

The Parenting Plan



Using the Parenting Plan

This Parenting Plan will allow you to record the decisions you make. Advice and assistance is available from the website 'Sorting out separation' (see page 6) and 'Getting it Right for Children' (see page 9), or you may wish to seek mediation to help you reach decisions about your children (see page 7). If there are issues that you have been unable to resolve, these can be recorded on the "Summary of Progress", also available on the website. If you need to make a court application, the Summary of Progress should be attached to the application. Courts will expect parents to have engaged as far as they can with the help that is on offer outside the court, if it is safe to do so (see page 5).

You can find the Parenting Plan on the Cafcass Cymru website:

<http://cafcass.gov.wales/?lang=en>

The Parenting Plan is endorsed by the Family Justice Council.



We promote better and quicker outcomes for the families and children who use the family justice system.



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I. What is a Parenting Plan?

- A Parenting Plan is a written plan worked out between parents (and sometimes grandparents and other family members) after they separate. The Plan covers practical issues of parenting.
- It asks you to think about your children and, based on their sex, ages and personalities, what they are likely to need.
- A Parenting Plan must put the best interests of the child first.
- A Parenting Plan sets out a shared commitment to your children and their future.

Why make a Parenting Plan?

- Divorce and separation are painful for everyone involved – particularly children, who need support, love and good relationships with both parents.
- Conflict between parents hurts children.
- It is very important that everyone has some certainty about the future.
- A written Parenting Plan, worked out between parents, will help clarify the arrangements you need to put in place to care for your children.
- It will help everyone involved to know what is expected of them and it will be a valuable reference as time passes and circumstances change.

What does it consist of?

Your Plan will set out practical decisions about children's care in areas such as:

- communication and dealing with differences;
- living arrangements – who your child will spend time with (including other family members such as grandparents), how often and when;
- religion;
- education;
- health care;
- emotional well-being; and
- financial arrangements.

What is not covered in a Parenting Plan?

A Parenting Plan does not cover how you intend to divide up your money, home and assets.

If you would prefer to work on an online version of this plan you can go to the Splitting Up? Put Kids First website <http://www.splittingup-putkidsfirst.org.uk/home> or <http://welsh.splittingup-putkidsfirst.org.uk/hafan> for a Welsh language version.

2. Thinking about safety

Staying safe

It is usually best when parents develop a co-operative parenting relationship. However, situations that need special consideration include where there has been:

- domestic violence or abuse (physical, emotional, sexual or financial) towards a parent;
- physical, emotional or sexual abuse of a child;
- substance misuse issues;
- child neglect or abandonment.

Although it is important for children to maintain a loving relationship with both parents, the children's safety and their physical and emotional wellbeing should always come first. Before going any further with the Parenting Plan you should consider the following:

Do you believe that any person who is in contact with your children, or might be in the future, will put you or your children at risk of harm from any of the following?

- Any form of domestic abuse or violence
- Any actual or attempted child abduction
- Any child abuse
- The abuse of drugs, alcohol or other substance misuse
- Any other safety or welfare concerns

Moving forward

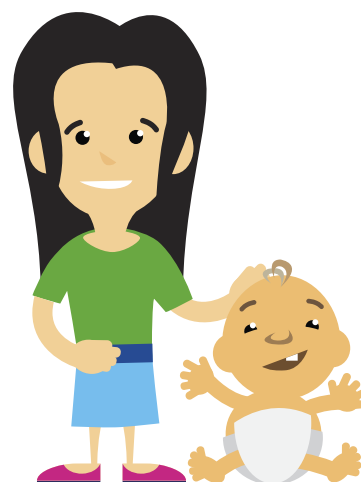
If you have answered no to all of these questions, you should be able to proceed with this Plan.

If you have answered yes to any of these questions, or are not sure what any of them mean or what your answer is, you should get further help. There is a list of organisations offering help on the Sorting Out Separation website

www.sortingoutseparation.org.uk/en/hub.aspx.

Answering yes to any of the questions above may not necessarily be a barrier to co-operative parenting, but you may need specialist help before considering the next steps.

You may already have thought about these issues with a dispute resolution service (for example mediation). If you contact a dispute resolution service in future, they will check these questions again with you and give you the opportunity to raise any concerns. None of these services will ask former partners to work together without being sure that it is safe, and that you both agree.



3. Listening to your child after separation

Separation is usually emotionally difficult for parents and for children but being able to listen really well to your child might be key to helping him or her, and you. However hard you try it is very likely that your child will pick up your anxious, distressed or negative feelings. These feelings can get in the way of listening but only by listening well and openly to them can you find out what is actually worrying your child.

But it is not so easy, when your own feelings could be a mixture of anger, sadness and worry, to set those feelings to one side and really listen to your child. His or her feelings could be different to yours and how you respond can have a big impact on their wellbeing.

What can help you is to develop your emotional readiness – to really listen and respond. This means acknowledging your own feelings, and your negative thoughts about the other parent, and then being able to set them aside so that you can really hear your child. Then you can understand them better and respond in the ways that most help.

Step 1

It's very common to feel a range of negative feelings during a separation, for example: worry, anger, sadness, fear, powerless. Sometimes these can seem overwhelming. Feelings don't go away if you pretend they are not there – sometimes that can lead to them coming out in unpredictable ways.

In step 1 you identify some of those feelings for yourself, accepting that they can be distressing, and also seeing that they are normal feelings in the early stages of a separation. You may find it helps to write them down. These are the feelings that you will need to keep in check while listening to your child. Putting a label on how you feel can help you feel in control.





Step 2

This step is about communication skills and there is more about it on pages 12 and 13 of this plan.

Staying calm will help you to keep these feelings in check; there are some exercises on page 12 – these are simple but they can be effective, and help you to put your feelings to one side and start to focus on listening to your child. You might find it helpful to repeat this several times.

Learning to listen is a really important skill, so take some time to think about and practice the listening skills on Page 12 – you can practice listening with your child whatever they are telling you, and you can do this with some of their day to day worries or triumphs before talking about the bigger things.

Seeing things differently, is about seeing your child's perspective, keeping your own feelings about the other parent apart. A really helpful tip when listening to your child is not to jump in too quickly with your own theories or solutions – leave a little space and try to see you child's point of view.

Step 3

This is about giving your child reassurance – they might feel out of control about what is happening.

However, reassurance works only when it is:

- Possible: you only can reassure your child about what you know you can deliver on;
- a real example of how things will be and how they will work – make it real and concrete;
- honest and ongoing: for those things you are not yet sure you can deliver, children are best helped by your saying “we don't yet know, but we will be working on that” – and keeping them updated as and when you can deliver at least some information.

When reassuring your child look at the areas where things will not change, for example this may be the relationship with both parents, or school, friends, or routines. Spell out what any changes might be and how you will help them through these. Try to agree and stick to a plan for contact with the other parent, and grandparents or other important figures in their lives.

Depending on their age and capacity, involve them in making choices about what any changes will look like. Make sure that you deliver on what you have said will happen.

Listening to your child after separation

Some tips that can help:

- Help your child to put a name to a feeling. Sometimes putting a name to it can make an overwhelming feeling seem more under control.
- Look at your child's body language and behaviour; this might help you to offer a good guess about how they might be feeling. You can suggest a possible feeling, without any judgement, and help your child to put a name to how they feel. This helps to make it OK to talk about how they are feeling – you have the words and a safe place to talk about them.
- Once you have labelled a feeling together, reassure them that it is a normal feeling in the circumstances.
- To spot a child's difficulty in expressing distressing feelings, look for behavioural changes, trouble at school, falling out with friends, being unusually quiet.
- Look out for your child closing down conversations about separation or the other parent too early; this might mean that there is more that your child needs to talk about.
- If you need some help with how your child is feeling do talk to your GP, school counsellor, school nurse or other health worker.

It is best if parents can listen to their child cooperatively, and respond with realistic and sustainable plans. However, sometimes a child needs to voice things to a third party, especially if there are court proceedings involving him or her. Mediators, Cafcass Cymru Family Court Advisors/ Family Court Social Workers (FCA/FCSWs) reporting to courts, and courts themselves will want to ensure that they understand and can represent the wishes and feelings of your child – as well as to ensure safety and protection issues are in place.





Child-inclusive mediation ensures that the child's voice gets heard, through the skills of a trained third party. It provides the child the opportunity to speak to someone independent so that they can express their thoughts and feel they have been listened to. Mediators who offer this service can be located on the Family Mediation Council website (www.familymediationcouncil.org.uk/).

Cafcass Cymru FCA/FCSWs do not meet all children because most of the time families can sort things out on their own. If the court has asked Cafcass Cymru to produce a report, a Cafcass Cymru FCA/FCSW will nearly always talk to your child (depending on their age and understanding) about their wishes and feelings and what they would like to happen. The Cafcass Cymru FCA/FCSW will not ask your child to make a decision nor to choose between you and the other party. The Cafcass Cymru FCA/FCSW will usually talk to your child alone. Sometimes it is appropriate for a child to communicate his or her views directly to court. A Cafcass Cymru FCA/FCSW can help with this, and there is more information in the leaflet CB7 Guide for separated parents: children and the family courts

<http://hmctsformfinder.justice.gov.uk/courtfinder/forms/cb007-eng.pdf>

Where it is necessary for someone else to listen to your child it is helpful for the parent to encourage the child to express their own (not the parent's) views. You need to take care that your child does not get caught in the middle or is pressured into taking sides. This can be very upsetting for children, can damage their relationship with both parents, and at any rate can very often be obvious to professionals working with you.

Helpful tips to avoid 'coaching' or pressurizing a child are:

- Make sure that you understand your feelings and have been able to 'park' them (be emotionally ready) before talking to your child – see the help above
- Make sure that your child knows that both parents are listening, and are talking to each other about what they are hearing.



4. Drawing up a Parenting Plan

How do I draw up a Parenting Plan?

Parenting Plans can be worked out between parents:

- on their own; or
- with help from a dispute resolution service.

The Plan can be worked out:

- face-to-face;
- by telephone;
- online;
- by email.



When should I draw up a Plan?

You can draw up a Parenting Plan at any point. You can make the Plan in sections as you need to. It is much better to make a workable short-term Plan (for example about arrangements for each of you to spend time with your children) than wait until you have a perfect Plan about everything. When you are sorting things out with the other parent or carer you can review what you have already agreed and make changes as necessary.

Before you start, think about whether you are ready to make a Plan.

- Can you listen to each other?
- Can you listen to your children and agree what they might need?
- Can you negotiate equally?

There is help available on the Sorting Out Separation website

www.sortingoutseparation.org.uk/en/hub.aspx

Working Together For Children (WT4C) Programme

There is more information about the WT4C course on the Cafcass Cymru website

http://Cafcass.gov.wales/info_for_adults/working_together_for_children_course/?lang=en. In Wales the WT4C course is only available when ordered by a Family Court.



Across Wales there is a network of skilled, trained and experienced voluntary organisations that deliver a group programme for separated parents and families. The programme is called Working Together for Children (WT4C). It has been designed to help you understand how children can be affected by their parents' separation, and emphasises the importance of reducing any conflict and improving communication in the best interests of your child. The programme is not about your parenting skills, but does give information and ideas about co-parenting and the help that is available for you. Almost all of those who have taken the course have given positive feedback and said that they wished they had taken part sooner even when they were reluctant to attend at first.

The programme works best if both parents take part on the course. This is because there will be things that you each may need to know more about, and each also needs to consider more about the other person's view. You will always be in separate groups. The person leading the group will help you to think about possible next steps.

The programme is available through the medium of English and Welsh as appropriate.

Mediation

Family mediation is a very common way of settling differences during and after separation or divorce. A trained mediator will help you and the other parent or carer agree on arrangements for looking after your children.

A mediator is a qualified independent person who will not take sides or try to get you back together. Mediation can help you and the other parent or carer to agree arrangements for your children by talking things through. A mediator will not tell you what to do but can help you and the other parent or carer to make agreements that are best for your children.

A trained mediator helps you and the other person to talk about the things you cannot agree on between yourselves. The mediator will help you both see if there is any way that you could agree with each other.

Not all cases are suitable for mediation, especially if there has been violence in the relationship or there are other serious welfare concerns. The mediator will be able to help you decide if your circumstances are suitable for mediation and will not start mediation if they think it is not appropriate.

There is a fee for mediation but you may be able to get legal aid to help pay for it. For more information on legal aid, visit **www.gov.uk/legal-aid**. To find your nearest family mediator, visit **www.familymediationhelpline.co.uk/find-service.php**

Drawing up a Parenting Plan

Help with communicating

Being able to make an effective Plan relies on good communication between both parents.

Thinking about these skills might help:

The Skills to Get it Right for our Children: skills to manage conflict and communicate well

Stay calm:

- Relax your shoulders.
- Breathe through your diaphragm rather than shallowly through your chest.
- Take deep breaths and deliberately breathe more slowly.

Learn to listen:

- Try to focus, so your attention isn't divided.
- Take a position of curiosity: you might be surprised or wrong about what you expect to hear.
- Only listen: if you are talking it means you can't be listening – you can't do both at once!
- Take your turn to talk **after** you've listened: you are more likely to be listened to if you've listened well yourself.
- Leave pauses and don't jump into the other person's pauses.

Speak for yourself using "I" statements

Phrase things in a way that is about what you think or have noted or want, not what you assume or know the other person does!

For example:



"I get angry when you ask me about my money in front of the children."



"You always try to stir things up by asking about money. You know I hate it!"

rather than:



Be clear, stick to the point, stick to the rules:

- Make requests simple and clear.
- Observe simple rules of courtesy (be business-like).
- Stick to one subject.
- Think about the most important point. Stick to that point – take one thing at a time.
- Do not give in to the urge to interrupt. Take deep breaths and bite your tongue.
- Avoid speaking too soon, too often or for too long. Keep things short and simple.

When there is deadlock, though you will hope that the other parent will come round, take a small time-out.

- Take a deep breath, stop, and think: what can I do about this situation?
- When you have decided what you can do, follow the rules below:
- Phrase it in 'offer form' (for example, *"I can check with the school for you to see if they have your new email"*).
- Remember to be polite and business-like.
- Make sure that you both have the background information you need and reflect on what might work for you and for your children.
- If communication is difficult, there is online help available on the Getting it Right for Children website **<http://theparentconnection.org.uk/programmes/programmes/getting-it-right-for-children-when-parents-part>** or you can talk to a mediator or a relationship service, who may be able to help. Again, you do not both need to do this at the same time.
- This may take some time and can be quite difficult to do. Take small steps and focus on what you can do for your children. Going to court rarely improves communication and can make it worse.

Drawing up a Parenting Plan

Principles for your Plan

- Think about the needs of each of your children.
- Your Plan will be unique – no two parents and no two children are the same.
- The Plan should be practical, simple and as concrete as possible.
- You can make it as detailed as you like. The more detailed it is, the clearer it will be, but you may need to review it more often.
- Let your children have a say. Research shows it can be beneficial for everyone if they are given safe opportunities, free from loyalty issues, to express how things are for them. This is very different from asking children to make decisions. It is important to listen to your children.

Your completed Plan

When you have completed your Parenting Plan you should photocopy it and both keep a copy for reference.

Going forward

Changes and review

As your circumstances change, your Plan will need to reflect the changes.

You can review your Parenting Plan at any time, providing you both agree. Some parents prefer not to set a formal review date.

Questions to ask

The questions set out on the following pages are designed to act as prompts for you to consider when working on your Plan.



5. Your Plan

We are the parents of:

[child's name]

[date of birth]

[child's name]

[date of birth]

[child's name]

[date of birth]

[child's name]

[date of birth]

We respect each other as parents and our significance in the lives of our children.

We have drawn up this Parenting Plan to assist us in providing a loving, stable, caring and safe environment for our children, in line with their age and needs.

We recognise our children's rights to:

- emotional and physical safety, stability and security;
- feel loved by both of us and significant family members;
- know and be cared for by both of us and significant family members; and
- develop independent and meaningful relationships with each of us.

As parents we accept responsibility for:

- our children's physical care, health and safety;
- our children's emotional stability;
- our children's changing needs as they grow and mature;
- protecting our children so they are not exposed to harmful parental conflict that is prolonged or aggressive;
- co-operating with each other to make decisions in our children's best interests; and
- respecting our children's relationship with each of us.

We have an existing Parenting Plan dated [insert date]. We will review this Plan on [insert date]

Safety

We have considered our safety and welfare and that of the children, and agree that we can safely work together.

[signature of parent]

[date]

[signature of parent]

[date]

6. Questions to ask...

about communication

- What parenting decisions do we need to consult each other on?
- What parenting decisions don't we need to consult each other about?
- How are we going to behave towards each other in front of the children? We want them to know we are getting along and have them in mind.
- How are we going to share important information with each other (for example, school reports and health issues)?
- Do we need regular meetings to discuss parenting issues?
- How do we find out what the children want to happen, and make sure that they have a say in what we decide?
- At what time is it OK to call the other parent and when isn't it OK?
- How will we settle disputes?
- Should we discuss how we talk to the children about the other parent?
- How will we talk to the children about the arrangements we have made?
- What do we do about emergencies (for example, medical, dental or accidents)?
- How will we make sure our children stay in contact with supportive friends or relatives from the other side of the family?
- How will we introduce new partners to our children's lives?
- Are there any important rules that we consider essential for the children (for example, bedtimes, when homework is done or staying out late)? Do we agree that these rules are followed?
- How do we work together to make the big decisions (for example, school, course selection and careers advice)?

Our decisions...

about communication

Questions to ask...

about living and childcare arrangements

- Will there be a main place where the children will live and if so, where will it be?
- If neither of us can look after the children, who will be the alternative carers?
- What about school holidays?
- Are there times when it is not convenient to ring our children?
- What sort of communication will we have with the children – phone, text, email – and about how often and when can they expect it?
- How much time can each child spend with each parent?
- What days can they be with each of us?
- How do we make sure that the children can share special days – birthdays and religious festivals – with both of us?
- What different ideas are there for maintaining close and meaningful contact, even when children and parents are separated for long periods of time?
- How will we manage the arrangement when one parent works long hours?
- What clothes and other belongings will be taken and returned at changeover?
- How will we arrange pick-up and drop-offs?
- Who will take them to regular sporting engagements on weekends? After school?
- When and how are we making sure the children are seeing their grandparents?
- Will anyone else look after the children (for example, childminders, babysitters, relatives, new partners, friends and neighbours)? If so, when?
- What are the arrangements for the children during the school holidays? (consider bank holidays and teacher training days as well as school holidays).
- How do we make sure that we both have holidays with the children, and plan for taking the children abroad if we agree?

Our decisions...

about living and childcare arrangements

Questions to ask...

about money and the children

- How will we share day-to-day costs for clothes, school trips and larger items like computers and musical instruments?
- How will pocket money be handled?
- What will we do if our financial positions change?
- How will financial arrangements change as the children grow up (for example, making provision for college or university)?

Our decisions...

about money and the children

Questions to ask...

about education

- How will we deal with the school and get them to send notices, reports and other material related to our children’s progress to both of us?
- How can we get involved separately, as parents, in the school?
- How should we make contact with school teachers and counsellors so that they know about our separation and how it might affect the children?

Our decisions...

about education

Questions to ask...

about other issues

- Who organises routine health issues?
- Are there long term health issues that we need to consider?
- Are there any special needs we need to consider?
- What do we agree about religious practice and upbringing?
- Are there any other cultural issues that we need to make sure are respected?
- Are there any sporting or other activities that we need to account for?
- Are there arrangements needed for the family pets?

Our decisions...

about other issues
