



south ayrshire
health & social care
partnership

Child Protection Planning Meetings

Practice Standards



South Ayrshire Children's Health, Care and Justice Services

Practice Standards for a Signs of Safety Child Protection Planning Meeting

Standard 1: Every case proceeding to Child Protection Planning Meeting (CPPM) must have an Interim Safety Plan

Where a case proceeds to CPPM following an Inter-Agency Referral Discussion (IRD), a robust interim safety plan must always be agreed and detailed in the Child Protection Investigation (CP1). This is the responsibility of the Team Leader carrying out the IRD. The Interim Safety Plan is this plan which describes how the child will be safe throughout the Child Protection Investigation and will be reviewed and developed at the planning meeting.

Standard 2: Appropriate preparation must be carried out by the Social Worker and the Chair before each Child Protection Planning Meeting

The **social worker** has responsibility for ensuring that the following work is carried out and **shared with the family** before the initial planning meeting:

- working alongside the family to create an ecomap/genogram. The analysis of this (recorded within the CP1) should highlight who is able to support the child and the family as a whole;
- supporting each child or young person to give their views using appropriate tools, as well as offering advocacy to the child;
- completing the Child Protection Investigation (CP1) and getting sign off from the Team Leader;
- ensuring that the Danger Statements and Safety Goals have been created and shared with the family prior to the Child Protection Planning Meeting;
- writing a scaling question(s) to be read out at the conference; and,
- offering the family the opportunity to meet with the conference chair ahead of the conference, via home visits, office appointment or telephone call – whichever is their preference.

The **Chair** has responsibility for:

- quality assuring the social worker's Danger Statements, Safety Goals and Scaling Questions (ensuring that they are trauma-informed and domestic abuse-informed in accordance with Safe and Together principles);
- visiting or phoning the family prior to the planning meeting to prepare them for the meeting, if this has been accepted;
- preparing any additional Safety Questions to use in the planning meeting that relate to the identified risk and harm.

Standard 3: Families and other professionals must have enough time to read and understand the Child Protection Investigation (CP1)

- The **social worker** must ensure that the Child Protection Investigation is shared with the family and relevant professionals at least **2 working days** before the Child Protection Planning Meeting.

- Any other person submitting a report to a Child Protection Planning Meeting should ensure that the family are aware of the content of their report as appropriate prior to the meeting.

Standard 4: During the Child Protection Planning Meeting, the chair must follow the Signs of Safety principles:

- The family should enter the room first and get settled before any professionals arrive, this includes online meetings
- Participants are asked not to focus on reports during the meeting. The chair can use the reports as reference or to reflect the views of absent participants. All reports should be read in advance of the meeting.
- Danger Statements and Safety Goals must be read out at the beginning of the planning meeting.
- The child or children's views must be noted and recorded within the minute
- The discussion should start with checking if there is any missing information and ensuring everyone understands and feels the danger statements reflect the specific concerns.
- The chair will ask everyone the safety scale about the child/children's safety, explaining the ends of the scale from 0 to 10. The point of the discussion is not to agree on a shared rating but to explore reasons behind differing views and what would move people up the scale.
- The chair must help participants, led by the family, to develop the Safety Plan. This must include:
 - who will tell the child what has happened today
 - who will do a words and pictures safety plan with the child (unless there is a clear reason not to do this such as when the young person is old enough to understand the plan).

It is noted that this safety plan, in cases of ICPPM, is not likely to be complete, but rather cover a minimum of the bottom lines. This allows the social worker, family and core group to develop the plan for the first Core Group meeting.

- Once the plan is robust enough and suggestions from scaling have been added as appropriate, the chair must ask for a decision on:
 - whether the child requires a 'Child Protection Plan', thus placing the child's name on the child protection register and consider the categories of concern. Any dissenting views should be noted
 - whether immediate protective action is required
 - what the contingency plan should be
 - whether a referral/early review should be made to the Reporter

If the child's name is placed on the register, the chair must set a date for the next Review Child Protection Planning Meeting as well as a date for the first core group meeting. If a child is not placed on the child protection register, a date for a Team Around the Child meeting should be agreed (*the date for this not extending beyond 4 weeks*).

The Core Group or Team Around the Child meeting should develop and refine the timeline of work, the safety plan with the family and the child's safety network. Any tasks for the Core Group or Team Around the Child meeting should be identified and minuted.

Standard 5: All participants must receive a copy of the Child's Plan within 15 days of the Child Protection Planning Meeting and the full minute as soon as possible thereafter.

- The Team Leader is responsible for ensuring that the Child's Plan, is received by participants by the first Core Group Meeting.

Key Points to Remember when Safety Planning:

- Ask yourself, will this specific task and/or action help keep child safe/safer?
- Is the safety network clearly involved?
- How will the everyday lived experience of the child change to keep them safe?