was the decision made to move the child;
 |  |
| 1. How was the child prepared for the move;
 |  |
| 1. Where is the child now;
 |  |
| 1. How did the child react to the move;
 |  |
| 1. How is the child in placement;
 |  |
| 1. Information about the child's response to any move, including behaviour and relationships in the placements;
 |  |
| 1. The child's progress at school;
 |  |
| 1. The child's health;
 |  |
| 1. What support is being given to the child;
 |  |
| 1. Are the carers/adopters still in touch with the child;
 |  |
| 1. What support are the carers/adopters receiving;
 |  |
| 1. Have the birth family been informed about the disruption. If not, is there a plan to inform them;
 |  |
| 1. What is the proposed plan for the child now.
 |  |

* How and why the emergency/disruption occurred;
* To learn from what happened and avoid the same thing happening again - for the child or others in the placement;
* To contribute to the future planning for the child;
* To identify work to be done and to ensure it is completed;
* To ensure that appropriate notifications and other post placement arrangements have been undertaken.

**Summarise any learning points, recommendations and follow up actions**

|  |  |
| --- | --- |
| **5.1.5 Placement Planning and Disruption Meetings** |  |

[**Disruption Meetings**](http://bournemouthcs.proceduresonline.com/chapters/p_place_disrup_meet.html?zoom_highlight=disruption+meeting#disruptmeet)

Where a placement has ended abruptly or on an unplanned basis, a disruption meeting should be convened.

An "off line" manager will usually chair the meeting. In complex cases, however, consideration will be given to appointing an independent person as chair.

Those invited, or asked to contribute, should be:

1. The child;
2. The parents;
3. The child's social worker and manager;
4. The link worker/keyworker (for residential care) and home manager;
5. The foster carer(s) and supervising social worker;
6. The child's IRO
7. The child's current carers;
8. Other relevant staff/professionals.

The meeting will ensure the child (depending on his or her age and level of understanding) is given the opportunity to understand the reasons for and be supported with managing the transition.

Where appropriate, foster carers must be supported to maintain links with children who leave their care.

The precise agenda will depend on the child/circumstances, but the chairperson should ensure the circumstances leading to the disruption are properly reviewed, and that all concerned are provided with opportunities to express their views freely with a view to establishing:

The chairperson should keep minutes, which must be circulated to all concerned.

In relation to the disruption of an external residential placement, consideration needs to be given to further use of the resource by the authority.

In relation to the disruption of a foster placement, where the foster carers are in-house approved carers, consideration should be given to holding an early Foster Carer Review to consider the foster carer's approval - see [**Review and Termination of Approval of Foster Carers Procedure**](http://bournemouthcs.proceduresonline.com/chapters/p_review_fos_care.html).

**End**