## The Domains of the My World Triangle

### MY WIDER WORLD

#### Support from family, friends and other people

Networks of family and social support. Relationships with grandparents, aunts and uncles, extended family and friends. What supports can they provide? Are there tensions involved in or negative aspects of the family’s social networks? Are there problems of lost contact or isolation? Are there reliable, long term networks of support which the child or family can reliably draw on. Who are the significant people in the child’s/young person’s wider environment?

**You should consider:**
- Who in the family provides support and the level and frequency of this support and any significant deficits in the wider support network.
- The quality of the social network that exists for the parents/carers.
- Any conflictual/burdensome relationships.
- If the child is looked after, the contact arrangements with the wider family and the quality of them.
- Potential role of extended family in providing additional care for the child at home or away from home.

#### Belonging

Being accepted in the community, feeling included and valued. What are the opportunities for taking part in activities which support social contact and inclusion e.g. playgroups, after school clubs, youth clubs, environmental improvements, parents’ and residents’ groups, faith groups. Are there local prejudices and tensions affecting the child’s or young person’s ability to fit in?

**You should consider:**
- Potential support including nature and quality available from outside the family & ability to access.
- Any frequent changes of accommodation and the impact this has had on the family’s ability to maintain good social supports.
- The importance given to relationships within the community.
- Out of school support and child’s response.
- The child’s sense of belonging in the community and of feeling safe.
- Leisure activities and role in child and family’s life.

#### School

From pre-school and nursery onwards, the school environment plays a key role. What are the experiences of school and peer networks and relationships? What aspects of the learning environment and opportunities for learning are important to the child/young person? Availability of study support, out of school learning and special interests. Can the school provide what is needed to meet the particular educational and social needs of the child?

**You should consider:**
- The importance given to continuity of school and relationships with teachers.
- The importance given to friendships at school and in the community.
- The extent of bullying and harassment at school.
<table>
<thead>
<tr>
<th>Comfortable and safe housing</th>
<th>You should consider:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the accommodation suitable for the needs of the child and family – including adaptations needed to meet special needs? Is it in a safe, well maintained, resourced and child friendly neighbourhood? Have there been frequent moves?</td>
<td>➢ The level of maintenance of the house and how safe and secure the environment is for the child (consideration should be given to the responsibilities of the housing provider if the property is rented/leased)  ➢ Factual description of the internal conditions of the home should be provided including issues of overcrowding  ➢ Whether the appropriate council tax and housing forms have been completed  ➢ The length of occupancy of the current home  ➢ Impact of any periods of homelessness including effects on support networks and sources of support  ➢ Any history of regular changes of address, anti-social behaviour and problems obtaining accommodation  ➢ The adequacy of the housing for young children and children with a disability  ➢ The child/young person’s experience of location of the accommodation including issues of race and racial harassment, crime, vandalism, opportunities for safe play</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work opportunities for my family</th>
<th>You should consider:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there local opportunities for training and rewarding work? Cultural and family expectations of work and employment. Supports for the young person’s career aspirations and opportunities.</td>
<td>➢ History of parental/ carer employment/ unemployment  ➢ Level of training and skills and aspirations for employment /training / education  ➢ Impact of employment on quality and quantity of time spent with child  ➢ Child care arrangements during employment  ➢ Effects of disability/ chronic illness on employment opportunities  ➢ Influence of social factors e.g. geographical location, gender, ethnicity, social class on employment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enough money</th>
<th>You should consider:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the family or young person adequate income to meet day-to-day needs and any special needs? Have problems of poverty and disadvantage affected opportunities? Is household income managed for the benefit of all? Are there problems of debts? Do benefit entitlements need to be explored? Is income adequate to ensure the child can take part in school and leisure activities and pursue special interests and skills?</td>
<td>➢ Whether the family is in receipt of all benefits to which they are entitled  ➢ Current income and outgoings, including outstanding debts and pressures to repay them and penalties incurred for late/ non-payment  ➢ The effects of lack of income on physical quality of the home environment  ➢ Sufficiency of income to meet the needs of the family and child - physical and developmental  ➢ Financial support available from family and friends  ➢ Impact of addictions / other behaviours on finance</td>
</tr>
</tbody>
</table>
### Local Resources

Resources which the child/young person and family can access for leisure, faith, sport, active lifestyle. Projects offering support at times of stress or transition. Access to local information about health, childcare, specialist services.

### You should consider

- Positive environmental circumstances e.g. good housing conditions and low criminality
- Negative environmental conditions e.g. high levels of poverty, drug abuse, and poor housing
- Impact of environmental circumstances on family stress, coping ability
- Formal and informal sources of support, consider needs of child and individual parents/carers
- Levels of advice available on financial/practical matters
- Anti-poverty initiatives, e.g. food co-operatives
- The accessibility of affordable, quality child-care provision locally
- The family’s perception of resources available locally and their ability to access them
- Access to neighbourhood play/activities provision
- Access to health care/schools/transport/places of worship/shops

### WHAT I NEED FROM PEOPLE WHO LOOK AFTER ME

#### Everyday care and help

This is about the ability to nurture which includes ‘day-to-day physical and emotional care, food, clothing and housing. Enabling healthcare and educational opportunities. Meeting the child’s changing needs over time, encouraging growth of responsibility and independence. Being able to respond appropriately to a child’s likes and dislikes. Support in meeting parenting tasks and help with carer’s own needs.

#### You should consider:

- Parental knowledge, understanding and consideration of child developmental needs
- Parent(s)/carer(s) strengths/weaknesses in caring for child
- Any health (including mental health) issues that impact on parenting ability
- Any learning disability that impacts on parenting ability
- Other factors that may affect parenting capacity e.g. drug use/excessive alcohol use, low self-esteem
- Child’s diet and developmental progress
- Child’s attendance for health surveillance, immunisations and developmental checks
- Parental willingness/ability to co-operate with treatment
- Child’s attendance for medical treatment
- The ill-health or disability of other family members that impact on the child
- Any caring responsibilities of the child
### Keeping me safe

Keeping the child safe within the home and exercising appropriate guidance and protection outside. Practical care through home safety such as fire-guards and stair gates, hygiene. Protecting from physical, social and emotional dangers such as bullying, anxieties about friendships. Is the care giver able to protect the child consistently and effectively? Seeking help with and solutions to domestic problems such as mental health needs, violence, offending behaviour. Taking a responsible interest in child’s friends and associates, use of internet, exposure to situations where sexual exploitation or substance misuse may present risks, staying out late or staying away from home. Are there identifiable risk factors? Is the young person knowledgeable about risks and confident about keeping safe?

### You should consider:

- Repeated exposure of child to danger or harm
- Control or discipline methods used by parent/carer
- The demands made of the child by the parents
- Family Interactions
- Support and care offered within the family
- Level of interaction between family members
- Conflict resolution within the family (including issues of domestic abuse)
- The general level of safety in the home

### Being there for me

Love, emotional warmth, attentiveness and engagement. Who are the people who can be relied on to recognise and respond to child’s/young person’s emotional needs? Who are the people with whom the child has a particular bond? Who is of particular significance? Who does the child trust? Is there sufficient emotional security and responsiveness in the child’s current caring environment? What is the level of stability and quality of relationships between siblings, other members of the household? Do issues between parents impact on their ability to parent? Are there issues within a family history that impinge on the family’s ability to care?

### You should consider:

- Whether the child is reliant on parental cues when asked sensitive questions by professionals
- The child’s exposure to parental emotional distress
- Opportunities the child is given to learn about his/her culture/ tradition and language
- Time spent with parent/carer and activities undertaken
### Play, encouragement and fun

Stimulation and encouragement to learn and to enjoy life. Who spends time with the child/young person, communicating, interacting, responding to the child’s curiosity, and providing an educationally rich environment? Is the child’s/young person’s progress encouraged by sensitive responses to interests and achievements, involvement in school activities? Is there someone to act as the child’s/young person’s mentor and champion?

**You should consider:**
- The parent’s interaction with the child i.e. playing with them, reading to them, spending time with them
- Level of encouragement that is given to the child to explore their environment, to be active, to play and share with others, to do age appropriate activities for themselves to learn
- Encouragement offered to the child to make choices, be independent, to participate in conversation
- Encouragement offered to the child to engage in academic and sporting activities, learn new skills
- Support offered to the aims of the school or nursery
- Contribution offered by the parents to the Individualised Education Programme/homework/parent’s evenings/school events

### Guidance, supporting me to make the right choices

Values, guidance and boundaries. Making clear to the child/young person what is expected and why. Are household roles/rules of behaviour appropriate to the age and understanding of the child? Are sanctions constructive and consistent? Are responses to behaviour appropriate, modelling behaviour that represents autonomous, responsible adult expectations? Is child treated with consideration, respect, encouraged to take social responsibility within a safe/protective environment

**You should consider:**
- The boundaries and guidance offered to the child
- Child’s ability to demonstrate an awareness of the needs of others
- Child’s behaviour – including whether the child is aggressive or violent and if so the context, frequency and triggers for this and response from parents / carers
- The child’s exposure to violence in the home
- Any occasions the child has run away from home
- Actions taken to manage child’s behaviour and effectiveness

### Knowing what is going to happen and when

Is the child’s/young person’s life stable and predictable? Are routines and expectations appropriate and helpful to age and stage of development? Are the child’s/young person’s needs given priority within an environment that expects mutual consideration?

**You should consider:**
- Information around where the child has lived, who was part of the household who provided primary care to the child.
- Reasons for significant changes.
- If the child is separated from a parent, the level of contact and any attendant issues
Who are the family members and others important to the child/young person? Can the people who look after her or him be relied on to be open and honest about family and household relationships, about wider influences, needs, decisions and to involve the child/young person in matters which affect him or her. Transition issues must be fully explored for the child or young person during times of change.

<table>
<thead>
<tr>
<th>Understanding my family's background and beliefs</th>
<th>You should consider:</th>
</tr>
</thead>
</table>
| Family and cultural history; issues of spirituality and faith. Do the significant carers foster an understanding of their own and the child's background – their family and extended family relationships and their origins? Is their racial, ethnic, cultural heritage given due prominence? Do those around the child/young person respect and value diversity? | - Child’s awareness of the family history  
- The way secrets are dealt with in the family  
- How the family copes under stress  
- Conflicts within relationships/stability  
- Communication within the family  
- Value child and family place on culture and religion and any conflicts in this area in immediate, extended family and community |
## HOW I GROW AND DEVELOP

### Being healthy
This includes full information about all aspects of a child’s health and development, relevant to age and stage. Developmental milestones, major illnesses, hospital admissions, any impairments, disabilities, conditions affecting development and health. Health care, including nutrition, exercise, physical and mental health issues, sexual health, substance abuse. Information routinely collected by health services will connect with this.

### To ensure that each child’s/ young person’s health needs are met. You must be satisfied that any concerns are noted and action required identified. Consider the following: -

#### Current significant health problems
- Use of health services
- Attendance at medical screenings, or failure to attend
- Medical treatment regimes
- Compliance with medical advice and treatment
- Any particular needs of the child that affect the parent’s ability to care for them e.g. disability, ADHD, prematurity etc.,

#### Any significant past medical history
- Past physical injury including fractures/ unusual injuries, e.g. burns
- Any known attendance at Accident and Emergency, Out of Hours Service, NHS24
- Hospital admissions
- Suspected or diagnosed non- accidental injuries
- Any diagnosed mental illness or psychiatric treatment – ongoing problems/current symptoms

#### Developmental
- The child’s growth and nutrition
- Immunisation record
- Attendance at medical surveillance checks
- Any known vision or hearing problems
- Any use of alcohol or substance use by the child
- Any developmental concerns, gross motor, manipulative skills, communication, social skills, behaviour, height, weight
- Dental registration and treatment
- Whether the family themselves have any concerns about health issues
- Family guidance and advice to the child on health issues, including sex education
- Has the child had a comprehensive health assessment since being accommodated?
# Learning and Achieving

This includes cognitive development from birth, learning achievements and the skills and interests which can be nurtured. How additional needs are supported. Achievements in leisure, hobbies, sport. Education and social development milestones need to be recorded. Personal learning plans and other educational records should provide evidence of what has been achieved and what supports are needed or being provided for. Is the child’s progress with formal education in line with expectations? Attention should be paid to further education or training needs and potential employment opportunities for young people moving or who have moved towards semi or full independence.

### You should consider:

- Is the child in a stable school placement or have there been frequent changes of school?
- Are there problems with attendance/absence from school? Reasons given.
- Has the child/young person been temporarily/persistently excluded from school? If so, reasons.
- Is the child/young person achieving their potential?
- Is the child/young person engaged in learning (are there any identifiable reasons that are affecting their ability to learn)?
- At what level is the child/young person performing e.g. 3-5 Curriculum Framework, 5-14 Assessment, Standard Grade, National Qualifications?
- Date of last educational assessment (National Test etc.)
- Has the child been referred to/received support for learning?
- Does the child have an Individualised Educational Programme?
- Are educational targets being met?
- What, if any, external teaching support services have been accessed on behalf of the child? E.g. Sensory support service, ILT, LAAC.
- What, if any, support services have been accessed on behalf of the child E.g. SEN auxiliary?
- Has a referral been made to psychological services now or in the past? Reasons.
- Does the child have a co-ordinated support plan?
- Factors giving rise to additional support needs?
- Has the child/young person been discussed at a Joint Support Team meeting or a multi agency case conference? Indicate level and scope of involvement.
- Are the child’s/young person’s needs being met as a result of any of the above (areas of strength and difficulty)?
- Does the child/young person relate well to teachers and other staff?
- Does the child/young person mix well with peers?
- Is the main attraction for the child/young person attending school the social peer group?
- Has the parent been informed of any concerns within the educational establishment? What was their response?
- Does the child/young person participate in any extra curricular activities?
- Are the child’s needs being met?
**Being able to communicate**

This includes development of language and communication. Being in touch with others. Ability to express thoughts, feelings and needs. What is the child's/young person's preferred language or method of communication. Are there particular people with whom the child communicates that you need to involve? Are aids to communication required?

You should consider:
- Any concerns re: language development and assessment undertaken/required by specialist staff
- Opportunities child has for play and communication with peers and others
- Responsiveness of family/teachers etc to child’s needs and the relevance of communication issues in these relationships
- Ability to express concrete and emotional thoughts and feelings. Key people in child’s life in the respect.
- Determine child’s referred means of communication with yourself/other professionals. Do not use family member as interpreter unless in exceptional and justified circumstances

---

**Confidence in who I am**


You should consider:
- The child’s sense of themselves as a separate and valued person, confidence, self esteem
- Issues of race, religion, age, gender, sexuality, disability and impact on self esteem
- The child’s attitude to praise and response to achievements
- The child’s relationships at home and with extended family members
- The child’s relationships at school and in social circumstances
- Whether the child is aware of the impact of his/her behaviour on others
- Whether the child is aware of any risks to themselves of his/her own behaviour
- The child’s sense of pride in their appearance and self care issues
- The child’s sense of themselves as part of a cultural group
- What information is made available to the young person about sexuality and sexual orientation

---

**Learning to be responsible**

Learning appropriate social skills and behaviour. Values; sense of right and wrong. Consideration for others. Ability to understand what is expected and act on it.. Key influences on the child’s social development at different ages and stages.

You should consider:
- The child’s ability to advocate on their own behalf.
- The child’s ability to make good choices
- The child’s role as an advocate with their peers, within their school or any organisation to which he/she belongs
- The child’s capacity to lead or be led by others
- The child’s understanding of his/her own and other’s emotions
- The child’s understanding of the perception of the impact of his/her behaviour on others
- Key adults that influence child’s thinking, provide moral guidance
<table>
<thead>
<tr>
<th><strong>Becoming independent, looking after myself</strong></th>
<th><strong>You should consider:</strong></th>
</tr>
</thead>
</table>
| The gradual acquisition of skills and confidence needed to move from dependence to independence. Early practical skills of feeding, dressing etc. Engaging with learning and other tasks, acquiring skills and competence in social problem solving, getting on well with others, moving to independent living skills and autonomy. What are the effects of any impairment or disability or of social circumstances and how might these be compensated for? |➢ Is the child/young person reaching appropriate developmental milestones?  
➢ Is the child/young person encouraged to be appropriately independent?  
➢ Does the child/young person have a disability that affects self-care? How does the young person view this? Is support appropriate?  
➢ Does the child/young person receive pocket money on a regular basis? How is this used/managed by them?  
➢ Any employment or plans for working?  
➢ What happens when weekly funds have been spent? Are there issues  
➢ Do they have opportunities to acquire self-care skills, including assisting at home?  
➢ Impact of impairment, other vulnerabilities or social circumstances affecting the development of self care skills e.g. addiction/poor physical mental health |

<table>
<thead>
<tr>
<th><strong>Enjoying family and friends</strong></th>
<th><strong>You should consider:</strong></th>
</tr>
</thead>
</table>
| Relationships, which support, value, encourage and guide the child/young person. Family and wider social networks. Opportunities to make and sustain lasting significant relationships. Encouragement to develop skills in making friends, to take account of the feelings and needs of others and to behave responsibly. |➢ Is there a good relationship between the parents/carers and child/young person? Is the child/young person relaxed in the presence of the parent/carer?  
➢ Is there a strong attachment/strong positive relationship between the child/young person and the parents/carers?  
➢ Does the child/young person have a good relationship with siblings/other children in the household?  
➢ Is the young person involved in caring for siblings? Is he/she considerate and caring towards siblings? Is this level of care appropriate?  
➢ Any difficulties in making and sustaining friendships?  
➢ Is the child/young person known to be or thought to be involved in/subject to bullying  
➢ Are there any concerns about the child/young person in relation to a lack of empathy or care for others?  
➢ Is there a significant adult in the child/young person’s life in whom he/she can confide? Is this a family member? Appropriateness of the relationship? |