

Engaging with and seeing children policy

Cafcass policies are designed to support and strengthen the accountability of Family Court Advisers (FCAs), Children’s Guardians, (both generally referred to as practitioners in this policy) and their managers in safeguarding children, supporting families, staff, and upholding the reputation of Cafcass. They do not supplant or negate the balanced professional judgement that is required in preparing advice for the family court. Nor are they intended to compromise the independence of FCAs and Children’s Guardians who are appointed by the family court. **Our policies do not stand alone as a set of rules. They set out what is expected as an integral part of effective professional practice in preparing advice for family court proceedings, and they must be applied in parallel with professional assessment and the balancing of information about what is known and understood in respect of the safety, welfare and best interests of children.** Our policies derive from legislation and from what we learn in practice quality audits, court judgments, significant incidents, learning reviews, feedback, and complaints. They are public documents against which we can be held accountable collectively and individually. If they are not adhered to, Cafcass and individual practitioners and managers can be subject to challenge through complaints, the Parliamentary & Health Services Ombudsman, referral to Social Work England, or a Judicial Review. A decision not to adhere to the requirements set down in a policy intended to protect children must be supported by a thorough assessment and compelling rationale, reflected through a discussion with a manager and recorded. Policies are, therefore, subject to monitoring for compliance. Key policies that are new or updated are subject to attestation ¹by all staff or specified professional groups of staff where appropriate.

What is this policy for?

The independence of Cafcass practitioners in individual children’s cases is respected and considered in all matters of policy and practice development. However, Cafcass has a statutory responsibility to hold practitioners accountable for adhering to Cafcass policy and for meeting practice quality standards that are designed to facilitate a consistent focus on the needs of children in family proceedings and the quality and effectiveness of professional social work practice.

Seeing (children who are seen in person) and engaging (children who are written to, messaged, spoken to, or seen in video) with children to gain an accurate understanding of their uniqueness, what life is like for them, and their relationships is one of our highest priorities. This applies in safeguarding them, promoting their welfare, making sure that their voice is heard and making recommendations to the court about future arrangements that are in their best interests.

Through feedback, children and young people consistently express the importance of their interaction with practitioners, beyond being seen and heard. They appreciate various forms of engagement including introduction (hello) letters, direct work, sharing recommendations with them and writing goodbye letters.

This policy sets out **mandatory requirements for all practitioners in seeing and engaging with children** as part of their work in all family court proceedings.

Who does it apply to?

This policy applies to all practitioners.

Why this is important for children?

Requirements around seeing and engaging with children are in place so that we can form the best possible understanding of what life is like for them and their wishes and feelings.

This aspect is crucial for evaluating the child's well-being and influences several key areas, including understanding their current situation and any risks they face, recognising their individuality and how it shapes our reports to the court, assessing potential outcomes and the severity of risks, ensuring their needs are met, evaluating future harm and risk, safeguarding their welfare, and representing their voice in court.

We will be clear about what children and families can expect of us in our first engagement with them through our introductory (hello) letters and this will continue throughout all meetings and communications, including sharing our recommendations with the child and seeking their views, through to the conclusion of our work with the family and a goodbye letter.

We will also ask children and families for feedback routinely whilst we are involved with them, at the end of our involvement and when we undertake collaborative audits of the quality of practice. Our 'hear to listen' telephone line is an important part of asking children to tell us at the end of proceedings, how they found our work with them: **0808 175 3333**.

When engaging with children, practitioners must at all times have consideration of the child's safety and welfare in line with the [Child Safeguarding Policy](#). Practitioners must make children aware, in line with their age and understanding, that if they share something that suggests they may be at risk, the practitioner may need to share that information with others who can help keep them safe, even if the child asks them not to.

1. Principles underpinning these requirements

1.1 Introduction (hello) and goodbye letters

Children have told us that they value the way practitioners introduce themselves before their first meeting. They have told us that it helps them to understand what will happen when the practitioner visits, gives them time to think about the visit and also makes them less nervous and worried. Personalised introduction letters account for a high proportion of compliments received by practitioners. It is for this reason that **all children regardless of their age or understanding will receive an introduction letter** (except those listed in Section 4 of this policy, where it is not required for the child to be seen).

The introduction letter includes sections on the role of the practitioner, asking the child about themselves, arrangements for the first meeting and providing feedback. **These are the required elements that must be included in the letter.**

Letters are sent to children to assist them and their carers to understand our role and who will be visiting them.

If a video or alternative communication is being sent as an introduction, an introduction letter including the elements listed above must also be sent to ensure these elements are communicated to all children.

All children should receive a goodbye letter, or alternative communication at the conclusion of our work with them (except those listed in Section 4 of this policy where the child has not been seen). **The child must receive a goodbye letter as soon as possible, within 4 weeks of the conclusion of our role.** What form this letter takes will depend on the nature of our involvement and the child's age and level of understanding, mindful that the child may make a 'subject access request' in later life to understand what happened to them in this period of their life. The goodbye letter should provide the child with a clear understanding of why we were involved with them, what we learned about them and how we tried to safeguard them and promote their welfare. It should make reference to the recommendations we made and why as well as setting out what the plan was when our involvement with them came to an end.

For babies and young children, careful consideration should be given to making sure their primary carer/s understand or have access to the letters if it is safe enough for this to be the case. This could be the foster carer or child's social worker in public law proceedings where children are looked after by the local authority.

1.2 **All children will be seen in person during their court proceedings**

This applies to all children (excluding in private law applications prior to the first hearing), regardless of age or circumstances, and the arrangements for seeing the child will be set out in the Assessment and child's plan.

Remote or virtual meetings have their place and may be preferable for a very small number of children. However, in view of the importance of the decisions we are recommending are made for the children we support and advise, all children must be seen face to face at least once during the life of the proceedings. However, you should make an assessment of how much they need to be seen in order for the proceedings to serve their best interest and build this into the Assessment and child's plan, bearing in mind minimum expectations set out in this policy. For protracted and delayed proceedings, it follows that you will be seeing them more often. It is a requirement of the Assessment and child's plan that the arrangements you will make to see them in person, are set out on that record. This includes seeing children, if this is required, when an addendum report is ordered.

1.3 **Children should be seen alone**

Whilst it may be important to see children together with their brothers and sisters, and observe them with parents or carers, or to see them with a trusted professional, individual time with the practitioner is also required to ascertain their wishes and feelings away from the immediate influence caused by the presence of others.

Children may express a wish to be seen with a brother or sister and this should be respected and recorded.

1.4 **Specific purpose of different types of meeting**

The first meeting involves getting to know what life is like for the child, what makes them happy or sad, what their hopes are for the future and an exploration of what makes them unique. Information about their sense of identity and diversity including any protected characteristics, should be gathered during this meeting, and recorded within three working days.

In public law proceedings when a child is still at home where the harm to them has been identified, or in placement under the care and control of a parent or parents (residential or foster placement), or a reunification plan is being considered, especially if children are going back to the family home from where they were removed, **there must be a visit to see what has changed for the child and what is assessed as being safer for them**. Situational supervision must also be sought. The guardian should consider, parenting capacity, the home environment, family dynamics and interaction between parent and child. In all instances where home with parents is considered to be the care plan for the child and is set out in the proceedings, practitioners must speak with local authority social workers at length about this plan in order to satisfy themselves that it is in the child's best interests. This assessment should be part of the submission made to the family court by the practitioner.

Children should be seen in person following a change in where they are living, at the most appropriate time.

We will seek feedback from children in every meeting about their experience of working with us so that we can improve in both our personal practice but also as an organisation working directly with children.

Alongside this policy, [Cafcass Practice Quality Standards](#) provide clear expectations about where and how we see children, when we see them and how we conduct our direct work with them.

1.5 **Seeing a child within a home environment**

The starting point in selecting the location within a home environment for conducting direct work with a child is that they should be seen alone, where they are not overheard and where they feel comfortable. However, it is not appropriate for children to be seen in their bedroom, which is generally thought of as a private space. It is not appropriate to see adults in a bedroom and the same applies to children. If a decision is made to see a child in their bedroom, the practitioner is to record clearly within the file the rationale for this.

1.6 **Pre-verbal infants**

The purpose of seeing pre-verbal infants is to observe their behaviour and presentation, their interactions with their care givers and to check that their specific needs are being met. If a baby is sleeping during a first visit, this should be noted in the recording and a further visit planned to observe and interact with the infant when they are awake. **In exceptional circumstances, when the practitioner decides that an infant is not going to be seen within the required timescale there must**

be a case discussion with a manager and the decision recorded on the child's file with the rationale agreed with the manager.

1.7 Sharing recommendations with the child

All children have a right to know what their practitioner is recommending to the court and on this basis should be told what is considered to be in their best interests and why. The practitioner must share their recommendation and explain their reasons with a child who is of sufficient age and understanding. **The explanation provided to the child must be recorded in the 'Our Words to the Child and their Response' section in the Assessment and child's plan.** The practitioner must make sure that children have had a chance to talk with them about their recommendations, then share the child's views and feelings about the recommendation, in the words of the child to the court. Where a practitioner decides not to share their recommendation with a child, their reason must be explained in Our Words for the Child and their Response. This would be highly unusual.

1.8 Children who are experiencing delay

Children have told us that delay in making decisions about their lives increases their feelings of stress and anxiety about what is happening. It disrupts their relationships, often with important family members and it affects their schooling and friendships. Delay is harmful for them.

In children's cases that are delayed, the practitioner must make concerted effort to hasten proceedings. Specifically in public law proceedings, where the statutory requirement is for them to conclude within 26 weeks, where this looks like it will be breached, the child should be seen again face to face in line with seeing children at least once every 12 weeks, unless agreed by a service manager in line with section 3 of this policy. The purpose of this is to:

- Update our understanding of the child's life, including any change in risks
- Keep the child informed about the reasons for the delay and what to expect next
- To assess the impact of delay on the child, so that this can inform further evidence provided to the court on behalf of the child
- Identify any actions or representations on behalf of the child that could bring their proceedings to a conclusion

In addition, in all long-running children's cases, including where an addendum has been ordered, practitioners should assess how often a child should be seen until the conclusion of the court process. For some children this will need to be more frequently than 12 weeks. The rationale for this should be recorded on the Assessment and child's plan, giving consideration as to why it is important to see children, including ensuring an understanding of the impact of delay on them, keeping children informed about what is happening and considering any risk factors. The practitioner must, with their manager, be in regular contact with the court to secure a hearing and to conclude proceedings quickly.

1.9 Children with protected characteristics/additional needs/disabilities

Practitioners must consider the impact of protected characteristics^[1] including additional needs or neurodiversity, on each child's ability to be seen and engage, and adjust their practice accordingly. This may include additional meetings or different forms of engagement activities, for example. Practitioners may wish to use [Cafcass Practice Aids and resources](#) to support with this, as well as external websites such as [Family Law Advice for the Neurodivergent Community](#), and will consult with adults who know the child well for advice about their communication needs. Any professional judgement made must be recorded within ChildFirst.

2. Timescales and case recording

2.1 In public law proceedings, there is a mandatory requirement that children are seen in person within 15 working days of the first lead allocation or reallocation. This will inform the thinking, initial risk analysis and planning set out in the Assessment and child's plan, which must be commenced within 5 days of allocation or reallocation and will be reviewed by a manager within 15 working days of the initial lead allocation or re-allocation on that child's file. The timetable for the child must be quickly and clearly established before the first case management hearing.

The 'assessment and plan update' section of the plan should be updated no later than the 22 week point for public law children's cases, with subsequent reviews and updates to be added at 12-week intervals in line with engaging and seeing children.

2.2 In private law work after first hearing, children are expected to be seen as early as possible in line with the risk to which they are exposed or the harm that has happened but – at the latest – no later than 10 working days prior to the first s7 report being filed is a mandatory expectation. In private law the Assessment and child's plan will be commenced by the WTFH practitioner within 2 days of Cafcass being directed to undertake work after first hearing.

The Assessment and child's plan should then be updated by the lead allocated practitioner in the Work After First Hearing team within 5 working days of allocation or reallocation and should be reviewed by a manager by 15 working days after this allocation on that child's file.

2.3 In Rule 16.4 proceedings, children are mandatorily required to be seen within 15 working days of allocation or reallocation. This is not dependent on the child having been seen during the Section 7 as Rule 16.4 is a separate appointment.

2.4 All children allocated to a practitioner who is acting as a Children's Guardian (Public Law and Private Law 16.4) should be engaged with as a minimum and mandatory requirement of at least once every 12 weeks following the initial in-person visit timeframe set-out above. If no in-person visit has been held in the last 12 weeks, then practitioners should alert a manager about when the next visit will be made, so

^[1] According to the [UK Government](#).

that management oversight can be recorded. When the child will be next seen should be recorded within ChildFirst.

- 2.5 In all proceedings, unless there are exceptional reasons for not doing so, the practitioner must share their thinking and recommendations with the child and include the child's views about these in the final analysis/report to the court.
- 2.6 The child's record must be updated in relation to the child being seen within three working days of the meeting, in line with the timescales set out in the case recording policy (see the [Recording and Retention policy](#))
- 2.7 The thinking in respect of the meeting with the child and planning based on this will be set out in the Assessment and child's plan.
- 2.8 All interactions with the child must be recorded in the 'child seen' section of the child's record which auto-populates the contact log. Further and extended detail of the meetings should be added to the contact log. This will include the child's wishes and feelings, expressed wherever possible in their own words.

3. Exceptions to the timescales

Professional judgement with a legitimate and justifiable rationale is the basis of professional accountability. There may be highly exceptional circumstances where it is not possible or appropriate to see a child within the required timescales. For example, this child may be ill, and it would be justified and preferable for the meeting to take place later.

Children with capacity have the right to refuse to be seen, although the practitioner should use their social work skills to engage the child, to explain to the child the importance of being seen and heard, and to motivate them to take part in a meeting. The evidence of what actions the practitioner has taken to try to see a child should be recorded on the child's record. Where this is the case or where a professional judgement has been made not to see a child:

1. 'Child not seen' must be recorded within the timescales set out in section 2 together with the reason or rationale. Seeing the child must remain under review and the case record updated when the child has been seen.
2. **A manual trigger for management oversight of this decision must be set by the manager. The manager will discuss the decision with the practitioner and record relevant actions and timescales on ChildFirst. Completion of these actions will be reviewed by the manager.**
3. For some s.7 reports produced by the Cafcass High Court Team, timescales will be shorter than those set out above.

4. Allocation types not requiring the practitioner to see the child (this list covers the most frequent types of excluded application but is not exhaustive (a full list of application types excluded from reporting is available on request))

- Children during private law work to first hearing unless a requirement of a private law pilot and therefore agreed revisions to the child arrangements programme.
- Step-parent adoptions.
- Leave to oppose applications.
- Parent seeking leave to withdraw an application (unless work is ordered by the court).
- Foreign enquiry reports.
- Unpaid work – order of the court applying a sanction to a child arrangements order.
- Request from the court for a report to consider whether a child should be made party to the proceedings and a 16.4 guardian appointed unless the practitioner identifies the need to see the child for the preparation of the report.
- Records held in post assessment hubs.

Owned by	Assistant Director for Performance and Quality Assurance
Approved by	National Director and Chief Executive
Approved	18 November 2025 – CMT
Implemented	17 December 2025 – OMT
Attestation	Yes
Version	<p>Sept 2023: 1.5 - Section 2 updated in line with recording and retention policy. Working updated in line with Together.</p> <p>Jan 24: Section 2.3 added on seeing children under r16.4, and detail added to Section 1.1 to clarify when hello and goodbye letters are not required.</p> <p>March 24: added that the child must receive a goodbye letter as soon as possible, within 4 weeks of the conclusion of our role.</p> <p>April 24: added paragraph on Seeing a child within a home environment</p> <p>April 25: added clarification of timescales in relation to reallocation in sections 2.1, 2.2 and 2.3, to be consistent with updated case recording and retention policy.</p> <p>December 2025: Updated language to practitioner, 2.4 added to requirement children in public law and 16.4 always seen at least every 12 weeks. 1.9 added seeing children with additional needs. Definition of seeing and engaging made clearer. Added importance of seeing children in parent and child placements as well as those who remain or return home.</p>
Next review	December 2026