

Tools for Practitioners to help inform their conversations with children and families

We recognise children and families have a clear right to express their views and be involved in decisions about them, their views and wishes can be a powerful focus for promoting positive change with families.

There are a variety of tools within this document, you are encouraged to use them flexibly, whenever and wherever you feel will be useful.

Most of the tools can be used generically by a range of people working with children and young people and their families, where it is helpful.

REMEMBER

Ask about who lives in the child's home, who regularly cares for or has contact with the child, gain name and date of birth, document this within the child's records. If this information is declined then consider this in relation to what you know about the family, and again document. Be Curious, if you have concerns or things don't feel right ask more questions, discuss at supervision or with safeguarding colleagues.

Family Tree

Families can be quite complicated! A really good way to describe your family is by drawing a family tree. This diagram will help you and those working with you to understand more about you and your family and the relationships you have with each other. Once you have drawn all the people you can add lines to show what the relationships are like between those people.

The person working with you can show you the symbols you can use to represent the people and the relationships, or you can make up your own; it doesn't matter, as long as you understand it!

You can add people who are not in your family, such as friends and carers. Include as much detail as possible and take as long as you need to get everything in. You can discuss what you are drawing with the person working with you and you will probably want to come back to the diagram to add more information later.

You will need plenty of space so use a fresh sheet of paper!

Life Road

Sometimes it is helpful to think of your life so far as a journey. In this Life Road exercise the person working with you will ask you to think back through your life and write down all the

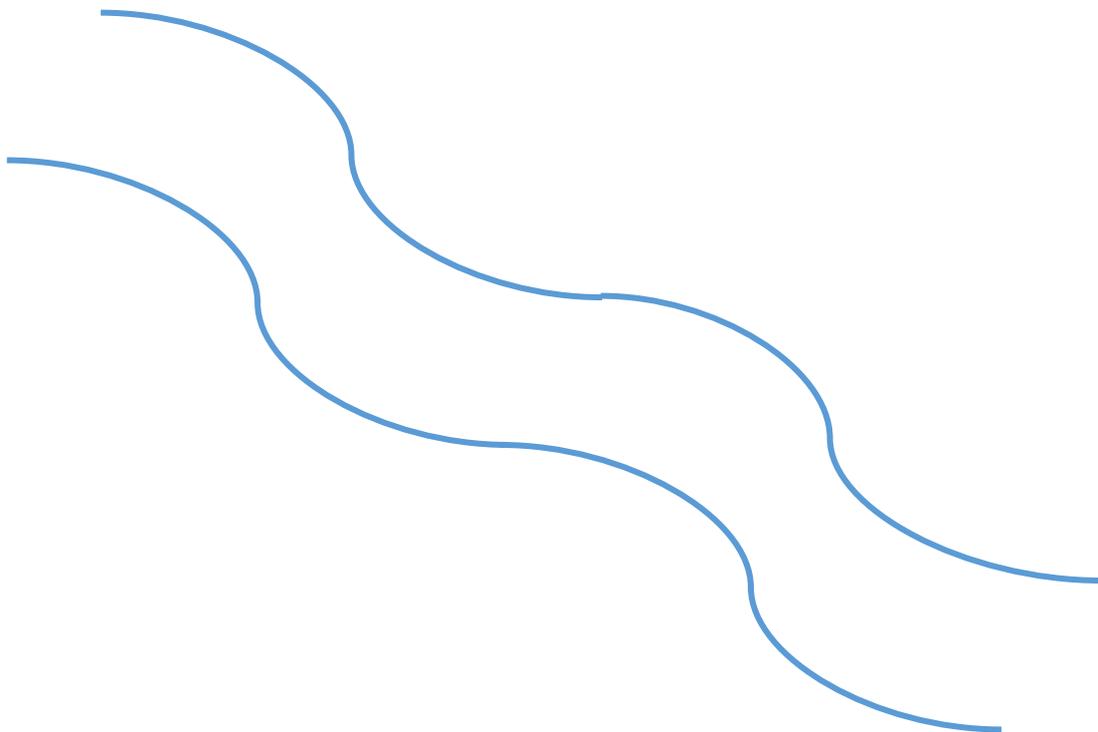
With thanks to Hampshire Safeguarding Children Partnership.

important things that have happened to you. Some of these will be happy things and some of them may be sad or upsetting - that is ok. All of the things that have happened to you have helped to make you who you are today.

This diagram can help to sort things into the right order so that you and the person working with you can see and understand them better.

You can use this diagram, but it may be more helpful to make a much more creative picture on larger paper. You can use any drawings, symbols or collage pictures you like. You can include notes or pictures about your feelings too. It may take more than one session for you to fill in all the detail you can remember

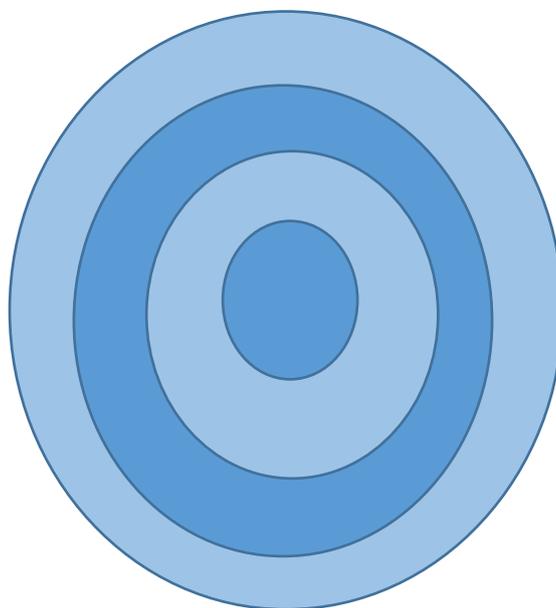
Life Road



Significant Others/Support Network

Who is important to you?
Who are your friends?
Who do you turn to for help or support?
Who can you trust?
Who do you talk to?
Who do you have fun with?

Show all the people that are important to you on this diagram; don't forget to put yourself on too! Are you in the middle or somewhere else? Who do you feel closest to? Who do you feel furthest away from?



Getting Your Needs Met

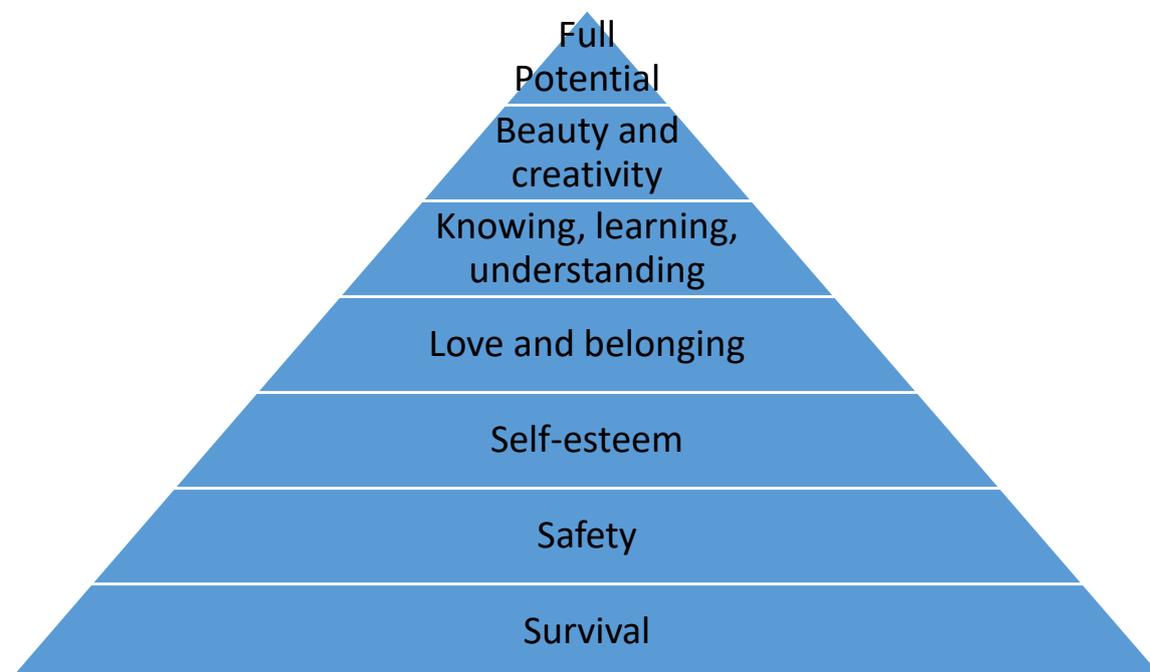
This diagram shows some of the basic things everyone needs in their life. We all have needs and we all have ways of getting those needs met. Some ways are more appropriate than others. Some ways of getting our needs met help us to move up to the next level; other ways may keep us stuck where we are.

How do you get your needs met?

Who is responsible for making sure your needs are met?

How do you get your needs met?

How should you get your needs met? Who is responsible?



A Day in My Life:

You can write or draw your answers to these questions or have a conversation with the person you are working with.

What's it like being you day to day, what's your usual routine, maybe during the week and at the weekend.

Here are some questions to help you think but what you write, draw, say is up to you.

What happens in the morning? What time do you get up? Who wakes you up or how are you woken; do you struggle to get up? What about breakfast?

How do you get to school, who goes with you?

What do you do for lunch? How do you spend lunchtime/break times? What about friends?

Favourite and not so favourite lessons?

How do you come home from school? Who goes with you? Who is at home when you get there and in the evenings?

What kind of things do you do?

How do you like to spend time at the weekend and in the evenings? Who with?