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**Resilience and Vulnerability Tool**

A vulnerability and resilience tool to support analysis and decision making for children.

**July 2014**

Introduction and Aims

This is a vulnerability and resilience tool to support analysis and decision making for children.

This tool is for use by social workers and all professionals working with children and families. The resilience and vulnerability tool will support analysis and decision making, without replacing professional judgement. This tool has been developed from the matrix to assist social workers and professionals across Cheshire West and Chester in determining the right course of action. It supports professionals to focus upon the impact of identified factors upon the child.

This tool is intended to support consistent professional decision making based on evidence. If at any time practitioners have information that leads them to believe that a child is at immediate risk of significant harm, they should take action according to Cheshire West and Chester safeguarding procedures.

This tool has been sources from Daniel and Wassall (2002) Resilience Model, and a Vulnerability and Resilience Model from Bedford Borough Council.

Guidance for Completion

The use of this tool should be discussed with your Supervisor or Team Manager prior to completion.

This tool can be completed in a number of ways including:

* By an individual professional to inform their agency decision making
* As a multi agency group within a meeting such as CIN Meeting, Core Group or Team Around the Family.
* To be used in direct work carried out with the family.

The tool helps to inform the assessment and planning, supporting good analysis by providing a structured approach to obtaining the necessary information and considering relevant factors. It supports professional judgement and requires reflective discussion.

How to complete this tool

To begin on page 3 there should be an outline of the reason for the completion of this tool with this particular family.

Then work through the 4 sections answering the 10 questions relating to the child and family.

Only one box should be ticked either’ Yes’, ‘No’ or ‘Don’t Know’. Aim to answer Yes or No, Don’t Know should only be ticked if the answer cannot be identified.

Towards the end of each section there are some questions that ask whether there are any additional factors identified and if so the ‘Yes’ box should be ticked regardless of the number of factors identified. You are then asked to list the factors; these will assist in informing your analysis. If no additional factors are identified within these questions the ‘No’ box should be ticked.

In sections 3 and 4, which relate to the parental role, the focus should be on the primary care-giver of that particular child.

Plotting onto the Risk and Vulnerability Matrix: Using the total from each section place a cross on each axes of the grid and then join the crosses with straight lines. This will give you a visual representation of the balance of Vulnerability, Resilience, Adversity and Protective Environment.

The next section allows you to select the most appropriate ‘Explanation’ of your Matrix. If in the event you have a balanced outcome i.e. the same number of ticks in each section, you should use your analysis to explore this further.

In the analysis you should consider what this means for the child and should explore the needs of the child and family. Finally, use this information to develop a SMART plan.

The use of this model and tool should help to structure and add value to what practitioners already do. You should use a separate form for each individual child in the family. A completed copy should be provided to the child and family where appropriate. In working with any child, you should be mindful of specific needs arising from race, language, culture, disability or sexual orientation.

**Resilience and Vulnerability Tool**

|  |
| --- |
| Childs name: |
| DOB: Gender: |
| Parent/carer name: |
| Home address: |
| Person completing this tool: Agency: |
| Contributors to tool: |
| Date of completion: |

|  |
| --- |
| Why has this tool been identified as appropriate for this child? |
|  |

**Section 1 - Vulnerability**

What are the factors relating to the child/young person that increases their vulnerability?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Vulnerability | Yes  ✓ | No  ✓ | Don’t know  ✓ |
| 1 | Is the child under 5 years of age? |  |  |  |
| 2 | Does the child have a disability or significant or chronic illness? Specify: |  |  |  |
| 3 | Is there a history of abuse within the family? |  |  |  |
| 4 | Does the child/young person present as fearful to any adult? |  |  |  |
| 5 | Is the child/young person engaging in self harm, substance misuse, or dangerous sexual or other risk taking behaviour? |  |  |  |
| 6 | Does the child have a poor attachment to a significant adult? |  |  |  |
| 7 | Are the family and /or Child considered isolated? |  |  |  |
| 8 | Does the child have appropriate coping strategies? |  |  |  |
| 9 | Does family or child identify areas of vulnerability that are not included in the list above? If so please list: |  |  |  |
| 10 | Do the professionals who know the child or family identify areas of vulnerability that are not included in the list above? If so please list: |  |  |  |
|  | Total |  |  |  |

**Section 2 - Resilience**

What are the factors relating to the child/young person that increase their resilience?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Resilience | Yes  ✓ | No  ✓ | Don’t know  ✓ |
| 1 | Does the child/young person have a strong attachment to a main carer giver? |  |  |  |
| 2 | Does the child/young person have good self esteem? |  |  |  |
| 3 | Is the child/young person sociable and does he/she interact appropriately for his/her age and development? |  |  |  |
| 4 | Does the child/young person have friends? |  |  |  |
| 5 | Does the child/young person experience positive parenting? |  |  |  |
| 6 | Is the child/young person comfortable with their physical appearance? |  |  |  |
| 7 | Does the child/young person have talents and /or interests? |  |  |  |
| 8 | Does the child/young person take part in play, leisure and/or sport activities |  |  |  |
| 9 | Does the child/young person have a positive experience of nursery or school? |  |  |  |
| 10 | Does family, child or involved professionals identify areas of resilience that are not included in the list above? If so please list: |  |  |  |
|  | Total |  |  |  |

**Section 3 – Adversity**

What are the factors relating to the parent or care giver, and their environment that increases the risk to the child/young person?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Adversity | Yes  ✓ | No  ✓ | Don’t know  ✓ |
| 1 | Are there any previous or current safeguarding issues relating to any member of the family? If the issues are current please follow local safeguarding procedures. |  |  |  |
| 2 | Are parents/care givers experiencing relationship difficulties or domestic abuse? |  |  |  |
| 3 | Are parents/care givers ability to meet the child’s needs impaired due to mental illness, physical or learning disability? |  |  |  |
| 4 | Are parents/care givers experiencing a high level of stress? |  |  |  |
| 5 | Do parents/care givers have unrealistic expectations of the child or act in a negative way towards them? |  |  |  |
| 6 | Do parents/care givers have a poor caring relationship with the child or young person? |  |  |  |
| 7 | Do parents/care givers have a substance misuse problem? |  |  |  |
| 8 | Is the parent/care giver under 21 years? |  |  |  |
| 9 | Is the physical environment a cause for concern i.e. chaotic, hazardous, unsafe or overly sanitised where the child’s needs are not recognised? |  |  |  |
| 10 | Does family, child or involved professionals identify areas of adversity that are not included in the list above? If so please list: |  |  |  |
|  | Total |  |  |  |

**Section 4 Protective environment**

What are the factors relating to the parent or main care giver, and their environment that protect the child/young person and decrease the risk?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Protective environment | Yes  ✓ | No  ✓ | Don’t know  ✓ | N/A |
| 1 | Is the parent/ care giver supportive of the child/young person? |  |  |  |  |
| 2 | Does the parent/care giver respond appropriately to the child’s physical needs? |  |  |  |  |
| 3 | Does the parent/ care giver respond appropriately to the child’s emotional needs? |  |  |  |  |
| 4 | Is the parent/care giver willing to engage meaningfully in planning for the child? |  |  |  |  |
| 5 | Does the parent/care giver understand the need for change? |  |  |  |  |
| 6 | Is the parent confident that the family can make any necessary changes? |  |  |  |  |
| 7 | Does the family have good networks and relationships in their extended family and or community who will help to support the child/young person? |  |  |  |  |
| 8 | Does the child or young person benefit from a positive school environment? |  |  |  |  |
| 9 | Does family or child identify areas of strength which they can evidence and that are not included in the list above? If so please list: |  |  |  |  |
| 10 | Do the professionals who know the child or family identify areas of strength that are not included in the list above? If so please list: |  |  |  |  |
|  | Total |  |  |  |  |

**Resilience/Vulnerability Matrix**

**RESILIENCE**

-10

-9

-8

-7

-6

-5

-4

-3

-2

-1

10 9 8 7 6 5 4 3 2 1 1 2 3 4 5 6 7 8 9 10

-1

**ADVERSITY**

**PROTECTIVE ENVIRONMENT**

-2

-3

-4

-5

-6

-7

-8

-9

-10

**VULNERABILITY**

**Explanation**

1. **A resilient child living in a protective environment will be represented with a shape located predominantly in the top right hand quadrant of the Matrix.**
2. **A resilient child living in an adverse environment will be represented by a shape located predominantly in the top left hand quadrant of the Matrix.**
3. **A vulnerable child in a protective environment will be represented by a shape located predominantly in the bottom right hand quadrant of the Matrix.**
4. **A vulnerable child living in an adverse environment will be represented by a shape located predominantly in the bottom left hand quadrant of the Matrix. If this is the pattern you have identified you should consider whether this child is suffering significant harm and seek advice from your team manager on what actions to take.**

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| --- |
| **Analysis**  What does this mean for the child? |
|  |

**Section 5 – Planning**

This plan will use the principles of SMART planning to inform your actions.

|  |  |
| --- | --- |
| **S** - Specific | What is the problem that needs to change? |
|  |
| **M**- Measurable | How do we know we are making a difference? |
|  |
| **A** – Achievable | What do the child and family think needs to change? |
|  |
| **R** – Realistic | What do they need to help them make changes? |
|  |
| **T** - Timely | Who does what by when? |
|  |