

Child Development Needs 0-7

Health

| No identified additional needs Universal services | Additional needs | Multiple needs | Children in need and those at risk of harm |
|---|--|---|---|
| <ul style="list-style-type: none"> ▪ Appropriate height and weight ▪ Physically healthy ▪ Developmental checks up to date ▪ Adequate and nutritious diet ▪ Regular dental and optical care | <ul style="list-style-type: none"> ▪ Weight not increasing at rate expected ▪ Child being overweight/obese ▪ Slow in reaching developmental milestones and/or not attending routine appointments ▪ Persistent minor health problems ▪ Limited diet e.g. no breakfast ▪ Dental care not sufficient, poor attendance for checks/treatment ▪ Vulnerability to mental health problems e.g. acrimonious divorce of parents: unduly anxious, angry or defiant | <ul style="list-style-type: none"> ▪ Weight gain becoming a cause of concerns – below 25th centile or medically obese ▪ Child has chronic health problems ▪ Concerns about developmental progress e.g. overweight / underweight / neurosis ▪ Learning significantly affected by health problems ▪ Limited/restricted diet, no breakfast ▪ Dental decay | <ul style="list-style-type: none"> ▪ Child's development as measured by weight AND height both under the 10th centile ▪ Child has severe disability and needs are not met ▪ Refusing medical care endangering life / development ▪ Developmental milestones unlikely to be met and/or missing routine health appointments ▪ Lack of food may be linked with neglect ▪ Dental decay and no access of treatment ▪ Mental health issues emerging – conduct disorder, ADHD, autism, anxiety with severely challenging behaviour ▪ Sexual exploitation/prostitution ▪ Illness which is fabricated, induced or factitious ▪ Premeditated abuse ▪ Sexual abuse by parent, carer or other |

Education

| No identified additional needs Universal services | Additional needs | Multiple needs | Children in need and those at risk of harm |
|---|---|---|---|
| <ul style="list-style-type: none"> ▪ Acquired a range of skills / interests ▪ Experiences of success / achievement ▪ No concerns around cognitive development ▪ Access to books, toys, as appropriate ▪ Enjoy and participates in educational activities and school life ▪ Sound home/nursery/school link | <ul style="list-style-type: none"> ▪ Poor punctuality ▪ Occasional school absences ▪ Not always engaged in learning e.g. poor concentration, low motivation, easily distracted ▪ Not thought to be reaching his/her educational potential ▪ Home/nursery (school) link not well established ▪ Subject to mild bullying ▪ Bullying other children | <ul style="list-style-type: none"> ▪ Poor school attendance and punctuality ▪ Persistent unauthorised absences from school ▪ Poor home/nursery/school link ▪ Subject to serial bullying ▪ Child is persistent bullying | <ul style="list-style-type: none"> ▪ Puts peers at risk through behaviour ▪ No, or acrimonious home / nursery/school link contact ▪ Achievement is significantly below the child's academic potential ▪ Permanently excluded from school ▪ Parents hostile to education ▪ Parents encourage absence ▪ Significant underachievement in all areas at school ▪ Serious non attendance at the later stages of the non-attendance procedures ▪ Suspicions or allegations about abuse perpetrated by professionals ▪ Deprived of stimulation/learning opportunities ▪ Global Developmental delay/failure to thrive |

Emotional and Behavioural Development

| No identified additional needs Universal services | Additional needs | Multiple needs | Children in need and those at risk of harm |
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| <ul style="list-style-type: none"> ▪ Demonstrates appropriate responses in feelings and actions ▪ Good quality early attachments ▪ Able to adapt to change ▪ Able to demonstrate empathy | <ul style="list-style-type: none"> ▪ Some difficulties with family relationships ▪ Some difficulties with peer group relationships ▪ Some evidence of inappropriate responses and actions ▪ Child can find managing change difficult ▪ Not always able to understand how own actions impact on others ▪ Child is unduly apprehensive about new experiences, appears unhappy ▪ Child has experienced loss or bereavement and their support needs do not appear to be met within the family network ▪ Child is living in an environment where there is a history of Domestic Violence | <ul style="list-style-type: none"> ▪ Poor peer relationships ▪ Child finds it difficult to cope with anger and frustration ▪ Disruptive / challenging behaviour at nursery/school or in neighbourhood ▪ Child withdrawn/unwilling to engage ▪ Limited ability to understand how actions impact on others ▪ Children of parents where there has been a recent incident of Domestic Violence | <ul style="list-style-type: none"> ▪ Child's behaviour beyond parents / carers control ▪ Abusive/violent behaviour (verbal or physical) ▪ Severe physical punishment ▪ Child has inappropriate responsibilities ▪ Low warmth/high criticism impacting upon the child's well being ▪ Traumatized ▪ Mental illness/suicidal/eating disorder ▪ Running away ▪ Cannot maintain peer relationships e.g. is aggressive, bully, bullied etc ▪ Unable to connect cause and effect of own actions ▪ Unable to display empathy |

Identity

| No identified additional needs Universal services | Additional needs | Multiple needs | Children in need and those at risk of harm |
|---|--|---|---|
| <ul style="list-style-type: none"> ▪ Positive sense of self and abilities ▪ Demonstrates feelings of belongingness and acceptance | <ul style="list-style-type: none"> ▪ Some insecurities around identity expressed ▪ Limited self-confidence ▪ Child subject to discrimination e.g. racial or due to disabilities | <ul style="list-style-type: none"> ▪ Child experiences persistent discrimination e.g. on the basis of ethnicity or disability ▪ Demonstrates significantly low self-esteem in a range of situations ▪ Poor self confidence | <ul style="list-style-type: none"> ▪ Child has internalised discrimination and behaviour reflects poor self image ▪ Child is socially isolated and lacks appropriate role models ▪ No self-confidence ▪ Child's self image distorted and may demonstrate fear of persecution by others ▪ Rejected by peers ▪ Damaged identity ▪ Child embarrasses or ashamed to form relationships ▪ Persistent or chronic failure to meet a child's emotional needs ▪ Scapegoat/rejected by parents Constantly undermined/denigrated. |

Family and Social Relationships

| No identified additional needs Universal services | Additional needs | Multiple needs | Children in need and those at risk of harm |
|---|---|---|--|
| <ul style="list-style-type: none"> ▪ Stable and affectionate relationship with caregivers ▪ Good relationships with siblings ▪ Positive relationships with peers | <ul style="list-style-type: none"> ▪ Some inconsistencies in relationships with family and friends ▪ Child has lack of positive role models ▪ Unresolved issues arising from parents divorce, step parenting or death of carer ▪ Child has some difficulties sustaining relationships | <ul style="list-style-type: none"> ▪ Relationships with carers characterised by inconsistencies ▪ Misses school ▪ Peers also involved in challenging behaviour ▪ Involved in conflicts with peers/siblings ▪ May have previously had periods of LA accommodation | <ul style="list-style-type: none"> ▪ Relationships with family all experienced as critical and/or negative ▪ Complete rejection by a parent and/or step parent ▪ Other relationships characterised by rejection ▪ Family breakdown threatened ▪ Family no longer want to care for child ▪ Suffering physical, emotional or sexual harm or neglect ▪ Family have abandoned child ▪ Child shows no sign of attachment to primary carer. No long term stable relationship with at least one adult ▪ Child has no peer relationships ▪ Previous Child protection concerns or enquiries to the Child Protection Register ▪ Not responding or resistance to intervention or offers of support ▪ Repeated patterns of concerns/deterioration in situation. ▪ Individual who poses a risk with access to children |

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- Lack of remorse or acknowledgement of concerns
- Highly mobile/isolated families
- History of concerns about violence/alcohol/drugs/mental illness
- Lack of evidence of action protect
- Domestic Violence in home
- Domestic violence posing a risk to the physical safety and emotional well being of the child
- Serious concerns about the level of supervision.
- Frequent changes of primary carers.
- Dangerous/abusive
- Young child left alone

Social Presentation

| No identified additional needs Universal services | Additional needs | Multiple needs | Children in need and those at risk of harm |
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| <ul style="list-style-type: none"> ▪ Appropriate dress for different settings ▪ Good level of personal hygiene ▪ Confident in social situations, but sufficiently discriminating between 'safe' and 'unsafe' contacts | <ul style="list-style-type: none"> ▪ Clothing may be ill fitting e.g. too tight shoes ▪ Child may not always be clean – may suffer from teasing at school about being 'smelly' ▪ Child can be either overfriendly or withdrawn | <ul style="list-style-type: none"> ▪ Child may be provocative in behaviour ▪ Clothing is regularly unwashed and frequently ill fitting ▪ Child's poor hygiene leads to alienation from peers ▪ May not discriminate effectively with strangers ▪ Presentation significantly impacts on all relationships | <ul style="list-style-type: none"> ▪ Child's appearance reflects poor care – poor hygiene, dirty clothes, ill fitting shoes, lack of appropriate hair and skin care ▪ Rejection or taunting by peers ▪ Alienates self from school ▪ Child unconfident, watchful or wary of carers/people ▪ Child unable to discriminate and likely to put self at risk ▪ Child prostitution ▪ Unexplained injury or inconsistent explanations ▪ Malnourishment |

Self-Care Skills

| No identified additional needs Universal services | Additional needs | Multiple needs | Children in need and those at risk of harm |
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| <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"> ▪ Disability limits amount of self-care possible ▪ Not always adequate self-care e.g. poor hygiene ▪ Child slow to develop age-appropriate self-care skills | <ul style="list-style-type: none"> ▪ Disability prevents self-care in a significant range of tasks ▪ Child takes little or no responsibility for self-care tasks in comparison to peer group | <ul style="list-style-type: none"> ▪ Severe disability – child relies on other people to meet care needs ▪ Age appropriate basic or specific needs are not being addressed by carer. |