**Fostering Disruption Meeting Guidance -Redcar and Cleveland Council**

**Introduction**

Unplanned placement endings are potentially damaging for children and young people and all efforts should be made to avoid such situations. A Placement Stability Meeting should be called where there is felt to be a risk of an unplanned placement ending or “disruption.

**What is the meaning of disruption?**

The term “disruption” is used to describe a placement ending which was not part of a child or young person’s care plan disruption is the premature ending of an adoption or “permanent” foster placement (BAAF guidance, Dealing with disruption in fostering and adoption placements 2012)

A disruption is the premature ending of a permanent foster/residential/adoptive placement for a Child in our Care. The placement may not have been matched at panel, but if the plan was for the child to remain in the placement permanently or they have been in placement for over a year it is good practice to hold a Disruption Meeting.

A Disruption Meeting can be held at the request of a foster carer, the placing authority Social Worker or at the request of a child/young person.

1. **What is the purpose of a Disruption Meeting**? A Disruption Meeting offers an opportunity for professionals and carers to consider the sequence of events leading to the disruption and to consider the reasons for a placement ending in an unplanned way. The aim is to identify learning which can inform future care planning for the child involved as well as more general learning for the agencies involved.

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| Goals of a Disruption Meeting:   * To enable participants to share information and feelings about the placement and disruption without assigning blame * To identify factors and patterns which have contributed to the disruption – keeping a strong focus on the child/ young person’s lived experience within the placement * To understand the current needs of the child, the carers and birth family and what supports are needed * To consider learning from the placement ending so this learning can inform future care planning for the child and support future matching * To highlight areas for development in policy and practice * To consider how the child can be helped to understand why they had to move from the foster placement |

1. **In which circumstances should a Disruption Meeting Be held**?

A Disruption Meeting MUST be convened in the following circumstances:

* When a foster placement of over 12 months duration ends in an unplanned way
* When a permanent placement, identified as part of a care plan disrupts (this is regardless of whether notice to end the placement has been given)

A Disruption Meeting SHOULD be considered in the following circumstances:

* Where a child experiences two unplanned placement endings in a 12 month period
* Where foster carers experience two unplanned endings in a 12 month period
* When a short term placement ends without carers giving notice
* A foster/ adoptive placement breaks down that was identified as a permanent arrangement, this may not have or not been matched at panel
* A residential placement breaks down that was identified as a permanent placement.
* If a child/young person has experienced a number of disruptions within a short space of time. Decisions regarding whether or not to hold a Disruption Meeting in these circumstances will be at the discretion of the r Children’s Services manager.

**When a Disruption Meeting is not appropriate:**

* Disruption Meetings are not appropriate when the following placements have ended/broken down:
* Bridging/Respite placements
* Short term placements, unless there have been a number of unexpected endings and it is believed a Disruption Meeting would be beneficial to a child/young person

1. **Process for considering the need for a Disruption Meeting**: If the criteria are met in relation to circumstances where a Disruption Meeting MUST be held, a *Disruption Meeting Referral Form* (see Appendix) should be completed by the Service Manager for Children in Our Care who has responsibility for making a referral for a Disruption Meeting and this to be documented on the Child/ young person’s case notes and sent to the Service Manager (Independent Review Unit ) who has responsibility to convene the Disruption Meeting.

Where there is some discretion regarding whether a Disruption Meeting SHOULD be held, there should be discussion between the IRO, child’s social worker/Team manager and Fostering Supervising Social Worker/Team Manager to consider the need for a meeting. Where there are different views regarding the need for a Disruption Meeting, the Service Manager (Children in Our Care) will make a decision on this, in consultation with the Service Manager (Independent Review Unit ). The decision should be recorded on the child/ young person’s case notes and foster carer’s Protocol records in all cases, including where the decision is not to hold a meeting. The rationale for the decision should be recorded.

1. **What is the timescale for holding a Disruption Meeting** BAAF guidance refers to a period between 5 – 10 weeks of the placement ending, sufficient time for recovery for the foster carer and child/ young person but sufficient time for events to still be recalled. It may be appropriate to hold the meeting outside of these time scales dependent upon the individual situation. In some cases eg. where the placement ending has been emotionally very difficult for those concerned a longer period if reflection or “recovery” may be helpful before the learning process begins. The outcome of a Disruption Meeting should be available to the child/ young person’s Independent Reviewing Officer to inform their next Child in our Care Review. Decisions about subsequent placements should not, however, be delayed to await the outcome of a Disruption Meeting.
2. **Identification and Allocation of a Disruption Chair**: The delegated Service Manager of the Independent Review Unit will allocate a IRO, with no previous involvement with the case, to chair the Disruption Meeting within a time frame of 5 working days. It is important that the Chairperson has received some training and development opportunities around best practice in undertaking complex meetings. In some circumstances it may be considered whether a Disruption Chair who is totally independent of Redcar and Cleveland Council might be more appropriate. This will be the decision of the Service Manager for the Independent Review Unit. It may be that a reciprocal arrangement could be explored with a neighbouring local authority, or to identify independent social workers with this expertise who can potentially take on this role.
3. **Convening a Disruption Meeting**: Once a Disruption Meeting Referral Form has been received and a Disruption Chair identified, a date for the Disruption Meeting will be arranged in consultation with the Chair, carers and professionals who are on the invitation list which forms part of the Disruption Meeting Referral Form.

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| As well as essential attendees:   * Disruption Meeting Chair * Minute taker * Child’s social worker/Manager   Other potential attendees are:   * Current and previous foster carers * Supervising Social Workers of current and previous foster carers * Representative of the Independent Fostering Agency (IFA) if relevant * Commissioning Team ( if it involves a IFA) * Allocated IRO * NYAS advocate * Adoptive parents * Adoption Tees Valley * Key residential unit workers * Education/ School representative * Key health professionals who have been involved * Any other professional/key agency who has been involved in supporting child or carers * Birth parents (where appropriate) * Young person (where appropriate) |

It is important to consider the number of active participants and whether they need to attend the whole of the Disruption Meeting. In some circumstances where emotions are still running high some participants may be wary of attending alongside other carers/professionals and the merits of splitting the meeting and having some participants join the meeting in the absence of other participants may need to be considered.

The invitation list for the Disruption Meeting will be agreed by the Disruption Chair who will request that the nominated business support send out invites to the Disruption Meeting (See Invite letter template – Appendix). Attached to the invite letter will be an *Disruption Meeting Information Sheet* – providing clarity about the purpose and process of a Disruption Meeting (See Appendix).

**Disruption Meeting Agenda and Reports**

A Disruption Meeting Agenda will also be attached (See Appendix). Professionals attending will be asked to complete a Disruption Meeting Professional Involvement Form (See Appendix) which can inform the Disruption Chair of key information that professionals feel may help inform the Disruption process and provide clarity around the background to the placement ending.

Where a carer or professional indicates that they are not able to attend or feel unable to attend, the Disruption Chair will follow up with a telephone call to explore whether the person could potentially attend part of the meeting or whether they would feel able to provide a written contribution to assist with the Disruption Meeting process.

**Social Worker Report**

The Child’s Social Worker in collaboration with the Fostering Social Worker will be asked to prepare a Social Worker Disruption Meeting Report which will include a chronology of events to inform the Disruption Meeting (See Appendix)

1. **Child/Young Person’s Views:** Young people should be offered an opportunity to share their views to inform the learning from the disruption. The child/ young person should be informed of their right for advocacy with NYAS who can represent views on their behalf. It may be appropriate to invite a young person to attend for part of the meeting. However, attending a Disruption Meeting can be very stressful for young people. If a young person does not wish to attend (or this is felt to be not in their best interests) efforts must be made to involve them by seeking their views in other ways. The Disruption Chair should seek to visit/speak with the child/young person prior to the Disruption Meeting whether or not they plan to attend the Disruption Meeting. It will be important to consider use of appropriate questionnaires written in an age-appropriate way to assist effective communication with a child/young person.

Important areas to explore may include:

-What did the child/young person feel was good about the placement?

-What did the child/young person like least about the placement?

- How did the child/young person feel about leaving the placement?

- What is the child/young person’s understanding of why they had to leave the placement?

**8. Birth parents views**

It is important also to consider the contribution of birth parents on the placement disruption and around future care planning. The Chair will need to consider the best way to seek the views

1. **Information to be provided to the Disruption Meeting Chair**: It is important that the Disruption Meeting Chair has access to key documents which will help prepare for the Disruption Meeting and to better understand the background, including the child’s assessed needs, the matching process for the placement and information regarding the foster carers and their skills and performance. Where a placement has been with an independent fostering or residential unit, requests for relevant documentation will need to be made to the Registered Manager of that service.

Good practice suggests a photograph be placed of the child/ young person to keep a focus on the child. This can be practically in a meeting setting or alternative method to accommodate remote working.

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| Documents may include:  Child’s Records:   * Chronology of previous placements * Placement Plan * Childs Cared for Review and Care Plan * Child Permanence Report (if completed) * Relevant Care Team Meeting Minutes * Any previous Disruption Meeting Minutes * Viewpoint or other document providing child/young persons views and wishes * Independent expert assessments   Carer’s Records:   * Form F * Foster Carer Review Form * Carer’s diary * Direct work records from the child’s file * Supervision records of foster carers/ adopters   Other documents:   * Matching Report * Minutes of any Placement Stability Meetings   This list is not exhaustive, and the child/ young person may wish to request any other records |

1. **The Disruption Meeting Chair’s role**

The Disruption Meeting Chair role includes

* Confirming the date and timing of the Disruption Meeting/s
* Exploring any practical considerations e.g need for split meeting series of meetings to allow all parties (including children where appropriate) to share their experiences and provide their views
* Conforming the invitation list
* Ensuring suitable venues are booked and minute takers available/ remote meetings have the required technology
* Speaking with children/ young people, carers and other participants who have queries about the disruption meeting process
* Receiving and reading key documents in advance of Disruption Meeting/s to draw out key themes to be explored within the meeting/s
* Chairing the Disruption Meeting/s to create a safe environment and to facilitate productive discussion which will lead to learning in relation to the reasons why a placement may have disrupted and to inform future care planning
* To ensure the meeting proceeds in line with the identified agenda, allows for comfort breaks and completes within the allotted meeting time
* To ensure that there is a brief summary provided verbally at the end of the Disruption Meeting
* To read and review minutes taken of Disruption Meetings and ensure that participants receive drafts to review prior to finalising them
* To produce and submit a written summary with any arising recommendations within an agreed timescale of 20 days

1. **The Disruption Meeting**

The Disruption Meeting will normally follow the Disruption Meeting Agenda

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| Agenda:   * The child’s progress in their birth family * The child’s care history and Care Plan * The child’s identified needs * Identification of carers/matching process * Foster carer’s approval and experience * Introductions and transition process * Placement Agreement * Supports available to child and carers during placement * The child’s progress in placement * Disruption and subsequent events * Current situation * Key learning and recommendations * Future plans |

Events leading to the disruption will be explored as a “Signs of Safety” style mapping event. The Disruption Chair will consider:

- What was working well prior to the disruption and the strengths of the placement?

- Worries, risks and complicating factors that contributed to the placement being unable to continue

In reaching conclusions the Disruption Chair will consider:

-What needs to happen now? and

-What are the next steps to achieve this?

It may be appropriate that use will be made of scaling questions to help explore participants reflections regarding strengths and vulnerabilities of the placement over time.

-Wall charts may be used to map the views of participants in a way that is visible to everyone

12) **Recording of the Disruption Meeting**

It is important to have at least one minute taker and preferably two available as Disruption Meetings can at times be lengthy. Minutes of Disruption Meetings will not be verbatim but will capture the key discussions and themes which appear to be of relevance in understanding why a child’s placement has disrupted. The Minutes will be written using the same headings as is used in the Agenda. The Minutes of the Disruption Meeting should be prepared within 10 working days of the Disruption Meeting. The Minutes will be checked by the Disruption Chair before being distributed to participants. Participants will be asked to provide any feedback in relation to the accuracy of the Minutes within 5 working days – and any suggested amendments will be considered by the Disruption Chair. Once final minutes are agreed any amended minutes will be distributed and a copy will be placed on the child’s file and will be distributed to relevant Service Managers so that learning in relation to their area of service provision can be considered.

13) **Learning from the Disruption**

It is important that the Disruption Meeting conclusion and recommendations establishes what might have made a difference for the child or the fostering/ residential household. The child’s Independent Reviewing Officer will need to ensure that the next Child in Our Care Review addresses any issues that are relevant with regards to possible changes in the Care Plan/Pathway Plan.

Consideration should be given by the Fostering Service as to whether a Foster Carer Review should be brought forward where the Disruption has raised issues relating to foster carer’s performance or behaviour. Where there have been allegations or serious concerns there would be a need for the Foster Carer Review to be considered by the Fostering Panel.

Themes from Disruption Meetings can usefully be fed into Local Authority planning and may inform the need for changes in practice or additional training through the quality assurance process .

**Appendix A**

**Disruption Meeting Referral Form – to be completed by child’s Social Worker**

A Disruption Meeting MUST be convened in the following circumstances:

* When a foster placement of over 12 months duration ends in an unplanned way
* When a permanent placement, identified as part of a care plan disrupts (this is regardless of whether notice to end the placement has been given)

A Disruption Meeting SHOULD be considered in the following circumstances:

* Where a child experiences two unplanned placement endings in a 12 month period
* Where foster carers experience two unplanned endings in a 12 month period
* When a short-term placement ends without carers giving notice

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| Child/ Young person’s Name: | Date of Birth |
| Protocol Number: | Legal Status: |
| Foster Carer’s name/s: |  |
| Placement start date: | Date placement ended: |
| Children’ social worker | Child’s IRO: |
| Reason for referral for Disruption Meeting (refer to above criteria): | |
| Please indicate the names of carers/professionals who it would appear appropriate to invite to participate in the Disruption Meeting: | |
| Name | Role |
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| Referral made by: Date: |

*Send referral to Service Manager Review for delegation to Chairperson.*

**Appendix B:**

**INFORMATION SHEET FOR ATTENDEES**

**Why hold Disruption meetings?**

Disruption meetings have the capacity to be a valuable learning exercise. They can help us to understand more about.

The purpose of a Disruption Meeting is to provide an opportunity for reflection and to consider why some placements do not work out as hoped and to recognise what learning there may be for agencies in future care planning for children and for supporting foster carers to avoid unplanned endings to placements

Disruption meetings can help to:

1. meet the child’s needs, now and in the future
2. support foster carers in recovering from the experience
3. improve the practice of all involved
4. demonstrate that a disruption is very rarely the fault of a particular person, nor the result of a single factor

**2. Criteria for holding a Disruption Meeting:**

In which circumstances should a Disruption Meeting Be held?

A Disruption Meeting MUST be convened in the following circumstances:

• When a foster placement of over 12 months duration ends in an unplanned way

• When a permanent placement, identified as part of a care plan disrupts (this is regardless of whether notice to end the placement has been given)

A Disruption Meeting SHOULD be considered in the following circumstances:

• Where a child experiences two unplanned placement endings in a 12 month’s period

• Where foster carers experience two unplanned endings in a 12 month’s period

• When a short - term placement ends without carers giving notice

• A foster/ adoptive placement breaks down that was identified as a permanent arrangement, this may not have or not been matched at panel

• A residential placement breaks down that was identified as a permanent placement.

• If a child/young person has experienced a number of placement disruptions within a short space of time. Decisions regarding whether or not to refer for a Disruption Meeting in these circumstances will be at the discretion of the Team Manager.

**When a Disruption Meeting is not appropriate:**

• Disruption Meetings are not appropriate when the following placements have ended/broken down:

• Bridging/Respite placements

• Short term placements, unless there have been several unexpected endings and it is believed a Disruption Meeting would be beneficial to a child/young person

**Timing of a disruption meeting:**

It is important that there is consideration of the need to allow some time for carers and others involved in the process to overcome the initial shock of a placement disrupting. However, there is also a need for learning to be identified in a timely way to inform children’s care planning following the placement disrupting. Good practice would indicate a Disruption Meeting will be convened within 4 – 6 weeks of a placement disrupting.

**Who will be invited to attend a Disruption Meeting?** There will be discussion between the child’s Social Worker and Independent Reviewing Officer and the Chairperson of the Disruption Meeting to identify who will be invited to attend comprising of key professionals. In some circumstances where carers or professionals are unable or to attend a written contribution will be requested to assist the Disruption Meeting in gaining a full perspective.

Some participants eg. social workers and carers who have had a core role may remain throughout the meeting, while for others it may be relevant that they are only invited to attend a particular part of the meeting where they can contribute their experience and involvement.

**How will a disruption meeting be organised and run?**

Disruption Meetings are normally chaired by a professional with sufficient experience of chairing complex meetings and who hasn’t been involved in the child/ young person’s care planning. On occasions they may be chaired by a Chair who is independent of Redcar & Cleveland Council.

The Chair will consider whether arranging a split meeting or separate meetings with some participants may be more productive and help ensure that all can be involved in some way. Sometimes the chair will arrange to telephone or visit cares within their home or at another venue if this will help provide reassurance about the process. It is important that children and young people’s understanding of why the placement has ended is explored and therefore the Chairperson will consider how best to gain their view and may make a visit to see the child prior to the Disruption Meeting.

Confidentiality:

It is important that all participants within the Disruption Meeting recognise the special sensitivity of information in relation to both children and adults involved in the process. It is imperative that the confidentiality of information shared within a Disruption Meeting is maintained and that any minutes or reports provided to participants are not shared with other parties. Documents regarding children and families provided as part of the disruption process should be sent securely, with encrypted password protection or via other secure means. Information should be stored securely while needed and securely shredded or returned to the local authority for secure disposal.

**The Disruption Meeting Chair’s role:**

The Disruption Meeting Chair’s role includes:

* Confirming the date and timing of the Disruption Meeting or meetings
* Exploring any practical considerations e.g need for split meeting or a series of meetings to allow all parties (including children where appropriate) to share their experiences and provide their views
* Confirming the invite list
* Ensuring that suitable venues are booked, and that minute-takers are available.
* Speaking with children, young people, carers and other participants who have queries about the disruption meeting process
* Receiving and reading key documents in advance of Disruption Meeting/s to draw out key themes to be explored within meeting/s
* Chairing the Disruption Meeting or meetings to create a safe environment and to facilitate productive discussion which will lead to learning in relation to the reasons why a placement may have disrupted and to inform future care planning.
* To ensure that the meeting proceeds in line with the identified agenda, allows for comfort breaks and completes within the allotted meeting time
* To ensure that there is a summary provided verbally at the end of the Disruption Meeting
* To read and review minutes taken of Disruption Meetings and ensure that participants receive drafts to review prior to finalising them
* To produce and submit a written summary with any arising recommendations within an agreed timescale

**Preparation by Disruption Meeting Chair:**

* In preparation for the Disruption Meeting/s the Chair will request to receive a range of documentation from the local authority/fostering agencies involved which will be of assistance in preparing for the meeting and in drawing up a summary and recommendations. Documents will often include:
* Chronology of previous placements
* Placement Plan
* Childs Cared for Review and Care Plan
* Child Permanence Report (if completed)
* Relevant Care Team Meeting Minutes
* Any previous Disruption Meeting Minutes
* Viewpoint or other document providing child/young person’s views and wishes
* Form F
* Foster Carer Review Form
* Matching Report
* Minutes of any Placement Stability Meetings

**Venue and length of meeting**

Disruption meetings can be lengthy to ensure all information can be fully considered and recommendations made. Anticipated duration can be 2- 3 hours. The meeting could be held directly or remotely.

If held directly, it is important that a venue is selected where a large enough room is available to accommodate the number of people invited to attend. It is best also to have an additional small room available so that participants can withdraw from the meeting for a period if they need a break. It is important that the rooms used allow for confidentiality and are free from other disturbance. An invitation letter will be sent out providing details of the time and venue of any meeting you are invited to.

**Involving children:**

Where it is being considered that children are to be involved within a Disruption Meeting process it is important that there is prior discussion and preparation with the child or young person. It’s important that there is proper consideration of their emotional readiness to take part in this process. Their support needs would also need to be addressed. It is possible that the format of the meeting may need to be different to ensure that children feel comfortable and safe in contributing. Care will be needed to ensure that information is shared appropriately and sensitively.

Where a child is not expressing a wish to attend, or the view is that they are not emotionally ready to do so, there must be consideration of how their views can be incorporated and reflected within the Disruption Meeting.

**What is considered within a Disruption Meeting or meetings?**

It is important that the disruption process can explore the background to the disruption as fully as possible. An Agenda will be provided for the meeting.

The following Agenda areas are often followed in sequence:

* The child’s progress in their birth family
* The child’s care history and Care Plan
* The child’s identified needs
* Identification of carers/matching process
* Foster carer’s approval and experience
* Introductions and transition process
* Placement Agreement
* Supports available to child and carers during placement
* The child’s progress in placement
* Disruption and subsequent events
* Current situation
* Key learning and recommendations
* Future plans

Disruption Meetings are often lengthy, and it is important that the Chair seeks to facilitate the meeting so that the above areas can all be explored within the time available. While the chair will want to facilitate good discussion and for opportunities for all to contribute fully, inevitably at times there may be a need to for the chair to move forward discussions to the next part of the agenda. It is important that the agenda can be successfully completed and that there will be sufficient time to summarise the learning and for the Chair to provide some initial learning points/recommendations.

**Minutes of Disruption Meetings:**

A minute-taker will take minutes from the Disruption Meeting. The minutes will not be a verbatim record but provide a summary giving sufficient detail to provide a clear record of the key themes, experiences of participants as well as any learning which is identified.

The Chair will be responsible for the quality assurance of the minutes, and these will be distributed by Business Support within 20 working days of the Disruption Meeting.

Attendees will have 5 working days to make any amendments before final minutes are agreed and circulated.

**Disruption Chair’s Summary Report and Recommendations**:

Following the Disruption Meeting the Chairperson will compile a written summary report for the commissioning agency. This will provide a summary of learning from the meeting/s and will often include a range of recommendations that stem from the disruption process. As noted above, the Disruption Meeting Minutes, as well as the Chairperson’s summary and recommendations can then inform care planning for the children who have experienced a disrupted placement. It can also inform the adopter’s agency in relation to ongoing registration decisions and foster carer’s future support needs

**Further reading:**

Dealing with Disruption in Fostering and Adoption Placements, Hedi Argent and Jeffrey Coleman, Coram BAAF 2012

**Appendix C**

**Social Worker - Template Report for Disruption Meeting**

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| Child’s name: | Date of Birth: |
| Legal Status: | Social Worker: |
| Date of placement ending: | Child’s IRO: |
| Date of last LAC review: |  |
| Reasons/Criteria for holding a Disruption Meeting: | |
| Significant birth family members: (attach genogram) | |
| Brief history of child’s life with birth family and reasons for becoming a child in care : | |
| Chronology of child’s house/placement moves: (Provide reasons for moves) | |
| Summary of Child’s assessed needs: | |
| Summary of child’s Care Plan and placement objectives: | |
| In respect of the placement which disrupted please give details of: | |
| How was placement identified/matched? Was this agreed as a permanent placement? Were the child or young person’s views considered? | |
| How were introductions managed? Over what timeframe were introductions? Was there effective transition planning and partnership between carers? | |
| Chronology of how placement progressed (dates of any significant incidents): | |
|  |  |
| What were the Strengths and Worries of this placement? | |
| What supports were put in place to support the placement? | |
| What factors appeared to contribute towards the disruption? | |
| How was the disruption managed? | |
| Details of type of placement child has moved to and current feelings? Has child indicated a wish to have ongoing contact with previous foster carers? | |
| Could anything have been differently – including own practice? | |
| What has been the learning in respect of the child’s needs and future care planning? | |

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| Social Worker Name: | Signature: |
| Date: |  |

**Appendix D Supervising Social Workers Disruption Report Template**

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| Child’s name: | | Date of Birth: |
| Carer’s Name/s: | | Supervising Social Worker is: |
| Date of Foster Carers Last Foster carer Review | |  |
| Reasons/Criteria for holding a Disruption Meeting: | | |
| Placement Start date:  Placement ended/disrupted on: | | |
| Foster carer originally approved on (date): | | |
| Foster Carer’s approval range when child placed: as approved by Agency Decision-maker: | | |
|  | | |
| How were introductions managed? Over what timeframe were introductions? Was there effective transition planning and partnership between carers? | | |
|  | | |
| In respect of the placement which disrupted please give details of: | | | |
| How was placement identified/matched? Was this agreed as a permanent placement? Were the child or young person’s views considered? | | | |
| How were introductions managed? Over what timeframe were introductions? Was there effective transition planning and partnership between carers? | | | |
| Chronology of how placement progressed (dates of any significant incidents): | | | |
|  |  | | |
| What were the Strengths and Worries of this placement? | | | |
| What supports were put in place to support the placement? | | | |
| What factors appeared to contribute towards the disruption? | | | |
| How was the disruption managed? | | | |
| Have the carers had any ongoing contact with the child/young person or is this something to be explored? | | | |
| Could anything have been done differently – including own practice? | | | |
| Any recommendations e.g future matching, approval category, additional support or training for carer/s? | | | |

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| Social Worker Name: | Signature: |
| Date: |  |