

	Universal Services Level 1	Additional Support Level 2	Targeted Support Level 3	Statutory Services Level 4
The child (including unborn):	Has needs met within universal provision (e.g. Schools, GPs). May need limited intervention to avoid needs arising.	Has additional needs identified that can be met through a single agency response and partnership working.	Has multiple needs requiring a multi-agency coordinated response with a lead professional.	Has a high level of unmet and complex needs and is a child in need or at risk of or suffering significant harm.

Practitioners should always use their professional judgement; the following circumstances and key features are for guidance only

	Development needs of baby (inc. unborn) or child	Development needs of baby (inc. unborn) or child	Development needs of baby (inc. unborn) or child	Development needs of baby (inc. unborn) or child		
Circumstances and Key Features	<p>Health, e.g.</p> <ul style="list-style-type: none"> Physically well Adequate diet/hygiene/clothing Developmental checks/immunisations up-to-date Regular dental and optical care Health appointments are kept Developmental milestones met Speech and language development met <p>Education and Learning, e.g.</p> <ul style="list-style-type: none"> Skills/interests Success/achievement Cognitive development Access to books/toys, play Good engagement Engaged in full time education, training or employment <p>Emotional and Behavioural Development, e.g.</p> <ul style="list-style-type: none"> Feelings and actions demonstrate appropriate responses Good quality early attachments Able to adapt to change Able to demonstrate empathy <p>Parents and Carers</p> <p>Basic Care</p> <ul style="list-style-type: none"> Provide for child's physical needs, e.g. food, drink, appropriate clothing, medical and dental care <p>Ensuring Safety</p> <ul style="list-style-type: none"> Protect from danger or significant harm, in the home and elsewhere <p>Emotional Warmth</p> <ul style="list-style-type: none"> Show warm regard, praise and encouragement <p>Stimulation</p> <ul style="list-style-type: none"> Facilitates cognitive development through interaction and play Enable child to experience success <p>Guidance and Boundaries</p> <ul style="list-style-type: none"> Provide guidance so that child can develop an appropriate internal model of values and conscience Significant understanding and good communication <p>Stability</p> <ul style="list-style-type: none"> Ensure that secure attachments are not disrupted Provide consistency of emotional warmth over time Ensure children access the education available to them 	<p>Identity, e.g.</p> <ul style="list-style-type: none"> Positive sense of self and abilities Demonstrates feelings of belonging and acceptance A sense of self An ability to express needs <p>Family and Social Relationships, e.g.</p> <ul style="list-style-type: none"> Stable and affectionate relationships with care givers Good relationships with siblings Positive relationships with peers <p>Social Presentation, e.g.</p> <ul style="list-style-type: none"> Appropriate dress for different settings Good level of personal hygiene <p>Self-care Skills, e.g.</p> <ul style="list-style-type: none"> Growing level of competencies in practical and emotional skills, such as feeding, dressing and independent living skills <p>Family History and Functioning</p> <ul style="list-style-type: none"> Good relationships within family, including when parents are separated Few significant changes in family composition <p>Family and Environmental Wider Family</p> <ul style="list-style-type: none"> Sense of larger familial network and good friendships outside of the family unit <p>Housing</p> <ul style="list-style-type: none"> Accommodation has basic amenities and appropriate facilities meets the child's needs <p>Employment</p> <ul style="list-style-type: none"> Parents able to manage the working or unemployment arrangements and do not perceive them as unduly stressful <p>Income</p> <ul style="list-style-type: none"> Reasonable income over time, with resources used appropriately to meet individual needs <p>Family's Social Integration</p> <ul style="list-style-type: none"> Family feels integrated into the community Good social and friendship networks exist <p>Community Resources</p> <ul style="list-style-type: none"> Good universal services in neighbourhood P No missing episodes <p>Sexual Exploitation</p> <ul style="list-style-type: none"> Young person does not display any vulnerabilities to being sexually exploited. 	<p>Health, e.g.</p> <ul style="list-style-type: none"> Defaulting on immunisations/checks Is susceptible to minor health problems Slow in reaching developmental milestones Minor concerns re diet/hygiene/clothing Smokes Some concern about use of drugs and/or alcohol Starting to default on health appointments Contingence problems, over/underweight Teenage pregnancy (targeted service) Young person is beginning to engage with sexual health issues/ decreasing the risk of harm <p>Education and Learning, e.g.</p> <ul style="list-style-type: none"> Have some identified special education learning needs Poor punctuality Pattern of regular school absences Some engagement/ contact with pastoral network Not always engaged in learning, e.g. poor concentration, low motivation and interest Not thought to be reaching his/her educational potential Reduced access to books/toys Registered in full time education/training or employment with irregular attendance <p>Parents and Carers</p> <p>Basic Care</p> <ul style="list-style-type: none"> Parental engagement with services is poor Parent requires advice on parenting issues Professionals are beginning to have some concerns around child's physical needs being met Stays out late, no missing episodes <p>Ensuring Safety</p> <ul style="list-style-type: none"> Some exposure to dangerous situations in the home or community Parental stresses starting to affect ability to ensure child's safety <p>Emotional Warmth</p> <ul style="list-style-type: none"> Inconsistent responses to child by parent(s) able to develop other positive relationships Some mutual understanding and positive communication <p>Stimulation</p> <ul style="list-style-type: none"> Spends considerable time alone, e.g. watching television Child is not often exposed to new experiences <p>Guidance and Boundaries</p> <ul style="list-style-type: none"> Can behave in an anti-social way in the neighbourhood, e.g. petty crime Parent/carer offers inconsistent boundaries Some concerns raised about influence on their young people or young person being influenced <p>Stability</p> <ul style="list-style-type: none"> Key relationships with family members not always kept up May have different carers Starting to demonstrate difficulties with attachments 	<p>Emotional and Behavioural Dev. e.g.</p> <ul style="list-style-type: none"> Some difficulties with peer group relationships and with adults Single episode of self-harm (inc. substance misuse) Some evidence of inappropriate responses and actions Can find managing change difficult Starting to show difficulties expressing empathy <p>Identity, e.g.</p> <ul style="list-style-type: none"> Some insecurities around identity expressed, e.g. low self-esteem for learning May experience bullying around "difference" Some sense of own and others sexual rights <p>Family and Social Relationships, e.g.</p> <ul style="list-style-type: none"> Some support from family and friends Has some difficulties sustaining relationships <p>Social Presentation, e.g.</p> <ul style="list-style-type: none"> Can be over-friendly or withdrawn with strangers Can be provocative in appearance and behaviour Personal hygiene starting to be a problem <p>Self-care Skills, e.g.</p> <ul style="list-style-type: none"> Not always adequate self-care, e.g. poor hygiene Slow to develop age-appropriate self-care skills <p>Family and Environmental</p> <p>Family History and Functioning</p> <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 May be needed to look after younger siblings Parent has physical/mental health difficulties Multiple changes of address <p>Wider Family</p> <ul style="list-style-type: none"> Some support from friends and family <p>Housing</p> <ul style="list-style-type: none"> Adequate/poor housing Family seeking asylum or refugees Child is generally satisfied with accommodation. Accommodation meets most of the needs of child. Some concerns about longer term stability <p>Employment</p> <ul style="list-style-type: none"> Periods of unemployment of parent(s) Parents have limited formal education Parents starting to feel stressed around unemployment or work situation <p>Income</p> <ul style="list-style-type: none"> Low income <p>Family's Social Integration</p> <ul style="list-style-type: none"> Family may be new to the area Some social exclusion experiences <p>Community Resources</p> <ul style="list-style-type: none"> Adequate universal resources but family may have access issues <p>Sexual Exploitation</p> <ul style="list-style-type: none"> Some concerns e.g. the child has an older boy/girlfriend 	<p>Health, e.g.</p> <ul style="list-style-type: none"> Concerns re diet, hygiene, clothing Has some chronic health problems Missing routine and non-routine health appointments Suspected drug and/or alcohol use or dependency Developmental milestones are unlikely to be met Concerns around mental health Teenage pregnancy (multi agency response) No engagement with sexual health issues/health is at risk <p>Education and Learning, e.g.</p> <ul style="list-style-type: none"> Significant learning needs and may have an Education, Health and Care Plan Poor school attendance and punctuality. Brief, early stages or sporadic contact with pastoral network Some fixed term exclusions Not engaged in Education or reaching Educational potential Not engaged in education, training, or employment, BUT shows an interest in accessing educational or training opportunities Emotional and Behavioural Development, e.g. Finds it difficult to cope with anger, frustration and upset Disruptive/challenging behaviour at school or in neighbourhood and at home Cannot manage change Unable to demonstrate empathy Repeated episodes of self-harm <p>Parents and Carers</p> <p>Basic Care</p> <ul style="list-style-type: none"> Difficult to engage parents with services Parent is struggling to provide adequate care Previously looked after by Local Authority Professionals have serious concerns regarding e.g. parental drug and alcohol misuse, learning difficulties, mental health etc Frequent and short missing episodes – possible indicator of sexual exploitation <p>Ensuring Safety</p> <ul style="list-style-type: none"> Perceived to be a problem by parents May be subject to neglect Experiencing unsafe situations <p>Emotional Warmth</p> <ul style="list-style-type: none"> Receives erratic or inconsistent care Has episodes of poor quality of care Parental instability affects capacity to nurture Has no other positive relationships Poor and negative communication, some warmth <p>Stimulation</p> <ul style="list-style-type: none"> Not receiving positive stimulation, with lack of new experiences or activities <p>Guidance and Boundaries</p> <ul style="list-style-type: none"> Erratic or inadequate guidance provided Parent does not offer a good role model, e.g. by behaving in an anti-social way Concerns raised that young person may be exposed other young people to risk <p>Stability</p> <ul style="list-style-type: none"> Has multiple carers Has been "looked after" by the Local Authority 	<p>Identity, e.g.</p> <ul style="list-style-type: none"> Is subject to discrimination, e.g. racial, sexual or due to disabilities Demonstrates significantly low self-esteem in a range of situations No awareness of own rights and sexual risk awareness, some sense of others <p>Family and Social Relationships, e.g.</p> <ul style="list-style-type: none"> Has lack of positive role models Misses school or leisure activities Peers also involved in challenging behaviour Involved in conflicts with peers/siblings Regularly needed to care for another family member <p>Social Presentation, e.g.</p> <ul style="list-style-type: none"> Is provocative in behaviour/appearance Clothing is regularly unwashed Hygiene problems <p>Self-care Skills, e.g.</p> <ul style="list-style-type: none"> Poor self-care for age, including hygiene Precosciously able to care for self <p>Family and Environmental</p> <p>Family History and Functioning</p> <ul style="list-style-type: none"> Incidents of domestic violence between parents Acrimonious divorce/separation Family have serious physical and mental health difficulties Wider Family Family has poor relationship with extended family or little communication Family is socially isolated <p>Housing</p> <ul style="list-style-type: none"> Poor state of repair, temporary or overcrowded In temporary accommodation <p>Employment</p> <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 <p>Income</p> <ul style="list-style-type: none"> Serious debts/poverty impact on ability to have basic needs met Family's Social Integration Parents socially excluded Lack of a support network <p>Community Resources</p> <ul style="list-style-type: none"> Poor quality universal resources and access problems to these and targeted services <p>Sexual Exploitation</p> <ul style="list-style-type: none"> Child is vulnerable to being sexually exploited through missing episodes, drug and/or alcohol misuse or other similar vulnerabilities
What do I do next?	Go direct to a Universal Service.	Use relevant assessment tools to confirm level of need (see below) e.g. Graded Care profile. Consider Early Help offer – https://www.wirral safeguarding.co.uk/professionals/what-is-early-help/ Referral to single agency to meet identified need	Use relevant assessment tools to confirm level of need (see below) e.g. Graded Care profile. Initiate a multi-agency early help response – Complete a Multi-agency request for services form for a level 3 intervention https://www.wirral safeguarding.co.uk/public/concerned-about-a-child/	Use relevant assessment tools to confirm level of need (see below) e.g. Graded Care profile. Complete a Multi-agency request for services form for a level 4 intervention https://www.wirral safeguarding.co.uk/public/concerned-about-a-child/ Phone 0151 6062008 Out of hours emergency duty team 0151 6776557 Police 999 if at immediate risk.		
Where can I get help?	Children's Centres, play centres, GP surgeries, dentists, pharmacies, opticians, health visitors, schools and school nurses, youth services and voluntary/community organisations are good sources of advice & help.	Level 1 services and youth support service, family nurse partnership, CAMHS, Response service, EWS service, services through early help offer, locality social worker	Level 1 & 2 services and family intervention service, Catch22	Level 1-3 services and integrated front door (0151 606 2008), adolescent crisis team, Catch22, family safety unit		
Level of Assessment	Assessment by universal service as appropriate	Consider a multi-agency CAF Assessment Tools to support assessment and referral: https://www.wirral safeguarding.co.uk/tools-for-professionals/ CAMHS assessment	CAF and Team Around the Family intervention Tools to support assessment and referral: https://www.wirral safeguarding.co.uk/tools-for-professionals/ CAMHS assessment	Section 17 Child in need single assessment Section 47 (Child Protection) enquiries* / Child protection plan Tools to support assessment and referral: https://www.wirral safeguarding.co.uk/tools-for-professionals/		