



# 7 minute briefing

## Learning Point Five: Effective multi- agency working

The use of the DSR models effective multi-agency networking and should be used when any looked after child with known complex needs moves to a new placement. This is to ensure a clear risk/crisis/behaviour support plan (including utilising DoLS) is implemented. That includes a risk escalation/ crisis management plan, especially for children in placement already known to exhibit behaviours when experiencing dysregulation.

Click [here](#) to read the full report.

## About Emily

Emily is a caring, loving young person. She enjoys horse riding, crocheting, and singing. Emily has been a LAC to Enfield since she was 4 years old, due to chronic neglect and parental substance use. She is the youngest of a group of siblings who were also removed. Her mother passed away a few years ago. Emily has a diagnosis of autism, global developmental delay, and ADHD. Her long-term foster placement from aged 4 became unstable when she was 12 years old and broke down completely when she was 15.

## The reason for the LCSPR

Emily was in a placement which was established to meet her needs. There were Deprivation of Liberties Safeguards (DoLS) in place for Emily and she had 2:1 support at all times. On the day after her 16th birthday, Emily went missing and was found at a central London underground station the next morning. She said that she had been raped and injected with cocaine by a person who she had met online in an interactive game.

## Learning Point Four: Use of Dynamic Support Register (DSR)

Engaged and available leadership. A shared vision of responses to need and risk that prioritise the child's welfare. A culture of positive communication and of 'can-do' attitude, with a willingness to challenge and be challenged. Responses that are proportionately urgent to the level of assessed risk to the child. Truly multi-agency risk assessment and management, supported by a clear multi-agency process. Clear pathways to specifically commissioned services meeting need and managing risk at specific levels.



## Learning Point One: Placements

Ensuring that children understand their life stories. Ensuring that the placement needs of children in long term fostering are anticipated as far as possible. That foster placements are offered learning and development opportunities and are reviewed regularly for their capacity to meet a child's ever-changing needs. That foster carers are offered overnight and therapeutic support where the child's needs present challenges to the wellbeing of carers, in-line with the offer to birth families who have disabled children. Moving to new placements should be recognised as a time of significant challenge for the child.

## Learning Point Three:

Clarity is key and as much factual description as possible should be shared with other agencies around an incident. This will enhance the multi-agency assessment of risk and immediate safety needs.

## Learning Point Two: DoLS

DoLS was and continues to be used effectively to safeguard Emily. DoLS must be reviewed in the light of patterns and changes of behaviours, but also in identifying any new or different risks inherent in the environment or different settings. Risks that might undermine safety, such as online harm.