

## Accompanying guidance for meetings and review meetings

<ul style="list-style-type: none"><li>• Before you can decide on any appropriate action to be taken you need to consider all relevant history and details leading to this moment.</li><li>• Are you the appropriate/appointed person for this assessment?</li><li>• Does your agency have an identified or trained worker for this need?</li><li>• Can this situation be dealt with from within your own setting?</li><li>• Remember all work with children and young people should, whenever possible, be informed by their views and perspectives.</li><li>• Your assessment could take more than one session according to how complex the circumstances are.</li><li>• If you do not have a standardised service assessment document, consider completing a common assessment for families (CAF).</li><li>• Use a calm assuring/comforting manner whilst you gather the history of events.</li><li>• Show a genuine interest to the young person.</li><li>• Do you need to speak with others? If so, always seek consent to do so from the young person and/or their parents/carers. Inform the young person about what information will be shared with whom and why.</li><li>• Do not rush the assessment. Putting time into this part of your interaction may save time for you and others in the long run and will help to avoid missing vital details.</li><li>• There may be concerns of significant harm. This could be about the young person harming themselves or harming someone else. This may lead to you</li></ul>	<b>Information Sharing – Who Needs to</b> <ul style="list-style-type: none"><li>• Parents/Carers?</li><li>• Head Teacher of home school?</li><li>• Appointed Designated Safeguarding lead?</li><li>• General Practitioner (GP)?</li><li>• Accident and Emergency (A&amp;E) Department?</li><li>• Police?</li><li>• Social Care?</li><li>• Child and Adolescent Mental Health Service (CAMHS)?</li><li>• Any other relevant agencies?</li></ul>
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<p>having to refer or share information with others without consent. If so, always follow your settings</p> <ul style="list-style-type: none"> <li>Consider your duty of care. The child always comes first.</li> </ul>	
<p><b>Referral to Any Other Agencies</b></p> <ul style="list-style-type: none"> <li>Collectively, agencies working together effectively can achieve the right sort of support to safeguard children and young people.</li> <li>Don't just refer on to others because the situation seems complex. Assess it properly before you decide how to progress.</li> <li>Assess the situation as fully as possible to understand firstly where the needs are and how they can best be supported.</li> <li>Refer on to the most appropriate service in accordance to the presenting needs and priority of care required.</li> <li>Is there more than one service needed to support the young person's needs? If so, what are the young person's views?</li> <li>Don't refer and run. Referral to some agencies may take several weeks for take up of this case, due to waiting lists and priorities.</li> <li>Keep in contact with the young person until you are sure the referral to the other agency has been accepted and taken up. Don't let the young person fall through the care net.</li> <li>If you refer on is it appropriate?</li> <li>Maintain confidentiality within the realms of safety for the young person e.g. it may not be pertinent for others to know some details.</li> <li>Forward all relevant history, assessment details and information to aid your referral to other agencies (CAF).</li> <li>Don't simply provide third party information if you are referring on behalf of others. Ensure you have taken the responsibility to know about the circumstances first hand. This will relate to the understanding that you are referring to the right agency for the right reasons.</li> <li>Ongoing dialogue may be needed between you and the agency that you are referring to. Keep channels of communication open.</li> </ul>	
<p><b>Interview Guidance</b></p> <p>Introductions.</p> <p>The purpose of today's meeting is to discuss the needs and ongoing support for.....in relation to his/her recent episode(s) of deliberate self harm. It is our responsibility to ensure that.....has ongoing access to his/her education/activities and is supported</p> <p>Record any agreements in the parents/carers' section on the form in appendix 6.</p>	

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appropriately whilst also considering his/her safety. I am hoping that today, by the end of the meeting, that we can agree what school/setting can do, what you the parents/carers can do and what.....can do himself/herself. I think it will be useful to capture this information on a document to remind us of what we have agreed to do over the next 6-8 weeks. It would be a good idea then to meet again to review.....'s progress and if required, plan further care and support.

I feel we should appoint a representative from school/setting who can be available to.....so he/she has access to talk about pressures, stresses and needs, to prevent further risky episodes served with agreed and planned sessions each week if needed.

It may also be wise to consider a method in which.....can have permission to walk away from stresses and pressures that may exist in a classroom/activity/setting and to go instead to a pre-agreed calmer and safer environment as needed. We will be able to monitor this and hope it will be used appropriately.

*Discuss the above two points and come to agreements about who the appointed person may be and when these support mechanisms can be put into place and record them on form in appendix 6.*

Now undertake discussion about ways in which the parents/carers may ensure.....'s safety during this period of time. Ultimately parents/carers are responsible for the safety of the young person whilst they are at home. If the parents/carers cannot ensure this, they may consider support from the A&E department, GP, police, social care and any other relevant services. Remind parents that should an episode occur, then.....should be taken to the nearest Emergency Department at the hospital and agree to communicate with you the school/setting representative, this will allow you to make further plans for ongoing and further support.

Following an episode of deliberate self harming and at times of stress or difficulty whilst at school/setting discuss and agree to use other support mechanisms that have been put in place. Enter any agreements into the young person's section on form in appendix 6.

Ask if any assessment has been undertaken by the Child and Adolescent Mental Health Service (CAMHS) or other services in relation to this/these episode(s) of deliberate self harm. If no therapeutic support is taking place, discuss how this may be accessed with a possible referral. If referral to a therapeutic agency is required, agree on the most appropriate route and who may do this, ensuring agreement and consent from parents/carers and young person. Record this in the referral section of form in appendix 6.

Agree further date and time for review of care plan and record this on the review section of form in appendix 6.

Ask the young person if they know what else may be considered as support in school that will help them to cope in a risk-free way.

Ask each person in the meeting if they have any other ideas for support that could be considered until a review meeting can take place.

Ask those who are present and who have agreed interventions and support to sign the document.

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### **Brief Interview Guidance**

Consider the most immediate, intermediate and long-term plans and the time scales involved. Make your plans realistic, manageable and achievable.

- Introductions.
- Establish purpose of meeting.
- Has the young person's situation changed in any way since the initial deliberate self-harm event?
- When developing your plan, include the young person and parents/carers in partnership throughout. What is their view, needs, wants and are they willing to engage with you?
- Clearly agree with the young person who is going to do what, to whom, when and how.
- Consider the roles and interventions of the school/setting. Record this on form in appendix 6.
- Consider the roles of the school/setting, the young person and the role of the parents/carers. What responsibility do they play in their care?
- What resources can the young person call on and who else will help them, for instance, friends, family, significant others?
- Strengthen existing support systems and how this is echoed in school/setting.
- How will the young person keep themselves from harm?
- If there are associated problems such as bullying, bereavement, relationship problems or drug use, who else can help these issues? What will the school/setting representative and the school/setting do?
- Don't make plans or promises you can't keep or follow through.
- Are there other agencies involved with this young person, such as CAMHS, school nurse, GP, social care, counsellor or others? If so consider a multi-agency meeting to enlist all essential support if required.
- Always follow local area Safeguarding Children's Board guidance as and when needed.

### **Review Meeting**

- Is the young person demonstrating or talking about improvements in their situation?
- Are you noticing a difference in their presentation, if so are these improvements or concerning factors?
- Consider the use of a scaling tool (0-10) for the young person to give a more accurate sense of their feelings? 0 is feeling low and struggling whilst 10 is coping very well.
- Go over the plan you previously agreed and ask about each part of the plan and how things have gone since your last meeting.
- Is a referral to others needed?
- Is it appropriate to end the planned support? If so how will you achieve this? Is there a fall back plan? Can the young person be given contacts or networks to communicate with others should another crisis occur?

## [Accompanying guidance for meetings and review meetings](#)