# 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. Listening to the child and being able to respond appropriately to a chid's likes and dislikes. Support in meeting parenting tasks and help carers' own needs.

## Keeping me safe

Keeping the child safe at home; exercising appropriate guidance and protection outside. Practical 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 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, staying away from home. Are there identifiable risk factors? Is the young person being encouraged to find out about risks and confident about being safe? Are the child's concerns being listened to?

## Being there for me

Love, emotional warmth, attentiveness and engagement. Listening to me. Who are the people who can be relied on to recognise and respond to the child or young person's emotional needs? Who are the people with whom the child has particular bond? Are there issues of attachment? 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?

## Play, encouragement, fun

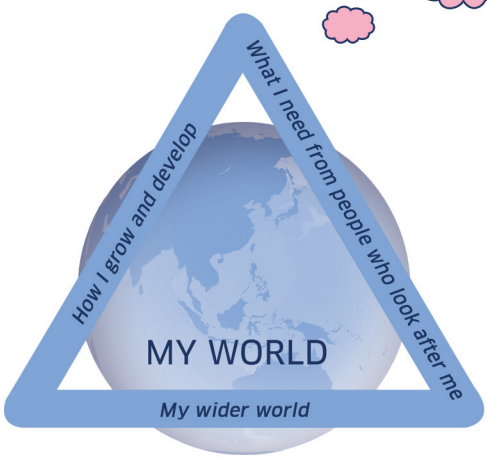
Stimulation and encouragement to learn and enjoy life, responsiveness to the child or young person's unique needs and abilities. Who spends time with the child or young person, communicating, interacting, responding to the child's curiosity, providing an educationally rich environment? Is the child or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

## Guidance, supporting me to make the right choices

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

## Knowing what is going to happen and when

Is the child or young person's life stable and predictable? Are routines and expectations appropriate and helpful to age and stage of development? Are the child or young person's needs given priority within an environment that expects mutual consideration? Who are the family members and others important to the child or young person? Is there stability and consistency within the household? 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 or young person in matters which affect him or her? Transition issues must be fully explored for them during times of change.




## Understanding my family's background and beliefs

Family and cultural history; issues of spirituality and faith. Do the child or young person's 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 and cultural heritage given due prominence? Do those around the child or young person respect and value diversity? How well does the child understand the different relationships, for example with step relationships, different partnerships etc?