**Practitioner’s Guidance notes for writing a report for conference**

**THIS PRACTITIONER’S GUIDANCE DOES NOT NEED TO BE CIRCULATED TO CONFERENCE ATTENDEES.**

**PLEASE DO NOT SHARE THIS INFORMATION WITH FAMILIES. THIS DOCUMENT IS FOR GUIDANCE ONLY.**

For the conference to reach well-informed decisions based on evidence, it needs to be able to share information on the child/ren's needs and circumstances held by all agencies that have or been involved with the child/ren and family.

The expectation is that all practitioners and agencies will provide a written report for conference, whether they are able to attend the meeting or not. A copy of the report should be forwarded to the Chair of the conference at least 2 working days in advance of the meeting. You must provide copies for conference members (a guide will be numbers of invitees).

The contents of the report should be shared with the parents/carers and child/ren where possible. At times it may be necessary to provide a separate report where sharing all information could put the child/ren or family member at risk.

The expectation is that all agencies will consider each of the headings on the report format. You should:

* Be clear about what is observation, allegation or opinion, and where/who information has come from
* Use relevant information from current and past records
* Avoid jargon and abbreviations

Each person writing their report will have information relating to their own, or their agency’s involvement with a child/family which should be broken down into what they believe to be the worries and what they have seen that is working well for the family. For example:

Education: Attendance and punctuality, friendships within school, what the child/ren look like, are they tired or ready to learn? Are they hungry? Observation of emotional presentation. Are they talking about their worries/experiences?

Home conditions: Any complaints from neighbours etc. Is the home clean enough?

Health: Are the children taken to the doctor/dentist when needed? Are immunisations up to date? Do the parents/carers listen to and act on advice?

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| **What are we worried about?**  (Use the child/ren’s, parents and network members names)  Amanda came into school on (insert date) and seemed upset. Amanda told her teacher that her mam’s partner was drunk at the weekend. Amanda went on to say that he pushed her mam onto the sofa and her head hit the wall. Amanda said she was scared, and she called the police for help.  Amanda said she doesn’t like it when her mam’s partner drinks as he turns ‘nasty’, and she wishes that he didn’t drink alcohol.  I am worried about domestic abuse from mam’s new partner and how this is affecting Amanda when she is seeing and hearing her mam being hurt.  There have been increasing worries about Amanda in school over the past 6 months.  Amanda’s attendance has dropped from 95% to 80% since September. These are mostly unauthorised absences and school staff have found it difficult to get in touch with mum at these times. Visits by school staff to the family home have taken place on (insert dates) however we have been unable to get an answer at these times. This is a worrying change as in the past school staff have found it easy to get in touch with mum.  Amanda is finding it hard to concentrate in her lessons, and she falling behind in her English and Maths. These have previously been stronger subjects for Amanda and it’s likely Amanda won’t achieve what she is capable of if this continues.  Amanda appears quiet in class and whilst her behaviour in school isn’t a concern the worry is she is struggling because of what is happening with mam’s partner at home. | **What is working well?**  (Use the child/ren’s, parents and network members names)  Amanda is a lovely girl who seems to like school when she attends. Amanda is well liked by teachers and other pupils, and she has three close friends in school. They have been friends since the girls started school together and they rarely fall out with each other. This is helping Amanda to form close relationships with others.  Amanda has a good relationship with her class teacher (insert name) and the dinner lady (insert name). Amanda has spoken with her teacher about mam’s partner’s behaviour, so we now have a better understanding of what is happening at home. Amanda’s teacher checks in with her everyday that Amanda is in school to see how she is feeling and although Amanda mostly says she is okay this creates a space for Amanda to talk if she wishes. At lunch time Amanda likes to chat to the dinner lady, and she keeps an eye on Amanda at these times.  Amanda has told us that mam’s partner can be nice sometimes, when he hasn’t had a drink. She says that he takes her and her mam out for food and to the cinema which Amanda enjoys.  Amanda loves art. She likes to draw and paint, and she gets lots of compliments about her work. Amanda likes praise and she responds well to this.  There have been times in the past when Amanda’s attendance has been as high as 97%. In previous school years, Amanda’s attendance was better, and any absences were usually authorised due to Amanda feeling unwell. Mum would contact school at these times.  When Amanda does come to school, she always attends wearing the correct uniform and she has the items that she needs for the school day. Amanda is always clean and well presented. |