

Children and Young People's Support and Safeguarding Services

You Can, I Can, We Can

Unplanned Endings and Disruptions Local Arrangements & Guidance



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I. Aim and Scope

Children and young people are matched and enter care arrangements with foster carers across the UK. The child's care plan will determine how long it is expected that they will be cared for by foster carers. Unlike in adoption, there is no legislation or guidance which governs the disruption of these arrangements in England, Scotland, Wales, or Northern Ireland.

Over the years and with learning the lessons from disruptions in adoption, agencies have come to understand that it is good practice to develop their own policies and procedures to both prevent and support a care arrangement at risk of disruption.

At Children and Young People's, Support and Safeguarding Services, we are committed to achieving permanence for all children and young people living within the East Riding of Yorkshire locality, including our young people residing in post 16 provisions. To support these aims we have developed our unplanned endings and disruptions local arrangements and guidance.

We recognise that there are circumstances beyond the control of children, families, carer(s) and supporting professionals, which can lead to unplanned endings, however, it is essential that every effort is made to avoid this outcome, wherever possible.

There are a number of influencing and contributing factors which can impact on the stability of care arrangements, and it is essential that we learn from each incidence of disruption, to enable us to inform future practice with children, families, their carer(s).

2. Definitions

Disruptions

A child's permanent care arrangement is considered to have disrupted if the arrangement ends prematurely. That is, any change in care arrangement which occurs outside of the child's agreed care plan, is viewed as disruption.

The arrangement may be considered to have disrupted even if a notice period has been given and agreed, but the carer asks for the arrangement to end sooner.

For our young people residing in post 16 accommodation provisions, a disruption is deemed to have occurred if their accommodation provision has ended prematurely and or without a clear plan for a move, (detailed within the young person's plan). Provisions include but are not limited to: Supported lodgings, Semi-independent living, and Supported housing.



Unplanned Ending

An unplanned ending is deemed to have occurred when a child / young person's short term / not permanently matched, arrangement ends prematurely or without clear plans for a move (detailed in the care plan). An unplanned ending is not deemed to have occurred when the agreed notice period has been given and there is a clear plan for the child or young person.

Unplanned endings and disruptions may occur due to social work or other professional concerns; the foster carer requesting an end to the arrangement with or without a notice period; or the child or young person requesting an ending to the arrangement.

Types of care arrangements

- **Long-term foster care arrangement** – This type of care arrangement is where foster care is the child's plan for permanence, as recorded in their care plan. The foster carer has agreed to be the child's foster carer until they cease to be cared for and the child's responsible authority has confirmed the arrangement to the foster carer, the child, and their birth parents.
- **Short term foster care arrangements** – Most foster children are likely to start out on a short-term foster care plan. Short term foster care is more common with young children – and is mostly to support the child in care while care proceedings or care hearings are happening to determine the young person's future.
- **Parent and child foster care arrangements** – These are specialist arrangements in which foster carers offer their home to the parent(s) and their child, usually for a few weeks or months to offer guidance and allow them to develop the skills needed to provide care for their child.
- **Bridging foster care arrangement** – A type of foster care arrangement which involves caring for babies or very young children, until more permanent arrangements can be made. These short-term arrangements last for a few days or weeks and normally do not exceed a few months.
- **Emergency foster care arrangement** – This is a special kind of arrangement in which the local authority has secured a care arrangement for a child with very short notice (often under 24 hours)
- **Respite care arrangements** – These types of arrangements may be provided to foster families and the fostered children who may be experiencing difficulties or simply need a break that parents and foster families often require when taking care of children.
- **Fostering for adoption arrangements** – A Cared for Child enters the care of a registered foster carer(s) who have also been approved as adopters. The foster carer(s) care for the child whilst assessments of the child's birth family are ongoing, and recommendations are made to the court about the child's future care.

Notice periods for ending a foster care arrangement

The child or young person's foster carer(s) have an important role to play in ensuring that children and young people have the best possible experience of transitions, should their arrangement come to an end. Providing an appropriate notice period will enable the foster carer(s) to help the child or young person move in a way which maximises the positive elements of the move and minimises negative outcomes, for example:

- planning goodbyes;



- enabling the child to process and express emotions and talking openly and positively about the ending;
- Creating a pack to be provided to the child's new carers with important information – daily routines, food preferences, likes and dislikes and other relevant information;
- Having a meal or other special event to mark the child's transition.
- Taking care to pack all the child's belongings in a caring and respectful way, ensuring that nothing is left behind;
- Providing sufficient time for services to secure appropriate alternative arrangements.

With this in mind, it is crucial that there is a notice period agreed and provided by the foster carer(s) The notice period required in all, but exceptional circumstances are:

- One weeks' notice - for children residing in an arrangement for up to 4 weeks;
- Two weeks' notice - for children residing in an arrangement for **up to** 3 months;
- Four weeks' notice - for children residing in an arrangement for **over** 3 months.

2.1. Disruption meetings - definition and purpose

The purpose of a Disruption Meeting is to focus on the best interests of the child or young person in relation to their previous home or care arrangements and any implications for future home or care arrangements.

- A key focus of disruption meetings is to allow participants to share their views and feelings about what has happened and as a collective identify factors that have led to the disruption.
- Gather information to inform future care planning for the child or young person and to support reflection on future practice. (Professionals / Practitioners / Foster carer(s), with the collective aim of increasing arrangement stability in the future.

Disruption meetings are not to apportion blame and the chair has a lead role in ensuring that all those involved in the meetings feel safe in sharing their views in ways which enhance the meeting

3. Placement planning meeting

Placement planning meetings should be convened as part of the process of identifying and securing a child care arrangement - as set out in [Placements in Foster Care](#) and [Placements in Residential Care](#). The first Placement Planning Meeting in relation to a child's care arrangement should be held before the arrangement commences. Where this is not possible because of the urgency of the situation, it should be held in order that the Placement Plan is prepared within 5 working days of the start of the arrangement.

The social worker will confirm the date, time, and venue of the meeting, and agree who should attend. This will usually consist of the following contributors:

- The child's social worker and/or other professional associated with the child, for example, Personal Adviser or advocate;
- The child;



- The child's parents;
- For children in residential settings, the child's link worker/keyworker and, where appropriate the home manager;
- For children in foster care, the foster carers, and their fostering social worker.

Before any meeting, the chairperson (usually the child's social worker) should obtain or be updated on the following, if available:

- The child's Placement Plan (recorded within the child record on AzeusCare);
- Any work which has been undertaken in supporting the child's care arrangement;
- If relevant: the child's Care Plan, Personal Education Plan and Pathway Plan.

NB - Where the proposed care arrangement has the effect of disrupting the arrangements made for the child's education and training – see chapter 3, Avoidance of disruption in education within our [Education of Children in Care](#) policy and procedure.

Where the proposed arrangement is out of area, see [Out of Area Placements](#).

Prior to the meeting it is important that the child's social worker prepares the child and parents, by explaining the purpose of the meeting and promoting their involvement in the process. Fostering social workers, foster carers and supporting practitioners also hold a vital role in preparing children and young people for placement planning meetings.

The chairperson should ensure that the child, parent(s), and others who have been asked to contribute, fully understand the purpose of the meeting, detailing how it will be conducted, promoting their participation to obtain their views, wishes, perspectives and suggestions.

If there are concerns about the suitability of the arrangement, consideration should be given to the following:

- Whether it is possible to sustain the arrangement until the next Children Looked After Review. For example, by providing additional support to maintain the arrangement;
- Bringing forward the date of the next Children Looked After Review;
- Ending the care arrangement.

4. Supporting foster care and residential care arrangements

Children and Young People's Support and Safeguarding Services are committed to providing the right support at the right time to achieve and maintain permanence for all cared for children.

Foster carers can access support provision in a variety of ways. Key provisions available within our supporting foster carers offer include:

- Induction training – pre and post approval;



- Training and support (mandatory training, including annual reviews of foster carers training needs);
- Self-help group networks including a buddy system (support from an experienced foster carer);
- Foster carer supervisions;
- Support and guidance from fostering social workers, utilising strengths based and relational approaches;
- Support, advice, and guidance around therapeutic parenting approaches;
- Requests for service / commissioning of specialist services for the child or young person including but not limited to, therapeutic interventions, counselling, Child, and Adolescent Mental Health Service.

The Intensive Family Service

If a specialised support package is required above that which can be provided by the fostering service, a request can be considered to the Intensive Family Service. This service offer specialist tailored support which links into the child's overall plan, with the aim of maintaining the care arrangement and enhancing the stability of the overall care.

Requests for service can be made by the fostering team manager to: ifs@eastriding.gov.uk.

Out of hours support for foster carers

Outside daytime operating times, children, carer(s), and families are able to access out of hours support via the Children's Emergency Duty Team, Monday – Thursday, 5.00pm – 09.00am and from 4.30pm Friday – 09.00am Monday on; 01482 393939.

5. Placement Stability Meeting

Where there are signs that a post 16 provision, fostering arrangement or residential care arrangement is becoming unstable and that a disruption could occur, convening a Placement Stability Meeting should be considered. This will bring carers and professionals together to identify the support needed to resolve the issues undermining the arrangement stability and put in place actions to maintain the arrangement. The child or young person's independent and safeguarding reviewing officer (CISRO) should be invited to attend the meeting.

Placement Stability Meetings must be convened at the earliest opportunity where risk of disruption is identified.

Anyone involved with the child or young person's care and support, including carer(s), the child or young person or family, can request / propose a Placement Stability Meeting is convened.

The fostering team manager / relevant team manager in partnership with the fostering social worker / lead social worker and or child's social worker is responsible for deciding if and when a Placement Stability Meeting should be convened.



The relevant team manager has key responsibility for chairing Placement Stability Meetings, assisted by the fostering social worker / lead social worker.

5.1. Key aims of the Placement Stability Meeting

The principal aim is to prevent the care arrangement / provision breaking down and leading into a [Disruption Meeting](#).

Other key aims and considerations include:

- The Placement Stability Meeting will also allow the carer(s) and the child or young person to voice their worries and concerns. There are many factors that can contribute to arrangement instability, and it is important that these are identified and addressed, whilst keeping the child's welfare central to planning and decision making;
- The Placement Stability Meeting must effectively focus on the strengths of the arrangement. It is essential that where strengths are identified these are acknowledged and built upon;
- The meeting should utilise the Signs of Safety Methodology – 7 Analysis domains, in forming evidence-based decisions and to inform planning for the child, carer(s) and family;
- A key collective aim is to identify solutions and to support carers and the child or young person to ultimately avoid breakdown of the arrangement and to identify and provide resources to help and support the stability of the arrangement. Or;
- If all appropriate options are exhausted, to clarify if planned Disruption is in the child's best interest.



Stability Meeting
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5.2. Attendees of Placement Stability Meetings

Where consistent with the child or young person's age and expressed and assessed needs children and young people should be invited to the Placement Stability Meeting. Where this is not appropriate or the child opts not to attend, opportunity must be provided to the child for them to contribute to this meeting and have their views communicated within the meeting. If appropriate, an advocate should be made available for any individual who may struggle to put forward their opinion.

Others who may attend the meeting include, but are not limited to:

- The child's social worker;



- Foster carer;
- Fostering social worker;
- Fostering manager;
- residential home manager/supervisor;
- Accommodation provider;
- Support workers;
- Other relevant professionals;
- Child or young person's independent advocate.

6. Resettling a child in an emergency – unforeseen events

A decision to terminate a care arrangement should be made at a statutory review unless the foster carer / care provision is unable to continue with the arrangement or there is an immediate risk of significant harm to the child or serious injury to others.

Where the reason for a proposed move is the result of problems within the current arrangement, ways to support the arrangement to continue should always be the first consideration and every option explored within its entirety.

The decision to end an arrangement must take account of the child's wishes and feelings and where a move is necessary, it should be properly planned, allowing time for meetings between the child and new carer(s).

Any decision to resettle the child where the carer(s)/provision is motivated to continue with the arrangement, must be in the best interests of the child and the reasons for the move must be clearly recorded within AzeusCare. A record must also be placed on the foster carers record, so any patterns of how an arrangement ends in that setting can be identified.

Where decisions are made, that are inconsistent with the child's wishes and feelings, the reasons for this must be recorded within the child's record.

The fostering social worker should support the carer(s) to manage their feelings about a care arrangement move, in order to help them assist the child to understand why they are moving and to make the transition as positive as possible.

If it becomes necessary to resettle a child in an emergency, plans to introduce the child to a new arrangement should be made within the constraints of the time available and the relative urgency of the situation.

In circumstances in which an emergency arrangement or new short-term arrangement has been provided, a Placement Planning Meeting must be convened within 5 working days.



It is essential that where a child is resettled in an emergency situation, every effort is made to gain the child or young person's views, wishes and feelings, and for this to inform planning as far as is practicable and appropriate to the child needs. Support and reassurance must be provided to the child or young person during these transitions as they may feel scared and or anxious about the move.

Luggage

Cared for children must be provided with adequate luggage, holdalls, or suitcases of their own when travelling / moving from an arrangement. Suitable and adequate personal luggage must be provided by the foster family to accommodate their belongings.

Children should not be stigmatised by having their belongings transported in black bin bags or flimsy carrier style bags with associations of refuse being attached to these. Neither should luggage be 'borrowed' unless there are exceptional circumstances to explain this.

6.1. Continued contact between the cared for child and the previous foster carer(s)

In most circumstances, foster carers should be encouraged to mark the move from their home in some way, which allows the child to say goodbye to the family. Where appropriate, there should be a plan for some continuing contact between the child and foster family after they have left.

Where this cannot happen for safeguarding concerns, a suitable narrative outlining the reasons why should be placed on the child's record so this can be viewed and shared at an appropriate time.

Children and young people may have developed strong attachments to their carer(s), family, and others within the family network. Successful planning to maintain positive contact between the young person and the previous carer(s), can assist the child or young person in resolving any negative feelings they may have developed as a result of the arrangement breaking down. It can also assist in a more successful move and may promote positive outcomes within the new arrangement.

The fostering social worker and the child social worker, have a vital role to play here, acting as both conduit and facilitator, supporting communication between the previous foster carer(s) and the child where required.

7. Disruption Meeting

It is vital that any arrangement instability is identified as early as possible, to ensure that appropriate support is put in place.



In such circumstances it is important that both the child and the carers are spoken to by the child's social worker and/or fostering social worker to understand the individual and collective concerns within the arrangement.

For foster care arrangements, the fostering social worker is a key part of this process as they can have solution focused discussions with the carers, which may support in addressing any identified concerns within the arrangement. The fostering social worker may also be able to access more support for the carers ([see chapter 4](#)) or facilitate a respite arrangement, which may provide additional time in order to help address the carers needs. In all arrangements identified as 'fragile', a placement stability meeting must be considered, ([see chapter 5](#)).

Where every option to support the arrangement has been exhausted and the arrangement breaks down, a Disruption Meeting must be arranged or considered.

A Disruption Meeting will take place (as soon as practicable and appropriate - usually within 6 weeks):

- When any care arrangement ends without a notice period or clear plans for a move (detailed within the child's care plan).

Disruption Meetings will be arranged by a representative of the Quality of Practice Service in consultation with the respective area manager

The child's independent and Safeguarding reviewing officer (CISRO) should also consider the need for a Disruption Meeting via the Children Looked After Review process and make recommendations for this meeting to take place or record the reasons this is not required.

For children whose pre adoptive arrangement disrupts, a Disruption Meeting should take place. Please refer to [chapter 10](#).

The need to hold a Disruption Meeting must not delay putting in place alternative arrangements for meeting a child's needs and any immediate action required to remedy any problems arising from a disruption, for example, care arrangement support for the new arrangement and addressing health and education needs.

A Disruption Meeting should focus on the needs of the child and help the child and carer(s) to reflect on what could have been done differently while also informing future planning, particularly with a view to securing permanence for the child by preventing any future breakdowns.

If a Disruption Meeting is not requested and does not take place following an arrangement breakdown, the team manager from the social work team must record the reasons this is not required on the child's record.



A Disruption Meeting should be organised within 4 weeks of the care arrangement ending and should take place within 5 and 10 weeks after the arrangement has ended as per Coram BAAF (Coram British Association of Adoption and Fostering) guidance.

7.1. Purpose of the Disruption Meeting

The purpose of a Disruption Meeting is to look at the sequence of events, to learn from the experience and to focus on the best interests of children and for future home arrangements by:

- Identifying significant factors leading to the disruption,
- Enabling participants to share feelings and information about the care and home arrangement and disruption,
- Gathering information about the child or young person to inform future care planning with a view to enhancing future arrangement stability,
- Considering the quality of the preparation and support offered to carers, family, and child or young person,
- Reviewing data from disruption meetings to inform future care planning for our children across Children and Young People's Support and Safeguarding Services.

All those involved with the arrangement, therefore, should aim to attend the meeting.

7.2. Chairing Disruption Meetings

An identified representative from within the quality of practice service will hold lead responsibility for the chairing of all Disruption Meetings.

Business support will e-mail all professionals identified for invite to the Disruption Meeting, detailing the attendees, venue location, date, and time of the meeting.

The chair will arrange a minute taker, preferably from within the business support team.

7.3. Participation in Disruption Meetings

The meetings should include participation and attendance from the following:

Essential

- The **child's independent and safeguarding reviewing officer (CISRO)**;
- The **child's social worker and/or team manager** from the designated team;
- The **foster carer** from the home that has disrupted – Local Authority Foster carers and independent fostering agency carer(s);
- The **fostering social worker / team manager** – all fostered children;



- The **residential home, Registered Manager; Accommodation provider**
- Representative from School / Pre School;
- **Virtual School** (if school age);
- **Children Looked After Nurse / Health representative** (if health needs require);
- **Views from child and parents** (or those exercising parental responsibility) with attendance encouraged where appropriate and consistent with the child's expressed and assessed needs.

Desirable (if working with the child)

- Therapists;
- An independent visitor, or advocate;

If anyone, who is thought to have an important contribution, cannot make that date they should send written notes and where required, speak to the Chair before the meeting to convey their views.

Children and young people for whom a disruption meeting is convened, should be encouraged to talk to their social worker and or the chair of the meeting about how they can be involved.

If children are to participate in the meeting, they need careful preparation. They will have to be fully aware of their own history as well as the purpose and aims of disruption meetings. They should know who will be there and what will be discussed.

Attending children should have a preview of the layout and the room where the meeting will be held, and they should have an informal chat with the Chair before they go into the meeting.

In some circumstances it may be necessary for the Chair to contact or visit the child ahead of the disruption meeting to help ascertain their views and to assess how and whether the child should attend.

Depending on age, understanding, and the particular circumstances, it may be preferable to organise the agenda so that the child attends for only part of the meeting.

Where the child intends to attend the meeting, all attempts to avoid disruption to their school timetable must be made, ideally with meetings held after school.

If children are too young or may find it too distressing to be directly involved, it may still be important for them to know who will tell their story and how it will be presented. Or they may want to write a letter to be read at the meeting. Every effort must be made to support the child with this, and the child's social worker has an integral role to play here. If they do send a letter, a reply from the Chair after the meeting is important to keep the child central to the process.



7.4. Undertaking the Disruption Meeting

Disruption Meetings provide an opportunity to explore and understand the reasons for an arrangement breakdown and provide actions to improve future arrangements for the child or young person and secure better longer-term planning.

The chair of the meeting will achieve this by facilitating discussions using the Signs of Safety Framework:



Disruption Meeting
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7.5. Distribution of meeting minutes

Once the Chair has checked and agreed the minutes, they will distribute to all those who were invited to the meeting.

Minutes must be sent out with the caveat that any omissions, factual inaccuracies, or misrepresentation of individual / agency reviews should be reported to the Chair within 7 working days of receipt.

Minutes must always be taken with a copy recorded on the child's record within AzeusCare and, if relevant, the foster carer's record and sent to participants of the meeting and the following:

- Head of Corporate Parenting;
- Area Manager - fostering and adoption;
- Area Manager Children Looked After Service;
- Quality of Practice Manager
- The Independent Reviewing and Safeguarding Manager;
- Area Manager for the relevant social work team;
- Placement Commissioning Team Manager (Where the arrangement is an independent provider).

The fostering area manager will keep a record of all disruptions in foster care, including statistics of the numbers of disruptions and meetings held.



8. Management review

Following the disruption meeting the Chair will ensure follow up to all learning points identified within the disruption meeting.

Any follow up actions should be allocated and agreed with delegates within the meeting and timescales agreed for the actions to be completed. This should be followed up again at circulation of the meeting minutes.

Any follow up action required by anyone not present within the meeting must be agreed verbally with the recipient, within the agreed timescale and followed up within the meeting minutes.

If there is any disagreement about any learning points or actions identified, then these should be raised with the chair in the first instance.

These can then be explored further with those involved in the original Disruption Meeting, if necessary.

For all permanent care arrangement disruptions, where matching is identified as a contributory factor, consideration should be given to sharing the relevant learning points with Permanence Planning Panel for their learning and action as necessary. A summary of the disruption should be submitted to Panel, alongside the key learning points and meeting minutes.

8.1. Consideration of early foster care review

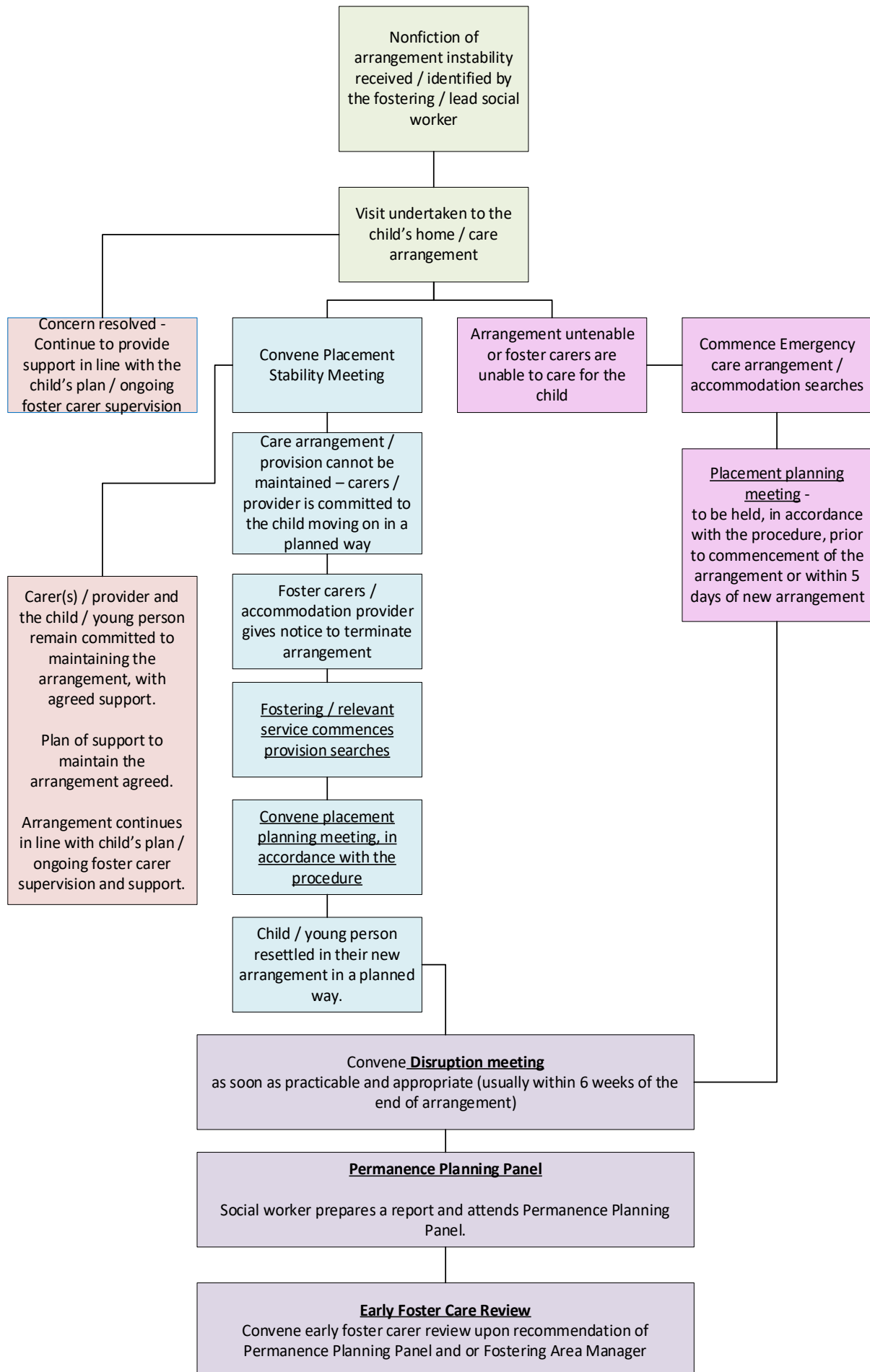
For local authority foster homes, consideration should always be given to an urgent fostering review, by the child's independent and safeguarding reviewing officer (CISRO), with a recommendation for presentation to the Fostering Panel.

[Review and Termination of Approval of Foster Carers](#)

[Fostering Panel Procedure](#)



8.2. Workflow flowchart



8.3. Monitoring and quarterly analysis of unplanned ends

If there are significant concerns relating to the arrangement breakdown the following should take place:

- Notification sent to relevant Heads of Service with consideration made for presentation at Permanence Planning Panel;
- For local authority residential homes, disruption meeting minutes should be made available to the Regulation 44 Visitor;
- For independent providers, (fostering and residential), meeting minutes and actions of the disruption meetings should be overseen by the fostering area manager and placement commissioning team with a view to the feasibility of future care arrangements.

Quarterly analysis / data analysis of disrupted care arrangements (where a Disruption Meeting has been held) should be undertaken by the area manager for fostering and adoption and will be included in a quarterly report to the Head of Service for corporate parenting.

Quarterly analysis and data will include:

- The number of long-term arrangements ended with a record of the Disruption Meetings that have taken place;
- Number of Disruption Meetings that have not taking place and the reasons why they were not convened;
- Participation and attendance information, [see chapter 7.4](#);
- Key themes, patterns and trends emerging from Disruption meetings;
- Analysis of the effectiveness of Placement Planning Meetings and Placement Stability Meetings.

These reports will contribute to the Quality Practice Framework across Children and Young People's Support and Safeguarding Services to support in-depth quality assurance and reflection.

Quality of practice in relation to arrangement stability and the effectiveness of the unplanned endings and disruption process will also be analysed and assessed through 'reflective space' and 'pause in practice' activity.

9. Training – mandatory training

Newly approved foster carers will attend their mandatory courses within 12 months of approval.

These courses will complement the learning required to complete the training, support, and development standards handbook.



9.1. Carers continued professional development

East Riding Fostering Service will provide foster carers with a training calendar which outlines which courses are mandatory, alongside other training opportunities identified as part of the foster carer Personal Development Programme.

East Riding Fostering Service will offer a range of specialised training courses which the fostering social worker and foster carers can consider enrolling on, where there will be clear benefits for the carer(s) in meeting the needs of the child(ren) living with their family.

The training programme is clear about targets and outcomes around training for both primary and secondary carers. People learn in different ways and have different learning styles; therefore, an individual and flexible training approach may be adopted, so long as the mandatory requirements are met. East Riding fostering service will ensure that all learning opportunities are accessible and available to all foster carers.

From year 2 onwards – (Both) foster carers will be required to attend a minimum of 3 training, learning and development opportunities per year. All training opportunities will be recorded through foster carer reflective discussions, completion of foster carer logs and uploaded to their record within AzeusCare. The fostering social worker will ensure the foster carer is provided with a certificate of competence.

The foster carer(s) will be offered specialist training, where appropriate to ensure the caring arrangement is successful. Specialised and/or specific training for individual children living with foster carers will be identified by the fostering social worker and team manager. Such training may also be offered to additional members of the household if appropriate.

There will be a specialised training offer to include accredited, trauma informed, and person-centred approaches and safety Intervention training when a need is identified by the allocated fostering social worker, team manager or area manager or considering a request from individual foster carers.

10. Disruption of adoptive arrangements

This section applies to disruptions of adoptive arrangements, which occur prior to an Adoption Order having been made. Where a disruption takes place after an Adoption Order has been made, a Disruption Meeting may be held as part of the adoption support provided to the child and adoptive family. In these circumstances the same principles, as set out in this chapter may be followed.

Where an agency adoptive arrangement breaks down prior to the granting of an Adoption Order, a Disruption Meeting must be held to identify the reasons for the breakdown and to learn lessons from the events surrounding the breakdown.



The Disruption Meeting will be held no sooner than 28 days after and no later than 42 days after the arrangement breaking down and will follow a set agenda.

The Adoption Service will arrange for the meeting to be chaired independently by an experienced practitioner or manager from outside of the adoption service and not involved in the line management of the arrangement responsible social worker.

The Disruption Meeting will be convened by the adoption social worker from the agency responsible for the arrangement, who will invite the prospective adoptive parents, their social worker, the current carers, the child's Independent and Safeguarding Reviewing Officer (CISRO) and any other relevant people. The child's social worker will also ensure that the child's views and feelings are given to the meeting in the most appropriate way.

An internal 'lessons learned' meeting should be held following the outcome of the disruption meeting and be chaired by the Children's Looked After team manager. The fostering and adoption service should be invited to attend.

The child's social worker and the prospective adopters' social worker should attend the Adoption Panel to present a report from the Disruption Meeting. When this is considered, the Panel should also receive copies of the panel minutes recommending the adoption plan for the child, the prospective adopters' approval, and the arrangement decision with the particular prospective adopters, to enable learning points to be shared.

The child's social worker should contact the Panel Administrator to book a date for the Adoption Panel to consider the matter and the relevant documents should be sent to the Panel Administrator 10 working days before the Panel meeting.

Where an Adoption Placement Plan is terminated before the adoptive arrangement takes place (for example, during introductions), the adoption social worker for an in-house approved family, or the child's social worker in relation to an inter-agency arrangement, will prepare a report for the Adoption Panel. The report must outline the reasons for the breakdown.

In all such circumstances, the Adoption Panel may consider whether the plan for the child should be reviewed and/or whether the prospective adopters' approval should be reconsidered, and these issues may need to be further investigated and reports be presented to a subsequent meeting.



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