

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 the Child Safeguarding Practice Review Panel Report](#)
- ✓ [Resources for Professionals](#)
- ✓ [SSP Training](#)
- ✓ [Email signature](#)
- ✓ [Feedback](#)
- ✓ [Circulation list](#)



A 'Think Family' Approach in Swindon



'Think Family' Practice Guidance



Version:	Final
Date:	November 2023
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Document Author:	Swindon Safeguarding Partnership
Document Owner:	Swindon Safeguarding Partnership

Over the next few slides we have highlighted some key points from the [Think Family Practice Guidance 2024 - Swindon Safeguarding Partnership](#)

Further information relating to the themes below can be found in the guidance including:

- ✓ Local Contact Details and additional Information
 - ✓ Family Group Conferences
- ✓ Supporting Parents with Additional Needs
 - ✓ Advocacy
 - ✓ Mental Capacity Act
 - ✓ Carers Assessments



A 'Think Family' Approach

- Safeguarding and promoting the welfare of children and adults with care and support needs is a shared partnership responsibility.
- Partners in Swindon have adopted a 'Think Family' approach, which recognises that often people live as part of families, who provide support for each another.
- This approach is important in helping to understand the unique circumstances of an adult or child, and the strengths and resources within the family to provide for their needs, but also identifies 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.
- All professionals 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 2024 - Swindon Safeguarding Partnership](#)

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 someone to understand their needs and wishes, it will also be important to understand their family support networks, considering whether other family members are able to provide the appropriate care the person needs, and what the impact of these arrangements might be on them.
- Family members may have their own care or health needs or need support to carry out their caring role.
- Consideration of the demands and impact on others will help ensure the arrangements made are sustainable and reflect the support needs of the family.

Continued on next slide



Source: [Think Family Practice Guidance 2024 - Swindon Safeguarding Partnership](#)

Adopting a 'Think Family' Approach continued...

- When considering people's family networks, it is important to recognise the role of and the demands on young carers within the family. 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 a joined up approach that helps both children, young people and adults is needed to support what is already in place.
- Consideration should be given to whether there are reasonable adjustments that can be made to ensure that barriers to accessing support are removed.
- In Swindon, some services are already working within a 'Think Family' approach. The Family Safeguarding model works on the basis of a whole-family approach and requires the expertise of not just children's social workers but also specialisms within the fields of substance misuse, domestic abuse, and mental health.
- See the [Family Safeguarding Model slide for further information.](#)



Source: [Think Family Practice Guidance 2024 - Swindon Safeguarding Partnership](#)

Early Help and Graduated Response

- Early Help is support that improves a family's resilience and outcomes and can support to reduce the chance of a problem getting worse.
- Offering early support can help children/young people and their families to develop the skills they need to live happy, healthy and successful lives. It can improve the quality of home lives for children, adults and family relationships, increase educational attainment and support good mental health.
- This promotes multi-agency working and the opportunity for a focus on whole family support. When engaging with family members, professionals are given an opportunity to identify need in the whole family and extended family, including grandparents and partners etc. taking into account the whole family circumstances and responsibilities.
- It is important to understand family history, existing contacts and family context to help identify any risks.



Source: [Think Family Practice Guidance 2024 - Swindon Safeguarding Partnership](#)

Early Help and Graduated Response continued...

- [Chronologies](#) and genograms 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, as well as how professionals have managed the case over time.
- This helps us to understand what support has previously been offered and provides an opportunity to refer to other services for targeted support, which can help prevent problems escalating and potentially limits harm.



Source: [Think Family Practice Guidance 2024 - Swindon Safeguarding Partnership](#)

Professional Curiosity is Key



Image by Freepik

- Professionals need to be open minded about the whole family and 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 and consent should be sought for this. 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:

- **New webpage** [Professional curiosity - Swindon Safeguarding Partnership](#)
- [Resource pack - Professional Curiosity - Swindon Safeguarding Partnership](#)
- Webinar recording on Professional Curiosity to access click on this link [Video archive - Swindon Safeguarding Partnership](#) – scroll to the bottom of the page and click on the down arrow beside the heading Spotlight on Child Neglect – March 2024.



Source: [Think Family Practice Guidance 2024 - Swindon Safeguarding Partnership](#)

'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
9. Have I considered their resilience to cope with the demands they face



Source: [Think Family Practice Guidance 2024 - Swindon Safeguarding Partnership](#)

Checklist continued...

10. Have I considered if other family members are in 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
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



Source: [Think Family Practice Guidance 2024 - Swindon Safeguarding Partnership](#)

Think Family - Key Principles include:

A Strengths Based Approach:

- Focusing on individuals' 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](#)



Think Family - Key Principles Include:

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.



For further information see SSP webpage [The Right Help at the Right Time - Swindon Safeguarding Partnership](#) and SSP guidance [The Right Help at Right Time guidance - Swindon Safeguarding Partnership](#)

Think Family - Key Principles include:

Professional Challenge and Escalating Concerns

- Swindon Safeguarding Partnership have procedures in place to support professionals to challenge decisions made by other professionals in relation to children and adults at risk of abuse and neglect.
- Where any professional has concerns that there are increasing risks to a child or an adult with care and support needs or to both, they should follow local safeguarding procedures. The needs of both the adult and child should be considered.
- Where there is an identified care and support need for an adult and a referral is made to adult services, professionals should consider the impact of this on any children living in the home and any children they may care for. Consideration should be given as to whether a referral to Children's Services is also required.



Resolution of Professional Disagreements

- Is a theme frequently identified in local child and adult safeguarding reviews.
- Working with children, families and adults with care and support needs is often complex.
- From time to time professionals from different backgrounds may hold different professional opinions.
- Different perspectives have the potential to cause conflict and lead to poorer outcomes.
- Often there may be no right or wrong solution practitioners may exercise their professional judgement differently and have differing opinions of what the right approach should be.
- Vitally important that children, families and adults with care and support needs do not become entangled in professional disagreements and where such disputes do occur, they can be resolved together, with minimum delay.



Resolution of Professional Disagreements

- Primary aim of the resolution process is that professional disagreements are resolved at the lowest possible level, by those working directly with children and families.
- This process applies to and should be used by ALL agencies who work with children, families and adults with care and support needs in Swindon.
- In reaching a resolution it is essential that at all times, disputes are approached in a considerate manner and respects and seeks to understand the views and concerns of others when engaging with the young person, their family and adults with care and support needs.



Multi-Agency Process – Safeguarding Children

Key Principles

- ✓ Keep the focus on what is in the child's best interests at all times.
- ✓ Professionals must share the key information and factual evidence, their interpretation and assessment appropriately and what may be the likely impact on the child.
- ✓ Professionals must seek to resolve the issue in a timely way.
- ✓ Avoid professional disagreement which may place children at further risk by obscuring the focus on the child or which may delay decision making.
- ✓ Work in a Professional way so that the family and child are not aware of the professional discussions
- ✓ Liaise with the lead professionals and safeguarding or child protection designates in the respective organisations at the earliest opportunity. Clarity is expected from all agencies in respect of designated roles and responsibilities.
- ✓ Ensure that at each stage of the process that there is accurate record made of the agreed actions of each agency.
- ✓ **N/B If at any time if a professional considers a child is at immediate risk of significant harm then the professional must ensure that their concerns are escalated on the same working day using established safeguarding procedures i.e. through MASH.**



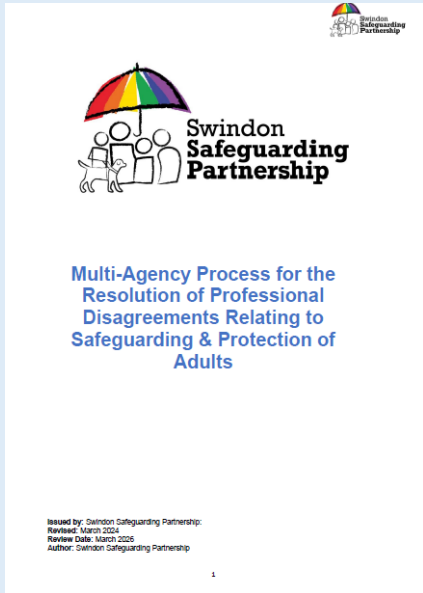
Familiarise yourself with the revised process:

[Multi-Agency Process for the Resolution of Professional Disagreements Relating to Safeguarding Protection of Children - Swindon Safeguarding Partnership](#)

Multi-Agency Process – Safeguarding Adults

Key Principles

- ✓ Keep the focus on the adult's at all times.
- ✓ Professionals must share the key information and factual evidence, their interpretation and assessment appropriately and what may be the likely impact on the adult
- ✓ Professionals must seek to resolve the issue in a timely way.
- ✓ Avoid professional disagreement, which may place adults at further risk by obscuring the focus, which may delay decision making.
- ✓ Work in a professional way so that the family and adult are not aware of the professional discussions
- ✓ Liaise with professionals and safeguarding designates in the respective organisations at the earliest opportunity. Clarity is expected from all agencies in respect of designated roles and responsibilities.
- ✓ Ensure that at each stage of the process that there is accurate record made of the agreed actions of each agency.
- ✓ **N/B If at any time if a professional considers an adult is at immediate risk of significant harm then the professional must ensure that their concerns are escalated on the same working day using established safeguarding procedure**



Familiarise yourself with the revised process:

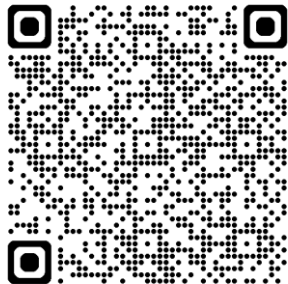
[Process for the Resolution of Professional Disagreement Relating to Safeguarding Protection of Adults](#)

[Policy - Swindon Safeguarding Partnership](#)

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 – **new resources added** - to find out more: [About family safeguarding | Swindon Borough Council](#) or use the QR code.
- Leaflet for families: [Family Safeguarding information leaflet | Swindon Borough Council](#)



Family Safeguarding: Thresholds, Duties and Family's Rights



This is an opportunity to attend a Family Safeguarding virtual training session on MS Teams.

Session Aim: Provide those attending with a greater understanding of thresholds, duties and family rights when implementing the Family Safeguarding Model.

Outcomes are to:

- Explore the concept of thresholds for accessing services and where they come from
- Examine how have we been operating & why we need to change
- Understand the primary duties of Social Workers in law
- Consider family rights and the importance of consent
- Become more confident in the control of your work and decision making
- Employ confidence in your threshold decision making for families.

Find out more or to book a place [Family Safeguarding: Thresholds, Duties and Family's Rights - Swindon Safeguarding Partnership](#)



Annual Report 2023 to 2024

Patterns in practice, key messages
and 2024 to 2025 work programme

December 2024

Key messages relevant to this theme are précised in the next slides - safeguarding pre-school children with parents with mental health needs.

Access the full report via this link:

[The Child Safeguarding Practice Review Panel
Annual Report 2023 to 2024 \(December 2024\)](#)

See also NSPCC briefing document:

[Summary of the Child Safeguarding Practice Review
Panel annual report 2023/24: CASPAR briefing |
NSPCC Learning](#)

Spotlight theme: Safeguarding pre-school children with parents with mental health needs

Reviews highlighted that parental mental health was often overlooked as a potential risk factor when considering parents' capacity to care for their children. There tended to be an over-focus on visible contextual factors, such as home conditions, with less consideration of mental health, despite indicators of both historical and current deteriorating mental health.

Findings also identified a lack of effective communication between and within statutory and non-statutory services, particularly adult services and child services. Reviews and literature identified a critical absence of support for parents with mental health needs or conditions who have children between the ages of 1 and 5, with research predominantly focusing on pre-natal and perinatal mental health.



Spotlight theme: Safeguarding pre-school children with parents with mental health needs

- Mental health needs can impact the capacity of parents to care for their children safely (Child Safeguarding Practice Review Panel, 2024b). There is a gap in the specific consideration of pre-school children who have parents with mental health needs.
- 27 of the 330 rapid reviews analysed involved pre-school children aged 1 to 5 years old with a parent or relevant adult with either a diagnosed or undiagnosed mental health condition.

Key Findings from the qualitative analysis

- **Identifying, assessing and responding** - Assessments and interventions often focused only on the issues that prompted the initial engagement, rather than on other issues that came to light, such as parental mental health needs.
- In many cases, agencies did not explore, or take into consideration, how issues such as parental mental health needs might impact on the parent's capacity to safely care for the child.
- Practitioners did not always fully consider how parental mental health difficulties affected the daily life of the pre-school child being cared for.

Key Findings continued

- **Engaging with parents and carers**
 - Services often faced difficulties in securing consent for mental health assessments and successfully engaging parents in other health care or support services, including those for their children.
 - There was a lack of professional curiosity about the men involved in the child's life and the identification of any mental health needs they might have been experiencing.
- **Information sharing:** How information was shared within agencies and between agencies was recognised as a common issue, affecting the ability of services to assess and respond to any possible risk of harm associated with parental mental health.
- **Adult and child service interface:**
 - There were issues in communication and co-ordination between adult services (such as social and mental health) and with nurseries and children's services.
 - Concerns about parents' ability to care for their children were not always escalated within agencies.

Key Findings continued

- **Engagement between statutory and non-statutory partners:** There is a need for better links between adult mental health practitioners and specialist teams so that parents with mental health concerns and children can be supported.
- **Race, ethnicity and culture:** There was a lack of reporting on and understanding around race, ethnicity and culture and how these interacted with and influenced parents' mental health and support needs.

Key Learning for direct practice includes...

- Understanding the impact on the pre-school child of the mental health of the adults around them.
- Using processes such as contingency planning to help provide support when a parent's mental health deteriorates.
- Supporting multi-agency working and responses by creating a comprehensive family history that includes information about current and historical parental mental health.

Key learning for strategic leaders and senior and middle managers includes...

- Maintaining effective links and communication between statutory and non-statutory services.
- Building on services' ability to provide preventative support by increasing understanding around how services can effectively engage parents.
- Enabling opportunities for effective reflective supervision is important in supporting practitioners to engage with families with sensitive needs.

Reflective questions for practitioners

- How do you make sure that you understand what life is like for this group of young children?
- How might a Think Family approach support you to have a rounded and accurate view of a child and family's needs?
- Is this based on a good understanding of family history, and knowledge about the support and strength of family networks?
- Is there shared consideration of the impact of parent's mental health needs on the development, wellbeing and safety of the child?
- What opportunities are there for improving working with other services, including across adult and children's services?

Resources for Professionals

Legislative Framework and Definitions

Safeguarding Legislative Framework

- ✓ Children and young people - Children Act 1989
- ✓ Adults with care and support needs - Care Act (2014)
- ✓ Working Together (2018 updated in 2023)
- ✓ 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 or not 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.



Source: [Think Family Practice Guidance 2024 - Swindon Safeguarding Partnership](#)

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)

Trauma Informed Practice



Trauma Informed Practice Learning from reviews

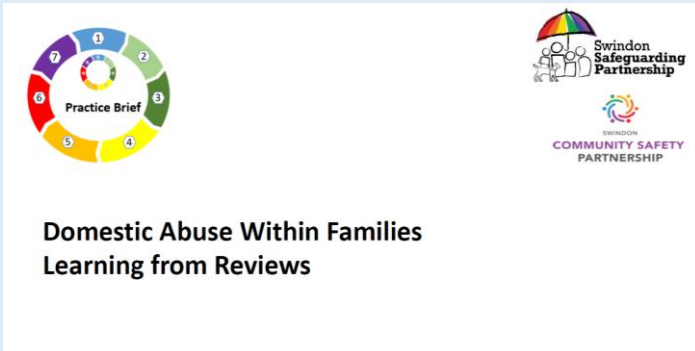
Thanks to Norfolk Safeguarding Adults Board for permission to use information from their resources



- 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 - Practice brief - Swindon Safeguarding Partnership](#)



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 - Swindon Safeguarding Partnership](#)
- ✓ [Domestic abuse: learning from case reviews | NSPCC Learning](#)
- ✓ [Protecting children from domestic abuse | NSPCC Learning](#)
- ✓ [Effects of domestic abuse on children | Barnardo's \(barnardos.org.uk\)](#)



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 \(PEGS\) \(pegssupport.co.uk\)](#)
- ✓ [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 the 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?	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

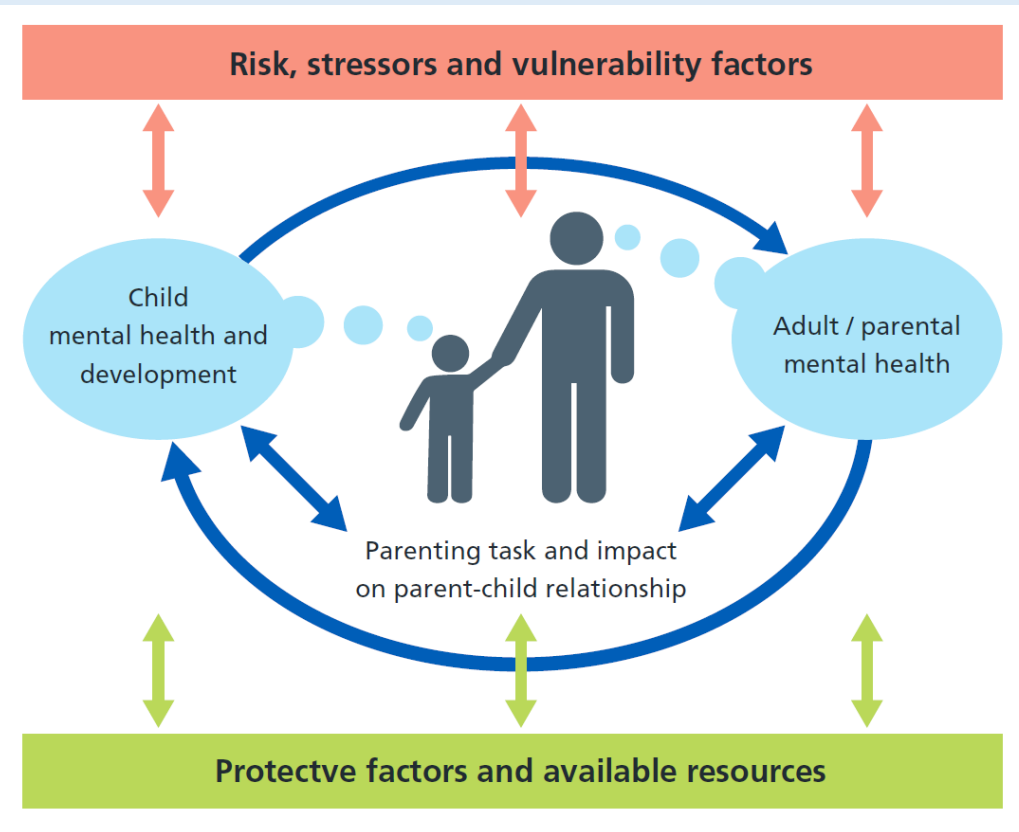


www.seeitdifferently.org



Further information can be found on this webpage: [See it differently](http://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.

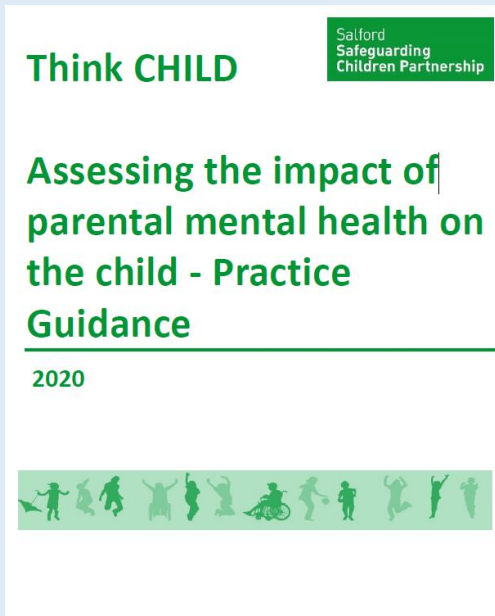
The Model also identifies that there are risks, stressors and vulnerability factors increasing the likelihood of a poor outcome, as well as strengths, resources and protective factors that enable families to overcome adversity.

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](#)



Day In My Life Resources

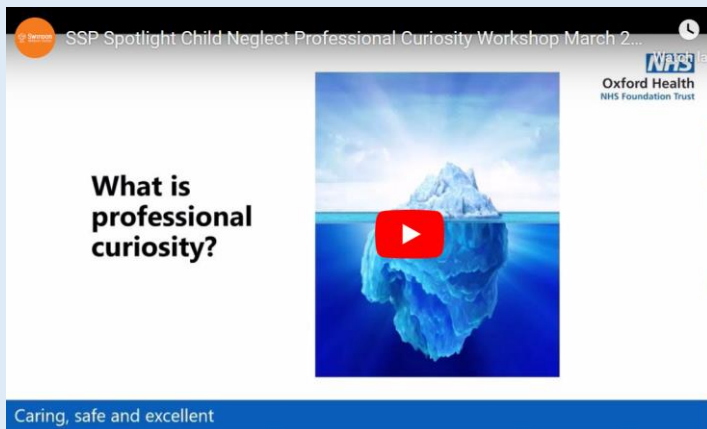
- ✓ Can help you to work with children and families to make sense of an individual's lived experience.
- ✓ Assists practitioners to gain a better understanding of what is happening in families where neglect is an issue and what actions may lead to improved outcomes for children.
- ✓ Six versions of the “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.

- ✓ **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 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
- Having difficult conversations



To access the recording click on this link to access [Video archive - Swindon Safeguarding Partnership](#) – scroll to the bottom of the page and click on the down arrow beside the heading Spotlight on Child Neglect – March 2024.



Our Strategic Priorities
for 2025-2026 are

For more information use the QR codes or visit
www.safeguardingpartnership.swindon.gov.uk

All Age
Exploitation



Adults



Children

Neglect



Child Sexual Abuse



Self-Neglect



New – SSP Posters

Available to download and display
in your work place

To find out more visit this
webpage [Posters for
professionals - Swindon
Safeguarding Partnership](#)



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 - Swindon Safeguarding Partnership](#)

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

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



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 - Swindon Safeguarding Partnership](#) or use the QR code below.

- ✓ **Revised and updated:** [Adult safeguarding policy and procedures - Swindon Safeguarding Partnership](#)
- ✓ [Deciding if you need to raise a safeguarding concern - Swindon Safeguarding Partnership](#)
- ✓ [Threshold E-guidance | Swindon Borough Council](#)
- ✓ [Process for the Resolution of Professional Disagreement Relating to Safeguarding Protection of Adults Policy - Swindon Safeguarding Partnership](#)
- ✓ [South West Position of Trust Framework - Swindon Safeguarding Partnership](#)
- ✓ [Multi-agency policy and guidance on responding to self-neglect - Swindon Safeguarding Partnership](#)
- ✓ [Multi agency meeting guidance working with adults - Swindon Safeguarding Partnership](#)
- ✓ [Causing enquiries guidance - April 2024 - Swindon Safeguarding Partnership](#)
- ✓ [SSP chronology guidance and template documents - Swindon Safeguarding Partnership - October 2023](#)
- ✓ [DASH risk checklist](#) (used to inform [MARAC referral](#))
- ✓ [Think Family' Practice Guidance](#)



Useful SSP Webpages - Children



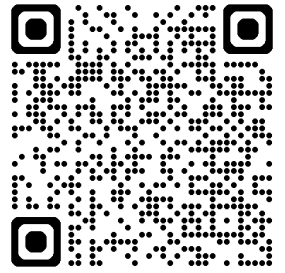
Click on this link for the full directory [For professionals Information - Swindon Safeguarding Partnership](#) or scan the QR code.

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

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



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

SSP Resources

Below are some relevant practice briefs/resources [you can access the full list on the 7 minute briefs and practice briefs webpage](#) or use the QR code below.

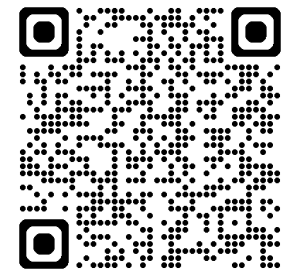
- ✓ [Resource pack - Professional Curiosity](#)
- ✓ [Professional Curiosity Learning Resource SABN - Swindon Safeguarding Partnership](#)
- ✓ [Trauma-informed practice learning from reviews - Practice brief - Swindon Safeguarding Partnership](#)
- ✓ [SSP practice brief - Working with resistance or disguised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



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 - Swindon Safeguarding Partnership](#)
- ✓ [Safeguarding Adult Reviews \(SAR's\) - Swindon Safeguarding Partnership](#)



Resources linked to previous safeguarding themes

- [SSP Safeguarding theme May 2025 - Mental Health Awareness - Swindon Safeguarding Partnership](#)
- [SSP Safeguarding theme June 2025 - Child Neglect - Swindon Safeguarding Partnership](#)
- [SSP Safeguarding theme June 2025 - Child Neglect - Swindon Safeguarding Partnership](#)



SSP Training



SSP Training – Child Related

Full details of SSP Training can be found on this webpage – click on this link [Training Information - Swindon Safeguarding Partnership](#) or the QR code below. Some relevant module are detailed below – please refer to the course webpage for further information and to book a place.

- ✓ [Identifying safeguarding concerns and making referrals \(children\) - Swindon Safeguarding Partnership](#)
- ✓ [Early help assessment and plan - Swindon Safeguarding Partnership](#)
- ✓ [Working with resistant families - Swindon Safeguarding Partnership](#)
- ✓ [Working with Neglect - Swindon Safeguarding Partnership](#)
- ✓ [Children looked after and care experienced young people: who are they and what are their needs, and how best to support them - Swindon Safeguarding Partnership](#)
- ✓ [Understanding and working with children and young people who are undiagnosed or have a diagnosis of autism](#)
- ✓ [Supporting and Exploring Child Development \(awareness level\) - Swindon Safeguarding Partnership](#)
- ✓ [Domestic abuse: Impact on children and young people - Swindon Safeguarding Partnership](#)



Levels of Need Workshops

The sessions will enable professionals to have confidence to make good referrals and share information appropriately. Through multi-agency discussion the sessions will provide an opportunity to consider the levels of need and application of the Right Help at The Right Time guidance.

The sessions will explore the following key themes relating to support and safeguarding and will include the use of case discussions:

- Make a good referral
- Application of levels of need (*thresholds*)

The sessions are face to face and facilitated by local multi-agency professionals working in Swindon. Places are limited so please ensure you book your place.

Date and times:

- Tuesday 16th September 2025 1000-1300
- Tuesday 25th November 2025 - 1000-1300
- Tuesday 13th January 2026 - 1000-1300
- Tuesday 3rd March 2026 - 1000-1300

Booking your place: Click on the <https://forms.office.com/e/Uf7Zx8sZEF>
Please select which date you wish to attend



Working Together to Support and Safeguard
Children in Swindon

Levels of Need Workshops

The aim of these sessions is to support professionals to work in partnership to provide a graduated response to the needs of children and families.

The sessions will enable professionals to have confidence to make good referrals and share information appropriately.

Through multi-agency discussion the sessions will provide an opportunity to consider the levels of need and application of the Right Help at The Right Time guidance.

The sessions will explore the following key themes relating to support and safeguarding and will include the use of case discussions:

- Make a good referral
- Application of levels of need (*thresholds*)

The sessions are face to face and facilitated by local multi-agency professionals working in Swindon.

Places are limited so please ensure you book your place.

Date and times:

- Session 2 - Tuesday 16th September 2025 1000-1300
- Session 3 - Tuesday 25th November 2025 - 1000-1300
- Session 4 - Tuesday 13th January 2026 - 1000-1300
- Session 5 - Tuesday 3rd March 2026 - 1000-1300

Booking your place: Click on the <https://forms.office.com/e/Uf7Zx8sZEF>

Please select which date you wish to attend

If you have any questions please contact Swindon Safeguarding Partnership via email: safeguardingpartnership@swindon.gov.uk



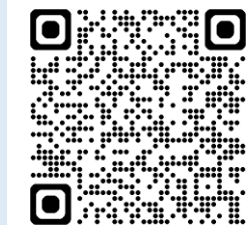
SSP Training – Adult/Child and Adult Related

Adult/child:

- ✓ [Legal training 1 - Consent, capacity and information sharing - Swindon Safeguarding Partnership](#)
- ✓ [Motivational interviewing and communication skills - Swindon Safeguarding Partnership](#)
- ✓ [Practitioner forum - Swindon Safeguarding Partnership](#) themes linked to strategic priorities.

Adult:

- ✓ [Identifying safeguarding concerns and making referrals \(adults\) - Swindon Safeguarding Partnership](#)
- ✓ [Screening, section 42 enquiries, planning meetings, adult safeguarding plans - Swindon Safeguarding Partnership](#)
- ✓ [Safeguarding and self-neglect/hoarding behaviours \(core module\) - Swindon Safeguarding Partnership](#)
- ✓ [Safeguarding and self-neglect/hoarding behaviours \(specialist module\) - Swindon Safeguarding Partnership](#)



Email signature

If appropriate please add the text below to your email signature

Swindon Safeguarding Partnership's Theme for August 2025 is

Think Family

Find out more by visiting the SSP Events webpage

[Events - Swindon Safeguarding Partnership](#)

or follow us on

@SwindonSafegua1



#thinkfamily
#workinginpartnership



And finally...

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

You can give your feedback by clicking on the link below or scanning the QR code.

It will take you two minutes!

Link to feedback form:

<https://forms.microsoft.com/e/Dnc5E1GAvx>



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?

You can sign up to our circulation list circulation list by clicking on this link: <https://forms.office.com/e/f7CRNF6Wax>. Or using the QR code.



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

