

A guide to

MY FAMILY PLAN



What is My Family Plan?

My Family Plan (MFP) promotes the importance of identifying needs and delivering help as early as possible. And it shifts the focus from looking at the child/young person's needs primarily - to establishing a greater understanding of the challenges faced by the family as a whole and delivering help wherever possible.

Benefits of using My Family Plan

- Effective, early identification of needs.
- A useful tool to collate and analyse information that can be utilised to access multi-agency support without the need for numerous referrals
- Whole family participation, shared decisions and family and professionals working together with a balance of input and ownership between professional, the child/young person and their family
- A record where information can be recorded and shared to reduce duplication and to inform and review the best plan
- Easier to spot warning signs

When to use a My Family Plan

Observations / situations

- Where a practitioner observes a change or worrying feature in a child/young person's appearance, demeanour or behaviour
- A change in general wellbeing and social interaction with others
- Persistent non or late attendance
- A child who appears hungry or where a packed lunch or means of buying lunch is not provided, a child may be without suitable clothing that is appropriate for the weather, or have no PE kit
- Concerns about the home environment
- There may have been a significant event in the child/young person's life ie bereavement, parents separating

Other indicators that a child/young person may need support

- Missing developmental milestones or making slower progress than expected
- Exposure to drugs/substance misuse
- Experiencing family breakdown
- Suffering discrimination or disadvantage for reasons such as race, gender, sexuality, religious belief or disability
- Emotional wellbeing concerns
- Parental conflict

- Concerns around low level neglect

(This is not a definitive list and should be used as a guide together with professional judgement, knowledge of the family and services safeguarding measures).

Note: It is important to remember how different life situations may impact on the lives of children and young people and what can be done to help and support the family to enable them to gain control of what is happening and be part of the solution. Utilise MFP to highlight and understand the challenges and who and what can support the family.

Things to consider and examples

What services may be available to support, ie are the family are in debt? Could they be introduced to a debt management adviser?

Is housing affected? - Support the family to link with housing

Are the family isolated? – Are there free activities that can be accessed?

Are the most appropriate agencies aware and involved according to the challenges the family are dealing with, can they be supported to access relevant service utilising MFP

Explore breakfast clubs, after school clubs

Can Home-Start offer support?

Note: having the right people at the right time involved in the MFP - can make a difference

What support can be accessed if a My Family Plan is not progressing and the plan is not achieving change?

My Family First

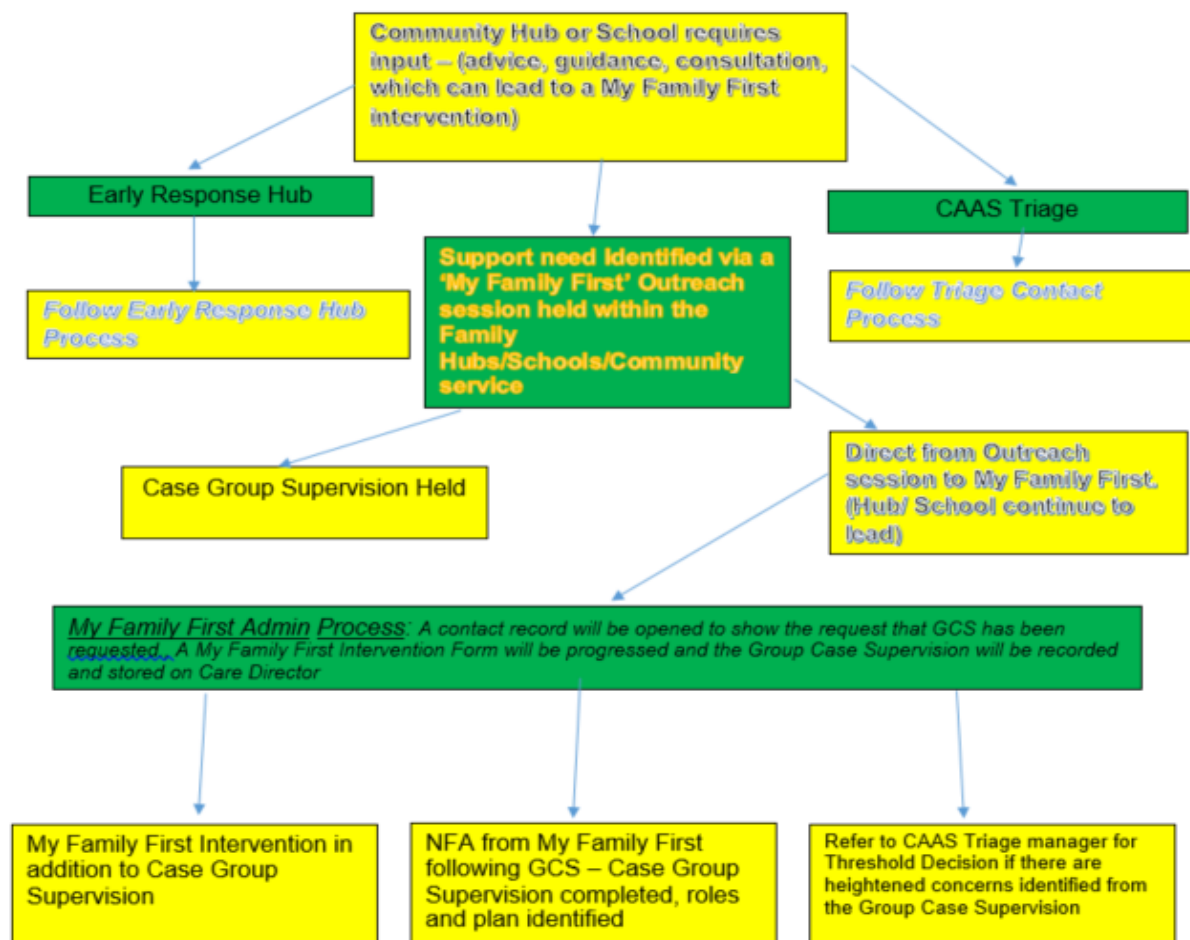
My Family First is able to provide advice, support and consultation to help the practitioner and the family to progress the MFP

My Family First will offer Group Case Supervision sessions within schools and family hubs to support professional/s and the family to progress the MFP and will offer solution focused advice and guidance

My Family First can deliver specialist interventions to support the MFP working with and alongside children, young people, parents, carers and professionals progressing the MFP

My Family First will offer outreach services to schools and hubs where practitioners can discuss challenges they are having and receive support to progress the MFP

To support Community Partners to access an Outreach Intervention from **My Family First**. This will include a Group Case Supervision (GCS) if the lead for the My Family Plan identifies that the Children & Families they are working with may benefit from focussed additional planning of services to move forward and prevent escalation. The Lead practitioner for My Family Plan may require additional support, advice, guidance via a consultation to progress the work and can request My Family First intervention to help facilitate and support a CGS process. My Family First may identify the need for a targeted intervention



Compiled 11.02.2021 – K.A.

Get in touch with My Family First on



01635 503400

Understanding Thresholds of Need

Introduction

Working Together (2018) confirms that the safeguarding partners should publish a threshold document, which sets out the local criteria for action in a way that is transparent, accessible and easily understood. We have designed this document to ensure that children's needs are responded to at an appropriate level and in a timely way. This document should be used as a guide for all agencies, practitioners and volunteers to consider how best to meet the needs and vulnerabilities of individual children in West Berkshire and the actions required to meet those needs.

Partnership working is essential to ensuring positive outcomes for children and to reduce the need for more intensive interventions at a later stage.

What is a threshold?

This guidance describes the threshold of need and intervention and is a vital tool for practitioners and service users. The document aims to:

- Clarify circumstances in which additional support is required for children, young people and their families, to prevent problems escalating.
- Promote a common understanding of the range and scale of the needs of children.
- Create a shared awareness of the different services and interventions available.

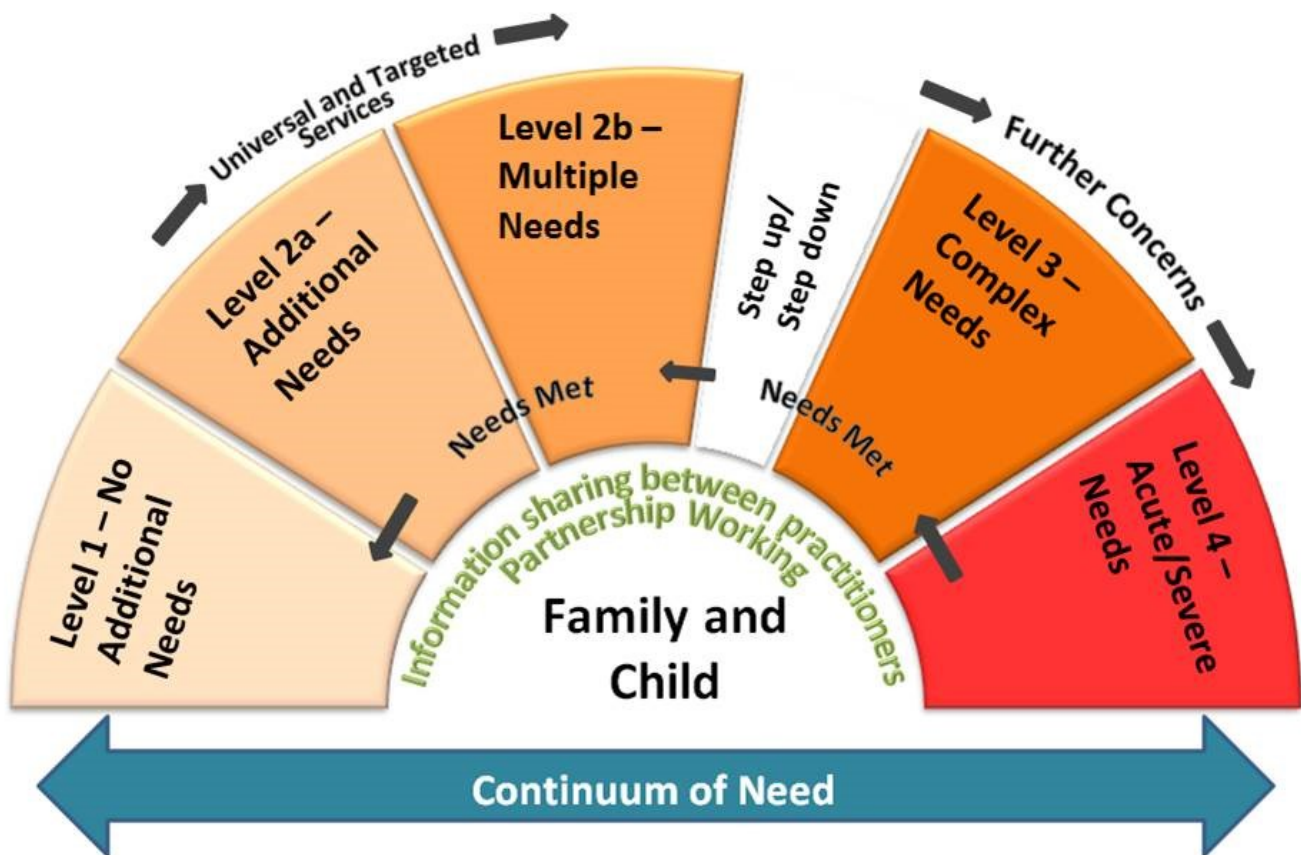
Thresholds describe entry points across the range and scale of children's need. This will lead to a response or intervention that will meet that need, appropriate to the level within the threshold document.

Levels of Need

Our framework follows the 'windscreen' model illustrated below. It is a model of practice whose aim is to assist practitioners and managers in assessing and identifying a child's level of need, what types of services/resources might meet those needs and the process to follow in moving from the identification of need to the provision of services. It is important to say that each child is an individual within their own context and realise that each child's situation is unique and specific to them. The model provides a guide to support professional judgements in determining the next course of action to meet those needs.

Our framework is underpinned by the following key principles:

- Children at levels 2-4 can also benefit from access to universal services
- Children's needs move from one level to another over time
- Services should be mobilised to move quickly and effortlessly for children and their families via the required service response without having to necessarily progress through each level of need
- Children and young people's voices and day to day experiences should be at the centre of what we do and should be evident in our work
- Our services should be child focused but also operate within the context of whole family working.



Level 1: No additional needs

Children with no identified additional needs will have their health and developmental needs met by universal services. These are children who consistently receive child focussed care-giving from their parents or carers. The majority of children living in West Berkshire receive universal services alone.

Level 2a: Additional needs

Some children will have additional needs. Their health and development may be adversely affected and would benefit from extra help in order to make the best of their life chances. These children require additional support usually from a single agency to address the concern that has been identified. The My Family Plan is a useful tool that should be used to track and assess the impact of the support offered to the child.

Level 2b: Multiple needs (My Family First threshold)

Children whose needs are of greater depth and significance and must be met or their health, social development or educational attainment may be impaired without support, which may lead to long-term poor outcomes. Children who have additional vulnerabilities, which may expose them to heightened risk without earlier support and intervention. This is the level at which there is a need for a clear coordinated multi-agency response and a referral to the Early Response Hub in the Contact, Advice and Assessment Service may be appropriate. This could lead the initiation of a support plan, My Family Plan and/or consultation, advice, intervention from My Family First.

Level 3: Complex needs

These are children who are unlikely to achieve or maintain a satisfactory level of health or development, or their health or development will be significantly impaired without the provision of services; or children who are disabled. They may require longer term intervention from statutory, specialist or integrated targeted services. The My Family Plan can be used as supporting evidence to gain specialist or targeted support. This is the threshold for a statutory assessment led by children's social care under section 17, Children Act 1989.

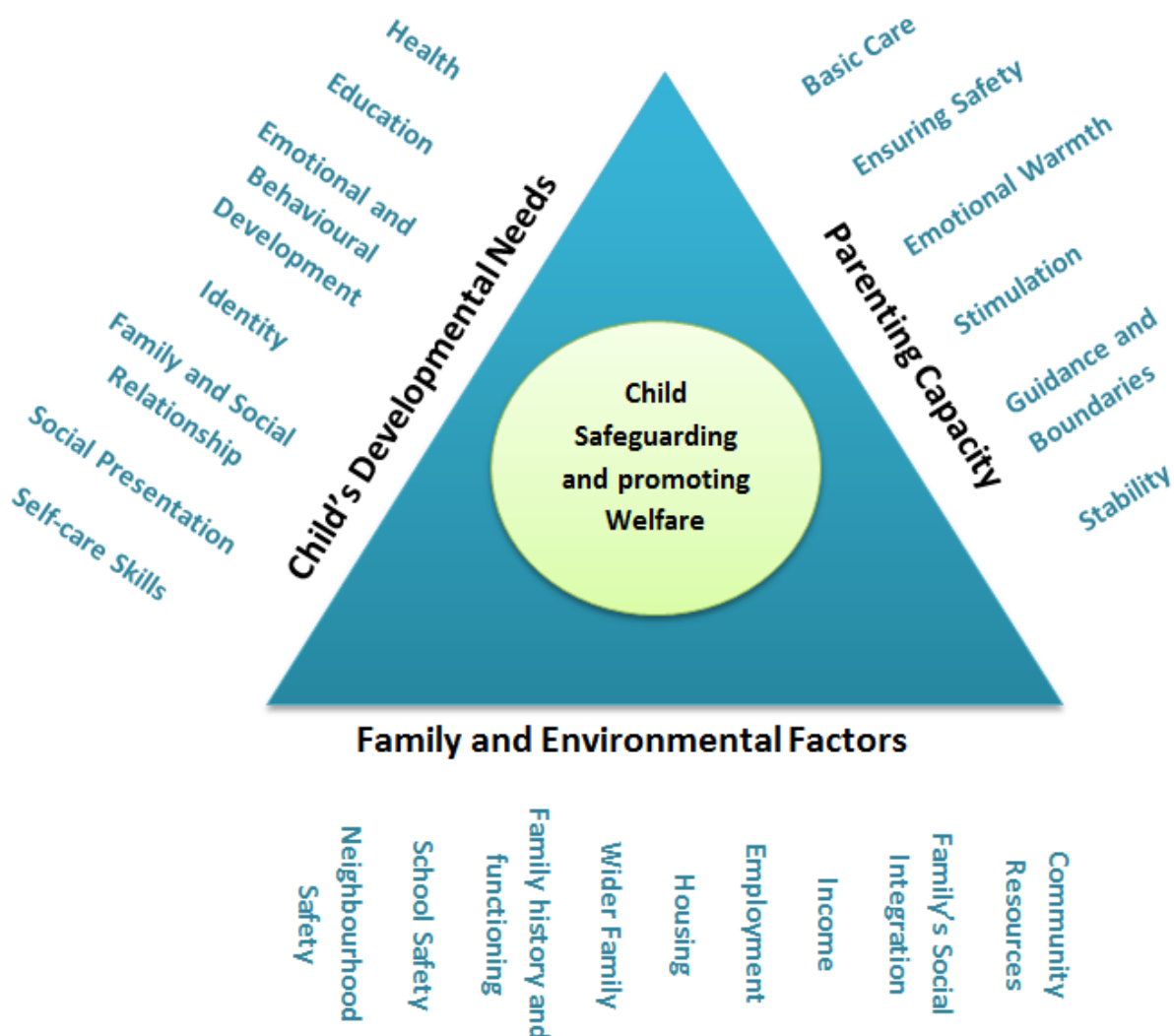
Level 4: Acute/Severe needs

Children are suffering, or are likely to suffer, significant harm, abuse and neglect and this is the threshold for child protection enquiries. Children and young people will be referred to children's social care and dealt with under section 47, 20 or 31 of the Children Act 1989. This will also include children who have been remanded into custody and statutory youth offending services.

Each level is broken down into three sections based on the standard Government 'framework for assessment of children in need and their families' (see diagram below). Under each section we have grouped the risk factors and protective factors to enable you to navigate the document and to inform your My Family Plan more easily and track/compare increasing levels of risk.

We use the assessment model that describes three parts of a child's life:

- **Child development**
- **Parenting capacity**
- **Family and environmental factors** – to consider extra-familial and contextual risks



Description of Thresholds – Risk factors and protective factors to consider

This section provides a table of information outlining a set of possible descriptors and related protective factors for each of the four levels of need. The list of features outlined in the tables is not an exhaustive list; please remember to use your professional judgement.

Children with no identified additional needs will have their health and developmental needs met by universal services. These are children who consistently receive child focussed care-giving from their parents or carers. The majority of children living in West Berkshire receive universal services alone.

No additional needs threshold guidance	Protective factors to consider
<ul style="list-style-type: none">• Children attend school regularly• Children who attend GP appropriately and have good health• Children who are reaching developmental milestones and normal growth patterns• Children who appear to be emotionally well adjusted• Children whose education achievement is in accordance with their age, ability, aptitude and attachments• Children who access appropriate play/leisure activities	<ul style="list-style-type: none">• Children/Young People with parent/carer who take advantage of universal services• Stable home environment• Support networks in place for family

If you believe the child falls within this level but would like some additional information, explore options for support for the family via the West Berkshire Family Information Service:

- <https://directory.westberks.gov.uk>
- Email: fis@westberks.gov.uk
- Phone: 01635 503100

Level 2 - Additional needs:

Level 2a: Additional needs - some children will have additional needs. Their health and development may be adversely affected and would benefit from extra help in order to make the best of their life chances. These children require additional support usually from a single agency to address the concern that has been identified. The My Family Plan is a useful tool that should be used to track and assess the impact of the support offered to the child. My Family First are able to provide advice, guidance and consultation to support the progress of a My Family Plan should the lead practitioner require support.

Level 2b: Multiple needs- Children whose needs are of greater depth and significance and must be met or their health, social development or educational attainment may be impaired without support, which may lead to long-term poor outcomes. Children who have additional vulnerabilities, which may expose them to heightened risk without earlier support and intervention. This is the level at which there is a need for a clear coordinated multi-agency response and a referral to the Early Response Hub in the Contact, Advice and Assessment Service may be appropriate. This could lead to the involvement of My Family First and the initiation of a support plan, My Family Plan and/or intervention from My Family First

Risk factors to consider	Protective factors to consider
Development of baby (born or unborn), child or young person	
Health <ul style="list-style-type: none">• Inadequate diet e.g. no breakfast• Developmental milestones unlikely to be met without the provision of additional support services• Missing immunisations/checks• Weight gain or loss becoming a cause for concern• Regular accidents or A&E attendance, persistent minor health problems• Language and communication difficulties• Concerns regarding/not addressing, dental hygiene	<ul style="list-style-type: none">• Willingness to seek advice and support when required• Accessing and engaging key universal e.g. GP or targeted health services e.g. sexual health
Education and Learning <ul style="list-style-type: none">• Some identified learning needs• Home/school links not well established• At risk of, or receiving regular fixed term exclusion• At risk of permanent exclusion• Patterns of limited attendance at their education setting• Limited participation of young person in education, employment or training, or not in education, employment or training	<ul style="list-style-type: none">• Meeting educational developmental milestones• Displays interest, excitement and motivation in learning, play and new activities• In employment, training or working towards a qualification• Achieving expected/predicted targets• Displays curiosity and explorative thoughts and behaviours

Risk factors to consider	Protective factors to consider
<ul style="list-style-type: none"> • Limited access to toys and books • Limited participation of young person in education, employment or training • Access or risk of access to inappropriate internet material 	<ul style="list-style-type: none"> • Positive/improving attendance at early years setting or school • Parents/Carers have a positive relationship with education setting • Appropriate safeguards and guidance when using technology
<p><u>Emotional and Behavioural Development</u></p> <ul style="list-style-type: none"> • Starting to show difficulty expressing empathy • Child is overfriendly or withdrawn • Low level mental health or emotional issues impairing their educational and personal development • Responds inappropriately to boundaries or displays a pattern of risk taking/ inconsequential behaviours • Low risk substance misuse • Emerging anti-social behaviour and/or low-level offending • Children who are victims of crime • Vulnerable to being engaged with gangs and need help to divert them • Regularly or openly expressing anti-social attitudes • Lack of age appropriate behaviour and independent living skills that increase vulnerability to social exclusion 	<ul style="list-style-type: none"> • Engages and socialises well with peers, family and friends • Positive/good self-esteem and self-image • Appropriate dress for age • Indications that bonding and attachments are well formed/forming well • Appropriate behaviour and independent living skills • Knowledge of and willingness to access support services for alcohol and substance misuse if appropriate
<p><u>Relationships</u></p> <ul style="list-style-type: none"> • Some difficulties in family relationships impacting on behaviour • Emerging concerns around attachment • Age inappropriate caring responsibilities • Age inappropriate sexual activity • May be perpetuating or experiencing bullying, racism or discrimination • Several episodes of over 16 year old seeking emergency contraception in a short time frame • Associating with anti-social or criminally active peers • Children have limited access to age appropriate advice, including contraceptive and sexual health advice, info and services 	<ul style="list-style-type: none"> • Engages and socialises well with peers, family and friends • Indications that bonding and attachments are well formed/forming well • No signs of early onset of sexual activity • 16/17/18 year old seeking emergency contraception appropriately

Risk factors to consider	Protective factors to consider
Parents and Carers	
<p><u>Basic Care, Safety and Protection</u></p> <ul style="list-style-type: none"> • Parent requires or asks for advice on parenting issues/ poor parenting skills • Haphazard use of safety equipment • Young inexperienced parent • Inappropriate child care arrangements • Some exposure to dangerous situations in home or community • Engagement with some services is poor 	<ul style="list-style-type: none"> • They respond immediately and with concern to issues raised about their child/ren • Basic needs met including appropriate attendance at relevant health checks • Adequate safety measures in the home • Appropriate supervision and parental controls regarding adult materials/content • Family aware of local support services, how to access them and a willingness to engage
<p><u>Health</u></p> <ul style="list-style-type: none"> • Some concerns around physical needs • Teenage pregnancy • Unnecessary or frequent visits to doctor/A&E • Parent stresses starting to effect care of child • Parent struggling to meet their own emotional needs • Parental substance misuse that may impact on the health or development of the child unless appropriate support provided 	<ul style="list-style-type: none"> • Family has access to and uses health services and information appropriately • Impact of ill physical health is none/minimal on parenting capacity • There is no impact on children if family members have emotional or mental health issues • If alcohol misuse is present, a willingness to engage with treatment services
<p><u>Guidance, Boundaries and Stimulation</u></p> <ul style="list-style-type: none"> • Inconsistent boundaries • Lack of routine • Child/young person spends considerable time alone • Child/young person is rarely offered new experiences, has limited access to leisure activities • Inconsistent responses to child • Child not given the opportunity to form other positive relationships • Child's key relationships with family members not being kept up • Difficulties with attachments 	<ul style="list-style-type: none"> • Child's behaviour is appropriate and praised accordingly • Parents are aware of what is age appropriate for their child/ren • Parents are confident discussing any issues with their child/ren • Conflicts are resolved in a consistent and fair way • Family communicate any concerns for each other well with concern • The family have a good sense of routine • There is a close support network of friends and family that parents can/do access

Risk factors to consider	Protective factors to consider
Family and Environment Factors	
<u>Family History and Functioning</u> <ul style="list-style-type: none"> • Parents/carers and extended family have relationship difficulties which may affect the child • A child has experienced loss of a significant adult • Parent has physical/mental health difficulties or poor social, personal or cognitive skills • Age inappropriate caring responsibilities • Family is becoming isolated in their community • Family seeking asylum • Parents have limited formal education 	<ul style="list-style-type: none"> • Members of extended family in employment, training and education • Close relationship with a positive role model in (extended) family, or a mentor/teacher/youth worker • Accessing a range of extra-curricular activities • Support in place to tackle welfare and family issues e.g. offending behaviour, unemployment • Willingness to accept need for referral and engage in meetings and respond to contact (letters/phone calls/visits)
<u>Housing and Finance</u> <ul style="list-style-type: none"> • Family facing homelessness • Insufficient or inappropriate bedding • Low income plus adverse additional factors which affect the child's development • Overcrowding/poor housing 	<ul style="list-style-type: none"> • Motivation to improve living conditions in place • Support of wider family to improve living conditions • Paying the rent and other priority debts/bills • There is an acknowledgement of the impact of debt, and a plan and support to manage debts are in place • Family knowledgeable and accessing any benefit entitlement • Money is managed well, and debt has no impact on family life

If you believe the child falls within this level please contact the West Berkshire Children's Services Contact, Advice and Assessment Service (CAAS) who can link you to the Early Response Hub and My Family First



Practitioner - 01635 503190



Member of the public – 01635 503090



Child@westberks.gov.uk

The Contact and Advice Safeguarding Hub within the CAAS team will establish that the threshold for statutory intervention has not been met and may open an Early Response record which will be passed to the multi-agency group in the Early Response Hub. They will review the needs of the child, young person and their family. This could lead to:

- Provision of advice, guidance and consultation

- Request to initiate a My Family Plan
- Early Response home visit
- A Group Case Supervision convened My Family First involvement (My Family First can provide consultation, advice, guidance and interventions)

Level 3 - Complex and multiple needs: requires statutory involvement

Children will have multiple and complex needs and be in need of specialist intervention, sometimes on a long-term basis, to achieve or maintain a satisfactory level of health or development or to prevent significant impairment of their health and development and / or are disabled. This is the threshold for a statutory assessment led by children's social care under section 17, Children Act 1989, although services are often provided by a range of other provision outside of children's social care


Risk factors to consider	Protective factors to consider
Development of Baby(born or unborn), child or young person	
<u>Health</u> <ul style="list-style-type: none"> • Child has some chronic/recurring health problems • Significant or unexplained weight gain or loss • Limited or restricted diet/access to food • Serious delay in achieving physical and other developmental milestones, raising significant concerns • Increasingly frequent and unexplained accidents • Missed health appointments • Child with a disability in need of assessment and support to access appropriate specialist services 	<ul style="list-style-type: none"> • Appropriate use of health services such as GP, Health Visitor, School Nurse • Engaged with universal service.
<u>Education and Learning</u> <ul style="list-style-type: none"> • Chronic non-attendance or not in education (under 16) or permanently excluded • Regular underachievement causing concern at school/nursery • Received fixed term exclusions and at risk of permanent exclusion • Not in education, employment or training post 16 	<ul style="list-style-type: none"> • Good liaison between family and school • Positive school attendance or alternative education provision engaged with • Engages well in after school and community activities
<u>Emotional and Behavioural Development</u> <ul style="list-style-type: none"> • Mental health issues emerging e.g. conduct; ADHD; anxiety; depression; self-harming • Child/young person finds it difficult to 	<ul style="list-style-type: none"> • Appropriate use of emotional health services including, but not limited to, CAMHS

Risk factors to consider	Protective factors to consider
<p>cope or express emotions e.g. anger, frustration, sadness</p> <ul style="list-style-type: none"> • Child subject to persistent discrimination • Demonstrates significantly low self esteem • Moderate risk of substance misuse, known to be using drugs and alcohol • Child missing from home and concerns raised about their physical and emotional safety and welfare • Failure or inability to address serious (re)offending behaviour, or continuous breaches of curfew/order with other risk-taking behaviour, that impact on their welfare and safety • Lack of age appropriate behaviour and independent living skills likely to impair development • At risk of being drawn into extremism • Unsafe sexual activity/ under 16 year old seeking emergency contraception • The child or young person is persistently missing from home, or education, and/or believed to be engaging in risky behaviour. 	
<p><u>Relationships</u></p> <ul style="list-style-type: none"> • Poor peer relationships difficulty sustaining relationships • At risk of exploitation • Teenage pregnancy (under 16 years old) • Relationships with carers characterised by inconsistencies • Child has attachment difficulties • The child experiences persistent or severe bullying at school or the community which has impacted on his/her daily outcomes • The young person is known to be associating with gangs which is placing them at risk of harm and poor outcomes 	<ul style="list-style-type: none"> • Knowledge of and access to information and advice relating to contraception and sexual health • Engagement with children/young person's substance misuse service. • Engagement with Youth Offending Team
Parents and Carers	
<p><u>Basic Care, Safety and Protection</u></p> <ul style="list-style-type: none"> • Basic care not provided consistently e.g. child regularly dirty &/or smelly 	<ul style="list-style-type: none"> • Appropriate access to social care support e.g. short-breaks

Risk factors to consider	Protective factors to consider
<ul style="list-style-type: none"> • Parents have found it difficult to care for previous children • Inappropriate care arrangements • History of previous child protection concerns / despite previous interventions there is no sustained progress or previous progress not sustained • Chronic or acute neglect where food, warmth and other basics often not available • Child has multiple carers; no significant relationship to any of them • False or non-compliance with some services • Child is often scapegoated in the family 	<ul style="list-style-type: none"> • Appropriate supervision and parental controls and boundaries including adult material/content. • Appropriate access to support and community services • Parent and carers fully engaging in partnership assessment • Social network outside of the family. • Engagement with appropriate voluntary services i.e. young carers • Evidence of good attachment between parent/carer and child
<p><u>Health</u></p> <ul style="list-style-type: none"> • Parental health (mental or physical) or problems with substance abuse impacts on their ability to meet the needs of the child • Mother who has been subjected to female genital mutilation 	<ul style="list-style-type: none"> • Knowledge of and willingness to access support services for alcohol and substance misuse if appropriate • Parent / carer engaged well with appropriate adult service i.e. Mental Health / Substance Misuse / Disability Services which alleviates pressure on family.
<p><u>Guidance, Boundaries and Stimulation</u></p> <ul style="list-style-type: none"> • Erratic or inadequate guidance provided • Parents struggle/refuse to set effective boundaries • Parents regularly involved in anti-social behaviour • Child not receiving any positive stimulation or new experiences or activities • Child perceived to be a consistent 'problem' by parents • Child exposed to contact with individuals who pose a risk of physical or sexual harm to children 	<ul style="list-style-type: none"> • Displaying positive behaviour in educational setting and community • Regular supportive help from universal/community resources • Appropriate access to parenting skills courses and willingness to receive support to change parenting approach • Sympathetic, empathetic and vigilant teachers available to children • Engagement with voluntary sector provision/ support groups
Family and Environment Factors	
<p><u>Family History and Functioning</u></p> <ul style="list-style-type: none"> • Evidence of domestic abuse incidences • Family has serious physical and mental health difficulties 	<ul style="list-style-type: none"> • Regular supportive help to family from extended family/friends' network • The presence of an alternative or

Risk factors to consider	Protective factors to consider
<ul style="list-style-type: none"> • Risk of family relationship breakdown leading to need for child to become looked after outside of family network • Family has become socially isolated • Pre-birth assessment where a history of past child protection concerns • Child or family need immediate support and protection due to harassment/discrimination and have no local support 	<ul style="list-style-type: none"> • supplementary caring adult who can respond to developmental needs of children. • Engagement with domestic abuse support services
<p>Housing and Finance</p> <ul style="list-style-type: none"> • Experiencing frequent moves • Serious debts/poverty impact on ability to have basic needs met • Risk of eviction or proceedings initiated • Unaccompanied asylum seeker • Intentionally homeless decision or imminent • Homeless 16 & 17 year olds • No access to funding/community resources • Unhygienic & cluttered living conditions 	<ul style="list-style-type: none"> • Extended family able to provide housing support • Accessing welfare rights advice

If you believe the child falls within this level please contact the West Berkshire Children's Services Contact, Advice and Assessment Service (CAAS):

-  Practitioner - 01635 503190
-  Member of the public – 01635 503090
-  Child@westberks.gov.uk

The CAAS team will establish, through review of the information given and any information held already with partners agencies (where applicable) the appropriate level of support that might be required. *The possible outcomes of an initial contact are:*

- You might be offered Advice and if necessary, you will be directed to another service which can best meet the needs of the child/family.
- Further enquiries or information gathering are undertaken by the multi-agency team of professionals within CAAS and a Group Case Supervision or MASH process may be utilised.
- A Single Assessment is undertaken in conjunction with Child Protection enquiries

Level 4 – Acute/Severe needs:

Children are suffering, or are at risk of suffering, significant harm, abuse and neglect and are in need of protection and care. This is the threshold for child protection enquiries and children are likely to have already experienced adverse effects and are suffering from poor outcomes. Children and young people will be referred to children's social care and dealt with under section 47, 20 or 31 of the Children Act

1989. This will also include children who have been remanded into custody and statutory youth offending services.




Risk factors to consider	Protective factors to consider
Development of baby (born or unborn), child or young person	
<p><u>Health</u></p> <ul style="list-style-type: none"> • Disclosure of abuse of any kind including sexual abuse/physical injury caused by another • Child/young person has severe/chronic health problems affecting their safety • Development milestones not met causing faltering growth/failure to thrive • Lack of food linked with neglect, causing failure to thrive • Child not accessing or refusing medical care endangering life/development • Non accidental injury including bruising/suspicious marks on children not independently mobile • Severe disability-child/young person relies totally on other people to meet care needs • Has undergone or is at risk of female genital mutilation 	<ul style="list-style-type: none"> • Appropriate use of health services such as GP, Health Visitor, School Nurse • Engaged with universal services
<p><u>Education and Learning</u></p> <ul style="list-style-type: none"> • Physical/learning disability requiring constant supervision • Child is out of school/no school place or permanently excluded • Complex learning needs likely to meet the criteria to initiate an Education, Health and Care needs assessment 	<ul style="list-style-type: none"> • Good liaison between family and school • Positive school attendance or alternative education provision engaged with • Engages well in after school and community activities
<p><u>Emotional and Behavioural Development</u></p> <ul style="list-style-type: none"> • Acute mental health problems e.g. severe depression; threat of suicide; psychotic episode • Puts self or others in danger e.g. persistent and high-risk substance misuse, involved in extremist activity, dangerous sexual activity • Severe emotional/behavioural challenges or unable to display empathy • Serious or persistent re-offending behaviour likely to lead to custody/remand 	<ul style="list-style-type: none"> • Appropriate use of emotional health services including, but not limited to, CAMHS

Risk factors to consider	Protective factors to consider
<ul style="list-style-type: none"> • Abusing other children • Severe lack of age appropriate behaviour and independent living skills likely to result in significant harm • Child is left 'home alone' without adequate adult supervision or support and at risk of significant harm • Child missing from home 3 times in 90 days and/or missing for more than 24 hours • Child is suspected of being trafficked or believed to have been subject to child trafficking 	
<p><u>Relationships</u></p> <ul style="list-style-type: none"> • Is being exploited • Severe attachment problems • Significant risk of forced marriage or actual forced marriage • A young person who has directly suffered significant harm through domestic abuse or is in a violent or abusive relationship • Child/young person engaged in criminal activity, including gang activity that is placing them at serious risk of harm 	<ul style="list-style-type: none"> • Knowledge of and access to information and advice relating to contraception and sexual health • Engagement with children/young person's substance misuse service • Engagement with Youth Offending Team
Parents and Carers	
<p><u>Basic Care, Safety and Protection</u></p> <ul style="list-style-type: none"> • Disclosure from parent of abuse to child • Child has no one to care for him/her • Requesting young child be accommodated • Allegations or reasonable suspicion of serious injury, abuse or neglect • Parents unable to provide 'good enough' parenting that is adequate and safe • Parents own needs mean they cannot keep child safe • Previous child(ren) have been removed from the parents' care • Parents involved in significant crime or anti-social behaviour that puts children at significant risk • Parents unable to restrict access to home by dangerous adults 	<ul style="list-style-type: none"> • Appropriate access to social care support e.g. short-breaks • Appropriate supervision and parental controls and boundaries including adult material/content • Appropriate access to support and community services • Parent and carers fully engaging in partnership assessment • Social network outside of the family • Engagement with appropriate voluntary services i.e. young carers • Evidence of good attachment between parent/carer and child

Risk factors to consider	Protective factors to consider
<ul style="list-style-type: none"> • Unable to manage severe challenging behaviour without support-high risk of family breakdown • Parents inconsistent, highly critical, rejecting or apathetic towards child • Parents actively unwilling or refusing to engage with services 	
<u>Health</u> <ul style="list-style-type: none"> • Parental health (mental or physical) or problems with substance abuse significantly affects the care of the child • Suspected /evidence of fabricated or induced illness • Parent unable to explain injuries 	<ul style="list-style-type: none"> • Knowledge of and willingness to access support services for alcohol and substance misuse if appropriate • Parent / carer engaged well with appropriate adult service i.e. Mental Health / Substance Misuse / Disability Services which alleviates pressure on family
<u>Guidance, Boundaries and Stimulation</u> <ul style="list-style-type: none"> • No boundaries set by parents • Child beyond parental control 	<ul style="list-style-type: none"> • Displaying positive behaviour in educational setting and community • Regular supportive help from universal/community resources • Appropriate access to parenting skills courses and willingness to receive support to change parenting approach • Sympathetic, empathetic and vigilant teachers available to children • Engagement with voluntary sector provision/ support groups
Family and Environment Factors	
<u>Family History and Functioning</u> <ul style="list-style-type: none"> • Domestic abuse is persistent, chronic and significant • Destructive/unhelpful involvement from extended family • Family involved in criminal activity; parent or sibling has received custodial sentence • Individual posing a risk to children or known to a household • Parents are deceased and there are no family/friends' options • Chronic substance misuse impacting child development • Parent wishes to relinquish baby or child 	<ul style="list-style-type: none"> • Regular supportive help to family from extended family/friends' network • The presence of an alternative or supplementary caring adult who can respond to developmental needs of children • Engagement with domestic abuse support services

Risk factors to consider	Protective factors to consider
for adoption <ul style="list-style-type: none"> • Pre-birth assessment indicates unborn child is at risk of significant harm • Parents, or other close associates, are members of prescribed organisations supporting violent extremist ideologies 	
<u>Housing and Finance</u> <ul style="list-style-type: none"> • Unsafe home environment –family used for drug taking, prostitution, illegal activity • Extreme poverty/debt impacting on ability to care for child 	<ul style="list-style-type: none"> • Extended family able to provide housing support • Accessing welfare rights advice

If you believe the child falls within this level please contact the West Berkshire Children's Services Contact, Advice and Assessment Service (CAAS):

-  Practitioner - 01635 503190
-  Member of the public – 01635 503090
-  Child@westberks.gov.uk

Summary

West Berkshire Schools and Family Hubs have a shared responsibility in the provision of early help to vulnerable families. Family School Support Workers (FSSW) and Early Years Family Support Workers (EYFSW), in particular, provide a significant amount of the early help support. West Berkshire recognise that there is a broad workforce with varying skills, experience and qualifications across the Local Authority. It was further recognised that more support could be offered to this particular cohort of professionals to support their work and enhance their capacity to deliver positive impact on outcomes for West Berkshire's most vulnerable families.

My Family Plan (MFP) is a West Berkshire initiative that seeks to provide FSSW and EYFSW with a family-centred assessment and planning tool that can be used as a standard measure across the Local Authority. MFP will be supported by a digital information system where family plans can be uploaded, shared, and updated so that families and relevant professionals can manage and respond to live, needs led support plans. This will improve continuity of support for families, and reduce the need for families to retell their story to different professionals. This will help to ease pressures on FSSW and EYFSWs by creating a common language across schools and early year settings, provide greater structure around understanding family's needs and managing risk, as well as facilitating easier transfer of information. It will also ensure that impact on outcomes are tracked for individual families, and facilitate overall monitoring of the delivery of early help services.

With the pilot now completed and the MFP document revised to reflect feedback provided from the Family Hubs, the next phase of the My Family Plan initiative will be

to embed the digital information system and roll out training to all FSSWs working in West Berkshire primary and secondary schools.

To support the roll out to schools, FSSW's from the Family Hubs alongside My Family First practitioners will be available to assist with the practicalities of using the MFP, and ongoing support to achieve the best results when using MFP will be from My Family First.

Section 2

Guidance for completing the electronic **My Family Plan** document

Welcome to My Family Plan – Login Page

Login using this link <http://tasks.westberks.gov.uk/mfp>

PAGE 1 GUIDANCE

The first page will look like this:

Welcome to My Family Plan

1. Plan assisted by – Lead Professional filling the plan **insert: Your Name**
2. Throughout the next few pages you will be asked some questions, the questions are developed to support you and those who are important to you to see positive changes for the areas that you are worried about.

My Family Plan will start with us asking some questions about who you are and who is important to you in your life. It will then ask you some questions about what is good at the moment, the things you enjoy doing, any worries that you have and your wishes for the future.

The plan will work with you and those who are important to you to create a plan of action that you can all work on together. We would really like you to be in charge of that plan.

3. Privacy Notice

Link to the [Privacy Notice](#). (there will be a link to the Privacy Notice here)

To continue the plan **click the start button**

You will note at the top of each page there is a link to the West Berkshire Directory - this will help you to identify appropriate resources for your plan/Family

Please note any question/box with a * must be completed before you can move on to next section

Click Next to progress to page 2

Progress to page 2

PAGE 2 GUIDANCE

[Page 2 of the My Family Plan](#) – this is where the details for the Lead child are entered (This is the child whose needs are the primary focus)

Complete the following details:

Lead Child's details

First Name

Last Name

Has this child been born yet?

Yes – *If ticked this will open a calendar: insert the child's Date of Birth*

No – Relates to an Unborn child

Address (**Enter Postcode**) then choose correct address from dropdown box

Ethnicity

Gender

Note: Once the boxes are completed it will look similar to below:

Link to: [WestBerkshire Directory](#)

1. Lead Child's Details

1.

First Name

2.

Last Name

This is in relation to the child whose needs are the primary focus

2.

Has this child been born yet?*

1. ☐ Yes

2. ☐ No

Please click on yes or no

3. Date of Birth

Insert date of birth in relevant boxes

Day

Month

Year

Age

5. Postcode*

Address

Ethnicity*

Gender*

Click next button at bottom of page to progress to page 3

note that you can always go back a page and alter information you have input at any stage.

Progress to Page 3

PAGE 3 GUIDANCE

(This page is used to gather information on who is important to the Lead child and their relationship to them)

Link to: [WestBerkshire Directory](#)

At the top of page there are questions and guidance notes: For example;

1. Who in my life is important to me?

Guidance Notes:

It is really important that we can get all the people who are important to you in your life to support you in developing your plan.

We would like to know more about those people that we call your 'network.'

Your network could be friends or family this includes Grandparents, Aunties, Uncles and Cousins.

Whoever you feel is a support both practically and emotionally.

Complete the details required in each box in this section: (you will note that there is a box after the email/telephone number section that you can tick if the identified persons reside in the same house. If they do – you will not need to add again details of postcode etc.

You can also add rest of the family relations at this time by clicking the below box

1. Would you like to add another family member?*

1. ☐ Yes

2. ☐ No

Click Next to progress to page 4

PAGE 4 GUIDANCE

(Services and agencies that work with me and my family)

This is a **free text box to fill–**

Guidance note: Please let us know which other services or agencies are you working with

Click Next to progress to page 5

PAGE 5 GUIDANCE

What's working well/things that are good ?

This is a **free text box to fill**

Guidance note: please let us know what is working well and what is good at home

Click Next to progress to page 6

PAGE 6 GUIDANCE

What are each of us worried about and why?

This is a **free text box to fill**

Guidance note: this is where you can list your concerns and worries as well as the families concerns and worries

Click Next to progress to page 7

PAGE 7 GUIDANCE

What are each of us unsure about/complicating factors?

This is a **free text box to fill**

Guidance – this is where you can identify any complicating factors

Click next to progress to page 8

PAGE 8 GUIDANCE

What are the key things that needs to improve?

This is a **free text box to fill**

Guidance – identify with the family areas that need to improve for example school attendance, better engagement of parents

Click next to progress to page 9

PAGE 9 GUIDANCE

What are your hopes and dreams for the future/what does different look like?

This is a **free text box to fill**

Guidance – this is a chance for the child to express what they would like to change, improve etc

Click next to progress to page 10

PAGE 10 GUIDANCE

Lead child's view

On a scale of 0 – 10 where 0 means that we feel unhappy or sad a lot, maybe all the time, we worry and we don't feel safe but we do not have someone that we can talk to about it. 10 means that we are generally always happy and we always feel safe which means we do not worry very much at all. We always have someone to talk to and they are always available to us. Where are you on this scale today?

Note: In the electronic form, there will be a scale from which you can choose 0-10

Click next to progress to page 11

PAGE 11 GUIDANCE

Scaling questions:

First parent / carer's view

On a scale of 0-10 where 0 is a parent or carer who is saying i.e 'I am very worried about my child, I am worried they will be hurt, get into risky situations and I know that they are unhappy with no one to talk to'

A scale 10 is when a parent may say i.e 'I have no worries at all about my child they are happy and achieving their full potential and will continue to thrive'

Question: where would you be on the scale?

Note: In the electronic form, there will be a scale from which you can choose 0-10

Insert name - Choose which family member this scaling question relates to. ***The form is enabled so that more than one parent/carer can fill in the scale***

Choose 0-10 on below scale **Note:** In the electronic form, there will be a scale from which you can choose 0-10

Click next to progress to page 12

PAGE 12 GUIDANCE

Lead Professional/Worker's view

0 on the scales is for example 'I am very worried about the risk and safety within the family' and

10 on the scale is for example 'I don't feel that there are any worries regarding the family'.

Choose 0-10 on the scale **Note:** In the electronic form, there will be a scale from which you can choose 0-10

On the electronic form, there is a **free text box here** for the worker to **add** any additional **clarifying notes**

Click next to progress to page 13

PAGE 13 GUIDANCE

This section enables you, those who are important to you and the people that you are working with (including services that you might like to work with), to work together to create a family plan.

The plan must address any risks that have been identified, build on the strengths that you have identified when working through the form, and we must identify and agree how we can work together to strive towards the positive outcomes that we want to achieve.

It is important that the plan is clear, manageable, timely and achievable to all. This plan is yours to work on together and is an ever changing document. It does not have to be long but it will help you and those who are important to you to be responsible for working together.

Family Plan

1. Our Goals

Free text box here to fill with the detail of the identified goals

2. What the family want to achieve

Who will do what?

Free text box here to fill with the detail

3. What will the family do to help achieve these goals

What will other people do?

Free text box here to fill with the detail

Note: *for example you would put a narrative in the text box for example: A referral to CAMHs. The Date would be added on when this will be done and by who. In the free text box, you would add any tasks, actions, expectations with a date of completion*

4. How will we know when it has made a difference?

Free text box here to fill with the detail

Note: *for example you may want to detail what changes/improvements you would expect to see*

5. What is working currently, what do we need to focus on?

Free text box here to fill with the detail

Note: *for example you may want to detail what are the positives and what are the areas to improve on*

Click next to progress to Page 14

PAGE 14 GUIDANCE

This is the part of the form where you as the Lead Person (the person completing the plan), add key information about yourself and the agency you work for

Note: Some details will auto generate from your login details

1. Details of the worker who is supporting the family to complete their plan?

Name - Your Name

Email - Your Email address

Phone - Your Number

Mobile. - Your Number

Agency type: - Tick the appropriate one (there will be options as below to choose from on the electronic form)

Family Hub

School

Health

Voluntary Sector

Other

2. Name of Agency – Note: *Add school or agency name here:*

Has your work with this family had a positive impact on any of the following?

Note: *Tick all that apply*

Crime/anti-social behaviour by either parent or child

School attendance

Employment/financial exclusion

Domestic abuse

The health of the child/children

Other information

A **Free text box** to add any additional information will be present on the electronic form

Click next to progress to page 15

PAGE 15 GUIDANCE

Family Plan Outcomes

You will see the following ‘drop down’ options on the form: **choose 1**

Family Plan completed

Continuation of MFP

No longer required

Family declined

Other (Close Family Plan)

For additional comments, there will be a ‘free text’ box that you can write into.

Free text box for comments

Important Note: Once you have ticked an outcome:

Click Submit

You will then see the following:

This My Family Plan has been saved.

The workflow was started successfully, your reference is (a unique ID ref number will appear here)

Note: An email will be generated to you with these details as well

The e-mails you receive will look like these below which are used as examples:

From: myfamilyplan

Sent: 23 February 2021 17:06

To: Your Name/Email address

Subject: Other-Ref i.e 12345667 (**this is the unique ID number for the plan and will show on all correspondence emails so you can identify which My Family Plan it relates to**) for (Name of child that the plan is for) on: **Time** will be here am/pm on **Date** will be here

Reason for completion (the outcome you chose will display her), i.e Other: time of day and date will be auto generated.

This email confirms a family plan has been written and submitted for storage. ***This acknowledges the plan and advises that reminder emails will be sent – Please note if you do not receive this email then the plan has not been submitted or there is an issue with IT***

Important Note: You can review My Family Plans at any time, however, you will receive helpful email reminders to review your unique ID plan before 3 months have elapsed.

Reviewing My Family Plan

When you login, you will see a list of the plans you may have completed/continue working on. (Each will have their unique ID no), you simply choose the plan you wish to review.

When you submit your initial plan, and each time you review your plan, the majority of the information that you input previously will auto generate into your review document. It will appear in a text box as a summary of the information gathered previously.

You can then add your updated information to this and analyse. Previous information submitted will present in the review form in a text box i.e 'this is what you said previously for the various sections'. There will be an additional text box i.e 'this is what is happening now', for your updating information.

At the end, choose outcomes etc as previously and submit, you will receive e-mails as previously confirming your submission.

How to gain access to the electronic platform for

My Family Plan

The first step to using My Family Plan is to set up access for your school which only needs to be done once, per school.

A large number of WBC schools/agencies will have a West Berkshire Council address, and use the RM proxy source address (which is now unique to WBC). The RM proxy address has been authorised and any School using the RM proxy will be granted network access to the server.

For those schools/agencies that do not use the RM services, but wish to access My Family Plan, the school will be required to provide their static Public Internet Address that their 'proxy' /firewall will present, so that it can be added to a 'whitelist' on the Council's Firewall and in the application to allow those schools access.

(please note: A bespoke e.mail address will be available for schools/agencies to send their details to. The information that will be required from when requesting access along with the bespoke e.mail address will be sent out)

Once your school has access to My Family Plan you should be able to see the login page at <http://extranet.westberks.gov.uk/mfp>.

Each member of staff who needs to use My Family Plan will need to be set up with their own login by the council's Digital Services team, who will progress for those schools/agencies once their details are received

Once you have submitted your details and have been provided access to the server, should there be any **technical** problems you will be able to report these via WbcictHelpdesk@westberks.gov.uk

Additional Information for Families and Practitioners

Once a family plan is created on the electronic system and it has been saved it generates a unique identification number, that relates solely to that family and that plan including My Family Plan reviews.

Frequently Asked Questions

From Families:

Who can see my information?

Only the services you agree are allowed to see it for the purpose of getting you the help you need (indicated on your My Family Plan)

Note: *The only time your information can be shared without your agreement is if a child, young person, adult has been identified as suffering harm or possibly at risk of harm, or if a person is identified as posing a risk or committing a crime.*

What if I start using the My Family Plan and change my mind?

The My Family Plan is completely voluntary – it exists to help you. If you decide you no longer want to continue with it – The My Family Plan process will stop.

Is there anything I need to do?

Getting the results and improvements you want to see relies on everyone being open and honest and doing the things they have agreed to do. Prioritise and attend the meetings and appointments made for you – or if you are unable to attend – let someone know so that the appointments can be re arranged.

It is really important to get involved during the meetings and ask questions and be part of the discussions. This is your plan, your family and your future, work together with all those involved supporting you, and have your say in how you want to progress, what you need to do, and what you want to achieve.

Frequently Asked Questions

From Practitioners

Will the setting up of the plan happen with the help of the support workers that are being employed?

Family Hubs and My Family First are working alongside schools and they will keep them informed of any progress of the MFP. MFP is a tool and it is not to replace anything that is already existing but to enhance and support the work you do. My Family First can support with interventions as well as consultation. In addition to support from My Family First and the Family Hubs, from September 2021, a resource will be available in the form of two bespoke My Family Plan, support Workers

How can access be gained to MFP?

Guidance is provided in this document on pg 34. Additional information including an bespoke e.mail address for schools and agencies to send the information required to progress access will be sent.

What if there are technical issues with the electronic platform?

Details of how to report any technical difficulties re access and any other technical issues that may arise are contained in pg 34. Any technical issues can be reported via that e.mail address which will raise a ticket with the councils Digital Services Team will provide the necessary support.

Will the form be available to non-pilot schools?

Yes, any school that wants to access to the platform and use MFP can provide the necessary details and gain access to the platform and My Family Plan. (as noted there will be a bespoke e.mail address made available that will be sent to schools and agencies, this e.mail address will be administered by the Family Hubs. You will be required to send details of the schools and your identified users to this e.mail address. The Digital Services Team will be advised of your details and will progress your access).

Are there examples of the sorts of low-level concerns that would identify the family as level 2 need?

The My Family Plan guide incorporates the threshold document which provides explanations of each threshold of need. In addition, My Family First are available for consultations and advice if you have any additional queries.

Does the tool have actions or generate actions/a plan? Is it a tool for schools to guide a discussion with a family and they record the key points from that discussion. Section 2 pg 22 onwards provides an example and explanation of the My Family Plan document. Once the initial meeting with the family has taken place and the sections of the plan filled, the plan can then be ended and a review generated. When you next log in to review, the information documented in the initial plan will auto generate into the review form. This will enable the family and the practitioner to view the previous discussions and actions, and record the current situation and the impact of actions/interventions that have been completed since the previous plan or review. My Family Plan is a tool that will help you to articulate any barriers and to understand the next steps to move forward. The plan captures the work you have already done during the journey and it will allow you to view in stages what is happening for the family and consequently it will help you to formulate a plan to move forward. It provides you with a wider perspective to be able to analyse and understand what the issue is and how to move forward.

