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The Moray Community Planning Partnership

PRACTITIONER'S GUIDE TO CHRONOLOGIES

This document is available in different formats and languages on request.

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Contents

1.0 Context	4
2.0 Purpose of Chronologies	4
3.0 Use of Chronologies	4
4.0 Quick Guide to Chronologies	5
5.0 Significant Events	7
Appendices	10

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1.0 Context

This guidance is to give all practitioners working with and/or involved with children, young people and their families in Moray a shared understanding of what is meant by chronologies, whether this is in a single or integrated format.

It is acknowledged that agencies and services are already using chronologies and this guidance is not meant to replace these but to ensure that the principles on which they are based are consistent so that they contain the same core information.

Where there is an integrated chronology it has been agreed that the template (Appendix1) is to be used.

Agencies will have their own guidance for the management and storage of information which should include chronology recording.

2.0 Purpose of Chronologies

Chronologies can be a valuable tool in identifying patterns and emerging risk and concern to children, young people and their families. It can also be a critical tool in helping make sense of the complexity of a child's and family's life and circumstances. It can establish a sound base for future understandings, and analysis where professional staff change or new staff or services come on board.

Chronologies should provide an easily assessable summary of information to help in discussions with practitioners, children and their families around any wellbeing concerns. This can then be analysed using the National Practice Model to inform the Child's Plan.

3.0 Use of Chronologies

Chronologies are dynamic tools that should be reviewed and updated on a regular basis. They should only include information that is relevant, necessary, legitimate, appropriate and proportionate. They should be written in simple and precise language with the information presented in time and date order.

Practitioners should use professional judgement when deciding what should be included within the single/integrated chronology. **It should be a matter of good practice to share and seek the views of children, young people and their families as to what information is contained within the chronology, if it is appropriate to do so. Consent to share is not necessary where there are wellbeing concerns as per the Pan Grampian practitioner's guide to information sharing.**

<http://www.moray.gov.uk/downloads/file102555.pdf>

4.0 Below is a quick guide to Chronologies and for more in depth information the Scottish Government guidance should be consulted.
<http://www.gov.scot/Resource/Doc/299703/0093436.pdf>

http://www.gov.scot/Resource/0039/00399456.pdf What is a single agency chronology?	A single chronology is an individual agency's clear account in date order of significant events in a child's life. It is important to remember that the significance of an event may only become clear at a later date.
What is an integrated chronology?	This is a multi-agency chronology of significant events in the child's life that are relevant to support the current multi agency involvement in a child's life. The information is taken from the single agency chronologies. Professional judgement is required to decide what needs to be included. All information that is included must be proportionate and appropriate.
What is the difference between a chronology and a record?	A chronology is a list of significant events in a child's life. A record is a description of an agency's involvement with a child and their family.
Why are chronologies important?	A chronology provides a clear account of events in a child's life and may provide an early indication of an emerging pattern of risk. A chronology is designed to keep track of what is happening in a child's life and is used to support practitioners, families and children in decision making.
Who starts a chronology?	Health and Education as the Named Person would start and maintain the single agency chronology.
Who else will keep a chronology?	The Police will commence a single agency chronology if they have a concern about a child. Third Sector & Voluntary Services will commence a chronology for every child they work with on behalf of the Local Authority or Health Board if a concern arises. Social Work in most cases will not keep a single agency chronology but where appropriate take the lead in collating the Integrated Chronology.
When does a chronology start?	Health commences a chronology from birth. Most children will not have a chronology as they grow and are supported by Universal Services. They will have a record i.e. health record/pupil progress record but a chronology will not be started unless there is a significant event (see end of document).
Who is the Named Person?	Birth to entry to Primary 1 - HEALTH VISITOR Primary 1 to leaving school - HEAD TEACHER 16-18 year olds who have left school - LOCAL AUTHORITY Exceptional Circumstances - LOCAL AUTHORITY
Who maintains the Integrated Chronology?	The Lead Professional maintains the Integrated Chronology in liaison with the Named Person.

What is significant event?	An event can be anything that has a significantly positive or negative impact on the child or young person. It does not have to happen to the child, but could result in a change of their circumstances, which has positive or negative consequences for them. For a list of examples see attached sheet
What is a concern?	All agencies, including the third and private sectors in touch with children and young people, must play their part in making sure that young people are healthy, achieving, nurtured, active, respected, responsible, included and, above all, safe. Professionals should be concerned for a child whose environment may impact on their wellbeing or where the behaviour of others or their own behaviour may impact on their wellbeing
When should a concern be shared?	As soon as possible, but if a concern is raised where a child is at risk of harm then staff should follow the local child protection procedures and make an immediate child protection referral.
Who should the concern be shared with?	The Named Person in the first instance, who will pass this on to the Lead Professional where one, is appointed.
At transition points how much of the single agency chronology should be shared?	Not all information held by a single agency will be relevant and proportionate to be shared. Particular care should be taken not to produce unmanageable lists of events which make it impossible to identify risks or patterns of behaviour. Each transition point is a decision point and the practitioner passing on information should only do so if it is proportionate and relevant to the child's wellbeing.

5.0 SIGNIFICANT EVENTS

THESE LISTS ARE A GUIDE ONLY AS NO DEFINITIVE LIST CAN BE GIVEN

Health	Positive or negative changes in health related problems in relation to the child or their parents/carers, such as disability, substance related issues, mental health issues etc.
	Changes in family care structure e.g. through separation, divorce, bereavement, custodial sentence
	Changes to child's physical or emotional wellbeing
	Changes in family circumstances e.g. housing, birth of a sibling, emotional wellbeing
	Referrals to Paediatric Services, Therapy Services, Other Agencies
	Attendance at Accident and Emergency, Out of Hours and NHS24
	Incidences of hospital admissions
	Childhood illnesses
	Changes in disability
	Missed appointments for ante-natal, post-natal appointments, immunisations, child health surveillance, hospital appointments
	Formal health assessments e.g. developmental, LAAC
	Change to the Health Visitor, School Nurse or other key staff member working with the family where in professional judgement this is a significant event
	Missed appointments without acceptable reasons, including refusal of entry or variation to routine appointment schedule
	Threats or actual incidents of violence to staff
	Any other relevant concerns or positive improvements
Significant home visits	
Date of Birth including birth of siblings	

Education	Positive or negative changes in family care structure e.g. separation, divorce, bereavement, custodial sentence
	Positive or negative changes in family circumstances e.g. housing, birth of a sibling
	Physical and mental health and wellbeing of child, parents/carers
	Positive or negative changes in performance, attainment or achievement
	Identification of Additional Support Needs within staged intervention process
	If the child has an Individual Education Plan or Co-ordinated Support Plan
	Positive or negative changes in attendance
	Positive or negative changes in parental presence, engagement or support with child's learning
	Episodes of exclusion or re-integration
	Significant periods of absence e.g. illness, pregnancy, truancy
	Social inclusion within the school setting including evidence of bullying or positive support networks
	Decision to initiate an Wellbeing assessment/Child Plan
	Change of teacher or other key member of staff from the child's school where in professional judgement this is a significant event
	Change of school
	Any threats or actual incidents of violence to staff by parents or child
	Any other relevant concerns or positive improvements

Social Work Services	Referrals to Social Work
	Information relating to health or parental lifestyles of parents/carers that significantly impact on the child
	Positive or negative changes in family care structure e.g. through separation, divorce, bereavement, custodial sentence
	Positive or negative changes in family circumstances e.g. homelessness, birth of a sibling
	Referrals to Family Support Services, Home Support, Childcare or other agencies
	Dates and details of Social Work Involvement e.g. start date, closure of case and reason
	Lack of engagement
	Child Concern referrals
	Outcome of child protection referrals/enquiries/investigations
	Outcome of child protection related meetings e.g. case discussions, case conferences, core groups where in professional judgement this is a significant event
	Dates and reason for child being looked after and accommodated
	Change of social worker or other key worker from the service where in professional judgement this is a significant event
	Changes to legal status including primary and secondary statutes where applicable
	An established pattern of missed appointments without acceptable reasons, including refusal of entry
	Dates and conditions of contact/conditions of no contact
	Change of address including foster placement and temporary accommodation
	Referrals to the Children's Reporter and the grounds of referral
	Outcome of children's hearings
	Details of planning meeting and/or review dates including LAAC recording outcome to the meeting and any significant actions
	Any other relevant concerns or positive progress
Any threats or actual incidents of violence to staff including verbal threats	
Date when summary statements, working agreements, risk assessments are completed	
Significant home visits	
Outcome of Assessments	

Police	Any incident involving a child that would require notification to another agency about a child (could include child protection, bullying, wellbeing concerns, missing persons, youth offending and ASB)
	Any incident involving an adult that would impact on the wellbeing of a child (could include parent's arrest, drug or alcohol misuse, involvement in serious and organised crime groups, mental health issues)
	Any incident where the environment or circumstances would impact on the wellbeing of a child (could include neglect, poor living conditions, inappropriate risk taking, internet communications)

Housing	Positive or negative changes in family care structure e.g. separation, divorce, bereavement, custodial sentence
	Positive or negative changes in family and housing e.g. relocation, eviction, transfer to private tenancy
	Positive or negative changes in maintenance of tenancy agreements
	Positive or negative changes in neighbour relations or anti-social issues. Where this has led to further action being taken, for example ASBO, then this should be recorded
	Evidence of, or referrals for suspected drug dealing, drug taking or excessive alcohol use
	Reports of anti-social behaviour on the child or parents
	Reports from Elected Members, members of the public or Anti-Social Behaviour Staff regarding anti-social behaviour
	Any concerns about the safety or welfare of children or young people noted directly by housing staff or passed to them by others in the community e.g. children left unattended, poor standards of household cleanliness, children wandering the streets or being out in poor weather without adequate clothing
	Any threats or actual incidents of violence to staff
	Any other relevant concerns, positive events

Third Sector	Any incident involving a child that would require notification to another agency about a child (could include child protection, bullying, wellbeing concerns, missing persons, youth offending and ASB)
	Any incident involving an adult that would impact on the wellbeing of a child (could include parent's drug or alcohol misuse, mental health issues)
	Any incident where the environment or circumstances would impact on the wellbeing of a child (could include neglect, poor living conditions, inappropriate risk taking, internet communications)
	Any other relevant concerns, positive events
	Significant home visits
	Lack of engagement
	Any threats or actual incidents of violence to staff

FAMILY / INDIVIDUAL

Source : **H** - health, **E** - education, **P** - police, **SW** – social work, **F** - family, **O** – other (please detail)

DATE OF EVENT	DETAIL OF SIGNIFICANT EVENT	OUTCOME	SOURCE
<p>The date the event occurred should be recorded here</p>	<p>A brief description of the event should be recorded here. Children, young people and families will see this information. Language should be in plain English, non-judgemental, clear and concise so that the chronology improves understanding and supports good decision-making.</p> <p>A significant event is</p> <ul style="list-style-type: none"> • Any event, and/or concern, which has a significantly positive or negative impact on the child or young person. • It is NOT a record of an agency's involvement with a child/young person. • An historical event may not be significant at the time • Professional judgement • It does not have to have happened to the child but may be a change in circumstances which has a positive or negative effect on their wellbeing. 	<p>Each significant event and/or intervention will have an impact on the child or young person's wellbeing and from that, will be determined the outcome. Where this is clear and /or known, this should be recorded. Outcomes may also be positive and /or negative.</p>	<p>Information in the chronology should be current, factual and from a reliable source. Record where the information about the significant event has come from</p>

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