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| **Covid-19 Individual Child / Carer Risk Assessment**  **PRACTICE GUIDANCE** |
| 1. **Risk Assessment**   ***What are we worried about/ what are the reasons for our current involvement?***Please give a very brief overview of why we are working with the family or young person and what has been the past harm. What have we been most worried about and what has been the impact of the harm on the child or young person?  ***What are the strengths/safety? Who can help in the child/young person’s network?*** Describe the safety, strengths and protective factors for this child. Please give the name and relationship of those who do or could help in the immediate and extended family, community and professional network.  The assessment asks if the family are **self-isolating** – meaning they are showing symptoms or someone in the household is showing symptoms/potential symptoms of covid-19 and they are self-isolating for 7 or 14 days as per current government guidance.  The assessment asks if the family are following **Stay Home** guidance – meaning only going outside the home for food, heath, and essential work, school as they have a social worker, exercise and are not meeting family or friends   1. **Risk Rating**   When rating red, amber or green you will need to make a professional judgement about how the **present context** impacts on risks to the child or young person. Consider the impact of staying in the home, not having regular face to face contact with family, friends and professionals, who is in the household, their resilience to stress and isolation, behaviours, vulnerabilities and needs e.g. where there has been domestic abuse, drug use, poor mental health, missing episodes, criminal exploitation, disabilities, care leavers living on their own etc.   1. **Analysis – and plan**   ***What are the family’s strategies for managing stress or if they are worried about their child? What activity will take place over the next week?***  When you have made explicit the potential impact for the child or young person of risks in the present context, this section then needs to detail how the risks you have assessed will be contained and managed. This is **the plan** and the most critical element of the document. Ideally the plan should be developed with the family and state who will do what and when to reduce risks and increase safety for the next 7 days. As most families and young people will be at home, you and all involved in the family and professional network will need to be creative and make the most of technology.  Bullet points for this section will help in keeping the plan jargon free and clear for all. The family and others should ideally have a copy of the plan. Think about what essential visits might look like (please refer to Guidance for Visiting Children During Covid-19 on Tri-x) , telephone contact including welfare checks, skype, video chat between family members, strategies to reduce parental stress and keep children entertained.  The plan should also include details of school attendance and what the school are doing to maintain regular contact with the child. It will be important to detail and co-ordinate the ‘when’ of professional contacts with the family so this is evenly spread throughout the week and neither overwhelms or leaves the family or young person for long periods without contact or oversight.  The other sections of the document are self-explanatory and require yes/no answers or succinct responses.  It is appreciated that the first time you complete the document it may take you some time but these are critical assessments that need to be completed and accessible on children and young people’s records. Updated versions will be required to reflect changing needs, risks and plans and these should be reviewed and updated weekly or more frequently if required.  Please discuss with your manager if you need any further guidance or clarification and do share good examples of practice with your colleagues and service areas. |