

A. Development needs of baby, child or young person (including unborn child)

Determinant	Level 1	Level 2	Level 3	Level 4
	Universal	Additional Needs / Multi-Agency Response / Early Help Assessment	Complex Needs/ Multi-Agency Response / Early Help Assessment	Acute Needs / Statutory Intervention (CIN / CP) / MARF
Health	<ul style="list-style-type: none">Physically wellAdequate diet/hygiene/clothingDevelopmental checks/immunisations up to dateRegular dental/optical careHealth appointments keptSpeech and language development met	<ul style="list-style-type: none">Defaulting on immunisation checksSusceptible to minor health problemsSlow in reaching developmental milestonesMinor concerns re: diet/hygiene/lack of sleepSmokes/ alcohol concernsStarting to default on health appointmentsPresenting with inappropriate sexualised behaviourTeenage pregnancy (consider age and social circumstances)	<ul style="list-style-type: none">Concerns re: diet, hygiene, clothingSome chronic health problemsMissing routine and non-routine health appointmentsSubstance misuseDevelopmental milestones are unlikely to be metConcerns around mental healthTeenage pregnancy (multi-agency response) (consider age and social circumstances)Significant change in moodRecurring health problemsPromiscuity	<ul style="list-style-type: none">Severe/chronic health problemsPersistent substance misuseDevelopmental milestones are unlikely to be metTeenage pregnancy (acute level of need)Serious mental health issuesNo engagement with Health professionals
Education and Learning	<ul style="list-style-type: none">Skills interestSuccess/achievementCognitive developmentAccess to books and toys, playChoices and encouragement	<ul style="list-style-type: none">Some identified learning or physical disability needs, requiring supportPoor punctualityPattern of school absencesNot always engaged in learning – poor concentration/low motivation/interestNot reaching educational potentialLimited access to books/toysHigh levels of school mobility	<ul style="list-style-type: none">Significant learning needs and may have Statement or Educational needs (or Education Health Care Plan)Escalating poor school attendance and punctualitySome fixed term exclusionsNot engaged in education or reaching educational potentialFear of holidays, leaving schoolPre-occupied with ideology	<ul style="list-style-type: none">Non-attendance / chronic absence seriously impairing developmentPermanently excluded / No school placeNo access to leisure activities
Emotional and Behavioural Development	<ul style="list-style-type: none">Feelings/actions demonstrate appropriate responsesGood quality early attachmentsAble to adapt to changeAble to demonstrate empathy	<ul style="list-style-type: none">Some difficulties with peer group relationships and adultsConcern of self-harm (including substance misuse)Some evidence of inappropriate responses and actionsCan find managing change difficultStarting to show difficulties expressing empathyLow self-esteem/self confidenceFeelings: Grievance/ injustice/oppression	<ul style="list-style-type: none">Finds it difficult to cope with anger, frustration and upsetDisruptive/challenging behaviour at school or in neighbourhoodCannot manage changeUnable to demonstrate empathyRepeated episodes of self-harm and/or substance misuse	<ul style="list-style-type: none">Regularly involved in anti-social/criminal activitiesPuts self or others in danger e.g.missing from home or in careSuffers from periods of depressionSuicide attemptsChildren at risk of sexual or criminal exploitationHarmful objectivesManipulation and coercion into negative cultural, religious activities
Identity	<ul style="list-style-type: none">Positive sense of self and abilitiesDemonstrates feelings of belonging and acceptanceSense of selfAbility to express needs	<ul style="list-style-type: none">Some insecurities around identity expressed(confusion linked to culture, isolation, threatened), low self-esteem for learningMay experience bullying around “differences”Unsure or unable to disclose sexual orientationMay be affected by peer/gang pressureStrong negative gender identification and roles	<ul style="list-style-type: none">Is subject to discrimination e.g. racial, sexual orientation or disabilitiesDemonstrates significantly low self-esteem in a range of situationsIs subject to peer/gang pressureSerious negative belief systems about genderMarginalised/over identification with group or ideologyUs and them mindset	<ul style="list-style-type: none">Experiences persistent discrimination e.g. racial, sexual orientation or disabilityInvolved with organised gangs or criminal activityDiscriminating on grounds of gender, culture, religious identity
Family and Social Relationships	<ul style="list-style-type: none">Stable, affectionate with care giversGood relationships with siblingsPositive relationships with peers	<ul style="list-style-type: none">Some support from family and friendsSome difficulties sustaining relationshipsGang associations through relatives, peers or relationshipSigns of being bulliedAge inappropriate relationshipsSelf isolation from familyFamily attitude justify offending	<ul style="list-style-type: none">Has lack of positive role modelsMisses school or leisure activitiesPeers also involved in challenging behaviourInvolved in conflict with peers/siblingsRegularly needed to care for another family memberManipulation and coercion to comply with negative gender, religion, cultural behavioursKnown gang involvementLittle social relationships outside the homeFamily/Friends involved in extremismAccess to extremist networks	<ul style="list-style-type: none">Periods of being accommodated by the Local AuthorityFamily breakdown related in some way to child’s behavioural difficultiesSubject to physical, emotional or sexual abuse or neglectMain carer for family memberUnaccompanied asylum seekerWhere parents have made private fostering arrangementsInvolved in manipulation and coercion of othersKnown involvement with extremist group
Social Presentation	<ul style="list-style-type: none">Appropriate dress for different circumstancesGood level of personal hygieneCan choose own clothing	<ul style="list-style-type: none">Can be over-friendly or withdrawn with strangersCan be provocative in appearance and behaviourPersonal hygiene starting to be a problemUnexplained change in peer group – can be dominated	<ul style="list-style-type: none">Is provocative in behaviour/appearanceClothing is regularly unwashedHygiene problemsSudden display of unexplained gifts / clothingAttitudes justify offendingIntolerant of other’s views – resulting in de-humanising of perceived enemies	<ul style="list-style-type: none">Poor and inappropriate self-presentation
Self-care Skills	<ul style="list-style-type: none">Growing level of competencies in practical and emotional skills such as feeding, dressing and independent living skills	<ul style="list-style-type: none">Not always adequate self-care e.g. poor hygiene, self neglectSlow to develop age-appropriate self-care skills	<ul style="list-style-type: none">Poor self-care for age, including hygieneInappropriately able to care for selfPre-occupation with the internetInappropriate use of technology	<ul style="list-style-type: none">Neglects to use self-care skills due to alternative priorities e.g. substance misuseInappropriate use of technology and poses a risk to self or others

This is a user friendly guide, outlining determinants of need. This is by no means exhaustive, and your professional judgement should be used when assessing need.

B. Parents and Carers						
Determinant	Level 1	Level 2		Level 3		Level 4
	Universal	Additional Needs/ Multi-Agency Response / Early Help Assessment		Complex Needs / Multi-Agency Response / Early Help Assessment		Acute Needs / Statutory Intervention (CIN / CP) / MARF
Basic Care	<ul style="list-style-type: none"> Provides for child’s physical needs e.g. food, drink, appropriate clothing, medical and dental care 	<ul style="list-style-type: none"> Engagement with services is poor Requires advice on parenting issues Professionals are beginning to have some concerns around child’s physical needs being met Parental decisions affecting child safety 		<ul style="list-style-type: none"> Difficulty engaging parents with services Struggling to provide adequate care Previously looked after by Local Authority Professionals have serious concerns e.g. parental drug/alcohol misuse, learning difficulties/mental health etc. Serious concerns re extremist viewpoint of parents 		<ul style="list-style-type: none"> Unable to provide “good enough” parenting that is adequate and safe including unborn child Mental health problems/substance misuse significantly affects care of child Parents unable to care for previous children Parents support and encourage extremist ideology
Ensuring Safety	<ul style="list-style-type: none"> Protects from danger or significant harm in the home and elsewhere Restricts/monitors internet access 	<ul style="list-style-type: none"> Some exposure to dangerous situations in the home or community including on-line violent and/or extremist web sites or influencers Parental stresses starting to affect ability to ensure child’s safety 		<ul style="list-style-type: none"> Perceived to be a problem by parents May be subject to neglect Experiencing unsafe situations Parents hold extremist views and condone behaviours 		<ul style="list-style-type: none"> Instability/violence in the home continually Parents involved in crime Parents unable to keep child safe Victim of crime Travel to areas of conflict Engagement with extremist activity Subject to traditional unsafe practices (FGM, Force Marriage, HBV)
Emotional Warmth	<ul style="list-style-type: none"> Shows warm regard, praise and encouragement 	<ul style="list-style-type: none"> Inconsistent responses to child by parent(s) Able to develop other positive relationships Feelings of worthlessness 		<ul style="list-style-type: none"> Receives erratic or inconsistent care Has episodes of poor quality of care Instability affects capacity to nurture Has no other positive relationships 		<ul style="list-style-type: none"> Parents inconsistent, highly critical or apathetic towards child
Stimulation	<ul style="list-style-type: none"> Facilitates cognitive development through interaction and play Enables child to experience success 	<ul style="list-style-type: none"> Spends considerable time alone e.g. watching television/ computer games Child is not often exposed to new experiences Child is exposed to extremist views or organisations 		<ul style="list-style-type: none"> Not receiving positive stimulation, with lack of new experiences or activities Deliberate restricting access to positive activities and experiences Parents fail to challenge extremist viewpoint advocating violence 		<ul style="list-style-type: none"> No constructive leisure time or guided play Encourage to view / promote extremist ideology Positively denying access to positive activities and experiences
Guidance and Boundaries	<ul style="list-style-type: none"> Provides guidance so that child can develop an appropriate internal model of values and conscience 	<ul style="list-style-type: none"> Can behave in an anti-social way in the neighbourhood e.g. petty crime Parent/carers offers inconsistent boundaries Parents offering a distorted perspective of expected boundaries Parents fail to challenge extremist viewpoint 		<ul style="list-style-type: none"> Erratic/inadequate guidance provided Parent not offering good role model e.g. behaving in an anti-social way Parents enforcing unrealistic boundaries and guidance No restrictions imposed re access to extreme sites/groups 		<ul style="list-style-type: none"> No effective boundaries set Regularly behaves in an anti-social way in the neighbourhood Exposure to extremist influences Exhibiting behaviours to manage unrealistic and negative boundaries
Stability	<ul style="list-style-type: none"> Ensures that secure attachments are not disrupted Consistency of emotional warmth over time Ensures child accesses education available to them 	<ul style="list-style-type: none"> Key relationships with family members not always maintained Starting to demonstrate difficulties with attachments Unstable family environment 		<ul style="list-style-type: none"> Has multiple carers Has been looked after by Local Authority Limited attachments that are controlled by parents Family relationships impose negative influence 		<ul style="list-style-type: none"> Beyond parental control Has no-one to care for child Concerns regarding family travel to areas of conflict Engagement in extremist activity Relationships and attachments based on negative influences

C. Family and Environmental Factors

Determinant	Level 1	Level 2		Level 3		Level 4
	Universal	Additional Needs Multi Agency Early Help Assessment		Complex Targeted Early Help Assessment		Acute / Specialist Careline
Family History or Functioning	<ul style="list-style-type: none"> Good relationships within family, even when parents are separated Few significant changes in family composition 	<ul style="list-style-type: none"> Parents have some conflicts or difficulties that can involve the children Has experienced loss of significant adult e.g. through bereavement or separation Looked after by younger sibling Parent has physical or mental health 	<ul style="list-style-type: none"> issues Multiple changes of address History of abuse Parents ability to cope with needs of disabled child Family history of criminal gang involvement, FGM, Force Marriage or HBV 	<ul style="list-style-type: none"> Poor relationships (siblings / child to parent) including violent or aggressive outbursts Extended family live in areas of conflict Family Religious/cultural beliefs affect role and responsibilities of child Poor relationships between siblings 	<ul style="list-style-type: none"> Incidents of domestic violence (parents / siblings / child to parent) Acrimonious divorce/separation Family have serious physical and mental health difficulties Family associated with extremist group / ideology 	<ul style="list-style-type: none"> Significant parental discord and persistent domestic violence (parents / siblings / child to parent) Family member has Terrorism conviction Family Member is known to be a significant risk to children Parents negative cultural, religious beliefs and practices
Wider Family	<ul style="list-style-type: none"> Sense of larger familial network / good friendships outside of the family unit 	<ul style="list-style-type: none"> Some support from friends and family Caring responsibilities Child depressed, alone, anxious or feeling unhappy/misunderstood 		<ul style="list-style-type: none"> Family has poor relationship with extended family/little communication Caring responsibilities with no agency support 	<ul style="list-style-type: none"> Parents influenced by negative family, community, cultural, religious beliefs and practices Access to extremist networks Over identification with group/ideology 	<ul style="list-style-type: none"> No effective support from extended family Destructive/unhelpful involvement from extended family Intention to travel to area of conflict Engagement in terrorist activity Parents unable to protect from negative, manipulative influences
Housing	<ul style="list-style-type: none"> Has basic amenities and appropriate facilities 	<ul style="list-style-type: none"> Adequate/poor housing Living in gang neighbourhood 	<ul style="list-style-type: none"> Living in an area where extremist groups (violent/non violent) operate 	<ul style="list-style-type: none"> Poor state of repair, temporary or overcrowded Homeless, living in Hostel 	<ul style="list-style-type: none"> Exposure to victimisation/racism Known extremism in wider family 	<ul style="list-style-type: none"> Physical accommodation places child in danger
Employment	<ul style="list-style-type: none"> Parents able to manage working/unemployed and do not perceive them as unduly stressful 	<ul style="list-style-type: none"> Periods of unemployment of the wage earning parent(s) Parents have limited formal education 	<ul style="list-style-type: none"> Parents starting to feel stressed around unemployment or working situation Barriers to employment opportunities 	<ul style="list-style-type: none"> Parents experience stress due to unemployment or “overworking” Parents find it difficult to obtain employment due to poor/basic skills Grievance resulting from inability to obtain employment 		<ul style="list-style-type: none"> Chronic unemployment, severely affecting parent’s own identity Unable to gain employment due to lack of basic skills or long-term difficulties e.g. substance misuse
Income	<ul style="list-style-type: none"> Reasonable income over time, resources used appropriately to meet needs 	<ul style="list-style-type: none"> Low income 		<ul style="list-style-type: none"> Serious debts/poverty impact on ability to meet basic needs 		<ul style="list-style-type: none"> Extreme poverty/debt impacting on ability to care for child
Family Social Integration	<ul style="list-style-type: none"> Family integrated into community Good social and friendship networks 	<ul style="list-style-type: none"> Family may be new to the area Some social exclusion experiences 	<ul style="list-style-type: none"> Negative influences from peer groups or friends Marginalised from community 	<ul style="list-style-type: none"> Parents socially excluded Lack of support networks Associating with young people who are exploited (sexually or criminally) 	<ul style="list-style-type: none"> Negative support networks Association with extremist groups 	<ul style="list-style-type: none"> Family chronically socially excluded No supportive network Family Members associated with extremist views Family coerced into acts of abuse
Community Resources	<ul style="list-style-type: none"> Good universal services in neighbourhood 	<ul style="list-style-type: none"> Adequate universal resources but family may have access issues 		<ul style="list-style-type: none"> Poor quality universal resources and access problems to these and targeted services 		<ul style="list-style-type: none"> Poor quality services with long-term difficulties with accessing target populations