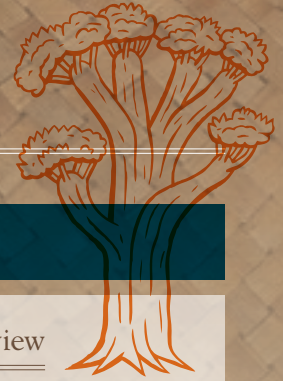


Practice triggers



Vulnerable infant

Intake

- ⋮ Are we focusing on the safety and wellbeing of the infant within a sibling group notification?
- ⋮ Are we paying attention to any injuries and bruising, particularly to the face and head, when considering the safety of the infant?

Assessment

- ⋮ Given their vulnerability, is our assessment addressing safety and considering the wellbeing of the infant?
- ⋮ Are all the concerns in the notification, particularly any injuries or bruising and their explanation, being fully assessed?
- ⋮ Is the enquiry engaging the father and his family/whānau and considering their relationship to the infant?
- ⋮ Are we ensuring the safety and wellbeing of the infant, when developing the next steps with the family/whānau?

Disability practice

Services

- ⋮ Assess needs early – obtain a diagnosis to inform and access services.
- ⋮ Mobilise cross-sectoral services to ensure appropriate supports are in place .
- ⋮ Plan transition to adult services early – don't leave it until the last minute.

Communication

- ⋮ Disabled children can communicate – look for ways to seek their views.
- ⋮ Keep language straightforward and avoid jargon.
- ⋮ Speak directly to the child.
- ⋮ Consider information that may be generated through gestures, facial expressions and behaviours.

Violence in families

Planning, Implementation and Review

Child centred

- ⋮ What does safety look like to this child or young person and how have we used that in developing plans?
- ⋮ How are we ensuring the child is safe in all contact with their parents or caregivers?
- ⋮ How will the child or young person maintain their sense of identity and stay connected with their wider whānau, community and peer group?
- ⋮ In situations of repeat notifications, how are we providing a different response?

Parent/caregiver/whānau focused

- ⋮ What work have we undertaken to engage with maternal and paternal extended family to provide enduring safety?
- ⋮ Who else knows this family and how have we included them in building safety and supporting the plan?
- ⋮ What does improvement look like and how is our response addressing the violence in the family?

Assessment

Child centred

- ⋮ When completing our assessment, how has our focus remained on the child and how they are being affected by the violence?
- ⋮ What have we done to help the child or young person safely tell their story about the impact of family violence on their day to day life?
- ⋮ What do we understand about the impact of the violence on the child or young person's emotional well being? How have we used our understanding to inform decision making?
- ⋮ How have our assessments focused on the age and developmental stage of the child or young person?
- ⋮ In our assessment of risk, how have we considered specific times of vulnerability such as post-separation and escalation of violence?
- ⋮ Paying specific attention to cumulative harm, how have we considered the history to inform our decision making about each child's current situation?

Parent/caregiver/whānau focused

- ⋮ The nature, frequency and history of the violence inform our assessment. How have we understood this and what services have previously been provided to address the violence?