

Each month we will be focusing on a different safeguarding theme to raise awareness and signpost to resources.



For August, our theme is

Think Family

#thinkfamily

#workinginpartnership



Follow us on:



Or via email:

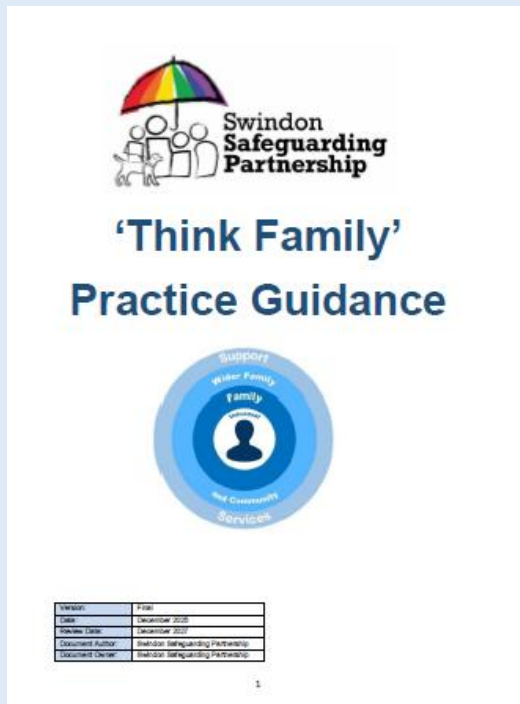
safeguardingpartnership@swindon.gov.uk



Contents

- ✓ [A Think Family Approach in Swindon](#)
- ✓ [Professional Curiosity](#)
- ✓ [Resolution of Professional Disagreements](#)
- ✓ [Family Safeguarding Model](#)
- ✓ [Learning from Reviews](#)
- ✓ [Resources for Professionals](#)
- ✓ [Email signature](#)
- ✓ [Feedback](#)
- ✓ [Circulation list](#)

A 'Think Family' Approach in Swindon



Source: [Think Family Practice Guidance 2025](#)

We know that some families have linked complex difficulties in their lives such as:

- learning disabilities,
- physical disabilities,
- domestic abuse,
- mental health conditions and diagnoses,
- substance or alcohol misuse.

Evidence shows that traditional approaches alone cannot make the difference therefore an approach which:

- reduces barriers,
- promotes accessibility and
- a collaborative response from services will help both children, young people and adults who need support.
- Guidance is intended for all services working with children, young people and adults, and those who work with families.

Some key points are highlighted in the next slides

A 'Think Family' Approach

This approach, recognises that people live as part of families, supporting each another and understand the unique circumstances of an adult or child.

Safeguarding and promoting the welfare of children and adults with care and support needs is a shared partnership responsibility.

Identifying the strengths, resources and risks within the family helps to identify what effective support can be undertaken by the family and where additional support may be required.

This means all professionals:

- need to remember that people rarely live in complete isolation and therefore we need to understand the needs of the wider family when we are working with a child, parent or adult.
- and services need to talk more, work together better and make sure that all the people working with children, young people and adults in a family, plan and coordinate their work

Source: [Think Family Practice Guidance 2025](#)

Adopting a 'Think Family' Approach

- Family means different things to different people and different communities and cultures consider family in different ways, and this is not static.
- The understanding and practice of family changes, develops and is often affected by external circumstances and environments.
- It is important to explore with individuals what family means to them, and the individuals who make up their family (including blood relatives, extended family or community members).
- When working with individuals you should understand their:
 - needs and wishes,
 - family support networks, considering whether family members can meet the care needs and impact of this for the individual needing support as well as those providing the support.

Adopting a 'Think Family' Approach

- Understanding needs and impact helps to assess whether the care is sustainable and identify areas where external support is required.
- **Important** to recognise the role and demands on young carers.
- Coordinated care promotes collaboration between the individual, family and services, promoting accessibility through reasonable adjustment is what we aim to achieve.

Early Help

- Early Help support is known to improve a family's resilience and outcomes and prevent the problem getting worse.
- The right support, at the right time can help children, young people, vulnerable adults and their families to develop the skills they need to live happy, healthy and successful lives.
- Agencies working together promotes the opportunities for a focus on whole family support, considering wider context and needs.
- Understand the family in context, use Chronologies and genograms as these enable us to see the ways in which an individual child or a family:
 - have functioned over time and
 - to analyse how families have managed their own circumstances,
 - identify what has worked / not worked previously.
- It provides an opportunity to refer to other services for targeted support, preventing problems escalating and mitigates against harm.

Professional Curiosity is Key



Image by Freepik

- Professionals need to be open minded about the whole family - the support that they might be accessing or gaps in support.
- Assumptions should not be made that other professionals are taking responsibility for some aspects of support without having a conversation to verify this.
- Communicating and sharing information with other professionals working with the family is imperative. Visit the SSP webpage [information sharing and consent](#) for further guidance.
- It is only when a full picture of the family is known that effective assessment and planning can happen.
- Adults and children's workers will bring their separate expertise and professional experience.
- Joint working can, therefore, significantly increase the skills and knowledge available to support a family.

Resources to find out more are on the next slide

Source: [Think Family Practice Guidance 2025](#)

Professional Curiosity Resources



Image by Freepik

SSP Webpage: Professional curiosity includes a range of information, resources and video clips.

eLearning - free: Being professionally curious

Practice Briefs

- **SSP:** Professional Curiosity Resource Pack
 - **SSP:** Working with resistance or disguised compliance
 - Professional Curiosity Learning Resource SABN
 - Posters for professionals
 - **New!** Being Professionally Curious aide memoir
-
- **Research in Practice Podcast:** [What is professional curiosity?](#)

‘Think Family’ Practitioner Checklist

The checklist should be used as a reflective tool both for individuals to use and for use within supervision.

Ask yourself.....

1. Have I communicated with each family member taking into consideration their individual needs e.g. language, learning, culture.
2. Have I asked who is the family, and understood family members’ roles and relationships to each other.
3. Have I used a tool such as a cultural genogram or triangle of care to map family and support network.
4. Do I know who else lives in the household / has regular contact
5. Do I have a picture of the family as a whole.
6. Have I taken all reasonable measures to discuss and gain consent to share information, offer support and/or provide services.
7. Have I taken time to understand all the demands on the family.
8. Have I considered the strengths of the family and what is working well or what has worked well in the past.
9. Have I considered their resilience to cope with the demands they face.

Source: [Think Family Practice Guidance 2025](#)

Checklist continued...

10. Have I considered if other family members need of support.
11. Have I considered if other family members are at risk.
12. Have I explored caring responsibilities.
13. Do I know if other practitioners are working with the family and have, I liaised with them.
14. Have I listened to what support the family want, from the differing perspectives of family members.
15. Have I made sure the plan is family led, involves all the relevant professionals and is coordinated using a multi-disciplinary approach.
16. Have I explored what their solutions may be.
17. Have I been open and honest about my concerns.
18. Have I made assumptions about the family.
19. Have the family responses helped my decision making.
20. Have I taken my concerns to supervision.

There is an Aide Memoir you can download by clicking on this link [Think Family practitioner checklist](#)

THINK FAMILY

Practitioner Checklist 2025



SEE THE WHOLE FAMILY



THINK CHILD



THINK ADULT



THINK PARENT



THINK CARER



THINK FAMILY

A Think Family approach recognises that individuals live within families and support networks and that understanding the whole family leads to better safeguarding and support.

UNDERSTAND THE FAMILY

- ☐ Have I communicated with each family member, considering language, culture, learning needs and accessibility?
- ☐ Have I identified who the family are and understood their relationships?
- ☐ Have I used a genogram, cultural genogram or Triangle of Care?
- ☐ Do I know who lives in the household or has regular contact?
- ☐ Do I have a clear picture of the family as a whole?

SAFETY & SUPPORT

- ☐ Have I considered if other family members need support?
- ☐ Have I considered if other family members may be at risk?
- ☐ Have I explored caring responsibilities, including young carers?
- ☐ Do I know which other professionals are working with the family?
- ☐ Have I talked with those practitioners?

STRENGTHS & RESILIENCE

- ☐ Have I discussed and gained consent to share information where appropriate?
- ☐ Have I taken time to understand all the pressures and demands on the family?
- ☐ Have I identified what is working well?
- ☐ Have I considered what has worked well previously?
- ☐ Have I considered the family's resilience and ability to cope?

WORKING TOGETHER

- ☐ Have I listened to what support the family wants from all viewpoints?
- ☐ Is the plan family-led, multi-agency and coordinated?
- ☐ Have I explored the family's own ideas and solutions?
- ☐ Have I been open and honest about my concerns?

PROFESSIONAL REFLECTION

- ☐ Have I made any assumptions about the family?
- ☐ Have family responses informed my decision-making?
- ☐ Have I discussed concerns through supervision?

THINK FAMILY REFLECTION

Ask yourself:

- ☐ Who else is affected? ☐ Who else needs support? ☐ Who else should be involved?
- ☐ Who else needs to be heard? ☐ Who else may be at risk?

THINK FAMILY = BETTER OUTCOMES



BE CURIOUS



COMMUNICATE



COLLABORATE



COORDINATE

Source: Swindon Safeguarding Partnership – Think Family Practice Guidance 2025 Practitioner Checklist



Swindon
Safeguarding
Partnership

Strength Based Approaches

- Focus on individuals' and family's strengths and not on what is not going well.
- Strengths based practice is holistic and multi-disciplinary and works with the individual to promote their wellbeing.
- We know that strong families can support and improve the life chances of individual family members.
- A strengths-based approach builds the family's capacity to deal with current and future problems as well as supporting them to take responsibility for their own lives and their own choices.
 - **Adults:** [Care Act guidance on strengths-based approaches – SCIE](#)
 - **Children:** [Strengths-based social care for children, young people and their families – SCIE](#)

Relationship Based Practice

- Relationships between professionals and the family are important, as research shows that this relationship is key to making any necessary changes.
- Professional relationships should not be a barrier to safeguarding and protecting the relationship with the family should not impede making a safeguarding referral.
- Professional boundaries must be kept at all times.

The Right The Right Help at the Right Time

- Adults and children are the experts within their own families and know most about their own circumstances and should be encouraged and supported to help to shape their own packages of support and care.
- In doing this they are much more likely to engage in support.
- Adults and, where appropriate, children should be supported to make decisions about their own lives.
- Sometimes this may mean that we need to challenge families to help to raise their expectations for themselves, their families or their children.
- As Professionals we need to ensure that we are offering children, adults and their families the right help at the right time to prevent escalation of need.

Adult Safeguarding Policy and Procedures

- This document helps professionals decide whether the reason or incident they are considering referring meets the criteria for an adult safeguarding referral.
- The guidance contains lists of examples to support decision-making on the best course of action. The lists are not exhaustive, and the guidance does not replace professional judgement.
- Adult safeguarding policy and procedures

Professional Challenge and Escalating Concerns

- Procedures are in place to support professionals to challenge decisions made by other professionals in relation to children and adults at risk of abuse and neglect.
- Resolution of professional disagreements is a theme frequently identified in local child and adult safeguarding reviews and audits.
- The updated Policy sets out a **five-stage escalation process** to resolve professional disagreements in decision making between practitioners in a structured, respectful and productive way.
- Its core purpose is to ensure that disputes never delay or compromise the safety of adults, children, or families, and that disagreements are handled **quickly, respectfully, and at the lowest appropriate level.**
- Find out more on the dedicated webpage:
 - [Adult and children resolution policy](#)
 - a short ebrief (*takes approximately 5 minutes to complete*). You need to register your name /email address to access the content.



Family Safeguarding Model



- The Family Safeguarding Model brings together one team of social workers and adult practitioners who all work together with a family to offer help and support for a wide range of challenges.
- By working in this way, as one team of social workers and adult practitioners, we can spend more time working with families to provide them with help when they need it.
- Visit the webpage to find out more: [About family safeguarding](#) or use the QR code.
- Leaflet for families: [Family Safeguarding information leaflet](#)



Learning from Reviews

Local Child Safeguarding Practice Reviews

- Local Child Safeguarding Practice Reviews Lola, Liam and the Willows children and the Thematic Review '**why doesn't anything change**' highlighted the need to **Think Family**.
- These reviews, alongside a thematic report have highlighted the significant challenges agencies face in both identifying and responding effectively to long-term neglect.
- The findings emphasise particular difficulties in engaging families where parental ill health, domestic abuse, and disengagement from services are key factors.
- Some key points are covered over the next few slides. However, it is recommended that you read the reviews. You can access the links to the reviews by clicking on [this link](#)
- We are also delivering some webinars which will provide more information on the learning themes - to find out more and to book a place click on [this link](#)

Local Child Safeguarding Practice Reviews

- [LCSPR: 'Lola' full report, June 2026 \(PDF\)](#)
- [LCSPR: 'Liam' full report, June 2026 \(PDF\)](#)
- [LCSPR: 'Willow Children' full report, June 2026 \(PDF\)](#)
- [Thematic review: 'Why Doesn't Anything Change', June 2026 \(PDF\)](#)
- [7-minute learning brief: 'Why Doesn't Anything Change', June 2026 \(PDF\)](#)
- Interview with the independent author of the reports: Kevin Ball:
YouTube <https://youtu.be/sNYgRtYhRDs> (duration 33 minutes)

Think Family

The reviews have highlighted the need to **Be Curious and Think Family** to Safeguard Children. Practitioners should ask:

- **Are there children living within the household and being cared by a parent who self-neglects?**
- **What is it like to be a child in this family or household on a daily basis?**
- **Do I routinely consider how parental vulnerabilities e.g. parental self neglect, mental health, domestic abuse and substance misuse impact parenting capacity?**

Note: There is a need to balance support and safeguarding, and practitioners must ensure adult support does not overshadow child safeguarding.

The local reviews reflect learning from national reviews which is documented in the [National Panel Neglect thematic report \(2026\)](#) which highlighted that many families experiencing neglect are also facing other complex challenges, but interventions rarely adopted a **Think Family** approach which addressed both children's and adult's needs.

Self Neglect and Parenting Capacity

- There were missed opportunities to assess and meet the holistic needs of the family and to offer appropriate support to safeguard the children.
- There was a lack of :
 - a whole family and trauma informed approach in safeguarding practice.
 - analysis of the parent's experience of Adverse Childhood Experiences and the impact on parenting capacity.
 - consideration of how self neglect impacts on children
 - information sharing between partner agencies to gain a holistic picture of the children's lived experience.

Child Safeguarding Practice Review Panel Annual Report 2024 – 2025

Linked to this month's theme the annual report found:

- **Many children faced complex, overlapping challenges**
 - Reviews showed that many children were living with multiple, interconnected challenges, with factors such as neglect, domestic abuse, parental mental health difficulties, substance use, poverty and housing insecurity present in their lives.
 - These challenges often overlapped and persisted over time, increasing vulnerability and making risks harder to identify, particularly where responses did not fully consider the wider family and system context.
- **Strong multi-agency working is critical to reducing risk**
 - In **84% of reviews**, families were already known to children's social care before the incident. Despite this, reviews frequently identified issues with information sharing, coordination between services, and risk assessment.
 - Learning from reviews highlights the importance of safeguarding partners working together to share information effectively, assess all known risks, and provide timely, tailored support so that children and families receive help earlier.

Safeguarding Adults Review - Robert (March 2024)

- Robert lived with his partner, he had a job working in IT and started to struggle with the changes in working and isolation during COVID-19.
- Robert was dependant on alcohol and his mental health was declining. His partner was asking for support from health professionals but was not recognised as a carer or someone providing support to their partner.
- Their house was clean and there was always food in the fridge due to Roberts partner and so their living environment did not lead paramedics to consider his alcohol dependency as self-neglect.
- The review highlighted the importance of including family and identifying those who are taking on caring responsibilities. Alongside being curious and thinking, without the support of his carer, how would Robert be managing?
- [SAR Robert Executive Summary report](#) (PDF)
- [SAR Robert 7 minute briefing](#) (PDF)

Resources for Professionals

Legislative Framework and Definitions

Safeguarding Legislative Framework

- ✓ Children and young people - Children Act 1989
- ✓ Adults with care and support needs – Health and Social Care Act (2014)
- ✓ Working Together to Safeguard Children (2026)
- ✓ Care Act (2014) guidance – care and support statutory guidance

Definitions

- ✓ A child is defined as anyone who has not yet reached their 18th birthday.
- ✓ Safeguarding duties apply to any adult (over the age of 18) who:
 - has needs for care and support (whether the Local Authority is meeting any of those needs);
 - is experiencing, or at risk of, abuse or neglect; and
 - as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of, abuse or neglect.

Further information is included in the appendices of the [Think Family Practice Guidance 2025](#)

Parental Responsibility and Court Orders – Protection of Children

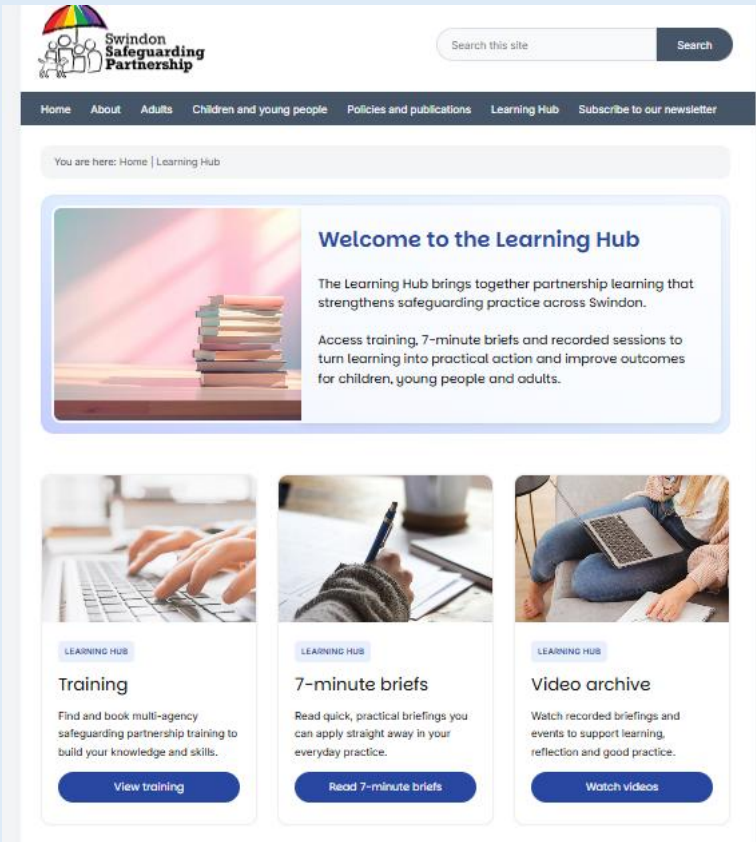
- **Parental Responsibility:** explains the law on Parental Responsibility, what this means in practice and how a person can acquire Parental Responsibility
 - [Parental responsibility - childlawadvice.org.uk](http://childlawadvice.org.uk)
- **Court Orders to protect children:**
 - [Police powers of protection & Emergency protection orders - childlawadvice.org.uk](http://childlawadvice.org.uk)
 - [Care orders - childlawadvice.org.uk](http://childlawadvice.org.uk)
 - [Court orders to protect children - Citizens Advice](http://Citizens Advice)

SSP Learning Hub

Visit our [Learning Hub](#) to find out more about our learning resources including [7 minute and practice briefs](#) and [recorded webinars](#).

Information about our training offer can be found on this link [Training](#)

[SSP Posters for professionals](#)





Access the resources via the links below:

- [Courageous & challenging conversations guidance](#).
- [Courageous and challenging conversations tool](#)

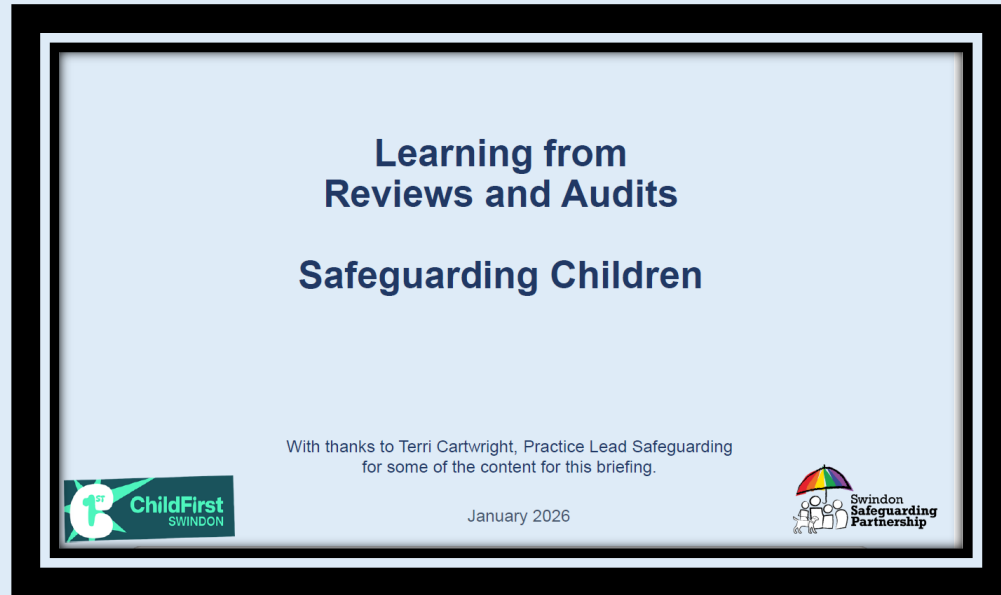
These can also be found on the [SSP Neglect webpage](#) under *courageous conversations with parent/carers*.

New Courageous & Challenging Conversations Resources

This resource may also be helpful for practitioners working within adult safeguarding.

- Courageous and challenging conversations are an important feature of safeguarding. Honest discussions about concerns can be uncomfortable and sometimes difficult to manage.
- Professionals' own worries or uncertainties about holding these conversations can lead to delay in concerns being discussed or raised and issues being understood or resolved.
- Sometimes it can also mean that information is taken at face value or assumptions are made, which do not safeguard the well-being and safety of children/adults.
- A frequent issue identified in practice reviews has been the lack of effective or sufficient challenge by professionals, including not questioning parent/carers accounts of events, being reluctant to discuss child welfare concerns, and not making use of escalation procedures to explore multi-agency disputes and challenges with other professionals.

Recurring learning themes identified in safeguarding reviews and audits



- In Swindon, over the past year, several recurring learning themes have been identified in child safeguarding reviews and audits.
- Some of the learning themes are also relevant to safeguarding adults.
- Themes have been outlined in learning resource Learning from reviews and audits (published January 2026) and includes signposting to relevant resources.
- A webinar was delivered in February 2026, and the recording can be accessed via this [link](#)

Day In My Life Resources

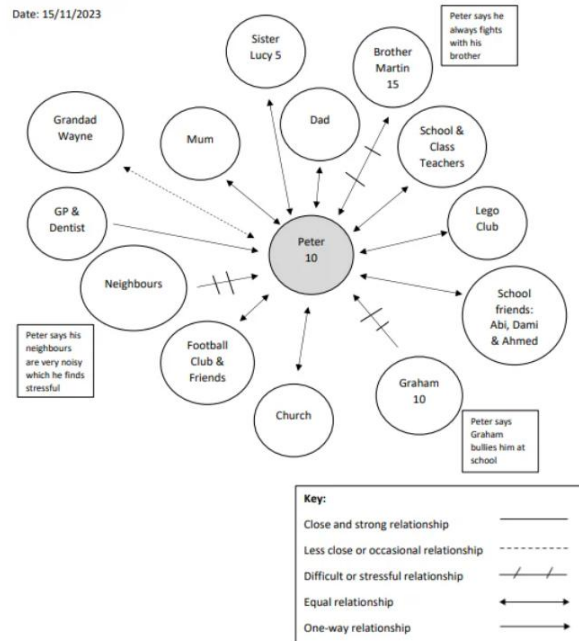
- ✓ Can help you to work with children and families to make sense of an individual's lived experience.
- ✓ Assists practitioners to gain a better understanding of what is happening in families where neglect is an issue and what actions may lead to improved outcomes for children.
- ✓ Six versions of the “day in my life” tool, each specifically written for the following cohorts of children:
 - ✓ Day in my life – Unborn baby
 - ✓ Day in my life – Baby
 - ✓ Day in my life – Pre-school child
 - ✓ Day in my life – Primary school aged child
 - ✓ Day in my life – Adolescent
 - ✓ Day in my life – Child with disabilities

This guide gives more information on how to use these tools.

Keeping in mind -
'What is it like to be a child in this family or household on a daily basis?'

Ecomaps and Chronology Guidance

Ecomap Example 1



- ✓ **Ecomaps:** a simple tool that allows you to establish who a child or young person sees as being important to them and in their support network. Further information can be found on these webpages:
- ✓ [Ecomaps - Safeguarding Network](#)
- ✓ [Ecomaps: Guide For Social Workers, Examples and Templates - Free Social Work Tools and Resources](#)
- ✓ [SSP chronology guidance](#)

SSP Resources - Recordings



In March 2024 the safeguarding partnership facilitated a Spotlight on Child Neglect event the below resources and content will also be relevant for professionals when responding to self-neglect.

Workshops included:

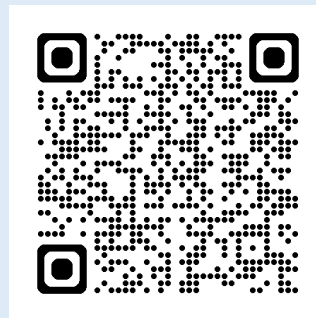
- Professional curiosity view on this link [SSP Spotlight Child Neglect Professional Curiosity Workshop](#)
- Having difficult conversations [SSP Spotlight on Child Neglect Workshop Having Difficult Conversations](#)



Learning from Local Safeguarding Reviews

Further information about our local reviews including the reports and learning leaflets can be found on the SSP website click on the links or use the QR code below.

- ✓ [Local Child Safeguarding Practice Reviews and Case Learning leaflets](#)
- ✓ [Safeguarding Adult Reviews \(SAR's\)](#)



SSP Policies, Procedures and Guidance - Children

The full directory can be accessed via the QR code below or this link [Children and young people policies and guidance](#)

Some relevant documents are detailed below – this list is not exhaustive list:

- ✓ [Multi-agency standards for children in need](#)
- ✓ [Swindon directory of mental health services for children aged 0 to 18 years](#)
- ✓ [The Right Help at Right Time Guidance](#)
- ✓ [Think Family Practice Guidance 2025](#)
- ✓ [SSP neglect framework and practice guidance](#)
- ✓ [SSP chronology documents](#)
- ✓ [Cross border protocol](#)
- ✓ [SSP Multi-agency Safeguarding Supervision Framework and Principles - June 2024](#)
- ✓ [DASH risk assessment checklist](#)
- ✓ [Swindon Safeguarding Partnership Adult and Children Resolution Policy \(Escalation Process\)](#)



SSP Policies, Procedures and Guidance - Adults

Some relevant documents are included below. You can access the full list of Adult policies and guidance via the webpage [Adults policies and guidance](#) or use the QR code below.

- ✓ [Adult safeguarding policy and procedures](#)
- ✓ [Deciding if you need to raise a safeguarding concern](#)
- ✓ [Threshold E-guidance | Swindon Borough Council](#)
- ✓ [Multi-agency policy and guidance on responding to self-neglect](#)
- ✓ [Multi agency meeting guidance working with adults](#)
- ✓ [Causing enquiries guidance - April 2024](#)
- ✓ [SSP chronology guidance and template documents](#)
- ✓ [DASH risk checklist](#) (used to inform [MARAC referral](#))
- ✓ [Think Family' Practice Guidance](#)
- ✓ [South West Position of Trust Framework](#)
- ✓ [Swindon Safeguarding Partnership Adult and Children Resolution Policy \(Escalation Process\)](#)
- ✓ [Adult exploitation screening tool and guidance](#)

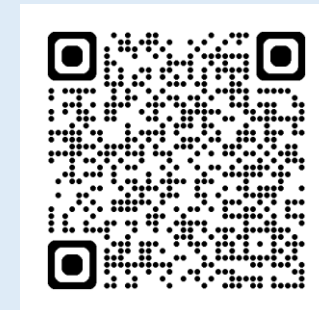


Useful SSP Webpages - Children

Click on this link for the full directory [For professionals Information - Swindon Safeguarding Partnership](#) or scan the QR code.

Some relevant webpages are detailed below – this is not an exhaustive list:

- ✓ [Professional curiosity](#)
- ✓ [Information sharing and consent](#)
- ✓ [Request for help and support guidelines and contact information](#)
- ✓ [The Right Help at the Right Time](#)
- ✓ [Safeguarding unborn babies, under 1's and working with fathers](#)
- ✓ [Neglect](#)
- ✓ [Supporting parents with additional needs](#)
- ✓ [Local Child Safeguarding Practice Reviews and Case Learning leaflets](#)
- ✓ [Domestic abuse](#)
- ✓ [Families First Partnership Programme](#)

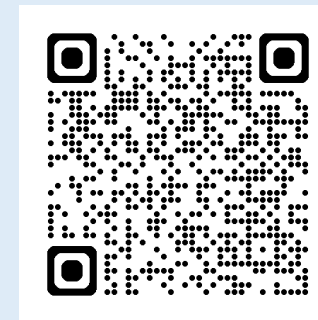


Useful SSP Webpages - Adults

Click on this link for the full directory [For professionals Information - Swindon Safeguarding Partnership](#) or scan the QR code.

Some relevant webpages are detailed below – this is not an exhaustive list:

- ✓ [Report a concern](#)
- ✓ [Safeguarding Adult Reviews \(SAR's\)](#)
- ✓ [Self neglect](#)
- ✓ [Financial and material abuse](#)
- ✓ [Domestic abuse](#)
- ✓ [Professional curiosity](#)
- ✓ [Exploitation of adults](#)

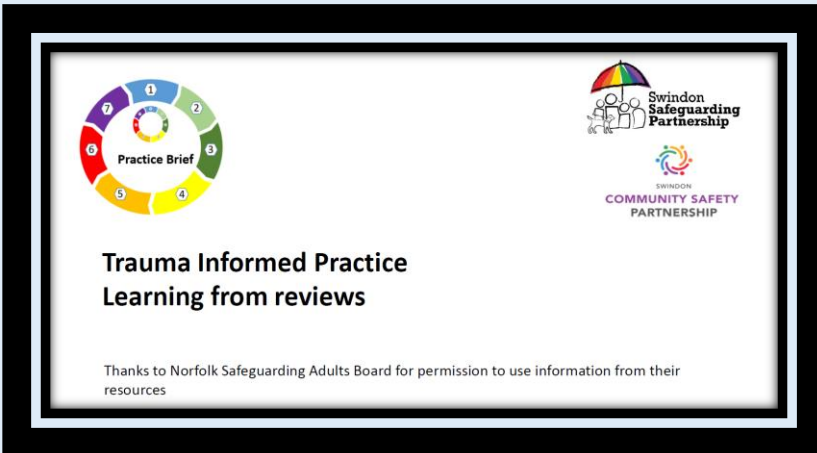


Swindon Multi-Agency Panels Webpage

- A multi-agency panel is a regular meeting where organisations come together to discuss how to help and support people who are at high risk.
- No single agency has a complete picture of a person's life. Each panel brings together representatives from the local authority, the emergency services, the charity sector, and a range of other local services.
- Multi-agency panels provide a forum for sharing information and developing coordinated plans to help reduce the risks to the person and, where relevant, the wider community.
- Find out more on the webpage: [Swindon Multi-Agency Panels](#)

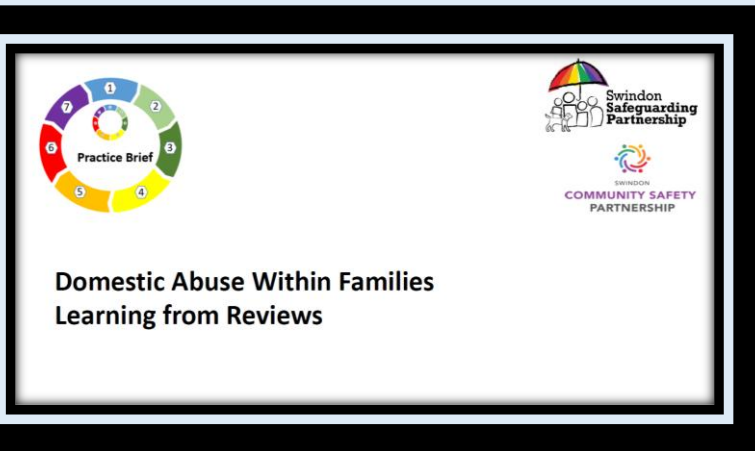
Trauma Informed Practice

- Trauma often affects the way people approach potentially helpful relationships. This is because many survivors feel unsafe, lack trust or live with anxiety.
- Trauma informed practice is a strengths-based approach looking to understand and respond to the impact of trauma on people's lives, not just on people who we work with, but on professionals too.
- There are 4 main points that define trauma informed care:
 - Realising that trauma has a widespread impact on individuals, families, groups, organisations, and communities and understanding paths to recovery
 - Ability to recognise the signs and symptoms of trauma in the people supported, staff, and others in the system
 - Integrating trauma knowledge into policies, programs, and practices
 - Seeking to avoid re-traumatization
- Further information, guidance and resources on being trauma informed can be found in the SSP Practice Brief [Trauma-informed practice learning from reviews](#)



Domestic Abuse Within Families

- ✓ This resource highlights the importance of adopting a 'think family approach' when working with children, families and adults.
- ✓ This document focuses on learning themes highlighted in local and national safeguarding reviews relating to children and adults.
- ✓ Domestic abuse within families, is sometimes referred to as adult family violence or intergenerational domestic abuse.
- ✓ Further information and resources can be found in the brief click on this link to access [Domestic abuse within families - learning from reviews](#)
- ✓ [Domestic abuse: learning from case reviews | NSPCC Learning](#)
- ✓ [Protecting children from domestic abuse | NSPCC Learning](#)
- ✓ [Effects of domestic abuse on children | Barnardo's \(barnardos.org.uk\)](#)



SSP Resources



Below are some relevant practice briefs/resources - access the [full list](#) or use the QR code.

- ✓ [SSP practice brief - Working with resistance or disguised compliance](#)
- ✓ [SSP practice brief - Making a good referral](#)
- ✓ [Capturing the voice of the child in records](#)
- ✓ [SSP practice brief - DASH risk identification checklist and MARAC](#)
- ✓ [Working with fathers - 7-minute brief](#)
- ✓ [A guide to alcohol use disorders and self-neglect](#)
- ✓ **Mental Capacity:**
 - ✓ [Mental capacity - Guidance for clinicians and social care professionals on the assessment of capacity](#)
 - ✓ [Mental capacity toolkit](#)
 - ✓ [Mental Capacity Act learning events recordings](#)
 - ✓ [Mental capacity act - 16 to 17 year olds: learning from reviews - July 2023](#)
- ✓ [Information sharing - 7-minute briefing](#) and [Information sharing - seven golden rules](#)
- ✓ [Self-neglect - 7-minute brief](#)
- ✓ [SSP 7 Minute Brief Adult Safeguarding Making Safeguarding Personal August 2021](#)
- ✓ [Care Act independent advocacy in Section 42 enquiries](#)
- ✓ [Swindon advocacy movement presentation](#)

Previous Monthly Safeguarding Themes Resources

- [Safeguarding theme February - Staying safe online](#)
- [Safeguarding theme March - All age exploitation](#)
- [SSP Safeguarding theme April - Unborn babies and under 2s](#)
- [SSP Safeguarding theme May - Mental Health Awareness](#)
- [SSP Safeguarding theme June - Child neglect](#)
- [SSP Safeguarding theme July - Self-neglect](#)



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Swindon Carers Together,
Sanford House, Sanford
Street, Swindon, SN1 1HE

HOURS

9am – 5pm
Monday to Friday

www.swindoncarerstogogether.org.uk



Swindon Carers Together is part of Cornwall Rural Community Charity.
Charity Registration: 1087550 Registered as: Cornwall Community Development
Limited Company no: 4164745

Swindon Carers Together

Swindon Carers Together
can help:

- Adult carers
- Parent carers
- Young carers

Find out more on the
services offered and how to
refer on the website

**ARE YOU A
YOUNG
CARER?**



**IF SO WE CAN HELP YOU
MANAGE YOUR CARING
RESPONSIBILITIES,
WHILST STILL ENJOYING
LIFE, LEARNING &
TIME FOR YOURSELF**

**INFORMATION,
ADVICE + GUIDANCE
1 TO 1 SUPPORT
ACTIVITIES
+ EVENTS**

01793 531 133

hello@swindoncarerstogogether.org.uk

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Child to Parent Abuse

Below are some useful resources for professionals:

- ✓ [Teen violence help and advice for parents | Family Lives](#)
- ✓ [Whos In Charge - Working with : Child to Parent Violence & Abuse](#) includes information booklet for parents.
- ✓ [Child-to-Parent Abuse | RISE \(riseuk.org.uk\)](#)
- ✓ [Child on parent violence | Reducing the Risk](#)
- ✓ [What to Do If Your Teen or Adult Child Is Abusive \(domesticshelters.org\)](#)
- ✓ [Child to parent abuse | Parental Education Growth Support \(PEGS\)](#)
- ✓ [Dealing with violent behaviour from your child or teenager](#)
- ✓ [What To Do If You Are Struggling With Anger | YoungMinds](#)
- ✓ [CAPVA | Respect](#)

Online relationship support for parents

Learn to cope with stress and communicate better, with these **FREE** online courses from the relationship experts at **OnePlusOne**.

Scan the QR code or visit www.oneplusone.org.uk/parents

For further information, contact info@oneplusone.org.uk



Further information can be found on this link: [OnePlusOne – homepage](http://www.oneplusone.org.uk)

oneplusone	 Me, You and Baby Too	 Arguing better	 Getting it Right for Children
Who is it for?	New and expectant parents – targeted or universal.	Parents experiencing high levels of stress and couple conflict.	Separating or separated parents experiencing high levels of conflict.
What parents can get out of it?	• To help new and expectant parents adapt to the changes that parenthood can have on their relationship. • To raise awareness of the impact of stress and conflict on their baby. • To support parents to develop skills to manage conflict constructively.	• To raise awareness of parental conflict and its impact on children. • To increase parents' capacity to cope with stress together. • To support parents to develop skills to manage their conflict more constructively.	• To raise parents' awareness and understanding of how they are putting their child in the middle of their conflict. • To help parents to develop positive communication skills. • To support parents to co-operate and work out solutions together.
How we know it works	• Two testing phases showed MYBT significantly reduces parental conflict and increases relationship satisfaction. • Qualitative interviews with practitioners already using the resources revealed MYBT to be successful in engaging hard to reach parents, particularly young parents and dads. • Parents completing the course demonstrate positive behaviour change in conflict and communication skills.	• This course is grounded in dyadic coping theory and Couples Coping Enhancement Training (CCET). • CCET has been extensively evaluated and shown to be effective in supporting a couple's ability to cope with stress and their overall relationship satisfaction. • A case study evaluation of Arguing Better shows its usefulness in raising awareness of conflict management and effective communication.	• Parents completing GIFRC reported a significant improvement in their co-parenting and communication skills, including being more likely to stay calm when talking to their ex-partner and significantly more likely to talk to each other about childcare issues. • Parents are significantly less likely to allow their children to get caught in the middle of their disagreements.

See it differently

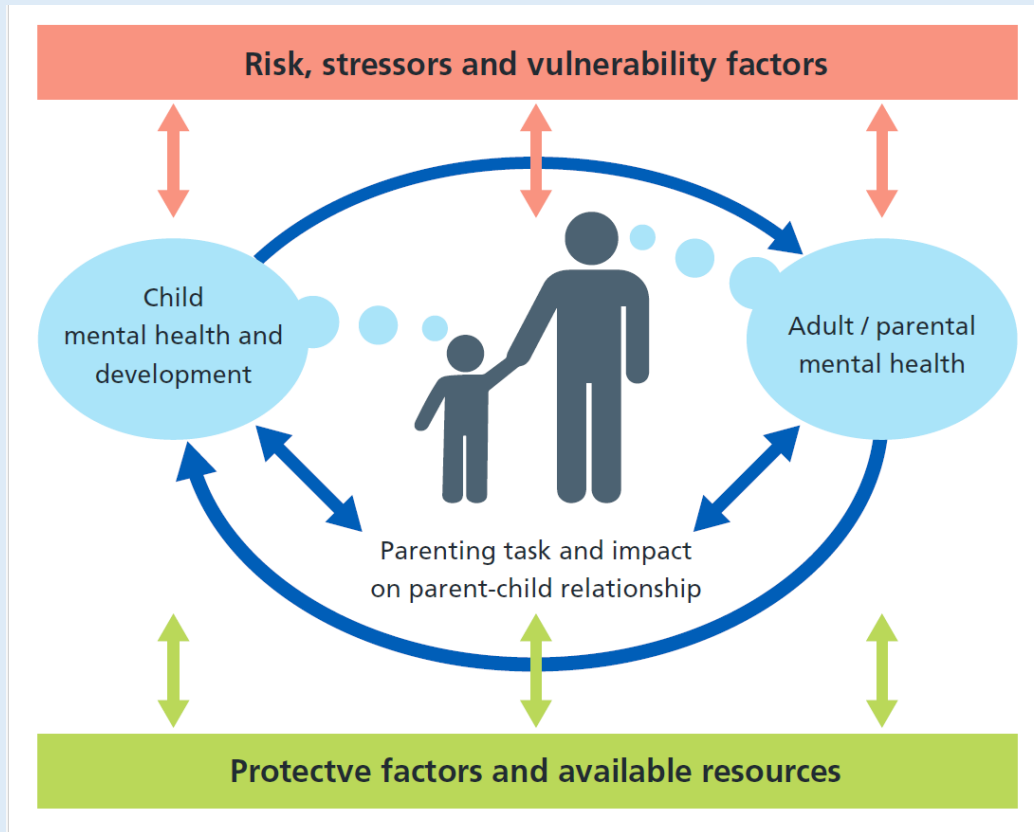
***You don't see your arguments.
Your children do.***

Watch these **FREE** videos to learn
how you can reduce harmful conflict.

www.seeitdifferently.org



Mental Health and Wellbeing



Crossing Bridges Family Model (Falkov 1998).

Source: [Think Family - NHS Safeguarding](#)

This is a useful conceptual framework that can help to consider the parent, the child and the family as a whole when assessing the needs of and planning care packages for families with a parent suffering from a mental health problem.

This illustrates how the mental health and wellbeing of the children and adults in a family where a parent is mentally ill are intimately linked in at least three ways:

- ✓ parental mental health problems can adversely affect the development, and in some cases the safety, of children
- ✓ growing up with a mentally ill parent can have a negative impact on a person's adjustment in adulthood, including their transition to parenthood.
- ✓ children, particularly those with emotional, behavioural or chronic physical difficulties, can precipitate or exacerbate mental ill health in their parents/carers.

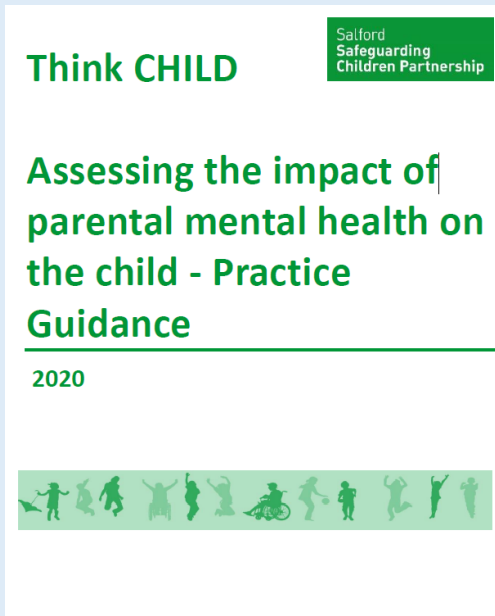
The Model also identifies that there are risks, stressors and vulnerability factors increasing the likelihood of a poor outcome, as well as strengths, resources and protective factors that enable families to overcome adversity.

Useful Resource – Think CHILD

- Parental mental health problems are not in themselves a child safeguarding concern. However, case reviews show that without the right support a parent with poor mental health can sometimes struggle to provide safe and loving care for their child.
- This resource developed by Salford Safeguarding Children Partnership to support professionals to work collaboratively with parents via a conversational guide, to understand the impact of mental health on their children.
- To visit the webpage click on this link [Parental Mental Health | Salford Safeguarding Children Partnership](#)
- Access the guidance via this link: [Think CHILD practice guidance](#) toolkit and a [recorded briefing](#)

Other resources include:

- [Parents with a mental health problem: learning from case reviews | NSPCC Learning](#)
- Website with information and support for children of parents with a mental illness: [About Our Time | Children who have a parent with a mental illness](#)



Useful Resources

- This report provides insight into how domestic violence and abuse (DVA) is understood and responded to within child protection systems, and reinforces that meaningful change requires us to move beyond crisis responses and work with the whole family, including those using abusive behaviour. [Rethinking Domestic Abuse in Child Protection: responding differently | Research in Practice](#)
- [Government action so children do not pay for a parent's crime - GOV.UK](#)
- [Talking to children - Words Matter](#)
- [SCREEN TIME RESEARCH: 1 in 10 babies fall asleep with a screen — 1001 Critical Days Foundation](#)
- [Domestic Abuse & The First 1001 Days | Lauren Seager-Smith](#)
- **DBS new podcast for employers and safeguarding professionals** - covering topics such as DBS checks, eligibility and the barring process. Click [here](#) for further information.
- [Summer safety display pack | Child Accident Prevention Trust](#)
- [SIDS and safer sleep training | The Lullaby Trust](#)

Email signature

If appropriate, please add the text below to your email signature

Swindon Safeguarding Partnership's Theme for August 2026 is



Think Family

Find out more by visiting the [Events Webpage](#)

or follow us on

@SwindonSafegua1

#thinkfamily

X #workinginpartnership



And finally...

Please let us know if the information and resources have been helpful to you.

You can give us your feedback by clicking on the link below
[Feedback on SSP Monthly Safeguarding Theme 2026](#)
or scanning the QR code.



It will only take you two minutes!

Are you on our circulation list?

Do you want to be kept updated about SSP related matters such as training, learning resources and our newsletter?

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You can ask to be removed at any time by emailing safeguardingpartnership@swindon.gov.uk