

# Strategy Meeting

## Part A: Trainer Notes (Full Detail)

### 1 Exploring the Children's Voice

- George: left alone, bruises, soiling, nappies, speech delay, tired.
- Beth: avoids home, stays with friends, self-harming.
- Children's voices are indirect, often pieced together from behaviour, third-party accounts, and professional observation.
- Neighbours confirm neglect; school safeguarding lead stresses cumulative harm.

#### Trainer prompts / discussion

- How are George and Beth's voices expressed indirectly?
- What risks are minimised if professionals accept Kate's narrative?
- How do we keep children's voices central in time-limited strategy meetings?

#### Activity

**Group task:** list "direct voices" (what children say) vs "indirect voices" (behaviours/others' reports).

### 4 Professional Reflections

- Rachel (SW) trusted her discomfort; unannounced visit revealed concerns.
- Past missed opportunities balanced by info pooling at strategy stage.
- Generational trauma: Kate's neglect history influences her parenting.

#### Trainer prompts / discussion

- What could Rachel have done differently earlier?
- How does professional discomfort guide decision-making?
- How does Kate's trauma inform but not excuse her parenting?

#### Activity

**Reflective journaling:** write about a time professional discomfort signalled risk.

### 2 Impact on the Vulnerable Person

- George: neglect of care, developmental delay, emotional harm from being left alone.
- Beth: emotional neglect, self-harm.
- Long-term: poor health, education, resilience, compounded by "affluent neglect" (appearances mask risk).

#### Trainer prompts / discussion

- What does cumulative neglect look like over time?
- How does "affluent neglect" differ from traditional neglect?
- What are long-term risks for George if Beth's needs remain unaddressed?

#### Activity

**Timeline exercise:** map concerns over months/years → reveal escalating pattern.

### 5 Ethical & Emotional Dilemmas

- Kate defensive ("who are they to tell me what to do").
- Equates material goods with good parenting.
- Ethical tension: empathising with her trauma vs prioritising children's needs.

#### Trainer prompts

- How do we balance empathy with child protection?
- What ethical challenges arise in "affluent neglect"?

#### Activity Discussion

How to hold parents accountable while recognising trauma?

## National Safeguarding Service

NHS Safeguarding for a Safer Wales

### 3 Safeguarding and Duty of Care

- Strategy meetings pool multi-agency info for fuller picture.
- Risks: neglect, unsupervised care, Kate's partner Danny (criminal links).
- Outcome: Section 47 threshold met → safety plan (no unsupervised time with Danny, parenting support, monitoring).

#### Trainer prompts / discussion

- What role does each agency play?
- What specific risks did Danny add?
- How does multi-agency working prevent minimisation?

#### Activity

Simulated strategy meeting with participants as SW, police, school, health visitor. Draft a safety plan.

### 6 Practical Learning Points

- Strategy meetings: concise but thorough; child's voice central.
- Professional curiosity critical — don't be reassured by appearances.
- Section 47 triggered by cumulative neglect + unsafe partner.
- Recognise intergenerational trauma but prioritise current risk.
- Safety plans must be clear, practical, enforceable.

#### Trainer prompts / discussion

- What practical steps came out of this meeting?
- How does multi-agency input reduce risk of minimisation?
- What might derail the safety plan, and how can we prevent that?

#### Activity / role-play

Explain Section 47 safety plan to Kate: firm but respectful.

## Wales: Key Law & Policy

- Social Services and Well-being (Wales) Act 2014 – Part 7 safeguarding duties, duty to report children at risk.
- Wales Safeguarding Procedures (2019) – strategy meetings, Section 47 enquiries.
- Children Act 1989 (applies in Wales) – s.47 enquiries; child protection thresholds.
- Education Act 2002 – safeguarding duties on schools.
- Keeping Learners Safe (Welsh Government, updated 2023) – statutory guidance for schools/colleges.

# Strategy Meeting

## Part B: Handout

### Aim

Keep children's voices central in strategy meetings; recognise cumulative neglect; act decisively with multi-agency input.

### Exploring the Children's Voice

- George: neglect, bruises, soiling, left alone.
- Beth: self-harm, avoids home.
- Voices may be indirect — listen to behaviour and third parties.

### Impact on the Vulnerable Person

- Developmental delay, emotional harm, unsafe supervision.
- Cumulative neglect = long-term poor health, education, resilience.
- "Affluent neglect" can mask risk.

### Safeguarding & Duty of Care

- Pool info in strategy meeting; Section 47 threshold met.
- Safety plan: no unsupervised time with Danny, parenting support, monitoring visits.
- Duty to act despite parental hostility

### Professional Reflection

- Pool info in strategy meeting; Section 47 threshold met.
- Safety plan: no unsupervised time with Danny, parenting support, monitoring visits.
- Duty to act despite parental hostility.

### Ethical & Emotional Dilemmas

- Balance empathy for Kate with duty to children.
- Ethical challenge: affluent neglect, parental defensiveness.

### Practical Learning Flow

1. Gather multi-agency info.
2. Identify cumulative harm.
3. Keep children's voices central.
4. Agree clear Section 47 safety plan.
5. Ensure enforceable monitoring.
6. Address unsafe partners (Danny).
7. Reflect on professional discomfort.

### Wales: Key Law

- SSWBA 2014; Wales Safeguarding Procedures (2019); Children Act 1989 s.47; Education Act 2002; Keeping Learners Safe guidance.