

**A table showing the links between the programme modules and the *Knowledge and Skills Statement: Achieving Permanence (Nov 2016)***

<b>Module 1: Permanence - every child's right</b>	<b>Module 2: Relationships: the golden thread</b>	<b>Module 3: Making the Permanence Decision</b>	<b>Module 4: Sustaining Permanence</b>
<ul style="list-style-type: none"> <li>• Maintain a focus on the rights, safety, needs, health, wellbeing and developmental recovery of the child and the circumstances that promote this. (1)</li> <li>• Act purposefully to identify a permanent home for the child without unnecessary deliberations which cause delay, understanding the potential damage to a child as a result of delay. (3)</li> <li>• Balance the ambition of finding the best home for the child with the need to achieve permanence. Give due consideration to the child's preferences and ensure that where these cannot be acted upon, there is a clear rationale for that.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw on research that is relevant to an individual child's specific circumstances and use it to inform how their short and long term needs, including their sense of identity and belonging, can best be met. (1)</li> <li>• Assess the child's current and future needs by building effective relationships with children and families, any current or previous carers, professionals, including health and education professionals and social workers, and others directly involved in their care. (1)</li> <li>• Assess the impact of trauma, abuse, neglect, separation and loss on a child's</li> </ul>	<ul style="list-style-type: none"> <li>• Eliminate drift for children by reaching the right decision within a timeframe which meets the child's best interests. (1)</li> <li>• Build a strong knowledge of all permanence options, so as to effectively explore all realistic options concurrently to secure a good outcome. (1)</li> <li>• Change direction if it becomes evident that the proposal being pursued is not in the child's best interests. (1)</li> <li>• Confidently defend decisions under scrutiny, effectively deploying evidence to demonstrate why a preferred option is favoured. (1)</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage the child to express their views, wishes and feelings with regard to permanence. Listen sensitively to the child to understand their preferences and involve and engage them when making decisions about their future. (1)</li> <li>• Take into account: the age of the child, recognising the different challenges that older children face and understanding the impact of adolescent neglect; the importance of existing relationships (including the positive and negative impact of these relationships) including friendships; and the potential benefits of maintaining peer relationships for a child's</li> </ul>

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<p>Keep the child and their families informed and communicate clearly, openly and sensitively any decisions regarding their future. (3)</p> <ul style="list-style-type: none"> <li>• Communicate clearly, openly and sensitively with children, their families and carers about the planning process for moving into a permanent home or back to their birth home. Ensure that the reasons for any move are communicated in a way that is appropriate to the child's age and understanding, and that any questions or concerns the child has are listened to. Support children and carers to set realistic expectations and prepare children thoroughly for the different stages of that journey. (4)</li> </ul>	<p>development, and how this affects their capacity to build and maintain relationships. (1)</p> <ul style="list-style-type: none"> <li>• Encourage the child to express their views, wishes and feelings with regard to permanence. Listen sensitively to the child to understand their preferences and involve and engage them when making decisions about their future. (1)</li> <li>• Build and maintain effective relationships with parents, prospective carers or residential homes to assess their suitability. (3)</li> <li>• Provide high quality communications. Listen to the child to understand their long term aspirations, and assess a potential carer's</li> </ul>	<ul style="list-style-type: none"> <li>• Use research to draw evidence-based conclusions about the best permanence option for a child. (1)</li> <li>• Consider a range of realistic permanence options and the strengths and risk factors of each. (1)</li> <li>• Use research on the outcomes of different options and knowledge of child development to weigh up the pros and cons of the options available. (1)</li> <li>• Recognise that some children may require a placement with therapeutic treatment provision before a successful permanent home can be found. (1)</li> <li>• Produce high quality case records about the child's</li> </ul>	<p>sense of identity and belonging. (1)</p> <ul style="list-style-type: none"> <li>• Assess the impact of trauma, abuse, neglect, separation and loss on a child's development, and how this affects their capacity to build and maintain relationships. Take account of the child's developmental stage and the likely impact of different transitions, as well as the support the child may need along the way. (1)</li> <li>• Make clear the need for the child to be safe and to have stability in their home lives, relationships and education. (5)</li> <li>• Acknowledge how adversity, inequality and limited life chances may impact on the plans for the child's future, and ways in which the</li> </ul>

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<ul style="list-style-type: none"> <li>• Make clear the need for the child to be safe and to have stability in their home lives, relationships and education. (5)</li> <li>• Working with your wider organisation, identify and apply any lessons learned. (5)</li> </ul>	<p>abilities to support the child in achieving these goals. (3)</p> <ul style="list-style-type: none"> <li>• Produce child and carer profiles that present an accurate summary of current and likely future needs, as well as a balanced picture of the child including their likes and dislikes, how they behave and their wishes and feelings. (3)</li> <li>• Engage in clear, open and timely communication with carers, which is honest about children's needs and the impact that any negative early experiences have had on their health and mental health, whilst being positive and solution-focussed about how these might be met. Provide a professional and high quality service where potential carers are treated with respect. (3)</li> </ul>	<p>permanence process which are well-argued and sensitively presented. (1)</p> <ul style="list-style-type: none"> <li>• Draw on the views of those who have knowledge and experience of the child, such as family members or foster carers. In the case of unborn children, conduct a good quality pre-birth assessment. Address complex questions where the needs and circumstances of a number of people, organisations and institutions are in conflict with each other. (1)</li> <li>• Encourage the child to express their views, wishes and feelings with regard to permanence. Listen sensitively to the child to understand their preferences and involve and engage them when making decisions about their future. (1)</li> </ul>	<p>impacts may be mitigated. (1)</p> <ul style="list-style-type: none"> <li>• Identify and harness the wider services the child may need to recover from previous experiences and to achieve stability. (1)</li> <li>• Identify the most effective types of support using the best evidence, and apply this to the provision of flexible, on-going arrangements. (5)</li> <li>• Develop high quality support plans that recognise the child's current and likely future needs, the capacity of the carer to meet those needs and the additional support that might be required. Develop plans for delegated authority. (4)</li> <li>• Be alert to: attempts by children to 'test' new arrangements and support</li> </ul>

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	<ul style="list-style-type: none"> <li>• Support carers to: promote a child's sense of identity, self-worth and belonging; understand how best to share a child's history and the events that led to previous and current care arrangements - for example, through life story work (in digital or other formats appropriate for the child); and understand how a child's behaviour is dependent on their experience of both past and present parenting. (4)</li> <li>• Demonstrate professional expertise in managing potentially distressing transitions, recognising the complexity of family dynamics and the potential impact of loss and change. Provide support and advocacy to children,</li> </ul>	<ul style="list-style-type: none"> <li>• Assess the risks of a return home for the child. Ensure that parents have received the support they need and, where necessary, have demonstrated the changes required to care for the child throughout their childhood. Assess: the parents' capacity for further or sustained change; and the impact of placing siblings together or separately and in various placement types. Pursue the child's best interests and identify ways to express their views even when contradictory to the views held by parents, family, other professionals, employers or other influential organisations such as the courts. (1)</li> <li>• Operate within the statutory framework and regulatory</li> </ul>	<p>carers and parents to access support from family, friends and community networks, where appropriate; and the potential vulnerabilities of children at the point of disruption, and apply strategies to fully support them through this transition. (5)</p> <ul style="list-style-type: none"> <li>• Support carers to: promote a child's sense of identity, self-worth and belonging; understand how best to share a child's history and the events that led to previous and current care arrangements - for example, through life story work (in digital or other formats appropriate for the child); and understand how a child's behaviour is dependent on their experience of both past and present parenting. Co-create with carers helpful</li> </ul>

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	<p>parents and/or carers, demonstrating sensitivity and empathy. Help current carers and birth families to cope with the transition, remembering that this may be a period of great loss and disappointment. (4)</p> <ul style="list-style-type: none"> <li>• Where a child is not returning home, assess, plan and support the appropriate level of contact with their birth family based on the individual child's specific needs. Support children, their siblings, carers and the child's birth family to understand, engage with and contribute to plans for successful contact with each other. (4)</li> <li>• Recognise the significance of a child's support network to the likely future success of permanence arrangements,</li> </ul>	<p>process for achieving permanence for individual children, and comply with the legal powers, duties and guidance related to pursuing particular permanence options. Respond to a continuously changing legal environment and keep up to date with the latest regulations. (2)</p> <ul style="list-style-type: none"> <li>• Navigate the pre-proceedings phase, working within the Public Law Outline. Engage birth parents and other family members early, including through Family Group Conferences. Work with lawyers early in any potential proceedings and as care plans are developed, including deciding on the right permanence option for children. (2)</li> </ul>	<p>strategies to meet a child's needs, and in particular where carers may find behaviour challenging. (4)</p> <ul style="list-style-type: none"> <li>• Build helpful relationships with families that empower the parent, carer or child to ask for support when they need it. Work closely with family networks and professional networks, including Independent Reviewing Officers, to review arrangements and change these through consultation as the needs of the family change, addressing any escalating risks. (5)</li> <li>• Build a professional network of expertise to help families get the short and long-term support they need. Know what therapy options are available and their application, and support</li> </ul>

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	<p>and take necessary steps to ensure sustained participation of that network in a child's life, appreciating the particular imperatives for those older children in residential care. (4)</p>	<ul style="list-style-type: none"> <li>• Communicate effectively and confidently in court and offer a clear rationale for recommendations. Present to the court a balanced picture of the child's needs and evidence of previous support and interventions that are relevant to the permanence decision-making process. Ensure that all court material is evidence based, well prepared and clearly argued to support any legal orders that are required. Present cases in court with professional gravitas, with a focus on the child and a balanced, fair picture of the parents. (2)</li> <li>• Establish effective working relationships with agency lawyers, Independent Reviewing Officers, Cafcass guardians and relevant others, recognising the</li> </ul>	<p>families to identify accessible resources that will respond in time. (5)</p> <ul style="list-style-type: none"> <li>• Identify indicators and early warning signs that a permanent home is under strain. Work collaboratively, with respect and without blame, with all parties to plan and deliver services and interventions that will support the child's network and may prevent family breakdown, including short out of home placements. Understand the different dynamics that each permanence option brings and how this affects a social worker's ability to engage and intervene. (5)</li> <li>• Be clear and decisive in situations where children are unable to remain at home, balancing the short and long-term impact of moving the</li> </ul>

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		<p>boundary between their respective and collective responsibilities. (2)</p> <ul style="list-style-type: none"> <li>• Consult with the child and their family and facilitate their representation in the court system. (2)</li> <li>• Keep the child and their family informed and communicate legal processes in a way they can understand. Work effectively with the local judiciary to meet legal requirements and prevent delay in achieving permanence arrangements. (2)</li> <li>• Recognise the effects of unconscious bias and risk aversion on decision making and utilise supervision to reflect on dilemmas about matching. (3)</li> </ul>	<p>child with the likelihood of future and irreparable breakdown of relationships if action is not taken. (5)</p> <ul style="list-style-type: none"> <li>• Where breakdown occurs, work collaboratively with all parties to understand the reasons for breakdown and the options for supporting alternative short or medium-term arrangements that enable the child to maintain relationships with carers or parents in periods of crisis. (5)</li> <li>• Where breakdown occurs, assess whether and how the relationship can be sustained. (5)</li> <li>• Recognise that a move to a placement that better meets the child's needs is positive. (5)</li> </ul>

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		<ul style="list-style-type: none"> <li>• Recognise: the extent to which carers will be able to act in the best interests of the child and promote their health and wellbeing; and the different qualities, capacity and support carers might need to look after a child who presents behaviours associated with negative early life and childhood experiences. Understand the legal entitlements to support for different types of carers. (3)</li> <li>• Be clear and decisive in situations where children are unable to remain at home, balancing the short and long-term impact of moving the child with the likelihood of future and irreparable breakdown of relationships if action is not taken. (5)</li> </ul>	