

Child to Parent/Carer Abuse: Screening Tool

Traffic Light Screening Tool Guidance

The aim of the Traffic Light Screening Tool (TLST) is to provide the referring agency or the lead practitioner with the ability to undertake the initial screening of the degree and level of risk and the child's behaviour. Risks identified on the TLST should be considered alongside any risks highlighted on the DASH form. You should complete the associated [eLearning](#) which covers the use of this in full.

1. Scoring Criteria:

Within the screening tool there are 23 behaviours, which are discussed on a continuum of severity or frequency of the behaviour: - Green (low), Amber (medium) and Red (High). Only tick one colour per row/behaviour. The aim is to screen behaviours that are socially acceptable, normal, problematic, abusive and violent.

Each threshold is scored as follows: -

Green: Each behaviour in the green column to be scored 0.

Amber: Each behaviour in the amber column to be scored 10.

Red: Each behaviour in the red column to be scored with 20.

The lowest score on the tool is 0, whilst the maximum score on the tool is a total score of 460. The aggregated score of the behaviour at the end of the screening tool will provide the practitioner with the initial level of risk as follows: -

Low (Green): Score of 0-60

Medium (Amber): Score of 60-230

High (Red): Score of 230-460

When completing the screening tool, make sure you gather all sources of information on a multi-agency basis and directly from the child and parent/carer as appropriate.

2. Measuring Behaviour:

Within the screening tool outlining the 23 behaviours, which are discussed on a continuum of severity or frequency of the behaviour, the following terms are measured as: -

Green: If there is no evidence of this type of behaviour, with the behaviour regarded as within the child's development and normative behaviour range. For example, if there is no evidence of abuse, violence, concerning or harmful behaviour. Scoring within this domain also reflects positive behaviour, environment and support networks.

Amber: If there is evidence of this type of behaviour, with behaviours occurring on a one-off or less frequent basis, therefore the behaviour is 'sometimes' occurring and has not reached the level of being ingrained or occurring as a daily episode. For example, if there is evidence of abuse, violence, concerning or harmful behaviour occurring as a trigger to a specific factor. Therefore, to score within this domain there is evidence of the behaviour, but the behaviour is more predictable and can be managed with a safety plan.

Red: If there is evidence of this type of behaviour, with behaviours occurring on a daily or frequent basis, with a clear established pattern of behaviour, which is often severe and a significant course of concern. For example, if there is evidence of abuse, violence, concerning or harmful behaviour occurring on a frequent or daily basis. Therefore, to score within this domain there is evidence of the behaviour, but the behaviour is unpredictable and requires immediate safeguarding and multi-agency safety planning.

3. Actions following completion of TLST:

You should follow the flowchart above to ensure the correct response is provided dependent on risk. When making a safeguarding referral you should verbally share that the TLST and a DASH have been completed. You should share as much information as possible from both assessments to ensure all information is understood and Children's services can assess risk.

If an EHA or TAF is appropriate the TLST can be referenced within this to ensure everyone understands the current risk and circumstances. For more support on this, you can utilise the EHA Prompt document available on the [LSCP Local Resources](#) site under the Child to Parent carer Abuse heading. Assessments should be reviewed on a regular basis to assess risk regularly.

Green score: This indicates low risk and can be used in identifying what is working well, setting goals and evidencing change.

Amber score: If behaviours are ticked in the Amber or Red section, you should use the TLST and a DASH to understand risk. An EHA should be considered as per the flow chart as well as referral to LDASS. It is not necessarily about how many statements are ticked in the Amber/Red columns, but the potential risk of these statements, and the risks identified in the DASH.

Red score: Consideration of the need for urgent safeguarding and safety planning for the whole family. A referral to be made to children's services, discussion on allocating a lead agency and professional, referral to be made to the multi-agency group/MARAC

Child to Parent/Carer Abuse: Traffic Lights Screening Tool (TLST)

This screening tool is covered within the associated [eLearning](#) which should be completed to inform your knowledge around responding to CPCA

Green Behaviours:		Amber Behaviours:		Red Behaviours:	
Child never frightens parent/carers		Child sometimes frightens parent/carers		Child significantly and/or frequently frightens parent/carers	
Child does not illustrate inappropriate anger		Child can sometimes illustrate inappropriate anger		Child frequently illustrates inappropriate anger	
All family members feel safe		Some family members feel unsafe on occasions		Some or all family members feel unsafe and fearful on a daily basis	
Child demonstrates positive attitude towards parent/carers		Child sometimes demonstrates negative attitude towards parent/carers		Child demonstrates victim blaming attitudes justifying violent and abusive behaviour	
Child has a clear understanding of the unacceptability of abuse		Child has some understanding and knowledge of abusive behaviour		Lack of knowledge and understanding of what abuse looks like	
There is no history of domestic violence or abuse in the family home & there are positive role models of healthy relationships		Some examples of problematic and concerning behaviours and some examples of healthy relationships		Key family members are abusive and violent. Examples of abusive and violent behaviours that are a cause of concern, evidence of the misuse of power and control from other individuals within the household	
Positive home environment focused on support		Some positive elements of support within the home		Lack of support in the home environment	
Positive peers and friendships		Some examples of negative influence from peers and friends. Child is at risk of becoming a bully and/or of being bullied		Association with peers and friends who display anti-social, harmful, abusive, and offending behaviour. Evidence of bullying behaviour	
Child positively engages with school, education, or employment		There is sporadic or limited engagement with school, education, or employment		There are concerns around school attendance, engagement in education and employment (NEET)	
Child development is age appropriate		Child development is slightly impaired		Child development is delayed	
Child is happy and settled. No emotional well-being concerns		Child reflects some indicators of low mood and self-harm		Evidence that the child has mental health issues, self-harm, or suicidal tendencies	
No identified issues around Drug/Alcohol use		Evidence that the child is using drugs and/or alcohol on a frequent basis		Evidence that the child is using drugs and/or alcohol daily	
No history of inappropriate sexually harmful behaviour by child towards others		Some display of sexually harmful behaviour by child towards others		Display of frequent harmful sexualised behaviours by child towards others	
No identified issues around the use of pornography		Some identified issues around the use of pornography		Evidence of obsessive and inappropriate use of pornography	
No concerns around child sexual exploitation		Some concerns around child sexual exploitation		Significant concerns around child sexual exploitation	
No episodes of being 'missing from home'		Some episodes of being 'missing from home'		Frequent episodes of being 'missing from home'	
No issues surrounding the use of social media		Some issues around the use of social media		Significant issues around the use of social media	
No identified issues around the use of violent games		Some identified issues around the use of violent games		Evidence of obsessive and inappropriate use of violent games	
No concerns around anti-social behaviour or criminal behaviour		Some concerns around anti-social behaviour or criminal behaviour		Significant concerns around anti-social behaviour or criminal behaviour	
No concerns around threats/action with weapons.		Some concerns around threats/action with a weapon		Significant concerns around threats/action with a weapon	
No concerns around gang involvement		Some concerns around gang involvement		Significant concerns around gang involvement	
Child has good support network		Child has some support		Child is socially isolated and has no support	
Child does not need professional support		Child has some links with professional services		Child refuses or avoids professional support	
Green/low: Number of green behaviours		Amber/medium: Number of amber behaviours		Red/high: Number of red behaviours	

Once completed review with your Line Manager, Safeguarding Lead or other appropriate colleagues, where necessary, to discuss and plan next steps as this will depend on the types of behaviours ticked, not necessarily the number of behaviours ticked. You should consider these details alongside the DASH and follow the steps identified in the information above and in the flowchart.