

Self-assessment

| QS1: Awareness | What can we do? (please tick one box in each row) | Not yet or N/A | In progress | Yes, in place | How can we evidence what we do? Some suggestions |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1 | All services - We have resources for staff about children of offenders | | | Yes | Our service displays posters about children affected by parental offending Our staff have access to a range of resources explaining the impact on children of parental offending including relevant e-newsletters |
| 1.2 | Criminal Justice System - We provide training in safeguarding children for all our staff who come into contact with the children of offenders Universal & Specialist services - We ensure that training is available to help staff improve their knowledge of the Criminal Justice System | | | Yes | An audit has taken place to help us understand the training needs of our workforce in relation to this issue |
| 1.3 | All services - We provide parental offending awareness training for all our staff who work directly with children, families and/or offenders (e.g. access to Hidden Sentence or equivalent) | | | Yes | Our service training plan includes raising awareness about children of offenders (with the voice of children included via video/audio clips) |
| 1.4 | All services - We integrate parental offending awareness into our established training programmes (e.g. Safeguarding, Continuing Professional Development opportunities) | | | Yes | Training attendance records are kept on the number and proportion of our workforce (staff, managers, volunteers) who receive awareness training |
| 1.5 | Criminal Justice System - We provide training to staff on improving the experience of parental arrest, court attendance, prison-visiting or contact for children | N/A | | | Evaluation forms show satisfaction with the training Team meetings & supervision notes show discussion of this group & identify on-going learning needs |
| 1.6 | All services - We have identified a designated key person or 'champion' in our service with responsibility for raising awareness about this group of children | | | Yes | Lead person is available in our service for staff. A work-plan and objectives describing their role is available |
| 1.7 | All services - We include children affected by parental offending as a potentially vulnerable group in our strategic service plans | | Yes | | Our service policies and plans reference children affected by parental offending as a priority group |

Self-assessment

| QS2: Identification | What can we do? (please tick one box in each row) | Not yet or N/A | In progress | Yes, in place | How can we evidence what we do? Some suggestions |
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| 2.1 | <p>Criminal Justice System - We ensure information about any children is collected from offenders</p> <p>Universal & Specialist services - When children of offenders are identified we include appropriate information in our recording system</p> | | | Yes on soft smart and SUR | Service records include a section/check box to document details of children of offenders |
| 2.2 | <p>Universal & Specialist - The information we share about our service encourages children affected by parental offending to talk to us directly about this (where appropriate)</p> | N/A | | | We can provide examples of service leaflets/web pages and publicity materials which specifically reference support available to children affected by parental offending |
| 2.3 | <p>All services - We have clear guidelines on what information about children of offenders can be shared, with whom and when</p> | | | Yes | We share our information sharing protocol or guidelines with other services |
| 2.4 | <p>All services - When the information about parental offending has been shared, we can identify such children in individual case records</p> | | | Yes | We have a spreadsheet, database or similar which brings together information on the cohort of children affected by parental offending |
| 2.5 | <p>All services - We can report on the numbers and characteristics (demographics) of children affected by parental offending who use our service</p> | | | Yes | |
| 2.6 | <p>All services - We use the data we collect about children affected by parental offending to inform our service planning and development.</p> | | Yes | | Our service plan includes analysis of (locality shared) population data about children affected by parental offending |

Self-assessment

| QS3: Children's voice | What can we do? (please tick one box in each row) | Not yet or N/A | In progress | Yes, in place | How can we evidence what we do? Some suggestions |
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| 3.1 | Universal & Specialist services - We provide age-appropriate information for children explaining the stages of the criminal justice process and their rights | | | Yes thro iHOP | Our staff have access to information leaflet(s) for children |
| 3.2 | Universal & Specialist - We document children's views and preferences about decisions that affect them (including their views on direct and indirect contact with a parent in prison) | | | Where possible | Our record keeping system and assessment form has space to record children's views |
| 3.3 | All services - We regularly ask children for their views and experiences of our service, and we use the information they give us to improve what we do | | | Where possible | Our service plan shows evidence of children's views A 'charter' (or equivalent) has been produced by children showing what they want/need. We have a complaints and suggestions procedure |
| 3.4 | Universal & Specialist services - We know where to access advocacy, peer support or mentoring for children and make sure they have information on how to access these | | | Yes | Contact details and how to access/refer children to these services is available in our service |
| 3.5 | Universal & Specialist services - We have ways to include the voices of children of offenders in our service | | | Yes | Children's stories, art work, films are displayed as appropriate Our training contains video/life stories of children Someone in our service has lead responsibility for this |

Self-assessment

| QS4: Multi-agency working | What can we do? (please tick one box in each row) | Not yet or N/A | In progress | Yes, in place | How can we evidence what we do? Some suggestions |
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| 4.1 | All services - We have a designated lead as a point of contact for external agencies to communicate with about supporting children affected by parental offending | | | Yes | Our information materials (online and printed) include contact details for our lead for children of offenders |
| 4.2 | All services - We have developed links with other services that work with children of offenders. | | | Yes | We have access to a directory of key organisations who can provide additional support for this group (contact details and information on what support is offered) |
| 4.3 | All services - We provide information for professionals, children and families on the roles and responsibilities of different organisations in supporting children of offenders | | Yes | | There is a process in place for keeping this resource pack up to date |
| 4.4 | All services - We have set up and/or attend a local multi-agency steering group to help plan and co-ordinate support for children affected by parental offending. | Not yet | | | Attendance records show relevant representatives from universal, specialist and criminal justice agencies and minutes/actions/work plan targets are available |
| 4.5 | All services - We have agreed processes in place for signposting and referring children to other organisations | | | Yes | Protocols and/or referral pathways are in place |
| 4.6 | All services - We provide opportunities for our staff to work with colleagues from other organisations (e.g. co-location of services; joint training; shadowing) | No | | Yes | Joint training sessions are in place Secondment or shadowing opportunities are available (agreement of work schedule; aims and learning objectives and review of how went is in place) |

Self-assessment

| Q55: Stages of the CJS | What can we do? (please tick one box in each row) | Not yet or N/A | In progress | Yes, in place | How can we evidence what we do? Some suggestions |
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| 5.1 | Criminal Justice System - We make sure information for families is available at the time of arrest, in court and when visiting prison so that procedures are clearly explained and information on support is available | N/A | | | Written information is available for children and families e.g. about court process, prison visiting etc. Children and young people were involved in writing the information materials |
| 5.2 | Criminal Justice System - We have set up court family rooms, reception areas or visiting centre facilities with children and young people's needs in mind | N/A | | | Our service has a review process which involves asking children what they think about visiting our prison/ court/police station (e.g. via a questionnaire) We include opportunities for children to relax, play and eat whilst visiting our prison |
| 5.3 | All services - We support arrangements for children to stay in contact (as appropriate) with their parents in prison | | | Where possible within our | 'Keeping in contact' strategies are developed with children e.g. letters, story book scheme, visit support (access to help with travel & cost) |
| 5.4 | Criminal Justice System - We undertake or request from other agencies child impact assessments at key stages of the offender journey to ensure data is captured about dependent children and their needs are considered and met | N/A | | | Child impact assessment is undertaken and recommendations for change made & implemented |
| 5.5 | Specialist and universal services - Children have access to support after release | | | Yes within our remit | The remit of our service shows that support for children can continue after the period of custody has ended |

Self-assessment

| QS6: Support & services | What can we do? (please tick one box in each row) | Not yet or N/A | In progress | Yes, in place | How can we evidence what we do? Some suggestions |
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| 6.1 | Universal and Specialist services - Our staff use local single/ service assessment or common assessment processes to assess the needs of children affected by parental offending | | | Yes | Our assessment processes include space to ask questions about impact or offending on children. Staff report that they are trained and confident in using assessment processes with children of offenders |
| 6.2 | Universal and Specialist services - We have guidance for staff on how we will respond to children who experience or are at risk of parental offending | | | Yes | Written or verbal guidance is available to our staff describing processes to follow when they identify children of offenders, the assessment processes to follow and our support 'offer' for these children |
| 6.3 | Specialist services - We are clear to local agencies that we work with this group of children | N/A | | | Information about the services we have for children of offenders is available online and in hard copy for potential service users and colleagues across universal and Criminal Justice System |
| 6.4 | All services - We know about other services who can support children of offenders and have information about the eligibility criteria and referral pathways | | | Yes | Directory of local services is available and kept up to date |
| 6.5 | Criminal Justice System - we support the child and parent relationship (where appropriate) | N/A | | | Ensure children and families are aware of parents' whereabouts after arrest Range of support for children of offenders is available e.g. child-centred visits, family days, Story book Dads and parenting courses |
| 6.6 | Specialist services - We run (or have access to) a peer support group for children of offenders | N/A | | | A participation group for children is in place (agenda, minutes, work plan show the range of activities undertaken by the group) |

Self-assessment

| QS7: Challenging Stigma | What can we do? (please tick one box in each row) | Not yet or N/A | In progress | Yes, in place | How can we evidence what we do? Some suggestions |
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| 7.1 | All services - We have systems in place to guide and support staff who witness, experience or express prejudicial, judgemental or discriminatory attitudes, language or behaviours towards children affected by parental offending | | | Yes | Staff meetings and supervision are used on a need to know basis to discuss incidents of prejudice We have anti-bully policies in operation |
| 7.2 | Universal and specialist - We provide or contribute to local anti-stigma initiatives that help children affected by parental offending to make or re-establish supportive social links and contacts | N/A | | | Our service works with young people on positive messages about children affected by parental offending (achievements, myth busting) Children's art work, stories or films are promoted |
| 7.3 | Specialist services - We work with local media representatives to influence how other people and organisations treat children affected by parental offending | N/A | | | Local press publish positive stories about children affected by parental offending or publish fewer negative stories about parents going to prison without consulting the family |
| 7.4 | Universal and specialist – We are clear to the local community that we welcome and work with this group of children and families | | | Yes | We promote our work (e.g. through posters/newsletters) at community events & venues such as libraries, schools, job centre and churches etc. |
| 7.5 | Universal and specialist - We give children control about what information on their parent's offending circumstances we share and with whom (where safe and appropriate to do so) | | | Staff-yes Childr en - no | Our service has processes available for staff and children about how we share information in a confidential and respectful way |

Self-assessment

| Q88: Building Evidence | What can we do? (please tick one box in each row) | Not yet or N/A | In progress | Yes, in place | How can we evidence what we do? Some suggestions |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------------|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8.1 | All services - We keep records on how children affected by parental offending are referred to our service or on to support services | | | Yes | We have a (shared) spreadsheet, database or similar which brings together information on the cohort of children affected by parental offending |
| 8.2 | Specialist services - We keep a waiting list to keep track of demand for support | N/A | | | We have a list showing the number of children requiring support & the time they spend waiting for support |
| 8.3 | All services - We do a regular (at least yearly) full service evaluation and service snapshots which includes asking children for feedback about the impact of our work | | | Yes | Our service delivery plan includes evidence of how our service will change in response to recommendations from our evaluation work |
| 8.4 | Universal and specialist services - We have an evaluation framework that describes the outcomes for children that we will measure, the indicators that we will use, the tools we will use to collect data, and how that data will be analysed | | | Yes - SEF PQR Annual Conversation | We produce regular monitoring reports which show progress against indicator(s) for children of offenders We have established academic or expert partnerships to advise and help us with external evaluation There is a theory of change (or equivalent) available for our service |
| 8.5 | Universal and specialist services - We collaborate with other local organisations to track outcomes for children affected by parental offending, across different services and over time | | Yes | | We have (shared) performance indicators in this area of work |
| 8.6 | All services - We contribute case studies and learning from websites and elsewhere to ensure others can benefit from our evaluation work | | | Yes but not CAPI | Case studies/practice examples showing the impact of our work are written up and shared |

What can we do? Developing a work plan

| Quality Statement | Actions for services (look at the 'what can we do' column of the self-assessment section and select actions most relevant and which you wish to prioritise) | Evidence & comments (use the 'how can we evidence what we do' column of the self assessment section for suggestions of the data/ evidence you might collect to show you are working towards, or have achieved, the action) | Plan: this month, within three months, within six months | Completion date | Lead |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-----------------|------|
| 1. Awareness | 1.7 All services - We include children affected by parental offending as a potentially vulnerable group in our strategic service plans - They are noted in our CP/Safeguarding policy | Check through CC policies to ensure CAPI are represented. | 3 months | January 2017 | SR |
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| 2. Identification | 2.6 All services - We use the data we collect about children affected by parental offending to inform our service planning and development. - CAPI are not a priority target group but | Include as an agenda item on advisory board for next meeting | within 3 months | January 2017 | AE |
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What can we do? Developing a work plan

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| 3. Children's voice | | | | | |
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| 4. Multi agency working | All services - We have set up and/or attend a local multi-agency steering group to help plan and co-ordinate support for children affected by parental offending. - There is no local drive | CAPI lead to continue to help raise awareness in hope that these become a priority within the LA | ongoing | | SR |
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| 5. Stages of offender journey | | | | | |
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What can we do? Developing a work plan

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| 6. Support & Services | | | | | |
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| 7. Challenging stigma | | | | | |
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| 8. Building the evidence base | | | | | |
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