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**Early Help Assessment**

**Prompt Sheet**

**ASSESSMENT SECTION:**

This section should have the answers to the Outcome Star headings and needs to evidence where information has come from, and what the evidence is for why an individual has said that.

**The Outcome Star Headings:**

Here are the headings from the two different stars under what we consider to be the most linked areas.

**Family Star is blue**

**My Star is orange**

Physical Health (Dr, Dentist, healthy lifestyle, early development, managing any disability)

*For children* (how others look after you, and keeping yourself healthy)

Your wellbeing (How you feel, your mental health, how you deal with problems)

*For Children* (feelings and behaviour)

Meeting emotional needs (Helping your children grow up happy and resilient, connection and love)

*For children* (Confidence and self-esteem – feeling at ease, knowing you matter)

Keeping your children Safe (Protecting your children, avoiding accidents, bullying and abuse)

*For children* (being safe, how safe are you)

Social networks (Family, friends, social life, community)

*For children* (Friends. How you make and keep friends)

Education and Learning (School, homework, learning through play, early development)

*For children* (doing well at school, enjoying learning)

Boundaries and behaviour (Difficult, Criminal and antisocial behaviour, maintaining appropriate boundaries)

*For children* (Your relationship with your parents)

Family routine (Bedtime, getting up, mealtimes, basic care, doing things together)

*For children* (Your relationship with your parents)

Home and Money (Paying bills and rent, a secure and adequate home)

*For children* (where you live, and liking where you live)

Progress to Work (Stability at home, work skills, work training, job hunting)

**How are things for you and your family and how does this affect the children?**

At the top of this box you need to put 3 lines on the reason for the referral being opened.

-Date

-Referrers name & agency

-Why

You also need to capture the immediate voice of the family & child on the referral eg: Parents views on the referral, YP/s views on the referral.

Any information from the outcome Star that you are not sure about which section it should go into around either ‘Going Well’ or ‘What would you like to be different’ then you can include that information in this section.

**What is going well?**

Each of the Outcome star headings should be covered under these boxes and clearly evidence, who has said what & what their evidence is for their views.

If things don’t need improvement or have not been identified as ‘would like to be different’ then they need to be recorded as Strengths under this ‘What is going well’ section.

**What would you like to be different?**

Each of the Outcome star headings should be covered under these boxes and clearly evidence, who has said what & what their evidence is for their views.

If things don’t need improvement or have not been identified as ‘would like to be different’ then they need to be recorded as Strengths under this ‘What is going well’ section.

**What support do you have now? And what support have you had previously?**

In this box you need to evidence what support there is from all of the families networks; School, Health & CAMHS, Positive activities/Clubs, & family & friends network.

You need to answer:

-Who

-When (& from when & to if ended)

-What did/does support look like, what is actually being offered each week

-What is the goal/ was the outcome of the support

Eg – CAMHS, opened to CAMHS in July 2019 and still open case, they were offered an assessment in Oct 2019, and then were assigned medication. There is on-going support which is a 6 monthly medication review meeting only. The outcome of their support was to get the young person stabilised onto medication to level out their moods.

**ASSESSMENT TOOLS:**

**Exploitation Risk Assessment**

A separate Child Exploitation Risk Assessment Tool needs to be completed where there are any concerns identified around child exploitation as part of the assessment process.

A copy of this can be found on the I-Drive - I:\CSF\SFS\TYS\Area Team Folders\NW Area\Procedures & Protocols\Child Exploitation Risk Assessment Tool

This Tool then needs to be attached to Wisdom on EHM for the young person & a case note put on to evidence completion and MO sign off.

You will then need to tick this box in the assessment to say ‘Yes’.

**Graded Care Profile:**

You do not need to do this.

**Family Outcome Star:**

Tick YES to the Stars that have been completed (Expectation is that both Stars are completed where there are clear identified issues from the referral that relate to ‘whole family’ And that only the ‘My Star’ is completed when the identified issues relate to the young person only).

You need to then go into the Star Module in the left hand menu to record the scores for the completed Stars.

You will then need to log onto the Outcome Star site using your Log on and link that were provided for you. Once in the system you will need to create the stars for the young person & the family.

You will need to create a safe unique ID for the child on the outcome star site; this needs to be the child’s EHM ID no.

**Safe Lives DASH Risk Assessment:**

You are not expected to use this.

**Youth Justice Out of Court Disposal:**

**Offending and Anti-Social Behaviour Analysis**

**Current Offences:**

**Outline what happened – A summary of the facts from the CPS document (dates, what, where etc).**

**Include a summary of the young person’s account of what happened.**

**Ensure that both these summaries refer to the impact on the victim of the offence, including the explicit impact and any harm caused physical/emotional.**

**Address any incongruence between Police, child & victim and their attitude to the offence. Eg if the young person is minimising the offence, why do we think this is?**

**Other Behaviours of Concern:**  
   
This section needs to be clear & factual and can be found on Careervision under – ‘Outcomes’ tab & the ‘Court Outcomes’ tab.

For identifying any No Further Action offences you will need to discuss with the local Youth Intervention officer. If the young person is being discussed at a CHARMM and has an ABC letter or a CBO this information needs to be included here.

**Patterns:**

Establish any patterns or trends / differences in the nature and characteristics of behaviours e.g days/place of offending over time, presence of substances, same friends? Is there any escalation/de-escalation/ periods of desistance (reduction or abstinence of offending)?

**Foundations for Change:**  
   
The purpose of this section is to identify and explore areas of the young person’s life that may promote or prevent behavioural change.   
   
Foundations for Change will include the following areas:  
 -The young person’s resilience (including when faced with opportunities to offend) Goals and attitudes

-Opportunities to help the young person achieve positive outcomes

-The young person’s engagement and participation

-Factors affecting desistance (including the related category such as substance misuse)

-What are the current factors that are likely to A) add to their offending or B/Reduce and prevent them from offending.

**Explanations and Conclusions**

In this section you need to analyse this current offence; - See guidance docs on Offence Analysis on the I-Drive – I:\CSF\SFS\TYS\Area Team Folders\NW Area\Procedures & Protocols\Offence Analysis

In this box you need to analyse the offence & the patterns from above using the identified desistence factors to highlight what had led to increased or decreased offending at the time.

Taking account of significant life events, analyse how all of these factors interact to explain the young person’s offending and behaviour   
Consider: long-term pressures that could have contributed to him/her being susceptible to involvement in offending/ASB; any lulls/periods of non-offending/lack of involvement in ASB; specific situations in which the young person avoided offending when the opportunity/pressure was there.

**Assessed Level of Risk**

**Likelihood of reoffending:**

Provide reasons for judgement, including the factors for and against desistance (reduction or abstinence of offending).

**Risk of Serious Harm:**

Definition – Serious Harm   
  
Risk of serious harm is defined as: ‘death or injury (either physical or psychological) which is life threatening and/or traumatic and from which recovery is expected to be difficult, incomplete or impossible’.   
  
  
Low Risk: There is no evidence at present to indicate likelihood of serious harmful behaviour in future.   
  
Medium Risk: Some risk identified but the young person is unlikely to cause serious harm unless circumstances change. Relevant issues can be addressed as part of the normal supervision process.   
  
High Risk : Risk of serious harm identified. The potential event could happen at any time and the impact would be serious. Action should be taken in the near future and the case will need additional supervision and monitoring, e.g. supervision by middle or senior management, local registration.   
  
Very High Risk   
  
Imminent risk of serious harm identified. The young person will commit the behaviour in question as soon as the opportunity arises and the impact would be serious. Immediate multi-agency action is likely to be required. The potential event is more likely than not to happen imminently.

**Safety & Wellbeing Risk:**

Please ensure you consider factors relating to the young person offending that may also impact on their safety and wellbeing, eg the young person fighting a lot, or the young person carrying a knife.

Definition – Safety and well-being;  
  
Potential adverse outcomes for a young person’s safety and well -being are defined as those outcomes where the young person’s safety and well-being may be compromised through their own behaviour, personal circumstances or because of the acts/omissions of others.   
  
Safety and well-being concerns;  
  
Low: No risks to the young person’s safety and well-being have been identified or the risks identified are unlikely to occur and would not impact on the young person’s immediate safety and well-being.   
  
Medium: Some risks to the young person’s safety and well-being have been identified and are likely to occur. The young person’s immediate safety and well-being is unlikely to be compromised provided specific actions are taken.   
  
High: Clear risks to the child or young person’s safety and well-being have been identified, are likely to occur and the impact would compromise the young person’s safety and well-being. Actions are required in the near future and are likely to involve other agencies in addition to youth justice services.   
  
Very High: Clear risks to the young person’s safety and well-being have been identified, are imminent and the young person is unsafe. Immediate actions are needed to protect the young person, which will include (or have already included) a referral to statutory child protection services.

**Risk Management Planning:**

Current risk management plan - including Internal and External controls.

Internal controls – what agencies or services are doing to support the young person to think differently and then act differently.

External controls –These are actions that others will be doing- things like; TYS to see young person weekly, Parents to put curfew in place, parents to remove sharp objects from the home and lock away safely.

**Dealing with Challenging Circumstances**

What are the factors (linked to their current & past behaviours, environment & or relationships) that would increase or decrease the Risk Ratings above and what actions would be taken to mitigate risk.

Bullet points are acceptable for these factors.

**ANALYSIS AND ACTION PLAN**

Drawing on the information gained through the Outcome Stars (Family and/or My Star) practitioners should briefly summarise the relevant strengths and areas of focus for the action plan.

This section should summarise the main strengths in the family & the areas of focus:

• Parental strengths.

• Family strengths and resilience.

• Local resources.

The analysis should clearly set out

* How will you know things have improved?
* How will the family know when things have improved?
* What are the main worries that the family have?
* As a practitioner what are your concerns? What is the impact on the children?

This section should include a summary of the child’s children’s services history.

A good analysis will take into consideration all of the facts, evidence, differing opinions and analyse the impact of these on the child and their development.

This section needs to have a concluding paragraph around what the unmet needs/areas for focus are (which should be addressed in the Action Plan), and a clear evidenced score of the Risks; Risk of Harm to others, & Safety & Wellbeing.

**Action Plan:**

Action plans need to be completed with young people and their families and need to have joint ownership & clear understanding by all involved & be written in a language that all understand.

What is needed – This is the overall Outcome for the action.

Who will help with this & how – This needs to be a SMART action – (eg catch 22 to see Jonny weekly for 1 hour to work on harm reduction).

When will it happen – be specific to an actual date.

What will it mean for me & my family – Young person’s views on if the action if completed successfully.

Document last reviewed: February 2024

Reviewed by: Jan Smith – Service Manager – Targeted Youth Support Service

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