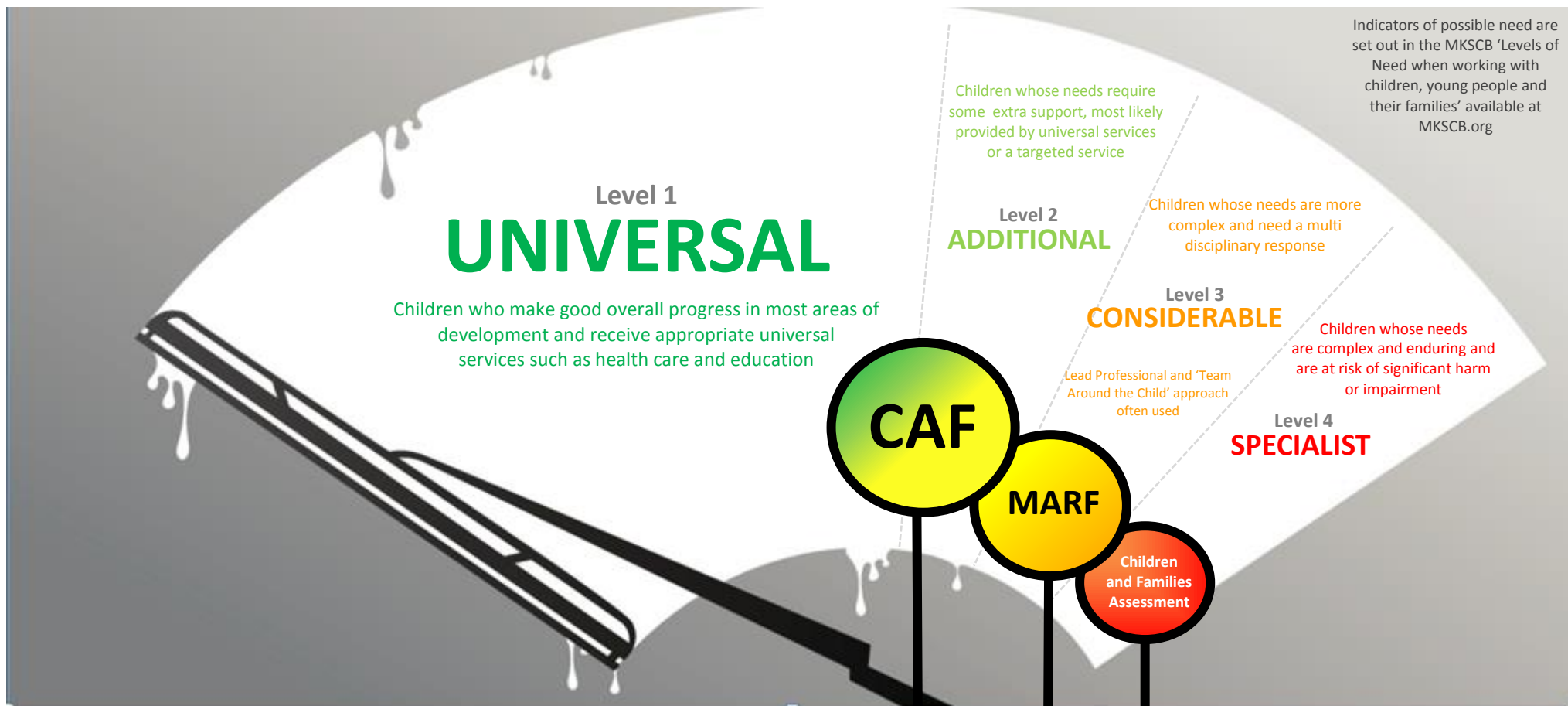


# The Milton Keynes Effective Support 'Windscreen'



When children are not achieving all their outcomes the **Common Assessment Form (CAF)** can be used to assess and plan for the child's needs at Level 1 or 2.

To have a child's needs assessed to see if they have reached Level 3 or 4, complete a **Multi Agency Referral Form (MARF)** and send it to the MASH. A copy of the CAF will be needed to make a decision about what extra support might be needed, which could be support from the Children and Families Practice or children's social care.

If there is a need for a statutory assessment (called a **Children and Families Assessment**), the MASH will ensure one is undertaken. This could lead to a child being made subject to a child protection plan or being deemed a 'child in need' or in taken into the care of the local authority.

## If unsure, consult

If you are concerned about the welfare of a child then contact the MASH on  
 01908 253169

999 if an immediate risk

# Level 1

**UNIVERSAL NEEDS:** Children who make good overall progress in most areas of development and receive appropriate universal services, such as health care and education. They may also use leisure and play facilities or voluntary sector services.

DEVELOPMENT OF THE BABY OR CHILD		PARENTS & CARERS	FAMILY & ENVIRONMENT ELEMENTS
<p><b>Health</b></p> <ul style="list-style-type: none"> <li>Physically well</li> <li>Nutritious diet</li> <li>Adequate hygiene and dress</li> <li>Developmental and health checks and immunisations up to date</li> <li>Developmental milestones &amp; motor skills appropriate</li> <li>Good height/weight</li> <li>Sexual activity appropriate for age</li> <li>Good mental health</li> </ul>	<p><b>Identity and self-esteem</b></p> <ul style="list-style-type: none"> <li>Positive sense of self and abilities</li> <li>Sense of belonging and acceptance by others</li> <li>Confident in social situations</li> <li>Can discriminate between safe and unsafe contacts</li> </ul> <p><b>Family and social relationships</b></p> <ul style="list-style-type: none"> <li>Stable and affectionate relationships with carers</li> <li>Good relationships with siblings and peers</li> <li>Developing independent and self care skills</li> </ul>	<p><b>Basic care, safety and protection</b></p> <ul style="list-style-type: none"> <li>Provide for child's physical needs, <i>e.g.</i> food, drink, appropriate clothing, medical and dental care</li> <li>Protection from danger or significant harm, in the home and elsewhere</li> </ul> <p><b>Emotional warmth and stability</b></p> <ul style="list-style-type: none"> <li>Shows warm regard, praise and encouragement</li> <li>Ensures stable relationships</li> <li>Provides consistency of emotional warmth over time</li> </ul> <p><b>Guidance, boundaries and stimulation</b></p> <ul style="list-style-type: none"> <li>Encourages learning and development through interaction and play</li> <li>Enables child/young person to experience success</li> <li>Ensure the child can develop a sense of right and wrong</li> <li>Child/young person accesses leisure facilities as appropriate to age and interests</li> </ul>	<p><b>Family functioning and well-being</b></p> <ul style="list-style-type: none"> <li>Good relationships within family, including when parents are separated</li> <li>Sense of wider family, friends and community, networks</li> </ul> <p><b>Housing, work and income</b></p> <ul style="list-style-type: none"> <li>Accommodation has basic amenities and appropriate facilities, and can meet family needs</li> <li>Parents/carers able to manage the working or unemployment arrangements</li> <li>Managing budget to meet individual needs</li> </ul> <p><b>Social and community including education</b></p> <ul style="list-style-type: none"> <li>Family feels part of the community</li> <li>Good social and friendship networks exists</li> <li>Community is generally supportive of families with children/young people</li> </ul>
<p><b>Emotional development</b></p> <ul style="list-style-type: none"> <li>Good quality early attachments</li> <li>Able to adapt to change</li> <li>Able to understand others' feelings</li> </ul>	<p><b>Learning</b></p> <ul style="list-style-type: none"> <li>Access to books and toys</li> <li>Acquires a wide range of skills and interests</li> <li>Enjoys and participates in learning activities</li> <li>Has experiences of success and achievement</li> <li>Sound links between home and school</li> <li>Planning for career and adult life</li> </ul>		
<p><b>Behavioural developments</b></p> <ul style="list-style-type: none"> <li>Takes responsibility for own behaviour</li> <li>Responds appropriately to boundaries and constructive guidance</li> <li>Plays positively</li> </ul>			

# Level 2

**ADDITIONAL NEEDS:** Children whose needs require some extra support. A single universal or targeted service or two services are likely to be involved; there is not a 'team around the family' and a Lead Professional is not required.

DEVELOPMENT OF THE BABY OR CHILD		PARENTS AND CARERS	FAMILY AND ENVIRONMENT ELEMENTS
<p><b>Health</b></p> <ul style="list-style-type: none"> <li>Inadequate diet; <i>e.g.</i> no breakfast</li> <li>Missing immunisations/checks</li> <li>Child is susceptible to persistent minor health problems or accidents</li> <li>Slow in reaching developmental milestones</li> <li>Minor concerns re diet, hygiene, clothing</li> <li>Weight not increasing at rate expected, or obesity</li> <li>Dental care not sufficient</li> <li>Vulnerable to emotional problems, perhaps in response to life events such as parental separation <i>e.g.</i> child seems unduly anxious, angry or defiant</li> <li>Early sexual activity or awareness</li> <li>Experimenting with tobacco, alcohol or illegal drugs</li> <li>Frequent accidents or A &amp; E attendance or admissions to hospital</li> </ul> <p><b>Emotional development</b></p> <ul style="list-style-type: none"> <li>Some difficulties with</li> </ul>	<p><b>Identity and self-esteem</b></p> <ul style="list-style-type: none"> <li>Some insecurities around identity expressed <i>e.g.</i> low self-esteem</li> <li>May experience bullying around difference</li> <li>May be perpetrating bullying behaviour</li> <li>Child can be over friendly or withdrawn with strangers</li> <li>Child/young person provocative in behaviour/appearance <i>e.g.</i> inappropriately dressed for school</li> </ul> <p><b>Family and social relationships</b></p> <ul style="list-style-type: none"> <li>Lack of positive role models</li> <li>Child has some difficulties sustaining relationships</li> <li>Unresolved issues arising from parents' separation, step parenting or bereavement</li> </ul> <p><b>Self-care skills and independence</b></p> <ul style="list-style-type: none"> <li>Disability limits amount of self-care possible</li> <li>Not always adequate self-care, <i>e.g.</i> poor hygiene</li> <li>Child slow to develop age-appropriate self-care skills</li> </ul>	<p><b>Basic care, safety and protection</b></p> <ul style="list-style-type: none"> <li>Basic care is not provided consistently</li> <li>Haphazard use of safety equipment <i>e.g.</i> fireguards</li> <li>Parent/carer engagement with services is poor</li> <li>Parent/carer requires advice on parenting issues</li> <li>Some concerns around child's physical needs being met</li> <li>Young, inexperienced parents</li> <li>Teenage pregnancy</li> <li>Inappropriate child care arrangements and/or too many carers</li> <li>Some exposure to dangerous situations in the home or community</li> <li>Unnecessary or frequent visits to doctor/casualty</li> <li>Parent/carer stresses starting to affect ability to ensure child's safety</li> </ul> <p><b>Emotional warmth and stability</b></p> <ul style="list-style-type: none"> <li>Inconsistent responses to child/young person by parent/carer</li> <li>Parents struggling to have their own emotional needs met</li> <li>Child/young person not able to develop other positive relationships</li> </ul>	<p><b>Family functioning and well-being</b></p> <ul style="list-style-type: none"> <li>Parents/carers have some conflicts or difficulties that can involve the child/young person</li> <li>A child or young person has experienced loss of significant adult, <i>e.g.</i> through bereavement or separation</li> <li>Parent/carer has physical/mental health difficulties</li> <li>A child/young person is taking on a caring role in relation to their parent/carer, or is looking after younger siblings</li> <li>Privately fostered</li> <li>Adopted</li> <li>Limited friends and family support</li> <li>Child looked after by many different adults</li> </ul> <p><b>Housing, work and income</b></p> <ul style="list-style-type: none"> <li>Poor housing</li> <li>Some problems over basic facilities</li> <li>Family seeking asylum or refugees</li> <li>Periods of unemployment of parent/carer</li> <li>Parents/carers have limited formal education</li> <li>Low income</li> <li>Financial/debt problems</li> </ul> <p><b>Social and community including education</b></p> <ul style="list-style-type: none"> <li>Family new to the area or with limited contact with community members</li> <li>Some social exclusion or conflict</li> </ul>

<p>family relationships</p> <ul style="list-style-type: none"> <li>• Some difficulties with peer group relationships and with adults, <i>e.g.</i> 'clingy', anxious or withdrawn</li> <li>• Some evidence of inappropriate responses and actions</li> <li>• Starting to show difficulties expressing empathy</li> <li>• Limited engagement in play with others</li> </ul>	<p><b>Learning</b></p> <ul style="list-style-type: none"> <li>• Have some identified learning needs that result in a school level response</li> <li>• Language and communication difficulties</li> <li>• Poor punctuality/pattern of regular school absences</li> <li>• Not always engaged in play/learning, <i>e.g.</i> poor concentration</li> <li>• Not thought to be reaching his/her education potential</li> <li>• Reduced access to books/toys</li> <li>• Home-School links not well established</li> <li>• Limited evidence of progression planning</li> <li>• At risk of making poor decision about progression</li> <li>• Limited participation of young person in education, employment or training</li> </ul>	<ul style="list-style-type: none"> <li>• Child/young person's key relationships with family members not kept up</li> <li>• Starting to show difficulties with attachments</li> </ul>	<p>experiences; low tolerance</p> <ul style="list-style-type: none"> <li>• Community characterised by negativity towards children/young people</li> <li>• Difficulty accessing community facilities</li> </ul>
<p><b>Behavioural development</b></p> <ul style="list-style-type: none"> <li>• Not always able to understand how own actions impact on others</li> <li>• Finds accepting responsibility for own actions difficult</li> <li>• Responds inappropriately to boundaries and constructive guidance</li> <li>• Finds positive interaction difficult with peers in unstructured contexts</li> </ul>		<p><b>Guidance, boundaries and stimulation</b></p> <ul style="list-style-type: none"> <li>• Parent/carer offers inconsistent boundaries</li> <li>• Lack of routine in the home</li> <li>• Child/young person spends considerable time alone, <i>e.g.</i> watching television</li> <li>• Child/young person is not often exposed to new experiences; has limited access to leisure activities</li> <li>• Child/young person can behave in an anti-social way in the neighbourhood, <i>e.g.</i> petty crime</li> </ul>	

# Level 3

**CONSIDERABLE: Children whose needs are more complex. This refers to the range, depth or significance of needs. More than one service often needed, with a 'Team around the Family' and Lead Professional. Children and Families Practices often involved.**

DEVELOPMENT OF THE BABY OR CHILD		PARENTS AND CARERS	FAMILY AND ENVIRONMENT ELEMENTS
<p><b>Health</b></p> <ul style="list-style-type: none"> <li>Concerns re diet, hygiene, clothing</li> <li>Child has some chronic/recurring health problems; not treated, or badly managed</li> <li>Missing routine and non-routine health appointments</li> <li>Weight gain becoming a cause of concern – below 3<sup>rd</sup> centile</li> <li>Limited or restricted diet, e.g. no breakfast; no lunch money</li> <li>Concerns about developmental progress, e.g. overweight/underweight; bedwetting/soiling</li> <li>Developmental milestones are unlikely to be met</li> <li>Dental decay</li> <li>Smokes/ other regular substance misuse</li> <li>'Unsafe' sexual activity</li> <li>Learning significantly affected by health problems</li> <li>Significant speech language difficulties/delay or disordered development</li> <li>Child has significant disability</li> <li>Mental health issues emerging</li> </ul>	<ul style="list-style-type: none"> <li>Clothing is regularly unwashed or unsuitable</li> <li>Presentation (including hygiene) significantly impacts on all relationships</li> <li>Child lacks confidence or is watchful or wary of carers/people</li> <li>May be aggressive in behaviour/appearance</li> </ul> <p><b>Family and social relationships</b></p> <ul style="list-style-type: none"> <li>Relationships with carers characterised by inconsistencies</li> <li>Child has lack of positive role models</li> <li>Child appears to have undifferentiated attachments</li> <li>Misses school or leisure activities</li> <li>Involved in conflicts with peers/siblings</li> <li>Lack of friends/social network</li> <li>May have previously had periods of LA accommodation</li> <li>Concerns of absences from</li> </ul>	<p><b>Basic care safety and protection</b></p> <ul style="list-style-type: none"> <li>Parent/carer is struggling to provide adequate care</li> <li>Parents have found it difficult to care for previous child/young person</li> <li>Inappropriate care arrangements</li> <li>Instability and domestic violence in the home</li> <li>Parent's mental health problems or substance misuse significantly affect care of child/young person</li> <li>Non-compliance of parents/carers with services</li> <li>Practitioners have serious concerns</li> <li>Experiencing unsafe situations</li> <li>Child/young person caring for siblings/parent</li> <li>Child/young person perceived to be a problem by parents</li> <li>Child/young person may be subject to neglect</li> <li>Child/young person previously looked after by LA</li> </ul> <p><b>Emotional warmth and stability</b></p> <ul style="list-style-type: none"> <li>Child receives erratic or inconsistent care</li> <li>Child has episodes of poor</li> </ul>	<p><b>Family functioning and well-being</b></p> <ul style="list-style-type: none"> <li>Incidents of domestic violence between parents/carers</li> <li>Acrimonious divorce/separation</li> <li>Family has serious physical and mental health difficulties</li> <li>Family has poor relationship with extended family or little communication</li> <li>Family is socially isolated</li> </ul> <p><b>Housing, work and income</b></p> <ul style="list-style-type: none"> <li>Poor state of repair, temporary or overcrowded, or unsafe</li> <li>Living in interim accommodation</li> <li>Experiencing frequent moves</li> <li>Intentionally homeless</li> <li>Parents/carers experience stress due to unemployment or 'overworking'; may be impacting on other aspects of family life e.g. marital relationship</li> <li>Parents/carers find it difficult to obtain employment due to poor basic skills</li> <li>Serious debts/poverty impact on ability to have basic needs met</li> <li>Low income plus adverse additional factors e.g. up to borrowing limit of Social Care Fund</li> <li>Rent arrears put family at risk of eviction or proceedings initiated</li> </ul>

<p>e.g. conduct disorder; ADHD; anxiety; depression; eating disorder; self-harming</p> <ul style="list-style-type: none"> <li>• Frequent accidents</li> </ul>	<p>home without parental consent</p> <ul style="list-style-type: none"> <li>• *Emerging behaviours which could suggest CSE</li> </ul>	<p>quality care</p> <ul style="list-style-type: none"> <li>• Parental/carer instability/emotional needs affects capacity to nurture</li> <li>• Some relationship difficulties</li> <li>• Child has no other positive relationships</li> <li>• Child has multiple carers; may have no significant relationship to any of them</li> <li>• Child has been 'Looked After' by the LA</li> </ul>	<p><b>Social and community including education</b></p> <ul style="list-style-type: none"> <li>• Parents/carers socially excluded/isolated</li> <li>• Lack of a support network</li> <li>• Low community support for families</li> <li>• Acrimonious relationships within community</li> <li>• Poor quality access to universal and targeted services</li> <li>• Concerns expressed by others</li> </ul>
<p><b>Emotional development</b></p> <ul style="list-style-type: none"> <li>• Poor peer relationships difficulty sustaining relationships</li> <li>• Child/young person finds it difficult to cope with or express emotions e.g. anger, frustration, sadness, grief</li> <li>• Sexualised behaviour</li> <li>• Significant difficulties with managing change</li> <li>• Child appears regularly anxious, stressed or phobic</li> <li>• Caring responsibilities affecting development</li> </ul>	<p><b>Self-care skills and independence</b></p> <ul style="list-style-type: none"> <li>• Disability prevents self-care in a significant range of tasks</li> <li>• Child takes little or no responsibility for self-care tasks compared with peers</li> <li>• Child lacks a sense of safety and often puts him/herself in danger</li> <li>• Child is main carer for family member</li> </ul>	<p><b>Guidance, boundaries and stimulation</b></p> <ul style="list-style-type: none"> <li>• Erratic or inadequate guidance provided</li> <li>• Parents struggle/refuse to set effective boundaries e.g. too loose/tight/physical chastisement</li> <li>• Child/young person behaves in anti-social way in the neighbourhood</li> <li>• Parent/carer does not offer a good role model, e.g. by behaving in an anti-social way</li> <li>• Child not receiving positive stimulation, with lack of new experiences or activities</li> <li>• Child/young person under undue parental pressure to achieve/aspire</li> </ul>	
<p><b>Behavioural development</b></p> <ul style="list-style-type: none"> <li>• Does not accept responsibility for own actions; finds it hard to understand how own actions impact on others or learn from consequences</li> <li>• Disruptive/challenging behaviour at school, home or in the neighbourhood</li> <li>• Starting to commit offences/re-offend</li> <li>• Interacts negatively with peers in learning and play contexts</li> <li>• Child/young person is</li> </ul>	<p><b>Learning</b></p> <ul style="list-style-type: none"> <li>• Identified learning needs that are being addressed at school level.</li> <li>• Regular underachievement causing concern at school</li> <li>• Poor nursery/school attendance and punctuality</li> <li>• Poor home-nursery school link</li> <li>• Some fixed-term exclusions</li> <li>• Very limited interests/skills displayed</li> <li>• Not in education (under 16)</li> <li>• Not in education, employment, or training post 16</li> </ul>		

<p>withdrawn, isolated/unwilling to engage</p> <ul style="list-style-type: none"> <li>• Concerns of absences from home without parental consent</li> <li>• *Emerging behaviours which could suggest CSE</li> </ul> <p><b>Identity and self-esteem</b></p> <ul style="list-style-type: none"> <li>• Child subject to persistent discrimination, e.g. racial, sexual or due to disabilities</li> <li>• Demonstrates significantly low self-esteem/confidence in a range of situations</li> <li>• Victim of crime or bullying</li> <li>• Signs of deteriorating emotional well-being/mental health</li> <li>• May not discriminate effectively with strangers</li> </ul>		
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\*see MKSCB CSE screening tool [Milton Keynes Safeguarding Children Board](#)

# Level 4

**SPECIALIST NEEDS: Children with complex and enduring needs which cross many domains. More than one service needed, with a 'Team around the Family' and Lead Professional, commonly in a statutory role. At times statutory intervention may be required.**

DEVELOPMENT OF THE BABY OR CHILD		PARENTS AND CARERS	FAMILY AND ENVIRONMENT ELEMENTS
<p><b>Health</b></p> <ul style="list-style-type: none"> <li>• Child/young person has severe/chronic health problems</li> <li>• Child/young person's weight and height both under the 0.4th centile</li> <li>• Other developmental milestones unlikely to be met; failure to thrive</li> <li>• Lack of food may be linked with neglect</li> <li>• Refusing medical care endangering life/development</li> <li>• Seriously obese</li> <li>• Dental decay and no access to treatment</li> <li>• Persistent and high risk substance misuse</li> <li>• Dangerous sexual activity and/or early teenage pregnancy</li> <li>• *Child sexual exploitation (CSE)</li> <li>• **Suspected imminent risk of FGM (female genital mutilation)</li> <li>• Sexual abuse</li> <li>• Self-harming</li> <li>• Non-accidental injury</li> </ul>	<p><b>Identity and self-esteem</b></p> <ul style="list-style-type: none"> <li>• Child/young person experiences persistent discrimination; internalised and reflected in poor self-image</li> <li>• Failed Education Supervision Order – 3 prosecutions for non-attendance: family refusing to engage</li> <li>• Socially isolated and lacking appropriate role models</li> <li>• Alienates self from others</li> <li>• Bullying</li> <li>• Lack of confidence is incapacitating</li> <li>• Victim of crime; may fear persecution by others</li> <li>• Poor and inappropriate self-presentation</li> <li>• Child/young person likely to put self at risk</li> <li>• *Child sexual exploitation (CSE)</li> <li>• Evident mental health needs</li> </ul> <p><b>Family and social relationships</b></p> <ul style="list-style-type: none"> <li>• Repeated missing persons episodes</li> <li>• Relationships with family experienced as negative ('low warmth, high criticism')</li> <li>• Rejection by a parent/carer;</li> </ul>	<p><b>Basic care, safety and protection</b></p> <ul style="list-style-type: none"> <li>• Parents/carers unable to provide 'good enough' parenting that is adequate and safe;</li> <li>• Parent/carer's mental health or substance misuse significantly affect care of child</li> <li>• Parents/carers unable to care for previous children</li> <li>• Instability and violence in the home continually</li> <li>• Parents/carers involved in crime</li> <li>• Parents unable to restrict access to home by dangerous adults</li> <li>• Parents/carers own needs mean they are unable to keep child/young person safe</li> <li>• Chronic and serious domestic violence involving child/young person</li> <li>• Unexplained injuries</li> <li>• Parents not engaging with professionals</li> <li>• Allegation or reasonable suspicion of serious injury, abuse or neglect.</li> <li>• Unable to manage severe challenging behaviour without support –high risk of family breakdown</li> <li>• Suspected/evidence of fabricated or induced illness</li> </ul>	<p><b>Family functioning and well-being</b></p> <ul style="list-style-type: none"> <li>• Significant parental/carer discord and persistent domestic violence</li> <li>• Family characterised by conflict and serious chronic relationship difficulties</li> <li>• History of rejection</li> <li>• Poor relationships between siblings and wider family</li> <li>• No effective support from extended family</li> <li>• Destructive/unhelpful involvement from extended family</li> <li>• Child/young person has been identified as a child/young person in need, but parents/carers have refused support</li> <li>• Family involved in criminal activity; parent or sibling has received custodial sentence</li> <li>• Individual posing a risk to children in, or known to household</li> <li>• Unsafe home environment</li> <li>• Family home used for drug taking, prostitution, illegal activities</li> </ul> <p><b>Housing, work and income</b></p> <ul style="list-style-type: none"> <li>• Homeless - or imminent</li> <li>• Housing dangerous or seriously threatening to health</li> <li>• Physical accommodation places child in danger</li> <li>• Chronic unemployment that has severely</li> </ul>



<ul style="list-style-type: none"> <li>• Acute mental health problems e.g. severe depression; threat of suicide; psychotic episode</li> <li>• Physical/learning disability requiring constant supervision</li> <li>• Disclosure of abuse from child/young person</li> <li>• Evidence of significant harm or neglect</li> <li>• Disclosure of abuse/physical injury caused by a professional</li> </ul>	<p>family no longer want to care for - or have abandoned -child/young person</p> <ul style="list-style-type: none"> <li>• Periods accommodated by Council</li> <li>• Family breakdown related to child's behavioural difficulties</li> <li>• Subject to physical, emotional or sexual abuse or neglect</li> <li>• *child sexual exploitation (CSE)</li> <li>• **Suspected imminent risk of FGM (female genital mutilation)</li> <li>• Child is main carer for family member</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to meet child/young person's physical or emotional needs</li> <li>• Disclosure from parent of abuse to child/young person</li> <li>• Escalating or serious domestic violence</li> </ul>	<p>affected parents' own identities</p> <ul style="list-style-type: none"> <li>• Family unable to gain employment due to significant lack of basic skills or long-term substance misuse</li> <li>• Extreme poverty/debt impacting on ability to care for child</li> <li>• No expectation that young person will work</li> </ul>
<p><b>Emotional development</b></p> <ul style="list-style-type: none"> <li>• Puts self or others in danger e.g. missing from home</li> <li>• Severe emotional/behavioural challenges</li> <li>• Unable to connect cause and effect of own actions</li> <li>• Unable to display empathy</li> <li>• Suffers from periods of severe depression</li> <li>• Self-harming or suicide attempts</li> </ul>	<p><b>Self-care skills and independence</b></p> <ul style="list-style-type: none"> <li>• Severe disability – child/young person relies totally on other people to meet care needs</li> <li>• Child neglects to use self-care skills due to alternative priorities, e.g. substance misuse</li> </ul>	<p><b>Emotional warmth and stability</b></p> <ul style="list-style-type: none"> <li>• Parents/carers inconsistent, highly critical, rejecting or apathetic towards child</li> <li>• Family life chaotic</li> <li>• Child/young person beyond parental/carers' control</li> <li>• Parent's own emotional experiences impacting on their ability to meet child/young person's needs</li> <li>• Child has no-one to care for him/her</li> <li>• Child/young person threatened with rejection from home</li> <li>• Requesting young child be accommodated</li> </ul>	<p><b>Social and community including education</b></p> <ul style="list-style-type: none"> <li>• Family chronically socially excluded</li> <li>• No supportive network</li> <li>• Community are hostile to family</li> </ul>
<p><b>Behavioural development</b></p> <ul style="list-style-type: none"> <li>• Unable to determine boundaries, roles and responsibilities appropriately</li> <li>• Cannot maintain peer</li> </ul>	<p><b>Learning</b></p> <ul style="list-style-type: none"> <li>• Puts self or others at risk through behaviour</li> <li>• No, or acrimonious, home-nursery or school link</li> <li>• Young child with few, if any, achievements</li> <li>• No school placement</li> <li>• Child/young person is out of school</li> <li>• Has no access to leisure activities</li> </ul>	<p><b>Guidance, boundaries and stimulation</b></p> <ul style="list-style-type: none"> <li>• No effective boundaries set by parents/carers</li> <li>• Multiple carers with no consistency</li> <li>• Child regularly behaves in an anti-social way in the neighbourhood</li> <li>• No constructive leisure time</li> </ul>	

<p>relationships e.g. is aggressive, bully, bullied</p> <ul style="list-style-type: none"> <li>• Regularly involved in anti-social/criminal activities</li> <li>• Repeated missing persons episodes</li> <li>• Prosecution of offences resulting in court orders, custodial sentences, ASBOs</li> <li>• Non-compliant or poor response to support</li> <li>• Professional concerns – but difficulty accessing child/young person</li> <li>• Unaccompanied refuge/asylum seeker</li> <li>• Privately fostered</li> <li>• Abusing other children</li> <li>• Young Sex Offenders</li> <li>• Serious or persistent offending behaviour likely to lead to custody/remand in secure unit/prison</li> <li>• Subject to Family Support or Child Protection Plan</li> </ul>	<p>activities or guided play</p>	
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\*see MKSCB CSE screening tool [Milton Keynes Safeguarding Children Board](#)

\*\* See FGM information on [www.mkscb.org](http://www.mkscb.org)