

Team Around the Child

Protocols & guidance for all staff working with children and young people 4-18

April 2026

1. Scope of the guidance

This guidance sets out the principles and a practice model for Team Around the Child meetings within Kent and should be read in conjunction with the guiding principles Kent services. The guidance supports Team Around the Child practices that already exist in the children's workforce and aims to give an overarching context.

The guidance suggests a basis for good practice and recognises that the approach taken will differ depending on the individual children and families and that the protocols are more immediately useful for the multi-agency approach.

2. Diversity and equality principles

All staff involved in all multi-agency working will treat children and young people with equal fairness, respect and dignity, regardless of race, colour, disability, gender, sexuality, care of dependants, religious or political beliefs or criminal convictions, with consideration to their specific needs with regards to their age and development.

3. Definition of a Team Around the Child

A Team Around the Child is a network of practitioners who work together to agree a plan and offer advice and guidance to meet a child or young person's needs, and to some extent, needs of the family where these impact on the child or young person. The Team Around the Child is linked together by a lead professional who co-ordinates the delivery and review of the plan. The lead professional at the TAC meeting **must always be** a member of staff from the child's school. That person must know the child well and understand the impact of their needs. The child, family and young person's participation in their plan underpins this model and they should be central in all considerations, including deciding the level of involvement they feel appropriate.

4. The role of the Lead Professional

The lead professional co-ordinates the Team Around the Child's meetings. The lead professional has a responsibility to manage and review the child's TAC plan, support other professionals to identify actions they can undertake, monitor progress and communicate appropriately with all parties, including the family. The lead professional should record the desired outcomes for a child and communicate this to all parties involved with the child and family.

5. Children, young people, parents and carers

The voice of the family is central to the Team Around the Child model. Different families will have different needs and views about the level of involvement they will want to have with the Team Around the Child. Some will want to attend and have records of all meetings, know about every discussion and others may not. Families will have had differing levels of experience with professionals, and their participation should be well-informed and welcomed rather than presented as an added difficulty in their navigation through services.

Once a lead professional from the school has been identified and the Team Around the Child process begins, children and families should be involved in the planning of how that group will function, the expectations around communication and ensuring the plan for the child or young person is one they have contributed to.

Consideration should also be given to including adult services in the Team Around the Family if they are working closely with the parents or carers. Their contribution could be very valuable in working towards co-ordinated outcomes for the child or young person.

6. Background to the model for a Team Around the Child

The approach is a multi-agency approach and is a planned and coordinated way of supporting a child, young person and family. It is based on the principle that all the professionals are working towards agreed goals and promotes an understanding of different roles and responsibilities and the need to review progress and the child, young person or families changing needs.

For most situations, a Team Around the Child is a group of people who come together around the needs of a child/family. It will bring together parents and practitioners, regardless of agency boundaries, into a small, individualised team for each child who has been identified as having additional needs. It should address what is having an impact on the family situation to promote best outcomes for the child. The lead professional should ensure that the family is advised of any Team Around the Child outcome.

The membership of a Team Around the Child may change over time as the needs of the child and family change.

7. Key principles and values

For the Team Around the Child to operate effectively, it is helpful that all staff refer to the principles which underpin the model.

- A Team Around the Child will be based on the delivery of a single plan.
- Team Around the Child should be viewed as a positive entitlement for the child and family
- The child or young person is kept at the centre of the process and is enabled to contribute by good preparation and by being given a voice at the meeting where appropriate.
- Consideration is given to all aspects of well-being and development
- Staff operate in a manner sensitive to the individual needs and diversities in all cases and respect the different ways in which family's function and the values they hold
- All members of the team should be given a voice
- Differing professional opinions should be valued and acknowledged

8. Function of the Team Around the Child

The key functions of a Team Around the Child are outlined below. Remember - these functions should be carried out in partnership with families and young people, using their expertise about how they function, what they can achieve and where they need help. They are guidelines and protocols are there to help all staff to support Team Around the Child meetings and endeavour to help the lead professional in their role as chair.

- Agreeing what needs to be put in place to meet the needs of the child.
- Outlining a plan, with interventions which have clear, achievable milestones
- All staff attending can offer advice and guidance, but they may need to refer to the wider team using the triage system.

- Liaising, as appropriate with other services, including adult services, and thereby considering if they need to be part of the Team Around the Child
- Agreeing and working towards the same outcomes
- Using existing recording systems where appropriate to record decision and actions
- Taking responsibility as individuals for specific actions
- Reviewing the plan and support offered to the child with the child and family
- Identifying any challenges and taking steps with the child and family to address and overcome them.
- A key aspect of a Team Around the Child is having all the information required. Therefore, a Team around Child should be based on a shared professional assessment where there are a number of services and practitioners involved.

10. Reviewing the plan

It is important to look at whether the actions specified have met the outcomes in the plan, or whether changes or further action are required.

Each review of the plan should include:

- **What has improved in the child/family's circumstances**
- **What, if anything, has not gone so well?**
- **Have the outcomes in the plan been met?**
- **Does anything in the plan need to change?**
- **Are the right people still involved in the Team Around the Child?**
- **Have the needs been met or are further reviews needed?**
- **Does the family know how to access continued support?**
- **Has an exit plan been considered/agreed?**

11. Resolving practitioner conflicts

Staff are respectful of each other's values and disciplines at all times. Members of a Team Around the Child should support the Lead Professional by providing information, and actively contribute to resolving any disputes.

Resolutions should be attempted by the lead professional.

Appendix 1. Team Around the Child paperwork

CYP Name	
CYP date of Birth	
Parents Name/s (carers)	

Date of first meeting	
School and lead professional	

Attendees	
Apologies	

Summary of current needs and provision

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Actions from TAC meeting	
Review Meeting Date	
Venue	
Attendees and Job Role	
Apologies	
Review of current need and provision	
Impact of TAC	

Agreed Actions/possible review date

