

Protective Caregivers Assessment

HSB/CSA Assessment Framework

In Relation to:

Child:

DOB:

Compiled by:

Date:

On Behalf of:

PROTECTIVE CAREGIVERS ASSESSMENT

Name of child / Young person	
DOB	
Address	
School	
Tel	
Disability	
Ethnicity	
Report completed by	
Service	
Agency address	

PROTECTIVE CAREGIVERS ASSESSMENT

Parent(s)/Carer(s)	
Parent/ Carer	
Relationship	
DOB	
Address	
Contact Number	
Disability	
Ethnic origin	
Court/Care Orders	
Parent/ Carer	
Relationship	
DOB	
Address	
Contact number	
Ethnic origin	
Court/Care Orders	

PROTECTIVE CAREGIVERS ASSESSMENT

Sibling(s)	
Child/ Young person's name	
Relationship	
DOB	
Address	
School	
Disability	
Ethnic origin	
Court/Care Orders	
CPP/CIN	
Child/ Young person's name	
Relationship	
DOB	
Address	
Disability	
Ethnic origin	
Court/Care Orders	
CPP/CIN	

PROTECTIVE CAREGIVERS ASSESSMENT

Details of person was harmed and who sexually harmed	
Name	
Relationship to subject	
DOB	
Address	
Disability	
Ethnic origin	
Court/Care Orders	
Outcomes for person	
Name	
Relationship to subject	
DOB	
Address	
Disability	
Ethnic origin	
Court/Care Orders	
Outcomes for person	

PROTECTIVE CAREGIVERS ASSESSMENT

Significant others – Non-professional	
Name	
Relationship	
DOB	
Address	
Disability	
Ethnic origin	
Court Orders	
CPR/CIN	
Name	
Relationship	
DOB	
Address	
Disability	
Ethnic origin	
Court Orders	
CPR/CIN	

PROTECTIVE CAREGIVERS ASSESSMENT

Significant others – Professional	
Name	
Role	
Address	
Contact Number	
Purpose of involvement	
Name	
Role	
Address	
Contact Number	
Purpose of involvement	
Name	
Role	
Address	
Contact Number	
Purpose of involvement	

A. Chronology of concerns around the discovery and disclosure of sexual abuse/harm

i) Response by the parent(s)/ carer(s) to initial signs of the sexual abuse/harm

- With benefit of hindsight can you identify any behaviour or changes in your child's behaviour that predated this disclosure that you may now feel are significant?
- How did you respond to your child's behaviour, what did you say and what did you do?
- Would you do anything differently now?

High Protective Factors - early identification of changes in child's behaviour to different situations places or people (hyper/hypo-vigilance), taking appropriate action exploring other potential causal factors.

Low Protective Factors - dismissive or disbelieving, avoidant, denial, minimising, overwhelmed, overreacting, dissociative, blaming the child, ambivalent or easily influenced by others.

ii) Response by the parent(s)/carer(s) to the actual disclosure.

- How did you hear about the sexual abuse/harm? (If the child told another safe adult – How did the parent come to hear? How did they react to the news and how did they raise it with their child?).
- What do you know about the sexual harm?
- How soon after the sexual harm where you told?
- How did you feel, what did you say and what did you do?
- How has this affected your relationship(s) with your child?

High Protective Factors - believing, measured, supportive, taking appropriate action, authoritative parenting response, child makes one or few disclosures soon after the sexual harm, is heard and believed with early initiation of protective action, aware of own personal impact of the abuse but able to remain focussed on the child.

Low Protective Factors - disbelief, blaming, incapacitated by own reaction, avoidant, minimising, rationalization and overreaction, authoritarian or permissive parenting response, child makes numerous disclosures to numerous people with no or slow protective action.

PROTECTIVE CAREGIVERS ASSESSMENT

ANALYSIS GRID a) Chronology of concerns around the discovery and disclosure of the sexual harm

3 High Protective Factors	3 Low Protective Factors	3 Unknowns		
i) Response by the parent(s)/ carer(s) to initial signs of the sexual harm. • • •	i) • • •	i) • • •		
ii) Response by the parent(s)/ carer(s) to the actual disclosure • • •	ii) • • •	ii) • • •		
Evidence				
<ul style="list-style-type: none"> • High Protective Factors • Low Protective Factors • Unknown 				
Protective Factors Continuum				
1 (Low)	2	3	4	5 (High)

B. Response of the parent(s)/ carer(s) to the person who sexually abused/harmed

i) Relationship with the person who sexually abused/harmed

- Who was the person who sexually abused/harmed and what if any is their relationship to you?
- How long have you known this person?
- Was the person who sexually abused/harmed in a position of trust?
- Did you /or have you ever had any concerns about the behaviour of the person who sexually abused/harmed either to you or others and if so what did you do?

High Protective Factors - sense of personal identity, integrity, responsibility, having personal autonomy, prior positive relationship, equality in the relationship, ability to reflect on concerns (If child; positive parenting style, good boundaries and limits)

Low Protective Factors - enmeshed, chaotic, emotionally dependent, financially dependent, split loyalties (including harm by a sibling), negative parenting style, domestic abuse. (Isolated from family, friends, work or work colleagues, controlled, threatened, violence etc).

ii) Feelings toward the person who sexually abused/harmed

- How did you feel toward the person who sexually harmed at the time of disclosure?
- How do you feel towards the person who sexually harmed now?
- Is there a difference between how you feel toward the person who sexually harmed and their behaviour?

High Protective Factors - balanced, places appropriate responsibility with the alleged abuser, can understand the child's ambivalence or mixed feelings/loyalties toward the person who abused/harmed them but can safely contain these feelings, shows a willingness to listen and support change, tenacious.

Low Protective Factors - revengeful, naïve, collusive, enmeshed, denial, minimising, inappropriately shielding/supportive of the person who sexually abused/harmed, bolshie.

iii) Contact with the person who sexually abused/harmed

- How much and what type of contact have you/your child(ren) had with the person who sexually abused/harmed since?
- When and what type of contact do you envisage for the future, if any?

High Protective Factors - ability to measure and interpret risk, protective, encouraging, open, measured and responsive, appreciation of and ability to prioritise child(ren)'s needs, supportive of child(ren), understands child(ren)'s, anxieties, mixed feelings/loyalties and appropriate consideration of contact issues.

Low Protective Factors - easily manipulated, unrealistic, lacks personal autonomy, dependent, fearful of abuser, blames others, keeps secrets, allows contact without understanding the risks or minimises the risks or allows the child with mixed feelings to decide on whether to have contact, denial of the severity of the behaviour(s), obstructive, uncooperative, problematic, inflexible, immovable.

PROTECTIVE CAREGIVERS ASSESSMENT

ANALYSIS GRID b) Response of the parent(s)/carer(s) to the person who sexually abused/harmed

3 High Protective Factors	3 Low Protective Factors	3 Unknowns
i) Relationship with the person who sexually harmed. • • •	i) • • •	i) • • •
ii) Feelings toward the person who sexually harmed. • • •	ii) • • •	ii) • • •
iii) Contact with the person who sexually harmed • • •	iii) • • •	iii) • • •

Evidence
<ul style="list-style-type: none"> • High Protective Factors • Low Protective Factors • Unknown

Protective Factors Continuum				
1 (Low)	2	3	4	5 (High)

C. Services received to date

i) Services previously accessed

- What previous services have you or your family accessed?
- What was helpful and what was unhelpful?
- Did you find resolution?

High Protective Factors - accessed and made effective use of appropriate services, ability to work in partnership, understanding of the benefits of support, appropriate closures, realistic expectation of agency provision, ability to engage in interventions and processes and cope with planned endings.

Low Protective Factors - over-dependency, dismissive/minimising of needs, multiple and/or unnecessary overlapping of similar services, non-engagement or chaotic attendance, demonstrates immovable ability to change, unrealistic expectations of others and unsupportive of police, youth justice, educative, health or social provision. They may be passive-aggressive or demonstrate disguised/false-compliance (non-compliance).

PROTECTIVE CAREGIVERS ASSESSMENT

ANALYSIS GRID c) Services received				
3 High Protective Factors	3 Low Protective Factors	3 Unknowns		
i) Services previously accessed. • • •	i) • • •	i) • • •		
Evidence				
<ul style="list-style-type: none"> • High Protective Factors • Low Protective Factors • Unknown 				
Protective Factors Continuum				
1 (Low)	2	3	4	5 (High)

D. Family composition and relationships

i) Couple relationship if relevant

- How would you describe your partner? (What are their strengths/weaknesses?)
- How would you describe your relationship?
- How do you manage disagreement/conflict?
- How would others describe your relationship? (friends/extended family/children)

High Protective Factors - sustained complementary, ability to work together, trusting, supportive, communicative, able to resolve conflict warm and nurturing, marital (relationship) satisfaction, recognition of child(ren)'s and own needs.

Low Factors - lacks continuity, domestic harm, lacks support, places own needs above the child(ren), stereotyped gender roles/unreasonable expectations, separated but enmeshed and evidence of power differentials.

ii) Child-parent relationship

- How would you describe your child(ren)?
- How would you describe your relationship?
- How would your child(ren) describe your relationship?
- How would others describe your relationship? (Siblings/partner friends extended family)
- How do you manage disagreements/conflict?
- What do you do when your child(ren) are...? (Angry/upset/happy/oppositional/affectionate)

High Protective Factors – child(ren)'s needs paramount, realistic expectations, loving/nurturing; trusting authoritative parenting style (includes good supervision and monitoring of the child(ren)), positive evidence of the child(ren) around the house and in the description, compassionate.

Low Protective Factors - distant, detached, unsupportive, low warmth high criticism, unclear boundaries around touch and privacy, prior maltreatment concerns, medical/disability issues affecting the child(ren) and/or highly authoritarian to neglectfully intolerant parenting styles.

iii) Sibling relationships (no identified sibling sexual harm)

- How would you describe the relationships between your children?
- How would your child describe their relationships with siblings?
- How do your children interact with each other?
- Are there any particular concerns that you have?
- Where are the loyalties/conflicts between your children? Can you give examples?
- Do any of the siblings know about the sexual harm?
- What do they know?
- How did they respond to this information?

NB: where sibling sexual abuse take into consideration if the victim has received specialist CSA Recovery work

High Protective Factors - general ability to demonstrate warmth, concern, face adversity together/cohesion, structure and boundaries.

Low Protective factors - includes physical, sexual abuse/harm and bullying, dismissive, blame, isolated, disbelief, reprisals, split loyalties and division.

iv) Extended relationships including adults and peers.

- Who in your network knows about the sexual abuse/harm?
- What has been their response?
- Why do they know/not know?
- How has this impacted on relationships in the family?
- How does this situation mirror previous chaos/conflict/trauma/crisis?

High Protective Factors - wider supportive but separate networks (social, employment and extended familial), continuity/ability to maintain consistent relationships, appropriate limits on who is made aware of the sexual abuse/harm.

Low Protective Factors - interfering, acrimonious, enmeshed or uncontained relationships or socially isolated rigid patterns of interaction,

PROTECTIVE CAREGIVERS ASSESSMENT

perhaps involved, parental domestic harm, abuse, alcohol or substance misuse, mental health issues (chaotic or chronic).

ANALYSIS GRID d) Family Composition and Relationships				
3 High Protective Factors	3 Low Protective Factors	3 Unknowns		
i) Couple relationship if relevant. • • •	i) • • •	i) • • •		
ii) Child-Parent relationship. • • •	ii) • • •	ii) • • •		
iii) Sibling relationships. • • •	iii) • • •	iii) • • •		
iv) Extended relationships including adults and peers. • • •	iv) • • •	iv) • • •		
Evidence				
<ul style="list-style-type: none"> • High Protective Factors • Low Protective Factors • Unknown 				
Protective Factors Continuum				
1 (Low)	2	3	4	5 (High)

E. Family Circumstances

i) Past couple relationships

- How many previous significant relationships have you had?
- Are there any children in the current family structure as a result of these previous relationships?
- Do you/your child(ren) have any contact with these previous partners?
- How would you/your child(ren) describe the nature of this/these relationship(s)?

High Protective Factors - healthy sustained/stable/mutual relationships with family and partners, mutually fulfilling and emotionally satisfying, the ability to end inappropriate/harmful relationships.

Low Protective Factors - multiple partners/inability to maintain appropriate relationships, violent unpredictable and abusive, indiscriminate in selection of sexual partners, ongoing extramarital affairs, DV/DA, also, limited experience of relationships, isolated and dependant.

ii) Experiences of separation, abandonment, loss, trauma, domestic abuse and personal childhood abuse.

- What experiences of adversity have you faced in your life?
- How were they resolved?
- What consequences do they have for you/others now?

High Protective Factors - absence of above, or appropriate resolution, disclosed abuse close to the event and was believed and protected, strength and resiliency, positive internal working model of care-giving/care-receiving relationships.

Low Protective Factors - unresolved or ongoing issues, long childhood history of abuse, trauma(s) and trauma in later life, multiple childhood transitions, bereavement and loss, hyper-vigilance, dissociative coping strategies, enmeshed relationships, trauma symptoms and evidence of skewed attachment patterns.

iii) Current employment and financial circumstances

- Are you/your partner currently employed?
- What do you/partner do?
- How long have you/partner been in your current employment?
- How would you/partner describe job satisfaction?
- Do your/your partners financial circumstances cause you stress/anxiety?
- Are you financially dependent on your partner/ what impact does this have on you?
- Has there been a financial consequence as a result of the sexual abuse/harm?

High Protective Factors - job satisfaction and security, stable employment history, financially independent and secure or sound financial management, empathic employer.

Low Protective Factors - unemployed or ad-hoc employment with chronic financial problems and significant debt. Financial dependence on a partner, being kept pregnant (rather than choosing to be pregnant) and lack of financial autonomy are also of concern.

iv) Capacity to protect.

- What rules and boundaries do you have in respect of your children?
- Do you/your partner agree on these boundaries?
- If not how do they differ?
- What impact do these differences have?
- How do you maintain these boundaries?
- How do you negotiate changes in these boundaries?
- Have they changed as a response to the sexual abuse/harm?
- How confident about your child's future safety are you?

High Protective Factors - appropriate and consistent boundaries, reasonable management by one or both parents, cognitive and physical ability and emotional availability, evidence of love and nurture, resourceful, close network of family and friends.

Low Protective Factors - overwhelmed by previous or current personal experiences, limited capacity to identify potential harm and respond accordingly, history of involvement with child protective agencies, emotionally distant, disguised/false compliance, lack of support or acceptance of support.

v) Parent(s)/carer(s) comprehension of the totality of the sexual harm/nature of the sexual harm.

- What is your/your partners understanding of what happened?
- Where has, this understanding come from?
- Does this differ from what your child has said?
- What have the consequences been for you and your child as a result of the sexual harm?
- What has changed as a result of the sexual harm?

High Protective Factors - knowledge about; impact on the child and family, behaviour, empathic and attuned to child(ren)'s needs. Ability to see individual need and impact, seek appropriate help, support and advice.

Low Protective Factors - presumptions, assumptions, denial, dismissive, avoidant of agency support, minimising, misattribution of blame or responsibility.

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ANALYSIS GRID e) Family circumstances				
3 High Protective Factors	3 Low Protective Factors	3 Unknowns		
i) Past couple relationship. • • •	i) • • •	i) • • •		
ii) Experience of loss, trauma etc. • • •	ii) • • •	ii) • • •		
iii) Current employment etc. • • •	iii) • • •	iii) • • •		
iv) Capacity to protect. • • •	iv) • • •	iv) • • •		
v) Carer(s) comprehension • • •	v) • • •	v) • • •		
Evidence				
<ul style="list-style-type: none"> • High Protective Factors • Low Protective Factors • Unknown 				
Protective Factors Continuum				
1 (Low)	2	3	4	5 (High)

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F. Child development and individual experiences

i) Early history, temperament and attachment

- Were there any significant difficulties around the time of the birth?
- Were there any periods of significant separation between you and your child(ren)?
- How many transitions have your child(ren) experienced? (Home, school, family composition).
- Describe your child(ren) when s/he was a baby/toddler (demeanour, ability to respond to you/others e.g. carer(s), nursery, playgroup etc).
- How did your child(ren) cope with family boundaries/rules?
- What happened when your child(ren) broke family boundaries/rules?

High Protective Factors - positive bond with at least one care-giver (strong secure attachment/positive 'Internal Working Model' of care giving/receiving relationships), strong peer relationships and familial/social networks, experience of clear boundaries, routines, stability and continuity, has a positive demeanour, ability to stay focussed and adapts well to new situations.

Low Protective Factors - chronic poverty, family instability/chaotic families, frequent moves or multiple carers, disruptive attachment, poor response to previous trauma or abuse, socially isolated, poor attention, poor comprehension, emotional illiteracy, experience of significant parental substance use that negatively impacts on parent/child interaction.

ii) Health and physical development

- Do you have or have you had any concerns about your child(ren)'s health or development?
- Why do you think your child(ren)'s health or development is like it is?
- Has your child seen any health or social welfare professionals (general practitioner, paediatrician, health visitor, dentist, optician, language/speech therapists, therapists, educational or clinical psychologists or psychiatrists) and is this ongoing?
- What were their views on your child(ren) and did you agree with them?

High Protective Factors - needs appropriately met; balanced diet, physical development within appropriate parameters. Global developmental milestones met.

Low Protective Factors - vulnerability to abuse, global/developmental delay, child(ren)'s intellectual disability (disability may be a contributory factor that increases a child's potential vulnerability or susceptibility).

iii) Emotional well-being

- How able is your child(ren) in identifying, articulating and communicating emotional state?
- How expressive is your child(ren) with you or others?
- How expressive is your family?
- How able is your child(ren) to identify and respond appropriately to the emotional states of others?
- How does your child(ren) see themselves?

High Protective Factors - emotional needs met within emotionally literate family, empathic attunement, good peer and family relationships, appropriately demonstrative, good sense of self and high self-esteem. Demonstrates an ability to negotiate adversity.

Low Protective Factors - low warmth high criticism, emotionally detached, passive/distant parenting style, emotional needs not expressed or met, isolated, lacks resilience, inappropriately dependent.

iv) School History and education

- How happy is your child(ren) at school?
- Does your child(ren) feel they belong in their school?
- How important is education to your child(ren)?
- How would your child(ren)'s teacher describe her/him?
- How settled is your child(ren) at school?
- How does your child(ren) cope with school routine and rules?
- How is your child(ren) attaining at school?
- How would your child(ren)'s peers describe him/her?
- Did the school have any previous concerns about your child(ren)?
- Do school know about this incident?

- How have school responded in relation to this incident?
- Have there been any changes in the child(ren)'s behaviour at school?

High Protective Factors - IQ - language and reasoning skills), EQ - stability and skills, consistency of school placement, positive teacher and peer relationships, motivated and strong peer networks.

Low Protective Factors – intellectual disability, oppositional, challenging, poor attendance, exclusion, bullying/bullied, poor attainment, subject to statementing procedure.

PROTECTIVE CAREGIVERS ASSESSMENT

ANALYSIS GRID f) Child Development and individual experiences				
3 High Protective Factors		3 Low Protective Factors		3 Unknowns
i) Early history/temperament/attachment. • • •		i) • • •		i) • • •
ii) Health and physical development. • • •		ii) • • •		ii) • • •
iii) Emotional well-being. • • •		iii) • • •		iii) • • •
iv) School history and education • • •		iv) • • •		iv) • • •
Evidence				
<ul style="list-style-type: none"> • High Protective Factors • Low Protective Factors • Unknown 				
Protective Factors Continuum				
1 (Low)	2	3	4	5 (High)

G. Child's presenting behaviours

i) Observed behaviours

- Has your child(ren)'s behaviour changed within the home/outside the home in any way since the sexually abuse/harmful incident?
- Can you describe these behaviours (e.g. emerging patterns i.e. triggers, frequency, physiological responses)?
- When did you notice them?
- How do they affect your child(ren)?
- How do they affect you/your family?
- How do they affect school?
- How did they affect the community?
- What would you like to happen next?

High Protective Factors - behaviours have been noticed, concern is shown for the child(ren), behaviours are seen as an understandable reaction to a abuse/harmful event, the child(ren) can regulate behaviour (doesn't dissociate or avoid) and tolerate others. Parent(s)/carer(s) helps child(ren) manage the experience/feelings, fewer behaviours are present and the behaviours are manageable. The child(ren) makes few disclosures and is heard, the child(ren) is/are able to describe how the person who harmed attempted to keep them from telling.

Low Protective Factors – child(ren) has a number of presenting behaviours or behaviours that are deep-seated that indicate a risk to self or risk to others (hyper/hypo-vigilance). The behaviours isolate the child(ren) and/or increase the child(ren)'s vulnerability. The child(ren) demonstrates skewed beliefs about the sexual abuse/harm (blames self/ identifies with the abuser/self-harm, suicidal ideations) and/or the parent(s)/carer(s) reinforces those beliefs. The parent(s)/ carer(s) sees the behaviour simply as bad rather than a cry for help. The child makes numerous disclosures to many people and no action is taken.

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ANALYSIS GRID g) Child's presenting behaviours				
3 High Protective Factors		3 Low Protective Factors		3 Unknowns
i) Observed behaviours.		i)		i)
•		•		•
•		•		•
•		•		•
Evidence				
<ul style="list-style-type: none"> • High Protective Factors • Low Protective Factors • Unknown 				
Protective Factors Continuum				
1 (Low)	2	3	4	5 (High)

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