



Rotherham Local Safeguarding Children Board

Multi-Agency Threshold Descriptors

Introduction

The Rotherham Multi-Agency Continuum of Need guidance and Threshold Descriptors guidance have been developed alongside multi-agency partners to offer guidance for practitioners in agencies working with children, families and adults with access to children in Rotherham.

The purpose of the guidance is to assist with decision making in order that children and their families receive the right help at the right time from the most appropriate service(s).

The guidance acknowledges that there are different levels of need and risk that may require support and intervention and that this can be delivered by a range of agencies. It clarifies that Rotherham is committed to a needs led approach which avoids a “one size fits all” method designed to help professionals make decisions based upon what needs and risks have been identified and what support is best placed to enable effective sustainable change.

Within this document, the term “parent” includes “parents to be” and “carers” where appropriate



These threshold descriptors should be used in conjunction with the Rotherham Multi-Agency Continuum of Need Guidance

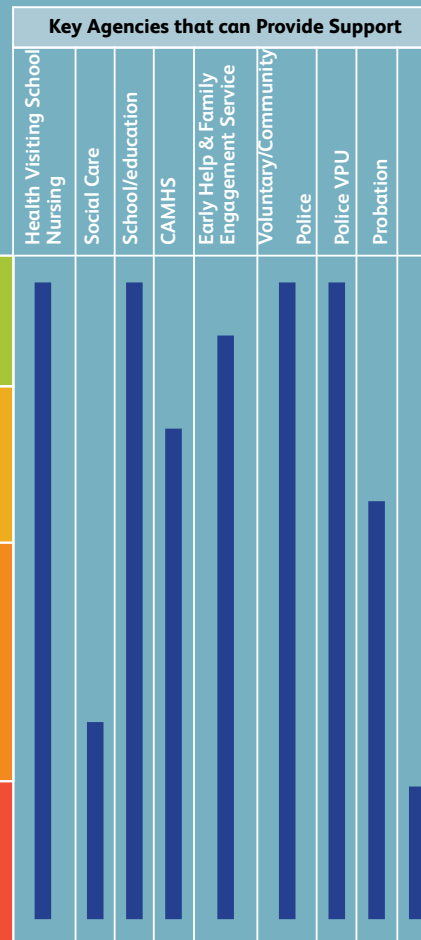


This threshold guide supports the overall framework for referring safeguarding concerns about children as outlined in the LSCB multi-agency safeguarding children procedures. These procedures contain more detailed multi-agency procedures and practice guidance on specific issues relating to children e.g. Neglect, Domestic Abuse, FGM.

Continuum of Need and Support

Working together in partnership to help children, young people and their families improve their lives across the continuum of need.

LEVEL 1 Universal (56,400) Children	Level 1 Universal: Support at this level is provided universally for all children and young people throughout Rotherham, aged 0-18. Most families use only universal services such as children centres, health centres, GP's, hospitals.
LEVEL 2 Vulnerable (10,000) Children	Level 2 Vulnerable: Early help for emerging problems, appropriate support to children where there is a higher level of need, more targeted delivery through schools, children's centres, voluntary and community sector providing a swift and appropriate response.
LEVEL 3 Complex (2,000)? Children	Level 3 Complex: Child in Need. Can be similar to level 2 but the family are not managing to affect change., they require enhanced, more intensive and/or specialist support. This is appropriate support for children and families whose needs are sufficiently complex to require a statutory social work service. This can be a longer term and specialised, for example supporting a child with disabilities or child with areas of significant need.
LEVEL 4 Acute (850) Children	Level 4 Acute: Statutory/child protection and Children in Care. Support and engagement where children and young people are experiencing or likely to suffer significant harm. Families where the problems are severe and have not improved through enhanced or specialist support.



The threshold descriptors are to be used as guidance only. They should be used in conjunction with single and multi-agency safeguarding children procedures, best practice guidance and protocols for specific issues. They do not replace children's assessments but can be used to aid the identification of strengths and protective factors for a child at an early stage, as well as any additional unmet needs or welfare concerns

Having the right conversations

Collaborative partnership working does not just rely on information sharing or making referrals; it also requires meaningful dialogue, discussion or 'conversations' with the family and between the professionals who are involved or those who might need to be involved with them to offer support.

These conversations are very important and should go beyond the presenting concerns and they should form part of an informed assessment and the building of understanding of the child, leading to appropriate action and support for the child and their family.

Summary Health Indicators

Universal	Vulnerable	Complex	Acute
<ul style="list-style-type: none"> • Appropriate height, weight, and diet • Development checks, dental care and immunisations up to date • No health conditions that significantly affect everyday life • Age appropriate physical, sexual and emotional development • Healthy lifestyle 	<ul style="list-style-type: none"> • Fluctuation in weight • Eating disorders • Superficial self harm • Attendance at GU Med or CASH clinic • Inadequate, unbalanced or restricted diet • Developmental delay • Not attending appointments or assessments, or not seeking appropriate medical advice • Frequent accidents/ unusual pattern Persistent unexplained minor health problems or accidents • Emerging mental health issues - ADHD, autism, anxiety, eating disorders • Displaying emotional vulnerability • Continence problems • Experimenting with substances/alcohol • Young carer 	<ul style="list-style-type: none"> • Excessive weight loss/gain • Poor diet adversely affecting health • Concerns about developmental progress • Health concerns not addressed or poorly managed • Chronic health problems that impact on everyday life • Learning significantly affected by health problem • Child has severe disability with complex needs • Exposed to Domestic Abuse • Self harming • Escalating concerns relating to substance/ alcohol misuse • Has been subjected to Female Genital Mutilation (FGM) • Girl is born to family who are from a FGM or breast ironing practising community • Sexual transmitted infections • Previous victim of sexual abuse 	<ul style="list-style-type: none"> • Failure to thrive or faltering growth • Weight causing severe concerns impairing health • Lack of food • Developmental milestones not met and/or missing essential health appointments • Refusing medical assessment and care • Repeated incidents of unexplained illness and/ or accidents Significant GP/ A&E attendances • Concern of fabricated or fictitious illness • Children with special needs who have a profound level of difficulty not in receipt of appropriate services • Physical harm/suspected - non - accidental injury • Child is being sexually exploited and/or abused • Witnessing physical/sexual abuse • Acute mental health problems – threat of suicide/ psychotic episode/severe depression/ anorexia • Persistent substance misuse • Girl is born to family who are from a FGM practising community and mother has been subjected to FGM • Multiple miscarriages or terminations • Indicators of CSE with chronic alcohol and drug use • Indicators of CSE with serious self harming

Summary Education Indicators

Universal	Vulnerable	Complex	Acute
<ul style="list-style-type: none"> • Good home/school link • Good school/nursery attendance • Access to books, toys and appropriate stimulus • Age appropriate communication/language development • Age appropriate learning and development (physical, cognitive, social and emotional) • Has appropriate social opportunities 	<ul style="list-style-type: none"> • Inconsistent home/school link • Inconsistent attendance and punctuality at school/nursery • Poor school attendance or exclusion • Some fixed term exclusions • Not achieving learning potential • Poor attention and concentration, low motivation • Delayed communication/language development • Delayed learning and development (physical, cognitive, social and emotional) • Limited social opportunities • Often appears to be tired/hungry • Concentration and attention difficulties that impact upon social and learning situations 	<ul style="list-style-type: none"> • Poor home/school link • Deteriorating school/nursery attendance and punctuality • Significant attendance issues • Under achieving despite potential • Rarely engaged in play/learning Few if any achievements • High level special educational need • Regular fixed term exclusions /at risk of permanent exclusion • Limited participation in education, employment or training • Electively home educated with little opportunity for external scrutiny or social integration • Poor concentration and attention difficulties that impact on social and learning situations 	<ul style="list-style-type: none"> • No home/school link • Few if any achievements – learning/social • Little or no response to stimuli • Little or no communication/language • Little or no learning and development (physical, cognitive, social and emotional) • No engagement with activities • Puts peers at risk through behaviour • Persistent absence from education/training • Parental non – engagement/prosecution • No school placement

Summary Emotional Behavioural Presentation Indicators

Universal	Vulnerable	Complex	Acute
<ul style="list-style-type: none"> • Positive self esteem • Good quality and appropriate attachment • Demonstrates appropriate responses in feelings and actions • Good emotional development • Able to adapt to change • Able to demonstrate empathy • Demonstrating usual teenage behaviour 	<ul style="list-style-type: none"> • Experiences some difficulties with peer and family relationships • Some evidence of inappropriate emotional responses and actions in social settings • Difficulty in displaying empathy • Early evidence of occasional anti-social / criminal behaviour • Social isolation • Self harming • Early sexual activity or awareness. • Associating with unknown adults • Regularly coming home late or going missing; staying out overnight with no explanation • Repeat offending 	<ul style="list-style-type: none"> • Inability to maintain peer relationships • Inappropriate/insecure attachments • Increasingly challenging behaviour • Withdrawn/unwilling to engage or isolated • Unable to display empathy • Increase in self harming behaviour • Engaging in offending and criminal activity • Frequent unsafe sexual activity • Significant emotional/behavioural challenges. • Overly challenging or anti-social behaviour • Unsafe sexual activity/CSE • History of rejection • Getting into vehicles with unknown adults • Associating with adults known to be linked to CSE • Associating with other young people at risk of sexual exploitation or those known to be exploited 	<ul style="list-style-type: none"> • Self-esteem affecting all areas • Persistent difficulty in forming/maintaining peer relationships • Puts self or others serious danger eg physical harm, goes missing • Persistent offending behaviour resulting in court orders/custodial sentences/ASBO • Total withdrawal and isolation • Serious abuse to others • Life threatening self harm • Indiscriminate sexual activity • Girl is at risk of FGM or forced marriage or honour based violence • Child under 18 meeting different adults and exchanging or selling sexual activity • Being taken to clubs and hotels by adults and engaging in sexual activity • Disclosure of serious sexual assault and/or withdrawal of statement • Abduction and forced imprisonment • Being moved around for sexual activity • Disappearing from the system with no contact or support and pre-existing CSE concerns • Being bought/sold/trafficked • Evidence of internet exploitation eg. exchanging of images

	Universal	Vulnerable	Complex	Acute
<i>continued</i>			<ul style="list-style-type: none"> • Disclosure and/or withdrawal of a complaint of physical assault, with no substantiating evidence • Unaccounted for money or goods eg mobile phones, drugs and alcohol • Adult 'boyfriend/girlfriend' • Reports of being involved in CSE through being seen at hotspots 	<ul style="list-style-type: none"> • Offering to have sex for money or other payment and then running before sex takes place ('Clipping') • Gang member or association with gangs • Receiving rewards of money or goods for recruiting peers into CSE • Child under 13 years old engaging in sexual activity
Summary Identity Indicators	<ul style="list-style-type: none"> • Positive sense of self • Demonstrates feelings of belonging and acceptance • Generally positive and wants to achieve. 	<ul style="list-style-type: none"> • Displays some insecurities around identity • Subject to discrimination • Limited self confidence • Experience of family breakdown • Victim or perpetrator of bullying • Poor self image 	<ul style="list-style-type: none"> • Demonstrates significantly low self esteem • Experiences persistent discrimination • Low in self confidence • Signs of deteriorating emotional well-being • Experience of being a child in care • Girl is born to family who are from a FGM or breast ironing practising community 	<ul style="list-style-type: none"> • Self-image distorted and may demonstrate fear of persecution by others • Has internalised discrimination and behaviour, reflects poor self image • Is socially isolated and lacks appropriate role models • No confidence • Mental health problems becoming evident • Child in care/care leaver/adopted • A victim of crime

Summary Self-Care Skills Indicators

Universal	Vulnerable	Complex	Acute
<ul style="list-style-type: none"> • Growing/good level of competencies in practical, emotional and independent living skills appropriate to age e.g. feeding, dressing and social skills • Appropriate confidence in social situations and sufficiently aware of the difference between 'safe' and 'unsafe' relationships. • Appropriate dress for different settings • Good level of hygiene 	<ul style="list-style-type: none"> • Poor self-care • Lacks independent self-care skills • Can be over familiar, withdrawn or isolated • Inappropriate dress • Poor hygiene and continence issues leading to bullying • Problematic peer relationships • Overt sexualised dress 	<ul style="list-style-type: none"> • Self-care is neglected • Self-care is impacted by poor health. • Often left alone for long periods (dependant on age) • Inappropriate relationship with others • Lacks confidence, watchful or wary • Sexualised behaviour or appearance • Emotionally/physically harmed by bullying • May be aggressive in behaviour/appearance • Presentation significantly impacts on all relationships • Alienation and/or withdrawing from peers and family 	<ul style="list-style-type: none"> • Child inappropriately left alone in the house • Health prevents development of any self-care skills • Risk taking behaviour • Frozen watchfulness • Totally withdrawn • Rejection or taunting by peers/Serious assault from bullying • Actively engaged in CSE • Appearance reflects poor care compromising general well-being.

Summary Family And Environment Indicators

Universal	Vulnerable	Complex	Acute
<ul style="list-style-type: none"> • Positive relationships within family, including when parents are separated • Experiences a stable family environment • Strong family networks and friendships outside of the family unit • Appropriate and safe accommodation which meets the needs of the family • Parents are able to manage their working or unemployment arrangements 	<ul style="list-style-type: none"> • Poor parental relationship • Experienced loss of significant adult through bereavement or separation • Limited support from family or friends • Poor parenting history • Fleeing violence • Poor housing • Isolated within the community • Poor socio economic situation • Reduced contact with family, friends and other support networks • Being seen in CSE hotspots ie known houses or recruiting grounds • Breakdown of residential placement due to behaviour (Looked After Children) 	<ul style="list-style-type: none"> • Incidents of domestic abuse • Child is taking on a caring role • Child included in parental conflict • Trans generational involvement with social care • Poor relationship with extended family or little communication • Hostile, unsafe or overcrowded home environment • Risk of eviction or prosecution • Experiencing frequent housing moves/transient lifestyle • No recourse to public funds and/or financial situation impacting on parenting capacity • Family comes from FGM or breast ironing practising community 	<ul style="list-style-type: none"> • Significant family discord and persistent domestic abuse • Privately fostered • Parents with enduring health problems needing frequent hospitalisation • Trans generational sexual abuse • Destructive/unhelpful extended family • Homeless/NRPF • Inadequate accommodation presents risks to child • Missing children • Asylum seekers/Unaccompanied children • Extreme poverty • Family support FGM / breast ironing practices and there is a girl in family or extended family • Pattern of street homelessness • Staying with an adult believed to be sexually exploiting them

Summary Parenting Indicators

Universal	Vulnerable	Complex	Acute
<ul style="list-style-type: none"> Physical needs provided for Positive preparation for pregnancy, including engagement with antenatal care Ensures protection from danger or significant harm Demonstrates emotional warmth including praise and encouragement Positive relationship role models Supports cognitive development through play and interaction Enables child / young person to experience success and failure Provides experiences appropriate to age and interest through leisure, play, reading and activities Appropriate guidance provided Age appropriate boundaries and chastisement 	<ul style="list-style-type: none"> Inconsistency in provision of basic care needs Inappropriate and inconsistent care arrangements Parent's mental health, disabilities, or substance misuse impacts on their parenting capacity. Inappropriate or inconsistent supervision and guidance Lacks awareness of dangers/ risks within and outside of the family home Inconsistent boundaries Teenage pregnancy Inappropriate parenting strategies Restriction of social opportunities and isolation. Parent has unrealistic expectations Poor role modelling Access to inappropriate adult materials Inability to support the child in maintaining healthy relationships with key people Complex family dynamics 	<ul style="list-style-type: none"> Basic care is deteriorating or unacceptable Poor coping skills due to parental vulnerabilities Parent's mental health, disabilities, or substance misuse significantly impacts on their parenting capacity and care provided Significant history of social care involvement Inappropriate care arrangements failing to meet the children's needs. No significant main carer identified for the child Level of supervision is inadequate for child's age Inappropriate chastisement Teenage pregnancy with other compounding factors Inappropriate parenting strategies exposing the child to significant harm Controlling home environment Unrealistic expectation of need for stimulation Erratic or inadequate guidance/boundaries provided Parent uses alcohol/ substances to excess significantly impacting on parenting capacity. 	<ul style="list-style-type: none"> Basic care is absent and no boundaries in place Child at risk of significant harm as a result of parents neglectful parenting Parent's prioritise own needs over those of child Previous child has been removed from parent Parent refusing medical intervention agreed best interest of the child Concerning pattern of parent attending medical appointments Chronic and serious domestic violence or parent unable to restrict access to home by dangerous adults Child abandoned or left alone for long periods or overnight Previous or current child subject to child protection concerns Parental fictitious or fabricated illness Relationships characterised by rejection, abandonment or scapegoating Parent persistently deprives the child of stimulation– shuts child in a room/leaves child in cot for long periods Parent gives child/allows child to use illicit substances

Detailed threshold descriptors

Child's developmental needs **aged 0 - 4**

Parenting and Environmental factors

Area of Need	Universal	Vulnerable	Complex	Acute
<p>Health</p> <ul style="list-style-type: none"> • Including: • Physical and psychological general health • Physical development • Speech, language and communication 	<ul style="list-style-type: none"> • Positive relationships within family, including when parents are separated • Experiences a stable family environment • Strong family networks and friendships outside of the family unit • Appropriate and safe accommodation which meets the needs of the family • Parents are able to manage their working or unemployment arrangements 	<ul style="list-style-type: none"> • Poor parental relationship • Experienced loss of significant adult through bereavement or separation • Limited support from family or friends • Poor parenting history • Fleeing violence • Poor housing • Isolated within the community • Poor socio economic situation • Reduced contact with family, friends and other support networks • Being seen in CSE hotspots ie known houses or recruiting grounds • Breakdown of residential placement due to behaviour (Looked After Children) 	<ul style="list-style-type: none"> • Incidents of domestic abuse • Child is taking on a caring role • Child included in parental conflict • Trans generational involvement with social care • Poor relationship with extended family or little communication • Hostile, unsafe or overcrowded home environment • Risk of eviction or prosecution • Experiencing frequent housing moves/transient lifestyle • No recourse to public funds and/or financial situation impacting on parenting capacity • Family comes from FGM or breast ironing practising community 	<ul style="list-style-type: none"> • Significant family discord and persistent domestic abuse • Privately fostered • Parents with enduring health problems needing frequent hospitalisation • Trans generational sexual abuse • Destructive/unhelpful extended family • Homeless/NRPF • Inadequate accommodation presents danger • Missing children • Asylum seekers/unaccompanied children • Extreme poverty • Family support FGM/breast ironing practices and there is a girl in family or extended family • Pattern of street homelessness • Staying with an adult believed to be sexually exploiting them

Area of Need	Universal	Vulnerable	Complex	Acute
<p>Emotional And Behavioural Development</p> <p>Including:</p> <ul style="list-style-type: none"> Emotional and social development Behavioural development 	<ul style="list-style-type: none"> Positive self esteem Good quality early attachment Demonstrates appropriate responses in feelings and actions Good emotional development Able to adapt to change 	<ul style="list-style-type: none"> Some difficulties with peer relationships Some difficulties with family relationships Finds it difficult to cope with anger and frustration Some evidence of inappropriate responses and actions Confrontational/defiant Can find managing change difficult High activity levels Difficulty in displaying empathy 	<ul style="list-style-type: none"> Poor peer relationships Insecure attachments Disruptive/challenging behaviour at school, home or in neighbourhood Unable to express emotion e.g. crying Withdrawn, unwilling to engage Has faltering growth and there is no physical or organic cause 	<ul style="list-style-type: none"> Cannot maintain peer relationships eg aggressive, bully, bullied Unable to determine boundaries, roles and responsibilities appropriately Puts self or others in danger eg physical harm, missing Total withdrawal Cruel to animals
<p>Family and Social Relationships</p> <p>Including:</p> <ul style="list-style-type: none"> Family, peers and wider community Helping others Friendships 	<ul style="list-style-type: none"> Stable and affectionate relationships with parent and family Good relationship with siblings Positive relationship with peers Able to socialise appropriately 	<ul style="list-style-type: none"> Relationships with parent and family sometimes characterised by inconsistencies Unresolved issues arising from parents' divorce/separation/step parenting/death of parent or significant carer Lack of positive role models Peers also involved in challenging behaviour Has difficulty sustaining some relationships No opportunities to play with other children 	<ul style="list-style-type: none"> Relationship with parent and family frequently characterised by inconsistencies Negative impact of parental substance misuse/alcohol misuse Parental ill health – physical/mental May have previously had periods of LA accommodation Imprisonment of a parent Involved in serious conflicts with siblings / peers 	<ul style="list-style-type: none"> Relationship with parent and family persistently experience as low warmth, high criticism Family breakdown threatened Complete rejection by a parent / step parent Child is a victim of abuse Family no longer wants to care for the child Family have abandoned child Goes missing from home for any period of time Post adoption support Other relationships characterised by rejection

Area of Need	Universal	Vulnerable	Complex	Acute
<p>Identity</p> <p>Including:</p> <ul style="list-style-type: none"> • Self-esteem, self- image • Social presentation 	<ul style="list-style-type: none"> • Positive sense of self • Demonstrates feelings of belonging and acceptance • Generally positive and wants to master things 	<ul style="list-style-type: none"> • Some insecurities around identity expressed e.g. low self esteem • Subject to discrimination – racial/gender/disability • Low in confidence • Experience of family breakdown 	<ul style="list-style-type: none"> • Demonstrates significantly low self-esteem in a range of situations • Experiences persistent discrimination on the basis of ethnicity/gender/disability/appearance • Lacking in confidence • Signs of deteriorating emotional well being • Experience of being a child in care 	<ul style="list-style-type: none"> • Self-image distorted and may demonstrate fear of persecution by others • Has internalised discrimination and behaviour reflects poor self image • Is socially isolated and lacks appropriate role models • Child in care • Adopted • A victim of crime
<p>Social Presentation</p> <p>Including:</p> <ul style="list-style-type: none"> • Growing awareness of ways in which appearance, behaviour and any impairment are perceived • Appropriate dress for age, gender, culture and religion • Cleanliness and hygiene 	<ul style="list-style-type: none"> • Confident in social situations and sufficiently discriminating between ‘safe’ and ‘unsafe’ contacts as appropriate • Appropriate dress for different settings • Good level 	<ul style="list-style-type: none"> • Can be over friendly, withdrawn or isolated • Inappropriate clothing e.g. too tight shoes • Clothing is regularly unwashed and frequently ill fitting • May not always be clean may suffer from teasing from school about being smelly 	<ul style="list-style-type: none"> • May not discriminate effectively with strangers • Rejection or taunting by peers • May be over-familiar in behaviour/appearance • Presentation significantly impacts on all relationships • Appearance reflects poor care hygiene, dirty clothes, ill-fitting shoes, inappropriate care of hair and skin 	<ul style="list-style-type: none"> • Unable to discriminate and likely to put self at risk • Inappropriate sexualised behaviour • Frozen watchfulness • Alienated self from others
<p>Self-care skills</p> <p>Including:</p> <ul style="list-style-type: none"> • Boundaries and rules • Asking for help • Washing, dressing and feeding 	<ul style="list-style-type: none"> • Growing level of competencies in practical and emotional skills e.g. feeding, dressing and social skills 	<ul style="list-style-type: none"> • Slow to develop age appropriate self- care skills • Health impacts on child’s ability to develop some self-care skills 	<ul style="list-style-type: none"> • Significant delay in age appropriate self-care skills • Health impacts seriously on several areas of self- care skills 	<ul style="list-style-type: none"> • Child is left alone in the household • Health prevents development of any self-care skills • Inappropriate self-care skills e.g. running own bath

Detailed threshold descriptors

Child’s developmental needs **aged 5 -13** (*age may be lower for some thresholds*),
Parenting and Environmental factors

Area of Need	Universal	Vulnerable	Complex	Acute
<p>Health</p> <p>Including:</p> <ul style="list-style-type: none"> Physical and Psychological General Health Physical development Speech, language and communication 	<ul style="list-style-type: none"> Appropriate height and weight Adequate and nutritious diet No health conditions that significantly affect everyday life Child health promotion plan including immunisation Age appropriate emotional development Good state of mental health Age appropriate physical development Appropriate transition to puberty Sexual activity appropriate for age Healthy lifestyle Regular dental checks and optical care 	<ul style="list-style-type: none"> Weight not increasing at the rate expected or obesity – faltering growth Limited/restricted diet Not attending referred appointments/assessments Frequent accidents/unusual pattern of contact Vulnerable to emotional problems Unduly anxious/angry/defiant/withdrawn/crying child Concerns about developmental progress Continence problems Early indicators of sexual activity or awareness Experimenting with substances Parents have learning difficulties/mental health/substance misuse/alcohol misuse – young carer Dental care not sufficient 	<ul style="list-style-type: none"> Extreme weight gain / loss Eats limited diet which adversely affects health Persistent minor health problems or accidents – perhaps resulting in poor attendance at school Chronic health problems which significantly affect everyday life. Severe disability which affects their health Emerging developmental problems – ADHD/developmental delay Self harming “Unsafe” sexual activity (including when linked to alcohol) Substance/alcohol misuse Smokes Living in house with domestic abuse Dental decay and no access to treatment Under 13 year old accessing sexual health services 	<ul style="list-style-type: none"> Weight causing severe concerns or impairment to health – e.g. faltering growth Chronic obesity Lack of food Refusing medical care endangering life/development Frequent accidents or Emergency Department visits with indicators of abuse Concern of fabricated or fictitious illness Children with special needs who have a profound level of difficulty Acute mental health problems – threat of suicide/psychotic episode/severe depression/anorexia Physical harm/suspected non accidental injury Dangerous sexual activity and / or early teenage pregnancy Sexual exploitation/abuse Child sexually exploiting/abusing others Persistent substance misuse/binge drinking Witnessing physical/sexual abuse/harm/ domestic abuse

Area of Need	Universal	Vulnerable	Complex	Acute
<p>Education and Learning</p> <p>Including:</p> <ul style="list-style-type: none"> • Understanding, reasoning and problem solving • Participation in learning, education and employment • Progress and achievement in learning • Aspirations 	<ul style="list-style-type: none"> • Solid home/school link • Experiences of success/achievement • Cognitive and language development are normal • Enjoys and participates in learning activities • Access to books, toys as appropriate 	<ul style="list-style-type: none"> • Home/school link not well established • Poor punctuality and frequent absences from school/nursery • Some fixed term exclusions • On ‘School Action/School Action Plus’ • Not achieving as anticipated • Not thought to be reaching his/her learning potential • Cognitive/language or literacy development are delayed • Not always engaging in play/learning, poor concentration, low motivation 	<ul style="list-style-type: none"> • Poor home/school link • Has special educational need • Significant attendance issues • Regular fixed term exclusions/at risk of permanent exclusion • Few if any achievements • Electively home educated with little opportunity for external scrutiny or social integration 	<ul style="list-style-type: none"> • No or acrimonious home/school link contact • Persistent absence • Parental non – engagement/prosecution • No school placement • Cognitive and language development are severely limited • Puts peers at risk through behaviour
<p>Emotional and Behavioural Development</p> <p>Including:</p> <ul style="list-style-type: none"> • Emotional and social development • Behavioural development 	<ul style="list-style-type: none"> • Good self esteem • Good quality early attachment • Demonstrates appropriate responses, feelings and actions • Good emotional development • Able to adapt to change 	<ul style="list-style-type: none"> • Sometimes has difficulties with peer relationships • Some difficulties with family relationships • Some evidence of inappropriate responses and actions that impact on others • Early evidence of occasional anti-social/criminal behaviour • Confrontational/defiant • Finds it difficult to cope with anger and frustration • Can find managing change difficult • Activity levels of concentration and attention difficulties that sometimes impact upon social and learning situations 	<ul style="list-style-type: none"> • Cannot maintain peer relationships • Inappropriate attachments • Disruptive/challenging behaviour at school or in neighbourhood • Regularly involved in anti- social/criminal activities • Withdrawn/unwilling to engage or isolated • Difficulty displaying empathy • Self harming behaviour • Activity levels of concentration and attention difficulties that frequently impacting upon social and learning situations 	<ul style="list-style-type: none"> • Significantly low self-esteem affecting all areas • Persistent difficulty in forming/maintaining peer relationships • Unable to connect cause and effect of own actions. • Puts self or others serious danger eg physical harm, goes missing • Persistent offending behaviour resulting in court orders/custodial sentences/ASBO • Dangerous/high risk offending behaviour • Unable to display empathy • Serious abuse to others • Life threatening self harm • High activity levels of concentration and attention difficulties persistently impacting upon social and learning situations • Cruel to animals

Area of Need	Universal	Vulnerable	Complex	Acute
<p>Family and Social Relationships</p> <p>Including:</p> <ul style="list-style-type: none"> • Family, peers and wider community • Helping others • Friendships • Aspirations 	<ul style="list-style-type: none"> • Stable and affectionate relationships with parents • Good relationships with siblings • Positive relationships with peers • Acquires a range of skills/interests 	<ul style="list-style-type: none"> • Some inconsistencies in parenting • Unresolved issues arising from parents' divorce, step parenting or death of carer • Lack of positive role models • Offending behaviour within the family • Lack of value placed on education and leisure provisions • Parental ill health – mental/physical – young carer • Involved in serious conflicts with siblings/peers • Has difficulty in sustaining some relationships • No opportunities to play with other children 	<ul style="list-style-type: none"> • Parenting often characterised by inconsistencies • Negative impact of substance misuse of immediate family • May have previously been a child in care • Imprisonment of any parent • Goes missing from home for any period of time • Significant parental ill health – mental/physical – young carer • Demands of caring for another person undermining aspects of health and development • Peers also involved in challenging behaviour • Other relationships characterised by rejection • Girl is from family from FGM or breast ironing community and mother has been subjected to these practices 	<ul style="list-style-type: none"> • Parenting mostly experienced as low warmth, high criticism • Family no longer want to care for child/abandoned • Family breakdown threatened • Child in care – frequent placements • Post adoption support • Persistently goes missing from home to be with adults without parental consent • Child is victim of abuse • Significant parental ill health – mental/physical requiring frequent/prolonged hospitalisation • Child is perpetrator of abuse • Complete rejection by a parent / step parent • Girl is from family from FGM or breast ironing community and mother has been subjected to practices and girl speaks about special holiday
<p>Self-care skills</p> <p>Including:</p> <ul style="list-style-type: none"> • Boundaries and rules • Decision making • Change to body 	<ul style="list-style-type: none"> • Growing level of competencies in practical and emotional skills e.g. dressing independent skills 	<ul style="list-style-type: none"> • Not always adequate self-care e.g. poor hygiene at risk of leading to social exclusion • Slow to develop age appropriate self-care skills • Left alone for brief periods during the day aged under eight • Health impacts on child's ability to develop some self-care skills 	<ul style="list-style-type: none"> • Child takes little or no responsibility for self-care tasks in comparison to peer group • Health impacts seriously on several areas of self-care skills 	<ul style="list-style-type: none"> • Engaged in activities which impact on self-care eg substance misuse • Lack of self-care significantly affecting health • Sexual activity prevents self-care and impact on vulnerability • Health prevents development of any self-care skills – child relies totally on other people to meet care needs • Left alone for frequent/prolonged periods during the day aged under eight

Detailed threshold descriptors

Child’s developmental needs **aged 14 -19** (*age may be lower for some thresholds*),
Parenting and Environmental factors

Area of Need	Universal	Vulnerable	Complex	Acute
<p>Health</p> <p>Including:</p> <ul style="list-style-type: none"> Physical and psychological general health Physical development Speech, language and communication Emotional and social development Behavioural development 	<ul style="list-style-type: none"> Appropriate height and weight Adequate and nutritious diet Developing awareness of own health needs No health condition that significantly affect everyday life Developmental checks and immunisations up to date Good state of mental health Sexual activity appropriate for age Experimenting with alcohol Healthy lifestyle Regular dental checks and dental care 	<ul style="list-style-type: none"> Excessive or low weight gain– not proportional to height Eats limited diet Not attending referred appointments/ assessments Persistent minor health problems or accidents – perhaps resulting in poor attendance at school Concerns about developmental progress Vulnerable to emotional problems Age appropriate sexual activity Young carers One off binge drinking Experimenting with illegal drugs Smokes Dental care not sufficient 	<ul style="list-style-type: none"> Limited/restricted diet, no breakfast, lunch money Learning significantly affected by health problems Chronic health problems which significantly affect everyday life Severe disability which affect their health (see JAT criteria) Developmental delay Emerging mental health issues – ADHD, autism, anxiety, eating disorders Overly challenging or anti- social behaviour Self harming “Unsafe” sexual activity Pregnancy Sporadic/occasional binge drinking Regular and problematic substance misuse Living in house with domestic abuse Dental decay and not accessing treatment 	<ul style="list-style-type: none"> Refusing medical care – endangering life/ development Lack of food Concerns of fabricated or fictitious illness Children with special needs who have a profound level of difficulty Serious / significant injury/illness Frequent accidents or Emergency Department visits with indicators of abuse Acute mental health problems – threat of suicide/psychotic episode Dangerous sexual activity Severe emotional challenges posing a risk to self or others Child sexually exploiting or abusing others Sexual abuse/rape Sexual exploitation Persistent binge drinking Life threatening substance/alcohol misuse Witnessing physical/sexual abuse/harm/ domestic abuse

Area of Need	Universal	Vulnerable	Complex	Acute
<p>Education, Learning and Employment</p> <p>Including:</p> <ul style="list-style-type: none"> • Understanding, reasoning and problem solving • Participation in learning, education and employment • Progress and achievement in learning • Aspirations 	<ul style="list-style-type: none"> • Solid home/school link • Experiences of success/achievement • No concerns around cognitive development • Access to learning resources/leisure activities as appropriate • Enjoys and participates in social/educational activities and school life • Planned progression and aspirations beyond statutory education • Acquires a range of skills/interests 	<ul style="list-style-type: none"> • Homes/school link not well established • Poor school attendance and punctuality • Some fixed term exclusions • On 'school action' or 'school action plus • Not achieving as anticipated • Not always engaging in learning, due to poor concentration, low motivation, being overtired • Not thought to be reaching his/her educational potential • Limited evidence of planning and progression • At risk of making ill informed decisions about progression 	<ul style="list-style-type: none"> • Poor home/school link • Significant attendance issues • First permanent exclusion from school • Few if any achievements • Not educated at school (or at home by parents) • Has statement of special educational need • Limited participation in education, employment or training • Unsatisfactory level of engagement • Electively home educated with little opportunity for external scrutiny or social integration 	<ul style="list-style-type: none"> • Parental non engagement/prosecution • Persistent absence of 16+ from education/training/employment • No school placement • Puts self or others at risk through behaviour
<p>Emotional and Behavioural development</p> <p>Including:</p> <ul style="list-style-type: none"> • Emotional and social development • Behavioural development 	<ul style="list-style-type: none"> • Appropriate good quality attachments • Demonstrates appropriate responses in feelings and actions • Able to demonstrate empathy • Able to adapt 	<ul style="list-style-type: none"> • Some difficulties with peer group relationships • Some difficulties with family relationships • Not always able to understand how own actions impact on others • Some evidence of inappropriate responses and action • Can find managing change difficult • Evidence of offending behaviour / anti-social behaviour • Activity levels of concentration and attention difficulties that sometimes impacting upon social and learning situations 	<ul style="list-style-type: none"> • Cannot maintain peer relationships • Lack of ability to understand how actions impact on others • Finds it difficult to cope with anger and frustration • Faltering growth linked to eating disorder • Disruptive/challenging behaviour at school or in neighbourhood • Withdrawn/unwilling to engage or isolated • Starting to offend/re-offend– known to YOS • Activity levels of concentration and attention difficulties that frequently impact on social and learning situations 	<ul style="list-style-type: none"> • Puts others in serious harm eg physical harm, missing • Unable to connect cause and effect of own actions • Unable to display empathy • Life threatening self harm • Persistent offending behaviour resulting in court orders / custodial sentences / ASBO • High activity levels of concentration and attention difficulties persistently impacting upon social learning situation • Indiscriminate sexual activity • Serious abuse to others

Area of Need	Universal	Vulnerable	Complex	Acute
<p>Identity</p> <p>Including:</p> <ul style="list-style-type: none"> • Self-esteem, self-image and social presentation 	<ul style="list-style-type: none"> • Positive sense of self and abilities • Demonstrates feelings of belonging and acceptance 	<ul style="list-style-type: none"> • Some insecurities around identity expressed e.g. low self-esteem, aspirations for the future • Subject to discrimination e.g. racial, sexual or due to disabilities or appearance • Limited self confidence • Experience of family breakdown • May be a victim of crime • Victim of bullying • Perpetrator of bullying 	<ul style="list-style-type: none"> • Experiences persistent discrimination e.g. on the basis of ethnicity, sexual orientation, disability • Demonstrates significantly low self-esteem in a range of situations • Poor self confidence • Signs of deteriorating emotional well-being • Experience of being a child in care 	<ul style="list-style-type: none"> • Has internalised discrimination and behaviour reflects poor self image • Is socially isolated and lacks appropriate role models • No confidence • Self-image distorted and may demonstrate fear of persecution by others • Mental health problems becoming evident • Child in care / care leaver • Adopted
<p>Family and Social Relationships</p> <p>Including:</p> <ul style="list-style-type: none"> • Family, peers and wider community • Helping others • Friendships 	<ul style="list-style-type: none"> • Stable and affectionate relationships with parent • Good relationship with siblings • Positive relationship with peers 	<ul style="list-style-type: none"> • Missing school or leisure activities • Unresolved issues arising from parents' divorce, step parenting or death of carer • Some inconsistencies in relationships with family and friends • Lack of positive role models • Young carer • Involved in serious conflicts with siblings / peers • Has difficulty sustaining some relationships • Lack of value placed on education and leisure provisions 	<ul style="list-style-type: none"> • Parenting often characterised by inconsistencies • May have previously had periods of LA accommodation • Imprisonment of any parent • Demands of caring for another person undermining aspects of health and development – young carers • Goes missing from home for any period of time • Other relationships characterised by rejection • Peers also involved in challenging behaviour • Severely withdrawn 	<ul style="list-style-type: none"> • Parenting mostly experienced as low warmth, high criticism • Family no longer want to care for the child / abandoned child • Complete rejection by a parent / step parent • Family breakdown threatened • Post adoption support • Persistently goes missing from home to be with adults without parental consent (under 16) • Goes missing from home for any period of time (under 16) • Child is victim of abuse • Child is perpetrator of abuse

Area of Need	Universal	Vulnerable	Complex	Acute
<p>Self-care skills</p> <p>Including:</p> <ul style="list-style-type: none"> • Boundaries and rules • Decision making • Change to body • Becoming independent • Positive separation from family 	<ul style="list-style-type: none"> • Growing level of competencies in practical emotional and independent living skills 	<ul style="list-style-type: none"> • Not always adequate self-care e.g. poor hygiene • Slow to develop age appropriate self-care skills • Health impacts on child's ability to develop some self-care skills 	<ul style="list-style-type: none"> • Child takes little or no responsibility for self-care tasks in comparison to peer group • Health impacts seriously on several areas of self-care skills 	<ul style="list-style-type: none"> • Engaged in activities which impact on self-care eg substance misuse • Lack of self-care significantly affecting health • Sexual activity prevents self-care and impact on vulnerability • Health prevents development of any self-care skills – young person relies totally on other people to meet care needs
<p>Social presentation</p> <p>Including:</p> <ul style="list-style-type: none"> • Awareness of ways in which appearance, behaviour and any impairment are perceived • Appropriate dress for age, gender, culture and religion • Cleanliness and hygiene 	<ul style="list-style-type: none"> • Stable and affectionate relationships with parent • Good relationship with siblings • Positive relationship with peers 	<ul style="list-style-type: none"> • Rejection or taunting by peers • Can be over friendly or withdrawn • Inappropriate dressed for school impacting on progress /relationships in school • Clothes not age appropriate • Often wearing unwashed clothes • May not always be clean – may suffer from teasing from school about being 'smelly' • No opportunity to mix with other young people 	<ul style="list-style-type: none"> • Lacks confidence, watchful or wary of carers / people • Emotionally/physically harmed by bullying • May be aggressive in behaviour/ appearance • Inappropriate sexualised behaviour • Alienates self from school • Clothing is regularly unwashed and frequently ill fitting • Presentation significantly impacts on relationships • Poor hygiene leads to alienation from peers 	<ul style="list-style-type: none"> • Totally withdrawn • Unable to discriminate and likely to put self at risk • Serious assault from bullying • Carries a weapon • Unlawful sexual intercourse • Sexually exploited • Appearance reflects poor care, hygiene, dirty clothes, ill-fitting shoes inappropriate care of hair and skin causing significant harm

Parenting Capacity

Area of Need	Universal	Vulnerable	Complex	Acute
<p>Ensuring Safety</p> <p>Including:</p> <ul style="list-style-type: none"> • Protection from harm and danger • Protection from unsafe adults • Recognition of hazards within and outside the home 	<ul style="list-style-type: none"> • Unborn baby/child/young person protected from danger or significant harm in the home or elsewhere 	<ul style="list-style-type: none"> • Inappropriate care arrangements and too many different carers • Haphazard supervision, unaware of child/young person's whereabouts • Inappropriate frequent visits to doctors/emergency department • Absence of appropriate supervision and guidance • Insufficient awareness of dangers to the unborn baby/child/young person • Haphazard use of safety equipment e.g. fireguards 	<ul style="list-style-type: none"> • Inappropriate care arrangements such as succession of caregivers • Domestic abuse in the home • Coming and going of lots of adults living in the household • Level of supervision is inadequate given child/young person's age • Inappropriate chastisement 	<ul style="list-style-type: none"> • Inappropriate/no care arrangements • Chronic and serious domestic abuse in the household • Parent unable to restrict access to home by dangerous adults • Parent leaves child alone for long periods or overnight aged eight and over • Parent leaves child alone under eight • Previous or current child subject to child protection concerns • Parent has fictitious or fabricated illness • Medical/cultural/religious/life-style compromises unborn baby/child/young person's safety
<p>Basic Care</p> <p>N.B. All of the indicators refer to parents and parent to be</p> <p>Including:</p> <ul style="list-style-type: none"> • Providing for child's/unborn baby's physical needs • Making provision for appropriate medical and dental care • Provision of food, drink, warmth, shelter, clean clothing and adequate personal hygiene 	<ul style="list-style-type: none"> • Provide for unborn baby / child / young person's physical needs eg food, drinks appropriate clothing, medical and dental care • Making plans for becoming a parent • Attends for antenatal care 	<ul style="list-style-type: none"> • Inability to respond to concerns about basic care • Food, warmth and other basics not always suitable • Parent struggling without support and/or other adequate resources • Parents/parents to be with mental health or substance misuse problems • Parents/parents to be with special needs • Failure to engage with preventative health services • Misses some antenatal care 	<ul style="list-style-type: none"> • Basic care is frequently inconsistent • Food, warmth and other basics not often available • Family with poor coping skills • Very young or inexperienced parent(s)/parents to be • Parent's/mental health/additional needs problems significantly affect care of unborn baby/child/young person or preparation for having a baby • Parent/parents to be substance misuse significantly affect care of unborn baby/child/young person • Parents have struggled to care for previous unborn baby / child/young persons 	<ul style="list-style-type: none"> • Basic frequent care is rarely consistent and/or absent • Parent has seriously abused/neglected or are likely to abuse/neglect the child/unborn baby/young person • Parent's own needs mean they cannot keep unborn baby/child /young person safe/sibling abuse • Previous child/young person has been removed from parent's care or home • Parent refusing medical intervention which is agreed in the best interest of the child/ unborn baby • A pattern of parent not attending medical appointments / assessments • Not accessing specialist ante-natal care

Area of Need	Universal	Vulnerable	Complex	Acute
<p>Emotional Warmth</p> <p>Including:</p> <ul style="list-style-type: none"> Emotional needs are met Child feels valued Child is given a sense of cultural and racial identity Secure relationships with adult carers 	<ul style="list-style-type: none"> Shows warm regard, praise and encouragement Parent in positive adult relationship Positive about pregnancy 	<ul style="list-style-type: none"> Inconsistent responses to child/young person by parent(s) Child/young person not able to develop other positive relationships due to parenting experience Parent has mental health issues which affect their ability to demonstrate emotional warmth Parent has intermittent hospitalisation 	<ul style="list-style-type: none"> Child/young person receives erratic or inconsistent care Inability to sustain satisfactory age appropriate relationship with child Parent has frequent and prolonged hospitalisation/ absences Teenage pregnancy 	<ul style="list-style-type: none"> Parents inconsistent, highly critical or apathetic towards child/unborn baby/young person Relationships characterised by rejection Relationship characterised by abandonment and/or scapegoating Parents disengaged from unborn/baby/child Preoccupied with own needs and impacts on child's well being Unrealistic expectations contradictory to development stage
<p>Stimulation</p> <p>Including:</p> <ul style="list-style-type: none"> Promoting child's learning through communication, responding to questions Encouraging and joining child's play with appropriate toys and books 	<ul style="list-style-type: none"> Facilitates cognitive development through interaction and play Access to language/ communication support Enables child/young person to experience success and failure Child/young person is given access to leisure facilities appropriate to age and interest Child/young person has a range of experiences through leisure/play/sport/ reading / activities 	<ul style="list-style-type: none"> Child/young person spends considerable time alone Child/young person not communicated with by parent Child/young person not often exposed to new experiences Child/young person has faltering growth and it is not linked to physical or organic cause Limited access to leisure activities Child/young person receiving little positive stimulation, with lack of new experiences or activities Not allowing child to mix with peers 	<ul style="list-style-type: none"> Often restricts stimulation through care – shuts child in a room/leaves child in cot for short periods Child/young person under undue parental pressure Restricted access, if any, to leisure activity Parent has unrealistic expectation of child's need for stimulation 	<ul style="list-style-type: none"> Persistently deprives child of stimulation through care – shuts child in a room/leaves child in cot for long periods Parents show little or no interest in stimulating the child

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<p>Guidance and Boundaries</p> <p>Including:</p> <ul style="list-style-type: none"> • Demonstrating and modelling appropriate behaviour • Demonstrating social problem solving, anger management and consideration for others from family 	<ul style="list-style-type: none"> • Provides guidance so that child/young person can develop appropriately • Parent provides age appropriate boundaries and chastisement • Parent is a good role model for child 	<ul style="list-style-type: none"> • Lack of understanding of parental role • Parent has unrealistic expectations • Parental response to child's behaviour is inappropriate • Child/young person behaves in an anti-social way in the neighbourhood • Parent struggle to offer consistent and effective boundaries/supervision • Parent does not offer a good role model e.g. by behaving in an anti- social / criminal way • Parent gives/allows inappropriate access to adult materials – video, reading, TV 	<ul style="list-style-type: none"> • Erratic or inadequate guidance provided • Child/young person regularly behaves in an anti-social/criminal way • Parents struggle to set effective boundaries • Parent uses alcohol to excess/illicit substances in front of the child 	<ul style="list-style-type: none"> • Parent unable to prevent child/young person being out of control in the community • Parents refer to child as being out of control • Parent gives child/allows child to use illicit substances • Parent gives/allows inappropriate access to internet sites • Parent do not/is unable to set effective boundaries
<p>Stability</p> <p>Including:</p> <ul style="list-style-type: none"> • Stable family environment • Develop and maintain a secure attachment • Contact with important family members and significant others 	<ul style="list-style-type: none"> • Parent offers unborn baby/child/young person a secure relationship • Parent provides consistency of emotional warmth over time 	<ul style="list-style-type: none"> • Parent does not always maintain child/young person's key relationships with family members • Complex family dynamics result in ongoing level of instability • Family life may be chaotic • Inconsistent approach to child's overall well-being and development 	<ul style="list-style-type: none"> • Parent has unrealistic expectations of the child physically and emotionally • No significant main carer identified for the child/young person • Multiple carers with no consistency 	<ul style="list-style-type: none"> • Family life is chaotic and impacting negatively on the child/young person • Child abandoned

Family and Environmental Factors

Area of Need	Universal	Vulnerable	Complex	Acute
<p>Family History and Functioning</p> <p>N.B. All of the indicators refer to Parents and Parent to be</p> <p>Including:</p> <ul style="list-style-type: none"> • Illness, physical disability and mental health bereavement violence, parental substance misuse, criminality, anti- social behaviour, culture, size and composition of household 	<ul style="list-style-type: none"> • Good relationships within family, including when parents are separated • Few significant changes in composition • Sufficient parenting skills and experiences 	<ul style="list-style-type: none"> • Parents experience some conflicts or difficulties that can involve the unborn baby/child/ young person • A child/young person has suffered loss of significant adult through bereavement or separation • Living with kinship carers • Acrimonious divorce/separation • Limited family support • Enforced inappropriate contact with absent parent/ family members • Parents with mental health problems 	<ul style="list-style-type: none"> • Incidents of domestic abuse between parents/parents to be/multiple partners • Child/young person is taking on a caring role in relation to their parent • History of rejection • Acrimonious divorce / separation with child included in the conflict • Other children currently or previously subject to Child Protection Plan – Child in Care • Parents with enduring mental health problems • Trans-generational involvement with social care for issues including neglect 	<ul style="list-style-type: none"> • Significant family discord and persistent domestic abuse including perpetrators still living in household • Family characterised by conflict and serious, chronic relationship difficulties • Child is privately fostered • Parents with enduring mental health problems needing frequent hospitalisation • Trans-generational sexual abuse including sibling abuse
<p>Wider Family</p> <p>Including:</p> <ul style="list-style-type: none"> • Formal and informal support networks from extended family and others • Wider caring and employment roles and responsibilities 	<ul style="list-style-type: none"> • Sense of larger family network and good friendships outside of the family unit 	<ul style="list-style-type: none"> • Inadequate/poor housing • Unsatisfactory accommodation and environmental circumstances e.g. flat in high rise • Temporary housing • Housing offered close to known perpetrator • Housing not suitable for newborn 	<ul style="list-style-type: none"> • Poor state of repair, or overcrowded • Hostile environment • Rent arrears put family at risk of eviction • Prosecution / eviction proceedings • Living in interim accommodation including B&B • Experiencing frequent moves • Unsafe home conditions e.g. lack of fences around garden for young children • Parent has terminal illness/disabilities which affects their providing basic care • Mother has been subjected to FGM and breast ironing practices 	<ul style="list-style-type: none"> • Actually without housing and no housing agency with a duty to assist • Housing dangerous or seriously threatening health • Physical accommodation places child/young person in danger • Lack of refuge for runaway/homeless young people • Missing children • Asylum seekers • Not accessing specialist ante-natal care e.g. diabetes/substance misuse • Mother has been subjected to FGM and breast ironing practices and is supportive of the practice

Area of Need	Universal	Vulnerable	Complex	Acute
Housing Including: <ul style="list-style-type: none"> Water/heating/sanitation facilities, sleeping arrangements Reason for homelessness 	<ul style="list-style-type: none"> Appropriate accommodation which meets the needs of the family 	<ul style="list-style-type: none"> Inadequate/poor housing Unsatisfactory accommodation and environmental circumstances e.g. flat in high rise Temporary housing Housing offered close to known perpetrator Housing not suitable for newborn Poor parenting history Parents experiencing conflict in relationships 	<ul style="list-style-type: none"> Poor state of repair, or overcrowded Hostile environment Rent arrears put family at risk of eviction Prosecution/eviction proceedings Living in interim accommodation including B&B Experiencing frequent moves Unsafe home conditions e.g. lack of fences around garden for young children 	<ul style="list-style-type: none"> Actually without housing and no housing agency with a duty to assist Housing dangerous or seriously threatening health Physical accommodation places child/young person in danger Lack of refuge for runaway/homeless young people Missing children Asylum seekers
Income Including: <ul style="list-style-type: none"> Income/benefits Effects of hardship 	<ul style="list-style-type: none"> Reasonable income over time, with resources used appropriately to meet individual needs Reasonable legitimate income 	<ul style="list-style-type: none"> Low income Debt problems increasing No sense of budgeting or financial responsibility 	<ul style="list-style-type: none"> Low income plus adverse additional factors e.g. up to borrowing limit on social care fund Insufficient income to provide adequate and nutritious diet Rent/mortgage arrears 	<ul style="list-style-type: none"> Extreme financial difficulties impacting on ability to have basic needs met Inability to pay rent/mortgage leading to loss of home
Community Resources Including: <ul style="list-style-type: none"> Day care Places of worship Transport Shops Leisure facilities 	<ul style="list-style-type: none"> Community are generally supportive of families with children/young people Good universal services in neighbourhood 	<ul style="list-style-type: none"> Adequate universal resources but family may have access issues Community characterised by negativity towards children/young people Poor tolerance of neighbours/community toward family 	<ul style="list-style-type: none"> Poor quality universal resources and targeted services No community support / tolerance for families Limited 'social capital' in neighbourhood 	

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<p>Family's Social Integration</p> <p>Including:</p> <ul style="list-style-type: none"> • Anti-social behaviour in the area • Social networks and relationships 	<ul style="list-style-type: none"> • Family feels integrated within the community • Good social and friendship network exists 	<ul style="list-style-type: none"> • Limited contact with community members • Family new to the area • Some conflict within the community 	<ul style="list-style-type: none"> • Family socially isolated • Acrimonious relationships within community • Family is from FGM or breast ironing practising communities 	<ul style="list-style-type: none"> • Family chronically socially excluded • High levels of conflict, volatility within neighbourhood • Community are hostile to family • Family excludes community through hostile behaviour / anti-social behaviour
<p>Employment</p> <p>Including:</p> <ul style="list-style-type: none"> • Work and shifts • Employment history 	<ul style="list-style-type: none"> • Parents/parents to be able to manage their working or unemployment arrangements and do not perceive them as unduly stressful 	<ul style="list-style-type: none"> • Periods of unemployment of the wage earning parent • Stress from 'overworking' / working away beginning to make an impact 	<ul style="list-style-type: none"> • Stress from unemployment or 'overworking' having impact on aspects of family life – care of child/ marital relationships • Parents/parents to be find it difficult to obtain employment due to poor basic skills 	<ul style="list-style-type: none"> • Chronic unemployment that has severely affected parent's own identity and ability to care for child • Family unable to gain employment due to significant lack of basic skills or long term difficulties e.g. substance misuse