[](http://www.sgcyp.org/Default.)

**Change Tracker**

**A tool for measuring the impact of interventions**

**with Children and Young People**

**Version 1.2(Sept 2016)**



**CHANGE TRACKER**

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# INTRODUCTION

Change Tracker has been developed as a tool for practitioners to use within their own settings and services in South Gloucestershire. It aims to support planning to improve outcomes for children and young people, and also to measure the progress that each plan achieves. It is hoped that children, young people and their families will be involved in using change tracker as a means of engaging them in being a part of every support plan, and also to support them in objectively defining their own needs and desired outcomes. Please feel free to reproduce the tool to use directly with families, children and young people. For example, laminated individual strands that families can pick out from the area of need that they are concerned about. However, please do not change any of the descriptors or strand names. If you have suggestions about improvements to these then please use the contacts below.

The South Gloucestershire Partnership for Children and Young People will be exploring ways to use the tool to identify and measure the impact of a variety of interventions across the county. It will highlight what interventions are most successful and how improved outcomes for children can be progressed more strategically.

The five areas identified above each have a series of strands developed under them that attempt to describe a variety of needs that a child or young person may have. It is deliberately focussed on measuring outcomes for the child rather than the successful completion of agreed actions. This could mean that support for parents or a setting may need to be put in place, but the success of these actions will be measured by the improved outcomes for the child. For example, a parenting course may be recommended to achieve more consistent boundaries at home, but the success of this course should be measured by whether consistent boundaries are actually experienced.

This tool is available on an external website that will enable practitioners, young people and families to develop an individual recording form for each young person, on which progress can be monitored. The website will not save any individual information, but can be used to support any action plan, and enable progress to be reviewed. The website is available at [www.changetracker.org.uk](http://www.changetracker.org.uk)

For enquiries on strand descriptors, scoring, or the website please contact:-

[heather.churchill@southglos.gov.uk](mailto:heather.churchill@southglos.gov.uk) or [SAFehsupport@southglos.gov.uk](mailto:SAFehsupport@southglos.gov.uk)

# GUIDANCE

This tool is best used at the start of any internal agency assessment. A comprehensive early assessment will often lead to improved outcomes solely through the identification of previously unknown areas of need, and will also enable quicker responses. It is particularly recommended for use with the pre-assessment checklist and SAFeh form under the Single Assessment Framework early help (SAFeh); however it can also be used with other agency forms.

In drawing up an action plan it is important that a manageable number of outcomes or strands are chosen to focus on at one time. Although the assessment should have considered all the areas of need, desired outcomes will need to be prioritised and therefore scoring is only required for a maximum of five strands at a time, and possibly only on one. However, once progress has been made and recorded on one or more strands, it may be necessary to choose other strand/s to focus on, and begin the intervention and review process again.

Ideally the tool should be used with the child and/or family to arrive at an initial score for those strands jointly. This scoring process may help to identify which issues to focus on first, as well as indicating methods for dealing with them. Please remember that a score is a description of the behaviours of the child or the situations that they find themselves in. It is not scoring the child itself, or the family.

Whilst an intervention is happening there may be a number of reviews of progress and the scoring tool can be used again at these points. The form at the back of the document can be used for this purpose although there is no requirement to carry out any given number of reviews. However, scoring should always be carried out at the beginning and end of the intervention. If used with the SAFeh, assessment should be carried out at the first action planning and at every review after that until a closing score is achieved. The scoring document should then be submitted with the action plan / review, to the Access and Response team. (See contacts list)

When scoring the behaviour of the child it should be made clear to them and their family that the scores will be entered onto the council’s database in order to measure the effectiveness of programmes of support for children and their families. If completing a SAFeh form then this agreement will be sought during the process and for other interventions a record needs to be kept of the child/families agreement (or not) to this use of the information.

Some of the descriptors in the document are shaded red. **If you are considering assessing at this level then it is important that you consider involving the relevant agency noted below the level descriptors, in the context of the full assessment of needs and outcomes required**. This may be just seeking advice and consultation, or it may require a full referral. The South Gloucestershire thresholds of need document can be referred to for guidance by any agency, and can be found at: [South Gloucestershire Safeguarding](http://sites.southglos.gov.uk/safeguarding/children/i-am-a-professional/)

or further guidance on agency procedures is available at the South west Safeguarding and Child Protection Group [www.online-procedures.co.uk/swcpp/](http://www.online-procedures.co.uk/swcpp/)

Please note that ‘child’ has been used as shorthand for ‘child or young person’ in many parts of this document.

# CHANGE TRACKER CHECKLIST

1. At the start of any assessment use the Change Tracker strands to identify needs and improved outcomes required.
2. Only identify up to a maximum of 5 strands to actively work on, normally less than this is more realistic, focusing on only one is also acceptable too.
3. Best practice would require that where appropriate the child, young person and family are invited to score themselves and then the score recorded at the start of the assessment be the one jointly identified and agreed.
4. An action plan should be developed focussed on improving outcomes. If using the SAFeh action plan format the strand name and score can be included.
5. At each review of the action plan the achieved outcomes should be re-scored, to check that the actions are achieving the intended outcomes. If no progress is made consideration should be given to amending the action plan.
6. After several reviews if outcomes are not improved, or have deteriorated, advice and support should be sought from a line manager, another appropriate agency or [SAFehsupport@southglos.gov.uk](mailto:SAFehsupport@southglos.gov.uk) .
7. At the final review the outcomes must be re-scored, and hopefully the action plan closed as the outcomes have been met.
8. Scoring on the SAFeh action plan should be submitted to the Access and Response Team.

# CONTACT DETAILS

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Organisation** | **Tel** | **Email/Web** |
| 1 | Health services | You will need to contact local a Health Visitor, School Nurse, Consultant or GP according to home address/ registration. Please ask family for details. | |
| [www.nhs.uk/Pages](http://www.nhs.uk/Pages) | |
| 2 | Access and Response Team | 01454 866000 | [accessandresponse@southglos.gov.uk](mailto:accessandresponse@southglos.gov.uk) |
| 3 | Child and Adolescent Mental Health Service - CAMHS | 01454 862431 |  |
| 4 | South Gloucestershire Council Drug and Alcohol Services | 01454 866000 | [accessandresponse@southglos.gov.uk](mailto:accessandresponse@southglos.gov.uk) |
| 5 | Social care referrals | 01454 866000 | [accessandresponse@southglos.gov.uk](mailto:accessandresponse@southglos.gov.uk) |
| 6 | Police – Avon and Somerset constabulary | Website gives local telephone contacts according to postcode.  In an emergency Tel: 999 Low level enquiries 101 | |
| [www.avonandsomerset.police.uk/contact/](http://www.avonandsomerset.police.uk/contact/) | |
| 7 | Consult child's College, School, pre school setting or health visitor (if child under 3 yrs) | | |
| 8 | Pathways Learning centre | 01454 862630 | [admissions@pathwayslearningcentre.org](mailto:admissions@pathwayslearningcentre.org) |
| 9 | Homechoice | 01454 868005 | https://homechoice.southglos.gov.uk/ |
| 10 | Benefits and Debt Advice | 08444 111 444 | <http://www.southgloscab.org.uk/> |
| 11 | Family Young People Support (FYPS) | 01454 866000 | [accessandresponse@southglos.gov.uk](mailto:accessandresponse@southglos.gov.uk) |
|  | 0-25 team (Special Educational Needs and Disabilities) | 01454 866000 | [accessandresponse@southglos.gov.uk](mailto:accessandresponse@southglos.gov.uk) |
|  | Post Adoption Support | 01454 866164 | [sptadmin@southglos.gov.uk](mailto:sptadmin@southglos.gov.uk) |
|  | Anti-Social Behaviour Team | 01454 868582 | [asb.reporting@southglos.gov.uk](mailto:asb.reporting@southglos.gov.uk) |
|  | Parenting Support | 01454 866000 | [accessandresponse@southglos.gov.uk](mailto:accessandresponse@southglos.gov.uk) |
|  | Youth Offending services | 01454 868558 | [sgyot@southglos.gov.uk](mailto:sgyot@southglos.gov.uk) |
|  | Education Welfare – contact First Point | 01454 866000 | [accessandresponse@southglos.gov.uk](mailto:accessandresponse@southglos.gov.uk) |
|  | Children Centres | 01454 866000 | [accessandresponse@southglos.gov.uk](mailto:accessandresponse@southglos.gov.uk) |
|  | Single Assessment Framework early help toolkit | [SAFeh toolkit](file:///C:\Users\eb7\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\X4Y25WQO\:%20http:\sites.southglos.gov.uk\safeguarding\children\single-assessment-framework-for-early-help\) | |
|  | Social Care Thresholds Guidance and Matrix | [Safeguarding guidance, procedures and policies](http://sites.southglos.gov.uk/safeguarding/children/i-am-a-professional/safeguarding-guidance-policies-and-plans/) | |

# BE HEALTHY

|  |  |
| --- | --- |
| **General factors affecting child or young person** | |
| Positives | * Good health of mother pre-pregnancy and during pregnancy * Breastfed as infant * Age appropriate physical development and weight * Family and child recognise importance of a healthy diet and sleep patterns * Participates in regular physical activity * Able to look after their own health eg good dental hygiene * Immunised and has health checks as needed / appropriate e.g. eye tests * Parental healthy lifestyles behaviour and smoke free environment * Emotionally well and resilient |
| Challenges | * Parental ill health, stress, mental illness or depression * Parental risk taking behaviour with possible negative effects, eg substance/alcohol misuse * Negative environmental factors eg Damp house * Under or over weight for age * Excessive time screen watching * Lack of sleep or poor sleep routines * Very low levels of physical activity leading to risk of conditions/ illness (obesity, diabetes) * Substance use is problematic * Not in education, employment and training (NEET) * Health condition / impairment affecting everyday life * Has witnessed or experienced domestic violence * Feels peer pressure to be sexually active * Divorce, separation or bereavement |
| Resources | * Registration with GP, Dentist, regular check-ups, access to Optician * Access to Health Services, such as Maternity, Health Visiting and School Health Nurse Service, NHS Direct * Access to specialist services: Drug and Alcohol Services, Parenting Programmes, Sexual Health, Paediatricians, CAMHS * Access to Leisure Centres, Children Centres, parks, play areas and organised activities * Taking part in positive activities e.g. sport * Parents accessing specific parenting knowledge, advice, support groups * Supported to engage with education or employment eg FYPS |

A list of suggested contacts is shown below when the assessment of a child’s needs are at a particular point on a strand. The relevant contact details are numbered and can be found on page 5 above. Where descriptors are shown in red it is recommended that you contact parent/carers and/or another agency to discuss your concerns as this may indicate a serious safeguarding concern. However each case will require professional judgement to take account of the circumstances and context, and it is recommended that the thresholds guidance is consulted before referral to social care. The thresholds guidance and the matrix can be found here:

[Safeguarding guidance, procedures and policies](http://sites.southglos.gov.uk/safeguarding/children/i-am-a-professional/safeguarding-guidance-policies-and-plans/)

For concerns about Sexual Health you should consider the **Bichard Guidelines**: If there is a difference in the ages of the sexual partners (ie one underage or a great difference), or if there is a power difference (one person is in authority over the other), drug or substance use, use of aggression or secrecy in the relationship then this should be assessed at level 5. Consideration should be given to consulting The Thresholds document and Social Care for further advice and guidance in this case.

BE HEALTHY

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| **Strand** | **Critical complex – 5** | **Significant – 4** | **Moderate – 3** | **Minor – 2** | **No Issues – 1** |
| Physical development | There is extreme delay in age specific physical development (1) | Significant delay in age specific physical development | Some delay in age specific physical development | Slight delay in age specific physical development | There is age specific physical development |
| General state of health | Persistent ill health or long term health condition that is not managed (1) | Numerous episodes of ill health or long term physical health condition that is inconsistently managed | Repeated episodes of ill health or some difficulties in managing long term physical condition | Increasing episodes of ill health or a long term physical condition that is mostly well managed | There are a few episodes of ill health or a long term physical condition that is well managed |
| Risk of ill health | High risk of ill health due to: lack of vaccinations, smoke filled environment, no physical activity, extreme under or over eating (1) | Significant risk of ill health due to: few vaccinations, often smoke filled environment, extremely limited diet, minimal physical activity | Moderate risk of ill health due to: one or more missed vaccinations, limited exposure to smoking environment, poor diet, occasional physical activity | Minor risk of ill health due to: delay in vaccination, occasional exposure to smoke, some elements of healthy diet missing, moderate physical activity | Good health is supported by full vaccination, no smoke exposure, balanced diet and frequent physical activity |
| Dental Condition | No dental hygiene – may be shown by extreme decay, missing or filled teeth (1) | Very little dental hygiene and no check ups– may be shown by significant decay, missing or filled teeth | Inconsistent teeth brushing, very few dental check ups– may be shown by some decayed, missing or filled teeth | Some elements of good dental hygiene behaviour are missing – may be shown by some decay | Good brushing twice a day with regular dental check-ups (Good dental hygiene) |
| Weight | Critically obese or underweight (1) | Child is either very over or underweight | Child is either over or underweight | There are minor concerns about the child’s weight | There are no concerns about the child’s weight |
| Sleep Patterns | Child has inadequate sleep on a regular basis | Either the child regularly does not get enough sleep or they regularly sleep at inappropriate times or both | The child’s sleep lacks quantity, routines, or appropriate timing three or four times a week. | The child’s sleep lacks quantity, routines, or appropriate timing once or twice a week. | Child has an good quantity of sleep with appropriate routines and timing |
| Mental Health | Acute mental health problems such as threat of suicide, anorexia, psychotic episode, severe depression or isolation (3) | Emerging mental health issues (extreme anxiety, eating disorders, insomnia, displays phobias) | Child frequently withdrawn, anxious, angry or emotionally vulnerable | Child demonstrates minor anxiety by displaying poor attention, concentration or alteration in sleep pattern | Good state of mental health |
| Self Harm | Engaging in extreme self harm/ escalating self harm behaviours (3) | Regular low level self harm behaviour | Initiating or experimenting with self harm behaviour | Threatening to self harm | Child seeks appropriate physical rewards |
| Smoking or drinking | Child is dependent on alcohol or cigarettes (4) | Smokes and/or drinks frequently | Smokes and/or drinks regularly but not frequently | Has tried smoking and/or drinking on more than one occasion | Does not drink or smoke |
| Substance misuse | Daily or frequent substance use with detrimental impact on physical and mental health (4) | Daily or frequent substance use with no apparent impact on physical and mental health (4) | Occasional drug or alcohol use in social situations and young person refuses to engage in harm reduction work (4) | Occasional drug or alcohol use in social situations and young person engages in harm reduction work (4) | No substance use identified |
| Sexual health | No understanding of relationships and sexual health risks likely to cause to pregnancy or disease \*Bichard Guidelines | Sexual activity with chaotic use of contraception and/or several partners \*Bichard Guidelines | Some gaps in understanding or behaviour in relationships, contraception and sexual health leading to increased risks \*Bichard Guidelines | Satisfactory understanding of relationships, contraception and sexual health risk. Sexual activity with a stable partner using contraception | Good understanding and practice in safe relationships, contraception and sexual health |

# STAY SAFE

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| --- | --- |
| General factors affecting child or young person | |
| Positives | * Physical needs are met through safe, consistent and effective care from one or more caregiver * Emotional needs are met through stable and affectionate relationships with parent/carers and family members * Consistent and appropriate boundaries and routines are set and followed * Parent encourages appropriate independence to develop child’s skills and awareness * Parent is aware of potential risks to children in and out of the home * Child has had age appropriate skills to deal with risk eg. Cycle proficiency, swimming, road safety, social skills * Child and family are confident in the schools approach and support with bullying and emotional wellbeing * Child is part of a supportive friendship group both in and out of school |
| Challenges | * Parents’ ability to give care is compromised by their own physical or mental health needs, substance abuse, domestic violence or past experiences of abuse * Frequent visits to Accident and Emergency services * Main carer has unstable relationships with partner(s) * Physical and emotional needs unmet * Lives in a dangerous environment due to lack of safety equipment or arrangements, poor maintenance * Dwelling on or very close to main road with difficult access to facilities/ parks/ schools/ settings * Clear boundaries and routines are not set or not followed consistently * Child is a young carer * Has few or no friends or friendships have a negative effect * Deterioration in attendance or attitudes to learning and/or school become apparent |
| Resources | * Support from family and friends * Locality Social work teams, Community Paediatricians, GPs, School health nurses and Health visitors/Midwives * Drug and Alcohol services for parents eg SGDAS * Domestic violence support groups eg Survive * Access to and engagement with support services such as Parenting Support groups, community activities, Children’s Centres * Lifeskills Education Centre and other school activities * Outside activities to experience and learn about rules and boundarieseg. Scouts/guides, sports, youth centres * Avon Fire and Rescue Service (free safety equipment and fire alarms for some families plus Child car seat checking and presentations in Sure Start centres) * Websites and national and local support groups eg. Childline * Mentoring relationship set up within which the child feels able to share experiences |

A list of suggested contacts is shown below when the assessment of a child’s needs are at a particular point on a strand. The relevant contact details are numbered. Where descriptors are shown in red it is recommended that you contact parent/carers and/or another agency to discuss your concerns as this may indicate a serious safeguarding concern. However each case will require professional judgement to take account of the circumstances and context, and it is recommended that **the thresholds guidance is consulted before referral to social care**. The thresholds guidance and the matrix can be found here:

[Safeguarding guidance, procedures and policies](http://sites.southglos.gov.uk/safeguarding/children/i-am-a-professional/safeguarding-guidance-policies-and-plans/)

For concerns about Sexual Health you should consider the **Bichard Guidelines**: If there is a difference in the ages of the sexual partners (ie one underage or a great difference), or if there is a power difference (one person is in authority over the other), drug or substance use, use of aggression or secrecy in the relationship then this should be assessed at level 5. Consideration should be given to consulting The Thresholds document and Social Care for further advice and guidance in this case.

**Please consult the list on page 5 to see if there are more useful or relevant contacts before considering contacting children’s social care unless it is a safeguarding concern.**

STAY SAFE

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| **Strand** | **Critical complex - 5** | **Significant - 4** | **Moderate - 3** | **Minor - 2** | **No Issues - 1** |
| Parenting | Parenting is completely inconsistent with severe criticism and no warmth (5) | Parenting mostly experienced as low warmth and high criticism | Parenting often characterised by inconsistencies | Some inconsistencies in parenting | Parenting is warm and consistent |
| Boundaries, routines and guidance | No areas of the child's boundary or guidance needs are being met (5) | Only one aspect of child's life has any stability or consistent routines and boundaries | Several aspects of the child's life shows a lack of stability or consistent routines and boundaries | Some aspects of child's routines and boundary setting are inconsistent | Appropriate boundaries, routines and necessary guidance are provided |
| Parental protection from physical harm | Child suffers deliberate physical harm / suspected non accidental injury (5) | Child is regularly in situations where there is risk of physical harm with parental knowledge (5) | Child is occasionally in situations where there is risk of physical harm. Parents respond through action supported by others | Parent responds effectively to a minor incident of physical harm eg fights, other adults chastising child | Child is kept safe from deliberate physical harm |
| Physical and emotional needs of child | Family no longer want to or are unable to care for the child, or child is abandoned (5) | Child’s physical and emotional needs are frequently not met and are not recognised by parent or carer (5) | Child’s physical and emotional needs are frequently not met but are often recognised | Child’s physical and emotional needs are not suitably met on all occasions | Child’s needs for physical and emotional support are fully met |
| Frequency of accidental injury | Child suffers frequent accidents, significant injury or visits A&E with indicators of neglect. Parent leaves child alone for long periods or overnight (5) | Child has several visits to doctors or A&E in a short time period for significant accidental injuries. Level of supervision is inadequate for child’s age (5) | Repeated accidental injuries. Occasional incidents of lack of supervision, or parent unaware of child’s whereabouts | Child may seem to have more accidents than would be expected. | Child rarely suffers preventable accidents and is appropriately supervised at all times |
| Experience of bullying or intimidation | Serious assault from bullying (6) | Emotionally or physically harmed by bullying or cyber bullying. Child frequently feels unsafe from bullying | Persistent rejection or taunting by peers eg teasing, name calling, minor cyber bullying. Child feels increasingly unsafe in or out of school | Occasional rejection or taunting by peers eg teasing, name calling, minor cyber bullying | Child feels safe in and out of school |
| Child's understanding of risk | Does not foresee potential dangers and frequently takes actions that could cause harm to self or others | Only rarely foresees potential dangers and can rarely think how to respond to any dangers eg displaying coveted items, taking unsafe routes or travelling alone | Child often takes risks in one area, eg displaying coveted items, taking unsafe routes or travelling alone | Shows appropriate awareness of many of the dangers that could be met in everyday situations, occasionally takes risks and does not always know how to respond or avoid danger | Shows age appropriate awareness of the typical dangers that can be met in everyday situations and how to respond to them |
| Discrimination and self image | Has internalised discrimination, and behaviour reflects poor self image | Experiences persistent discrimination eg on the basis of ethnicity, sexual orientation or disability | Subject to discrimination eg racial, sexual or due to disabilities or appearance | Some insecurities around identity expressed eg culture, race, disability, home language etc | Positive sense of self within community and using home language appropriately |
| Risk of running away | Persistently goes missing from home for any period of time without parental consent (under 16)(5) | Goes missing from home for any single period of time (5) | Child repeatedly talks of leaving home or running away | Child occasionally states that they want to live elsewhere or run away | Child is safe in their home and family environment |
| Risk of sexual exploitation | Sexual activity/ relationship is unequal or dangerous, ie doesn’t meet Bichard Guidelines (see below) Sexual exploitation including prostitution Sexual abuse / rape (5) \*Bichard Guidelines | Likely to put self at risk through inappropriate trust of others or lack of understanding. Frequent unsafe sexual activity possibly with several partners or not with a partners of a similar age (5) \*Bichard Guidelines | Sexual activity is consensual but there are concerns about child’s ability to judge who to trust and their understanding of consent. | Sexual activity is consensual and with a partner of a similar age | Child is able to make good judgements about trust worthiness and is not sexually active |

# ENJOY AND ACHIEVE

|  |  |
| --- | --- |
| General factors affecting child or young person | |
| Positives | * Child enjoys and is engaged with pre-school setting/school/college * Parents are supportive to the learning experience in the setting/school/college and ensure attendance and punctuality * Parents and child are confident in their relationship with the setting/school/college and know who to contact if there is a problem * Good home learning environment with access to books and other learning resources * Knows how to get advice and support and plans for the future * Child is able to communicate and relate appropriately with other children and adults * Parents relationship with child enables the child to be independent and separate from them with confidence |
| Challenges | * Parents unable or unwilling to give support with learning * Child has not been registered for school and has no engagement with starting school activities * Attendance at setting/school/college is low or erratic * Previous history of poor attendance in the family * There have been several changes of home address or school * There has been a recent family relationship breakdown, bereavement or serious illness * Child is reluctant to attend setting/school/college and may often claim they are ill * When at setting/childminder, child withdrawn and fretful, not wanting to engage with others. * Limited access to learning resources at home * Inappropriate behaviour in setting/school/college * Child is unable to communicate and relate appropriately with other children and adults |
| Resources | * There is positive engagement with support services - Children’s Centres, Health Visitors, Educational Welfare, Youth Service, Parent Support * Support for parents to set up rewards systems, change routines and develop consistent boundaries * Development of alternative communication methods by the setting/school/college eg visual timetables * Confidence and self-esteem building activities, SEAL, SEAD * Using an Individual Education Plan or personalising learning * Positive support from peers and friendship groups * Learning mentors |

A list of suggested contacts is shown below when the assessment of a child’s needs are at a particular point on a strand. The relevant contact details are numbered. Where descriptors are shown in red it is recommended that you contact parent/carers and/or another agency to discuss your concerns as this may indicate a serious safeguarding concern. However each case will require professional judgement to take account of the circumstances and context, and it is recommended that the thresholds guidance is consulted before referral to social care. The thresholds guidance and the matrix can be found here:

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ENJOY AND ACHIEVE

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| **Strand** | **Critical complex - 5** | **Significant - 4** | **Moderate - 3** | **Minor - 2** | **No Issues - 1** |
| Play | Play is unsustained, limited or inappropriately repetitive and is almost always solitary | Child is not able to independently explore new situations and resources within their play and is often solitary when playing. | Play is often dependent on input to move beyond established routines and resources. Child is sometimes unable to be responsive to others in play. | Child is sometimes independent and creative in their play and can be responsive to others in play. | Child is able to independently experiment, be creative in their play and respond to others in a playful manner. |
| Communication | Unable or unwilling to communicate needs (7) | Child rarely initiates communication and shows no ability to listen, take turns or use appropriate eye contact and facial expressions | Child is reluctant to communicate and lacks many communication skills | Child lacks some communication skills and is willing to communicate with peers and familiar adults | Child demonstrates age appropriate communication skills and communicates freely and confidently with peers and a range of adults |
| Language development | Language skills are severely delayed (7) | Language skills are significantly delayed (7) | Language skills are moderately delayed | Language skills are slightly delayed | Language skills are developmentally or age appropriate |
| Social skills | Unable to follow conventions of social situations or self-care so that child is put at risk (7) | Regular inappropriate responses and actions in social situations or with self-care(7) | Some inappropriate responses and actions in social situations or with self-care | Some difficulty in coping in age appropriate social situations or with self-care | Age appropriate social and relationship skills |
| Learning Development | Learning significantly below that expected in all areas (7) | Not meeting learning and progress expectations in nearly all areas of learning (7) | Not meeting learning and progress expectations in some areas of learning | Meeting expectations of learning and progress in all major areas of learning | Meeting or exceeding expectations and progress in all areas of learning |
| Enjoyment of school/ setting | Child hates school/setting and takes every opportunity to avoid it (7) | Child only shows enthusiasm or enjoyment for unstructured/social aspects of school/setting | Child shows little enthusiasm for school/setting and only enjoys limited aspects of their learning experience | Child is mainly enthusiastic about, and enjoys most aspects of school/setting | Child is enthusiastic about, and enjoys all aspects of school/setting |
| Effort and engagement in learning | Does not engage with learning or with school/setting and makes no effort | Does not engage with their learning in most areas of learning and makes little effort | Child is not engaged with some areas of learning and effort is variable | Child is generally engaged with their learning and making an effort | Child is actively engaged with their learning and is making a good effort |
| Attendance | Not attending school/setting (7) | Below 80% attendance (7) | 80% to 90% attendance (7) | Above 90% but below 95% attendance | More than 95% attendance |
| Punctuality | Late every day (7) | Several lates per week (7) | Late once a week | Occasionally late | No lates |
| Child's understanding of their educational situation | Child has no understanding of their strengths, no interests that can be built on and no ideas of what they could do in the future | Child has very little understanding of their strengths and interests. They may have a few unrealistic ideas for their future | Child has little understanding of their strengths or interests. They have some ideas for their future but some may be unrealistic | Child has some understanding of their strengths and has some interests. They have some ideas for their future | Child has good knowledge of their strengths and interests and has definite and practical ideas for their future |

# POSITIVE CONTRIBUTION

|  |  |
| --- | --- |
| General factors affecting child or young person | |
| Positives | * Good social and emotional skills – self-awareness, managing feelings, empathy * Child is confident, resilient and has high self-esteem * Positive role models and attachment to significant adults * Engages with and enjoys setting/school/college * Able to participate in team working * Positive and supportive relationships at home and with friends * Enjoys and attends school or college * Participates in community activities, sport, voluntary work or hobbies * Has plans and aspirations for the future * Knows how to get information, advice and support |
| Challenges | * Poor/irregular attendance and punctuality * Lack of engagement with setting/school/college or significant underachievement * Low self-esteem or lack of confidence to engage with others * Child has difficulties with interactions and relationships with peers and/or may appear withdrawn or isolated * Parents unwilling or unable to support the child to engage positively with the community eg lack of boundaries, poor physical or mental health, past history of antisocial or criminal activity, bereavement, parental separation, substance abuse * Lack of appropriate facilities and opportunities that are accessible * Substance or alcohol misuse by young person or peers * Young person or peers involved in crime and/or anti-social behaviour * Lack of engagement in community activities or hobbies |
| Resources | * Use of SEAL/SEAD approaches, mentoring, buddying, counselling within setting or school * Engagement with Community and Youth Services, voluntary sector organisations eg Children’s Centres, Youth Centres, cadets, scouts, music, sport * Access to information, advice and guidance through One Big Data Base, Youth Unlimited and other websites * Access to specialist support eg Support Against Racist Incidents (SARI), Breakthrough project, PIP project (Southern Brooks), Behaviour Support Team, Family Support team * Parents and friends |

A list of suggested contacts is shown below when the assessment of a child’s needs are at a particular point on a strand. The relevant contact details are numbered. Where descriptors are shown in red it is recommended that you contact parent/carers and/or another agency to discuss your concerns as this may indicate a serious safeguarding concern. However each case will require professional judgement to take account of the circumstances and context, and it is recommended that the thresholds guidance is consulted before referral to social care. The thresholds guidance and the matrix can be found here:

[Safeguarding guidance, procedures and policies](http://sites.southglos.gov.uk/safeguarding/children/i-am-a-professional/safeguarding-guidance-policies-and-plans/)

**Please consult the list on page 5 to see if there are any useful or relevant contacts**

POSITIVE CONTRIBUTION

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| **Strand** | **Critical complex - 5** | **Significant - 4** | **Moderate - 3** | **Minor - 2** | **No Issues - 1** |
| Child's Relationships | Child has no positive relationships with peers or any significant adult. Could be completely withdrawn (5) | Child mainly has inconsistent, unsustained or negative relationships with peers or adults | Child has a few positive, sustained relationships and some that are negative or inconsistent | Child has some minor difficulties with relationships with peers or other significant adults | Child has good age appropriate relationships with a range of adults and peers |
| Self confidence | Significantly low self-confidence severely affects all areas of their life | Child lacks self confidence in most situations | Child lacks self confidence in new situations or in coping with change | Child occasionally lacks self confidence in some new situations | Child is happy with themselves and confident in their own abilities to handle change |
| Resilience | Child is unable to be resilient and/or is unable to deal with significant life changes | Child is rarely resilient. | Child is sometimes resilient and may be over reliant on one friend or adult | Child can be resilient and is mostly able to cope with change | Child is resilient and able to deal confidently with change |
| Behaviour out of school | Frequent involvement in criminal or antisocial activity (6) | Repeated involvement in criminal activity or antisocial behaviour (6) | Occasional involvement in unlawful activity or antisocial behaviour | On the fringes of unlawful activity or antisocial behaviour | Engages in law abiding and positive behaviour |
| Behaviour in school | Frequent and/or serious breaches of school behaviour policy - shown by permanent exclusion or supported transfer (8) | Repeated disruptive behaviour despite support shown by multiple fixed period exclusions or being placed on a partnership inclusion programme (8) | Behaviour concerns that require individual planning and support shown by fixed period exclusion or placement on a school behaviour/discipline stage | Behaviour concerns noted - low level and not requiring additional support | No behaviour concerns |
| Managing anger and conflicts | Child is confrontational in their approach to situations and/or unable to manage their own anger | Child is unable to resolve conflicts or has great difficulty managing their own anger | Child can only resolve mild conflicts and sometimes has difficulty managing their anger | Child can resolve most conflicts satisfactorily | Child is able to resolve conflicts appropriately and manage their anger safely. |
| Decision making in social situations | Decisions made ignore other people’s needs in order to meet their own | Decision making only about own need and does not recognise impact on others | Can only see limited options in a decision making situation | Able to see a range of possibilities but not always able to find a balance between own and other’s needs | Able to balance own needs against those of others or community needs when taking decisions |
| Community knowledge and engagement | Has no knowledge of and/or no interest in community activities and resources | Has very little knowledge of community resources and/or rarely engages in community activities | Has limited knowledge of community resources and/or engages in occasional activities | Has knowledge of some community resources and/or engages in some activities | The child is knowledgeable about community resources and undertakes a range of regular activities. |
| Bullying behaviour | Commits assault or mental harm through bullying (6) | Bullying behaviour intimidates and targets a specific individual | Persistently rejects or taunts peers eg teasing, name calling, minor cyber bullying. | Occasional rejects or taunts peers eg teasing, name calling, minor cyber bullying | Approaches others positively and is able to cooperate and negotiate with them age appropriately |
| Racist or prejudiced behaviour | Causes physical or emotional harm to others by acting in a racist or discriminatory manner (6) | Makes racist or discriminatory comments | Come to negative conclusions about people based on their group membership | Highlights differences between groups of people | Approaches others positively and respects differences |

# ECONOMIC WELLBEING

|  |  |
| --- | --- |
| General factors affecting child or young person | |
| Positives | * Child/family live in permanent housing * The housing has adequate facilities eg appropriate space, heating, furniture * The home is safe, clean and adequately maintained * At least one parent working and/or family Is receiving all relevant entitlements/benefits * The household has enough money to maintain their home * Has access to a range of good local services or good transport links to these * Young person/family has access to Information, Advice and Guidance * Has high aspirations and plans for the future * Attendance and engagement at school /college /training /employment is good * Has positive support from adults who are role models in relation to employment * Has had personal experience of the world of work through Work Experience / part time job / volunteering |
| Challenges | * Homeless, sofa surfing or living in temporary accommodation * Housing has poor facilities eg lack of space, heating, furniture * Housing is in poor condition: dirty, dangerous, damp, disrepair * Severe financial problems eg debt, inappropriate use of income (Alcohol/Drugs/Gambling), not claiming the right benefits * Has limited/no access to basic services locally and inadequate transport to services elsewhere * Young person/family does not have access to Information, Advice and Guidance, housing and benefit support * Poor attendance or engagement with school /college / training / employment * Not in education, employment or training (NEET) * Lack of aspiration or confidence in own ability * Lack of role models, adult support / encouragement or lives in a family or community where worklessness is the norm * Learning/training provision not suitable for the learner |
| Resources | * Housing/homelessness, debt and welfare benefits advice and support eg One Stop Shops, Benefits Advisors, Job Centre Plus * Concessionary transport scheme and/or Independence Travel Training – provided by colleges and some schools * Attending Sure Start and/or Preschool * Access to community learning eg Managing money course, basic skills courses, parenting courses * Connexions Personal Adviser or registering with Job Centre Plus * On line resources at school / Connexions / Youth Centre * Work Experience opportunities/Taster courses * Working with mentor or other positive role model * Support in planning short term goals |

A list of suggested contacts is shown below when the assessment of a child’s needs are at a particular point on a strand. The relevant contact details are numbered. Where descriptors are shown in red it is recommended that you contact parent/carers and/or another agency to discuss your concerns as this may indicate a serious safeguarding concern. However each case will require professional judgement to take account of the circumstances and context, and it is recommended that the thresholds guidance is consulted before referral to social care. The thresholds guidance and the matrix can be found here:

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**Please consult the list on page 5 to find useful or relevant contacts.**

ECONOMIC WELLBEING

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| **Strand** | **Critical complex - 5** | **Significant - 4** | **Moderate - 3** | **Minor - 2** | **No Issues - 1** |
| Housing | Homeless (9/5) | Several changes of temporary accommodation over large geographical areas | Regular change of temporary accommodation within community | Some financial concerns about maintaining housing arrangements | Living in permanent accommodation |
| Suitability of home | Home unsafe, inadequately maintained and/or very overcrowded (9/5) | Two elements out of overcrowding, maintenance and safety are a problem (5) | Either overcrowding, safety or maintenance issues is a problem | Slight lack of space, safety or maintenance issues | Home and outside space are in a good state of repair, safe and of adequate size |
| Facilities of home | Home lacks all necessary furniture and facilities (5) | Home lacks most furniture items or facilities necessary to meet physical needs of the children (5) | Home lacks three or four furniture items or facilities necessary to meet physical needs of the children | Home lacks one or two furniture items or facilities necessary to meet physical needs of the children | Home has all furniture and facilities necessary to meet physical needs of the children |
| Income | Family income is below income support level (10) | Family income is at income support level | Income is not always sufficient to meet day to day living costs | All income is devoted to day to day living costs with none left over | Some disposable income after day to day living costs have been met |
| Debt | Household debt or mismanagement leads to inability to afford to meet the basic needs of child (5/10) | Household debt is increasing in order to meet basic needs or due to mismanagement (10) | Household debt may be increasing and occasionally the basic needs of the parents are not met | Household debt is being managed but family may be unable to cope with additional or unexpected costs | Household budget managed effectively |
| Transport | Geographically isolated without access to transport | Geographically isolated with very limited access to transport | Available transport only meets some of the needs of the child or family | Available transport meets most of the needs of the child or family | Child and family are able to travel freely as needed |
| Status of education, employment or training | Not in education, employment or training (NEET) for more than three months (11) | Not in education, employment or training (NEET) (11) | Periods of NEET or employment without training | In employment or training | Meeting or exceeding expectations in learning, training or employment |
| Aspiration for post 16 education, training or employment | Plans to be unemployed in the long term (11) | Has no plan for their future career and educational/training development (11) | Has a job or plan for employment but without prospects for development or training | Has a job or plan for employment with limited prospects for development or training | Has a realistic plan for their future career **and** educational/training development |
| Post 16 qualification level | Has no qualifications | Has qualifications at or below grade D at GCSE in some subjects but not in Maths or English | Has qualifications at or below grade D at GCSE including Maths and English | Has five qualifications at or above grade C at GCSE including Maths and English | Child and family are able to travel freely as needed |

# CHANGE TRACKER RECORDING FORM

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Child's Name** | |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| **Assessor's Name and role** | |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  | Initial | | Review 1 | | Review 2 | | Closing | | Change in score |
|  | Strand Name | Date | Score | Date | Score | Date | Score | Date | Score |
| BE HEALTHY | Physical development |  |  |  |  |  |  |  |  |  |
| General state of health |  |  |  |  |  |  |  |  |  |
| Risk of ill health |  |  |  |  |  |  |  |  |  |
| Dental Condition |  |  |  |  |  |  |  |  |  |
| Weight |  |  |  |  |  |  |  |  |  |
| Sleep Patterns |  |  |  |  |  |  |  |  |  |
| Mental Health |  |  |  |  |  |  |  |  |  |
| Self-Harm |  |  |  |  |  |  |  |  |  |
| Smoking or drinking |  |  |  |  |  |  |  |  |  |
| Substance misuse |  |  |  |  |  |  |  |  |  |
| Sexual health |  |  |  |  |  |  |  |  |  |
| STAY SAFE | Parenting |  |  |  |  |  |  |  |  |  |
| Boundaries, routines and guidance |  |  |  |  |  |  |  |  |  |
| Parental protection from physical harm |  |  |  |  |  |  |  |  |  |
| Physical and emotional needs of child |  |  |  |  |  |  |  |  |  |
| Frequency of accidental injury |  |  |  |  |  |  |  |  |  |
| Experience of bullying or intimidation |  |  |  |  |  |  |  |  |  |
| Child's understanding of risk |  |  |  |  |  |  |  |  |  |
| Discrimination and self-image |  |  |  |  |  |  |  |  |  |
| Risk of running away |  |  |  |  |  |  |  |  |  |
| Risk of sexual exploitation |  |  |  |  |  |  |  |  |  |
| ENJOY & ACHIEVE | Play |  |  |  |  |  |  |  |  |  |
| Communication |  |  |  |  |  |  |  |  |  |
| Language development |  |  |  |  |  |  |  |  |  |
| Social skills |  |  |  |  |  |  |  |  |  |
| Learning Development |  |  |  |  |  |  |  |  |  |
| Enjoyment of school/setting |  |  |  |  |  |  |  |  |  |
| Effort and engagement in learning |  |  |  |  |  |  |  |  |  |
| Attendance |  |  |  |  |  |  |  |  |  |
| Punctuality |  |  |  |  |  |  |  |  |  |
| Child's understanding of their educational situation |  |  |  |  |  |  |  |  |  |
| POSITIVE CONTRIBUTION | Child's Relationships |  |  |  |  |  |  |  |  |  |
| Self confidence |  |  |  |  |  |  |  |  |  |
| Resilience |  |  |  |  |  |  |  |  |  |
| Behaviour out of school |  |  |  |  |  |  |  |  |  |
| Behaviour in school |  |  |  |  |  |  |  |  |  |
| Managing anger and conflicts |  |  |  |  |  |  |  |  |  |
| Decision making in social situations |  |  |  |  |  |  |  |  |  |
| Community knowledge and engagement |  |  |  |  |  |  |  |  |  |
| Bullying behaviour |  |  |  |  |  |  |  |  |  |
| Racist or prejudiced behaviour |  |  |  |  |  |  |  |  |  |
| ECONOMIC WELLBEING | Housing |  |  |  |  |  |  |  |  |  |
| Suitability of home |  |  |  |  |  |  |  |  |  |
| Facilities of home |  |  |  |  |  |  |  |  |  |
| Income |  |  |  |  |  |  |  |  |  |
| Debt |  |  |  |  |  |  |  |  |  |
| Transport |  |  |  |  |  |  |  |  |  |
| Status of education, employment or training |  |  |  |  |  |  |  |  |  |
| Aspiration for post 16 education, training or employment |  |  |  |  |  |  |  |  |  |
| Post 16 qualification level |  |  |  |  |  |  |  |  |  |
| Please see guidance notes (pages 3 & 4 in the ‘Change Tracker’ document)  It is recommended to choose a small number of areas to work on. | | | | | | | | | |  |
| You do not need to complete all of the review columns if the situation has been resolved and you can use another form if more reviews columns are required | | | | | | | | | |  |