



Child Impact Assessment Framework

Roll Out - 2018/19



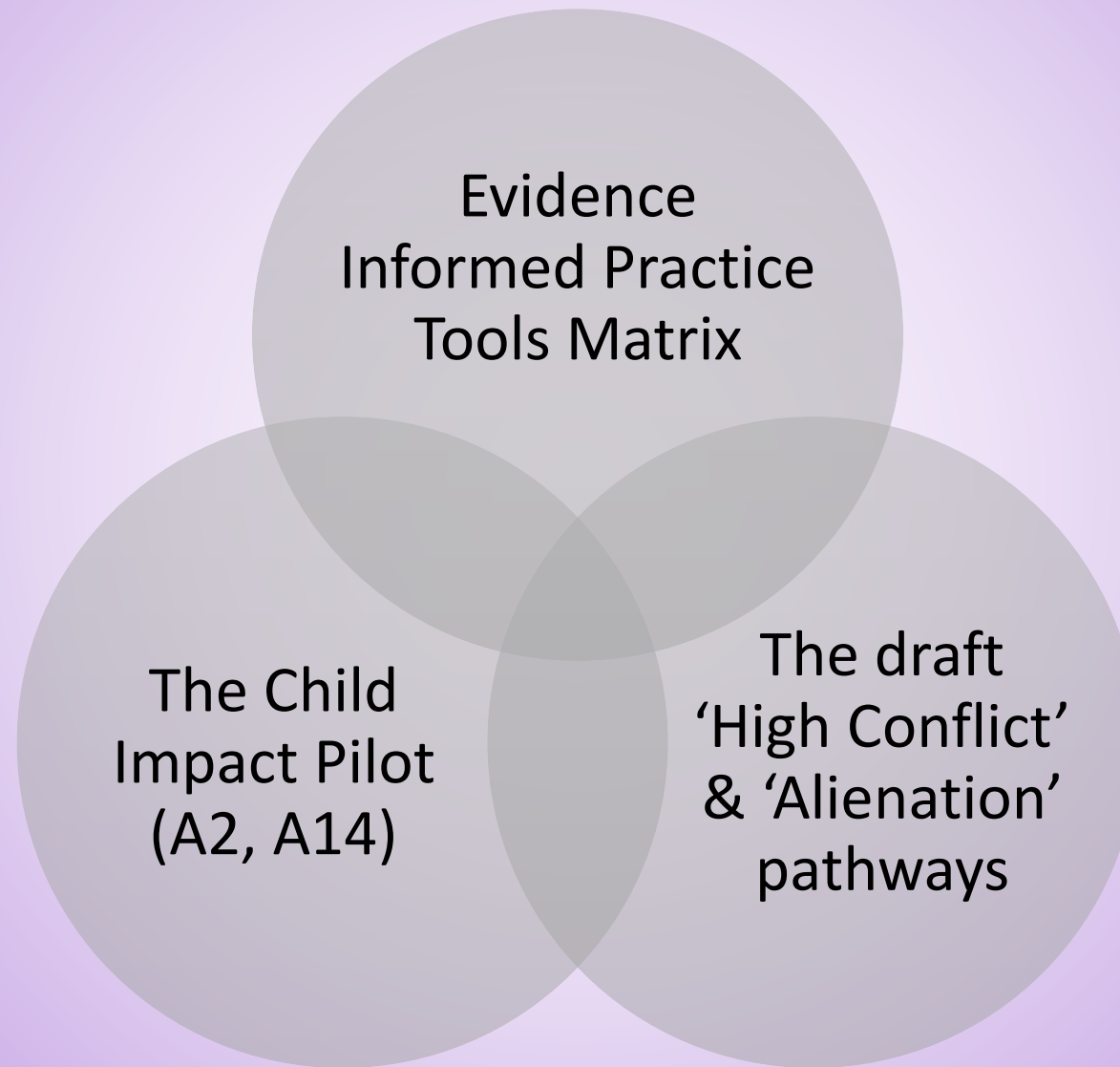
Learning Objectives



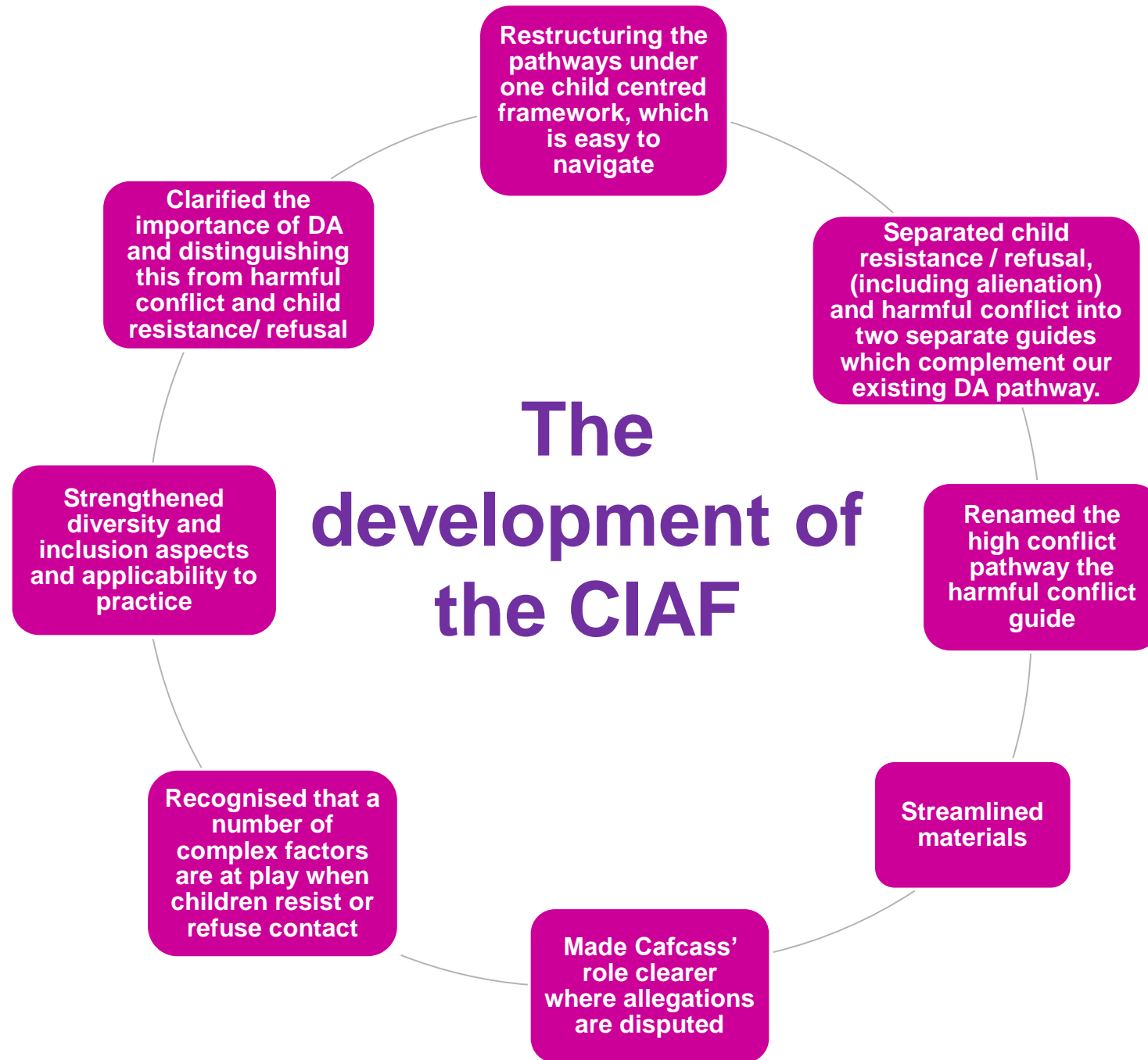
By the end of today's training FCAs will:

- **KNOWLEDGE:** Have a rich knowledge and understanding of the evidence base that underpins the new harmful conflict and child refusal/ resistance tools and guidance.
- **SKILLS:** Be able to skilfully navigate between the various tools and guidance sections as set out in the new interactive framework, using these documents to enhance our understanding of the child's lived experience.
- **ANALYSIS:** Be able to formulate a powerful child impact analysis, ending with a recommendation about the best way forward to help the child, preferably in the form of agreed actions with those who have parental responsibility for the child.

This framework has its origins in three strands of work:







Overview

The Cafcass **Child Impact Assessment Framework (CIAF)** sets out how children may experience parental separation and how this can be understood and acted on in Cafcass. The framework brings together existing guidance and tools, along with a small number of new tools, into four guides which Cafcass private law practitioners can use to assess different case factors, including:

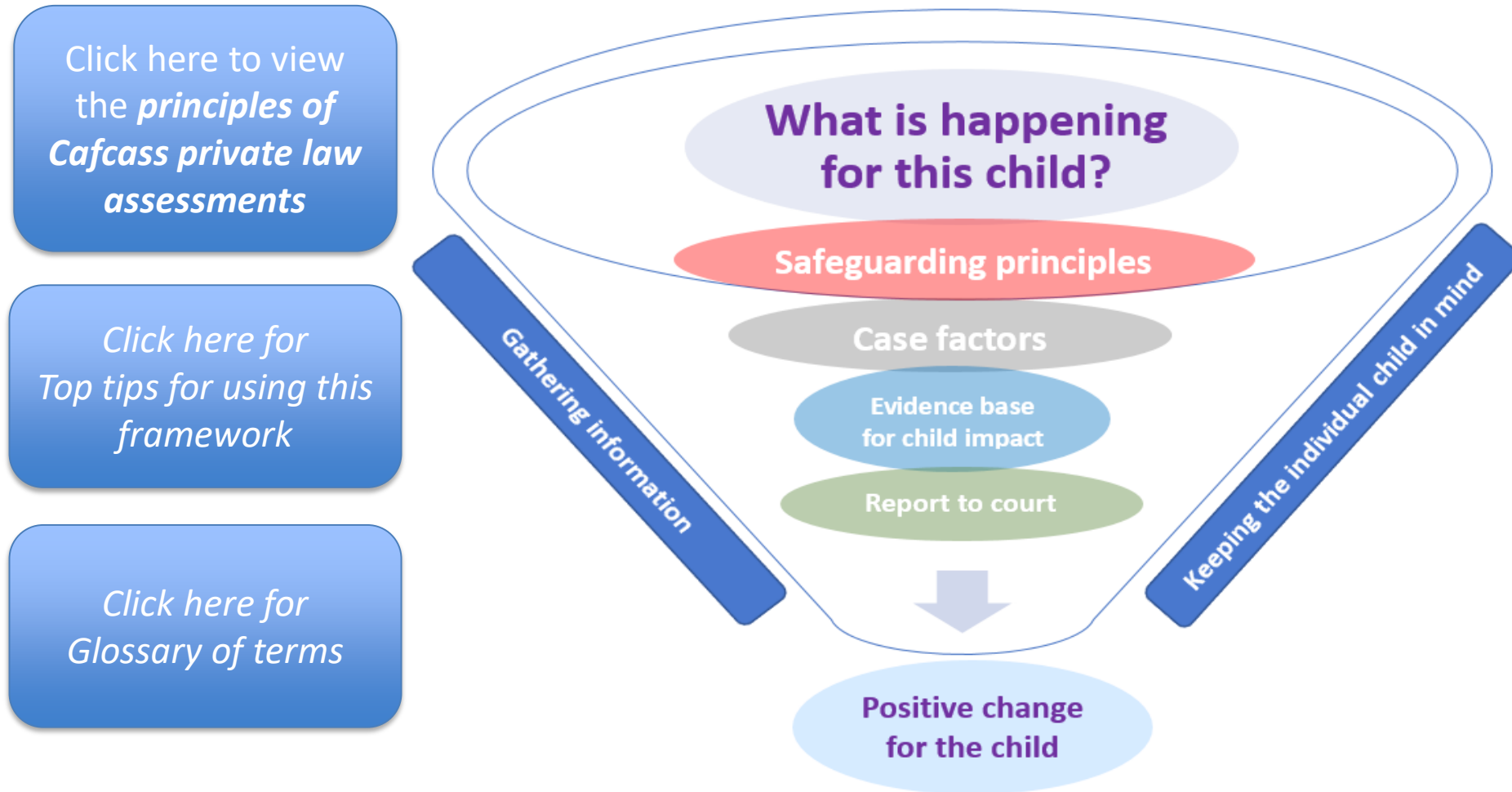
- ☾ **Domestic abuse** where children have been harmed directly or indirectly, for example from the impact of coercive control.
- ☾ **Conflict which is harmful to the child** such as a long-running court case or mutual hostility between parents which can become intolerable for the child.
- ☾ **Child refusal or resistance** to spending time with one of their parents or carers which may be due to a range of justified reasons or could be an indicator of the harm caused when a child has been alienated by one parent against the other for no good reason.
- ☾ **Other forms of harmful parenting** due to factors like substance misuse or severe mental health difficulties.

The framework emphasises that **safeguarding principles and child impact** are at the heart of our assessment process, with assessments starting and ending with the question “**What is happening for this child?**” Each private law assessment is undertaken in accordance with the ***underlying principles of Cafcass private law assessments***. These principles expand on those set out in our [Operating Framework](#).

Please note: tools and guidance should be used to support assessment and analysis and do not replace professional judgement. All of the guidance is backed and supplemented by relevant training. For more information on training please contact [NIS support](#).

Assessment and change for the child

The assessment process starts when Cafcass receives the case from the court. It asks the open question: what is happening for this child? As the Family Court Adviser (FCA) gathers information, they may make use of tools or guidance to help understand the child's experience. The FCA will also be open to new information as this emerges. The process ends as it started: the FCA considers what all of the information gathered means for the individual child. This informs the child impact analysis and leads to recommendations to the court and parents about what arrangements and interventions are in the child's best interests.



Principles of a Cafcass private law assessment:

Best interest
principle

Good parenting

Child impact
perspective

Direct work
with the child

Participatory
practice

Outcome of the
assessment

Risk of
significant harm

Differential
child impact

Systemic
practice

Anti-
discriminatory
practice

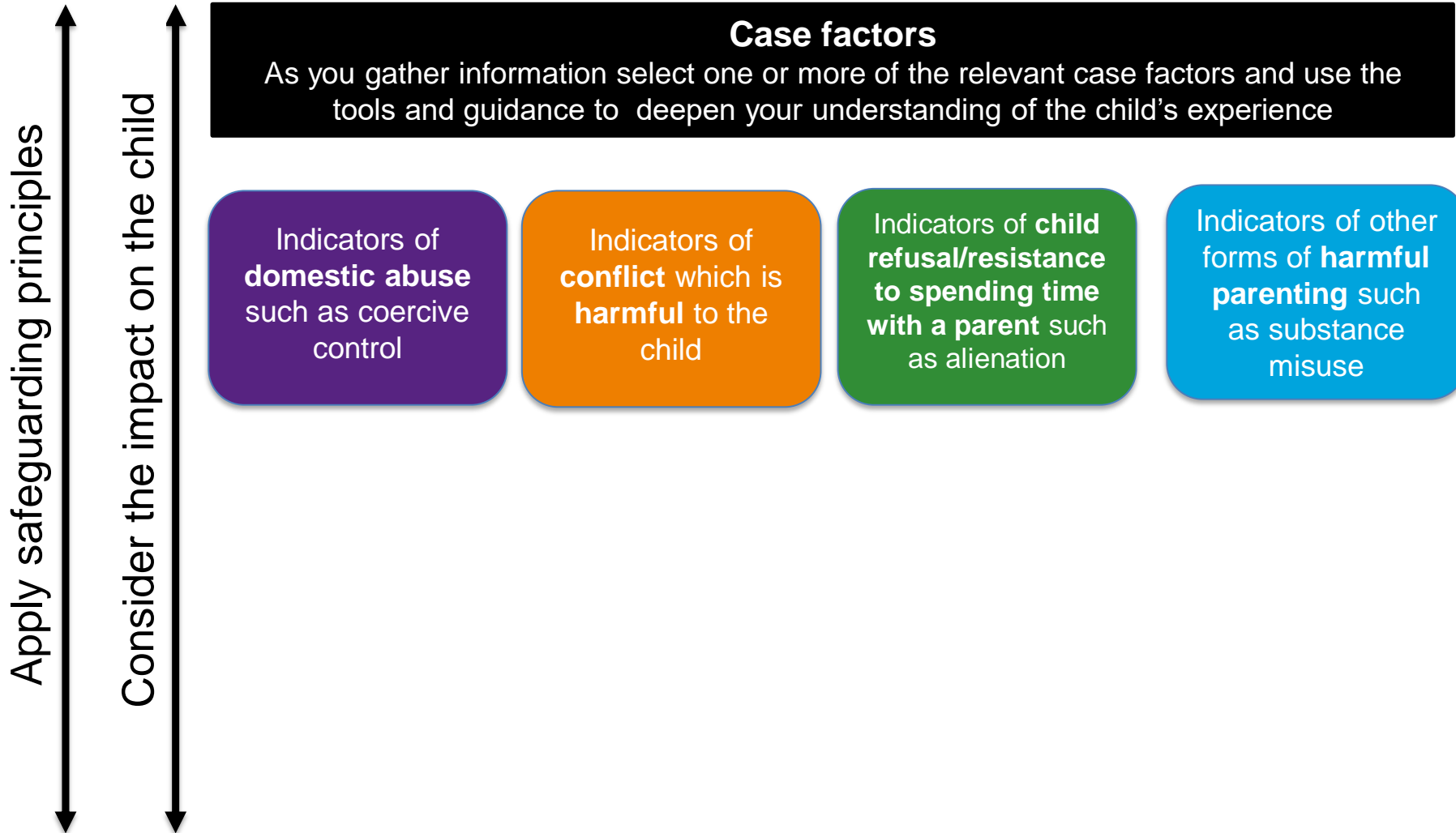
Avoiding bias

Early
identification of
complex cases

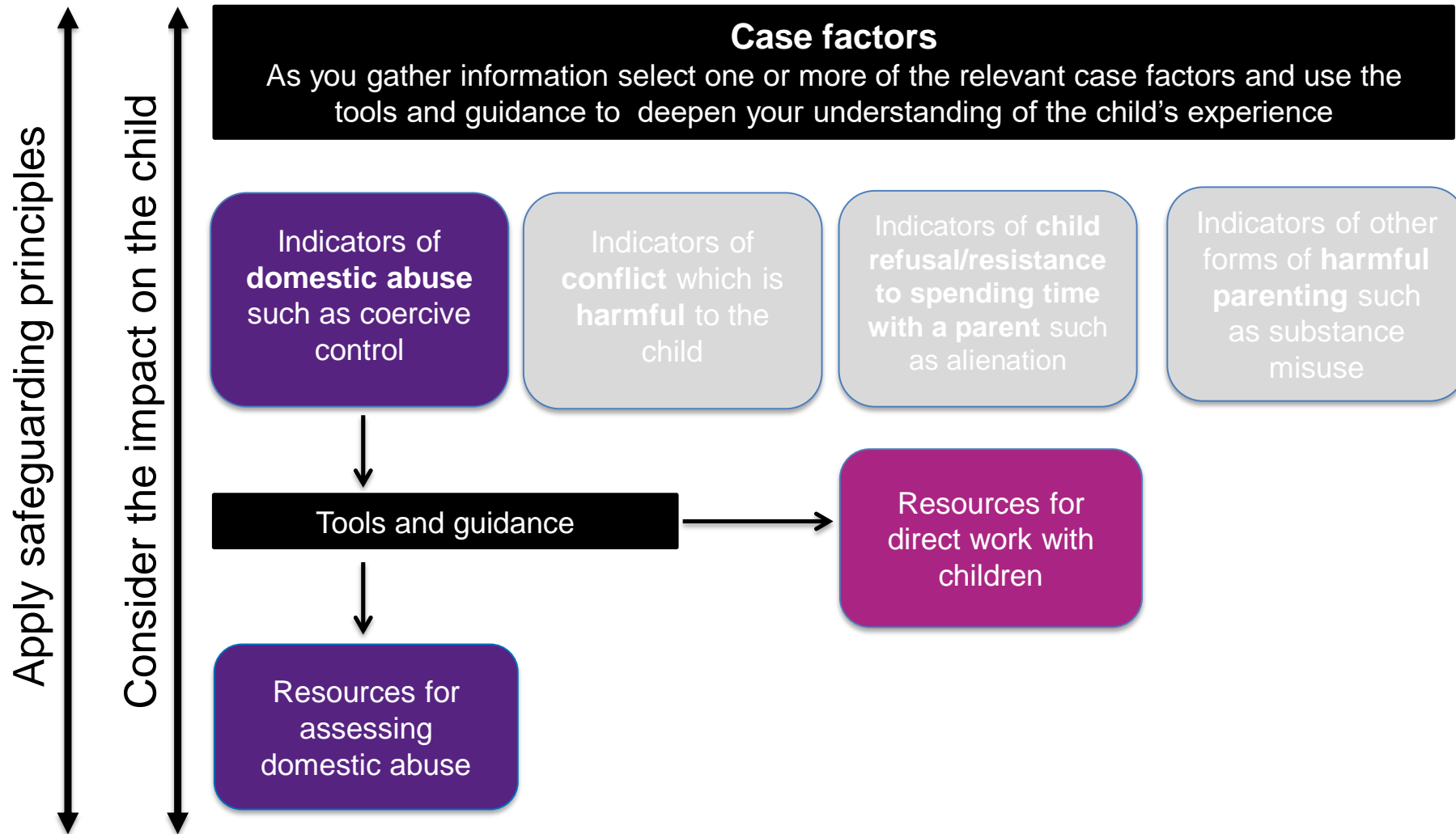
Dynamic
assessment

Adult
behaviours

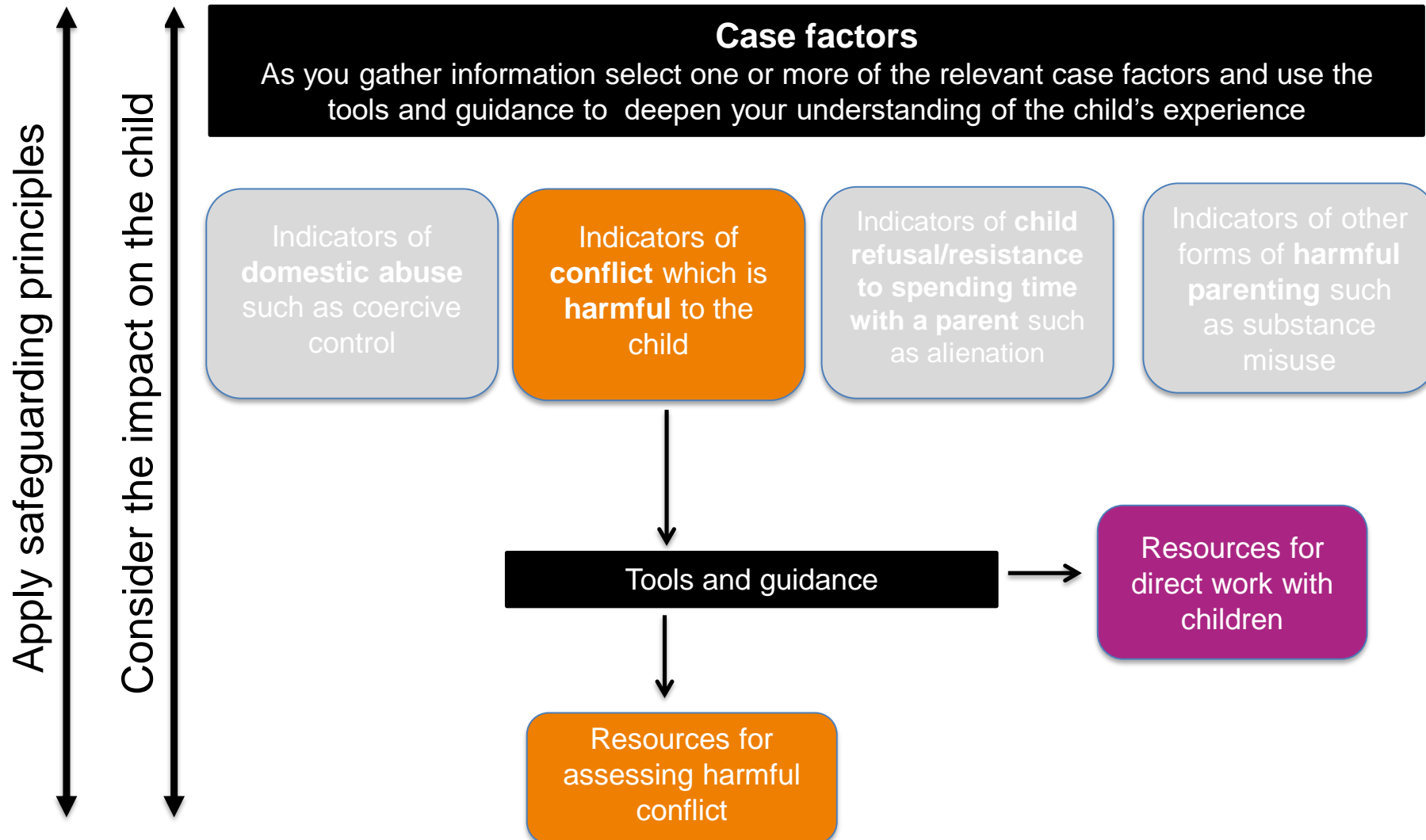
What is happening for this child?



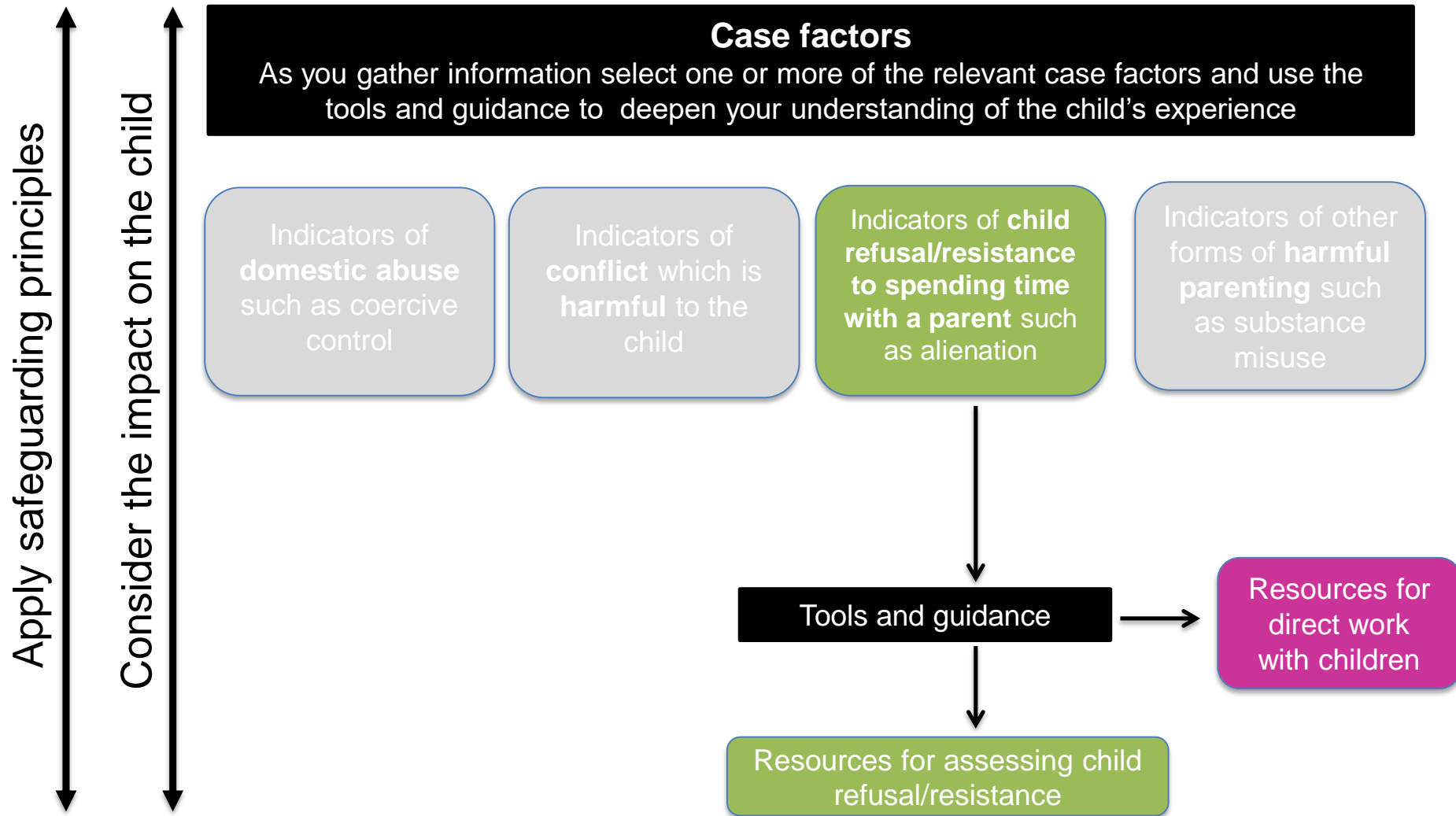
What is happening for this child?



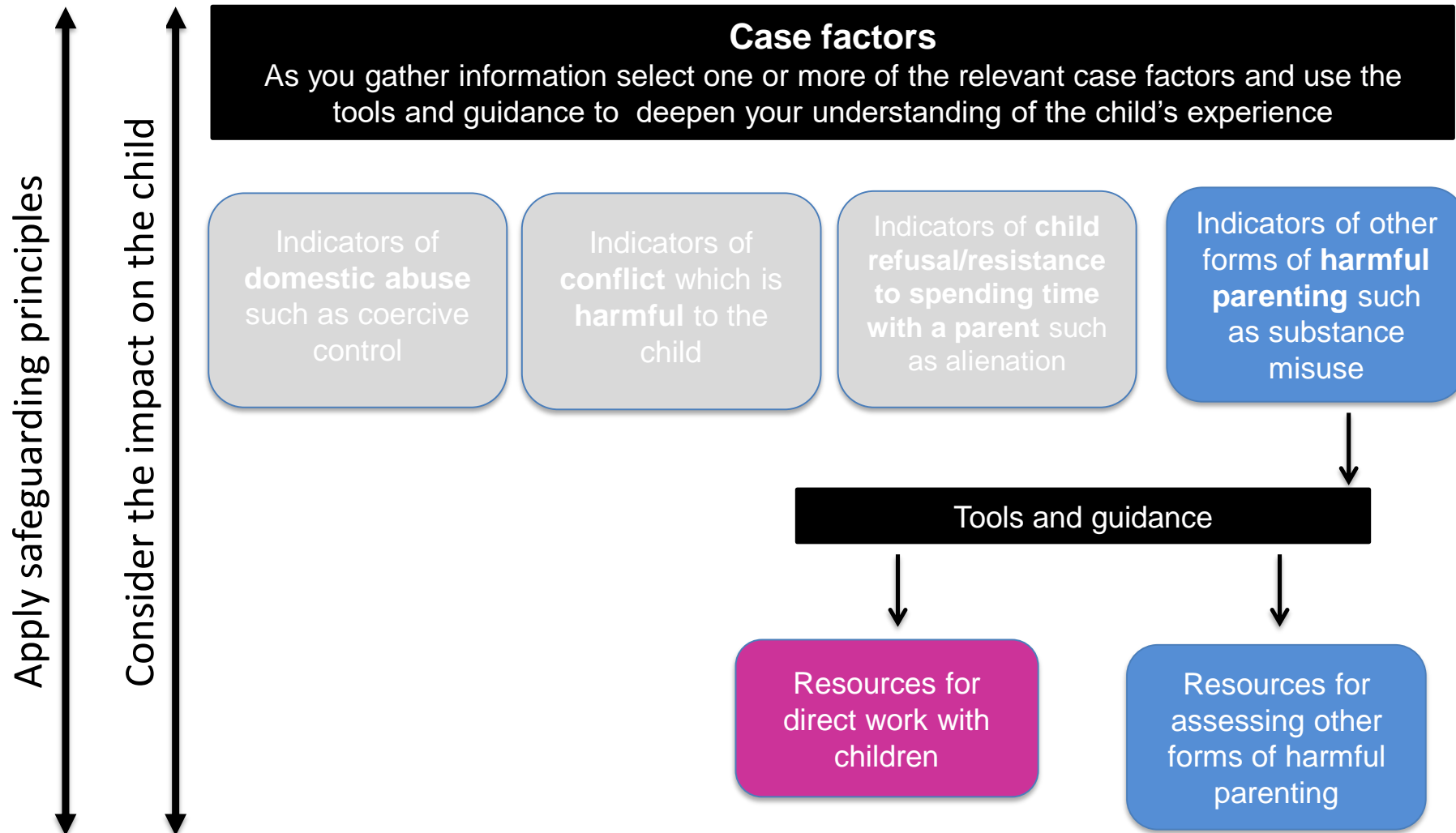
What is happening for this child?



What is happening for this child?



What is happening for this child?



A note of caution..



- Whilst the Child Impact Assessment Framework introduces some useful language and concepts that will enhance the FCA's understanding of the child's lived experience, it is important to not get 'hung up' on categorisation and diagnosis.
- Categorisation (for example around the type of alienation) is only ever meaningful if it informs the intervention and support provided to the child and/ or family.

Domestic abuse practice pathway

- As part of this work **Cafcass' domestic abuse pathway** has been updated.
- The update to the pathway has been mainly to increase the 'impact on the child' content and update the language and research links.
- The CIAF emphasises the importance of considering domestic abuse and distinguishing it from other case factors such as harmful conflict.



The two domains that we are going to focus on today are:

Indicators of **conflict**
which is **harmful** to
the child

Indicators of **child**
refusal/resistance to
spending time with a
parent such as
alienation

Reading: Harmful Conflict – Structured Guidance and Tools



Indicators of **conflict**
which is **harmful** to
the child

Harmful conflict guidance and tools

Dispute resolution skills and techniques guidance (new guidance)	Private law: This is a brief guide for Family Court Advisers (FCAs) undertaking dispute resolution (DR) work. It sets out some approaches that can help parents refocus on the child's experience, rather than on their own conflict.
Parenting styles tool (new tool)	Private law: This tool sets out how parenting style has a significant impact on children's outcomes and tend to fit under one of four categories: authoritarian, authoritative, indulgent, and neglectful.
Distinguishing domestic abuse and harmful conflict tool (new tool)	Private law: This tool is designed to be used early in the life of a case to assist the FCA in deciding which will be of most assistance in their assessment: the blue domestic abuse tools and guidance or the orange harmful conflict tools and guidance. It is not designed to be a diagnostic tool in and of itself and does not replace professional judgement.
Cafcass Positive Co-parenting Programme suitability criteria tool (new tool)	Private law: FCAs can use this tool to assess the suitability of a case for the Cafcass Positive Parenting Programme (CPPP)
Children's beliefs about parental divorce tool (existing tool)	Private law: To be used when working with children to understanding their beliefs about their parents' divorce.



Differentiating between domestic abuse and harmful conflict – a screening tool

If the following indicators are present, refer to [the purple folder](#) and the Domestic Abuse Pathway ([add link](#))

If domestic abuse, including coercive control, is a potential factor, refer to the **purple folder** which includes the [Domestic Abuse Pathway and accompanying tools](#). This includes where the **following indicators are alleged, present or suspected – either now or in the past, including, but not limited to:**

Information relating to a primary perpetrator
Physical violence
Sexual violence
Coercive, controlling <u>behaviours</u> (towards a child or an adult)
Stalking <u>behaviours</u> and 'jealous surveillance'
Power imbalance
Threats to kill: any known or alleged threats must be taken seriously until sufficiently assessed to reduce potential risk and safeguard the child and others at risk
One or both parents report or present as being afraid
One or both parents were in a previous relationship that was abusive
Children imitate violent behaviour
Presence of degrading or humiliating <u>behaviours</u>
Features of 'honour' based violence and / or features of forced marriage.
Situational couple violence (SCV). Use the SCV tool in the Domestic Abuse Pathway to help distinguish and identify when this is present.

Any risk presented by domestic abuse must always be adequately and safely assessed, reduced or resolved before progressing with an assessment of harmful conflict.



The following behaviours or features are commonly accepted as the range of indicators to identify harmful conflict between parties:
A high degree of anger and mistrust
Incidents of verbal abuse
Ongoing difficulties in communication and cooperation
Loss of focus on the child
'Digging in of position' and no ability to compromise, such as micro managing contact and communication
The child, dependent on age, may be drawn into managing the parent's communication and behaviours
Lengthy proceedings or repeat litigation
Can include incidents of violence or physical aggression. Please refer to the domestic abuse blue folder and the definition of situational couple violence. Follow this guidance where you think conflict is the key factor impacting on the child.
Can include behaviour resulting in the child 'taking sides' or opting out. Please refer to the green folder on child resistance and refusal .

Any risk presented by domestic abuse must always be adequately and safely assessed, reduced or resolved before progressing with an assessment of harmful conflict.



Key points from research – to inform practice

- Divorce is not always harmful. Some degree of conflict is 'normal' and if it is successfully resolved allows children to learn from this.
- Poor child outcomes associated with separation and divorce can be mitigated if conflict is resolved or parents explain to children that the conflict is not their fault.
- Enduring parental conflict is a more potent predictor of child adjustment than divorce or separation.
- The fact that some children have been shown to prosper after living with conflict after separation suggests that it may be helpful or harmful, dependent on whether it adds or removes **stress and trauma** in children's lives, and on a range of other individual and family characteristics. (the points above cited in J. McIntosh, 2003)
- The impact of separation is higher for those children already vulnerable through other factors (Emery, 1999).
- The Early Intervention Foundation [has produced a guide on reducing the impact of interparental conflict on children](#). This work was led by Professor Gordon Harald in 2016 and some of the key findings are as follows:
 - The quality of the inter-parental relationship, is increasingly recognised as a *primary* influence on effective parenting practices and children's long-term mental health and future life chances.
 - Parents/couples who engage in frequent, intense and poorly resolved inter-parental conflicts put children's mental health and long-term life chances at risk.
 - Children of all ages can be affected by destructive inter-parental conflict, with effects evidenced across infancy, childhood, adolescence and adulthood.
 - This echoes Kelly from 2003 who stated that enduring parental conflict can violate children's core developmental needs and threaten their psychological growth.

Assess the impact of and drivers for conflict

In cases of harmful and enduring conflict, assess the drivers and factors that are causing this. Consider the following key points and questions:

- Who or what is driving the conflict?
- What are each parent's contributions to continuing hostility, disputes, and further litigation?
- Has either parent disengaged with the other?
- Can either parent change his or her behaviour?

Consider the purpose the conflict is fulfilling for the parents. For example, by maintaining the conflict, is this a way for one parent or both to maintain 'connection' or relationship of sorts with their ex-partner?

Consider the stage of disengagement from the relationship and the stage of psychological separation. Are they stuck in grief, pain or loss, or able to move on from this?

These factors will help to inform your analysis and recommendations about what needs to change for the child and how this can be achieved.

A soft-focus background image of a child's hand holding a light-colored teddy bear. The child is wearing denim jeans. The scene is outdoors with a blurred background.

Post-separation co-parenting

What is co-parenting and why is it important?

How is successful co-parenting achieved?

Developing a parenting plan

Co-developing an age appropriate shared narrative

Cafcass Positive co-Parenting Programme:

The CPPP is a way of working which draws on psychological and systemic intervention aiming at reducing harmful conflict and emotional harm to children through a solution focused approach.

The programme is a time-limited, four stage intervention that can be applied in 16.4 cases, with the court's agreement.

Each service area has dedicated staff who are trained in the model. Speak to your manager if you have a case you think might be suitable.

Use the new CPPP suitability tool to consider whether a case is appropriate.

Sessions 1 and 2

- Meet parents individually and establish position
- Explore feelings
- Potential to change
- Understanding of impact on child

Session 3

- Meeting with child
- Explain joint meeting with mum and dad
- Ask the child what they want mum and dad to discuss
- Invite them to put this into a letter, picture or list

Session 4

- Meeting with both Parents
- Promoting parent's understanding of each other's positions (mentalising)
- Feedback from child
- Preparation of letter to child and Parenting Plan

Dear Ruby & Callum,

We are writing this letter to you, together, because we want you to know how sorry we both are for what has gone on over the past year.

Splitting up is never easy and it is natural for there to be disagreements along the way, especially when there are children involved. Looking back though, we can see that we could have handled our disagreements better and that it was unacceptable for us to row in front of you. Ruby, you shouldn't feel the need to look after your little brother when we argue and we promise we won't put you in that position again.

Sometimes we, Mums & Dads, have different ideas about how children should be looked after, this has been a cause of rows for us in the past. Kirsty (Cafcass lady) has helped us realise that it is okay to do things slightly differently and that unless one of us does something that makes you unsafe, we should back off and not argue about our differences. Mum is sorry for calling Dad useless and for being mean about his flat, Mum has deleted the rude name from the contacts on her phone.

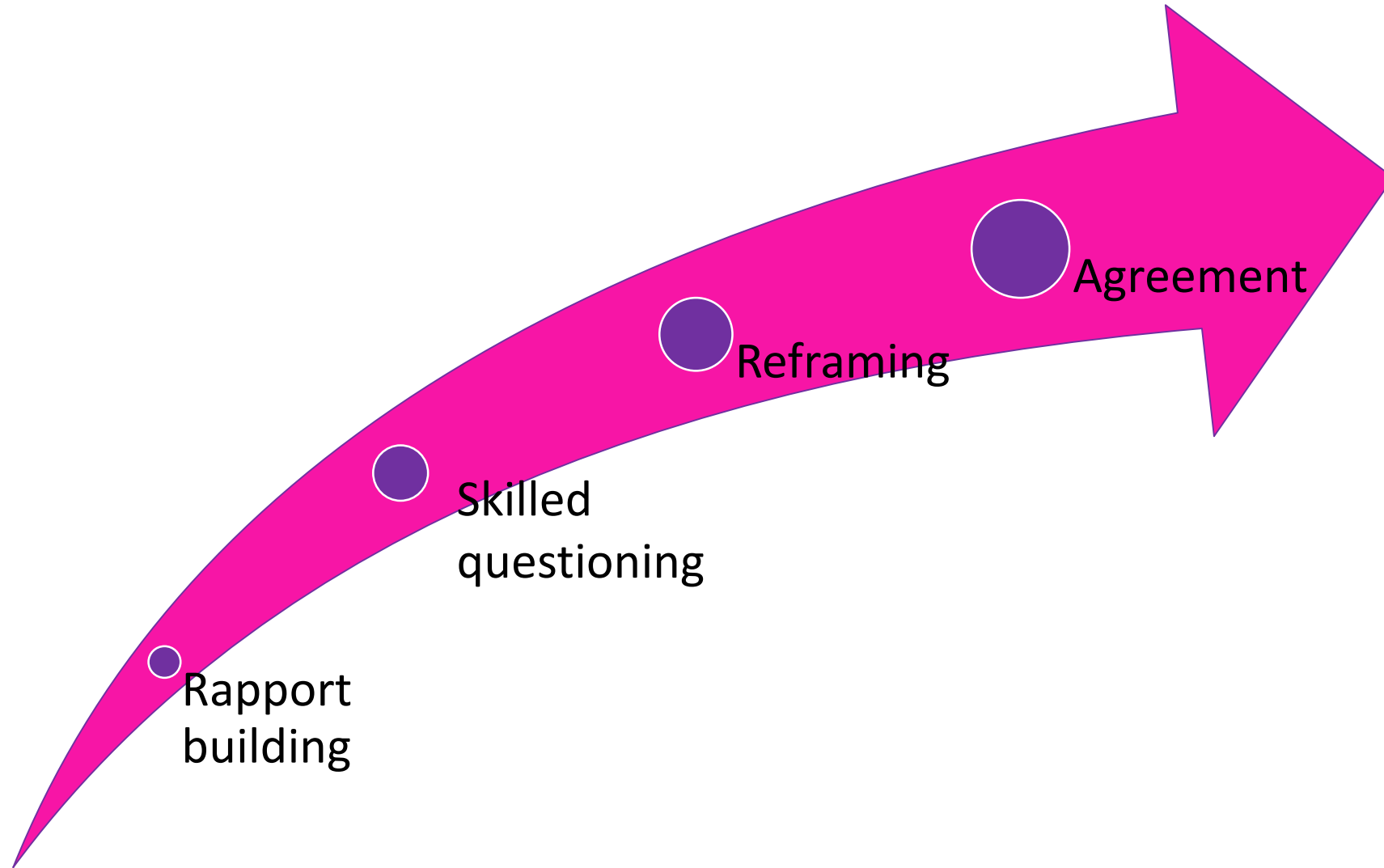
We are still working with Kirsty to figure out exactly when you spend time at your Dad's, we're not there yet but we can tell you that it will be at least once every other week. Whatever arrangements we all settle on, we want you to feel happy and comfortable in both of your homes and with both sides of your family.

We love you to the moon and back,

Mum & Dad

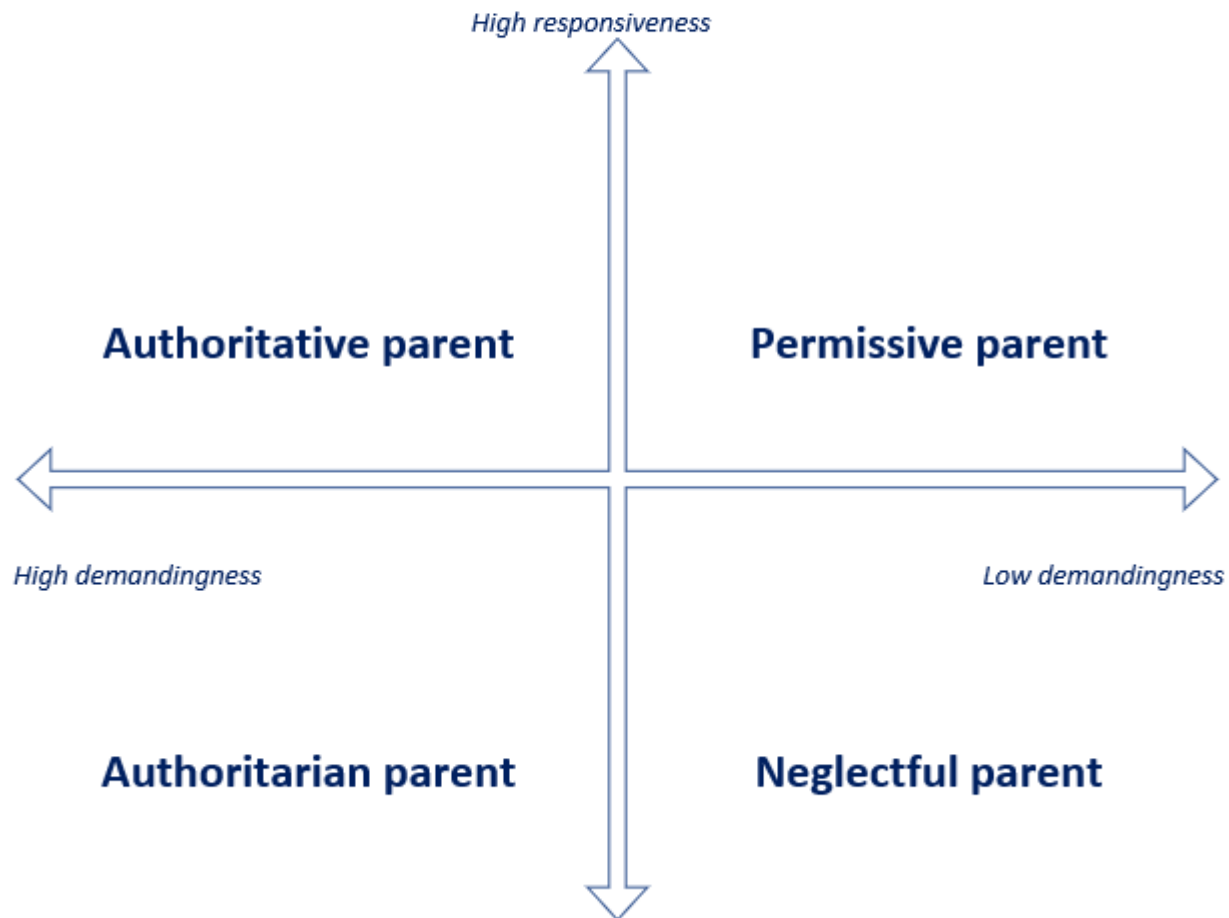
x

Dispute resolution skills and techniques



Parenting style has a significant impact on children's outcomes and tend to fit under one of four categories: authoritarian, authoritative, indulgent, and neglectful (see indicators below). These styles fit on a matrix of (high/low) warmth/responsiveness and (high /low) demandingness/control. They influence a child's outcomes in relation to autonomy, independence, self-discipline, self-regulation, and ability to navigate and maintain relationships.

Figure 1. Baumrind's model of parenting styles



What does authoritative parenting look like?

How does this differ from authoritarian parenting?

How could this tool be used in practice?

Reading: Children's resistance or refusal to spending time with a parent - a structured guide



Indicators of **child refusal/resistance to spending time with a parent** such as **alienation**

Alienation and rejection – a historical perspective



Late 19th Century – ‘poisoned minds’

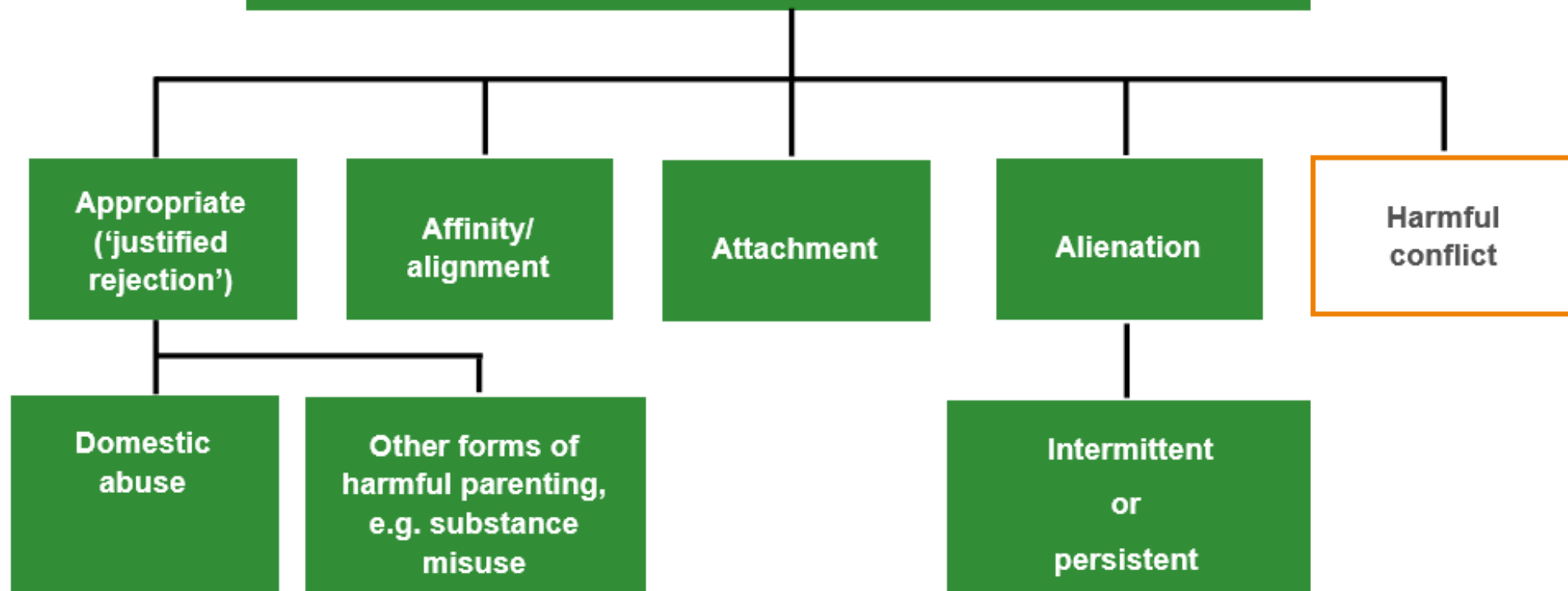
1976 – ‘unholy alliance’

1985 – ‘parental alienation syndrome’
(PAS)

2005 – ‘alienation’ (parent’s
behaviour)

2018 - ?

Why do children resist post-separation time with a parent?



Please note: The child may also refuse or resist a parent as a response to conflict. Kelly & Johnston (2001) identified that “**resistance can be rooted primarily in the high-conflict marriage and divorce (e.g. fear or inability to cope with the high-conflict transition).**” If this is identified as a factor at any point in the case refer to the tools and guidance on harmful parental conflict, which includes information about interventions aimed at reducing parental conflict and the impact on children.

Key practice points: appropriate justified rejection

Definition: Appropriate justified rejection

Justified rejection by the child to spending time with a parent or realistic estrangement because of harmful parenting including neglect or abuse or significant parenting limitations.

Factors and indicators:

- There are substantiated allegations of abuse or neglect.
- There are substantiated allegations of domestic abuse.
- The child feels unsafe or very unhappy in the care of the other parent (these feelings to be explored in line with this guidance)
- The parent the child lives with has acted protectively.
- Rejection of the other parent is justified due to non-existent, interrupted, or minimal involvement, inexperience, or poor parenting which may or may not reach the level of abuse or neglect.
- The other parent has unmanaged mental health issues / substance and/or alcohol misuse issues / personality disorder or other factors that impact on their capacity to provide attuned and consistent care.

Next steps and support: Where these factors are present, the FCA should undertake an assessment using the tools and guidance in the domestic abuse purple folder or the other forms of harmful parenting blue folder of the Child Impact Assessment Framework. The FCA should also consider the need for the court to carry out a fact finding, see Cafcass' Finding of Fact Guidance [\(add link\)](#).

Key practice points: affinity/alignment

- **Definition: Affinity** is where the child does not have negative feelings for the other parent but prefers spending time with one parent. Alignment between a parent and child may develop before, during, or after separation because of the other parent's non-existent, interrupted, or minimal involvement, inexperience, or poor parenting (which does not reach the level of abuse or neglect).
- **Factors and indicators:** Resisting a parent, particularly in the early stages after separation, could result from one or more forms of 'benign post-separation parental rejection', such as dislike of tougher rules at one house, dislike of upheaval or anger at a departing parent (Clarkson et al, 2006).
- Older children and teenagers may resist time with a parent as part of normal adolescent behaviour and exercising increased independence and personal choice.
- Brothers and sisters may have different reasons for their acceptance or rejection of time with a parent.
- When resistance occurs for benign reasons, separated parents can mistakenly blame each other.
- **Next steps and support:** If the reasons for the child's resistance indicates affinity/alignment, explain this to the parents and encourage them to reflect on the impact of their behaviour on their child.
- Consider local and online options for signposting to the parents and children for support and guidance on post-separation parenting.
- Completing a Parenting Plan or SPIP may also be beneficial.

Key practice points: attachment

- **Definition: Attachment** - age or gender appropriate reactions for resisting time with a parent for attachment reasons including separation anxiety.
- **Factors and indicators:** From an attachment perspective, a child or young person's distress and hostility to the parent they don't live with can be interpreted as an attempt to activate care-giving responses from the other parent. If the child does not receive Parent A's endorsement of Parent B, it triggers 'proximity-seeking behaviours' in the child towards Parent A. Proximity seeking behaviours could include crying, clinging, defiantly rejecting the other parent, aggression, withdrawing or attentively caring for Parent A.
- The child is not likely to have conscious awareness of their attachment behaviours: children do not always 'know' that they are using such strategies to protect their relationship with their primary caregiver.
- Consider the possibility that the child's expressed wishes and feelings are distorted by the attachment strategy of the child as his/her means of maintaining loyalty to/eliciting care from the parent they live with. See section 5 on the considering the child's wishes and feelings in relation to their emotional and mental health and wellbeing.
- **Next steps and support:** If the reasons for the child's resistance indicates attachment issues as a cause, explain this to the parents. Encourage them to reflect on how their behaviour affects their child and to think about how, for example, hand over arrangements or frequency or length of time with the other parent may be adapted to support the child.
- Consider local or online support options and use of the Parenting Plan or SPIP as with affinity/alignment.

(With thanks to Asen and Morris, 2019 (not yet published), for contribution to this section).

Key practice points: parental alienation and child impact

- **Definition:** The definition of parental alienation as a concept in family court cases, its surrounding terminology and its scale remain under debate, meaning there is no clear data as to its extent.
- While there is no one clear single definition, Cafcass recognises alienation as when a child's resistance/hostility towards one parent is not justified and is the result of psychological manipulation by the other parent.
- Polarised positions regarding alienation potentially do a disservice to children, since this can lead to their experiences not being recognised or acted on. Similarly, the debate about whether alienation is a syndrome can be a distraction from the necessary focus on the impact on the child.
- Alienating behaviours instead present themselves on a spectrum with varying impact on the individual child, which requires a nuanced and holistic assessment. We should avoid rigid labels and overstating or understating alienation. Our role is to understand children's individual experiences and how they are affected by behaviours.

Continued on the next slide..

- These behaviours can include: a parent constantly badmouthing or belittling the other; limiting contact; forbidding discussion about them; and creating the impression that the other parent dislikes or does not love the child.
- They can also include spurning, terrorising, isolating, corrupting or exploiting, and denying emotional responsiveness. These tactics foster a false belief that the alienated parent is dangerous or unworthy. Children adapt their own behaviours and feelings to the alienating parent to ensure that their attachment needs are met (Baker, 2010).
- Both men and women can demonstrate alienating behaviours. While alienation can be demonstrated solely by one parent, it is often the case that a combination of child and adult behaviours and attitudes, with both parents playing a role, leading to the child rejecting or resisting one parent.
- Harmful conflict and domestic abuse are distinct from alienation, and one another. Alienation is one reason why the child may reject or resist spending time with one parent post-separation.
- Information on the history and context of parental alienation can be found in the article: *Kelly, J., & Johnston, J. (2001). The alienated child: a reformulation of parental alienation syndrome. Family Court Review, 39(3), pp.249-266.*

Alienating behaviour on a spectrum - behaviour and impact

Intermittent:

Intermittent, intentional words or actions aimed at either undermining the child's relationship with the other parent as a result of hurt or anger or emotional vulnerability. They may feel genuinely concerned for the child in the care of the other parent, but these concerns are unfounded (adapted from Judge and Deutsch, 2017).

Indicators:

- Some recognition of the value of the child's relationship with the other parent (and their extended family where applicable).
- However, intermittently exhibits alienating behaviours or strategies because of their own feelings.
- Understands that what they are doing is wrong, and in this sense there is an element of intentionality connected to their pain and anger at the end of the relationship.

Persistent:

Persistently acting in a way to hurt the other parent and destroy their relationship with the child, rarely showing empathy, self-control or insight and taking on an obsessive quality (adapted from Judge and Deutsch, 2017).

Indicators:

- Active and **persistent** campaign to undermine and destroy the other parent's relationship with the child.
- Unable to recognise or accept that the child may have wishes and feelings that are separate from their own.
- Denies or undermines the value of the relationship between the child and the other parent (and sometimes their extended family).
- Lacks empathy and/or is unwilling to forgive.
- Has made allegations of abuse against the other parent which the court has found to be false.
- Where there are unsubstantiated allegations of abuse, they cannot be convinced otherwise, even when there is evidence to the contrary.
- Is not motivated to seek help to restore the child's relationship with the other parent (or extended family and friends where applicable).
- The alienating behaviours are intentional, although their actions may be direct, indirect or a result of protective behaviours based on genuine beliefs.
- Mental health difficulties or personality disorder may be contributing to the alienating behaviours.

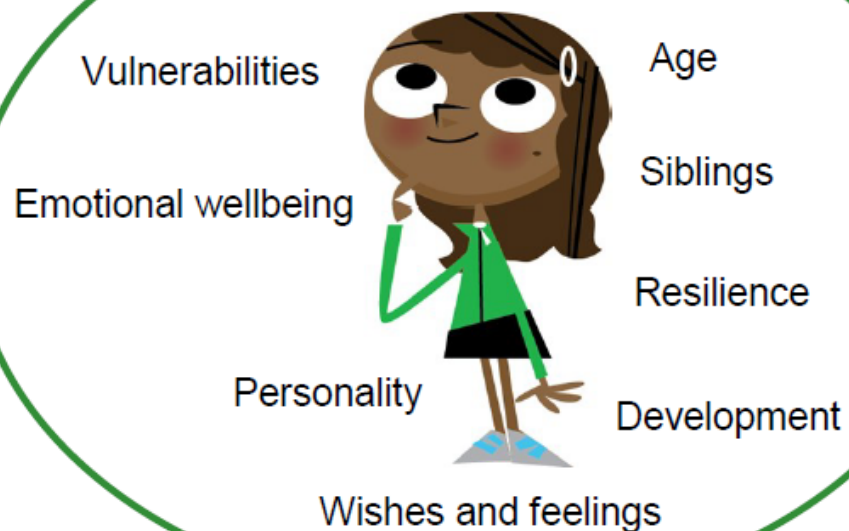
Exercise:

The 4 A's

In pairs/ on your tables read the four case summaries in your pack.

With reference to the child resistance / refusal guide discuss which form of 'rejection' applies to each summary.

The child's world



The **impact on the child** will vary according to factors in the child's world. Every child is unique. Active and persistent alienating behaviours are likely to be harmful, but the degree and type of harm will differ for each child as will the best course of action to reduce or overcome the harm.



Child resistance/ refusal guidance and tools

Resource	Guidance on use
Assessing children's and young people's wishes and feelings guidance – (new guidance)	Private law: This guidance addresses best practice when listening to and analysing children and young people's wishes and feelings, to help practitioners consider what arrangements are in the child's best interests.
Typical behaviours exhibited where alienation may be a factor- (new tool)	Private law: This is an analytical tool to be used by practitioners after they have completed interviews with parents and children and obtained a range of other information such as from the school, police and LA. Based on this information, FCAs can click on 'choose an item' to indicate the frequency of alienating behaviours.
Recommendations for the child when alienation is a factor guidance - (new guidance)	Private law: This guidance provides advice for recommendations on cases where the assessment indicates that the child is being harmed by alienating behaviour (or the court have found facts regarding this) and that this behaviour cannot be curbed.
Children's beliefs about parental divorce tool (existing tool)	Private law: To be used when working with children to understanding their beliefs about their parents' divorce.

‘Typical Behaviours’ Tool

Typical behaviours exhibited where alienation may be a factor

This is an analytical tool to be used by practitioners after they have completed interviews with parents and children and obtained a range of other information such as from the school, police and local authority. Based on this information, FCAs can click on ‘choose an item’ to indicate the frequency of the behaviours. This is not a scored tool i.e. there is no numerical value to attach to the indicators or examples. Instead it is to be used as an aid to analysis and professional judgement. Cafcass tools are always designed to complement rather than replace professional judgement. This tool exists to aid a practitioner to utilise their social work skills and knowledge and to contribute to helping form an analysis about what is going on for the child and what recommendations would best meet their needs’.

These tools support the Family Court Adviser (FCA) to consider:

- *Typical behaviours exhibited by a child where they have experienced alienating behaviours from one or both parents*
- *Typical alienating behaviours demonstrated by a parent*
- *Typical behaviours exhibited by a parent from whom the child has been alienated*

Reading:

- Considering children and young people's wishes and feelings
- Recommendations for the child when alienation is a factor





Baroness Hale in Re D (a child) [2006] UKHL 51 said at [§57]:

“As any parent who has ever asked a child what he wants for tea knows, there is a large difference between taking account of a child’s views and doing what he wants. But there is now a growing understanding of the importance of listening to the children involved in children’s cases. It is the child, more than anyone else, who will have to live with what the court decides. Those who do listen to children understand that they often have a point of view which is quite distinct from that of the person looking after them. They are quite capable of being moral actors in their own right. Just as the adults may have to do what the court decides whether they like it or not, so may the child. But that is no more a reason for failing to hear what the child has to say than it is for refusing to hear the parent’s views.”

Children as 'active participants' rather than 'subjects' – what does this look like?



Guidance on recommendations for the child when alienation is a factor

- Linking your analysis to the recommendation
- Using a balance sheet approach to inform recommendations
- Dilemmas in 'overcoming' a child's unjustified rejection of a parent
- Intervention and treatment options

Therapeutic treatment and intervention

- To overcome resistance or refusal by a child who has been alienated, courts will often consider the need for treatment or intervention.
- Any such intervention is most likely to be effective with judicial oversight.
- A recent review of interventions internationally suggests that there is no single protocol for the assessment and treatment of cases where alienation may be a factor (Templer, Matthewson, Haines, & Cox, 2017). No interventions from the UK were identified in this review or that of Doughty, Maxwell and Slater (2018) conducted on behalf of Cafcass Cymru.
- Development of interventions in the UK are in their formative stages and do not appear to have yet been subject to independent objective evaluation. In addition, access to suitable therapeutic intervention is problematic, due to costs and the sparsity of provision.

Recommendations continued...

When a therapeutic intervention is being considered the report to court can helpfully include recommendations as to the content of a proposed order along the following lines (Clarkson et al 2006):

- Anticipate resistance and leave nothing to chance: detail start and finish times, dates, handover arrangements, transport arrangements.
- A mechanism for swift return to Court for non-adherence or breach.
- Compensatory or enhanced parenting time where this has been frustrated or prevented.
- Ensure no discretion or negotiation is left to the child or alienating parent.
- Eliminate the possibility of conflict at handovers (such as by using a third party, or neutral venue like school). Conflict will increase child's distress and strengthen the rejection process by setting the alienating parent as a victim and the other parent as a perpetrator.
- Build in a pattern of progress, to set the expectation of success.
- Prevent intrusions into the time the child spends with alienating parent (consider if telephone calls from the alienating parent are of benefit to child or do more harm than good) (Clarkson et al 2006).



Other forms of harmful parenting guide

This guidance and the accompanying tools are designed to support the FCA's structured professional analysis of cases where children may have been harmed under the following circumstances:

- when their parents' or carers' behaviour is affected by issues such as alcohol or drug abuse or mental health difficulties
- when they have been neglected
- or where there is concern they may have been sexually exploited or abused.

It includes the existing tools and guidance on these case factors in one accessible place within the CIAF.

Indicators of other
forms of harmful
parenting such
as substance
misuse

**Name something you have learned today and
describe how you will apply it in practice?**





- Please now complete the evaluation form [on this link](#). If you are viewing the PDF version of this presentation, you can just click the link. However, if you are viewing the PowerPoint version, you will need to select Slideshow from the ribbon at the top and then click on “From current slide”, and then click the link.
- It would be really helpful if you could provide us with some constructive feedback to inform future training events. Thank you.