

Safeguarding Practice Review 2026 Spring Roadshows

**Learning from Case AO
Jasmine**



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Learning Objectives

- Promoting good relational practice
- Greater knowledge of resources available to staff when working with fathers in Norfolk
- Support staff to understand the importance of working with extended family networks, to open up additional support, stability and safety for children and young people
- For participants to understand how to support a young person through creative and therapeutic interventions
- How Joint Agency Group Supervision (JAGS) could support Transitional Safeguarding.



Managing Expectations

- Details of Case AO will not be covered – you can download the report from the NSCP website
- Case is a ‘windows on the system’ – illustrated in the presentations today



- Be mindful: emotional impact on professionals directly involved and need to be compassionate and curious
- Stay positive: solution focused approaches are in development and need to work together to make sustainable changes!



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Reductive Summary to Provide Context

- Jasmine a Looked After Child from young age
- Both parents had substance misuse issues
- Good family support from paternal grandparents
- Very close to her father
- Numerous services involved over Jasmine's lifetime – some directly, some working with her father
- Period of stability in months leading up to her death – upset by a relationship breakdown towards the end
- Died aged 17 - accidental and drug related

**What
you need
to know**



Transitional Safeguarding Framework

Case reviewed through lens of transitional safeguarding:

- **Evidence Informed:** Different sources bring different insights
- **Contextual/Ecological:** Places/spaces, People, Societal factors
- **Transitional/Developmental:** Where the young person is, not what their age is – not a straight line
- **Relational:** Trust needed to build positive identities, responsive, attuned
- **Intersectional – equality, equity, diversity and inclusion:** Recognising the different identities that impact us
- **Participation:** Choice and agency AND safeguarding



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Promoting Relational Practice

Recommendation 2: Promote the good relational practice with young people and professionals that was evident in this review through a programme of dissemination.

In the context of tragedy, it is challenging to recognise good practice, but

- Jasmine was known and known well by a number of professionals
- Evidence of trusting, safe relationships with her key workers
- Held in mind across the professional network
- Her voice was captured and shines through the SPR report

CELEBRATE GOOD PRACTICE



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Relax into the Learning

Great line up of presenters speaking to the SPR recommendations:

- **Andrea Brown & Mark Osborn:** family networking & working with fathers
- **Lydia Durrant & Kirsty Henry:** supporting adolescent mental health
- **Lisa Gair:** transitional safeguarding and the importance of reflective and inclusive multi agency space
- **Bridget Griffin:** the emotional impact of safeguarding – our complex human work

Plenty of time for group discussions and Q&A!

Plus a coffee break to keep everyone caffeinated...



And yes, Powerpoints will be made available!



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**The importance of
working with the
family network and
having a father
inclusive approach**



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Recommendations from the report:

- **Agencies working with children at risk of exploitation should evidence how they support staff to develop skills to map and work with the extended family network**
- **The partnership should develop specific resources for working with men when interactions between fathers and staff are seen as confrontational, lacking co-operation and proving ineffective.**



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How should staff work with family members? Views from the family

“The biggest need is for practitioners to be open, ask the right questions, even when it's difficult. And be professionally curious”.

“All families are different, have different difficulties and priorities. These difficulties and priorities need to be recognised and worked with”.

“Dad could be very difficult. He felt judged and criticised by professionals. Was it ever taken into account that Dad had spent a lot of time in prison and all that comes with that in terms of lack of self esteem and hyper awareness of criticism?”

“Professionals should have been braver and more persistent- not just gone away”.

“There were workers that Dad got on with. He loved J (TYSS worker). He recognised her as being non-judgmental and fundamentally on his and Jasmine's side. J took time to build a relationship of trust with the extended family”.

Difficulties

“It was difficult when workers were on leave or off sick at the same time. There were times when there was no one to go to.”

“Later on, we were not always kept in the loop. Meetings happened and plans were made without us. We could have helped.”

“Family members should have been invited to multi agency meetings - not just LAC Reviews”.

“There are things we read in the report that we did not know about e.g. ‘Jasmine’ going to hospital after a paracetamol overdose. We were not told.”



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Mapping the network

“It wasn’t just us who were left out. Who were ‘her people’? How were they involved to help her and keep her safe?”

“Jasmine’s mum was never pursued. Workers needed to be persistent. Both parents should have been in the loop”

“Maternal and paternal family didn’t get on. We were culturally very different. But we all had ‘Jasmine’ in common.

The role of the family network

“Professionals can’t fulfil the role that family have. ‘Jasmine’ needed us to be on the end of the phone. She needed that constant support.”

“We were only kept up to date with what was happening by Jasmine. But there were things ‘Jasmine’ was never going to tell us about, like drug use or being arrested”

“Referrals were made for her that we did not know about. I could have taken her to appointments. She never went.”



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Assumptions and bias about fathers

“It might have been different if people had tried to build on Dad’s strengths early on”

“Dad was never empowered in his role as her father. He was never enabled to take on the parenting role. It doesn’t come naturally to everyone. He didn’t understand what the expectations were of him.

“LAC reviews were not conducted in a way that he could understand. Professional language left him feeling judged and inadequate, which just made him angry”



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The Trouble With Fathers: The Impact of Time and Gendered-Thinking on Working Relationships Between Fathers and Social Workers in Child Protection Practice in England; Philip et. al. 2018

...challenges in building working relationships with men, including the challenge of avoiding binary thinking in the assessment of fathers as “risk” or “resource.”

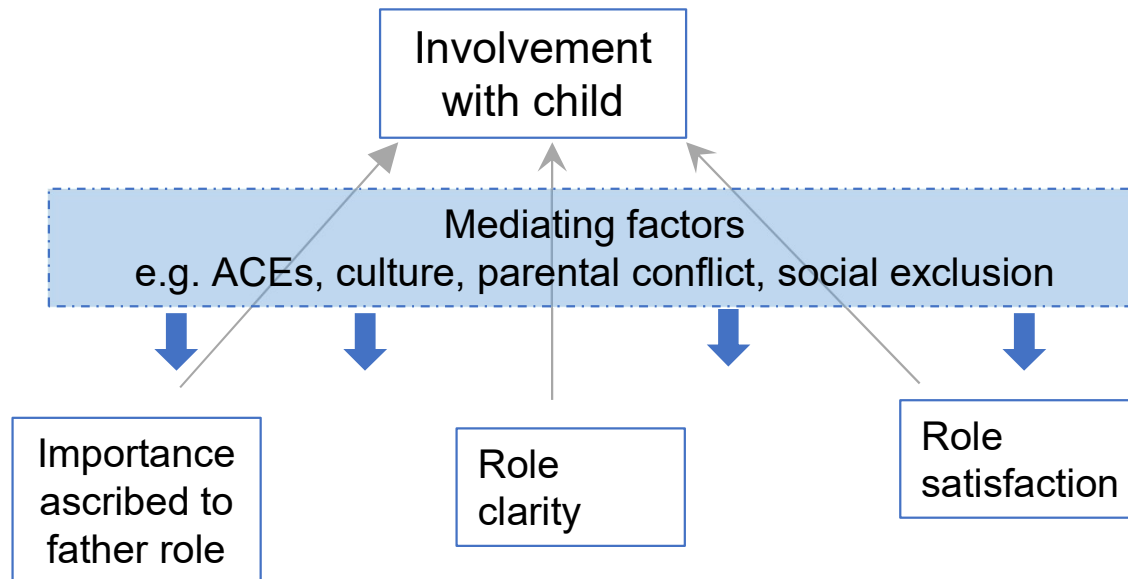
We argue for a more gender sensitive approach to social work practice, which can respond more fully and effectively to the experiences of fathers and mothers

Safeguarding Practice Review Case AK (January 2023)

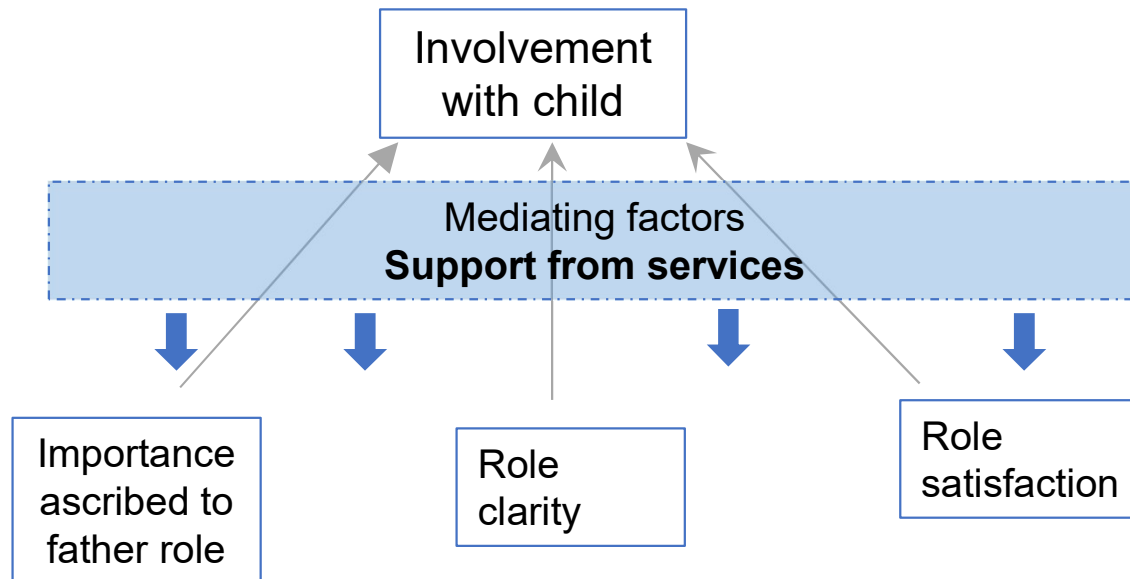
Fathers have spoken about being involved in their children's lives for many years but of not knowing what services have been involved or the nature of the concerns held.

They spoke about not knowing what was expected of them/what they needed to do in order to – in the words of a father – co-parent their child, and how they might be supported to do so

Factors that influence father's involvement with his child



Factors that influence father's involvement with his child



“LAC Reviews just made him angry”

“I feel like I want to say stuff but I tend not to, I just tend to hold back, I don’t want to make an idiot out of myself... If I’m chill then people think I don’t care but if I really blow up they’ll think I’m aggressive”

**'Counting Fathers In': Understanding Men's Experiences of the Child Protection System.
Brandon et. al. 2017**

If I get emotional it comes out as anger, it always comes out as anger (Graham).

It was always my temper ... I didn't realise the behaviour I was coming out with was as offensive as what it was (Jonathan).

‘When they were taken it is like grieving’: Understanding and responding to the emotional impact of repeat care proceedings on fathers Philips et.al. 2023

Protecting vulnerable babies better

The Child Safeguarding Practice Review Panel (Feb 2026)

“When engagement is challenging or not straightforward, there need to be mechanisms within the system for all agencies and professionals to take a step back and ‘think slowly’ together. This could seem to be an inefficient use of scarce resources but, without such ‘slowing down’, there is a risk of entrenched and escalating action and reaction. This is, in turn, costly, time-consuming and, most importantly, unlikely to be in the interests of children.”

Protecting vulnerable babies better

The Child Safeguarding Practice Review Panel (Feb 2026)

It is critical to distinguish between parents who are:

- reluctant or unable to engage due to trauma
- struggling to engage for other reasons
- consciously choosing not to engage

The professional response will need to be adapted for each scenario and family. In all cases, the child's welfare remains the central concern.

Understanding the reasons for non-engagement through multi-agency discussion and information sharing, including adult services, enables a trauma informed co-ordinated approach to be taken. This approach should identify how the service offer may need to be tailored to facilitate engagement that reflects the reasons for non-engagement.



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Protecting vulnerable babies better

The Child Safeguarding Practice Review Panel (Feb 2026)

Although trauma is increasingly recognised in safeguarding practice, how it manifests itself may be less well understood. Trauma often presents through behaviours that may seem irrational or resistant but are, in fact, protective coping mechanisms. Recognising and reframing these behaviours enables practitioners to move beyond surface-level assessments and engage more effectively with families.



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Table Discussion

What resources
(e.g. guidance, training,
mentoring, etc) do you
or your teams need to
work more effectively
with parents who
appear confrontational?





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Core messages from the family

“We knew her best. We were there from the moment she was born. We should have been kept involved.”

“Family members know the family history, including the relationships, dynamics, and even health history and needs. Listen to our views and take them seriously.”

“It’s difficult to work with divided or warring families, but if people are not involved, they can’t help.”

“Don’t give up on people. Find a way to work with them like J (TYSS worker) did”

“I think the reason Dad got along with J (TYSS worker) is because ‘Jasmine’ liked her, and she liked ‘Jasmine’, and he could see that.”



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Skills to identify and facilitate the family network

- **Helping parents create their family tree (genogram or cultural genogram)**
- **Supporting a child to create a picture (ecomap) of who is most important to them**
- **Supporting a young person or parent to share life memories (mobility mapping) that enable them to identify who has supported them in their life, and who might support them again.**
- **Facilitation skills: the skills to bring the whole family network together with relevant professionals, where they feel supported and empowered by being given clear information, choice and control.**
- **Communication skills: Listening, empathy, hopefulness, curiosity, strength-based working. What you say and how you say it matters!**



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Child centred practice

Keeping children at the centre is at the heart of Family Networking and Family Group Decision-Making.

How we facilitate children and their networks to build on their strengths and safety is key

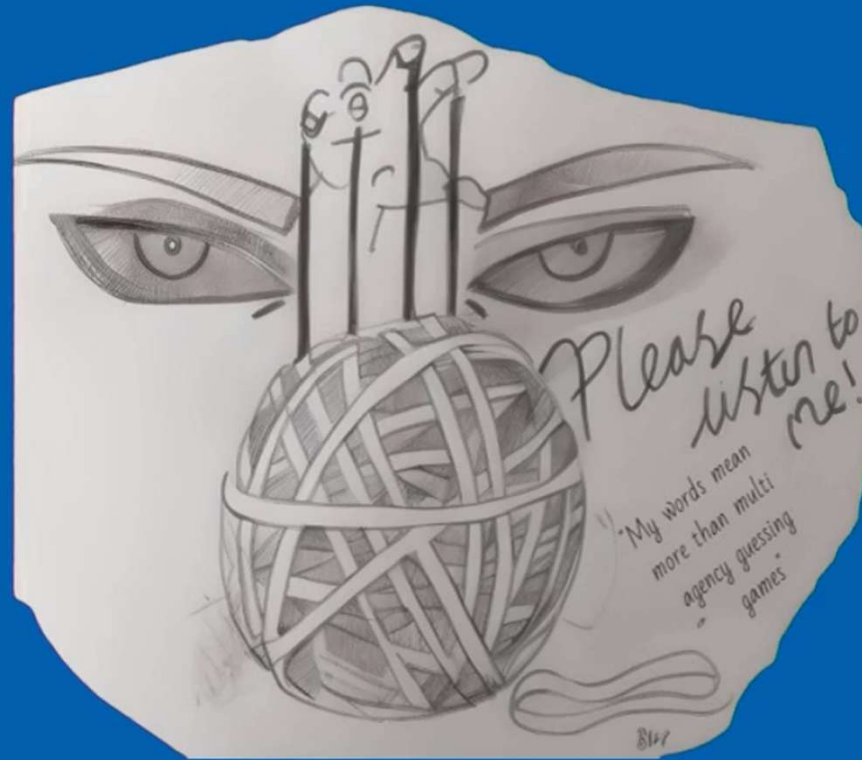
Jasmine's voice taken from the review

“I know all the stuff around exploitation and to be honest, I’ll probably be high, standard, then medium, then high, and that will repeat itself. But that isn’t because I’m being exploited. It’s because certain people don’t trust the friends I have. Then add boys in the mix and it doesn’t look great. But I think people forget, these are my people”.

“No offence ‘cos I’m sure you’re both lovely but I don’t want to have to get to know you. I just want to start the work”

“I’m so glad you have been my youth worker and that you have stuck with me for so long. You have helped me and we have had some really good conversations. Thank you for being there for me, even when I thought I didn’t need anyone”.

made with
Vizard.ai





Thanks for listening!

Any questions?





coffee break



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Supporting Adolescent Mental Health

Working with young people that are not 'ready' to engage with specialist mental health services

Introductions

Lydia Durrant

Projects & Detached Youth Work
Manager

Targeted Youth Support Service

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Kirsty Henry

Safeguarding Professional Lead
Norfolk and Suffolk NHS
Foundation Trust

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Who are you working with?

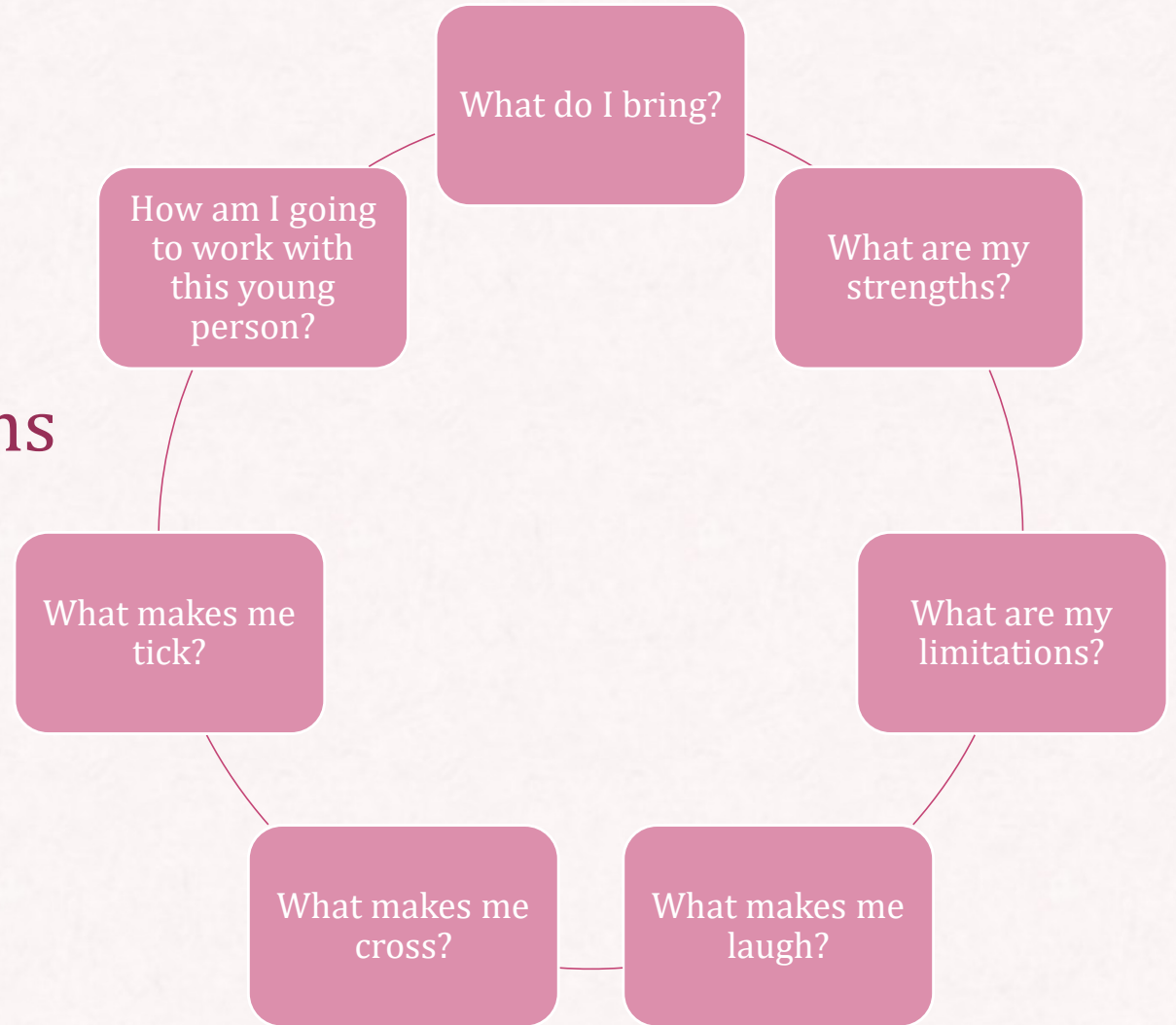
Young People are experts in their own world:

What is your recipe for success?



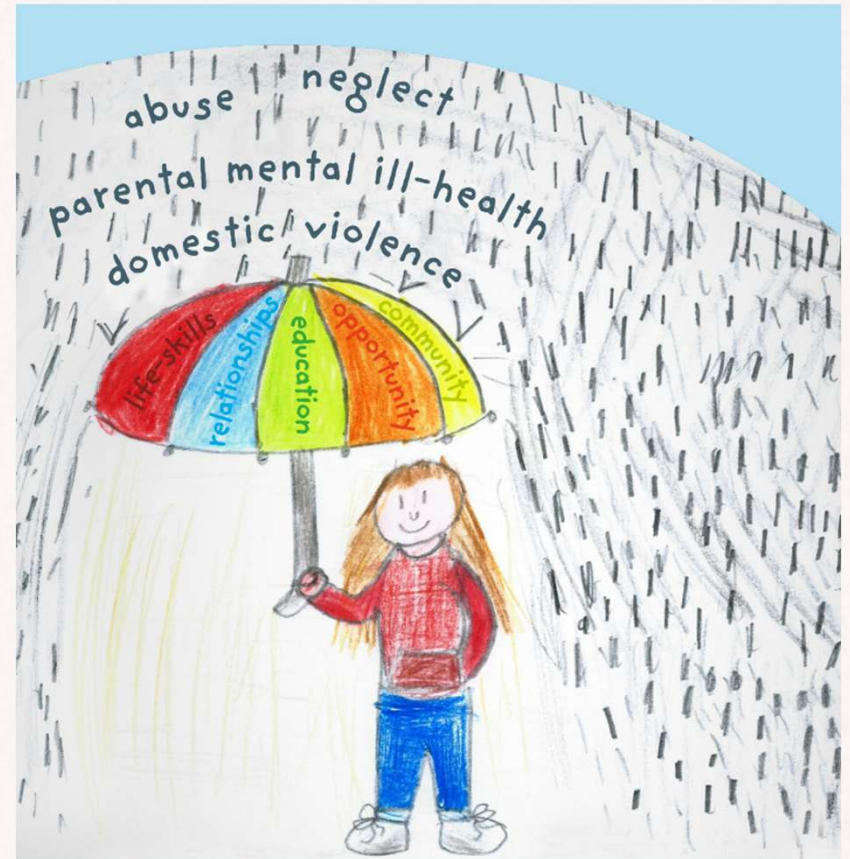
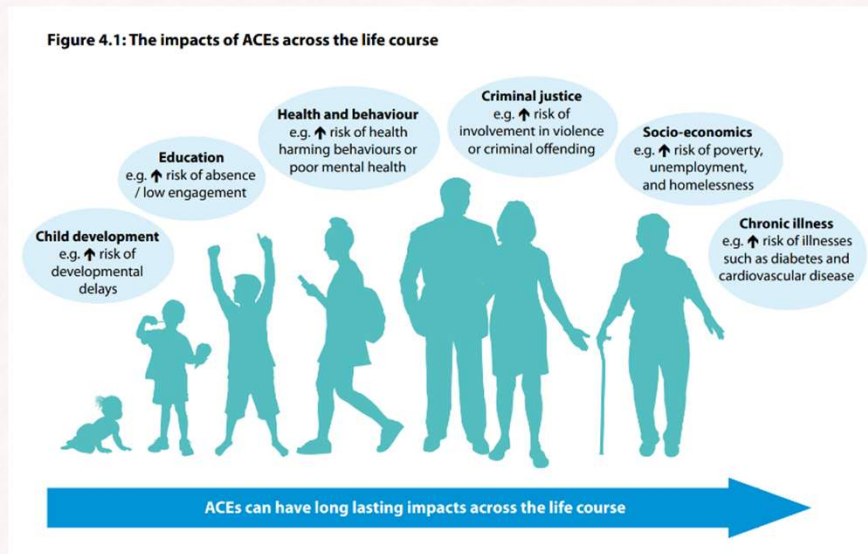
Managing Expectations

- Honesty
- Integrity
- Consistency



ACES

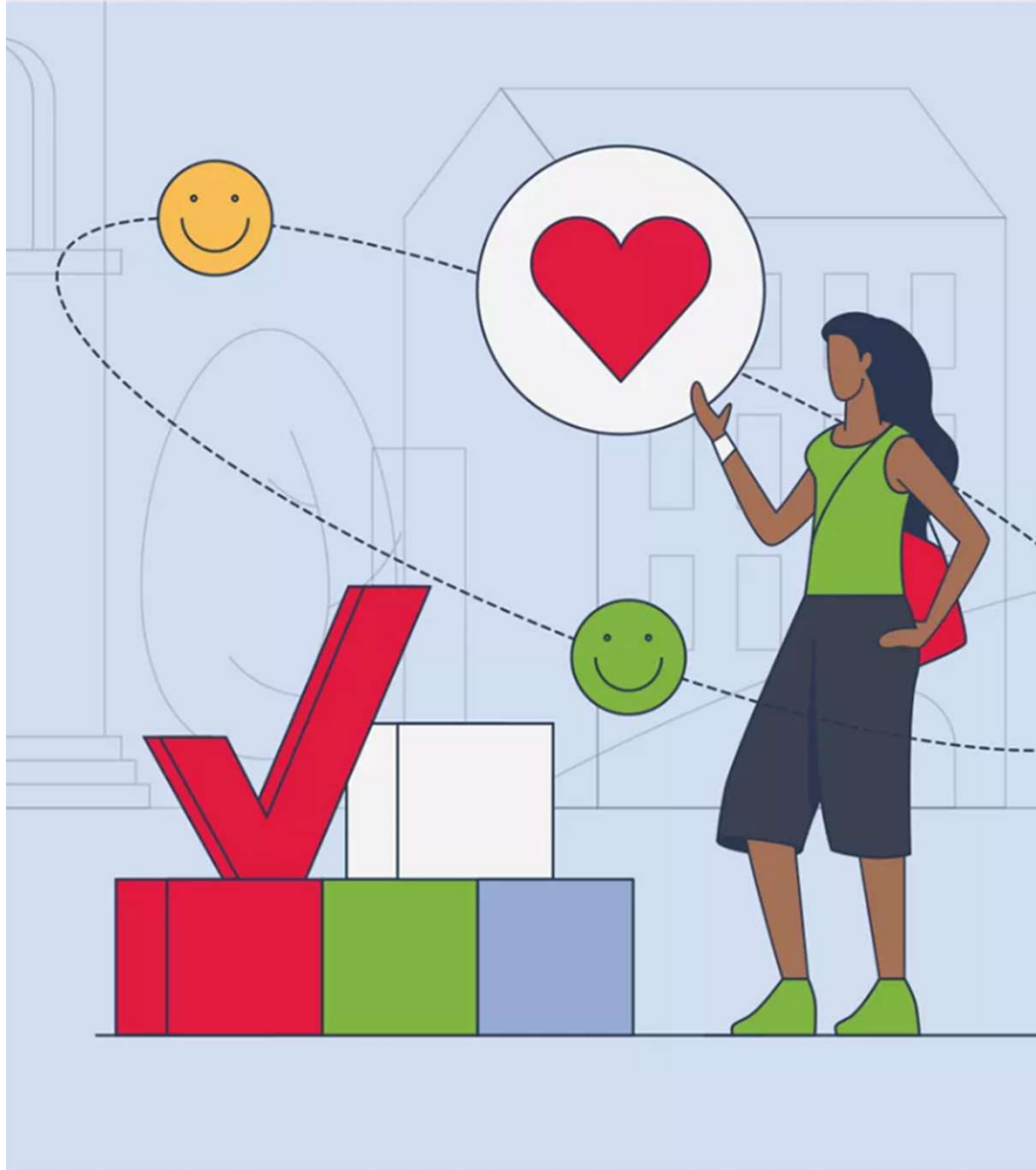
Adverse Childhood Incidents



Resilience

WHO (2023)

Although no person should be defined by their ACEs, it is important to recognise the association between ACEs and lasting risk of adversity. The more ACEs a person experiences, the greater their risk of depression, anxiety, PTSD, self harm, drug and alcohol use, engaging in criminal activity, and long-term physical health conditions (NSHE).



Context Weighting

What contexts present the greatest risks of harm to the young person?

Which contexts influence others?

Which context presents the greatest priority for targeted intervention?

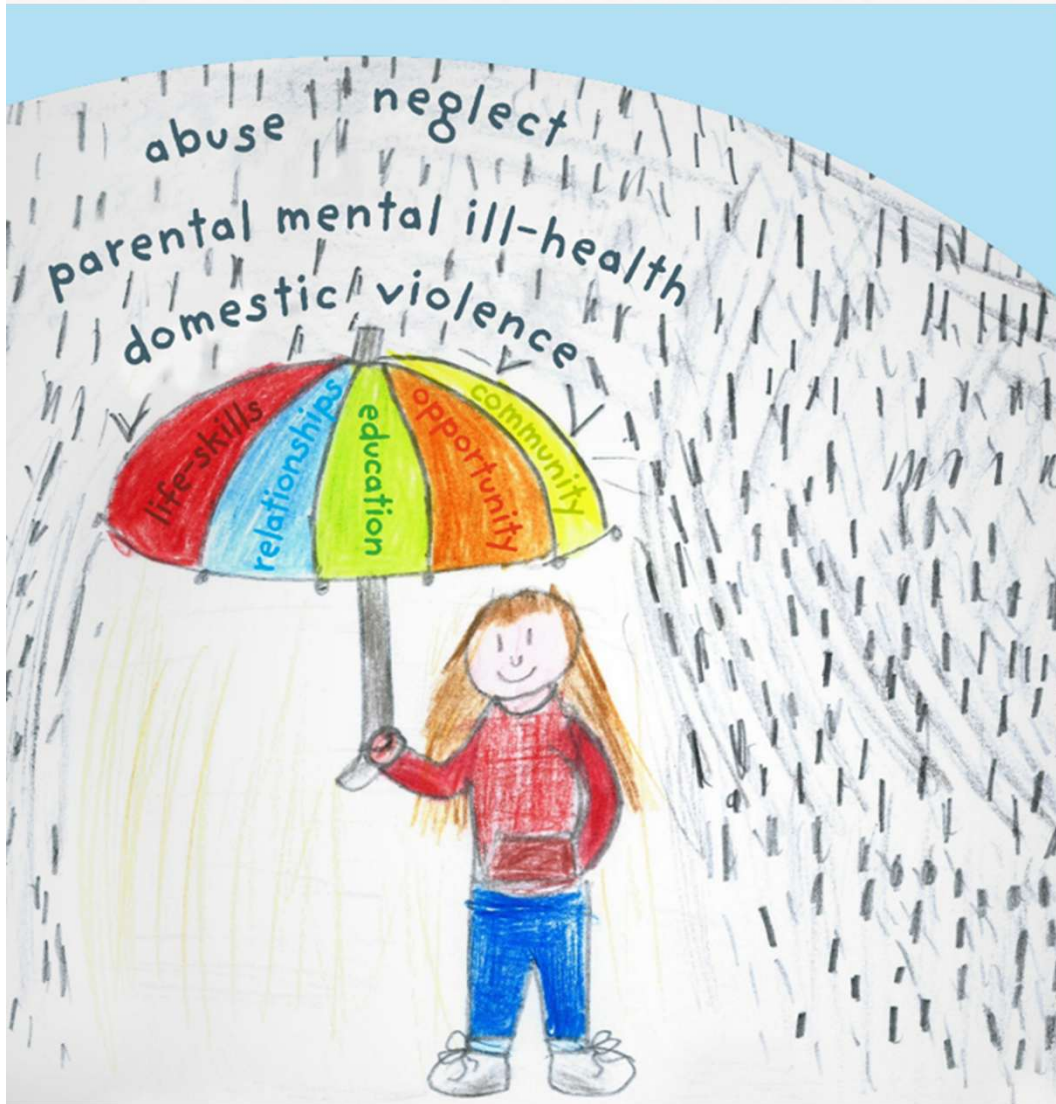
Do our safety plans target this context?

- Will they make the places where they come to arm any safer?
- What alternatives have been offered?
- Are the plans dynamic to adjust to changing context?

www.contextualsafeguarding.org.uk

Building a Therapeutic Relationship with Young People

- Demonstrate a genuine interest
- Allow enough time
- Expect to be tested
- Strip away the hierarchy
- Relationship-based practice



Resilience

Hang on in there – the young person needs you to be resilient too

Interventions

- Use of Self
 - Boundaries
 - Managing expectations
 - Being 'in the moment'
- Make it fun
- Therapeutic letter writing
- Recognising impact and risk
- Counting small wins





Collaboration

Who are 'their people'? (understand their community)

Where are 'their places and spaces'?

Who are their support network?

Who else needs to be involved? (referrals and roles)



Your responsibility:

Consistency

Empowerment

Advocacy

Person-centered

Open-mindedness

Knowing your limits

Escalation

Crisis Mental Health Services

Where there are concerns for a person's immediate safety call 999.

Where there are concerns of a mental health crisis:

Contact 111 option 2 (self referrals, families and carers)

CAMHS

Norfolk & Suffolk
NHS Foundation
Trust

Single point of
Access (CYP)

0300 790 0371

Children's Advice & Duty Service (CADS)

Norfolk Safeguarding
Children Partnership
(NSCP)

Children's Advice and Duty
Service on Professionals
line: **0344 800 8021**

Make an online referral
through [Norfolk County
Council CADs](#)

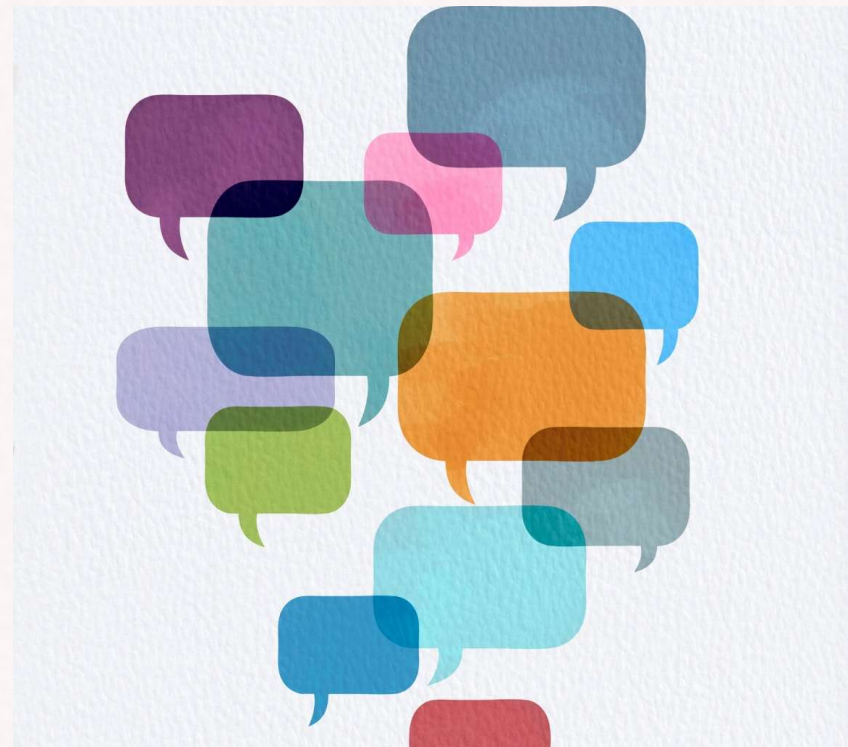
For further advice and guidance
[How to Raise a Concern | Norfolk
Safeguarding Children Partnership |
PWWC](#)

Tabletop Discussion

Supporting young people that are not 'ready' to engage with specialist mental health services

- Sometimes we are waiting for a service
- Sometimes we are waiting for someone to be ready for a service

Q: What does waiting well look like?





Key take-home messages

Be Brave

Be Present

Be Consistent

Be Tenacious

Be Honest

Be Authentic

Make Time

Relax!



Resources

Norfolk Safeguarding Practice Reviews: Case AO – Jasmine: [Child Safeguarding Practice Reviews page for People working with children | NSCP | PWWC](#)

Context Weighting:
www.contextualsafeguarding.org.uk

Norfolk Safeguarding Children Partnership (NSCP)
[Norfolk Safeguarding Children Partnership](#)

WHO (2023) Tackling Adverse Childhood Experiences (ACEs): State of the Art and Options for Action

A close-up photograph of pink cherry blossoms in full bloom, set against a clear blue sky. The flowers are the central focus, with some in sharp focus and others blurred in the background.

Thank you


Any Questions?

Lydia Durrant - lydia.durrant@norfolk.gov.uk

Projects & Detached Youth Work Manager
Targeted Youth Support Service

Kirsty Henry - kirsty.henry@nsft.nhs.uk

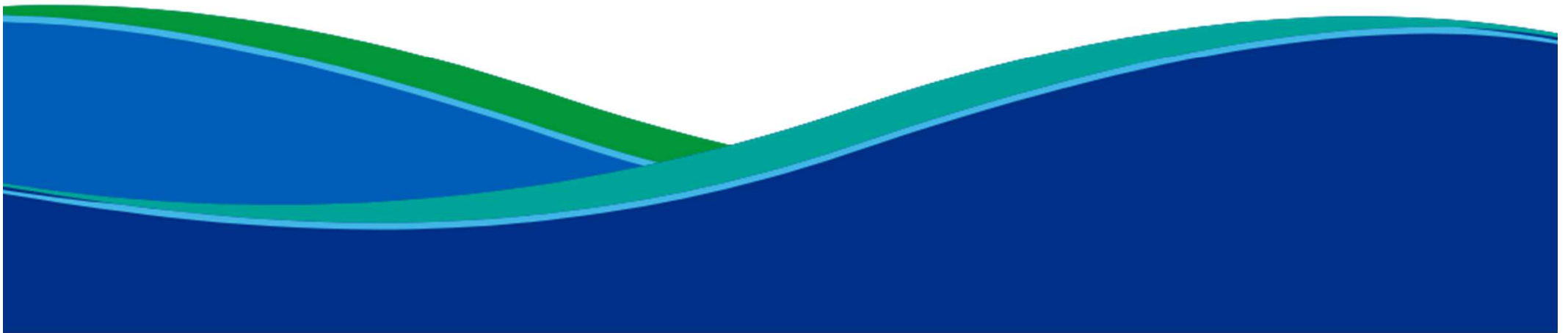
Safeguarding Professional Lead
Norfolk and Suffolk NHS Foundation Trust



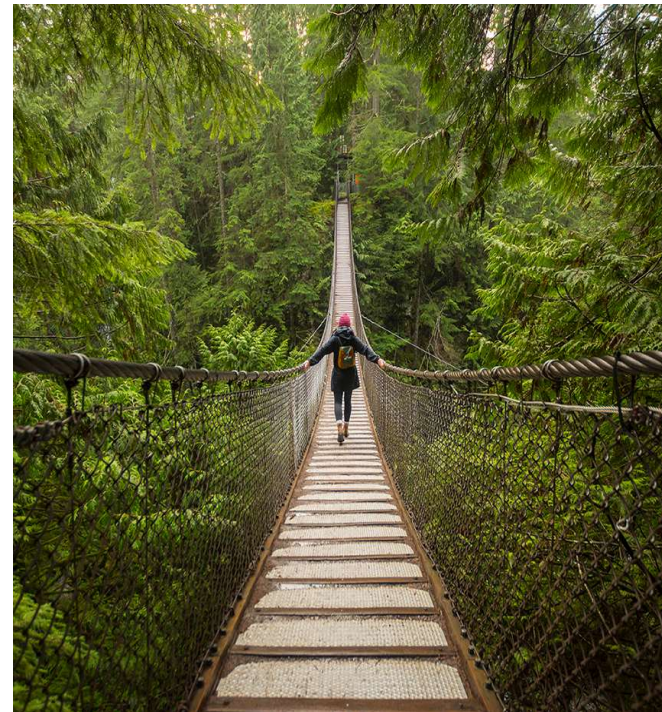
“Like cherry blossoms, our lives may be brief, but our impact can be profound. Let us make each moment count.” – *Unknown*

Transitional Safeguarding

Designated Nurse for Safeguarding Children



When do you think you became an adult?



Legislation

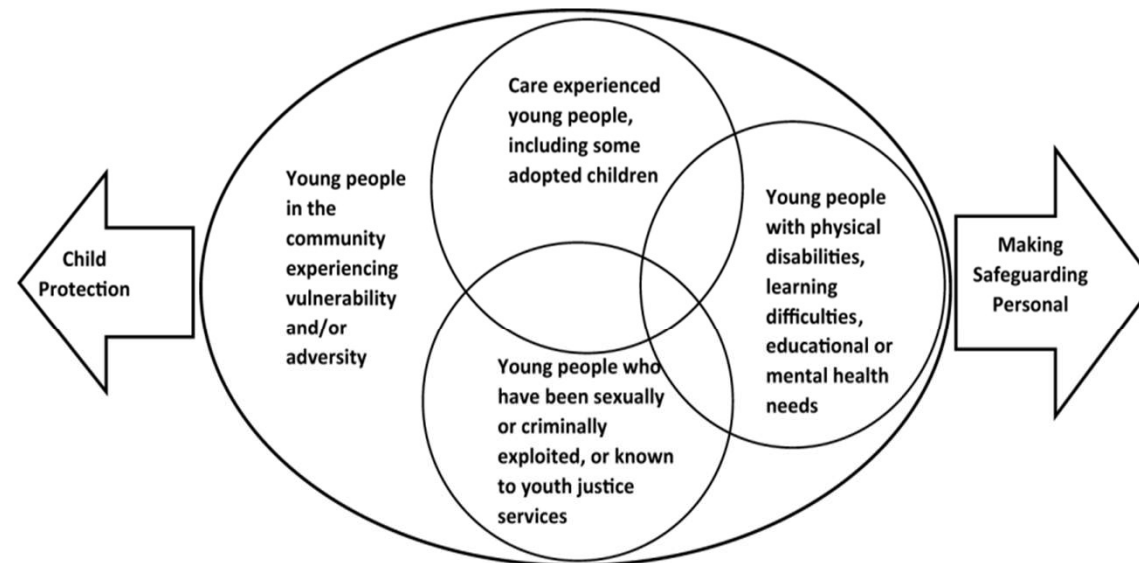
- Childrens Act 1989 places a duty on local authority to safeguard and promote the welfare of children who are in need in their area. Section 17 and Section 47 of the Act states that, where a local authority has reasonable cause to suspect that a child is suffering, or likely to suffer Significant harm.
- Care Act 2014 Safeguarding Duties applies to an adult who 'Has care and support needs, is experiencing or at risk of abuse or neglect, is unable to protect themselves from abuse or neglect as a result of their care and support needs'
- Due to legislative frameworks and commisioning of services Young people can face a cliff edge of support stopping at their 18th birthday.



Transitional safeguarding is a continuum through from child protection to making safeguarding personal

Mind the gap...

Using the best principles from both children and adult safeguarding system.



These are the young people we know, but we need to consider those we don't already know too

We have to use our systems to effectively support the young persons needs ?

- Child in Need
- Child protection plans
- Child Planning Meetings (MACE)
- Team around Family
- Joint Agency Group Supervision.



We need to take in all of our contextual knowledge.

The developmental age of the young person.

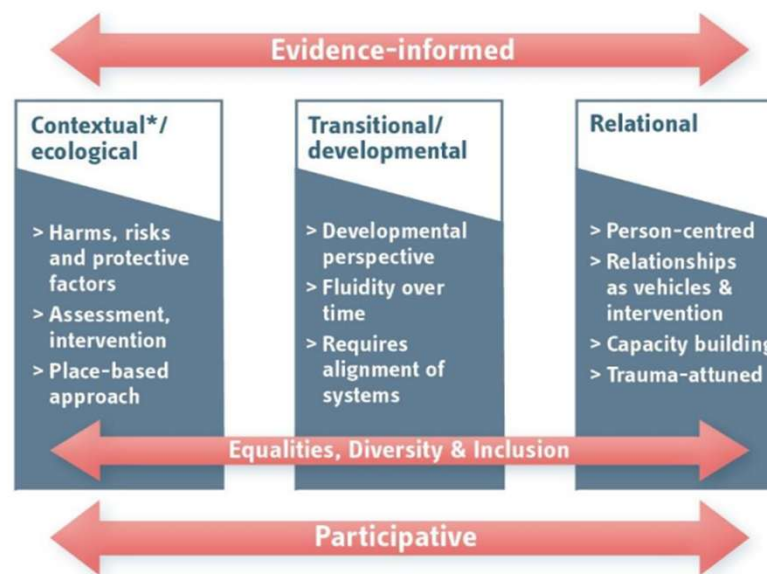
Positive relationships with trusted adults.

What is Transitional Safeguarding ?

- The United Nations Definition of Youth as “15-24 years” many of our services either LAC or commissioned services who oversee Youth pathways go up to 25 years.
- Safeguarding of young people does not stop at 18 years of age. Many young people continue to need support into their young adulthood. However, legislation does not help statutory services in doing this
- Transitional Safeguarding is a set of principles rather than a framework or a policy.
- It is not written into legislation.



Six key principles of Transitional Safeguarding




See Firmin's work:
www.contextualsafeguarding.org.uk



research
in practice

What does the evidence tell us ?

- Young people face risks and harm even though they may not have formal care and support needs. By the very nature of their lived experiences, the trauma they may have experienced and the developmental milestones they are progressing through.
 - Harm, trauma and human development do not stop at 18 years. Abruptly stopping support at 18 years does not align with available evidence.
 - Safeguarding is not boundaried by age and needs joined up working across partnerships and policies, and requires a whole system approach.
- 



Thank you



A photograph showing two hands of different skin tones gently cupping a small, young green plant with several leaves, growing out of a mound of dark soil. The background is a soft-focus green, suggesting an outdoor setting. The text "Our complex human work" is overlaid in white, centered horizontally, with a thin white horizontal line positioned just below the text.

Our complex human work

Our Landscape

The ask is monumental :

- Can we safeguard those in society who are most vulnerable ? Can we provide relief to those who are struggling/in distress and change their lives ?
- Inherently human work that asks us to bring ourselves into the work – *relational practice, persistent, confident, resilient, personalised*
- A context that is saturated with emotions – with grief, loss, separation, pain, distress, anger
- A context that is imperfect – the multi-agency system is fallible



Our landscape

Though the mechanics of safeguarding often dwell in policies, procedures and training modules, the true heart of this work beats in the emotional experiences of those who undertake it.

The emotional impact of safeguarding work is profound, complex and multi-faceted, shaping not only the professional life of the safeguarding practitioner but also their sense of self and humanity.



Caring for the Carer

- Compassionate Care – grief
- Trauma informed organisations
- Acknowledgement that feelings are at the heart of what we say and do
- Trusted people and trusted spaces
- JAGS
- Self Care



Self Awareness – self care



Our professional identity is not our Self-Worth. Healthy Self-Worth comes from within, not without. It should not fluctuate - it is our essence. Our BEING level of existence

Healthy Self-Esteem, however, comes from what we do. It should naturally fluctuate; go up and down, as we sometimes do brilliantly and sometimes not so much! .

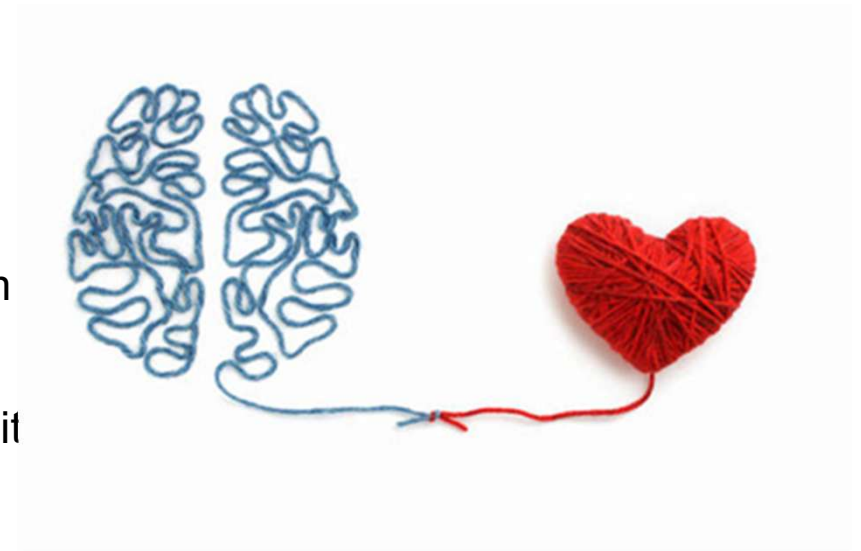
Whilst we aspire to always do brilliantly in our professional lives, this is impossible, we are human.

The key is to understand when we may ‘leak’ through the membrane from Esteem level to WORTH level.

This causes DYSREGULATION

Taking care of hearts & minds

- Heart and brain working together to tread gently towards the complexities of emotional landscape
- Embrace the membrane between Self-Worth and Self-Esteem – it allows for your vulnerability and the tool of how to be brave
- Taking control of our state and nervous systems – what does it mean to prioritise your state?
- Self care
- Be brave - ask for what you need



Learning from Jasmine



Recommendation 6: Each agency needs to review their processes to debrief and support staff following an unexpected death of a child or young person.

Child Safeguarding Practice Review Panel: Learning Support & Capability Project

- Normalise emotional conversations – encourage open dialogue about emotions in team meetings and learning sessions
- Embed emotional support in policy
- Provide access to support services
- Promote peer to peer emotional support
- Evaluate and monitor impact



research
in practice

"You can't stop the waves, but you can learn to surf." – John Kabat-Zinn



"What is the bravest thing
you've ever said?" asked
the boy.



"Help," said the horse.



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Thank you

