

# Lincolnshire Early Help Child and Family Assessment

## GUIDANCE NOTES

### Section 2: Assessment Information

<b>Reason for completing assessment:</b>
What are the family's and / or your worries that have led to this conversation? What could happen if things don't change?
<b>Does the child/family understand the worries presented and why an assessment is being completed?</b>
Do the family agree or disagree with the worries presented? Is there anything they would add that they feel makes the situation worse or better?

### Section 3: Timeline and Significant events:

These boxes are themed e.g. describe the first, worst and last time the child showed concerning behaviour.

**All sections should include your views, the parent/Carer/young person's views and those of other professionals, to ensure a holistic picture of the risks presented over time and whether safety is in place, or has been in the past.**

The **first** would be when you first observed a worry regarding the safety and wellbeing of the child/ren/young person.

The **worst** is your assessment of when the situation was at its worst.

The **last** is the most recent worry you have observed (this may be the same as the worst)

**These are part of an assessment. Key life events and facts to be recorded that have had an impact/ are significant to the young person.**

Date	First Event	Significance and impact to the Young Person/Family
	<p>As an example of a first event a school could record:</p> <p>Billy was excluded for the first time 4 years ago after numerous detentions. Billy struggled to concentrate in lessons and had been given additional pastoral support; he'd also been involved in fights which led to 1 day fixed exclusions.</p> <p>Mum says the problems began in primary school many years earlier when Billy wouldn't settle in class, struggled to keep up with other children and was classed as disruptive (record both versions).</p> <p>Billy says he hates school and everyone hates him.</p> <p>Ensure you record the impact on Billy.</p> <p>Billy finds it hard to learn; he has no friends and is spending a lot of time on his own.</p>	
Date	Worst Event	Significance and impact to the Young Person/Family
	<p>28<sup>th</sup> July 2018 Billy threw a chair at his teacher when she asked him to leave the classroom and another child was hurt.</p> <p>Ask the parent and child for their 'worst'.</p> <p>Also remember the impact—this is important.</p>	
Date	Last Event	Significance and impact to the Young Person/Family
	<p>On 16<sup>th</sup> June 2019 Billy swore at the class teacher and left the classroom crying.</p>	

	<p>This may be the same as the 'worst'.</p> <p>Ask the parent and child for their 'worst'.</p> <p>Also remember the impact—this is important</p>	
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#### Section 4: Child/Young Person and Family Overview

What are we worried about?	What is going well?	What needs to happen?
<p><u>Harm/Impact</u></p> <p><b>Describe the worry that poses a risk to the child's/children wellbeing and/or safety:</b></p> <p>FREQUENCY—when did it start, how often?</p> <p>SEVERITY—what does it look like when it is at its worst? How bad has it been?</p> <p>TRIGGERS AND STRESSORS—are there situations that trigger the situation e.g. Dates / anniversaries/people.</p> <p>RED FLAGS—what are the warning signs that tell us the child may be unhappy or hurt?</p> <p><b>What is the impact on the child?</b></p> <p>Any evidence of clear harm/impact on the child/young person.</p> <p>Voice of child is key; what they are saying/doing for you to know there has been a negative impact.</p>	<p><u>Existing success</u></p> <p><b>Times when the worry was there but something/ someone kept the child safe.</b></p> <p>Q: Tell me about a time when the worry was there and somebody or you did something that kept the child cared for and safe.</p> <p>What are the things that have made things better and/or minimised the worry?</p> <p>How do we know it's worked?</p> <p>Needs to be proven to have worked over a period of time.</p>	<p><u>Next Steps</u></p> <p>What else do we need to know about?</p> <p>What are the best questions to ask? Who do we need to ask to find out this information?</p> <p>What are the first small steps to making things better?</p>

<u>Complicating Factors</u>	<u>Strengths</u>	<u>Outcomes</u>
<p><b>What or who are making the problems harder to deal with and how?</b></p> <p>What's making things worse for the child/young person and family?</p>	<p><b>What or who is helping to sort the problems and how?</b></p> <p>Who can make things or help to make things better and how?</p> <p>These do not provide direct safety but can provide support and/or strengthen family relationships, etc.</p> <p>What are the family/children good at?</p> <p>This column is the one you use to develop the safety plan – we can build on strengths</p>	<p>What do the child/young person and the family want to achieve?</p> <p>What are the realistic aims for the family? And, what does this look like for the family?</p>

**Section 5: Child and Family lived experience:**

<p><b>Direct work completed with the child/young person: (Please attach any direct pieces of work if completed)</b></p>
<p>For example, 3 houses (house of good things, house of worries, house of dreams), safety house, wizards and fairies.</p> <p>You could also include anything that triggered you to complete the assessment, e.g. a piece of descriptive writing or a picture the child drew.</p>
<p><b>What are the child's/young person's worries?</b></p>
<p><b>What does the child/young person say is the best thing about the family and what works?</b></p>

## Section 6: Analysis and Scaling

<b>Worry Statement</b> If things don't change, what are we worried will happen to the child? Write a statement for each worry or theme identified	<b>Goal</b> What do we need to see to know that the child is safe and well enough for us to not be worried anymore? Write a Goal for each worry statement	<b>Scaling:</b> With 0 being the worry statement and 10 being achieving the goal... where would you scale this worry?
<ul style="list-style-type: none"> <li>• Who are we addressing the worry to?</li> <li>• Who is worried?</li> <li>• What are you worried about?</li> <li>• What you think will happen to the child if nothing changes?</li> </ul>	<ul style="list-style-type: none"> <li>• Who are we addressing? (E.g. child, dad, teacher etc.)</li> <li>• Positive statement (something the family or TAC have done well linked to the worry)</li> <li>• What we need to see to not be worried anymore</li> </ul>	Scaling against each and the reason why this number was chosen.
Add additional worry statements and goals for each key theme identified; e.g. school attendance, domestic abuse, mental health (try not to complete more than 3 worry statements)	Always include a goal around developing the family's network of support.	