



**Family Common Assessment Framework
(FCAF)**

Guidance v7 Rollout

Information Sharing and Consent

Information Sharing and Consent Explanation	<p>Practitioners need to ensure that families understand the information sharing and consent statement. They should be clear about sharing information with others with or without consent.</p> <p>Please refer to the Guidance and Booklet in your training packs for further information on information sharing.</p> <p>The bottom line is the information will be shared with or without consent if it is the best interest of the child or vulnerable adult.</p>
Signatures	<p>Practitioners should ensure explicit signed consent.</p>
Is there any individual or agency you do not wish information to be shared with:	<p>Families can specify particular agencies they do not want information sharing with, however workers should explain that information is shared in order to ensure that families get the support they need. They also to reiterate that information can and will be shared with or without consent if in the best interest of the child or vulnerable adult.</p> <p>In addition to an agency a parent or a young person may specify that they do not want information sharing with a spouse, child or parent. In this instance, the worker should complete the FCAF Addendum designed for this purpose for an adult, child, or young person. This should not be shared as part of the full assessment.</p> <p>The worker should also consider competence. For more information on this please refer to training notes for more information on competence.</p>
Copy of FCAF sent to GP	

Family Details

Family address	<p>It is really important family addresses are correct so that checks can be done to see if there have been police call-outs for domestic violence, crime or reports of anti-social behaviour associated with that address. Sometimes the address checks reveal more than or something different to the checks by individual's names, as they reveal whether there are repeated calls about noise nuisance, youth nuisance or affray at that address when that information may not necessarily be revealed by individual checks. This information may give a differing view of the appropriateness of children in the family staying at that address.</p>
Telephone numbers	

Details of all people living in the family home

General comments	<p>Please start with the child for which the assessment was initiated on the first row.</p> <p>Findings from CAF audits identify that basic family details are often missing or incorrect. It is important that this information is complete and accurate in order to complete relevant checks and to progress the assessment in order that packages of support can be put in place without delay.</p>
Full Name	Workers need to make sure that they obtain the legal names of family members. This is the name on the birth certificate.
DOB or EDD	<p>Date of Birth (DOB) or Estimated Delivery Date (EDD) for unborns should be detailed here.</p> <p>Should workers identify that there is an unborn of under 12 weeks gestation, this should prompt them to ask if they have seen a midwife. If the answer is “no”, the worker should contact the local midwifery team.</p>
Gender	
Family member	Workers should specify the relationship to the child for which the assessment was initiated.
Ethnic origin	<p>Please see guidance and Ethnic Origin List at the end of the FCAF.</p> <p>Workers should be aware that this is optional and that the information will be used to help check how well services are serving the community and that if they choose not to provide this information it should be made clear that it will not affect them accessing services.</p> <p>If the family member does not wish to provide this information, the worker should not enter any ethnic origin.</p>
Nursery, Education or Training Establishment	If the child is 2, 3, or 4 years old please note if they are taking up their Free Early Learning entitlement and where. If they are not accessing their entitlement this should initiate a discussion which should lead to provision of information and support in accessing their nursery place.
Took part in assessment Y/N	<p>Where possible all family members should be included in the assessment, ensuring that the voice of the child and family are captured. Workers should specify Yes/No as whether family members have taken part in the assessment.</p> <p>There is a need to recognise the importance of the father as assessments are often only completed with the mother. This is a theme</p>

	<p>that has been raised in serious case reviews. Recent Safeguarding Ofsted's around the country have sought evidence that this is common practice.</p> <p>In cases where the child is of an age or because of a disability they cannot contribute to the assessment but the worker completing the assessment has seen the child then a 'Yes' should be input here.</p>
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Details of other significant family members including parents that do not live in the family home who may or may not be involved in sharing care of the children.

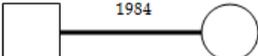
General comments	Workers need to recognise the importance of fathers, including absent fathers. This has been raised as an issue by Ofsted and in Serious Case Reviews (SCRs) as an issue. The worker should ensure they capture some understanding of the involvement of absent parents in the care of the children. If care is shared, then follow up with an assessment with absent parent. Need to consider role of extended family members who are involved in care, or have significant influence over the family.
Full name	
DOB	
Gender	
Relationship to child(ren)	
Address	
Telephone numbers	
Genogram	A Genogram is a pictorial display of a person's family relationships. This is particularly useful for gaining an understanding of large and complex families. If a worker is unfamiliar with a genogram, but would like support they should contact their local PAT team or FCAF champion.

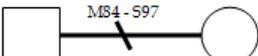
Symbols commonly used in genogram's

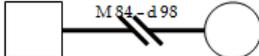
 Male
  Female
  Unknown e.g. pregnancy

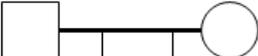
 Death, note date of death and age above

 Index or Identified client

 Marriage or enduring relationship, year or date above

 Separation, year or date above

 Divorce or Permanent separation

 Children, ages in symbol or below
 Oldest on left

 Twins (non-identical)

 Twins (Identical)

 Spontaneous Abortion

 Elective Abortion

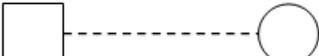
 Stillbirth

Differing Relationship Lines

 Very close or supportive relationship

 Conflictual relationship

 Fused and Conflictual

 Transient relationship

- Dotted circle - this can be used to enclose the members living together currently, for example, who the young person is living with.
- Remember -generations from top to bottom -ages from left to right
- Start with questions that are relevant to your role with the child/young person and/or family, e.g. is there an issue with a particular family member that brings them to your service?
- Aim to gather information about three generations: the child/young person's generation, their parent, and their grandparents.
- Include significant others who lived with or cared for the family.
- Start with drawing the family structure, who is in the family, in which generations, how they are connected, birth/marriage, deaths etc.
- You may ask them to tell you a bit about each person.
- As the young person tells you about family members and relationships, make a note alongside the name.

Ask about relationships between family members

- Who are you closest to?
- What is/was your relationship like with...?
- How often do you see...?
- Where does...live now?
- Is there any one here that you really don't get along with?

Is there anyone else who is very close in the family? Or who really don't get along?

Ask about characteristics or habits of family members, particularly those relevant to your role: health issues, alcohol/ drug use, physical and mental health, violence, crime/trouble with the law, employment, education.

Ask about family values, beliefs and traditions.

Try to explore patterns and themes.

- Who are you most like?
- What is...like? Who else is like them?
- Did anyone else leave home early? Is anyone else interested in art? etc.

Completing the genogram will enable you to begin to explore family and social relationships and identity.

Further guidance can be found on the internet.

Please see Gold Standard for a completed example

Other relevant family Information

See prompt

Details of frequent visitors to the home and people who are part of your support network

General comments	<p>Workers need to consider all adults who have significant contact with the family. This has been a key theme raised at Serious Case Reviews (SCRs) both nationally and locally.</p> <p>The family can provide details of frequent visitors to the home. The worker does not have to seek consent from the frequent visitors.</p> <p>If the worker has concerns about any visitors they should request that appropriate checks are undertaken.</p>
Full name	
DOB	
Gender	
Relationship to child(ren)	
Address	
Telephone numbers	

Details of workers that are or have been involved with any of the family members

General Comments	<p>This should be Professionals/Service Areas, including Children's and Adults services, who are currently working with the family or who have previously worked with the family.</p> <p>For families of children with disabilities this could include hospital consultants, therapists (speech&language, Physio, OT)' Visual Impaired or Hearing Impaired Services, Autism Team, CAMHS.</p>
Agency	The FCAF author needs to include themselves.
Worker	
Contact details	
Family member being supported	This should include support that either adults or children in the family are or have received.
Brief detail of support provided Including other	Workers should provide basic details of the support that was or is being delivered. E.g 1:1 counselling, anger management, harm reduction treatment, brief intervention etc

assessments used e.g. PSP, Pre-Sentence Report, Alcohol Screening	<p>Assessments which may have been completed include:</p> <ul style="list-style-type: none"> • Initial Assessment (IA) • Core Assessment • Pastoral Support Plan (PSP) • ONSET • ASSET • Pre Sentence Report • DASH (Domestic Abuse, Stalking and Harrassment and Honour Based Violence) Risk Assessment • Alcohol Screening Tool • Statement of Special Educational Needs (SEN) or Education, Health and Care plan (EHCP) <p>These are not an exhaustive list and you will find for instance that health and Child and Adolescent Mental Health Services (CAMHS) use a number of assessments.</p> <p>If possible consider including a copy of the assessment.</p>
Consulted as part of this assessment	<p>Where ever possible efforts should be made to include identified agencies/professionals in the assessments, whether this be through a Team Around the Family (TAF) meeting or alternative contact e.g. telephone call.</p>

Family and Environment

Describe a typical day for your family	<p>It is mandatory that this section is completed with the family. In this section the practitioner should aim to gain some understanding of family routines, functioning and relationships. This is particularly useful for starting the assessment and relationship building as discussions progress into more detailed areas and issues.</p>
Support offered by extended family, friends and neighbours	<p>Extended family and support networks are a major resilience factor in people's lives therefore harnessing this support as part of the planned intervention or exit strategy will contribute to a family's ability to sustain change and reduce the chances of re-referral to support services. Practitioners may want to explore the possibility of a Family Group Conference (FGC) with the family.</p>
Type of accommodation family lives in	<p>The type of accommodation i.e. Housing Association, Private Rented etc is useful to know, as the different property types having different levels of security of tenure (i.e. how much right the family have to live there). Don't assume that if the family have a private landlord then nothing can be done if there are concerns about the safety or quality of the property - Private Housing Standards is a part of Sheffield City Council that specifically works with private landlords to inspect and improve the quality of housing in the private sector.</p> <p>Ask about the suitability of the home for child's disability (home adaptations, secure outside space etc)</p>

<p>Name of Landlord & Landlord contact details</p>	<p>Housing information - Knowing who the landlord is (if social housing tenant) reveals a good source of information about the household that may be very different from the information held by CYPF.</p> <p>Often, especially with Sheffield Homes or Housing Association tenants, the landlord will have a lot of information about the address/household based on neighbour complaints that would not come up on individual checks on Carefirst or ONE for the household members.</p>
<p>Housing</p>	<p>It is important to know about rent or mortgage arrears so that early help and advice can be given to hopefully prevent the family from being evicted. The benefit changes in April 2013 are likely to have a big impact on a lot of families and so all support services need to be aware of the possibility that many families who have not struggled financially previously may begin to struggle, and those families who have historically found it difficult to manage their money may quickly find themselves facing possible eviction without help. If the family are at risk of homelessness, it is important that they seek help from Housing Aid or Housing Solutions they will try hard to find a way to support the family to be able to stay in their home.</p> <p>The question about warning letters for behaviour issues is important - it's worth asking separately about rent issues and behaviour issues as families may have issues in one area but not the other. If the family cause or are the victim of anti-social behaviour, this will be having a huge impact on the family functioning so it is important that we ask about this.</p> <p>Overcrowding as defined by a family may be different from the statutory definition of overcrowding but it's worth asking the question so that if necessary the family can be signposted to Housing Solutions for consideration of a priority award for overcrowding. If the household is overcrowded but not statutory overcrowded it's often because the household would be considered to be a "household within a household" i.e. there is more than one family unit living in the property. The reasons for households to choose to live like this are varied and will give you another insight into the family functioning, values and dynamics.</p> <p>Ask whether a disabled child shares a room and what affect this has on siblings. Consider additional equipment / needs of a child with a disability and the implications of this in view of any changes to housing benefit for under occupancy ie bed room tax.</p> <p>The questions about hygiene issues and safety concerns could indicate a number of areas of need - some of which the family could be supported to work on themselves, others that may indicate that action is needed by the landlord, some concerns could be about community safety and asking this question may give the family the chance to speak about possible victimisation or harassment they are experiencing in their community.</p> <p>The type of accommodation i.e. Housing Association, Private Rented etc</p>

	<p>is useful to know as the different property types having different levels of security of tenure (i.e. how much right the family have to live there). Don't assume that if the family have a private landlord then nothing can be done if there are concerns about the safety or quality of the property - Private Housing Standards is a part of Sheffield City Council that specifically works with private landlords to inspect and improve the quality of housing in the private sector.</p>
<p>Finance</p>	<p>It is important to be aware of the current financial climate and child poverty agenda. Also not make assumptions about families e.g. where they live, if working etc, as many families are struggling with finances. The Benefit changes in April 2013 are likely to have a big impact on a lot of families, as this includes move to universal and monthly payments. So all Support Services need to be aware of the possibility that many families who have not previously struggled financially and those families who have historically found it difficult to manage their money may quickly find themselves in debt, in rent arrears or facing eviction. These families may find themselves prey to door stop lenders who are a rapidly growing industry.</p> <p>Parents and young people in Sheffield were really keen to emphasise that anyone could be struggling financially, but they might not admit it or seek help for it. So, as with other areas, it's important not to make assumptions about who might be experiencing difficulty.</p> <p>Trigger Points: Many of the things that tip people and families into poverty are also trigger points for other things. Any big and difficult change can be a risk, but here are some of the most common ones, at these times, it would be particularly important to keep lines of questioning open:</p> <ul style="list-style-type: none"> • losing a job • moving into work (particularly after a long period unemployed) • losing a house • relationship breakdown • bereavement • having a child • youngest child starting school • having to give up job or reduce hours to look after disabled child <p>Talking about money can be difficult. Staff might feel awkward about bringing it up and the people they are trying to help might feel embarrassed or anxious about discussing it. There is still a fear of stigma and discrimination. Parents and young people in Sheffield who were experiencing poverty suggested the following phrases might be helpful, whilst recognising that each practitioner needs to find a comfortable way to talk to each individual.</p> <p>Suggested Questions:</p> <ul style="list-style-type: none"> • Is there anything else you're struggling with at the moment?' • Are you struggling to keep up with your bills?

	<ul style="list-style-type: none"> • Are you sure you're claiming all the benefits you're entitled to?/have you had any advice about whether you're entitled to benefits recently? • Are the family aware of/claiming all disability benefits eg DLA, carers allowance etc • Are you struggling to make ends meet each week?' • Are there any debts you're worried about? • Have you had any letters about your financial situation that you don't understand? • Are you managing to heat your home? • Would you like any help thinking about brushing up on skills or finding a job? <p>NB most energy companies have some sort of deal for households where their is a disabled child. Also "Priority Services Register" (energy companies should think twice about cutting you off, or treat you as a priority for reconnection)</p> <p>For further information on Child Poverty and Welfare Reform, practitioners can access the Child Poverty e-learning training at http://Sheffield.learningpool.com/ or refer to information in the training pack. Also see Welfare Reforms Briefing in the training pack.</p>
Local Area	<p>Some concerns could be about community safety and asking this question may give the family the chance to speak about possible victimisation or harassment they may be experiencing in their community. Families may be facing social isolation so it is important to find out about other local services that are being used by the family, children and young people e.g. Youth Clubs, parks, libraries, Children's Centres, churches, groups/clubs etc.</p> <p>Isolation can be a BIG problem for families of children with disabilities. Siblings may experience bullying.</p> <p>Often families present very differently in different environments so it is useful to find out how both the adults and the children in the family function/present outside the home and school.</p>

Child: Strengths and Difficulties

Full name of child	The name on a birth certificate / passport and any other names the child is known by.
Name of person(s) with parental responsibility for this child	Please see training slide in training pack for further information on Parental Responsibility.
Child registered with GP	
Child registered with dentist	

Registered at Children's Centre	<p>Childrens centres are provide services for families with children aged 0-5 e.g midwifery, parenting groups, baby massage, information drop ins.</p> <p>If the child is not registered at a children's centre, the worker could give them the details of the local children's centre and ask them to register themselves there. Alternatively they could complete the children's centre registration form with them, which they can obtain from any of the children's centres or children's centre coordinators – on 281 3758.</p>
Name of childcare provider / school / college attending	<p>If the child is 2, 3, or 4 years old please note if they are taking up their Free Early Learning entitlement and where. If they are not accessing their entitlement this should initiate a discussion which should lead to provision of information and support in accessing their nursery place.</p>
Child has a disability	<p>If a child has a disability there should be further discussion not just on how this impacts on the disabled child and the support they need, but also on the impact of their disability on wider family functioning including impact on siblings.</p>
5 – 16 years and missing education	<p>For children with a disability have they been excluded from school because of their disability? Is the child refusing to attend? Is the child being home educated? What support is the family receiving?</p>
Child has a SEN Statement	<p>SEN is a Special Educational Needs (SEN) Statement or Education Health and Care Plans (EHCP) Children can still have significant SEN and not have a Statement/EHCP. Does the family think the child needs extra help? Does the child need an SEN assessment? Is the school supportive? Does there need to be a referral to Parent Partnership Service?</p>
Post 16 and NEET	<p>A priority for the Council is ensuring that young people are in education, employment or training therefore practitioners should seek to find any young person who is NEET (Not in Education, Employment or Training).</p>
Child's religion	
Attendance at nursery / education / training establishment	<p>General information can be obtained from the parent on attendance issues and patterns. However workers should make direct contact with the nursery, school, or other education establishment to get accurate attendance data.</p>
Child's first language	
Attendance certificate attached	<p>This can be obtained via the child's school</p>
Health	<p>Suggested Questions for Adults:</p> <ul style="list-style-type: none"> • How is your child's health? Has your child had any major illnesses or developmental problems? Are you anxious about their health in

	<p>anyway?</p> <ul style="list-style-type: none"> • Have you ever needed to take your child to the hospital? • Is your child up to date with all their jabs/dentist appointments? • Does your child have any difficulties with sight or hearing? • Are there any concerns about their coordination? e.g. bumping into things/falling over/clumsy or hand-eye coordination • Are there any concerns about your child's speech? Do they have difficulty understanding or explaining things? • Is your child active? Do they have a healthy appetite? Do they eat a range of foods? • Does your child have any problems around sleeping.? • Are there any continence issues? <p>Suggested Questions for Children and Young People:</p> <ul style="list-style-type: none"> • Do you think you are generally healthy? • Dependent on age: Do you take any medication? • Have you ever had to go to hospital? • Do you do any activities or sports? • Eating habits – favourite / worst foods • Do you ever find it hard to understand and remember what people say to you? • Do you sometimes find it hard to explain things to people / get your message across? • Dependent on age: Have you ever drunk alcohol / Do you drink alcohol? Do you worry about the amount you drink? • Do you smoke cigarettes? • Have you ever smoked cannabis / Do you smoke cannabis? Have you ever tried any other drugs?
<p>Emotional</p>	<p>Suggested Questions for Adults:</p> <ul style="list-style-type: none"> • Do you see your child as being happy? • How would they describe themselves and how do they feel about themselves? • How does your child cope with stresses and difficult/different or new situations? • Do they have any difficulties with anger/frustration? • Would you describe your child as mature or young for their age? • How confident are you in supporting your child emotionally <p>Suggested Questions for Children and Young People:</p> <ul style="list-style-type: none"> • What is most important to you in your life? • What's working / not working for you at the moment? • Who do you talk to about your feelings? • Tell me about the things that make you happy? • Tell me about the things that make you unhappy? (explore fears/worries/anxieties/difficulties) • What do you do when you have these feelings? • How do you cope / what do you do when you get angry /

	<p>frustrated?</p> <ul style="list-style-type: none"> • Do you ever worry about anything (about home, school or friends)? • Tell me what you are good at? Do you find anything difficult? • Tell me what makes you proud? • Tell me about anything you would like to change? (Can use “if you had a magic wand” “if you could change anything what would it be?”)
<p>Family and Social Relationships</p>	<p>Need to gain an understanding of peers, role models and influences both in and out of school as children and young people may present very differently in each setting.</p> <p>Suggested Questions for Adults:</p> <ul style="list-style-type: none"> • Who does your child have good relationships with in the family? Is there anyone they are particularly close to or influenced by? Or anyone in the family they are less close to and have a difficult relationship with? • Who would your child talk to if they were worried about something? • Are there any close family members that your child rarely sees? And if so why? • Is your child comfortable in big groups or smaller groups? Do they like to or prefer to spend time on their own? • What are his/her friendship groups like in/out of school? • How do they stay in touch with their friends? • Does your child easily make friends? And do they maintain long term friendships? Or do they easily fall out with friends? • Are there any of his/her friends who you feel are a good/bad influence? <p>Suggested Questions for Children and Young People:</p> <ul style="list-style-type: none"> • Tell me about your brothers/sisters? How do you get on with them? • Tell me about other people in your family? • Tell me about your friends? (In and out of school) • How do you stay in touch with your friends? • Who are the people you spend most time with? (discuss where they see them/activities/places visit..) • Tell me who you admire/look up to/like to be like? • Who are the most important people in your life? Family, friends, school etc. • Why are they special / important to you? • Who do you talk to if you’re worried about anything? • Who do you look up to / who’s your role model? • Do you prefer being in a group or on your own? • Do you have the same friends in and out of school? • Dependant on age: Are you in a relationship? • How do you stay in touch with your friends?

Behavioural

Focus on behaviour at home, at school and in the community as children and young people may present differently in each setting. Draw on strengths such as what they are good at and like to do. It is also important to identify if involved in anti social behaviour or crime, or if a victim. If they are involved in anti social behaviour, crime or substance misuse ask about PAL (Parental Advisory Letter), CAL (Cannabis Advisory Letter) and ABC (Acceptable Behaviour Contract).

Suggested Questions for Adults:

- Tell me about your child's behaviour? What are the positives? Are they loving, helpful, polite, friendly?
- Is your child's behavior ever challenging at home? How regular is this and who is it towards? Do you know what triggers this behaviour? How confident are you in dealing with challenging behaviour?
- How long have you been concerned about this behaviour? Can you think of anything that might have been going on in your child's life around this time which may have prompted this behaviour?
- Are there any concerns with your child's behaviour at school? Have they ever been excluded from school?
- Are there any concerns about your child's behaviour in the community? Are you worried about their behaviour outside the home?
- Do you think that any of the behaviour concerns are linked to a medical condition or any events that have occurred in their life?

Suggested Questions for Children and Young People:

- What are you good at?
- Places you go and things you do / what do you like to do in your spare time?
- What do you like to do when you're with your friends?
- What's a good / bad day for you?
- How do you make a bad day better?
- Places you go and things you do / what do you like to do in your spare time?
- What do you like to do when you're with your friends?
- What's a good / bad day for you?
- How do you make a bad day better?
- What have your teachers parents/carers, family members said about your behaviour?
- How do you feel about your behaviour?
- What would you like to be better at?
- How often do you get into trouble at school?
- What sort of things do you get into trouble for?
- Have you had any exclusions?
- Who can you go to when you feel anxious, angry or upset etc? In school? At home?
- Who is helpful at school, home? How?
- Are you good at taking help from other
- Have you experienced any problems in the community?

	<ul style="list-style-type: none"> • Have you ever been involved with the police? • Do you sometimes get dragged into things? • Can you stand up for yourself? • Do you like to be in charge? • Do you feel safe at home, in school, in the community?
Identity	<p>Suggested Questions for Adults:</p> <ul style="list-style-type: none"> • How do you think your child feels about the family/wider family? • Do you think he/she is happy to be who they are? • How does your child like to be seen by others? • Does your child have a particular cultural identity? And how do you respond to or support this? • Have you talked to your child about sex and gender? And do you think your child has an age appropriate concept of sexual relations? • What does your child know/understand about their disability? (Be careful about asking this if the child is present.) <p>Suggested Questions for Children and Young People:</p> <ul style="list-style-type: none"> • How would you describe yourself? • How do you feel about yourself? • What do you like about yourself? • What don't you like about yourself? • What is most important to you in your life? • If you could change one thing about you or your family, what would it be? • Who influences/makes you who you are? • What do your family and friends think about you? Ask parent / carer (away from child / young person) what they like and admire about their child and then tell the child • How important is it to you what other people think about you? • What hopes and dreams do you have for the future?
Self Care Skills and Independence	<p>Suggested Questions for Adults :</p> <ul style="list-style-type: none"> • How independent is your child? Do they like to do things for themselves? • How easy is it to get your child ready for school? • How much responsibility does he/she take for personal hygiene? • Are they helpful in the home? • Can your child travel independently? • Can they keep themselves safe? • Are you able to leave your child unsupervised? <p>Suggested Questions for Children and Young People:</p> <ul style="list-style-type: none"> • Who gets you up in the morning? • How do you get to school / college? • Do you help out at home / school?
Learning and	As well as gaining an understanding of attainment progress, workers

<p>Aspirations</p>	<p>should ensure that they ask about a young person's hopes for the future.</p> <p>Suggested Questions for Adults:</p> <ul style="list-style-type: none"> • Does your child enjoy learning? • Do they enjoy nursery or school? • How easy/hard does your child find it to organize his ideas when learning? • How creative are they with their ideas? • What things interest him/her? • Are there any issues with your child's attendance at school? • How comfortable/confident do you feel in supporting your child with school work? • Does your child enjoy reading? Do you read with your child? • Do you feel your child is developing and making good progress? • Is there anything you are concerned about with regard to your child's learning? • Does your child have a diagnosed learning disability? • Does your child ever talk about plans for the future/what they would like to do when they are older? • What extra support is your child receiving in school? Is it helping? Is it enough? <p>Suggested Questions for Children and Young People:</p> <ul style="list-style-type: none"> • Which school / college do you go to? If not already asked. • What do you like / dislike about school / college? • What do you find easy / hard about school / college? • What activities do you do in or out of school? • What are you good at? • What do you want to do when you're older / when you leave school / college? • Is there anything you'd like to do that you've not done before? • If you could have one wish for the future, what would it be?
<p>Significant Events and Impact</p>	<p>Suggested Questions for Adults:</p> <ul style="list-style-type: none"> • Have there been any events that you feel affected your child? • Does your child talk about any particular events in their past more than others? Or are there events they avoid talking about? • Are there events that happened in the past that you feel should have affected your child but there isn't any clear evidence of its effect at this time? • Has your child had any counselling or support in relation to a particular event in the past? • Have these events had any repercussions for the family - i.e. are there family members who don't talk or are estranged because of these events? <p>Suggested Questions for Children and Young People:</p> <ul style="list-style-type: none"> • Has anything happened in the past that you'd like to talk about / forget about? • Has anything happened in your life / to someone you know that has affected you / made you feel sad / angry / jealous?

	<ul style="list-style-type: none"> • What's the best thing that has ever happened to you? • What's the worst thing that has ever happened to you? • Have you ever lost someone close to you?
Caring Responsibilities	<p>Young Carers are a group of vulnerable young people 18 years and under who are largely 'hidden'. Young people and families often don't identify as being in a 'caring role' or as 'young carers' yet they can be shouldering a considerable burden affecting their emotional and physical health and well being, as well as impact on education, social life and longer term career and life opportunities. Professionals should be aware that if they are working with any families where illness (adult or sibling or relative, possibly neighbour) is present that it should trigger the question 'is there a young person taking on a caring role'.</p> <p>Suggested Questions for Adults:</p> <ul style="list-style-type: none"> • Does your child have any regular tasks they do because an adult or a younger sibling is unable to do them? • Are there older people or disabled people in your family that your child supports? • Does their helping responsibilities impact on or stop them from doing things – e.g. school, friends, activities • Is your child supported by Young Carers? <p>Suggested Questions for Children and Young People:</p> <ul style="list-style-type: none"> • Do you look after / help look after anyone in your family? • Do you help out with anything at home / in your family because someone else can't do it? • Does helping look after someone else stop you from doing anything you want to do?

Adult: Strengths and Difficulties

Full name of adult	The name on a birth certificate / passport and any other names the adult is known by.
Parental responsibility for child(ren) in the household?	
Registered with GP	
Registered with dentist	
Employed/ In training	This could initiate a discussion around parent's/carer's aspirations to access training and/or employment and how they might be supported in doing this. This information should be included in the 'Learning and Aspirations' section below.

Registered disabled	If an adult is registered disabled there should be further discussion not just on how this impacts on the disabled adult and the support they need, but also on the impact of their disability on wider family functioning including highlighting caring responsibilities of children in the home.
Religion	
First language	
Health	Has caring for your disabled child affected your health?
Social Behaviour	See prompt Are you able to take time off from your caring role? Do you have time to relax/socialise/ exercise?
Learning and Aspirations	This could follow a discussion around parent's/carer's aspirations to access training and/or employment and how they might be supported in doing this. Talk about childcare options for disabled child
General Comments: The 'Toxic Trio' – Mental Health/Substance Misuse and Domestic Abuse	Practitioners need to be aware of the increased risk and complexity of case if there are issues with Mental Health, Substance Misuse and Domestic Abuse – This combination of presenting issues has been labelled The 'Toxic Trio'. Findings from Serious Case Reviews where there has been harm to a child has identified that these three elements together are a common theme.
Mental Health and Emotional Well-being	Workers should make efforts to gain an understanding not just of the issue and any treatment, but of how this impacts on wider family functioning and parenting and the parent's ability to regulate themselves.
Drug / Alcohol Use	As above workers should seek to gain an understanding of how any drug or alcohol use impacts on family functioning, parenting, finances etc. Workers should be mindful not to make assumptions, if for instance a parent is using illegal drugs, that this automatically means that there are parenting capacity issues as there are many families who parent responsibly and well where this is the case. Workers should utilise the Alcohol Screening Tool (www.alcoholscreeningsheffield.co.uk) with every parent. The information recorded needs to include the date the tool was used, the Audit score, whether the parent received the brief intervention information, whether they were offered onward referral the alcohol service and whether they accepted or declined. Suggested Questions: For Alcohol: <ul style="list-style-type: none"> • How often do you have a drink containing alcohol? Never,

	<p>monthly, 2-4 times per month, 2-3 times per week, more than 4 times per week</p> <ul style="list-style-type: none"> • What do you drink? • How much do you drink? • Where do you drink? • When do you drink? • How often during that last year have you found that you were not able to stop drinking once you started? Never, less than monthly, monthly, weekly, daily or almost daily • How often during the last year have you failed to do what was normally expected from you because of your drinking? (see above options) • Has a relative or friend, doctor or health worker been concerned about your drinking or suggested that you cut down? <p>For drugs:</p> <ul style="list-style-type: none"> • What drugs do you currently use? (Have you ever used?), how often? How much does it cost a week? • Are you getting support from any drug / alcohol agencies? Which one? If not would you like help in accessing one? • How do you think your drug use affects your parenting? • What do you do to lessen any effect on your child? • How do you explain your drug use to your child? • What would you like to change about your drug use?
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<p>Domestic Violence / Abuse</p>	<p>Domestic Abuse affects thousands of people in Sheffield every year so it is important to ask all family members about it in a safe and sensitive way. Don't assume that domestic abuse is not an issue for a family or an individual family member including young people themselves. It is also important workers are aware that they may be the first person disclosed to.</p> <p>The parents need to be spoken to alone at least once during the process (as with the child/ren if age appropriate). If a parent who is a victim is asked about domestic abuse while the abusing parent is present then the likely outcomes are:</p> <ol style="list-style-type: none"> 1. domestic abuse is not disclosed or 2. it is disclosed and the risk is increased / violence or threats occur as soon as the worker leaves. <p>The worker could unwittingly increase risk. It is important that both parents know that these questions are asked of everybody so that an abuser doesn't think it is because the victim has already disclosed abuse that they are being asked.</p> <p>Domestic Abuse describes a range of circumstances and behaviours usually relating to one person's desire to exercise power and control over another. The new government definition (March 2013) is: <i>Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or</i></p>
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sexuality. This can encompass, but is not limited to, the following types of abuse:

- *psychological*
- *physical*
- *sexual*
- *financial*
- *emotional*

Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

The Government definition, which is not a legal definition, includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

It recognises that coercive control is a core part of domestic violence and highlights the importance of recognising coercive control as a complex pattern of overlapping and repeated abuse perpetrated within a context of power and control.

Workers need to be careful not to make assumptions about who is the victim and who is the perpetrator. Victims can be male, and women can be abusers - although this is less likely. Victims can be in a same sex relationship. Victims can be a parent, and the perpetrator can be an adult child (or a young person). Victims can also retaliate but still be the person who is most at risk. A perpetrator can also present as a victim.

It is important that workers understand about the key risk factors and have an understanding of what might signify high risk of serious harm or homicide.

Key Risk factors re. Domestic Abuse:

A member of the family:

- Has **physical injuries** with no 'reasonable' cause
- Has been **choked/strangled/suffocated**
- Has been subject to **sexual assault**, including **rape**
- Is **pregnant** or has a **baby under 1 year old**
- Has **recently separated** from a partner
- Has been subjected to **stalking and harassment**
- appears **frightened** of the alleged perpetrator
- has disclosed that the abuse is becoming more **serious/frequent**
- is experiencing abuse from more than one abuser (consider '**Honour' Based Violence**)
- the alleged perpetrator has **mental health &/or drug/alcohol**

issues

- or the alleged perpetrator is **suicidal**
- There are conflicts over **child contact**
- The alleged perpetrator has a **previous history of child abuse, domestic abuse or abuse to animals**

If Domestic Abuse is ongoing (i.e. not in the past – but remember that if separation is recent the risk could still be high or the abuse get worse), risk factors are evident and risk is imminent then workers need to complete the **ACPO DASH risk assessment**. You can find the ACPO DASH and guidance at www.sheffielddact.org.uk choose the *Domestic Abuse Services* option then *Resources*.

It could be that another agency has already completed a DASH (e.g. the Police) however, if another agency has done the DASH, it's worth doing it again as what a victim discloses to a police officer may be different to what they disclose to an Intervention Worker etc. The situation will also be dynamic so it's important to refresh the risk assessment when new information is available.

Domestic Abuse Risk Thresholds:

STANDARD RISK:

Current evidence does NOT indicate likelihood of causing **serious harm**

MEDIUM RISK:

There are identifiable indicators of **risk of serious harm**.

Perpetrator has **potential** to cause **serious harm**

but **serious harm is unlikely** unless there is a change in circumstances

HIGH RISK:

There are identifiable indicators of **imminent risk of serious harm**.

Dynamic – an incident could happen at any time

and the **impact would be serious**.

SERIOUS HARM:

A risk that is life threatening and / or traumatic, and from which recovery, whether physical or psychological, can be expected to be difficult or impossible.

PROFESSIONAL JUDGEMENT:

Professional: a person who engages in an activity with competence and

skill.

Judgement: being able to make an informed decision, based on a balanced viewpoint.

Use professional judgement, in conjunction with the evidence based ACPO DASH tool, to assist in identifying and grading risk. Consult line managers or your agency MARAC representative for advice.

Suggested Questions:

The DASH includes full questions for Risk Assessment but initial questions could include:

Framing question –

As violence in the home is so common we now ask all families about it routinely.

Suggested Questions:

- How are things at home?
- How are arguments settled?
- How are decisions reached?
- What happens when you argue or disagree?
- What happens when your partner gets angry?
- Have you ever felt frightened of your partner?
- Have you ever felt threatened by your partner?
- Have you ever been afraid of your partner's behaviour or is he/she verbally abusive?
- Do you ever feel frightened of your partner?
- Do you feel that you are in danger?
- Has anyone ever hurt or threatened you?
- Has your partner ever threatened to hurt you someone you care about?
- Are there any problems with your partner?
- Do you ever argue or fight? Do the fights become physical? Are you ever afraid?
- Do you feel controlled and isolated by your partner?
- Does your partner belittle and insult you?
- Have you ever been hurt by your partner - perhaps slapped, kicked or punched?
- Did somebody cause these injuries to you?
- Have you ever been forced to do something sexual that you didn't want to do?
- Are you concerned that somebody in your family or extended family?
- Do you feel safe at the moment?

Parenting

Practitioners should explore parents ability to self regulate themselves and assess their ability to recognise the individual needs of their children. Workers should assess parent's positive interactions and attention given to children as well as consistency of parenting in establishing and maintaining routines and boundaries and dealing with difficult and risky

	<p>behaviours.</p> <p>Suggested Questions:</p> <ul style="list-style-type: none"> • Do you feel able to ensure your child's safety? • How would you describe your relationship with your child? • Are you able to spend quality time with him/her? What things do you enjoy doing together? • What things does your child enjoy doing in their free time? Do you feel able to keep him/her positively occupied? • Do you have daily/night time/weekly routines? • How many times have you moved house in your child's life? • How do you manage your child's behaviour? • Do you and other adults in the child's life agree how to manage your child's behaviour?
Significant Events and Impact	See prompt
Other Caring Responsibilities	See prompt
As a family is there anything else you would like to add to this assessment that has not been covered or that you would like to comment on?	<p>Please note that the voice of all family members should be reflected throughout the whole assessment.</p> <p>This is a family led assessment; therefore this section is included to capture further the voice of the child, young person and adult in the family.</p>

Summary of Assessment

Summary of Strengths and Difficulties	<p>Please note this section is not an "either/or" tick-list.</p> <p>Practitioners, together with the family should refer back to the assessment to negotiate areas of strengths and difficulties. Main themes should be identified for the whole family not each individual family member.</p>
Priorities	Ensure that a summary of the assessment is undertaken with the family which clearly identifies strengths in addition to difficulties and needs.
Goals / Support Needs	See prompt
What Happens Next?	<p>See prompt</p> <p>Until any referral is picked up by a relevant service the FCAF author will be the link between the family and any such service.</p>

Risk Assessment	See prompt
Signatures	

Who has been involved in the Assessment?

Details of person(s) undertaking the assessment	The FCAF author/s needs to print their name and contact details as well as signing above.
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