# **Resilience and Vulnerability Tool (do NOT attach to the Child’s Assessment)**

Active, affectionate, good-natured

Alert, responsive, self-confident, sociable

Secure attachment experience

Affectionate bonds within close family

Coping skills and able to ask for support

Dependent, outgoing, good communication

Positive self-concept

Reliable emotional support on hand

Good parenting and parental supervision

Ability to deal with change

Feeling of belonging- to a family, a community

One supportive adult

Validating child’s talents, interests and achievement

Support to parents suffering from depression, etc.

Support to individual children at times of stress

Wider family support, e.g. grandparents

Community resources to combat racism and other forms of exclusion, e.g. school

Help to make sense of adversity - develop a lift script

Identification of family need and support

Therapeutic help for adults and children following loss or bereavement

**Resilience**

Characteristics that enhance normal development under difficult conditions

**Adversity**

Life events or circumstances posing a threat to healthy development

**Protective Environment**

Factors in the child’s environment acting as buffers to the negative effects of adverse experience

Parental depression or parental problems

Racism or bullying within the community and/or family

Marital / relationship discord

Divorce or separation that is poorly handled

Domestic violence

Refugee or asylum status

Traumatic experiences

Physical and emotional abuse

Emotional neglect

Sexual abuse

Child born too soon or born of the ‘wrong sex’

Child resembles a hated partner or spouse

Child with developmental difficulties or disabilities

Child with perceived unusual temperament- e.g. very active or aggressive

Insecure attachment

Inconsistent/neglectful care

Scapegoated

History of abuse

No community resources or support groups, racism or other isolation factors

**Vulnerability**

Characteristics of the child, the family circle and wider community which might threaten or challenge healthy development

|  |
| --- |
| **SECTION 1: Vulnerability (tick/score as appropriate)** |
| 1 | Is the child under 5 years of age? |  |
| 2 | Does the child have a disability or significant or chronic illness?Please specify:  |  |
| 3 | Is there a history of abuse within the family? |  |
| 4 | Does the child present as fearful to any adult? |  |
| 5 | Is the child engaging in self-harm, substance misuse, or dangerous sexual or other risk taking behaviour? |  |
| 6 | Does the child have a poor attachment to a significant adult? |  |
| 7 | Are the family and /or child considered isolated? |  |
| 8 | Does the child have appropriate coping strategies? |  |
| 9 | Does family or child identify areas of vulnerability that are not included in the list above? If so please list: |  |
| 10 | Do the practitioners who know the child or family identify areas of vulnerability that are not included in the list above? If so please list: |  |

|  |
| --- |
| **SECTION 2: Resilience (tick/score as appropriate)**What are the factors relating to the child that increase their resilience? |
| **1** | Does the child have a strong attachment to a main carer giver? |  |
| **2** | Does the child have good self-esteem? |  |
| **3** | Is the child sociable and does he/she interact appropriately for his/her age and development? |  |
| **4** | Does the child have friends? |  |
| **5** | Does the child experience positive parenting? |  |
| **6** | Is the child/young person comfortable with their physical appearance?  |  |
| **7** | Does the child have talents and /or interests? |  |
| **8** | Does the child take part in play, leisure and/or sport activities |  |
| **9** | Does the child have a positive experience of nursery or school? |  |
| **10** | Does the family/child or involved practitioners identify areas of resilience that are not included in the list above? If so please list: |  |

|  |
| --- |
| **SECTION 3: Adversity (tick/score as appropriate)**What are the factors relating to the parent or care giver, and their environment that increases the risk to the child/young person? |
| **1** | Are there any previous or current safeguarding issues relating to any member of the family? If the issues are current please follow local safeguarding procedures.  |  |
| **2** | Are parents/carers experiencing relationship difficulties or domestic abuse?  |  |
| **3** | Are parent’s/carer’s ability to meet the child’s needs impaired due to mental illness, physical or learning disability?  |  |
| **4** | Are parents/carers experiencing a high level of stress? |  |
| **5** | Do parents/carers have unrealistic expectations of the child or act in a negative way towards them?  |  |
| **6** | Do parents/carers have a poor caring relationship with the child? |  |
| **7** | Do parents/carers have a substance misuse problem? |  |
| **8** | Is the parent/carer under 21 years? |  |
| **9** | Is the physical environment a cause for concern i.e. chaotic, hazardous, unsafe or overly sanitised where the child’s needs are not recognised? |  |
| **10** | Does the family, child or involved practitioners identify areas of adversity that are not included in the list above? If so please list: |  |

|  |
| --- |
| **SECTION 4: Protective Environment (tick/score as appropriate)**What are the factors relating to the parent/carer and their environment that protect the child and decrease the risk? |
| **1** | Is the parent/carer supportive of the child? |  |
| **2** | Does the parent/carer respond appropriately to the child’s physical needs? |  |
| **3** | Does the parent/carer respond appropriately to the child’s emotional needs? |  |
| **4** | Is the parent/carer willing to engage meaningfully in planning for the child? |  |
| **5** | Does the parent/carer understand the need for change? |  |
| **6** | Is the parent/carer confident that the family can make any necessary changes?  |  |
| **7** | Does the family have good networks and relationships in their extended family and or community who will help to support the child? |  |
| **8** | Does the child benefit from a positive school environment?  |  |
| **9** | Does family or child identify areas of strength which they can evidence and that are not included in the list above? If so please list: |  |
| **10** | Do the practitioners who know the child or family identify areas of strengths that are not included in the list above? If so please list: |  |

|  |
| --- |
| **Analysis:**What does this mean for the child? Don’t just rely on a raw ‘score’, think and reflect on the specific answers to the questions above. How can resilience and the protective environment be further strengthened? |
| Resilience10Protective environment10Adversity100Vulnerability10 |