Contents

List of acronyms

Introduction

- CFI
  CFI core values
- Social work definition
- Code of Ethics
- How to use this document
- A living document
- Case management definition

Case Management Process

- Case Management Diagram- Entry/Exit Pathway
- Identification and Initial Screening
  Safety
- Panel meeting
- Full Assessment and Case Plan

Implementation

Case Review

Case Closure Process

Forms, in order of first use

Children’s Future International, reviewed: May 2020
واقعن
Tools

តុលេខដែលនឹងតម្លៃការងារ
Things to record in OSCaR

គូបំពាក់សម្រាប់ការប្រឈមវិធីសាសន៍
Guidelines for Staff Safety

គំរាមឈ្មោះក្នុងការប្រឈមវិធីសាសន៍ CFI
Services children could receive from CFI

តើអ្នកសឹង្កេមមកតែងទៀត?
What is a case plan?

Other Social work activities and information

ការព្យាយាម
Meetings

ការព្យាយាមការប្រឈមវិធីសាសន៍
Case management meeting

ការព្យាយាមកាលពិក
Panel meeting

អភិវឌ្ឍឍប៉ុសក្តុត
Professional development

លក្ខណៈ
Legal issues

អធិបត្រពិនិត្យ
Advocacy groups

អធិបត្រពិនិត្យក្រុមការប្រឈមវិធីសាសន៍
Youth participation group

អធិបត្រពិនិត្យក្រុមសមាជីកម្មការសុខ
Consumer participation group

រឹកមាលធានា៖ សេចក្តីប្រការសិក្សា - ២. COVID-19
Responding to emergency situations – e.g. COVID-19

រឹកមាលធានា
References

Children’s Future International, reviewed: May 2020
List of acronyms

CFI - Children’s Future International
CSI - Child Status Index
CCWC - Commune Council for Women and Children
ED - Executive Director
MD - Managing Director
MoSVY - Ministry of Social Affairs, Veterans and Youth Rehabilitation
OSCaR - Open Source Case-management and Record-keeping system
SOP - Standard Operating Procedure

Children’s Future International, reviewed: May 2020
The purpose of this document is to provide a Standard Operating Procedure (SOP) for the social work team at Children’s Future International (CFI). It was first developed by Kora Deverick, Massey University, and the social work team during March and April 2020 and is intended as a living document, with regular revisions. The Case Management Guidelines and Social Work Manual were used as a starting point.

At CFI our vision is: A future where every Cambodian child is safe, healthy, educated and thriving. We achieve this through our mission to foster a generation of educated, self-reliant and compassionate role models for Cambodia, by promoting child rights and offering 21st century education and opportunities to the poorest children in rural Cambodia.

At CFI we want all of our staff to work collaboratively, if you need advice from the education or education advocacy team, please seek them out. Everyone is here to help make sure children are safe.
CFI core values

These values are valid across the organisation and serve as a guide for interactions among staff, between staff and children and during decision-making.

a. ស្នែកកុរគប់រូប
   Love every child

b. ស្នែកកុរគប់រូបេសើៗ
   Love every child equally

c. បរិប្អានកុរគ bulb
   Treat every child and adult with respect and compassion

d. ស្នែកមូលបដូតសុខភាពប្រសើៗរុក
   Help others whenever you can

e. ស្នែកមូលបដូតសុខភាពប្រសើៗរុកពីមនុស្សដល់រូប
   Work hard and be a dependable part of the CFI family

f. ស្នែកមូលបដូតសុខភាពប្រសើៗរុកពីមនុស្សដល់ប្រសាទ
   Take initiative and be accountable for your actions

g. ស្នែកមូលបដូតសុខភាពប្រសើៗរុកពីមនុស្សដល់ប្រសាទ
   Always communicate openly when problems arise

h. ស្នែកមូលបដូតសុខភាពប្រសើៗរុកពីមនុស្សដល់ប្រសាទ
   Be honest

i. ស្នែកមូលបដូតសុខភាពប្រសើៗរុកពីមនុស្សដល់ប្រសាទ
   Have fun

j. ស្នែកមូលបដូតសុខភាពប្រសើៗរុកពីមនុស្សដល់ប្រសាទ
   Learn and grow together

Social work definition

Social work is a profession that helps individuals, families, groups, and communities by promoting social justice, human development, and well-being. It involves the application of social work values, theories, and skills to address human needs and challenges, promote social change, and improve the quality of life for individuals and groups. (Malaw, n.d.)

Social work practitioners carry out their work in various settings, such as in offices, schools, hospitals, and other service settings, to help individuals and families overcome obstacles and achieve their goals. (MoSVY, 2019)
Social work is a professional service that helps individuals, families and communities deal with the problems they face to make their lives more productive and satisfying (Child Protection Training Manual, Ministry of Gender, Child Welfare and Community Services, Malaw, n.d.).

Social work is defined differently by many countries, but generally it is the process of assisting individuals, families, and communities to solve their problems and working to address the social injustice and inequality present in any given society (MoSVY, 2019). Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work1 (IFSW, 2014).

In line with the best interests of the child, we work to ensure every decision is made in a way that keeps children safe from harm. Alongside International Conventions, when in doubt we ask our social workers to consider the International Social work code of ethics to aid decision-making. The full details can be found here.

How to use this document

هلكةអត្ថប្រយោជន៍ពីអត្ថប្រយោជន៍ទំនើបតំណាងបរទេកបរអាហារៈក្នុងកម្មវិធីប្រយោជន៍េដើមីបញពីអីែដលរបស់កុរមរការិយៈ C F I គួរែតេមើលេមទំនើបលក្រួតការិយៈអីែដលគួរែតេកើតេឡើងេដំក់លនីមួយៗ។ ចតវននឯករំងមូលឬេយែផកក់ព័ន។

ដំេណើររគប់គងករណីំងមូលចតវនេគេមើលេឃើញេកងដមបប់មកគូសបក់លមិតបែនមេទៀតេកងែផកនីមួយៗ។ ងេមេនះគឺេសចកីសេងបៃនទមង់ែបបបទ។ ឧបករណ៍និងព័ត៌នលំអិតេដើមីកត់អ SGD េយប់មួយឯករសមសប។

ក់លមិតបែនមេទៀតេកងបូបក់ឯករហល (Google Drive)។ អកគួរែតនចូលេន់ ឬបសិនេបើមិនន់ននិយេន់បនររសង័យបុគលិកសងម ឬបនរបស់យកបេចកេទស។

This document is intended as a guideline to show what a child's pathway through CFI should look like from a social workers perspective, and what should be happening at each stage. It can be read as an entire document, or by the relevant section.

The entire case management process can be seen in the diagram, then outlined in more detail in each section. Following this is a summary of the forms, tools and details to record in OSCaR, with links to the appropriate documents. The final sections contain information about meetings and protocols that will support you in your work.

Within this document there are links to other documents in CFI’s shared Drive. You should have access to them, and if not speak to your social work manager or the Technical Director's manager.

As a living document, it should be updated regularly as the way you work changes. Evaluation of these processes and the validity of this SOP should take place every six months - once a year. The social work manager will organise this.

If you are updating this document, be sure to edit the same copy everyone else has access to, and update the date in the footer. Links should also be checked.

"A living document"

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If you are updating this document, be sure to edit the same copy everyone else has access to, and update the date in the footer. Links should also be checked.

**Case management definition**

According to the Child Protection Training Manual, (Ministry of Gender, Child Welfare and Community Services, (Malaw, n.d.), case management is “the process of helping individual..."
children and families through direct social work type support and information management...it is a way of organising and carrying out work to address an individual child (and their family’s) needs in an appropriate, systematic, and timely manner, through direct support and/or referrals”.

**Case Management Process**

Each step is outlined as follows², and directly relates to each box in the diagram/flowchart.

1. **Aim**: what we’re setting out to achieve in this step.

2. **Activities**: what we should do to achieve the aim.

3. **Tools needed**: what tools, forms and knowledge are needed to complete the activities.

4. **Outcome**: how we know we’ve reached the end of the step and are ready for the next one.

The social work service will be different for each and every child. The needs of each child should be assessed on a case-by-case basis. At any time if you are unsure, seek advice from your supervisor or the social work manager.

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² Retrak Family Reintegration Standard Operating Procedures, 2015
Children’s Future International, reviewed: May 2020
Identification and Initial Screening

Aim: to identify vulnerable children through referrals and complete an initial assessment of their needs.

Activities:

→ Child Identification

 ✓ Child identification
   
   A child can be referred to CFI by self-referral, from families and community members, village and commune leaders, CWCC and partners.

 ✓ Record all referrer’s information in OSCaR, whether we accept the child or not.

 ✓ Referrals are prioritised if there is a vulnerable child or young person in need of safety, in crisis or a victim of violence. See: ‘In urgent cases’ below.

→ Initial Assessment

 An assessor will undertake an Initial Assessment with the child, using this form.

 ✓ Assessment will likely take place at CFI, but can also take place at the child’s home.

 ✓ There are 3 assessors, one from each team: Social Work, School and Education Advocacy.
✓ Ensure confidentiality is explained, and consent is gained and recorded in OSCaR.

✓ Consider disability, remember not all disabilities are visible.

Please note! When assessing, always consider the difference between a risk and a worry. CFI works with high needs cases, so the distinction between a current risk (of immediate concern) and a future risk (something worrying, a potential outcome) is important. This will help to reduce dependency, supporting exit from CFI services.

➔ Complete Intake form (Government Form #1)

➔ Complete genogram (family tree) with the child

➔ Family acceptance into services is not guaranteed until the case has been discussed at the CFI Panel. This must be explained to the child and family.

In urgent cases: If the child or young person is in need of safety, in crisis or a victim of violence, urgent intervention is required. Always refer to your supervisor, social work manager, or managing director if you are uncertain.

➔ In urgent cases: If the child or young person is in need of safety, in crisis or a victim of violence, urgent intervention is required. Always refer to your supervisor, social work manager, or managing director if you are uncertain.
It may be the case that the child has an urgent need, but does not meet the eligibility criteria for support from CFI. For example: the child is in a rich family, but they are sexually abused by an unknown person. In these cases, the social worker will:

✓ ensure safety of the child by working with local authorities e.g. finding a safe place for the child to stay
✓ ensure safety of yourself e.g. go with another social worker or go with local authorities when visiting families.
✓ reduce any immediate risks
✓ refer the child to the appropriate service
✓ record the details in OSCaR, on government form and CFI form

Safety

Social workers should always consider location and environment when conducting community visits. Ensure the child feels safe with who is present throughout assessments.

Refer to the 'Guidelines for Staff Safety'.
➔ Knowledge of Signs of Safety
➔ Know how to make a genogram
➔ Intake Form (Government form #1)
➔ Access to and knowledge of OSCaR

Outcome: The assessor will have a sound idea of the referred child’s needs based on CSI Initial Assessment and be able to outline these at a Panel meeting. Any child that has an urgent need will have received appropriate care or referral.

Panel meeting

Aim: To first establish if a referred child requires support from CFI. If so, to then establish what support will be provided and by whom.

Activities:
➔ At the Panel meeting
  ✓ Based on information gathered from the Initial Assessment, members will agree on whether the case is accepted or rejected.
  ✓ Members will discuss and decide on the support and assistance required for the referred child.
If more information is required to make a decision, the assessor will go back and ask the child

Eligibility to CFI services includes evidence of high risk, they identify as poor 1 or 2 as indicated on CSI assessment and the family agrees to support the child to attend school.

✓ If the child is not accepted, this decision will be recorded in OSCaR. If the child or family would like to apply again, they are most welcome.

✓ The assessor will inform the family of the decision made by the Panel.

✓ If accepted, members will agree on which services are required. They are listed here.

✓ Make a plan for exit - what needs to change in the child’s life so they no longer need support from CF?

✓ When considering cases, always consider the difference between a risk and a worry. (See above)

✓ Record minutes and any decisions made in OSCaR

Children’s Future International, reviewed: May 2020
Consider the safety of the child and yourself. Take immediate intervention if necessary - always discuss this with management or practice lead.

Social work manager will assign the case worker.

Complete Assessment for Family Preservation Form (Government form #2)

Outcome: The NGO will have made a decision about whether to support the child or not. If they are accepted, the case will be assigned to the appropriate service/s. If not accepted, the child will have been informed by the assessor. In urgent cases, the child will have received appropriate care and referral.

Please note! From now on, each section will only refer to children who are being supported by the social
work team. If the Panel decided they needed support from the Education Advocacy or School teams only, please refer to the respective team leads. If the child will be supported by the social work team, read on!

Full Assessment and Case Plan

Aim: Develop a Case Plan with the child and family that establishes short, mid and long term goals and includes a plan for exit from CFI services.

Activities:

- Undertake a full CSI assessment (see: tools)
  - This will take place at the child’s home if possible, or somewhere the child feel safe (see: safety)
  - Take time to build rapport, and ensure the best interest of the child is always considered.

- Documentation should not take priority over the child - this is important!

- When assessing, always consider the difference between a risk and a worry.

- Ensure the child and family understand consent and confidentiality

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Children’s Future International, reviewed: May 2020
Ensure a genogram has been completed with the child, if it hasn’t already been done

➔ បើស់សសុវតិពេសសុវតិព (ប្រិយប្រាក់បក់ពេសវិជ្ជា) ប្រើប្រាស់គឺជាមួយសមាសភាព/ប្រើប្រាស់សមាសភាព (សូមរៀន) ប្រើប្រាស់គឺជាមួយសមាសភាព/ប្រើប្រាស់សមាសភាព (សូមរៀន)

➔ បង្កើតពណ៌ប៉ះពាល់ប៉ះពាល់ជាភាពយន្តដំបូងទី១ប្រកួតប៉ះពាល់ជាភាពយន្តដំបូងទី១ (បញ្ហាមួយក្នុងការកំពុងដឹកនាំ)[ធម្មតាប្រកួតប៉ះពាល់] ប្រើប្រាស់គឺជាមួយសមាសភាព/ប្រើប្រាស់សមាសភាព (សូមរៀន)

Fill the “services provided accepted form” with the client.

➔ Develop a **Case Plan** in collaboration with the child and family

✓ បង្កើតការព្យាយាមក្នុងប្រកួតប៉ះពាល់ជាភាពយន្តដំបូងទី១និងក្នុងការកំពុងដឹកនាំ ប្រើប្រាស់គឺជាមួយសមាសភាព/ប្រើប្រាស់សមាសភាព (សូមរៀន)

✓ បង្កើតការព្យាយាមក្នុងប្រកួតប៉ះពាល់ជាភាពយន្តដំបូងទី១និងក្នុងការកំពុងដឹកនាំ ប្រើប្រាស់គឺជាមួយសមាសភាព/ប្រើប្រាស់សមាសភាព (សូមរៀន)

✓ បង្កើតការព្យាយាមក្នុងប្រកួតប៉ះពាល់ជាភាពយន្តដំបូងទី១និងក្នុងការកំពុងដឹកនាំ ប្រើប្រាស់គឺជាមួយសមាសភាព/ប្រើប្រាស់សមាសភាព (សូមរៀន)

If it is a reintegration or prevention case, share a copy of case plan with local authorities or ministry

➔ បង្កើតពណ៌ប៉ះពាល់ជាភាពយន្តដំបូងទី១និងក្នុងការកំពុងដឹកនាំ ប្រើប្រាស់គឺជាមួយសមាសភាព/ប្រើប្រាស់សមាសភាព (សូមរៀន)

Create time frames around goals, short, medium, long and a plan for exit, including possible referrals to other agencies.

✓ បង្កើតពណ៌ប៉ះពាល់ជាភាពយន្តដំបូងទី១និងក្នុងការកំពុងដឹកនាំ ប្រើប្រាស់គឺជាមួយសមាសភាព/ប្រើប្រាស់សមាសភាព (សូមរៀន)

✓ បង្កើតពណ៌ប៉ះពាល់ជាភាពយន្តដំបូងទី១និងក្នុងការកំពុងដឹកនាំ ប្រើប្រាស់គឺជាមួយសមាសភាព/ប្រើប្រាស់សមាសភាព (សូមរៀន)

✓ បង្កើតពណ៌ប៉ះពាល់ជាភាពយន្តដំបូងទី១និងក្នុងការកំពុងដឹកនាំ ប្រើប្រាស់គឺជាមួយសមាសភាព/ប្រើប្រាស់សមាសភាព (សូមរៀន)

Children’s Future International, reviewed: May 2020
Student finishes school and attends university.

✓  The student graduates high school and attends university.

CFI aims to reduce dependency on services, allowing children and families to be self-sustaining. A plan for exit ensures there are clear goals in place from the beginning, to support independence.

✓  Consider if a short term intervention is possible, 6 months to begin with

→  Discuss and outline expectations, such as what services CFI provides/does not provide, and the regularity of visits.

→  Record assessment, signed case plan and visiting notes in OSCaR.

→  Complete Family Service Plan form (Government Form #3)

→  If there are any changes in child’s living circumstances – consider completing Government form #2 again

Tools and forms needed:

→  CSI assessment form (see: forms)

→  Knowledge of how to build a Case Plan (see below)

→  Family Service Plan form (Government form #3)

→  Access and knowledge of OSCaR

Children’s Future International, reviewed: May 2020
Outcome: A full CSI will have been completed and a clear Case Plan will have been developed with the child and family, outlining short, mid and long terms goals, and a plan for exit.

Implementation

Aim: Implement the case plan with the child and family

Activities:

- Provide support to child and family
  - Always consider the safety of the child and the social worker

- Monitor the child’s progress
  - Are they reaching the goals by the set-time?
  - If the families situation is improving, consider internal transfer (to School or Education Advocacy team)

- Discuss any changes with supervisor and in the Panel meeting
→ If this is a reintegration case – fill out Child Placement Form (Government form #4)

**Tools and forms needed:**

→ If reintegration case – a Government Child Placement Form (Government form #4)

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**Outcome:** The child and family will be receiving the support set out in the case plan, any new circumstances will be assessed as they arise and appropriate actions taken.

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**Case Review**

**Aim:** After 6 months, each case will be reviewed with a CSI assessment to ensure appropriate care is still provided. A decision to continue, transfer or exit will be made as part of the Panel meeting.

**Activities:**

→ Complete a CSI every 6-months with the family

✓ [Always review children's social work plans to ensure all aspects are updated frequently and regularly] [Children's Future International, reviewed: May 2020]
Remember to consider situation as if CFI were not involved

✓ Always consider the difference between risk and worry

> Review the case plan with child and family and change if necessary

> Discuss the outcome in the Panel meeting

> Consider internal transfer

> Record outcomes and decisions in OSCaR

> Complete Follow up & Monitoring Government form (Government form #5)

**Tools and forms needed:**

> Fill CSI evaluation form - recorded in OSCaR

> Panel discussions and case decisions recorded in OSCaR

> Knowledge of CSI domains and scaling

> Follow up & Monitoring government form (Government form #5)

Children’s Future International, reviewed: May 2020
Outcome: A decision to continue, transfer or exit from CFI will have been made based on the outcome of the full CSI, discussion with family and discussion in the Panel meeting.

Please note! After this stage, if the social work team will continue to work with the child and family, the ‘implementation’ and ‘case review’ steps will be repeated. Otherwise, continue to ‘case closure process’.

Case Closure Process

Aim: At the end of this process, each child will have been safely and sustainably exited from CFI social work services, with the understanding that they can re-enter should their circumstances change. Risks will have been reduced, the family will be stable and empowered to support themselves.

Activities:

➔ ករណីបិទនឹងតវនយល់ពមេយអកគប់គងមុន ហើយនរពិកមួយកុរ និងកុមគរ បប់មកំេកុមតតពិនិត

Closing cases will first be endorsed by a manager and discussed with the child and family, then taken to the Panel.

➔ ករណីនឹងតវនបេណញេចញពីសកមររសងមកិចេពលនករណីដូចង៖

Cases will be exited from social work services when one of the following happens:

✓ កុរនសុវតិពនិងននិរនរពេយខនឯងហើយនរត់បនយពកីកនិភ័យ

The child is safe and self-sustainable and there has been a reduction of poverty and risk.
✓ The child has moved away from the area, or we cannot contact them

✓ The family or child no longer wants our services

✓ The child dies

→ At the Panel meeting:

✓ First, it will be agreed that the child should be exited,

✓ The team will then discuss the exit plan (this has been in place since the beginning)

✓ The plan will “phase down, phase out” services, ensuring the child and family are comfortable and confident with the transition

✓ If the child was referred by the local authorities, CFI will sign off the case closure with them.

→ Children and families can reapply to CFI after exiting if their situation changes

→ Consider a follow up meeting with child once case is closed

→ Complete Government Case Closure form (Government form #6)

→ All details will be recorded in OSCaR.
Transfer – if the child is stable in the first four CSI categories (all excluding psycho-social and education), they can be exited from Social Work and transferred to another team, School and/or Education Advocacy. This will be discussed at the Panel meeting.

Tools and forms needed:

➔ បំពញទមង់បិទរបស់ជរភិល (ទមង់របស់ជរភិលទី៦)
  Complete Government Case Closure form (Government form #6)

Outcome: The child and their family will be self-sustaining and have been phased-down and out of CFI support. All forms will be complete and information entered into OSCaR.

That is the end of the case management process. The following is a summary of resources needed to support effective case management and other activities and information relevant for the social work team.

Resources to support case management process

Forms, in order of first use

➔ ទមង់ន់បណដំបូងរបស់ សុី អហ យ
  CFI Initial Assessment Form

➔ ទមង់សនសន៍នពកុរេពញេលញ
  CSI full assessment form
Government forms:

1. Intake form
2. Assessment for family preservation
3. Government family service plan for children and their family
4. Government Child Placement Form (for reintegration cases)
5. Follow up & monitoring government form
6. Government case closure form

Tools:

Initial Assessment:

This is a simplified Child Status Index (CSI) assessment designed to establish a broad overview of the child’s situation. It establishes the level of risk, their supports, and contains the referrers information. It is used as a baseline to establish if support will be given, and if so what kind. It contains the child and family’s views.

Child Status Index (full assessment)

This is a more detailed assessment that includes information on the child’s background, family, and living conditions. It is used to determine the child’s needs and to guide the treatment plan.
The full CSI assesses the child’s situation in six domains. It is used once a child has been accepted by CFI, to gather a more detailed picture of their situation. The six domains are food and nutrition, shelter and care, protection, health, psychosocial, education, skills, training.

It considers any risks present in each area and the strengths or resources of the child and family. It is important to assess each area as if there was no CFI involvement, for example, if the family were not receiving rice support, could they source this elsewhere? See more, here. CSI questions are here.

➔ ស្វែតសំរាប់សុខភាព ឬស្វែតសំរាប់សុខភាពពិភព

Signs of Safety/Partnering with Safety

A framework used as part of the assessment process, it includes the principles for practice, tools for assessment and planning, decision making and engaging children and families. More information can be found here.

➔ គ្រឹះគ្រារគ្រឹះគ្រារ

Supervision

✓ បុគ្គលក្រុង

Group

allows members to reflect on their work, discuss any concerns and learn from one another, building their collective skills and resources in a confidential environment.

✓ បុគ្គលមួយបុគ្គលមួយ

One-on-one

allows members to reflect on their work, discuss any concerns and learn from one another, building their collective skills and resources in a confidential environment.

3 https://www.signsofsafety.net/what-is-sofs/
Allows the individual to discuss any concerns they are having in a confidential way, concerning both client and personal issues that relate to work. It is useful especially for more sensitive topics. Usually between a social worker and a social work manager.

To record in OSCaR

- **Consent and record of confidentiality** (should be part of initial assessment form)
- **Details of referrer**
- **External referral information** (if child is not accepted and referral is made elsewhere)
- **Decisions made and minutes from Panel meeting**
- **Case plan** (which has been signed or thumbprint by child and family)
- **Case notes – visits and interactions, safety concerns and actions, risk management, changes in circumstances**
- **Family and child’s views and opinions**
- **Internal referral justification**
- **Case closure notes**
Guidelines for Staff Safety

Staff safety is very important to us at CFI. We do not expect a staff member to place themselves in an unsafe or risky situation. If you have any doubt or any questions regarding safety please direct these immediately to your supervisor.

Whenever a social worker goes to the community for outreach, they must record these visits on the case plan; confirm their travel arrangements on the team whiteboard and let their manager or supervisor know where they are going.

If there are safety concerns when visiting a family, these must be discussed with the social work manager prior to visits, and visits will then be conducted in pairs, go with the local authority, change the worker, or in some rare cases contact only be conducted at the Learning Center.

In case of threats or violence at the center, the Social Work Manager and Director will be informed and a decision will be made on informing the Police, and in some instances having Police presence at the Center.
Children’s Future International, reviewed: May 2020
What is a case plan?
A case plan is made by the social worker and the child/family. It has short, mid, long-term goals, and a plan for exit from CFI services. It will identify the goals and objectives of the child, the CFI services that are needed and the actions required by all involved to help meet these goals. It also outlines the responsibilities and commitments of each party.

Other Social work activities and information

Meetings

Every Monday there is a meeting with the social work team and managers, sometimes MD and ED will attend. Cases are discussed as a team, any issues may be resolved or taken further. This helps the team to understand what is going on for everyone, solve any issues and learn from each other.
The Panel meeting is held every two weeks where members discuss incoming and outgoing cases. Members decide together whether a referred child needs CFI support, if so, what, and by whom. An exit plan will always be made by phasing down and phasing out services. This is a CFI-wide team and members are: 3 assessors, one from each team, Data Analyst & Report Officer, managers, Executive Director and/or Managing Director.

Professional development

To ensure staff are continuously developing their knowledge and skills, there are ongoing professional development opportunities for social workers, for example workshops or national training. This will tie into staff annual appraisals. See the social work manager for more details.

Legal issues

This is not common, but still has happened. The social work team will do what they can and what is appropriate on a low-level, but have no mandate to assist beyond handing over to authorities. In these cases, social workers will help the child/family get in contact with police and local authorities, but don’t take it further or support the client throughout the legal process (e.g. going to court).
Advocacy groups

Youth participation group

A group for youth to provide feedback to CFI on services and on suggested services. This is jointly run by the Social Work and Education Advocacy teams, roughly four times a year.

Consumer participation group

A group for parents/carers to provide feedback to CFI on services and on suggested services. Run by the Communications Officer and Data Analysis and Reports Officer, occurring about four times every year.

SOGIESC plan

All CFI teams have a Sexual Orientation, Gender Identity and Expression (SOGIE) plan. For the social work team this may involve training/s to parents/carers on different topics or included in family visits. This will continue to be developed over time. The initial plan can be viewed [here].
Responding to emergency situations

There is a contingency plan for COVID-19, please refer to the Technical Director, MD or ED for details. It could be adapted for other situations.

References

Children's Future Case Management Guidelines Sep 2019, Emily Thompson

CFI Social Work Manual


Signs of Safety Website: https://www.signsofsafety.net/what-is-sofs/