

Cafcass Cymru Guidance

Writing for Children and Families



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Version 1 (April 2026)

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Introduction

We work with children and families during periods of significant stress, complexity, and vulnerability. Many of the people we support are navigating trauma, domestic abuse, instability, and fragile or disrupted relationships. In this context, the language we use, both spoken and written, holds considerable influence. Our words can promote clarity, dignity, and empowerment, or they can unintentionally reinforce stigma, misunderstanding, and disengagement.

“Language is a powerful tool for communication but sometimes the way that it is used in social care creates stigma and barriers for understanding. Language is power...”

TACT (The Adolescent and Children’s Trust), *Language That Cares*



1. Purpose of this Guidance

1.1 Purpose

The Writing for Children and Families Guidance aims to assist us when completing written records, including court reports, for children and families involved in family court proceedings.

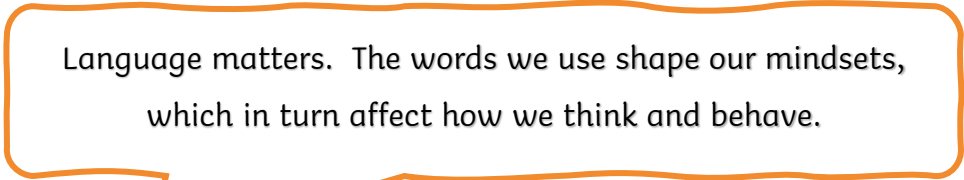
It encourages us to reflect on the language used and encompasses the underpinning principles of:

- ▶ [Cafcass Cymru Practice Framework](#),
- ▶ [Domestic Abuse Practice Guidance](#),
- ▶ [Family Solutions Group Language Matters paper](#), and
- ▶ [Family Justice Young People's Board Mind your Language](#) (recommendations).

This guidance is not designed to be prescriptive and should be used as an aid to inform practice.

1.2 Why We Need This Guidance

We are frequently working with children and families at times when their relationships with each other are likely to be fragile. Research tells us that alongside this, many of the families we work with are experiencing complex issues and navigating trauma. The language we use to speak about families and individuals' experiences is important.



Language matters. The words we use shape our mindsets,
which in turn affect how we think and behave.



Family Solutions Group: Language Matters

Language can build trust, help us to communicate clearly and facilitate change. However, it can also marginalise, stigmatise and disempower.

This guidance is grounded in the principles of Cafcass Cymru's Practice Framework and reflects how the organisation engages with children and families, fostering a shared culture, language, and approach to practice. Cafcass Cymru's focus is keeping children and young people safe through the family justice process and ensuring that their voices and best interests drive decision-making. The Framework and this guidance emphasise the importance of child-centred assessments of harm, risk and wellbeing, ensuring that children's voices are meaningfully heard.



2. The Importance of Language

The importance of language in adopting a strengths-based approach and in empowering children, young people, and families is widely recognised. Using respectful, clear, and accessible language helps reduce misunderstandings and prevents issues from escalating or emotions becoming heightened.

“You’re already frightened, you’re already acutely aware of the power dynamic; it takes the strongest and most confident of us to speak up in front of professionals and confess you don’t have a clue what they’ve just said.”

Community Care (2018)



Much of the language we use is shaped by our training, past practice experiences, and the systems we work within. At times, it can be easy to lose sight of the words we choose and the impact they may have. It is important that, wherever possible, our language helps to build connection rather than create distance between us and the people we aim to support.

Certain words and phrases, such as “*case*,” “*challenging behaviour*,” or “*difficult to engage*”, can unintentionally reduce a person to a label. This can strip away individuality, reinforce power imbalances, and make it harder to build meaningful relationships or support engagement.

The families we work with bring a wide range of experiences, strengths, and challenges. In some situations, there will be no safeguarding concerns, while in others there may be clear indicators of risk. We should ensure that the language we use is proportionate to the issues being addressed and supports clear, balanced analysis.

When writing about abuse or harmful behaviour, we should use objective, precise, and accurate language. This is essential to provide the court with safe, robust recommendations. While a respectful and collaborative tone is important, it must not minimise safeguarding concerns or dilute the seriousness of harmful or unacceptable behaviour. Such behaviour should be clearly identified and described in a measured and non-judgemental way.

We should avoid using professional jargon or unnecessarily complex terminology. Complicated language can feel overwhelming or confusing for children and families and may hinder them being able to participate in a meaningful way.

Where it is safe and appropriate, we should aim to use language that promotes collaboration and encourages a solution-focused approach. This includes identifying strengths and protective factors and supporting families to build on what is working well.

We should also remain mindful that Welsh or English may not be someone's first language, and that literacy levels vary. We should adapt our written and verbal communication to meet the needs of each child and family.

In practice, this means:



...using clear, accessible language that children and families can understand.



...avoiding jargon and unexplained professional terminology.



...describing harmful behaviour objectively, factually, and without minimising risk.



...adopting collaborative, strengths based language where safe and appropriate.



...being mindful of language needs, including bilingualism and varying literacy levels.



...choosing words that support connection, dignity, and engagement.

3. Writing Court Reports

When writing court reports, we should consider both the purpose of the report and the audience. Our role is directed by the court, which sets out the matters we must explore. However, the way we communicate those matters, how we describe children's experiences, analyse information, and present our professional judgement, is within our control and should reflect safe, balanced, and child-focused practice. The language used in reports should support families to understand the assessment process and encourage working together. Our aim is to help families reach safe, child-focused decisions, and the tone and clarity of our reporting play an important role in modelling this approach.

The voice of the child should be central to our analysis. Yet, in high risk and/or high conflict cases, it can be easy for adult disputes to dominate the narrative. Reframing issues through the child's lived experience helps parents and families to be clear about what matters most and supports proportionate, evidence-based recommendations.



Practice Tip

You may find it helpful to reflect on the following when writing reports:

What is the child experiencing day to day?

- Consider routines, relationships, transitions, and the emotional climate around the child.
- This may include their relationships with parents, siblings, wider family members, foster carers, or other significant adults, as well as how settled or secure they appear in their current environment.

How is the issue affecting the child's development and wellbeing?

- Think about emotional regulation, behaviour, attendance, learning, relationships, and safety.
- Consider how any changes in caregiving, routines, or environment are impacting their sense of stability and overall development.

What is the child's emotional world like?

- How do they describe their worries, hopes, or relationships?
- What do they show through behaviour or play?
- Think about the adults and peers they turn to for comfort, connection, and reassurance.

What would a safe, child-focused arrangement look like from the child's point of view?

- Draw on the child's needs, their strengths, protective factors, and the evidence gathered.
- Consider what safety, stability, and emotional security look like for this child, in this situation.

What does the child understand about what is happening?

- Consider their age, developmental stage, communication needs, and any misperceptions.
- Think about how they make sense of changes in their home life, relationships, routines, or caregiving arrangements.

What would this issue look like if I described it entirely through the child's lived experience?

- This can support clarity and reduce the risk of the report becoming dominated by parental conflict or adult narratives.

4. Practice Examples: Child-Centred Reframing

The following examples illustrate how reframing can shift writing from an adult-focused description to a child-centred, impact-focused analysis.

Private Law Examples

Example 1: Parental Conflict

Adult-focussed Framing

“Both parents are arguing about who should have primary care.

They cannot agree on the weekly schedule and communication between them has broken down.”

Child-centred Reframing

“Gwen feels worried when her parents argue about where she should live.

She says the shouting makes her feel ‘stuck in the middle’ and that she tried hard not to upset either parent.

Gwen has noticed that when the adults disagree, plans change at the last minute, which makes her anxious about knowing where she will be after school.

She needs the adults around her to work together so that her routines are predictable, communication is calm and she can feel free from the pressure of choosing between them.”



This approach shifts the focus from adult behaviours to the child’s emotional safety and stability. It prioritises Gwen’s voice and lived experience, highlights the impact of unpredictability on her, and emphasises what she needs from adults, rather than what the adults want from each other.

Example 2: Missed Family Time

Adult-focussed Framing

“Mr Jones has missed four sessions of family time, which is causing a delay in progressing matters.”

Child-centred Reframing

“Rhys has been looking forward to spending time with his dad, and he feels sad and confused when Mr Jones does not attend the sessions.

He has started asking whether he has done something wrong and becomes quiet and withdrawn afterwards.

Rhys needs family time arrangements that feel predictable and safe so that he can enjoy his time with both parents without feeling worried or responsible for the cancellations.”



The adult-focussed framing here emphasises adult behaviour, compliance and progress and does not tell us anything about child impact. While this information is important, including a child-centred reframing of the issue shifts the focus to Rhys’ lived experience. It helps to show the emotional impact on him, not just the missed appointments. Writing in this way is aligned with a child-first practice model and ensures that recommendations relate directly to the child’s safety, wellbeing, and developmental needs. The approach is consistent with the emphasis on understanding children’s experiences and assessing harm and impact, seen in the Safe and Together model.

Public Law Examples

Example 1: Lack of Supervision

Adult-focussed Framing

“Mr and Mrs Owen have failed to provide adequate supervision, and Carys has sometimes been left alone for long periods.”

Child-centred Reframing

“Carys is often unsure where the adults in her home are and she feels frightened when she is left by herself.

She has said she ‘tries not to move around too much’ in case something happens.

When no adult is immediately available, Carys prepares snacks for herself and puts herself to bed.

She needs safe, consistent supervision and an adult who notices when she is hungry, scared, or needs help.”



This reframe shifts the focus from parental failings and non-compliance to Carys’ lived experience. It illustrates the specific consequences of Carys’ parents’ behaviour, which makes the risk and the harm and impact on her clear and explicit. It highlights emotional harm, as well as physical risk, and it shows how Carys adapts to her unmet needs. This can be missed if the focus remains on the parents’ behaviour, rather than the child’s responses. In describing Carys’ behaviour in her own words, it aligns with trauma-informed practice and considers her emotional responses, not just surface-level behaviours.

Example 2: Parental Alcohol Use

Adult-focussed Framing

“Mrs Evans continues to misuse alcohol and has not reduced her consumption despite support being offered.”

Child-centred Reframing

“Because of his Mum’s alcohol use, Gethin often doesn’t know what his evenings will be like.

On days when Mum has been drinking, Gethin has said he feels ‘worried’ and tries to look after his younger sister by making snacks and keeping her occupied.

This means Gethin is taking on adult responsibilities and cannot relax or focus on his homework.

He needs predictable care, emotional reassurance, and a home environment where he feels safe and looked after.”



This reframing shifts the focus from parental failings to the impact on Gethin, his voice, his current and future needs, and the outcomes that matter for his well-being. It emphasises Gethin’s lived experiences and what must improve for him, not simply what the parent must stop doing. Reframing in this way aligns with the Welfare Checklist, strengthens analysis and makes reports more accessible and child focussed.

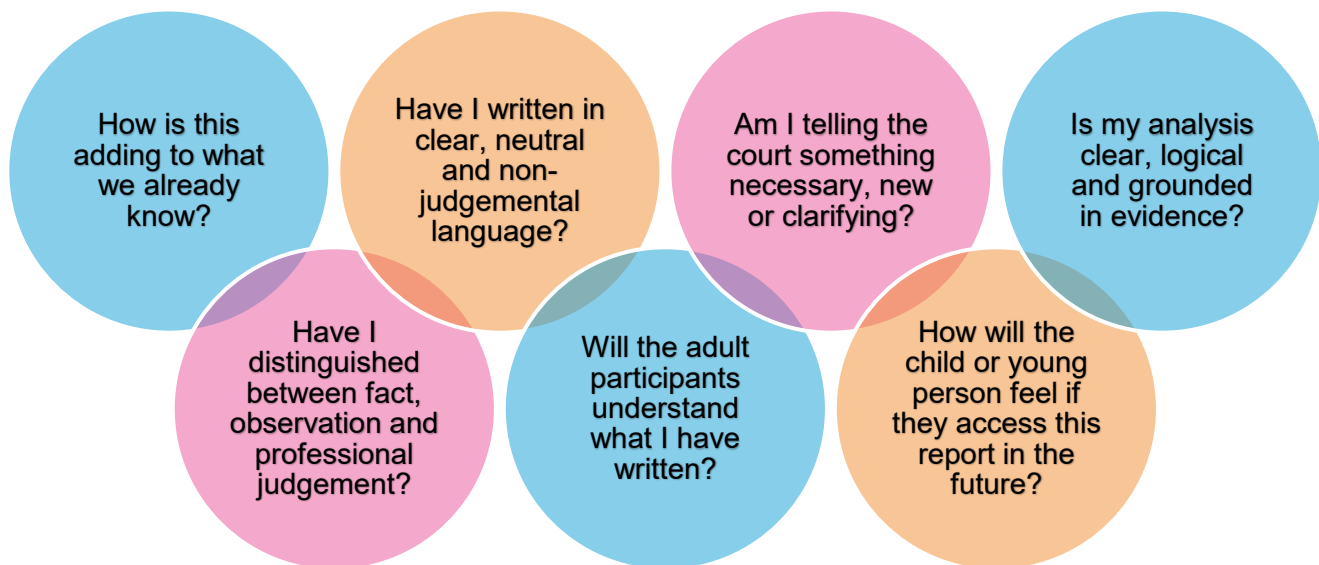
5. Writing with Clarity, Accuracy and Analysis

Our reports are based on the evidence we gather through our enquiries. They should be trauma-informed, accurate, analytical, fair, and balanced. The child's experience and voice must be central. Information included in reports must be necessary, proportionate and relevant, which will vary depending on the type of report and the issues under consideration.



Practice Tip

Ask yourself:



In private law work, we should:

- Avoid long narrative paragraphs that set out each person's position in detail.
- Focus on the child's welfare.
- Remember that agency information, [especially police disclosures](#), must be summarised and not cut-and-pasted into reports.

In public law work, it is not necessary to repeat full assessments or the local authority's evidence. We should instead analyse the meaning of those assessments for the child.

- Where your professional view as the Children's Guardian differs from another practitioner or agency, this should be explained clearly and proportionately.
- In all our reports, direct quotes from children can authentically convey their experience and support robust analysis.
- If you use quotes, they must be exact and clearly distinguished from your interpretation.

- Use adult quotes only where they add value and consider whether using a quote risks inflaming hostility.

It is important that we use language that recognises strengths and avoids stigma. We can provide an objective account of a situation or circumstances, even when they are challenging or negative, without using language that is disparaging towards the young person or their family. We should avoid using clinical or diagnostic labels, such as “attachment disorder,” “narcissistic,” or “borderline”, unless these are based on a formal assessment completed by an appropriately qualified professional and are directly relevant to the child’s needs. Using diagnostic terms informally can misrepresent individuals and lead to stigma.

5.1 Ensuring the Child’s Voice Is Clearly Represented

When writing about a child or young person, it can be helpful to imagine that you are writing directly to them. This shift in perspective encourages a more thoughtful and child-centred approach. Children and young people may one day read the reports written about them, so the way we describe their experiences matters. If the report focuses only on difficulties, they may be left with a negative or unbalanced picture of themselves and their lives.

Our responsibility is to ensure their experiences are represented accurately and respectfully. This means not only capturing what they say, but considering how they express themselves, what matters to them, and what their behaviour or non-verbal communication may be telling us. It also means balancing difficulties with strengths, acknowledging their resilience, and representing their perspectives as authentically as possible.

Representing the child’s voice is more than recording a statement or preference. It involves:

- understanding their developmental stage and communication style
- recognising the context in which their views are given
- being alert to the influence of adults around them
- and ensuring that their voice is not overshadowed by professional interpretation or adult conflict

The child’s voice should appear throughout the report and be clearly linked to your analysis and professional judgement. When their perspective is well-represented, it strengthens the assessment and the recommendations made to the court.



Practice Tip



How is the child's voice being heard and represented?

Consider whether their experiences and views are clearly visible throughout your analysis



Have I heard the child's views directly and safely?

Think about the method used, who was present, and whether the child felt able to express themselves.



Am I capturing the child's words faithfully?

Use the child's own language wherever possible and avoid reinterpreting or oversimplifying their account



Am I separating their voice from adult influence or pressure?

Reflect on consistency across settings, whether the child's presentation supports their words and any signs of coercion, loyalty conflict or alignment.



How do I ensure their voice is central without placing responsibility on them?

Present their views clearly, but ensure that decisions, judgements and recommendation remain the practitioner's responsibility and not the child's.

5.2 Writing Safely and Clearly About Domestic Abuse

Cafcass Cymru is committed to being a domestic-abuse-informed organisation and committed to training all practitioners in the Safe & Together™ model. This model supports assessments that focus on:

- the pattern of the perpetrator's behaviour
- the impact of that behaviour on the child's daily lived experience
- the non-offending parent's efforts to promote safety, stability and wellbeing
- the child's needs, including safety, stability, routine, emotional security and development

When writing about domestic abuse, we should:

- clearly describe behaviours, not just labels
- identify the pattern, context, and frequency of harmful behaviour

- clearly explain the impact of adult behaviours on the child
- avoid minimising abuse behaviours by describing them using language such as “arguments”, “volatile relationship” or “high conflict”
- avoid language that inadvertently blames or pathologises the non-offending parent
- ensure our analysis remains proportionate and grounded in evidence

When writing for the court, we should clearly distinguish between established facts, such as findings made by the family or criminal court, or behaviours accepted or admitted by the person responsible, and reports of domestic abuse or harm that remain unconfirmed or are disputed by others in the case. The [Quick Reference Guide](#) - Fact finding – analytical writing for the courts may support you to present and analyse such information in a clear, balanced, and domestic-abuse-informed manner.



Practice Tip

Before finalising any report or case record involving domestic abuse, ask:



Pattern

Have I described what happened, how often and in what pattern?



Child Impact

Have I clearly explained how the behaviour affects the child's safety, routines, emotions or development?



Protective Efforts

Have I recognised the non-offending parent's steps to promote safety and stability?



Behaviour Over Labels

Have I described specific behaviours, rather than relying on labels or summaries?



Evidence

Are my statements supported by evidence, observation or reliable sources?



If, while writing your report or case notes, you identify immediate risks, or believe that submitting the report could create or increase risk, consider whether [Cafcass Cymru's Operational Safeguarding Procedure](#) should be followed.

You should also reflect on whether the situation requires a [Section 16A Risk Assessment](#) to be filed with the court.

6. Case Planning & Recording

[Rebekah Pierre](#) highlights how the language professionals use to describe children can unintentionally create stigma and barriers to engagement. Her work reflects a wider message: the way we write about children and families matters. It shapes how people understand themselves and can influence how others respond to them.

Cafcass Cymru expects that we electronically record key information during each stage of a case within the IRIS case file. This begins at first contact and continues through to the conclusion of involvement. Each entry should be a clear, accurate, and balanced account of the key information gathered. These processes are designed to support and evidence analysis and decision-making, and they form an essential foundation for court reports.

Good case recording helps to focus our work and contributes to effective partnership working with families, ensuring a consistent focus on the child's needs and best outcomes.

Clear and accurate recordings also help children, now and in adulthood, to understand what decisions were made during their childhood and why.

6.1 Purpose of Case Recording

It is important to be clear about the purpose of each case record. For example, when documenting a visit to a child you may wish to consider:

- the purpose of the visit
- what occurred and what the child said or expressed
- your observations
- how the visit contributes to the overall assessment
- what this means for the child's safety, wellbeing, and lived experience

Case recordings are not administrative tasks, they are professional documents that should reflect each child and family's identity, culture, strengths, and lived experience. They should be written in language which adult participants and children can understand and see their lives reflected in a way that they recognise.

6.2 Impact of Case Recording on Children and Families

Good case recording directly benefits children. It strengthens assessment and decision-making, supports clearer communication with families, and enables children to make sense of their experiences later in life.

As the *Good Practice in Recording and Access to Records* guidance highlights:

“For some children, their case records may represent one of the few sources of information about their early life, and the sensitivity and care applied to creating, maintaining, and retaining those records can have a direct impact on people’s wellbeing and health throughout their lives.”

Conversely, poor case recording can imply that a child’s or family’s perspective was not valued if their views and experiences are missing, inaccurately represented, or overshadowed by negative events.

Recordings that over-emphasise problems while omitting positive experiences risk distorting the child’s story and may lead to unbalanced analysis. This can influence decisions in ways that do not fully reflect the child’s lived experience.

Case recordings are often read by the people they concern. This should shape both the content and the tone of what we write. Concerns must be recorded clearly so families understand the reasons for professional involvement and the decisions being made. Language should be respectful, proportionate, and accessible.

Reading case recordings can have a significant emotional impact on the individuals concerned. Seeing “how they are portrayed” in professional records may be distressing, and even neutral language can be experienced as judgemental. Such experiences can undermine trust and may lead individuals to withdraw from services.

We need to think carefully about the language we use in our case recordings; clear, respectful, and balanced case recordings can help build trust and strengthen participation and working relationships. Conversely, vague or incomplete entries can undermine relationships and adversely affect engagement with individual professionals and the wider system.

6.3 The Child’s Voice

Case recordings should make the child visible. This might include capturing:

- the child’s wishes and feelings
- their understanding of what is happening
- how they communicate their needs (including non-verbally)
- observations of their presentation, interactions, and daily experience

Young children, or those without verbal communication, communicate important information through their behaviour and other non-verbal means. Recording our observations of their behaviour, emotional presentation and interactions can help us evidence and understand their wishes and feelings.

6.4 Diversity, Identity and Lived Experience

Good case recording recognises identity and diversity as central to a person's lived experience, rather than treating them as an "add on." Records should capture both:

- strengths linked to identity, culture, and community, and
- barriers linked to diversity.

Diversity often brings rich strengths that contribute to resilience and wellbeing. You should explore and, where relevant, record factors such as:

- strong community networks
- bilingual or multilingual skills
- faith-based or cultural resilience
- extended family involvement
- cultural traditions that support routine, belonging, and stability

Recognising these strengths helps ensure that individuals' stories are represented in a balanced and affirming way.

At the same time, some aspects of identity and diversity may create barriers or increase vulnerability. You should record these clearly where they affect the child, parent, or carer. Examples include:

- experiences of discrimination or racism
- economic disadvantage affecting routines or access to resources
- interpreting or communication needs
- disability or neurodiversity requiring adjustments
- cultural stigma around help-seeking
- immigration status or uncertainty impacting stability

Recording these factors helps create fair, well-informed assessments. It can clarify why certain concerns exist, what support may be needed, and how inequality or discrimination may influence someone's experience.

Balanced case recording ensures that a child's, parent's, or carer's story reflects both strengths and challenges, offering a fuller and more accurate understanding of their lived experience.



Practice Tip

Which identities are visible, and which might be overlooked?

Have I acknowledged factors such as race, culture, class, disability, gender or faith where relevant?

Am I avoiding or over-emphasising aspects of identity?

Is my recording balanced and respectful?

How is power operating here?

How did my professional authority shape the interaction?

Have I considered structural factors such as poverty or discrimination?

Am I individualising challenges that may in fact be systemic?

What am I hesitant or uncomfortable to name?

Would acknowledging these differences improve understanding?

7. Using Language That Supports Children and Families

The following principles reflect trauma-informed, child-centred practice and may be helpful when writing with children and families in mind. This list is not exhaustive or prescriptive. It is informed by The FJYPB “Mind Your Language” recommendations.

General Principles

- Avoid abbreviations or acronyms. If used, write them in full the first time unless widely understood (e.g., National Health Service (NHS)).
- Avoid language that implies blame towards people who have experienced abuse (e.g., “*lifestyle choices*,” “*beyond parental control*”).
- Choose language that is respectful, clear, and accessible, recognising that children and families may read their records and court reports.

Suggested Alternatives:

Child-Centred Family Arrangements

Avoid	Consider Using
custody / residence / contact	lives with / a child’s home / family time / spends time with
50/50	lives with both / shared care / joint care / joint responsibility for

These alternatives reflect the child’s experience and avoid overly legal or adversarial terminology.

Describing People in Proceedings

Avoid	Consider Using
applicant / respondent / parties	individuals’ names / mother / father / parent / carer (as appropriate)
service users	people / families / children / parents

Using people’s names helps maintain dignity and avoids depersonalisation.

Describing Conflict or Issues

Avoid	Consider Using
dispute	issue / difference / problem to be solved
alleged	says / reports / states / has told professionals
disclosed / disclosure	shared / told / reported / described / provided information about

These alternatives reduce adversarial framing and focus on perspectives without prejudging evidence.

Language That Avoids Blame or Stigma

Avoid language that suggests responsibility for abuse lies with the person harmed. Instead of terms like:

- “lifestyle choices”
- “putting themselves at risk”
- “beyond parental control” (particularly for teenagers experiencing trauma, exploitation, or care disruption)

Consider language that acknowledges impact and context, for example:

- “has experienced significant instability”
- “is managing the impact of...”
- “has experienced barriers that have limited their choices or opportunities”



Practice Reminder: A Final Check



Clarity & Audience

- Will a parent or young person understand this without needing a glossary?
- Have I avoided unnecessary acronyms and jargon?



Child Centeredness

- Is the child's lived experience central?
- Have I linked adult behaviour to specific impacts on the child?



Balance & Proportionality

- Have I clearly identified risks and also recorded strengths and protective factors?
- Have I ensured that the child and adult parties know what the report will contain, and have I explained this before filing with the court?
- Is the content necessary, relevant, and proportionate?



Evidence & Analysis

- Have I separated fact, observation, and professional judgement?
- Is my analysis clear, logical, and grounded in evidence?



Language & Tone

- Is the tone respectful, measured, and non judgemental?
- Would this feel dignifying if the family read it?
- Have I made sure that I have spelt the names of the children and adults correctly throughout the report?



Inclusion & Identity

- Have I reflected identity, culture, language, and any required adjustments?
- Have I recorded barriers (e.g. discrimination) and strengths (e.g. community networks)?

References, useful links and additional resources

1. Language, Communication and Relationship-Based Practice

- Parents with Learning Disabilities – Welsh Government Guidance
(Includes language, accessibility and relationship-based practice guidance)
<https://www.gov.wales/parents-learning-disabilities-guidance>
- An Exploration of Language Used by Professionals Working with Children with Care Experience (COSLA)
https://www.cosla.gov.uk/_data/assets/pdf_file/0019/47323/Language-Study..pdf
- Language Matters – Family Solutions Group
<https://www.familysolutionsgroup.co.uk/language-matters/>
- TACT – Language That Cares
<https://www.tactcare.org.uk/content/uploads/2019/02/TACT-Language-That-Cares.pdf>
- Family Justice Young People’s Board – Mind Your Language
<https://www.judiciary.uk/wp-content/uploads/2021/12/FJYPB-Mind-Your-Language.pdf>
- Community Care – “Divisive, demeaning and devoid of feeling”: how social work jargon causes problems for families
<https://www.communitycare.co.uk/2018/05/10/divisive-demeaning-devoid-feeling-social>
- Community Care – “I wanted to go back and stand up for the little girl that I was”
(Article exploring impact of language and practice on people with lived experience.)
<https://www.communitycare.co.uk/2019/11/07/wanted-go-back-stand-little-girl/>

2. Professional Standards, Case Recording and Practice Expectations

- [Cafcass Cymru Expectation Statement – Case Recording](#)
- [Cafcass Cymru Practice Framework](#)
- [Family Justice Council \(2024\) – Guidance](#) on responding to a child’s unexplained reluctance, resistance or refusal to spend time with a parent and allegations of alienating behaviour.
- Friend Not Foe: Supporting Meaningful Outcome-Focused Recording in Social Care in Wales

<https://socialcare.wales/resources/research-and-evaluation/friend-not-foe-outcome-focused-recording>

- Good Practice in Recording and Access to Records (Social Care Wales)
<https://socialcare.wales/resources/good-practice-in-recording-and-access-to-records>
- Social Care Wales – Code of Professional Practice for Social Care
<https://socialcare.wales/standards-and-guidance/code-of-professional-practice>
- BASW – Code of Ethics for Social Work
<https://www.basw.co.uk/about-basw/code-ethics>

3. Domestic Abuse Practice Resources

- [Cafcass Cymru Domestic Abuse Practice Guidance](#)
- Safe & Together Institute – Core Principles (external reference site)
<https://safeandtogetherinstitute.com>
- Welsh Government – Violence Against Women, Domestic Abuse and Sexual Violence (VAWDASV) Guidance
<https://www.gov.wales/violence-against-women-domestic-abuse-and-sexual-violence>
- BAWSO (for culturally-specific DA training and resources)
<https://bawso.org.uk>

4. Multi-Agency Practice, Safeguarding and Social Work

- Wales Safeguarding Procedures
<https://www.safeguarding.wales>
- Public Law Working Group – Reports and Best Practice Guidance
<https://www.judiciary.uk/related-offices-and-bodies/advisory-bodies/fjc/plwg/>
- Nuffield Family Justice Observatory – Research on Supervision Orders and Child Protection
<https://www.nuffieldfjo.org.uk>
- Welsh Government Guidance on Elective Home Education
<https://www.gov.wales/elective-home-education-guidance-local-authorities>
- Welsh Government – Removal of the Defence of Reasonable Chastisement
<https://www.gov.wales/ending-physical-punishment-children-wales>

5. Useful Internal Cafcass Cymru Materials

- [Section 37 Request Guidance](#)