

Appendix 2

CHILD/YOUNG PERSON & YOUNG PERSON NEGLECT TOOLKIT

To assist the identification of child/young person neglect

This toolkit aims to aid professionals working with child/young people and their families to ensure the early identification of neglect so that they can be supported by services before problems escalate. This detailed neglect tool provides: -

- Detailed guidance in completing the neglect checklist
- Promotes the use of professional judgement by all those working with child/young person and young people
- Child/young person's Social Care service in undertaking a more detailed assessment where neglect has been identified as a concern following the completion of the checklist.

Professionals should also consider the relevance of neglect when working with child/young person, young people and their families where other issues or concerns have been identified to ensure neglect is not a contributory factor or cause

Professionals should also consider the use of this toolkit, to inform assessments and decision making on existing or re-referred families to ensure that neglect is considered as a potential contributory factor or the underlying cause of presenting issues.

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PHYSICAL CARE: FOOD

1) Child/young person focused care giving.	2) Adult focused care giving.	3) Child/young person's needs are secondary to adults.	4) Child/young person's needs are not considered.
<p>Child/young person is provided with appropriate quality of food and drink, which is appropriate to their age and stage of development.</p> <p>Meals are organised and there is a routine which includes the family sometimes eating together.</p> <p>Child/young person's special dietary requirements are always met.</p> <p>Parent/carer understands importance of foods</p>	<p>Child/young person is provided with reasonable quality of food and drink and seems to receive an adequate quantity for their needs, but there is a lack of consistency in preparation and routine.</p> <p>Child/young person's special dietary requirements are inconsistently met.</p> <p>Parent/carer understands the importance of appropriate food and routine but sometimes their personal circumstances impact on ability to provide.</p>	<p>Child/young person receives low quality food and drink, which is often not appropriate to their age and stage of development and there is a lack of preparation or routine.</p> <p>Child/young person appears hungry.</p> <p>Child/young person's special dietary requirements are rarely met.</p> <p>The parent/carer is indifferent to the importance of appropriate food for the child/young person.</p> <p>Young person is responsible for cooking own food and those of siblings</p>	<p>Child/young person does not receive an adequate quantity of food and is observed to be hungry.</p> <p>The food provided is of a consistently low quality with a predominance of sugar, sweets, crisps and chips etc.</p> <p>Child/young person's special dietary requirements are never met and there is a lack of routine in preparation and times when food is available.</p> <p>Parent/carer hostile to advice about appropriate food and drink and the need for a routine.</p> <p>Young person is responsible for provision and cooking of food for self and other family members including siblings</p>

PHYSICAL CARE: QUALITY OF HOUSING

1) Child/young person focused care giving.	2) Adult focused care giving.	3) Child/young person's needs are secondary to adults.	4) Child/young person's needs are not considered.
<p>The accommodation has all essential amenities such as heating, shower, cooking facilities, adequate beds and bedding and a toilet and is in a reasonable state of repair and decoration.</p> <p>Parent/carer understands the importance of the home conditions to child/young person's well-being.</p>	<p>The accommodation has some essential amenities but, needs decoration and requires repair. Parent/carers are aware of this and have taken steps to address these issues.</p> <p>The accommodation is reasonably clean, but may be damp, but the parent/carer addresses this.</p> <p>Parent/carer recognises the importance of the home conditions to the child/young person's sense of well-being but is hampered by personal circumstances.</p>	<p>The accommodation is in a state of disrepair, parent/carers are unmotivated to address this and the child/young person has suffered accidents and potentially poor health, as a result.</p> <p>The look is bare and possibly dirty/smelly and there are inadequate amenities such as beds and bedding, a dirty toilet, lack of clean washing facilities and the whole environment is dirty and chaotic.</p> <p>The accommodation smells of damp and there is evidence of mold.</p>	<p>The accommodation is in a dangerous state of disrepair and this has caused several accidental injuries and poor health for the child/young person.</p> <p>The look is dirty and squalid and there is a lack of essential amenities such as a working toilet, showering/bathing facilities, inappropriate and dirty bed and bedding and poor facilities for the preparation of food.</p> <p>Faeces or other harmful substances are visible, and house smells.</p> <p>The accommodation smells strongly of damp and there is extensive mold which is untreated and the parent/carer is hostile to advice about the impact of the home circumstances on child/young person's well-being.</p> <p>16/17-year-old presents as homeless / sofa surfing</p>

PHYSICAL CARE: STABILITY OF HOUSING

1) Child/young person focused care giving.	2) Adult focused care giving.	3) Child/young person's needs are secondary to adults.	4) Child/young person's needs are not considered.
<p>Child/young person has stable home environment without too many moves (unless necessary).</p> <p>Parent/carer understands the importance of stability for child/young person.</p>	<p>Child/person has a reasonably stable home environment but has experienced house moves/ new adults in the family home.</p> <p>Parent/carer recognises that this could impact on child/young person, but the parent/carer's personal circumstances occasionally impacts on this.</p>	<p>Child/young person does not have a stable home environment and has either experienced lots of moves and/or lots of adults coming in and out of the home for periods of time.</p> <p>Parent/carer does not accept the importance of stability for child/young person.</p>	<p>Child/young person experiences lots of moves, staying with relatives or friends at short notice (often in circumstances of overcrowding leading to child/young person sleeping in unsuitable circumstances).</p> <p>The home has several adults coming and going.</p> <p>Child/young person does not always know these adults who stay over. Parent/carer is hostile about being told about the impact on child/young person of instability.</p> <p>16/17-year-old presents as homeless / sofa surfing</p>

PHYSICAL CARE: CHILD/YOUNG PERSON

1) Child/young person focused care giving.	2) Adult focused care giving.	3) Child/young person's needs are secondary to adults.	4) Child/young person's needs are not considered.
<p>Child/young person has clothing which is clean and fits appropriately.</p> <p>Child/young person is dressed appropriately for the weather and parent/carers are aware of the importance of appropriate clothes for the child/young person in an age appropriate way.</p>	<p>Child/young person has clothes which are appropriate, but are sometimes poorly fitting, unclean and crumpled.</p> <p>The parent/carer considers the appropriateness of clothes to meet the needs of the child/young person in an age appropriate way, but their own personal circumstances can get in the way.</p>	<p>Child/young person has clothing which is dirty and crumpled, in a poor state of repair and not well fitting. The child/young person lacks appropriate clothes for the weather and does not have sufficient clothing to allow for regular washing.</p> <p>Parent/carer(s) are indifferent to the importance of appropriate clothes for the child/young person in an age appropriate way.</p> <p>Young person is not provided with personal care products i.e. sanitary towels</p>	<p>Child/young person has clothes which are filthy, ill-fitting and smelly. The clothes are usually unsuitable for the weather.</p> <p>Child/young person may sleep in day clothes and is not provided with clean clothes when they are soiled.</p> <p>The parent/carer is hostile to advice about the need for appropriate clothes for the well-being of the child/young person.</p>

PHYSICAL CARE: CHILD/YOUNG PERSON
PHYSICAL CARE: ANIMALS

1) Child/young person focused care giving.	2) Adult focused care giving.	3) Child/young person's needs are secondary to adults.	4) Child/young person's needs are not considered.
<p>Animals are well cared for, and do not present a danger to child/young person or adults.</p> <p>Child/young person is encouraged to behave appropriately towards animals.</p>	<p>Animals look reasonably well cared for but contribute to a sense of chaos in the house.</p> <p>Animals present no dangers to children, young people or adults and any mistreating of animals is addressed.</p>	<p>Animals not always well cared for or ailments treated.</p> <p>Presence of faeces or urine from animals not treated appropriately and animals not well trained.</p> <p>The mistreatment of animals by adults or child/young person is not addressed.</p>	<p>Animals not well cared for and presence of faeces and urine in living areas.</p> <p>Animals dangerous and chaotically looked after.</p> <p>Parent/carer do not address the ill treatment of animals by adults, children or young people.</p>

PHYSICAL CARE: HYGEINE

1) Child/young person focused care giving.	2) Adult focused care giving.	3) Child/young person's needs are secondary to adults.	4) Child/young person's needs are not considered.
<p>The child/young person is clean and is either given a bath/washed daily or encouraged to do so in an age appropriate way.</p> <p>The child/young person is encouraged to brush their teeth and head lice, skin complaints etc. are treated appropriately.</p> <p>Nappy rash is treated appropriately.</p> <p>Parent/carers take an interest in the child/young person's appearance</p>	<p>The child/young person is reasonably clean, but the parent/carer does not bathe/wash the child/young person regularly and/or the child/young person is not consistently encouraged to do so in an age appropriate way.</p> <p>The child/young person does not always clean their teeth, and head lice and skin conditions etc are treated in an inconsistent way.</p> <p>Nappy rash is a problem, but parent treats if given encouragement and advice.</p>	<p>The child/young person looks unclean and is only occasionally bathed/ washed or encouraged to do so in an age appropriate way.</p> <p>There is evidence that the child/young person does not brush their teeth, and that head lice and skin conditions etc are not treated appropriately.</p> <p>Parent/carer does not address concerns about nappy rash and indifferent to concerns expressed by others.</p> <p>Parent/carer does not take an interest in child/young person's appearance and does not acknowledge the importance hygiene to the child/young person's wellbeing.</p>	<p>The child/young person looks dirty, and is not bathed or washed, or encouraged to do so.</p> <p>The child/young person does not brush teeth. Head lice and skin conditions are not treated and become chronic.</p> <p>Parent/carer does not address concerns about nappy rash and is hostile to concerns expressed by others.</p> <p>The parent/carer is hostile to concerns expressed by others about the child/young person's lack of hygiene.</p> <p>Parent/carer does not ensure young person has adequate sanitary products</p>

PHYSICAL CARE: SAFE SLEEPING ARRANGEMENTS & CO-SLEEPING FOR BABIES

1) Child/young person focused care giving.	2) Adult focused care giving.	3) Child/young person's needs are secondary to adults.	4) Child/young person's needs are not considered.
<p>Parent/carer has information on safe sleeping and follows the guidelines.</p> <p>There is suitable bedding and parent/carers having an awareness of the importance of the room temperature, sleeping position of the baby and parent/carer does not smoke in household.</p> <p>Parent/carer aware of guidance around safe co-sleeping and recognises the importance of the impact of alcohol and drugs on safe co-sleeping.</p> <p>There are appropriate sleeping arrangements for child/young person.</p>	<p>Parent/carer has information on safe sleeping, but does not always follow guidelines, so bedding, temperature or smoking may be a little chaotic and parent/carer may not be aware of sleeping position of the baby. (Be aware this raises risk of cot death).</p> <p>Parent/carer aware of the dangers of co-sleeping and recognises the dangers of drugs and alcohol by the parent/carer on safe co-sleeping, but this is sometimes inconsistently observed.</p> <p>Sleeping arrangements for child/young person can be a little chaotic.</p>	<p>Parent/carer unaware of safe sleeping guidelines, even if they have been provided.</p> <p>Ignores advice about beds and bedding, room temperature, sleeping position of the baby and smoking. (Be aware this raises risk of cot death).</p> <p>Parent/carer does not recognise the importance of safe co-sleeping or the impact of parent/carer alcohol drug use on safety.</p> <p>Sleeping arrangements for child/young person are not suitable and parent/carer is indifferent to advice regarding this.</p> <p>Parent/carer not concerned about impact on child/young person.</p> <p>Young person aged under 16 years allowed to sleep with boyfriend / girlfriend at family home</p>	<p>Parent/carer indifferent or hostile about safe sleeping guidance. Sees it as interference and does not take account of beds and bedding, room temperature, sleeping position of the baby and adults smoke in the household. (Be aware this raises risk of cot death).</p> <p>Parent/carer hostile to advice about safe sleeping and the impact of parent/carer drug and alcohol on safe co-sleeping for the baby.</p> <p>Sleeping arrangements for child/young person are not suitable or age appropriate and parent/carer is hostile to advice regarding this.</p> <p>Parent/carer not concerned about impact on child/young person or risks associated with this, such as witnessing adult sexual behaviour.</p>

HEALTH: SEEKING ADVISE AND INTERVENTION IN RELATION TO HEALTH ISSUES

1) Child/ young person focused care giving.	2) Adult focused care giving.	3) Child/young person's needs are secondary to adults.	4) Child/young person's needs are not considered.
<p>Advice sought from professionals/ experienced adults on matters of concern about child/young person/health.</p> <p>Appointments are made and consistently attended.</p> <p>Preventative care is carried out such as dental/optical and all immunisations up to date.</p> <p>Parent/carer ensures child/young person completes any agreed programme of medication or treatment.</p>	<p>Advice is sought about illnesses, but this is occasionally delayed or poorly managed as a result of parent/carer difficulties.</p> <p>Parent/carer understands the importance of routine care such as optical/dental but is not always consistent in keeping routine appointments.</p> <p>Immunisations are delayed, but eventually completed.</p> <p>Parent/carer is inconsistent about ensuring that the child/young person completes any agreed programme of medication or treatment, but recognises the importance to the child/young person, but personal circumstances can get in the way.</p>	<p>The parent/carer does not routinely seek advice about child/young personhood illnesses but does when concerns are serious or when prompted by others.</p> <p>Dental care and optical care are not routinely attended to including need for orthodontic treatment</p> <p>Immunisations are not up to date, but parent/carer will allow access to child/young person if home visits carried out.</p> <p>Parent/carer does not ensure the child/young person completes any agreed programme of medication or treatment and is indifferent to the impact on child/young person's wellbeing.</p>	<p>Parent/carer does not attend to child/young person's childhood illnesses, unless severe or in an emergency.</p> <p>Child/young personhood illnesses allowed to deteriorate before advice/care is sought.</p> <p>Parent/carer hostile to advice from others (professionals and family members) to seek medical advice.</p> <p>Routine appointments such as dental and optical not attended to, immunisations not up to date, even if home appointment is offered.</p> <p>Parent/carer does not ensure that the child/young person completes any agreed programme of medication or treatment and is hostile to advice about this from others, and does not recognise likely impact on child/young person</p>

HEALTH: DISABILITY AND ILLNESS

1) Child/young person focused care giving.	2) Adult focused care giving.	3) Child/young person needs are secondary to adults.	4) Child/young person's needs are not considered.
<p>Parent/carer positive about child/young person's identity and values him/her.</p> <p>Parent/carer complies with needs relating to child/young person's disability.</p> <p>Care is proactive in seeking appointments and advice and advocating for the child/young person's wellbeing.</p>	<p>Parent/carer does not always value child/young person and allows issues of disability to impact on feelings towards the child/young person.</p> <p>Care is inconsistent in their compliance with needs relating to child/young person's disability but does recognise the importance to the child/young person, but personal circumstances get in the way.</p> <p>Parent/carer accepts advice and support but is not proactive in seeking advice and support around the child/young person's needs.</p>	<p>Parent/carer shows anger and frustration at child/young person's disability. Often blaming the child/young person and not recognising identity.</p> <p>Parent/carer does not ensure compliance with needs relating to child/young person's disability, and there is significant minimisation of child/young person health needs.</p> <p>The parent/carer does not seek or accept advice and support around the child/young person's needs and is indifferent to the impact on the child/young person.</p> <p>Parent/carer does not support young person to manage specific health issue i.e. asthma; diabetes etc</p>	<p>Parent/carer does not recognise child/young person's identity and is negative about child/young person because of the disability.</p> <p>Parent/carer does not ensure compliance with needs relating to child/young person's disability, which leads to deterioration of the child/young person's well-being.</p> <p>Parent/carer hostile when instructed to seek help for the child/young person, and is actively hostile to any advice or support around child/young person's disability</p>

SAFETY & SUPERVISION : SAFETY AWARENESS AND FEATURES

1) Child/young person focused care giving.	2) Adult focused care giving.	3) Child/young person's needs are secondary to adults.	4) Child/young person's needs are not considered.
<p>Parent/carer aware of safety issues and there is evidence of safety equipment use and maintenance</p>	<p>Parent/carer is aware of safety issues but is inconsistent in use and maintenance of safety equipment and allows personal circumstances to get in the way of consistency.</p>	<p>The parent/carer does not recognise dangers to child/young person and there is a lack of safety equipment, and evidence of daily dangers to the child/young person.</p> <p>Parent/carer indifferent to advice about this and does not recognise or acknowledge the impact on the child/young person.</p>	<p>Parent/carer does not recognise dangers to the child/young person's safety and hostile to advice regarding this, does not recognise the importance to the child/young person, and can hold child/young person responsible for accidents and injuries.</p> <p>Young person is given parenting responsibilities inappropriate to age which places themselves or other children at risk</p>

SAFETY & SUPERVISION: TRAFFIC AWARENESS & IN CAR SAFETY

1) Child/young person focused care giving.	2) Adult focused care giving.	3) Child/young person's needs are secondary to adults.	4) Child/young person's needs are not considered.
<p>Baby/Infant is well secured in pram/pushchair.</p> <p>Where a toddler is walking their hand is held safely. 3 – 5 yrs old can walk without holding hands but are close and in vision. 5- 8 yr olds can cross with 13+ year old.</p> <p>Child/young person taught traffic skills as per developmental needs.</p>	<p>Baby/infant not always secured in pushchair and 3- 5 yr old not fully supervised. 7yrs onwards can cross with another young child/young person alone and 8 yrs old crosses regardless of suitability.</p> <p>Child/young person given some guidance about traffic skills.</p>	<p>Baby/infant not secured in pushchair and 3- 5 yr old dragged along with annoyance or left to follow behind alone, with supervision.</p> <p>Under 7s onwards can cross road alone.</p> <p>Child/young person not taught traffic skills.</p>	<p>Babies/infants are unsecured in pram/pushchair and parent/carer is careless with pram.</p> <p>There is a lack of supervision around traffic and an unconcerned attitude.</p> <p>Lacks understanding of why teaching traffic skills might be important for the child/young person.</p>

SAFETY & SUPERVISION : HANDLING OF BABY/RESPONSE TO BABY

1) Child/young person focused care giving.	2) Adult focused care giving.	3) Child needs are secondary to adults.	4) Child/young person's needs are not considered.
<p>Parent/carer responds appropriately to the baby's needs and is careful whilst handling and laying the baby down, frequent checks if unattended.</p> <p>Parent/carer spends time with baby, cooing and smiling, holding and behaving warmly.</p>	<p>The parent/carer is not always consistent in their responses to the baby needs, because own circumstances get in the way and is a bit precarious in handling, and inconsistent supervision.</p> <p>Parent/carer spends some time with the baby, cooing and smiling, but is led by baby's moods, and so responds negatively if baby unresponsive.</p>	<p>Parent/carer does not recognise the importance of responding consistently to the needs of the baby, and handling is precarious, and baby is left unattended (bottle left in the mouth).</p> <p>Parent/carer does not spend time with baby, cooing or smiling, and does not recognise importance of comforting baby when distressed.</p>	<p>Parent/carer does not respond to the needs of the baby, and only addresses issues when parent/carer chooses to do so.</p> <p>There is dangerous handling, and the baby is left dangerously unattended.</p> <p>The baby is strapped into a car seat or some other piece of equipment for long periods and lack adult attention and contact.</p> <p>Parent/carer hostile to advice to pick baby up and provide comfort and attention. Parent/carer does not recognise importance to baby.</p>

SAFETY & SUPERVISION : RESPONDING TO ADOLESCENTS

1) Young person focused care giving.	2) Adult focused care giving.	3) Young person's needs are secondary to adults.	4) Young person's needs are not considered.
<p>The adolescent's needs are fully considered with appropriate adult care.</p> <p>Where risky behaviour occurs, it is identified and responded to appropriately by the parent/carer.</p>	<p>The parent/carer is aware of the adolescent's needs but is inconsistent in responding to them.</p> <p>The parent/carer is aware that the adolescent needs appropriate care but is inconsistent in providing it.</p> <p>Where risky behaviour occurs the parent/carer responds inconsistently to it.</p>	<p>The parent/carer does not consistently respond to the adolescent's needs and recognises risky behaviour but does not always respond appropriately.</p>	<p>The adolescent's needs are not considered and there is not enough appropriate adult care.</p> <p>The parent/carer does not recognise that the adolescent is still in need of guidance with protection from risky behaviour i.e. lack of awareness of the adolescent's whereabouts for long periods of time or seeking to address either directly or by seeking support of risky and challenging behaviour.</p> <p>The parent/carer does not have the capacity to be alert to and monitor the adolescent moods for example recognising depression which could lead to self-harm.</p>

SAFETY & SUPERVISION : SUPERVISION OF THE CHILD/YOUNG PERSON

1) Child / young person focused care giving.	2) Adult focused care giving.	3) Child/young person's needs are secondary to adults.	4) Child/young person's needs are not considered.
<p>Appropriate supervision is provided in line with age and stage of development.</p> <p>Parent/carer recognises the importance of appropriate supervision to child/young person's well-being.</p>	<p>Variable supervision is provided both indoors and outdoors, but parent/carer does intervene where there is imminent danger.</p> <p>Parent/carer does not always know where child/young person is and inconsistent awareness of safety issues when child/young person away from home.</p> <p>Shows concern about when child/young person should be home.</p> <p>Parent/carer aware of the importance of supervision but does allow personal circumstances too impact on consistency.</p>	<p>There is very little supervision indoors or outdoors and parent/carer does not always respond after accidents.</p> <p>There is a lack of concern about where child/young person is or who they are with and the parent/carer is inconsistently concerned about lack of return home or late nights.</p> <p>Parent/carer indifferent to importance of supervision and to advice regarding this from others.</p> <p>Parent/carer sees 16/17-year olds homelessness or sofa surfing are young person's problem</p>	<p>Complete lack of supervision.</p> <p>Young child/young person contained in car seats/pushchairs for long periods of time.</p> <p>The parent/carers are indifferent to whereabouts of child/young person, and often do not know where child/young person is or who they are with and are oblivious to any dangers.</p> <p>There are no boundaries about when to come home or late nights.</p> <p>Parent/carer hostile about advice from others regarding appropriate supervision and does not recognise the potential impact on child/young person's wellbeing.</p> <p>Young people are not reported missing when staying out and whereabouts not known</p>

SAFETY & SUPERVISION : CARE BY OTHER ADULTS

1) Child/young person focused care giving.	2) Adult focused care giving.	3) Child/young person's needs are secondary to adults.	4) Child/young person's needs are not considered.
<p>Child/young person is left in care of a vetted adult.</p> <p>Never in sole care of an under 16.</p> <p>Parent/child/young person always aware of each other's whereabouts.</p> <p>Out of necessity a child/young person aged 1-12 left with a young person under 14 who is familiar and has no significant problem, for no longer than as necessary, as an isolated incident.</p>	<p>Child/young person 0-9-year-old is sometimes left with a child/young person age 10-13 or a person known to be unsuitable.</p> <p>Parents unsure of child/young person's whereabouts and take appropriate action.</p> <p>Parent/carer inconsistent in raising the importance of a child/young person keeping themselves safe from others and provides some advice and support.</p> <p>Parent/carer aware of the importance of safe care, but sometimes is inconsistent because of own personal circumstances.</p>	<p>Child/young person 0-7-year-old is left with an 8-10-year-old or an unsuitable person.</p> <p>Child/young person found wandering and/or locked out.</p> <p>Parent/carer does not raise awareness of the importance of child/young person keeping themselves safe from others and provides no advice and support.</p> <p>Parent/carer is indifferent to the importance of safe care of the child/young person and leaves the child/young person with unsuitable or potentially harmful adults and does not recognise the potential risks to the child/young person.</p> <p>Parent/carer does not identify risks or concerns when child/young person in care of unknown adult</p>	<p>Child/young person 0-7-year-old is left alone or in the company young child/young person aged under 16 years or an unsuitable person.</p> <p>Child/young person often found wandering and/or locked out.</p> <p>Parent/carer does not provide any advice about keeping safe and may put adult dangers in the way of the child/young person.</p> <p>Parent/carer hostile to advice or professional challenge about given about safe care and impact of child/young person being left with unsuitable and/or unsuitable or dangerous adults.</p> <p>Parent/carer does not identify any concerns about young person associating with older young people / adults despite potential risks identified.</p>

LOVE & CARE : PARENT/CARER'S ATTITUDE TO CHILD/YOUNG

1) Child/young person focused care giving.	2) Adult focused care giving.	3) Child/young person's needs are secondary to adults.	4) Child/young person's needs are not considered.
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LOVE & CARE : PARENT/CARER'S ATTITUDE TO CHILD/YOUNG

<p>Parent/carer talks warmly about the child/young person and can praise and give appropriate emotional reward.</p> <p>The parent/carer values the child/young person's cultural identity and seeks to ensure child/young person develops a positive sense of self. Parent/carer responds appropriately to child/young person's needs for physical care and positive interaction.</p> <p>The emotional response of the parent/carer is one of warmth.</p> <p>Child/young person is listened to and parent/carer responds appropriately.</p> <p>Child/young person is happy to seek physical contact and care.</p> <p>Parent/carer responds appropriately if child/young person distressed or hurt.</p> <p>Parent/carer understands the importance of consistent demonstrations of love and care.</p>	<p>Parent/carer talks kindly about the child/young person and is positive about achievements most of the time but allows their own difficulties to impact.</p> <p>Parent/carer recognises that praise, and reward are important but is inconsistent in this.</p> <p>Parent/carer recognises child/young person's cultural identity and aware of the importance of ensuring child/young person develops a positive sense of self, but sometimes allows personal circumstances to impact on this.</p> <p>Child/young person is main initiator of physical interaction with parent/carer, who responds inconsistently or passively to these overtures.</p> <p>Child/young person not always listened to and parent/carer angry if child/young person seek comfort through negative emotions such as crying.</p> <p>Does not always respond appropriately if child/young person distressed or hurt.</p> <p>Parent/carer understands the importance of demonstrations of love and care, but own circumstances and difficulties sometimes get in the way.</p>	<p>Parent/carer does not speak warmly about the child/young person and is indifferent to the child/young person's achievements.</p> <p>Parent/carer does not provide praise or reward and is dismissive of praise from others.</p> <p>Parent/carer does not recognise the child/young person's cultural identity and is indifferent to the importance of ensuring that the child/young person develops a positive sense of self.</p> <p>Parent/carer seldom initiates interactions with the child/young person and parent/carer is indifferent if child/young person attempts to engage for pleasure or seek physical closeness.</p> <p>Emotional response is sometimes brisk or flat and lacks warmth.</p> <p>Can respond aggressively or dismissively if child/young person distressed or hurt.</p> <p>Parent/carer indifferent to advice about the importance of love and care to the child/young person.</p>	<p>Parent/carer speaks coldly and harshly about child/young person and does not provide any reward or praise and is ridiculing of the child/young person when others praise.</p> <p>Parent/carer is hostile to advice about the importance of praise and reward to the child/young person.</p> <p>Parent/carer hostile to the child/young person's cultural identity and to the importance of ensuring that the child/young person develops a positive sense of self.</p> <p>Parent/carer does not show any warmth or physical affection to the child/young person and responds negatively to overtures for warmth and care.</p> <p>Responds aggressively or dismissively if child/young person distressed or hurt.</p> <p>Parent/carer responds to incidents of harm if they consider themselves to be at risk of involvement with the authorities.</p> <p>Emotional response of parent/carer is harsh, critical and lacking in any warmth.</p> <p>Parent/carer hostile to advice about importance of responding appropriately to the child/young person.</p>
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LOVE & CARE : BOUNDARIES

1) Child/young person focused care giving.	2) Adult focused care giving.	3) Child/young person's needs are secondary to adults.	4) Child/young person's needs are not considered.
<p>Parent/carer provides consistent boundaries and ensures child/young person understands how to behave and to understand the importance of set limits.</p> <p>Child/young person is disciplined appropriately with the intention of teaching proactively.</p>	<p>Parent/carer provides inconsistent boundaries and uses mild physical and moderates other sanctions.</p> <p>The parent/carer recognises the importance of setting boundaries for the child/young person but is inconsistent because of own personal circumstances or difficulties.</p>	<p>Parent/carer provides few boundaries and is harsh and critical when responding to the child/young person's behaviour and uses physical sanctions and severe other sanctions.</p> <p>Parent/carer can hold child/young person responsible for their behaviour.</p> <p>Parent/carer indifferent to advice about the need for more appropriate methods of disciplining.</p> <p>Parent/carer gives young person parenting responsibilities for other children in household</p>	<p>Parent/carer provides no boundaries for the child/young person and treats the child/young person harshly and cruelly, when responding to their behaviour.</p> <p>Parent/carer uses physical chastisement and harsh other methods of discipline.</p> <p>Parent/carer hostile to advice about appropriate methods of disciplining</p>

LOVE & CARE : BOUNDARIES

LOVE & CARE: ADULT ARGUMENTS AND VIOLENCE

1) Child/young person focused care giving.	2) Adult focused care giving.	3) Child/young person's needs are secondary to adults.	4) Child/young person's needs are not considered.
<p>Cares do not argue aggressively and are not physically abusive in front of the child/young person.</p> <p>Parent/carer has a good understanding of the impact of arguments and anger on child/young person and is sensitive to this.</p>	<p>Parent/carers sometimes argue aggressively in front of child/young person, but there is no physical abuse of either party.</p> <p>Parent/carer recognises the impact of severe arguments on the child/young person's well-being but personal circumstances sometimes get in the way.</p>	<p>Parent/carers frequently argue aggressively in front of child/young person and this leads to violence.</p> <p>There is a lack of awareness and understanding of the impact of the violence on child/young person and parent/carers are indifferent to advice regarding this.</p>	<p>Parent/carers argue aggressively frequently in front of the child/young person and this leads to frequent physical violence.</p> <p>There is indifference to the impact of the violence on child/young person and parent/carers are hostile to advice about the impact on child/young person</p>

LOVE & CARE : YOUNG CARING

1) Child/young person focused care giving.	2) Adult focused care giving.	3) Child/young person's needs are secondary to adults.	4) Child/young person's needs are not considered.
<p>Child/young person contributes to household's tasks as would be expected for age and stage of development.</p> <p>Does not take on additional caring responsibilities.</p> <p>Parent/carer recognises the importance of appropriateness regarding caring responsibilities.</p>	<p>Child/young person has some additional responsibilities within household, but these are manageable for age and stage of development and do not interfere with child/young person's education and interfere minimally with leisure/sporting activities.</p> <p>Parent/carer recognises that the child/young person should not be engaged in inappropriate caring responsibilities but is inconsistent in their response.</p>	<p>Child/young person has onerous caring responsibilities that interfere with education and leisure activities.</p> <p>Parent/carer indifferent to impact on child/young person.</p> <p>Young person is given full parenting responsibilities for household and siblings</p>	<p>Child/young person has caring responsibilities which are inappropriate and interfere directly with child/young person's education/leisure opportunities. This may include age inappropriate tasks, and /or intimate care.</p> <p>The impact on the child/young person's well-being is not understood or acknowledged.</p> <p>Parent/carer is hostile to advice about the inappropriateness of caring responsibilities.</p> <p>Parent/carer does not recognise young person's responsibilities regarding household and siblings on the young person's development and needs</p>

LOVE & CARE : POSITIVE VALUES

1) Child/young person focused care giving.	2) Adult focused care giving.	3) Child/young person's needs are secondary to adults.	4) Child/young person's needs are not considered.
<p>Parent/carer encourages child/young person to have positive values, to understand right from wrong, be respectful to others and show kindness and helpfulness.</p> <p>Parent/carer understands importance to child/young person's development.</p> <p>This includes an awareness of smoking, underage drinking and drug misuse as well as early sexual relationships.</p> <p>Parent/carer gives clear advice and support.</p> <p>Parent/carer ensures child/young person does not watch inappropriate films/TV or play with computer games which are inappropriate for child/young person's age and stage of development.</p>	<p>Parent/carer inconsistent in helping child/young person to have positive values, to understand right from wrong, be respectful to others and show kindness and helpfulness.</p> <p>Parent/carer aware of importance to child/young person's development, but not always able to impose framework.</p> <p>Parent/carer has variable awareness of smoking, underage drinking and drug misuse as well as early sexual relationships.</p> <p>Parent/carer gives some advice and support.</p> <p>Parent/carer aware of need to monitor child/young person watching inappropriate material and playing inappropriate computer games but is inconsistent in monitoring because of own personal difficulties and circumstances.</p>	<p>Parent/carer does not teach child/young person positive values. Is indifferent to issues of right and wrong, kindness and respect to others.</p> <p>Parent/carer does not understand importance to child/young person's development.</p> <p>Parent/carer gives little advice about smoking, underage drinking and drug misuse as well as early sexual relationships.</p> <p>Parent/carer does not monitor the watching of inappropriate materials or playing inappropriate games and is indifferent about the impact on the child/young person.</p>	<p>Parent/carer actively encourages negative values in child/young person and has at times condoned anti-social behaviour.</p> <p>Parent/carer indifferent to the impact on child/young person's development.</p> <p>Parent/carer indifferent to smoking, underage drinking and drug misuse, and early sexual relationships. No advice given, and may, at times, have encouraged some of these activities.</p> <p>Parent/carer(s) allows child/young person(ren) to watch inappropriate TV /film material and inappropriate computer games.</p> <p>Is hostile to advice about inappropriateness and to the impact on child/young person's wellbeing.</p>

LOVE & CARE : ADULT BEHAVIOUR

1) Child/young person focused care giving	2) Adult focused care giving.	3) Child/young person's Needs are secondary to adults	4) Child/young person's needs are not considered
<p>Parent/carer does not talk about feelings of depression /low mood in front of the child/young person and is aware of potential impact.</p> <p>Parent/carer does not misuse drugs or alcohol.</p>	<p>Parent/carer does discuss feelings of depression and low mood but does not discuss suicide and is aware of the impact of parental mood on child/young person, but their own mood or circumstances means there is inconsistency in awareness of this.</p> <p>Parent/carer uses drugs and alcohol but ensures that this does not impact on child/young person.</p>	<p>Parent/carer talks about depression and suicide in front of child/young person and is unaware of potential impact on child/young person.</p> <p>Parent/carer indifferent to advice about the importance of not talking about this issue.</p> <p>Parent/carer misuses drugs and/or alcohol and is not aware of impact on child/young person.</p>	<p>Caregiver has attempted suicide in front of child/young person.</p> <p>Parent/carer can hold the child/young person responsible for feelings of depression and is open with the child/young person and/or others about this.</p> <p>Parent/carer is hostile to advice focused on stopping this behaviour and parent/carer does not recognise the impact on the child/young person.</p> <p>Parent/carer misuses drugs and alcohol and does not ensure that this does not impact on the child/young person and this impacts on safety and well-being.</p> <p>Parent/carer hostile to advice about this.</p>

STIMULATION & EDUCATION

1) Child/young person focused care giving.	2) Adult focused care giving.	3) Child/young person's needs are secondary to adults.	4) Child/young person's needs are not considered.
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STIMULATION & EDUCATION

<p>Alcohol and drugs are stored safely, if in the home.</p> <p>The parent/carer models low consumption or does not drink or use in front of the child/young person. The parent/carer's use does not impact on the child/young person in terms of parent/carer's emotional availability and provides consistency of care or they have physical ability to care or respond to the child/young person.</p> <p>The parent/carer can respond to emergency situations should they arise appropriately.</p> <p>The parent/carer talks appropriately about substances to the child/young person, being aware of the child/young person's development, age and understanding.</p> <p>The parent/carer is aware of the impacts of substances on an unborn child/young person and follows recommendations regarding the child/young person's wellbeing.</p> <p>Appropriate antenatal care is sought.</p> <p>Alcohol and substances do not impact on the family finances.</p> <p>The child/young person's needs are fully met, and a wide network of family and supportive others are involved.</p>	<p>The parent/carer believes it is normal for child/young person to be exposed to regular alcohol and substance use.</p> <p>The parent/carer maintains boundaries and routines but these are changed and/or adapted to accommodate use at times.</p> <p>The parent/carer understands the importance of hygiene, emotional and physical care of their child/young person and arranges for additional support when unable to fully provide for the child/young person.</p> <p>Finances are affected but the child/young person's needs are generally met.</p> <p>The mood of the parent/carer can be irritable or distant at times.</p> <p>The parent/carer is aware of the impact of substances on an unborn child/young person but inconsistently follows recommendations regarding the child/young person's wellbeing.</p>	<p>The parent/carer lacks awareness of the impact their substance use has on their child/young person and is inconsistent in their engagement with specialist agencies.</p> <p>The parent/carer's use leads to an inconsistency in caring and the child/young person takes on inappropriate responsibilities at home.</p> <p>The parent/carer needs support to manage their use during pregnancy and lacks awareness on the impact this may have on their baby in terms of immediate and medium to long term future.</p> <p>Substances can be accessed by the child/young person.</p> <p>The child/young person's access to appropriate medical or dental care is delayed and education is disrupted.</p> <p>The finances are affected and the parent/carer's mood is unpredictable.</p>	<p>Parent/carer holds the child/young person responsible for their use & blames their continual use on the child/young person.</p> <p>Parent/carer significantly minimises and is hostile to advice around their use or refuses to acknowledge concerns.</p> <p>Parent/carer involved the child/young person in their using behaviour (i.e. asking the child/young person to get the substances or prepare the substances).</p> <p>Parent/carer refuses antenatal care or does not attend care offered.</p> <p>Parent/carer cannot respond to the child/young person's needs or shows little awareness of the child/young person's wellbeing (i.e. attending school)</p> <p>Absence of supportive family members or a social network.</p> <p>Child/young person is exposed to abusive or frightening behaviour of either the parent/carer or other adults (i.e. delusions/hallucinations).</p> <p>Education is frequently disrupted.</p> <p>The parent/carer doesn't recognise and respond to the child/young person's concerns and worries about the parent/carer's circumstances.</p>
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STIMULATION & EDUCATION

Child/young person focused care giving.	2) Adult focused care giving.	3) Child/young person's needs are secondary to adults.	4) Child/young person's needs are not considered.
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UNBORN

<p>The mother acknowledges the pregnancy and seeks care as soon as the pregnancy is confirmed.</p> <p>The mother attends all her antenatal appointments and seeks medical advice if there is a perceived problem. She prepares for the birth of the baby and has the appropriate clothing, equipment and cot in time.</p>	<p>The mother attends antenatal clinic and prepares for the birth of her baby, but she is acutely aware of her mental health or substance misuse problems which could negatively impact on her unborn baby.</p>	<p>The mother is unaware of the impact her mental health and/or substance misuse problems on the unborn child/young person.</p>	<p>The mother does not attend any antenatal clinic appointments; she ignores medical advice during the pregnancy.</p> <p>She has nothing prepared for the birth of her baby.</p> <p>She engages in activities that could hinder the development, safety and welfare of the unborn.</p>
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AGED 0 - 2 YEARS

<p>The child/young person is well stimulated and the parent/carer is aware of the importance of this.</p>	<p>There is inadequate stimulation and the baby is left alone at times because of parent/carer's personal circumstances and this leads to inconsistent interaction.</p> <p>Parent/carer aware of importance but is inconsistent in response.</p>	<p>The parent/carer provides the baby with little stimulation and the baby is left alone unless making serious and noisy demands.</p>	<p>The parent/carer does not provide stimulation and the baby's mobility is restricted (confined in chair/pram).</p> <p>The parent/carer gets angry at the demands made by the baby.</p> <p>Parent/carer hostile to advice about the importance of stimulation and paying attention to the baby's needs for attention and physical care.</p>
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AGED 2 – 5 YEARS

<p>The child/young person receives appropriate stimulation such as parent/carer talking to the child/young person in an interactive way, as well as reading stories and the parent/carer playing with the child/young person.</p> <p>Parent/carer provides all toys that are necessary. Finds a way even if things are unaffordable (uniform, sports equipment, books etc).</p> <p>Outings: Parent/carer takes child/young person to child/young person centred places locally such as park or encourages child/young person in an age appropriate way to make use of local resources.</p>	<p>The parent/carer provides adequate stimulation, Parent/carer own circumstances sometime gets in the way, because there are many other demands made on the parent/carer's time, and there is a struggle to priorities. However, the parent/carer does understand the importance of stimulation for the child/young person's well-being.</p> <p>The child/young person has essential toys and the parent/carer makes an effort to ensure appropriate access to toys even if things are unaffordable, but sometimes struggles.</p> <p>Outings: Child/young person accompanies parent/carer wherever parent/carer decides, usually child/young person friendly places, but sometimes child/young person time taken up with adult outings because of parent/carers needs.</p>	<p>The parent/carer provides little stimulation and does not see the importance of this for the child/young person.</p> <p>The child/young person lacks essential toys, and this is not because of financial issues, but a lack of interest or recognition of the need.</p> <p>Parent/carer allows presents for the child/young person but the child/young person is not encouraged to care for toys.</p> <p>Outings Child/young person may go on adult oriented trips, but these are not child/young person centred or child/young person left to make their own arrangements to plays outdoors in neighborhood.</p> <p>Child/young person has responsibilities in the house that prevents opportunities for outings.</p>	<p>No stimulation is provided and parent/carer hostile to child/young person's needs or advice from others about the importance of stimulation.</p> <p>The child/young person has no toys and parent/carer may believe that child/young person does not deserve presents. None, unless provided by other sources, gifts or grants and these are not well kept.</p> <p>Outings: No outings for the child/young person, may play in the street but parent/carer goes out locally e.g. to pub with friends.</p> <p>Child/young person prevented from going on outings with friends or school.</p>
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STIMULATION & EDUCATION: SCHOOL

1) Child/young person focused care giving.	2) Adult focused care giving.	3) Child/young person's needs are secondary to adults.	4) Child/young person's needs are not considered.
<p>Parent/carer takes an active interest in schooling and support at home, attendance is regular.</p> <p>Parent/carer engages well with school nursery and does not sanction missed days unless necessary.</p> <p>Parent/carer encourages child/young person to see school as important.</p> <p>Interested in school and support for homework.</p>	<p>Parent/carer maintains schooling but there is not always support at home.</p> <p>Parent/carer struggles to link with school, and their own difficulties and circumstances can get in the way.</p> <p>Can sanction days off where not necessary.</p> <p>Parent/carer understands the importance of school but is inconsistent with this and there is also inconsistency in support for homework.</p>	<p>Parent/carer makes little effort to maintain schooling</p> <p>There is a lack of engagement with school. No interest in school or homework.</p> <p>Parent/carer does not recognise child/young person's need for education and is collusive about child/young person not seeing it as important.</p>	<p>Parent/carer hostile about education and provides no support and does not encourage child/young person to see any aspect positively.</p> <p>Total lack of engagement and no support for any aspect of school such as homework, outings etc.</p>

STIMULATION & EDUCATION: SCHOOL

STIMULATION & EDUCATION: SPORTS AND LEISURE (WHERE AGE APPROPRIATE)

1) Child/young person focused care giving.	2) Adult focused care giving.	3) Child/young person's needs are secondary to adults.	4) Child/young person's needs are not considered.
<p>Parent/carer encourages child/young person to engage in sports and leisure, if affordable.</p> <p>Equipment provided where affordable or negotiated with agencies/school on behalf of child/young person.</p> <p>Parent/carer understands the importance of this for child/young person well-being.</p> <p>Recognises when child/young person good at something and ensures they can pursue it.</p>	<p>Parent/carer understands that after school activities and engaging in sports or child/young person's interest's is important, but is inconsistent in supporting this, because own circumstances get in the way.</p> <p>Does recognise what child/young person is good at but is inconsistent in promoting a consistent approach.</p>	<p>Child/young person makes use of sport through own effort, parent/carer not motivated and not interested in ensuring has equipment where affordable.</p> <p>Does not recognise the value of this to the child/young person and is indifferent to wishes of child/young person or advice from others about the importance of sports/leisure activities, even if child/young person is good at it.</p>	<p>Parent/carer does not encourage child/young person to take part in activities and may be active in preventing this.</p> <p>Does not prevent child/young person from being engaged in unsafe/unhealthy pursuits.</p> <p>Parent/carer hostile to child/young person's desire to take part or advice from others about the importance of sports/leisure activities, even if child/young person is good at it.</p>

STIMULATION & EDUCATION: FRIENDSHIPS

1) Child/young person focused care giving.	2) Adult focused care giving.	3) Child/young person's needs are secondary to adults.	4) Child/young person's needs are not considered.
<p>This is supported and parent/carer aware of who child/young person is friends with.</p> <p>Aware of safety issues and concerns.</p> <p>Fully aware of the importance of friendships for the child/young person.</p>	<p>Parent/carer aware of need for friends, does not always promote, but ensures friends are maintained and supported through opportunities for play etc. Aware of importance to child/young person.</p>	<p>Child/young person finds own friendships, no help from parent/carer unless reported to be bullied.</p> <p>Does not understand importance of friendships.</p>	<p>Parent/carer hostile to friendships and shows no interest or support. Does not understand importance to child/young person.</p> <p>Parent/carer not aware of potential risks of young person's relationships with adults</p>

STIMULATION & EDUCATION: ADDRESSING BULLYING

1) Child/young person focused care giving.	2) Adult focused care giving.	3) Child/young person's needs are secondary to adults.	4) Child/young person's needs are not considered.
<p>Parent/carer alert to child/young person being bullied and addresses immediately.</p>	<p>Parent/carer aware of likelihood of bullying and does intervene when</p>	<p>Parent/carer unaware of child/young person being bullied and does not intervene.</p>	<p>Parent/carer indifferent to child/young person being bullied.</p>

PARENTAL MOTIVATION TO CHANGE

1) Child/young person focused care giving.	2) Adult focused care giving.	3) Child/young person's needs are secondary to adults.	4) Child/young person's needs are not considered.
<p>Parent/carer is concerned about child/young person's welfare; wants to meet their physical, social, and emotional needs to the extent he/she understands them.</p> <p>Parent/carer is determined to act in best interests of child/young person.</p> <p>Has realistic confidence that he/she can overcome problems and is willing to ask for help when needed Is prepared to make sacrifices for child/young person</p>	<p>Parent/carer seems concerned about child/young person's welfare and claims he/she wants to meet their needs but has problems with own pressing circumstances and needs.</p> <p>Professed concern is often not translated into effective action, but parent/carer expresses regrets own difficulties dominating.</p> <p>Would like to change but finds it hard. May be disorganised, not take enough time, or pays insufficient attention; may misread 'signals' from child/young person; may exercise poor judgement.</p>	<p>Parent/carer is not concerned enough about child/young person's needs to change or address competing demands on their time and money. This leads to some of the child/young person's needs not being met.</p> <p>Parent/carer does not have the right 'priorities' when it comes to child/young person care; may take an indifferent attitude.</p> <p>There is lack of interest in the child/young person and in their welfare and development.</p> <p>Lack of concern that young person has taken on parenting responsibilities inappropriate to age</p>	<p>Parent/carer rejects the parental role and takes a hostile attitude toward child/young person care responsibilities.</p> <p>Parent/carer does not see that they have a responsibility to the child/young person and can often see the child/young person as responsible totally for themselves or belief that any harm that befalls the child/young person is their own fault, that there is something about the child/young person that deserves ill treatment and hostile parenting.</p> <p>May seek to give up the responsibility for child/young person</p>