



Adolygiad Diogelu  
Unedig Sengl  
Single Unified  
Safeguarding Review



Llywodraeth Cymru  
Welsh Government

# Single Unified Safeguarding Review

Engagement Flow Chart for Chairs and Reviewers

September 2024



# Single Unified Safeguarding Review (SUSR) Engagement Flow Chart for Chairs and Reviewers)

The Victim and Family Reference Group has developed the following flow chart, to aid Chairs and Reviewers in determining how the engagement with the subject/family will be undertaken, to ensure that they are at the heart of the review process. It is recognised that each SUSR will present its own set of circumstances, resulting in different issues and requirements arising. The flow chart is therefore, meant to assist in shaping how engagement will take place by considering the views of the subject/family rather than being prescriptive.

The flow chart can therefore act as an aid in terms of:

1. when in the SUSR process engagement could be sought;
2. the reason for the engagement at that particular time; and
3. providing examples of how that engagement may take place.

Accompanying this document is a separate template that can be used as an additional tool for capturing engagement by identifying:

- why in the process it was undertaken;
- who undertook it and why;
- who the main contact was;
- how it was undertaken;
- when it was undertaken; and
- what was the outcome.

It is important to note that this flow chart has been developed specifically in relation to the engagement of the subject and/or the family. It is recognised that engagement with principal individuals and perpetrator/alleged perpetrator\* will not necessarily follow the same pattern and the purpose for engagement may be very different for different reasons, for example a friend or employer may only be involved once within the process rather than throughout it.

## Perpetrator/alleged perpetrator

It is recognised that where it is deemed safe and appropriate to do so, perpetrators/alleged perpetrators should be given the opportunity to be engaged in the review.

It is important to note that when considering engagement with the perpetrator/alleged perpetrator, the Chair/Reviewer(s) will need to engage with the Senior Investigating Officer in the relevant police force, to ensure there is no inadvertent interference with the criminal justice process. Consideration should also be given to other ongoing processes including civil proceedings and information from family courts.

It is also important to be aware of any risks the perpetrator may pose to the Chair/Reviewer(s) to enable them to prepare effectively for their interaction.

\* A Principal Individual is for example but not limited to: friends, community representatives/support services, neighbours, colleagues, faith and community leaders or employers

Before including any information in relation to or about the perpetrator/alleged perpetrator in the SUSR report, the Reviewer(s) should consider what they can learn from this information to ensure that the SUSR does not repeat the perpetrator's/alleged perpetrator's narrative unchecked, and should consider the following key questions:

- 1.** How will the subject/family be informed of plans to involve the perpetrator/alleged perpetrator (including the reason for including information from them and the purpose) and how will their views be taken into account?
- 2.** Could the involvement of the perpetrator/alleged perpetrator and/or their family pose an ongoing risk of violence to the subject of the review, family or friends or vice versa?
- 3.** Could the perpetrator/alleged perpetrator seek to justify their action by asserting that it was to uphold cultural and moral standards, and how will appropriate expertise be sought from a practitioner with knowledge on these issues?
- 4.** Could the involvement of the perpetrator/alleged perpetrator potentially impact a parallel police investigation, and how will the view of the Police Senior Investigating Officer be sought?
- 5.** If coercion has been a factor considered as part of the review how will this be taken into account when speaking to the perpetrator?
- 6.** How can assurance and confidence be provided that demonstrate that these risks are understood?

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## SUSR Engagement Flow Chart (Subject/Family)

To use this flow chart click on the section you want to know more about to take you to the further information page for the section.

Once finished click back to bring you back to this flow chart page.

	Review Processes	Type of Engagement Activity
Stage 1	Initial panel meeting	Initial contact with subject/family
Stage 2	Panel meeting(s)	Introductory meeting; scene setting and relationship building
Stage 3	Panel meeting(s)	Follow up meeting
Stage 4	Panel meeting(s) Learning Event	Panel meeting with subject/family (prior to Learning Event)
Stage 5	Panel meeting(s) to agree draft report	Report shared with subject/family for consideration
Stage 6	Report presentation to Case Review Group/ Safeguarding Board SUSR Publication	Subject/family informed of publication date Subject/family provided opportunity to feedback on the review process

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## Stage in process **Stage One – Initial Panel Meeting**

### Subject/Family Identification and Initial Contact

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#### Why

To ensure the relevant people to contact are identified and the most appropriate method of first contact considered.

Getting it wrong at the initial contact stage could inhibit further engagement.

#### Who

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- **Who will be notified:** Initially the subject and/or key family members will be notified that a review is taking place. The extent of family members to be engaged will vary and will be determined by the Chair/Reviewer(s) and Review Panel, therefore a flexible approach is required. Principal individuals may be approached slightly later in the process when further information comes to light about who these people may be.
- **Who will notify:** Notification that a review is taking place will be from the Chair, introducing themselves and the Reviewer(s). The subject or family member(s) may be the alleged perpetrator(s) and the panel will need to discuss if and when they will be approached. This may not be agreed at the first panel and will need to be revisited at different points during the process.

#### How

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- Multiple options should be considered, reflecting any available information about the subject and/or key family members and their current involvement and/or preferences. Where appropriate, it may be an initial approach is made with a follow up (e.g. a letter, followed by a phone call).

For example:

- Letter hand delivered by a trusted or already involved professional i.e. Advocate, Family Liaison Officer, Social Worker.
- Message passed by trusted or already involved professional as above and followed up by letter.
- Email or phone call.
- Letter sent in the post (where English is not the first language translation facilities will be required and accessibility considered for those who may not be able to read). Easy to Read material should also be available especially when young people may be involved.

#### When

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Normally following first panel meeting when initial facts about the family make-up, context and dynamic have been established, unless the panel agree the need to delay, for example upon advice of the Senior Investigating Officer, in which case the soonest opportunity to engage is identified. (There may be slight differences in regard to early notification stage (Domestic Homicide Review)).

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## What

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The letter or message will outline that an SUSR is going to be undertaken, that the Reviewer(s) would like to meet with them to explain the purpose and process of the SUSR and how the subject/family could be involved, including hearing their views. Where there is a criminal investigation ongoing, the process may need to be put on hold following the notification and the subject/family members should be notified of this. Consideration should also be given to any other ongoing processes such as inquests, civil proceedings or family court proceedings which may impact on when contact can be made.

## Where

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Outline in the correspondence consideration of their preferred option for any meetings they may want in person.

## Stage in process **Stage Two – Panel Meeting(s)**

### Introductory Meeting: Scene Setting and Relationship Building

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#### Why

To ensure the subject/family members understand the SUSR process, it's remit and their role in it. It is important to manage expectations at the outset.

#### Who

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- The Reviewer(s) and/or Chair will meet with the subject/family members. The subject/family members may wish to have someone else present to support them at this meeting – they should be advised of this option in the notification letter and when arrangements are being made to meet. This may be the trusted individual who assisted with notification or someone else e.g. an Advocate, Family Liaison Officer or Social Worker (legal representation should be avoided to prevent the process becoming adversarial).
- If the family is fractured or individual family members have different needs and/or expectations, there may need to be multiple meetings with different individuals – the Chair/Reviewer(s) should be open and honest about who else they will be meeting as part of the review.

#### How

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The Chair/Reviewer(s) must attend this meeting in their role as Independent Chair/Reviewer(s). Their role is to explain the purpose and process of the SUSR and how the subject/family could be involved. They must approach the meeting in a trauma informed way.

#### When

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Prior to the Learning Event so that the subject/family views can be fed back to practitioners at the event.

#### What

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The Chair/Reviewer(s) will outline the SUSR process, explain how the family can be involved (including their ability to provide any questions they may have to the Review Panel), set timings for contact, leave the subject/family with an SUSR Easy to Read leaflet explaining the process. Offer signposting to specialist and expert advocacy support services to those who do not have a designated advocate and provide a named point of contact and their contact details.

#### Where

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This should be led by the subject/family members. They may want to be visited at home (a risk assessment should be considered to determine if any agency knows of any risks the individual or family may present). Alternatively, a neutral venue that the subject/family do not associate with the incident that caused the review.

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## Stage in process **Stage Three – Panel Meeting(s)**

Follow up contact with the subject/ family to address their questions and to hear their views

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### **Why**

To ensure that the subject/family experience shapes the learning and to help the panel get a more holistic view of the subject of the review.

### **Who**

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The Chair/Reviewer(s) will make contact. The subject/family members may wish to have someone else present to support them at this meeting.

### **How**

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This could be done via email or phone, it may not need a face-to-face visit, but this should be led by the subject/family.

### **When**

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The subject/family need sufficient time to consider this – it should be subject/family led.

### **What**

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During this contact the family will share their views and any questions they would like the Reviewer(s) to consider. If the family wish to meet and present their questions to the Review Panel the Chair will explain what the family can expect.

### **Where**

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If meeting face to face, the location should be led by the family and a risk assessment should be considered (to determine if any agency knows of any risks the individual or family may present).

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## Stage in process **Stage Four – Panel Meeting(s)**

Panel Meeting with Subject/Family  
(if deemed appropriate and if they wish to)

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### **Why**

To ensure that the subject/family experience shapes the learning and to help the panel get a more holistic view of the subject of the review.

### **Who**

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The subject/family should be offered the chance to meet, in addition to the Chair/Reviewer(s), the whole or some of the Review Panel. At this meeting, the subject/family members may wish to bring someone to support them.

### **How**

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A face-to-face meeting should be offered, but this should be led by the family who may prefer a different method i.e. Teams.

### **When**

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Prior to the Learning Event so that the outcome of the meeting can be fed back to practitioners at the event.

### **What**

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The meeting will be facilitated by the Chair who will explain the purpose and context of the meeting; panel members will introduce themselves and the subject/family members will have the opportunity to share their views and have their questions answered.

### **Where**

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A neutral venue should be identified that the subject/family do not associate with the incident that caused the review.

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## Stage in process **Stage Five – Final Draft Report**

Presented to Subject/Family

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### **Why**

To consider the draft report and allow the subject/family to provide their reflections, check for any inaccuracies and to be able to state if they agree with the findings or if not, the reasons why, which will be noted.

### **Who**

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The Reviewer(s) and/or Chair will attend this meeting with the subject/family members. Separate meetings may need to be held depending on the family context/dynamic. They may wish to bring someone along to support them. The Chair/Reviewer(s) must explain that the subject/family will need to designate quite a few hours to this process to ensure that their views are adequately captured.

### **How**

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Wherever possible, best efforts should be made to ensure the subject/family members have the time and space to engage fully with the report.

For example, consideration needs to be given as to whether the subject/family can be provided with the report in advance or take the report away with them (if this is agreed it is important that individuals are reminded of their legal obligation to process but not share the report prior to publication).

Additionally, consideration needs to be given to language and accessibility (e.g. is a translation required; if the subject is a child or young person, does the text need to be age appropriate; is there a need for larger font?).

### **When**

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Following agreement on the report by the panel, and usually prior to presentation to the Safeguarding Board.

### **What**

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The subject/family will be given the opportunity to consider the draft report.

### **Where**

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If the subject/family are not taking the report away with them, they will need to be provided a comfortable space in which to consider the report. They should be given sufficient dedicated time to read and digest the report, and provide feedback to the Chair/Reviewer(s).

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## Stage in process **Stage Six – Presentation to Case Review Group and Safeguarding Board**

Publication: Inform Subject/Family/Principal Individuals

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### **Why**

To ensure that the subject/family have appropriate support in place when the report is published due to potential press interest and the possibility of re-traumatisation.

### **Who**

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The Reviewer(s) and/or Chair.

### **How**

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To be determined by the family – email/ letter/telephone call/face to face visit/ message through trusted individual/ professional.

### **When**

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Once the publication date is agreed. Give consideration (in consultation with the family) to dates to avoid i.e. birthdays/ anniversaries.

### **What**

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The subject/family will be informed of publication and provided with a copy of the final report. They will also be given the opportunity to provide feedback on their engagement in the review process using the Review Reflections Form.

### **Where**

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To be determined by the subject/family.

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