

National Risk Framework

to
Support the Assessment
of Children and Young People



North Ayrshire Multi Agency
Practice Guidance

July 2013



Contents

Section One: Introduction	Page 3
Section Two: Key Aspects of the National Risk Framework (NRF)	Page 3
Section Three: Stage 1 – Collection and collation of information	Page 4
Section Four: Stage 2 – Risk Analysis	Page 5
Section Five: Stage 3 – Risk Management	Page 6
Section Six: Analysis Tools	Page 7
A	Page 7
B	Page 7
C	Page 8
D	Page 8
Section Seven: Further Support	Page 9
APPENDIX	Page 10

Section One: Introduction

The National Risk Framework to Support the Assessment of Children and Young People was published by the Scottish Government in December 2012.

North Ayrshire Child Protection Committee made the decision to implement the National Risk Framework (NRF) at a meeting in February 2013.

Thereafter, a Multi-Agency Steering Group was convened to oversee the implementation of the NRF across services in North Ayrshire. The implementation plan includes a learning and development strategy, quality assurance processes and a practice support element.

This guidance has been developed to support the practice implementation of the NRF in North Ayrshire. **It is primarily aimed at practitioners and first line managers in health, social services and education.**

All staff who undertake the role of **named person** or **lead professional** in respect of a child or young person are expected to utilise the NRF to support their assessment of that child or young person. This document will provide some guidance to support staff in fulfilling this expectation.

Section Two: Key Aspects of the NRF

The NRF has been developed around **three core components**:

1. **RISK** indicators are those factors that are identified in the child's circumstances or environment that may constitute a risk, a hazard or a threat to the child or young person.
2. **RESILIENCE** is "normal development under difficult conditions" (Fonagay et al, 1994) and this relates to the positives and strengths in a child or young person's life.
3. **RESISTANCE** relates to factors which impact on the likelihood of change. This includes lack of engagement either due to overt or disguised non-compliance and aggression. It can also include service/organisational barriers and characteristics related to the child.

There is a **staged approach** to risk assessment:

1. **RISK ASSESSMENT** – collection and collation of information
2. **RISK ANALYSIS** – the process of understanding what the information gathered is saying about the actual and potential needs of and risks to the child or young person.
3. **RISK MANAGEMENT** – risk is managed through the Child's Plan which sets out the actions necessary to be undertaken by services and parents/carers to address need and reduce risk.

The NRF can be used in the following circumstances:

1. Single agency assessment of need

The framework can help practitioners clarify their concerns in such a way as to identify the particular needs of the child. This, in turn, helps work out whether the child's needs may be met within their own organisation or if there is a need for other agencies involvement.

2. Multi agency risk/need assessment

This includes assessments required in response to an accumulation of concerns, as part of a child protection investigation or where a child is already identified as having particular needs/risks and a more comprehensive assessment is required.

The NRF has not been designed as a step by step assessment guide where every aspect should be utilised in all situations where a practitioner is assessing a child or young person. Rather it has been designed as a **framework** around the **three core components** set out above intended to be applied in the **staged process** set out above, utilising whichever **tools** are applicable in the circumstances.

Thus, to clarify, the three core components and the staged process should be utilised in **every** circumstance where a child or young person's needs and risks are being assessed. Depending on circumstance, different **tools** will be useful in supporting the assessment process.

Section Three - Stage 1 – Risk Assessment: Collection and collation of information

All assessment is based upon the gathering of relevant information from across all areas of a child and family's life circumstances identified as having significance.

Relevant information is information related to all three domains of the My World Triangle.

“Significance” has been determined through research, best practice findings and effective frontline operational practice.

The NRF brings together these two aspects of **relevant** and **significant** information in the format of **Risk Indicators**.

Three sets of Risk Indicators are provided:

1. Generic Risk Indicators

These risk indicators support single agency/multi agency assessment and help inform information gathering. These should be utilised in ALL assessments.

2. Matrix Related Risk Indicators

These risk indicators are directly linked to each axis of the **Resilience-Vulnerability Matrix**. (Sometimes referred to as the **Resilience Matrix**) The Matrix is a very useful analysis tool which organises information into four quadrants which help to clarify areas of resilience, of adversity, of protective factors and of vulnerability. Thus information for these risk indicators should be gathered when the matrix is being utilised to analyse risk. The matrix is useful in all multi agency assessment and some single agency assessments such as pre-birth assessments. Some multi agency assessments, such as those conducted as part of a child protection investigation may not always allow the time for full analysis at that stage, but if needs/risks for the child are identified, an agreement must be reached about when the Matrix will be completed.

3. Resistance Related Risk Indicators

These risk indicators are critical in assessing the likelihood of change and are essential to consider when developing the Child's Plan and when reviewing the plan.

Again drawn from research, best practice findings and effective frontline operational practice, the resistance factors to consider are set out in relation to the child; in relation to the parent/carer; and in relation to the wider family, community and services context.

Collecting and collating the information as directed by the Risk Factors, better informs the analysis of risk and supports decision making in a way that helps establish a strong evidence base.

The risk indicators seek to provide a clear focus for exploration and discussion by the practitioner, child and family. **THEY ARE NOT INTENDED** to be a set of questions that workers sit and work their way through with children/families one question at a time. Rather they provide an aid to ensuring that potential aspects of risk are actively considered and, as information is gathered, fully recorded.

They also provide a focus for discussion and debate between professionals as concerns are explored, levels of risk are agreed and interventions decided upon (eg. within the context of the child protection core group).

The record sheets for the risk indicators have been designed to clearly identify which risk indicators are relevant to the child, parent/carer and child's wider world.

Section Four - Stage 2 – Risk Analysis

Risk analysis is the process of understanding what the information gathered is saying about the actual and potential needs of and risks to the child.

Having collected the information about the risk indicators, practitioners should start to make sense of what each section means. It is important to pull all areas together to provide an over-arching pathway that not only informs the plan, but also indicates whether this is a single or a multi-agency response. It should also help determine whether the threshold for initiating child protection processes is met.

When completed the **Recording Sheets** provide an evidence base as to how decisions have been reached. In addition the recording sheets can form part of the evidence presented to a Sheriff for a CPO (Child Protection Order) or inform multi-agency discussions through the Core Group.

Practitioners must consistently ask themselves, **“What is this information telling me”?**

Analysis is where information that the professional has gathered is then:

- Sorted
- Weighted in terms of its significance, and
- Ultimately made sense of

Analysis of information requires that practitioners appropriately share information, actively discuss its character, meaning and significance and work closely together to reach better understandings of what is going on for the children and families involved.

Practitioners, therefore, need to reflect critically on all information gathered – its source, credibility, integrity, validity, whether it corroborates, challenges or contradicts the current assessment and analysis. They also need to be aware of any potential for bias and the difficulties of working solely on the basis of information that is contested.

Guidance on the use and application of the various analysis tools within the NRF are contained in Section Six.

Section Five - Stage 3 – Risk Management

This is where the work undertaken in Stages 1 and 2 is brought together to shape and plan the agencies interventions aimed at meeting the child's needs and reducing any identified risks. Once needs and risks have been identified and assessed it is critical that clear and specific actions are set out to successfully address and reduce that risk. These actions have to be formally written and recorded within the Child's Plan.

This risk management planning also has to clearly outline the various steps to be taken that actively consider and address risk, both in the immediate and in the longer term. A robust plan helps to ensure shared accountability, clarity of professional roles and responsibilities and supports the interventions of the various staff involved.

The development of the Child's Plan is key in defining the actions necessary to be undertaken by services and parent/carers, to satisfactorily address need and reduce risk. This should clearly state who is doing what, when, within what timescale, to achieve what outcome and for what purpose.

The Child's Plan/ Child Protection Plan is fundamentally informed by the assessment and should identify how the following will be addressed:

- The identified needs of the child or young person – including their need to be protected from future harm
- Factors that impact on parents/carers capacity to respond to the needs of the child or young person, drawing on their strengths and areas of competence whilst recognising difficulties
- Wider family and environmental factors which may have an impact on the child or young person and family, drawing on strengths in the wider family and community as well as identifying difficulties

Child's plans should be **SMART** (Specific, Measurable, Achievable, Realistic and Time-limited) and:

- Identify who is at risk: from whom and what and, if possible, in which circumstances
- Set out the range of needs and risks to be addressed and outcomes to achieve
- Identify who is responsible for each action
- Identify any services or resources that will be required to ensure that the planned outcomes can be achieved within the agreed timescales
- Agree how agencies can measure reduction in risk
- State the timescales within which changes/improvements are to be made
- Note what the contingency plans are

The plan should clearly set out the key outcomes that are required for the child and all actions must be separately identified and linked to individual needs/risks. The plan should be set out in a systematic way that is achievable, accountable and accessible for all parties involved, including the child/family.

Planning must also be subject to regular review. This applies whether or not the child is within a formal system such as Child Protection or LAAC. Reviews should be done jointly, involving the parents/carers, the child/young person and all those providing support and intervention to the family.

The responsibility for convening appropriate review arrangements lies with the lead professional. All others involved with the family are responsible for contributing to review, including advising the lead professional immediately of any circumstances which may indicate the need for a review earlier than scheduled.

Section Six: Analysis Tools

A. Chronology

What is it?

It is a list of significant events, in chronological order, which includes an indication of their impact on the child's well-being or outcome in terms of action taken.

How is it used?

Make a list of significant events beginning with date, details of event and outcome/impact. Include the source of information where you can.

Significant events include **life events** (bereavement, new sibling, change of carer, change of address or school etc.), **agency specific events** (eg. Housing may record rent arrears, education may record attendance/attainment, social services may record type of intervention planned, health may record immunisations) and **events relevant to the child's plan** (e.g. recording mum's presentation at a contact session for a child who is being rehabilitated home).

When is it best used?

All services working with families should create and maintain a chronology when they become involved. If a service becomes involved later in a child's life it is best practice to review historical records and talk to universal services in order to create a chronology that dates from birth.

The chronology can only aid analysis if it is regularly reviewed to identify patterns or emerging concerns.

Tips

1. You need to create time for chronologies. They take time to compile initially but will really help to understand the various influences on a child's development. It takes time to review them on an ongoing basis but without this mechanism they become useless.
2. AYRshare will provide a shared electronic information system which will support the creation and sharing of chronologies.

B. Genogram

What is it?

It is a diagram to help visually display a person's family network and relationships that goes beyond a traditional family tree.

How is it used?

Beginning with the child or young person, enter the names of all known family members in the appropriate position which highlights their relationship to the child. Age and location can be added where useful.

When is it best used?

Genograms are useful for workers getting to know a family or making sense of a complex family situation. When done in partnership with the service user, they can provide valuable insight into relationship dynamics and issues of loss, intimacy, trust and

Tips

1. This can be used by the practitioner alone, with an adult, or with a child.
2. When using with an adult, be prepared to possibly trigger unresolved issues involving family members. This includes bereavement. Sometimes visually seeing the role that an important person played in your life and in your family, can provoke a distress response. It may also include

childhood experiences of abuse and neglect. Respect the pace and tone set by the adult and do not push them to include family members they don't want to.

3. When using with a child or young person, additional preparation is required and the worker should ensure they have understood any available information about members of the family. Ensure the task is led by the child or young person and be very cautious about the possibility of highlighting a relationship that was previously unknown or even forgotten by the child or young person.

C. Ecomap

What is it?

It is a diagram which displays an individual's family network and important relationships. It can illustrate relationship dynamics in a non-threatening, non-confrontational manner and give real insight into a child or young person's view of their relationships.

How is it used?

A good start is to provide a big piece of paper and ask the child/young person to write their own name in the middle. Then invite them to add people (family, friends, workers) to the paper, encouraging them to think about whether they are close to that person (so write the name close to them) or not so close (write the name further away). Then invite the child/young person to think about the nature of the relationship and draw a line between the two that represents this. I.e. a strong continual line to represent a strong positive relationship, a dotted line to represent an "on-off" or intermittent relationship; a zig-zag line to represent a rocky relationship.

When is it best used?

This is a great tool to use when getting to know a child or young person and understand their view of their family and social network. It is also useful when there are changes in a child or young person's family and social network or when exploring loss with a child/young person who has had many changes of circumstances.

Tips

1. If you are working with a child or young person who enjoys creative activities, provide a range of different materials for them to use in building their genogram. Granny might be best represented as a piece of warm, furry material or by a scratchy piece of sandpaper.
2. If you are working with a child or young person who is quite reticent, or might feel a bit overwhelmed by this kind of activity, it's best to prepare materials beforehand so that all they have to do is write names down and indicate where they would like the name to be placed in relation to them.
3. You can extend the eco map activity to include workers and services to help a young person understand the role everyone has in their Plan – this is particularly useful if there are a large number of different people involved with the child/young person, and can also be used as a tool to better involve the child/young person in the review of those services.

D. The Cycle of Change

What is it?

It's a tool that illustrates the cyclical process individuals go through in order to achieve change.

How is it used?

Through discussion with the individual and considering all available information, the cycle of change is used initially to evaluate where in the cycle the individual currently is and then is used on an on-going basis thereafter to track the process of change in a way that helps to inform and modify intervention.

When is it best used?

Following assessment and analysis, when planning is beginning, utilising the cycle of change helps inform planning and intervention as it provides an indication of the individuals “readiness” to change. The type of intervention planned should be guided by which part of the cycle the individual is currently assessed as being at.

Tips

The cycle of change can be used for contingency planning too, and talking to individuals about “lapsing” rather than “relapsing” can help maintain motivation to change.

Section Seven: Ongoing Support

There is an agreed implementation plan for the roll out of the National Risk Framework across North Ayrshire. This includes ongoing support for practitioners.

This practice guidance should be seen as part of a support package which also includes modular training provided by North Ayrshire Child Protection Committee and support from identified managers.

For social services staff, team managers are the key source of support.

For health staff, clinical team leaders are the key source of support. Additional support is available from Sandra Winton, Child Protection Advisor.

For education staff, Evelyn Martin and Frances Rodman are the key sources of support.

North Ayrshire Child Protection Committee will provide further support as necessary, including support to identified managers.

All material associated with the National Risk Framework can be downloaded at either:

www.childprotectionnorthayrshire.info

or

www.girfecna.co.uk

You can contact the Child Protection Development team directly on 01294 310311.

APPENDIX: National Risk Framework Templates

Contents

(1) National Risk Framework - MY World Triangle Indicators

(2) National Risk Framework - Matrix Related Indicators

(3) National Risk Framework – Cycle of Change

National Risk Framework for Assessment of Children and Young People

My World Triangle: Analysis of Indicators.

(Using the information gathered in pages 2-5 please provide your analysis/summary)



Risk Indicators for:	Name:	Identifier :
How I Grow And Develop (Insert Indicators)	What I Need from the People Who Look after Me	Family and Wider World

What is the information telling me about the level of concern/risk? (Consider frequency, duration, severity, single or accumulative in nature - significance of factors in reaching a conclusion about the level of risk.)

What action is required ?

How I Grow and Develop The Child

Generic Indicators	
Premature birth/low birth weight	
Early prolonged separation at birth	
Baby born with substance withdrawal (NAS)	
Very young - highly dependent (birth - 5 years)	
Cries frequently, difficult to comfort	
Difficulties in feeding/toileting	
Periods of separation from parent/primary caregiver	
Adopted or step-child	
Fostered	
Child developmental delay	
Child mental health difficulties	
Child learning disabilities	
Child behavioural difficulties	
Difficult temperament	
Health issues requiring ongoing medical treatment	
Engaging in self-harm	
Involved in substance misuse	
Anti-social behaviour/relationships	
Involved in offending	
Evidence sexually inappropriate behaviour	
Poor relationship with parents	
Fearful of parent/caregiver	
Outwith parental control	
Child not seen by or given chance to talk to	

Generic Indicators	
workers	
Contested contact and residence issues	
Repeat victim	
Historical abuse of siblings by carers	
Direct or indirect exposure to domestic abuse	
Statutory or child protection measures in place	
Poor school attendance	
Young carer	
English is not first language of child	
More than 4 children in the family	

Notes / Analysis.

What I Need from the People Who Look after Me

Generic Indicators	
Parent under 21 years	
Poor parenting skills	
Poor understanding of child's needs	
Lack of empathy	
Unrealistic expectations of child (age and stage)	
Unable and/or unwilling to meet child's needs	
Poor attachment	
Evidence of rejection towards the child	
Lack of interest in child	
Threats/requests to have the child accommodated	
Child perceived as difficult and/or labelled by parent	
Prioritises adult needs over child's	
Inappropriate rigid attitudes towards child	
Partner is not biological parent of child	
New partner -background is unknown	
Parental resistance/limited engagement	
Refuses workers access to child	
Parents masking the reality of the situation	
No shared understanding of concerns	
Child's account minimised/not believed by carer	
Physical illness which impairs parenting ability	
Mental illness which impairs parenting ability	
Substance misuse which impairs parenting ability	

Generic Indicators	
Physical disability which impairs parenting ability	
High stress levels such as poverty, isolation, loss	
Parents parenting was poor/abusive	
Low self-esteem	
Poor life skills and problem solving abilities	
Poor impulse control	
Difficulty with communication	
Lack of trust towards workers and others	
History of multiple relationships	
Carer continually defers to partner for response	
History of domestic violence	
History of community violence	
History of violence /aggression towards workers	
Parents in conflict over custody or residence	
Inability/unwilling-ness to make use of supports	
Breaches of legal orders/agreement - criminal/civil	

Notes Analysis

Generic Indicators -Wider World	
Family socially isolated	
Absence of social supports/networks	
Problems within extended family	
Illness within extended family	
Conflict within extended family	
Substance misuse within extended family	
Family - frequent changes of address	
Home environment chaotic, unsafe	
Concerns about sleeping arrangements	
Family history of poor engagement with services	
Discriminated within community victim/perpetrator	
Culturally inappropriate behaviours	
Neighbourhood characterised by offending/violence	
Neighbourhood characterised by poverty	
Housing quality poor	
Lack of community services	

Notes / Analysis.

National Risk Framework for Assessment of Children and Young People Resilience Matrix : Analysis of Indicators.

(Using the information gathered in pages 2-5 please provide your analysis/summary)



Risk Indicators for:	Name:	Identifier :	
Resilience (Insert Indicators)	Adversity (Insert Indicators)	Vulnerability (Insert Indicators)	Protective factors (Insert Indicators)

What is the information telling me about the level of concern/risk? (Consider frequency, duration, severity, single or accumulative in nature - significance of factors in reaching a conclusion about the level of risk.)
What action is required ?



National Risk Framework for Assessment of Children and Young People Resilience Matrix Indicators - Resilience

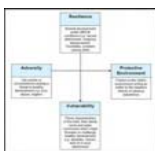
Resilience / Risk Indicators Particular to the Child (How I Grow and Develop) – The Child	
Secure attachment to primary carer	
Positive self-esteem	
Ability to use adults for support and assistance	
Good communication skills	
Ability to deal with change	
Good problem solving skills	
Positive sense of belonging	
Positive sense of own identity	

Resilience / Risk Indicators Particular to the Parent/Carer (What I Need from the People Who Look after Me)	Child			
	1	2	3	4
Stable, nurturing caregiver				
Positive family structures and routines				
Stable family environment				
Parents have Good self-esteem				
Consistent quality of care				
Good communication within family				
Affectionate bonds within the family				
Reliable emotional support for child				
Good parental Supervision				

Resilience / Risk Indicators Particular Child Family and Wider World (My Wider World)	Child			
	1	2	3	4
Supportive adults out with the family				
Parents suffering from poor mental health supported				
Good community resources (e.g. childcare)				
Child has cultural connections in community				
Wider family supports (eg. grandparents)				
Community combats racism/exclusion				

What is the information telling me about the level of concern/risk? (Consider frequency, duration, severity, single or accumulative in nature - significance of factors in reaching a conclusion about the level of risk.)

Adapted from Calder, McKinnon and Sneddon (2012)



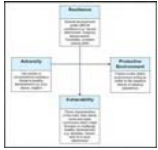
National Risk Framework for Assessment of Children and Young People Resilience Matrix Indicators – Adversity

Adversity Risk Indicators Particular to the Child's Family and Wider World (My Wider World)	Child			
	1	2	3	4
History of concerns about wider family				
Unable/unwilling to overcome adversity				

What is the information telling me about the level of concern/risk? (Consider frequency, duration, severity, single or accumulative in nature - significance of factors in reaching a conclusion about the level of risk.)

Adversity Risk Indicators Particular to the Child (How I Grow and Develop)	Child			
	1	2	3	4
No significant or primary attachment figure				
No clear boundaries or routines				
Child presenting with abusive behaviours				
Child's behaviour unstable or unpredictable				
Child displays poor coping strategies				
Victim of abuse/ neglect				
Experience of loss /rejection or bereavement				
Repeated changes of placement				
More than 4 children in the home				

Adversity Risk Indicators Particular to the Parent/Carer (What I Need from the People Who Look after Me)	Child			
	1	2	3	4
Evidence of unresolved childhood trauma				
Living in recurrent crisis				
History of substance misuse				
Isolated within culture/community				
Longstanding mental health problems				
History of criminal /offending behaviour				
History of violence/conflict				



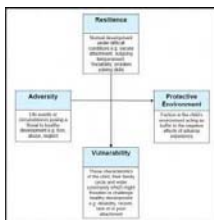
**National Risk Framework for Assessment of Children and Young People
Resilience Matrix Indicators – Vulnerability**

Vulnerability Risk Indicators Particular to the Child (How I Grow and Develop)				
Unwanted or unplanned pregnancy				
Difficult birth				
Born with substance withdrawal				
Child behaviour problems				
Child born at time of crisis				
Developmental impairment or disabilities				
Very young child				
Evidence of insecure attachments				
Child finds it hard to make and keep friends				
Child previously been abused or neglected				
Child resembles a hated partner or spouse				
Asylum seeking child				

Vulnerability Risk Indicators Particular Parent/Carer (What I Need from the People who Look after Me)				
Parental difficulties (eg. domestic abuse)				
Poor partner relationships/ multiple partners				
Single parent household				
Young parent under 21 years or immature				
Unrealistic expectations of the child				
History of offending				
Chaotic family situation				
Parent abused as a child				
Asylum seeking				

Vulnerability Risk Indicators Particular to the Child's Family and Wider World (My Wider World)				
No access to community resources				
Subject to racism or other isolating factors				
Poor/unsuitable housing				
Homelessness				
Financial difficulties				
Residing detention centre/secure accommodation				
Family home overcrowded				
Lack of extended family support				
Poor support networks				
History of concerns about wider family				
Unable/unwilling to overcome adversity				

What is the information telling me about the level of concern/risk? (Consider frequency, duration, severity, single or accumulative in nature - significance of factors in reaching a conclusion about the level of risk.)



National Risk Framework for Assessment of Children and Young People

Resilience Matrix Indicators – Protective

Protective Indicators Particular to the Child (How I Grow and Develop)	
Child is in good health	
Older child able to keep self-safe	
Outgoing personality	
Child demonstrates good self-control	
Bright/intelligent child	
Child has high self-esteem	
Child has positive relationships in their life	
Regular nursery or school attendance	
Involvement in out of school activities	
The child is aware and supports the Child's Plan	
Parents support the Child's Plan	

Protective Indicators Particular Parent/Carer (What I Need from the People who Look after Me)	
Parent has good relationship with child	
Parent has a positive view of the child	
Parents understand the needs of the child	
Consistent caring, responsive to the needs of the child	
Demonstrates effective parenting	
Resilient and a good parental role model	
Demonstrates motivation to change	
Willing to receive help and accepts responsibility	

Adapted from Calder, McKinnon and Sneddon (2012)

Protective Indicators Particular Parent/Carer (What I Need from the People who Look after Me)	
Capacity for change - shows insight/initiative	
Actively involved in planning work	
Open to feedback /advice/difficult conversations	
Good relationship with professionals	
Ability to manage behaviour appropriately	
Relatively few sources of stress	
Strong relationship with own parents/carers	
Mental health problems respond to treatment	
Overcome own childhood abuse	
Positive childhood experiences	
No previous history of abuse	

Protective Indicators Particular to the Child's Family and Wider World (My Wider World)	
Supportive extended family	
Regular, positive contact with extended family	
Ability to access /use appropriate services	
Strong relationship with own parents	
Access to supportive networks	
Family settled in their home	
Family live in a safe and secure neighbourhood	
Access to resources (health, education etc)	
Sufficient income and good physical living standards	
No previous professional supports	

What is the information telling me about the level of concern/risk? (Consider frequency, duration, severity, single or accumulative in nature - significance of factors in reaching a conclusion about the level of risk.)

National Risk Framework for Assessment of Children and Young People

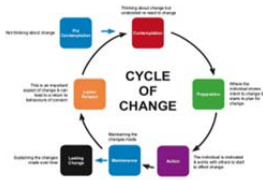
Resistance: Analysis of Indicators.

(Using the information gathered on page 2 please provide your analysis/summary)



Risk Indicators for	Name:	CF number:
Resistance : Child or Young Person	Resistance : People Who Look After Me	Resistance : My Wider World

What is the information telling me about the level of concern/risk? (Consider frequency, duration, severity, single or accumulative in nature - significance of factors in reaching a conclusion about the level of risk.)
What action is required ?



National Risk Framework for Assessment of Children and Young People Change – Resistance Factors

Resistance Indicators Particular to the Child (How I Grow and Develop)

Scapegoated for disclosing family problems	
Fearful/unwilling to disclose anything further	
Identifies with the perpetrator/strong feelings for abuser	
Finds ways of coping with abuse (dissociates)	
Child normalises damaging home circumstances	

Resistance Indicators Particular Parent/Carer (What I Need from the People who Look after Me)

Threatening workers (physical/verbal)	
No recognition of the problems	
Has a different perception of the problems/risks	
Only recognises some professional concerns	
No/limited/tokenistic capacity for change)	
Parent/carer over-whelmed with situation	
Gives different information to different workers	
Says right things - not backed by behaviours/actions	
Past negative relationships with professionals	
No/limited aware-ness of impact of own behaviour	
Lacks under-standing of what is expected of them	
Actively disrupts professional plans and actions	

Resistance Indicators Particular to the Child's Family and Wider World (My Wider World)

Poor family/ community support networks	
Changes service driven not driven by parent/carer	
Professional splits/ disagreements	
Cultural issues impact on engagement	
Services not available to tackle the problem	

What is the information telling me about the level of concern/risk? (Consider frequency, duration, severity, single or accumulative in nature - significance of factors in reaching a conclusion about the level of risk.)