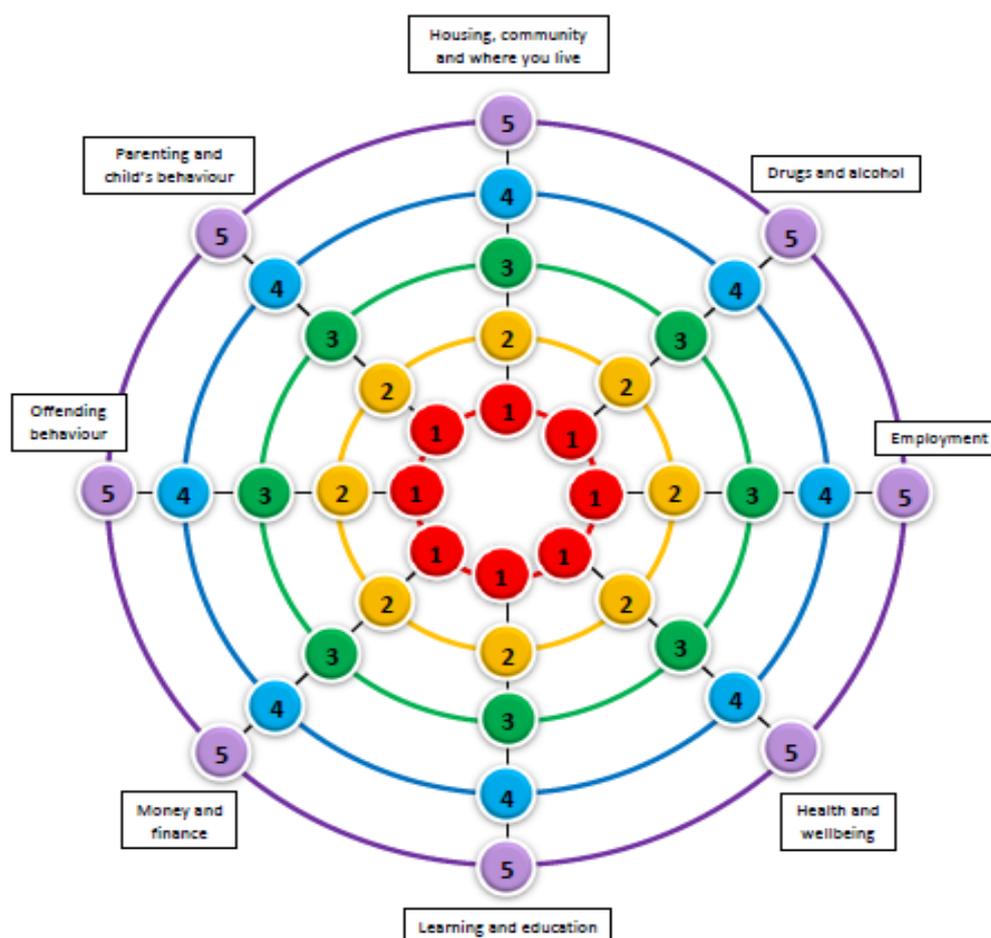


# Family Focus Discussion & Impact Tool



Developed by Family Focus Service  
City of York Council

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This tool was developed by the Family Focus Team to support discussions with families about areas of their life. Use of the tool will allow you and the family you are working with to have structured conversations in order to gain a benchmark for how they feel about their current situation and what they feel they may need support with.

Allow or support the family to read through these discussion points and score themselves from 1 to 5 (they can also use half points for example 3.5).

Encourage discussion between family members and yourself as to why they feel they should score themselves at that level. You may need to guide families if they are unsure of what score to choose or if there are issues you feel they need to consider differently when deciding their score.

Record these scores in the table provided on page 4 of the Family Early Help Assessment Document. The family can also record their score on the family wheel to provide them with a visual picture of their areas of strength and areas for improvement.

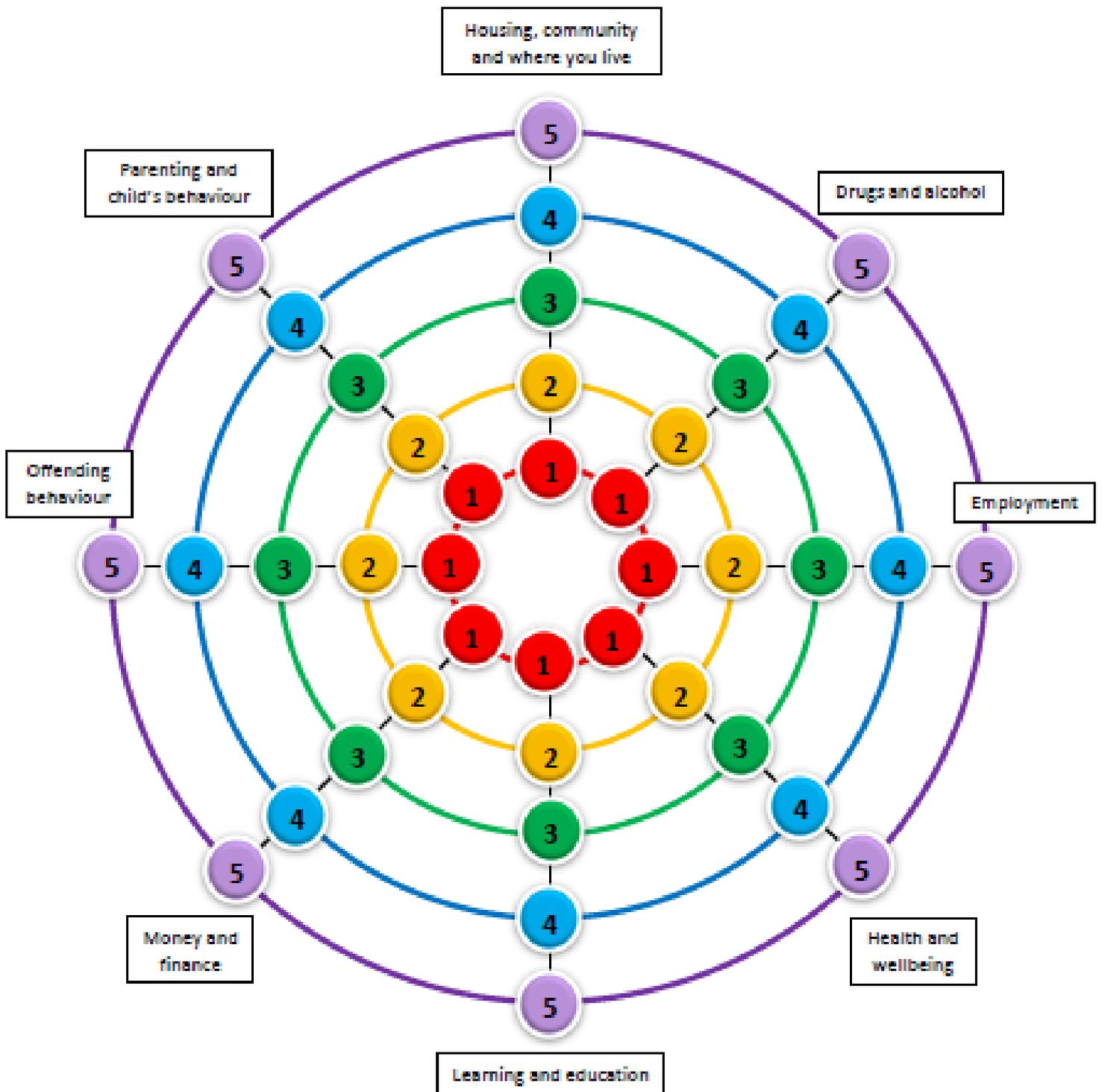
There is a table at the end of this document to help you understand where all the information you gather can be transferred to the FEHA document.

Revisit these scores at each Review/Team Around the Family meeting and ask the family to score themselves again, recording these details in the table provided on page 3 of the review document and again in a different colour on the family wheel.

If you require practical support to use this tool please don't hesitate to contact the Family Focus Team.

Further copies of this resource are available via the Yor-Ok website -

[http://www.yor-ok.org.uk/workforce/Concernedaboutachild/family\\_early\\_help\\_assessment\\_caf](http://www.yor-ok.org.uk/workforce/Concernedaboutachild/family_early_help_assessment_caf)



## HOUSING, COMMUNITY AND WHERE YOU LIVE.



5	<p>Happy in home. Satisfied with housing and area. Tenancy is secure. House is safe and meets families needs Area of choice, family feel safe in area. Access to transport links and can walk to local shops and amenities. Engages with services in the local community (ie: children's centre, health clinic, church). Would know where to go for support.</p>
4	<p>Lives in or has access to adequate housing. Rent or payment options can be met but are sometimes a concern. Family perceives the home and neighbourhood as safe. Likes area and feels fairly safe. Accessible transport links and local shops and amenities. Occasionally engages with some support services in the local community (children's centre, health clinic, church). Would know where to go for some types of support.</p>
3	<p>Payments for housing are difficult to make without financial support or assistance. Tenancy is secure for at least 6 months. Housing is not hazardous or unhealthy. Family feels neighbourhood is relatively safe. Have no strong feelings about the area but feel relatively safe most of the time. Access to transport links but cannot walk to all shops and amenities. Aware of services in the local community but doesn't always want to engage. Unclear on where to go for support.</p>
2	<p>Lives in temporary or transitional housing. Uncertain of where family will live in near future. Lives in unsafe, deteriorating or overcrowded housing. Finances for housing support of not routinely available. Doesn't really like area and doesn't really feel safe. Access to transport links is limited. Is aware of some local services (or limited services available) but chooses not to engage at this present time. Unclear where to go for support or advice.</p>
1	<p>Lives in dangerous conditions. Living in a hostel. Homeless or on the verge of homelessness. Has history of consistent homelessness. Unable to secure housing without extensive resources or help. Family's basic needs are not being met. Dislikes area (may have problems with neighbours or ASB) and feels unsafe. Chooses not to engage with the local community and may prefer to stay at home. Does not know where to go for support or advice. May feel at risk from the local community.</p>

## DRUGS AND ALCOHOL



5	<p>No concerns around alcohol consumption within the whole family. No drug use or issue. No concerns around children and substance misuse. May partake in social drinking occasionally (monthly or less). No drug issues in area.</p>
4	<p>No concerns around alcohol consumption within the family. No drug use or issue. Minor concerns around the children and substance misuse, but fears not based on evidence or experience. May partake in social drinking (twice per week). Minor drug use concerns in area.</p>
3	<p>No concerns around alcohol consumption within the family. No recent drug use (may have tried recreational drugs in the past) or issues. Some fears concerning children and substance misuse and would like advice on how to advise children in the future. May drink occasionally either socially or when stressed (three times per week). Minor concerns of drug use in the area.</p>
2	<p>Concerns about substance or alcohol misuse with the parent/carer or the family. Recent drug or alcohol use (may be in "maintenance" stage). Friendships with others involved with alcohol or substance misuse. Alcohol use of 4 times per week or more. Concerns around children and drug/alcohol misuse. Access to drugs in area. Seeks help and support/signposting.</p>
1	<p>Drug and alcohol use parent/carer, family member/friends. Neutralises addictions and behaviour. Reduced inhibitions and participates in risky behaviour. Addiction could be linked to crime. Children could be at risk of neglect. Not engaged with support services.</p>

## EMPLOYMENT



5	At least one parent is employed in a stable career of choice and or enjoyment. Has confidence in own skills and abilities. Is motivated and has aspirations. Welcomes further training, personal and professional development. Feels confident in ability to support family unit.
4	At least one parent currently or recently employed or unemployed by choice (not needed or feasible). Has a marketable skill. Employment potential for advancement. Learning or willing to learn new skills as needed to secure job. Feels confident in attending interviews, interview techniques and preparing CV. Motivated to work.
3	At least one parent working (or seeking employment) but would like to advance career. Has experience gained from voluntary or work placement. Learning or willing to learn new skills as needed. History of seasonal or temporary employment. Willing to attend interviews and apply for positions but may need guidance with interview techniques and preparing CV.
2	Minimum job skills and experience. History or performance problems at work. No career plans, lacks motivation. Unsure of their own skills. Would need support applying for jobs and interview techniques including how to dress for an interview.
1	Unemployed and not willing to looking for work. Is not looking to train or learn new skills to increase chances of finding work. No positive work history. Unable to work due to emotional/physical status.

## HEALTH AND WELL BEING



5	Registered with GP, dentist (and optician). Children's medical checks and immunisations up to date. No health issues or concerns. Family aware of healthy lifestyles and encourage exercise and physical activity. Cooks and prepares meals for self and family. Wellness needs are being met and there seems to be preventative care.
4	Adequate medical and physical care provided. Registered with GP, dentist (and optician). Children's medical checks and immunisations up to date. Health needs are being met as they occur. Any medical problems are being addressed. Cooks and prepares meals for self and family. Family participate in physical activities.
3	Family is not registered with either a dentist or GP (or both). Is able to cook and prepare meals for self and family but not always sure of healthy options. Health needs are not always met in a timely manner. Health issues noted, some of which are not being addressed at this present time.
2	Family is not registered with either a GP or dentist (or both). Prefers the 'easy option' when deciding what to feed the family (ie: ready made or take-way) but has very little idea or regard for what is healthy choice. Minimal attention to health needs. Unclear if children's checks and immunisations are up to date. Medical problems noted are severe, potentially harmful and not adequately supported.
1	Child(ren's) health is endangered. Medical problems and health needs are not being addressed; no care or support is being received. Lacks the ability or interest to cook for either self or family. No idea or regard for healthy choices. Home environment does not promote healthy living.

## LEARNING AND EDUCATION



5	Parents have positive attitude to learning. Sets children and themselves long range career and educational goals. Children have good school attendance and punctuality. Parents participate in school/educational activities. Children enjoy school and learning environment. Work set is complete and up to date. Learning needs identified and well supported. Parents want to engage in lifelong learning.
4	Family understand the importance of education. Want children to attend regularly and engage in learning process. Children have good school attendance and punctuality. Children enjoy school most of the time and complete work set with parental support. Learning needs are identified and supported. Parents willing to engage in life long learning.
3	Parents ensure that children attend school but evidence of occasional unauthorised absence. Engage with school when necessary. Can set and pursue goals with assistance. Children will attend school and enjoy it sometimes. Needs guidance on work set. May have some behavioural/concentration issues.
2	Parents have little or no formal education. Resists communicating with school but will if pushed. Children's attendance is sporadic and some issues with truancy. Children not meeting educational potential. Behaviour issues evident.
1	Parent has a very negative experience of own school days. See no value in formal education. There is not evidence of learning support in the home. Do not engage with school at any level. Children have persistent no attendance (below 85%). Numerous unauthorised absences and truancy. Behaviour issues that raise concern. Unsure where the children are in the day.

## MONEY AND FINANCE



5	<p>Handles finances well. Knows how to budget. Has a bank account. Sufficient income to meet needs and allow for 'extras' and/or can save money. Keeps track of expenditure. Reliable source of income. Aware of all benefit entitlements. Consistently pays bills on time. Sufficient income to meet basic needs (food, clothing, and shelter). No debt. Possesses problem solving skills.</p>
4	<p>Deals with financial issues but not always sure how to budget. Has bank account. Sufficient income to meet needs and allow attempts to save money for 'extras'. Effective budgeting. Reliable source of income. Aware of all benefit entitlements. Typically pays bills on time. Posses some problem solving skills. Sufficient income to meet basic needs (food, clothing, and shelter).</p>
3	<p>Has some difficulty with financial issues (credit, budgeting and debt). Is able to open a bank account and seek advice on financial issues. Recognises when things are becoming a problem. Receives minimum adequate income via regular wage or benefit entitlement. Is not able to save money. Occasionally misses payment deadlines. No budget plans in place. Uses credit (ie: catalogues, credit cards) to meet some needs. Evidence of debt.</p>
2	<p>Occasionally able to meet basic needs. Income or benefits entitlement not sufficient to cover mortgage/rent resulting in shortfall that cannot always be met. No credit or poor credit and/or overwhelming debt. Relies on others for financial assistance. Outgoings exceed income. Is unclear how to budget. Financial difficulties (debt, credit and budgeting). Could open a bank account. Limited problem solving skills.</p>
1	<p>Little or no money and cannot meet basic needs, without the knowledge to budget. Income and/or benefit entitlement not sufficient to cover mortgage/rent resulting in a shortfall that cannot be met - arrears occurring. Has no idea how to manage money coming into the home. Is not able to pay bills and has escalating debt. Has had a legal problem due to finances (ie: CCJ's, fines and eviction). Lacks any problem solving skills.</p>

**ANTI-SOCIAL BEHAVIOUR, OFFENDING BEHAVIOUR  
& DOMESTIC VIOLENCE (VICTIM OR PERPETRATOR)**

Definitions outlined in Crime/ASB Annex



<b>5</b>	<p>Family members have no experience of crime/DV as perpetrators or victims. Family or friends have never been involved in crime/DV. Children have not been affected in any way by crime/DV. None of the family participates/undertakes in risky behaviours.</p>
<b>4</b>	<p>Family members have very limited experience of crime/DV as perpetrators or victims or has offended in the past. Children have not been affected by crime/DV. None of the family participates/undertakes in risky behaviours. Family and friends are not involved in crime.</p>
<b>3</b>	<p>Family members have some experience of crime/DV as a victim or have offended in the past. Doesn't undertake risky behaviour but have family members or friends that are either in prison or involved in minor criminal activity.</p>
<b>2</b>	<p>Family members have experience of crime/DV as a perpetrator or victim in recent past. May still be known to Police or Probation Services - orders, tags or licence. Victims may be receiving support already from services i.e. IDAS, NSPCC etc. Occasionally undertakes risky behaviours. Has a friend or family either in prison or known for criminal activity.</p>
<b>1</b>	<p>Is currently a victim or perpetrator of crime/DV or is involved in ASB/offending behaviour. Family member is in prison or due for release or have criminal involvement. Known to Police, Probation, ASB or Youth Offending Teams. Has limited or no victim awareness, neutralises own behaviour. Will undertake risky behaviour. Family are/have been affected by crime/DV.</p>

## PARENTING AND CHILD BEHAVIOUR



5	<p>Consistent, observable, age appropriate parenting evident. Enjoys being a parent and seems confident. Understands children's needs and provides accordingly Clear boundaries, routines and appropriate discipline strategies set for children. Children are loved and shown affection.</p>
4	<p>Reasonably consistent, age appropriate parenting evident. Appears to understand children's needs and attempts to meet them. Parent is able to set boundaries and practices discipline strategies. Children are loved and shown affection. Some daily routine exists.</p>
3	<p>Inconsistent or ineffective discipline methods with unclear boundaries. Sometimes unsure of parenting role. Some understanding of children's needs or development. May have some inappropriate expectations of children. A few routines in the home. Children are loved and shown affection.</p>
2	<p>Inappropriate discipline methods with limited boundaries or guidance. Little understanding of children's development needs. Sometimes finds the parenting role a struggle. Some history of parenting problems. No routine or consistency evident</p>
1	<p>History of serious parenting problems. Discipline is rigid, harsh or extremely permissive. No understanding of children's development or needs. No boundaries or guidance. Parent is struggling and appears not to enjoy being a parent.</p>

## Where do I insert the information discussed using the family wheel into the Family Early Help Assessment document?

### 1. Housing, community and where you live

Record all this information in the 'family history and environmental factors' section.

### 2. Drugs and Alcohol

If pertaining to child usage, record in 'Pen picture of each child'

If pertaining to adult usage, record in 'Factors impacting on the parent/carer capacity'

### 3. Employment

Record this information in 'Family history and environmental factors' section.

### 4. Health and Wellbeing

If pertaining to child usage, record in 'Pen picture of each child'

If pertaining to adult usage, record in 'Factors impacting on the parent/carer capacity'

### 5. Learning and Education

If pertaining to child usage, record in 'Pen picture of each child'

If pertaining to adult usage, record in 'Factors impacting on the parent/carer capacity'

### 6. Money and Finance

Record this information in 'Family history and environmental factors' section.

### 7. Offending Behaviour

If pertaining to child usage, record in 'Pen picture of each child'

If pertaining to adult usage, record in 'Factors impacting on the parent/carer capacity'

### 8. Parenting and Child Behaviour

If pertaining to child usage, record in 'Pen picture of each child'

If pertaining to adult usage, record in 'Factors impacting on the parent/carer capacity'

### 9. Other

For any additional notes, you will need to consider where this info is best sited in the FEHA

## Crime/ASB Annex

Anti Social Behaviour\* (ASB) can include neighbour nuisance, failure to comply with tenancy agreements, noise nuisance etc

### **Domestic Violence (DV)**

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members<sup>1</sup> regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- psychological
- physical
- sexual
- financial
- emotional

**Controlling behaviour is:** a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

**Coercive behaviour is:** an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.'

The Government definition, which is not a legal definition, includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

Without the inclusion of coercive control in the definition of domestic violence and abuse, there may be occasions where domestic violence and abuse could be regarded as an isolated incident. As a result, it may be unclear to victims what counts as domestic violence and abuse – for example, it may be thought to include physical violence only. We know that the first incident reported to the police or other agencies is rarely the first incident to occur; often people have been subject to violence and abuse on multiple occasions before they seek help.

1. Family members are: mother, father, son, daughter, brother, sister & grandparents; directly-related, in-laws or step-family.





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