**Family Action Meeting Guidance**

**Before the meeting – Ensure you are clear about:**

What will the meeting/plan achieve for the child/young person?

What will be outcome from the meeting? What is the purpose?

What information do you need from other agencies in the meeting? E.g. school – attendance, attainment, behaviours and parental involvement. Health – Outstanding immunisations and development checks?

Ensure you have the minutes from the last meeting. If this is the initial meeting use the Early Help Assessment.

**Identify who will take minutes**. (This does not have to be the chair/lead)

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| Welcome and introductions | Please ensure the child and family know everyone present and what their role  is. This should be explained in simple language, not complicated job titles. |
| Purpose of the meeting | Be succinct and use clear language. |
| Ground rules | Always discuss confidentiality and information sharing. Be clear  that everyone should be allowed to participate and clear language  should be used. Discuss the timing and agree things like mobile  phones off, and to break if needed. Encourage respect and  sensitivity, and how people will challenge appropriately |

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| **Meeting Attendees** | |
| **Name** | **Agency** |
| This will be populated from the list of attendees |  |
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| **Signs of Safety, Family Action Meeting and Wellbeing Plan Template** | |
| This template can be used to record the main points of the meeting. There is no need for formal minutes or to record everything verbatim. The main purpose of the meeting should be to develop a solution focussed action plan. It is important that the views of the child, young person and family are heard within the meeting and that the actions are based on these views. | |
| Identify the strengths and needs of the child/family | Using a systemic approach, where everyone’s views are heard and respected, identify the strengths and needs of the child and their family to ensure supportive actions can be put in place. Use the information from the Early Help Assessment as a starting point and then ask everyone present to add contributions as appropriate to develop a better understanding of the current issues. |
| What are we concerned/ worried about? | Start by asking the family what they are worried about. Refer to the worry statements from the Early Help Assessment. Ensure that worries from all attendees are captured. You may want to add additional worry statement/s or review the original statement/s dependant on the discussion |
| Complicating Factors? | These are things that make the situation worse or harder to deal with, that are not the main problem, yet impact significantly on sorting it out |

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| **Update from Family:** |
| Start by asking the family what they are worried about. Refer to the worry statements from the Early Help Assessment.  Identify the strengths and needs from the family’s point of view  **-----------------------------------------------------------------------------------------------------------------------------------**  **Child’s comments about the meeting:** The child/young person should be invited to their meeting, should they not want to attend it is important to gain their voice, this should be completed in the child/young person words wherever possible. Where the child is not present, they should always get feedback at a level that is appropriate to them. Use the tools embedded with the assessment guidance to support you with this section  Below are tools that can be used when completing VOC (VOC toolkit inc 3 house wizard Fairies). There is also a weblink to Social Worker Tool box where there are lots of free direct work resources.    <http://www.socialworkerstoolbox.com/> |
| **Update from Lead Professional/Early Help Worker:** |
| Use the information from the Early Help Assessment as a starting point and then ask everyone present to add contributions as appropriate to develop a better understanding of the current issues  Ensure that worries from all attendees are captured. You may want to add additional worry statement/s or review the original statement/s dependant on the discussion |
| **Update from school/education provider:** |
| Use the information from the Early Help Assessment as a starting point and then ask everyone present to add contributions as appropriate to develop a better understanding of the current issues  Ensure that worries from all attendees are captured. You may want to add additional worry statement/s or review the original statement/s dependant on the discussion |
| **Update from health:** |
| Use the information from the Early Help Assessment as a starting point and then ask everyone present to add contributions as appropriate to develop a better understanding of the current issues  Ensure that worries from all attendees are captured. You may want to add additional worry statement/s or review the original statement/s dependant on the discussion |
| **Update from other invited professionals:** *please specify role and agency* |
| Use the information from the Early Help Assessment as a starting point and then ask everyone present to add contributions as appropriate to develop a better understanding of the current issues  Ensure that worries from all attendees are captured. You may want to add additional worry statement/s or review the original statement/s dependant on the discussion |
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| **Bottom Lines and Contingency Plan** |
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| What is not acceptable for the children - what would result in further intervention/escalation How are the family supported by their network to prevent future concerns/worries from escalating |
| **Contingency/Permanency** |
| Is the plan for the child to remain at home with parents? What will happen if they cannot stay there? Who is there to support? What does this look like?  What would happen if the permanence or contingency plan does not work? Who will step in? Is there anyone suitable to care for the child and what has been done to ensure they are safe to do this? If there is no-one what happens then? The contingency should not just be a line that says the case will be referred back to social care - this needs to consider who is supporting and how will they implement the safety plan - then if this doesn't work what would happen? |

**How many Worry Statements/Wellbeing Goals are required for this assessment?**

You can select up to 3.



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| Wellbeing Plan 1 | | | |
| **Worry Statement 1**  Worry Statements are a summary of what we are worried about.They say who is worried, what they are worried about, and what the impact of this could be on the child/young person if nothing changes | | | |
| Here is where you write what you are worried about (your findings from the assessment).  It is important to state who is worried (name agency) why they/you are worried and what would happen or likely to happen if nothing changed. | | | |
| **Wellbeing Goal 1**  Wellbeing Goals are a summary of what we are aiming for.They say what will be happening which show everyone that the problem is sorted | | | |
| Here is where you write what you need to see to not be worried. It is what that family and you are aiming to achieve.  It is important to describe what is happening and how this would make the child feel. | | | |
| **How will this happen?** | **Who will do this?** | **When will it be started/completed?** | **What impact has this had?** |
| This is the plan of how you will achieve / work towards the wellbeing goal.  Think about individual tasks. |  | Provide a realistic date - start/commencement and targeted end date. If this is a service that is ongoing do not just write ongoing - explain for example: CGL commenced on 03.02.21 and will continue for as long as is required by mum.  Started [date] | Ensure you talk about impact here and not outcomes.  Saying something has been achieved does not provide insight to impact so be clear about what difference this has made for the parent and the child. If you have VOC evidence, put this here. If this is the first meeting and impact cannot yet be identified, hypothesis can be used to predict what impact there may be by working towards the plan for example: This will be reviewed in FAMs meetings. |

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| Wellbeing Plan 2 | | | |
| **Worry Statement 2**  Worry Statements are a summary of what we are worried about.They say who is worried, what they are worried about, and what the impact of this could be on the child/young person if nothing changes | | | |
| Here is where you write what you are worried about (your findings from the assessment).  It is important to state who is worried (name agency) why they/you are worried and what would happen or likely to happen if nothing changed. | | | |
| **Wellbeing Goal 2**  Wellbeing Goals are a summary of what we are aiming for.They say what will be happening which show everyone that the problem is sorted | | | |
| Here is where you write what you need to see to not be worried. It is what that family and you are aiming to achieve.  It is important to describe what is happening and how this would make the child feel. | | | |
| **How will this happen?** | **Who will do this?** | **When will it be started/completed?** | **What impact has this had?** |
| This is the plan of how you will achieve / work towards the wellbeing goal.  Think about individual tasks. |  | Provide a realistic date - start/commencement and targeted end date. If this is a service that is ongoing do not just write ongoing - explain for example: CGL commenced on 03.02.21 and will continue for as long as is required by mum.  Started [date] | Ensure you talk about impact here and not outcomes.  Saying something has been achieved does not provide insight to impact so be clear about what difference this has made for the parent and the child. If you have VOC evidence, put this here. If this is the first meeting and impact cannot yet be identified, hypothesis can be used to predict what impact there may be by working towards the plan for example: This will be reviewed in FAMs meetings. |

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| Wellbeing Plan 3 | | | |
| **Worry Statement 3**  Worry Statements are a summary of what we are worried about.They say who is worried, what they are worried about, and what the impact of this could be on the child/young person if nothing changes | | | |
| Here is where you write what you are worried about (your findings from the assessment).  It is important to state who is worried (name agency) why they/you are worried and what would happen or likely to happen if nothing changed. | | | |
| **Wellbeing Goal 3**  Wellbeing Goals are a summary of what we are aiming for.They say what will be happening which show everyone that the problem is sorted | | | |
| Here is where you write what you need to see to not be worried. It is what that family and you are aiming to achieve.  It is important to describe what is happening and how this would make the child feel. | | | |
| **How will this happen?** | **Who will do this?** | **When will it be started/completed?** | **What impact has this had?** |
| This is the plan of how you will achieve / work towards the wellbeing goal.  Think about individual tasks. |  | Provide a realistic date - start/commencement and targeted end date. If this is a service that is ongoing do not just write ongoing - explain for example: CGL commenced on 03.02.21 and will continue for as long as is required by mum.  Started [date] | Ensure you talk about impact here and not outcomes.  Saying something has been achieved does not provide insight to impact so be clear about what difference this has made for the parent and the child. If you have VOC evidence, put this here. If this is the first meeting and impact cannot yet be identified, hypothesis can be used to predict what impact there may be by working towards the plan for example: This will be reviewed in FAMs meetings. |

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| **Discuss, agree and identify the Lead Professional – this does not have to be the author of the assessment, but best placed to coordinate the plan/support.**  **Agreed Level of need: 1 – Universal, 2 – Early Help, 3 – Child in Need, 4 – Child Protection**  **Details of next FAM:**  **Date: ………………………… Time: ……………… Venue: ……………………………………………..** |