Supporting Tool

Risk & Resilience

A booklet designed to help support workers to use the Risk and Resilience Framework to meet the needs identified in CAF.
Risk & Resilience - Supporting Tool

The Risk and Resilience Framework

It has been developed for practitioners working within the Wakefield District. The purpose of the framework is to help children and young people build the competences and strategies they need to reduce risk and be more resilient. Therefore, narrow the gap in outcome between those who do well and those who do not.

When used in association with the CAF, the framework with its online assessment, support tool and resources can help practitioners meet identified needs and areas for development.

It provides early years workers, teachers, youth support, learning mentors, social care and health practitioners and other workers across Wakefield with:

- A consistent, evidence-based and practical approach to promoting resilience and reducing risk of adverse outcomes
- The means to provide good quality interventions to promote resilience and reduce risk to all children and young people
- A programme that is cohesive and developmental from 0-19 years
- An approach that puts the child or young person at the centre and focuses on their competences

The framework is broken down into 8 main areas identified below:

- Loving myself (self-awareness)
- Expressing myself (self-management)
- Working It Out (responsible decision-making)
- Being heard (effective communication)
- Living together (social awareness)
- Keeping safe (risk awareness)
- Getting informed (information management)
- Knowing where I am going (self-efficacy)
The Framework

Each area is broken down to provide an outline of the core competences that practitioners can expect children and young people to have achieved by the time they reach a particular age.

These can then be used as a checklist of risk factors alongside the CAF to ensure nothing is missed and can also support practitioners when completing the four main stages of a common assessment:

- Identifying needs early, (use the framework as a check list)
- Assessing those needs, (use the online support tool)
- Delivering integrated services (access interventions and sessions)
- Reviewing progress (revisit the online support tool to measure progress)

Practitioners can create a bespoke questionnaire to work alongside the sections of the CAF. The support tool will then collate the data from the questionnaires to produce outputs to use in reports, or track the individuals progression.

Due to its flexibility the framework can be used for example when the CAF has identified a specific challenge around self esteem and social presentation. The online questionnaire (support tool) will enable the child / young person to find the competences they already have and those they may need to build on. This can help practitioners identify where the work needs to be focused in terms of ‘loving myself’ which includes self awareness and ‘living together’ which identifies competences around social awareness.

For example, the framework within ‘loving myself’ indicates that by the time a young person is aged 11-14 they can (for example)

- I can describe a number of things that I like about the way I look
- I can identify and do things that make me feel positive about myself.
- I can talk about the things that make me who I am (ethnicity, culture, religion, gender, sexuality, ability or disability).
- I can identify things that make me feel less positive about myself and can accept, avoid, or change them..

If the practitioner identifies that this is still an area for development, they can draw upon the toolkit of printable resources (session plans, short interventions & programmes) specifically designed to support children and young people to build these particular competences. There are links to local organisations and specialists who can support or advise on specific areas. Therefore the framework enables practitioners to build on what they already deliver and ‘top up’ existing resources.

This is particularly useful for children and young people who may need some support or an intervention to reduce poor outcomes but are below the threshold for support from other services.

To access the framework visit [www.riskandresilience.org.uk](http://www.riskandresilience.org.uk)
Development of the Infant, Child or Young Person

Health

General health

The infant, child or young person’s current health condition (for example, conditions of relevance to an infant, child or young person including growth, development, physical and mental well-being). How far the infant, child or young person appears healthy and well, is growing and developing normally and is accessing health services (such as GP, dentist or optician) appropriate to their age.

If needs are identified in this element the corresponding sections of the risk and resilience framework are...

Getting informed (information management):

- To be able to access information and services to meet my needs.
- To know where to go for help.

Being Heard (effective communication):

- To be able to communicate with others (ask for help).

Physical development

The infant, child or young person’s means of mobility, level of physical or sexual maturity and areas of delayed development. How far the infant, child or young person appears healthy and well, is growing and developing normally and is accessing health services (such as GP, dentist or optician) appropriate to their age.

If needs are identified in this element the corresponding sections of the risk and resilience framework are...

Getting informed (information management):

- To be able to access information and services to meet my needs.
- To know where to go for help.

Who can help?

Health Visiting

Children Centre’s
www.wakefield.gov.uk/education/earlyyears/childrenscentres

School Nursing
www.nhs.uk/Change4Life
Loving Myself (self awareness):
- To develop a positive sense of who I am and be confident about my race, religion, gender, sexuality, ability/disability and age.

Who can help?
- Health Visiting
- Children Centre’s
- School Nursing
- KIDS WeSail (for families caring for a child with additional needs) wesail@kids.org.uk

Each area is broken down into a series of core competences.

Speech, language and communications development
The ability to communicate effectively, confidently and appropriately with others. How far for their age the infant, child or young person seems able and willing to speak, communicate, read and write, and express their feelings.

If needs are identified in this element the corresponding sections of the risk and resilience framework are...

Keeping Safe (risk awareness):
- To be able to assertively challenge bullying behaviour, prejudice and discrimination.

Who can help?
- Health Visiting
- Children Centre’s
- School Nursing
- KIDS WeSail (for families caring for a child with additional needs) wesail@kids.org.uk

Loving Myself (self awareness):
- To be able to understand and manage risk and its consequences.

Knowing Where I am Going (self efficacy):
- To be positively engaged in nursery, school or college and my community.

Who can help?
- Speech and Language Therapy Services
- Communication and Interaction Service
- Children’s Centres fis@wakefield.gov.uk
- Bookstart Programme bookstart@wakefield.gov.uk

www.riskandresilience.org.uk

Emotional and Social development
The emotional and social development of the child or young person. How confident they present and their ability to deal with stress and upset. For example, whether they present as happy and are confident in building friendships with peers.

If needs are identified in this element the corresponding sections of the risk and resilience framework are...

Working It Out (responsible decision making):
- To develop effective decision-making and problem-solving skills.
- To understand personal strengths and limitations.

Loving Myself (self-awareness):
- To understand that the way I feel about myself can affect the choices I make.
- To be able to demonstrate feelings of belonging and acceptance in relation to my peers, my family and my community.

Expressing Myself (self-management):
- To understand how my thoughts and feelings may affect my behaviour and the choices I make.
- To be able to identify, manage and express my own needs and feelings.

- To recognise and manage the feelings associated with loss and change (i.e. divorce, separation or bereavement).
- To recognise the physical and emotional changes that take place during puberty.

Who can help?
- Child and Adolescent Mental Health Service (CAHMS)
- Health Visiting / School Nursing
- Need2Talk Hear2Listen (young people’s counselling services)
- Well Women’s Centre

Each area is broken down into a series of core competences.

Behavioural development
The behaviour of the child or young person. How well behaved the infant, child or young person is and, for example, any anti-social or aggressive behaviour.

If needs are identified in this element the corresponding sections of the risk and resilience framework are...

Knowing Where I Am Going (self-efficacy):
- To have a sense of purpose and positive aspirations for myself
- To have the ability or opportunity to make a difference
Keeping Safe (risk awareness):
- To be able to understand and manage risk and its consequences.
- To be able to establish and negotiate age-appropriate boundaries.

Working It Out (responsible decision making):
- To develop effective decision-making and problem-solving skills.
- To understand my personal strengths and limitations.

Expressing Myself (self management):
- To understand how my thoughts and feelings may affect my behaviour and the choices I make.

Who can help?
- Children’s Centres
- Barnardos Young Families (supports young parents)
- Targeted Youth Support
- Rosalie Ryrie Foundation (supports parents and young people around issues of controlling and aggressive behaviour)
- BEAM (Youth Development & Support Service)
- Positive Activities (youth provision and sports activities)
- CRI Rebound (issues around alcohol or drug misuse)

Identity, including self-esteem, self-image and social presentation
The growing sense of self as a separate and valued person. How far the infant, child or young person seems to be developing the right measure of confidence and self-assurance, and how far they have a sense of belonging.

If needs are identified in this element the corresponding sections of the risk and resilience framework are...

Loving (Self-awareness):
- To develop a positive sense of who I am and be confident about my race, religion, gender, sexuality, ability/disability and age
- To be able to demonstrate feelings of belonging and acceptance in relation to my peers, my family and my community

Who can help?
- Health Visiting
- Nursery, School, College, NEET programmes (eg; Coalfields Regeneration, Aspire, Youth Work Company, The Youth Association, YMCA, Princes Trust)
- Targeted Youth Support
- Youth Development and Support Services

Family and social relationships
The ability to empathise and build stable and affectionate relationships with others, including family, peers and the wider community. How far the infant, child or young person is building stable and affectionate relationships with others, including family, peers and the wider community.

If needs are identified in this element the corresponding sections of the risk and resilience framework area...

Living Together (Social awareness):
- To understand that there are different types of relationships
- To be able to form and maintain positive relationships with peers

Who can help?
- Health Visiting
- Children’s Centres
- Barnardos Young Carers

Self-care skills and independence
The acquisition of practical and emotional competences to increase independence. How independent the infant, child or young person is for their age - how far they can do routine tasks for themselves and make their own decisions.

If needs are identified in this element the corresponding sections of the risk and resilience framework area...

Loving (Self-awareness):
- To be able to demonstrate feelings of belonging and acceptance in relation to my peers, my family and my community

Who can help?
- Health Visiting
- Children’s Centre
- Child and Adolescent Mental Health Service (CAHMS)
- Targeted Youth Support Barnardos Young Carers

Each area is broken down into a series of core competences
Learning

Understanding, reasoning and problem solving
The ability to understand and organise information, reason and solve problems. How well for their age the infant, child or young person is able to understand and organise information, reason and solve problems.

If needs are identified in this element the corresponding sections of the risk and resilience framework are...

Working It Out (responsible decision-making):
- To develop effective decision making and problem solving skills
- To understand my personal strengths and limitations

Knowing Where I Am Going (self-efficacy):
- To have a sense of purpose and positive aspirations for myself.
- To have the ability or opportunity to make a difference.

Getting Informed (Information management):
- To know where to go for help

Who can help?
- Nursery, School, College
- KIDS WeSail (for support if looking after a child with a disability)
- Health trainers (age 16 plus)

Each area is broken down into a series of core competences

Participation in learning, education and employment
The degree to which a child or young person has access to and is engaged in education and/or work based training and, if he/she is not participating, the reason for this. How far the infant, child or young person is engaged in and attending learning appropriate to their age, whether through play, early years settings, school or college/employment.

If needs are identified in this element the corresponding sections of the risk and resilience framework are...

Knowing Where I Am Going (self-efficacy):
- To have a sense of purpose and positive aspirations for myself
- To be actively and positively engaged in nursery, school or college and my local community
- To have the ability or opportunity to make a difference

Getting Informed (information management):
- To know where to go for help
- To be able to access and use information and services to meet needs

Who can help?
- Health Visiting / Children’s Centres
- Education Welfare Services
- Connexions
Parents and Carers

Basic care, ensuring safety and protection

The extent to which an infant, child or young person’s physical needs are met and they are protected from harm or danger, including self-harm.

How far the infant, child or young person is safe from harm or sexual exploitation, is well fed and cared for, and living in a safe, warm and clean home.

If needs are identified in this element the corresponding sections of the risk and resilience framework are...

Knowing Where I Am Going (Self-efficacy):
- To have a sense of purpose and positive aspirations for myself

Working It Out (Responsible decision-making):
- To develop effective decision making and problem solving skills
- To understand my personal strengths and limitations

Being Heard (effective communication):
- To be able to ask for help

Who can help?
- Education
- Connexions
- Barnardos Young Carers
- Barnardos Young Families
- Positive Activities (Youth development and Support Service or local voluntary organisations /sports groups)

Each area is broken down into a series of core competences

Aspirations

The ambition of the child or young person, whether their aspirations are realistic and they are able to plan how to meet them. Note, there may be barriers to a child or young person’s achievement of their aspirations, for example the child or young person’s other responsibilities in the home.

If needs are identified in this element the corresponding sections of the risk and resilience framework are...

Knowing Where I Am Going (Self-efficacy):
- To have a sense of purpose and positive aspirations for myself

Expressing Myself (Self-management):
- To be able to identify and express my own needs and feelings

Who can help?
- White Rose Credit Union (debt and money problems)

Parents and Carers

Basic care, ensuring safety and protection

The extent to which an infant, child or young person’s physical needs are met and they are protected from harm or danger, including self-harm.

How far the infant, child or young person is safe from harm or sexual exploitation, is well fed and cared for, and living in a safe, warm and clean home.

If needs are identified in this element the corresponding sections of the risk and resilience framework are...

Expressing Myself (Self-management):
- To be able to identify and express my own needs and feelings

Who can help?
- White Rose Credit Union (debt and money problems)

Parents and Carers

Basic care, ensuring safety and protection

The extent to which an infant, child or young person’s physical needs are met and they are protected from harm or danger, including self-harm.

How far the infant, child or young person is safe from harm or sexual exploitation, is well fed and cared for, and living in a safe, warm and clean home.

If needs are identified in this element the corresponding sections of the risk and resilience framework are...

Expressing Myself (Self-management):
- To be able to identify and express my own needs and feelings

Who can help?
- White Rose Credit Union (debt and money problems)
Family and Environmental Factors

Family history, functioning and well-being

The impact of family situations and experiences

Who lives in the household and how they relate to the infant, child or young person, including any changes since the child’s birth; family routines; and anything about the family history, such as family breakdown, illnesses (physical or mental) or problems with alcohol or other substances that are having an impact on the child’s development.

If needs are identified in this element the corresponding sections of the risk and resilience framework are...

Wider family

The family’s relationships with relatives and non-relatives.

Whether there is an appropriate level of help for the infant, child, young person or parents/carers from relatives and others.

If needs are identified in this element the corresponding sections of the risk and resilience framework are...

Expressing Myself (Self-management):

• To recognize and manage the feelings associated with loss and change (i.e. divorce, separation or bereavement)

Being Heard (effective communication):

• To be able to ask for help

Living Together (Social awareness):

• To understand that there are different types of relationships

Who can help?

• Barnardos Young Carers
• STAR bereavement
• Turning point / GASPED
• Targeted Youth Support
• Need2Talk Hear2Listen / Well Women’s Centre / The Marketplace Leeds (young people’s counselling services)

Guidance, boundaries and stimulation

Enabling the infant, child or young person to regulate their own emotions and behaviour while promoting the infant, child or young person’s learning and intellectual development through encouragement and stimulation and promoting social opportunities. How far the infant, child or young person is subject to, and provided with, appropriate guidance and discipline at home and elsewhere, and helped to learn.

If needs are identified in this element the corresponding sections of the risk and resilience framework are...

Expressing Myself (Self-management):

• To be able to identify and express my own needs and feelings

Living Together (Social awareness):

• To understand that there are different types of relationships

Who can help?

• Health Visiting
• Parenting support courses (Children’s centres, YDSS - Do It Differently, Escape parenting course, schools)

• BEAM - Youth Development and Support Service (controlling anger)
• Well Women Centre (various courses including assertiveness)

Loving Myself (self awareness):

• To understand the environment in which I am growing up and the effect this has on me

Living Together (Social awareness):

• To understand that there are different types of relationships
• To explore how to develop and maintain positive, healthy relationships

Who can help?

• Children’s Centres, Schools, Young Families - parenting courses

• BEAM - Youth Development and Support Service (controlling anger)
• Well Women Centre (various courses including assertiveness)
Getting Informed (Information management):
• To know where to go for help

Who can help?
• Health Visiting
• Children Centres
• Schools
• Youth Development and Support Service
• Young Lives - for local voluntary children and youth organisations

Housing, employment and financial considerations
What are the living arrangements? Does the accommodation have appropriate amenities and facilities? Who is working in the household, the pattern of their work and any changes. Income over a sustained period of time.

Whether the accommodation has everything needed for living safely and healthily, and the effect on the infant, child or young person of the work and financial situation of the family or household.

If needs are identified in this element the corresponding sections of the risk and resilience framework are...

Loving Myself (self awareness):
• To understand the environment in which I am growing up and the effect this has on me

Expressing Myself (self-management):
• To be able to identify and express my own needs and feelings

Working It Out (responsible decision-making):
• To have the skills, confidence and knowledge to make informed financial decisions

Who can help?
• Housing
• Children’s centres - healthy eating, budgeting and safety advice
• Wakefield Home Safety Scheme
• Wakefield Family Information Service

Social and community elements and resources, including education
Explores the wider context of an infant, child or young person’s neighbourhood and its impact on them, including local services and facilities available.

Impact on the infant, child or young person of the local area, including crime levels, availability and quality of shops, schools/colleges etc. This includes how well the child or young person fits in with neighbours, friends and others.

If needs are identified in this element the corresponding sections of the risk and resilience framework are...

Keeping Safe (risk awareness):
• To be able to discriminate between ‘safe’ and ‘unsafe’ situations

Loving Myself (self awareness):
• To be able to demonstrate feelings of belonging and acceptance in relation to my peers, my family and my community
• To understand the environment in which I am growing up and the effect this has on me

Getting Informed (information management):
• To be able to access and use information and services to meet needs
• To understand how the media presents information and the effect of this

Being Heard (effective communication):
• To be able to recognise and resist peer pressure

Who can help?
• Housing
• Children’s centres - healthy eating, budgeting and safety advice
• Wakefield Home Safety Scheme
• Wakefield Family Information Service
• Social and community elements and resources, including education

Explores the wider context of an infant, child or young person’s neighbourhood and its impact on them, including local services and facilities available.

Impact on the infant, child or young person of the local area, including crime levels, availability and quality of shops, schools/colleges etc. This includes how well the child or young person fits in with neighbours, friends and others.

If needs are identified in this element the corresponding sections of the risk and resilience framework are...
For further information contact:
The CAF Team, Unit 21, Greens Industrial Estate
Caldervale Road, Wakefield WF1 5PH
Tel: 01924 304914 E-mail: cafteam@wakefield.gov.uk
Web: www.wakefield.gov.uk/caf