

## Pan Bedfordshire Chronology and Genogram Guidance

### 1. Introduction

1.1 The purpose of this practice guidance is to provide practitioners with an outline of what a chronology is, how and when they can be used and what their limitations are. Findings from numerous Statutory Case Reviews in respect of children and vulnerable adults have concluded that a chronology could have supported the earlier identification of risks to the child or adult.

1.2 Some child's files can be extensive and cover a number of years, therefore where there is not already an up to date Chronology in place records are time consuming to read. However, it is always time well spent and not to read records is not an option. The historical information could and should have a significant influence on your analysis and any decisions made in relation to the child/children. Not to read and take account of historical information could lead to an incomplete analysis and unsafe decision making.

1.3 A chronology makes the links between the past and the present; helping to understand the importance of historic information upon what is happening in a child or adult's life now. It is **Not** a list of tasks undertaken or telephone contacts. Chronologies compiled on an adult who has parenting/caring responsibilities should always include information about the child(ren).

**1.4 Remember: where there is more than one child, there is a need to distinguish between the sibling group in respect of information and impact. They may all be exposed to the same environment/incident, however the impact that this has on each individual child is likely to be different.**

Please read this in conjunction with the separate [Multi-Agency Chronology Guidance](#).

### 2. What is a chronology?

2.1 **A chronology is a tool** that all practitioners can use to help them understand what is happening in the life of a child, adult or family positives as well as negatives. Simplistically it is a list, in date order of all the major changes and significant events in a child's, adult's or family's life<sup>1</sup>. It provides a brief and summarised account of events to give an immediate overview. Chronologies can be compiled by a single agency or be multi agency/integrated, pulling together the knowledge and information held by agencies involved with the child, adult and family.

2.2 **Chronologies in themselves are not an assessment;** however, they are a useful part of an assessment. The chronology should not replace case notes or records which include more detailed and sensitive information. Good practice would be that all cases contain a chronology that is kept up to date. This would help any practitioner looking at the case to have an up to date overview of the concerns raised about the child, adult and family and how agencies responded.

2.3 **Chronologies may vary significantly** according to the family history, the purpose behind preparing the chronology, and the level and legal status of the agency's involvement. For example, it may be helpful to include health diagnosis when completing a chronology for a child with a disability. Practitioners, however, must use their professional judgment about how detailed a chronology should be and what events to include.

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<sup>1</sup> It is important to recognise that positive actions / achievements should also be included in order to ensure the chronology provides an accurate reflection of the child's/ family's lived experience

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**2.4 Using chronologies in practice can promote better engagement** from children, adults and families and when carried out consistently across agencies, good chronologies can improve the sharing, and understanding of the impact, of information about a child, adult or a family's life. It is therefore crucial that it is strengths based, not just a list of deficits but recognises the achievements made by the child and/or family such as change of pattern/behaviour, child attending school, etc.

**2.5 It is not an exact science:** what might be a significant event in one child, adult or family's life will not necessarily be relevant to another. Ordinarily, a child not being collected from school or not being brought or an adult missing a health appointment will not be significant. But sometimes, in certain cases, it may well be. So, chronologies rely on your professional judgement. You will be best placed to know what is significant to that child, adult or family you are working with. But ask yourself, indeed convince yourself, why it needs to be included.

**2.6 All allocated cases must have a chronology.** A chronology must be started at the point a practitioner starts identifying significant events for a child/adult or family. Good practice would be that they should accompany a referral into any service but particular for Children's Services.

**2.7 A multi-agency chronology brings together chronologies created by different agencies and presents them coherently.** It is particularly important that multi agency/integrated chronologies include the source and date of the information, with a record of the justification for why information was shared. Multi agency/integrated chronologies can be important in identifying critical events in the lives of children or adults and assist in decision making when working together with vulnerable children or adults and families. They can give a more rounded picture, for example a single incident may take on a far greater importance in the life of a child or adult when placed in the context of a proper, time lined integrated chronology.

### 3. What Constitutes a Significant Event?

**3.1 Any significant event or change which has an impact on the child.** All relevant information should be included whether regarded as positive or negative for the child. Professional judgment must always be used when deciding what information to add. The following should be included, but the list is not exhaustive:

- **Change of circumstances:** changes of carer, address, legal status, school, family circumstances and household composition;
- **Issues for the child:** if they make a statement about/following an event i.e. wanting to leave home, physical or mental health, incidents of abuse, losses, developmental/educational issues (includes out of school episodes), personal achievements, incidents of going missing/bullying, gender or culture issues, offending;
- **Family issues:** changes in family composition, loss and separation, domestic abuse, financial/housing problems, physical/mental health, substance misuse, homelessness, imprisonment, victimization;
- **Practitioner involvement:** Children's Centre involvement. Referrals with source, assessments, Child In Need plans, significant decisions such as Section 47 Enquiries commence, child becomes the subject of a Child Protection Plan or Looked After Children or there is a need for Court Hearings.

**See Appendix 4 (page 11) for more information.**

### 4. Accountability and who starts the chronology and when?

**4.1.** A chronology should commence at any point a concern is raised about a child and can be started by any practitioner. Some agencies will have their own internal chronology templates and if not there is a **sample template on page 10.**

4.2 If a new child referred to children's social care with no historic family involvement – the initial allocated worker receiving the assessment from MASH/IFD/Access & Referral Hub starts a new chronology which is then updated in line with significant events/sequence of significant events.

4.3 If a child who has a recent referral to MASH/IFD/Access & Referral Hub but has had previous history with children's social care and there is a historic chronology on their case file then the initial allocated worker receiving the assessment request will update that chronology with the presenting concerns.

4.4 If a child who has a recent referral to MASH/IFD/Access & Referral Hub but has had previous history with children's social care and there is no historic chronology on their case file then the initial allocated worker will start a new chronology but in the first entry completes a summary of previous involvement.

4.5 If the child is already open to children's social care and receiving a service, the allocated worker adds to the existing chronology.

### **Practice tips for child focussed recording in chronology**

**It is a good discipline to remember that the child may read the recording at some future date. It is important therefore to ensure that records are honest, balanced, and respectful and reinforces the need for individual impact to be understood for each child in the family. The chronology must reflect the complexity of the child's life, and the interventions of key people in their life.**

**Chronologies must have good grammar and spelling. There must be no unnecessary, unexplained jargon. The tone must be appropriate, i.e. no slang/ acronyms.**

**When speaking about specific individual care must to be taken to ensure that they are clearly identifiable within the chronology to avoid misidentification at a later date, for example where there is more than one carer involved with the children the term dad could result in confusion as to who is being referred to not just in the present but also in the future if updating a chronology in a number of years' time. When referring to practitioners, ensure that it is clear what their role is.**

**Source and location on child's file i.e. who told us and where further details can be found e.g. referral/case note entry dated....**

**It is crucial we keep our chronologies as concise as possible. If every issue or contact is recorded, the chronology simply loses its value. It is, therefore, important that chronologies do not become repeats of the case notes and so detailed that we cannot see the wood for the trees.**

**We understand that it is difficult to have hard and fast rules about what goes into a chronology – but you should always be thinking to keep the information minimal but meaningful. THEY ARE NOT A CASE SUMMARY There is often a temptation to write up chronologies that become copies or summaries of the main case file. Not only is this time consuming, but also lessens their effectiveness by flooding them with detail. Chronologies are not mini case files.**

**So, we are looking for entries to be either bullet point style or a short sentence or two. Remember the detail can be elsewhere. But also remember the entry must be meaningful.**

**The facts laid out in a chronology will help us with our analysis of the case: so let nothing clutter our thinking.**

**A good chronology should be at the core of identifying a child/young person's needs and the validity of care plan and intervention**

## **5. How to compile a chronology and what to include?**

5.1 A chronology is not expected to be a repetition of the narrative contained in process or case recordings, but bullet points indicating incidents, events or issues which significantly affect a child, adult or family. It therefore requires familiarity with the case information, and analysis to identify the critical moments in a child, adult or family's life experiences. It must be relevant and succinct so that important events are not lost in insignificant and irrelevant details.

5.2 A chronology should draw on various sources of information (held on record such as previous health and school records, social work files and other relevant information from other agencies). The child, adult and family should also be involved in the process of completing the chronology. Their involvement provides an opportunity to check the accuracy of information and it can assist the practitioner in obtaining their perspectives on particular events and to develop an understanding of the impact on individuals in the family.

5.3 It can include a genogram of the child and adults in the family as this can help support clarity of the family composition and understanding of the child or adult's circumstances – see Appendix 1 (page 8).

## **6. How to write a chronology?**

### **6.1 Core elements of a chronology**

- Key dates such as dates of birth, life events, and moves.
- Facts, such as a child's name placed on a CIN or child protection plan, multi-agency public protection arrangements (MAPPA) meeting etc.
- Transitions, life changes.
- Key professional interventions such as reviews, hearings, tribunals, court disposals.
- A very brief note of an event—for example, a fall down stairs, coming to school with a bruise, a registered sex offender whose car keeps 'breaking down' outside a primary school.
- Remember the detail can be elsewhere. But also remember the entry must be meaningful. You cannot argue that 'Telephone call from mum' is concise, but it tells us nothing about the significance of the call (if there is any) and is unhelpful and succeeds only in cluttering up the chronology. However, 'Telephone call from mum saying she was the victim of domestic abuse at the weekend' tells us something worth reading. The detail of the allegation can be found in the case file.
- The actions that were taken. Many chronologies list events and dates but do not have a column which enables the action taken to be recorded or, if no action was taken, to explain why.
- Not opinions – these may be for the case record, but the strength of chronologies lies in their reporting of facts, times, and dates and so on.

6.2 Of course, there may be times when 'was not brought/missed appointments' or 'children not seen' takes on significance. A 'child not seen' because he/she is at an afterschool group is understandable. However, if a pattern seems to be emerging that is harder to explain or understand, it will be worth

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recording these. Even so, rather than have, say, 25 different entries reading 'Tom absconded from placement' – it might be better to sequence these into one entry. For example:

1 Jan – 31 March – 25 incidents of Tom absconding

1 April – 30 June – 17 incidents of Tom absconding

1 July – 30 Sept – 5 incidents of Tom absconding

### 6.3 Other examples of what to input:

The situation of these children came before the court on 6 & 7 February 2013 when having heard representation on behalf of the parties and taking into account all the available information the court made Care Order's in respect of both children. (42 words) **you could say:** 7 February 2015 – Court Orders made for both children. (6 words)

6.4 The Local Authority's involvement with Leah's family began before she was born with the commencement, on 02.09.14, of a Pre-Birth Assessment that was eventually completed on 13.03.15, some four weeks after Leah's arrival. (33 words) **you could say** 13 March 2015 – Leah's pre-birth assessment completed. (4 words).

6.5 Include in the chronology any examples of positive changes, engagement, etc. by the parents/child for example;

- Father did attend an appointment or engaged with an assessment
- Parents attended appointment at drug / alcohol
- Child brought and received immunisations.

6.6 It is also crucial to stick to the facts only. There is no need for commentary, opinion or interpretation within the chronology. So rather than: 25 April 2015 – home visit, house untidy and children unkempt. Mum is clearly struggling to manage the morning routine; **you could say** 25 April 2015 – home visit at 8.30am. Children not up or dressed and were late for school by 30 minutes. Mum could not find any clean uniform. The facts laid out in a chronology will help with your analysis of the case, so let nothing clutter your thinking.

6.7 The prompts below indicate the types of issues which might feature in any chronology (not exhaustive lists):

### The Child or Adult;

- When seen and if seen alone;
- Referrals and concerning information from agencies/individuals e.g. allegations (substantiated or otherwise)
- Positive information such as Father did attend a meeting, parents attended appointment at drug / alcohol or child received immunisations
- Transfer/closure of case and reason;
- Change of address/school, school attendance and exclusions and reason;
- Change in relationships;
- Change of carer;
- Changes in any practitioner contact like a change of GP / Social worker and reason;
- Changes in personal status (such as getting married) or name change and reason;
- Any meetings held and plans established;
- Missed appointments/ **was not brought** to appointments.
- Details of assessments carried out, summary of analysis and outcome;
- Relevant medical examinations, attendance and admission to hospital;
- Critical Incidents (Police investigations) giving rise to concern including injury and neglect;

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- Details of any offending behaviour and convictions;
- Case open/closed and whether allocated or referred to other agencies - including summarised reason(s) for decision;

### **Parents and family;**

- Family History - including marriages, births, deaths, serious illness and changes in the make-up of the household including new partners and separations. This may start with events that occurred prior to the child's birth where significant;
- Serious stress factors, unemployment, bereavement, accidents, prison, deaths;
- Parental history and diagnoses especially care history, mental health and psychological, crime, substance abuse, domestic violence issues and history of relapse;
- Police logs detailing relevant incidents at family home or in relation to family members, such as reported incidents of domestic abuse, drunken behaviour, ASB, etc.;
- House moves with dates and addresses in full;
- Immigration details as appropriate;
- Criminal and civil proceedings and outcomes;
- Take up or not of services and support offered to family;
- Recorded positive events or strengths showing family capacity to work in partnership and engage with practitioners;
- Specialist assessments and their outcomes.
- Accommodation (including requests for and consideration of accommodation);

6.8 For unaccompanied minors or adults producing a historical chronology may be difficult but an overview of key events of their life whilst being looked after or engaging with local services must be maintained;

6.9 A simple test is that the chronology should not confuse or mislead in assisting with a clear understanding of the case. When the chronology has been completed it should be checked to ensure that crucial events have not been omitted. Before any agency makes a key decision about a child there should be consideration of the child's updated chronology so that the full background is known and taken into account. Where a chronology is not up to date or unavailable this should be a cause for concern and escalated to managers.

**Managers please see a mini guide in Appendix 2 (page 9).**

## **7. Updating a Chronology**

7.1 Existing chronologies on allocated cases should be regularly updated, at a minimum; prior to any review, planning, child in need, child protection or strategy meeting. Existing chronologies on closed or newly opened cases must be updated at either the point of referral or as part of the subsequent assessment

7.1 All practitioners working with a child(ren) are responsible for ensuring that their agency's chronology on the child's files is maintained and kept up to date. Managers are responsible for monitoring the chronology through supervision to ensure it continues to be up to date and fit for purpose. If chronologies are not kept up to date, then this should be escalated for immediate attention within the agency.

7.2 As part of any plan for the child(ren) where there are continuing concerns there must be agreement as to who will be responsible for pulling together individual agency chronologies into a multi-agency chronology which is maintained and kept updated and shared with all the practitioners working with the family. This can be someone other than the Lead Practitioner. This should be a shared

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responsibility between the practitioners for gathering, recording and passing information onto the person who has agreed to collate the chronology and can be completed at meetings and reviews. Compiling a multi-agency chronology needs careful co-ordination and close working between the agencies involved, and requires individuals to note all matters which may constitute a significant event.

### **8. Quality Assurance**

8.1 Review and analysis of a chronology is essential. If it is not reviewed and analysed, the chronology would serve little if no purpose. A chronology helps structure information which informs analysis and decision making; as such they are an essential tool in effective assessments and interventions. The incidence and quality of chronologies should be regularly reviewed as part of all audits and supervision processes. They can also be subject to peer review where practitioners review each other's chronologies and determine if any patterns, timescales and risks which could be identified.

8.2 Ensuring that all allocated cases have an up to date chronology is an indication of good practice and persistent failure to achieve this standard should be addressed as a performance issue and escalated.

8.3 A chronology must be based on up-to-date and accurate case recording. Any inaccuracies or deficiencies will impact on the composition of the chronology and limit its usefulness. If any inaccuracies are discovered, clarity should be sought and if required the chronology amended.

### **9. What should a chronology look like?**

9.1 It is most helpful to present chronologies in a table format. The record should clearly indicate which child, adult or family the chronology relates to. **See Appendix 3 (page 10) for an example chronology template.**

### **10. Multi-Agency Chronology for Child Neglect Cases**

10.1 What is notable throughout neglect cases is the complexity of family circumstances and **cumulative nature of harm/impact on development** through neglect. It is well understood that neglectful parenting is almost inevitably a sign of complex and longstanding problems, such as poor childhood parenting experiences, learning difficulties/disabilities, parental mental health and domestic abuse as examples. In response to a number of local safeguarding reviews the three Safeguarding Children Boards would like to promote as good practice the development of multi-agency chronologies for all child neglect cases.

10.2 At the first observations/reports of neglect it would be good practice that agencies start a chronology which should be kept under review and shared with other practitioners who are also working with the family.

10.3 If identified neglect concerns have continued for more than 3 months with no or limited progress, with little engagement or change by the parents then a multi-agency chronology should be collated. This gives a deeper understanding of the child(ren)'s lived experiences, the impact of key events and frequency of practitioner contact, e.g. a single incident may take on a far greater importance in the life of a child or family when placed in the context of a clear, time lined integrated chronology.

## Appendix 1 – Guidance re Genograms

### Genograms

#### Genogram Symbols



Male



Female

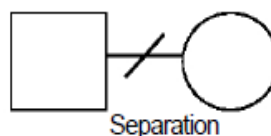
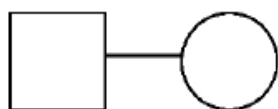


Gender unknown  
(e.g. pregnancy)



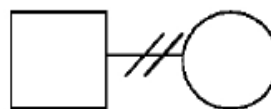
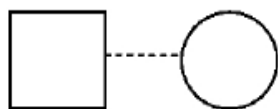
Death

Enduring  
relationship  
(marriage or  
Cohabitation)

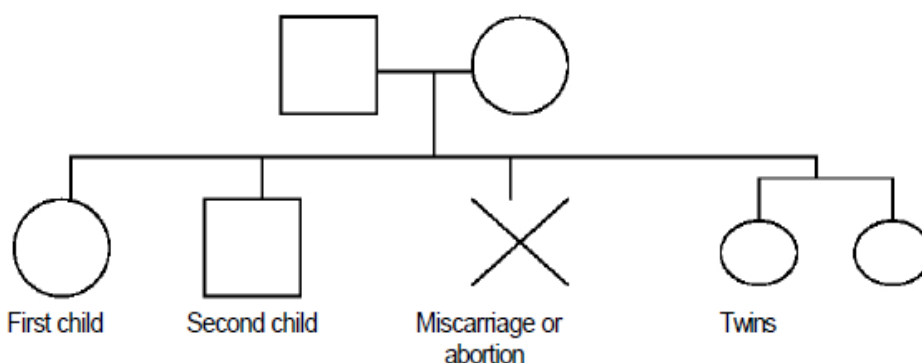


Separation

Transitory  
relationship



Divorce



A dotted line should be drawn around the people who currently live in the same house.

### Compiling a Genogram

A genogram of a family tree covering three or more generations may be compiled using the above symbols. Other relatives in addition to the parents and children can be involved in compiling the genogram. More than one session may be needed if the exercise is used to discuss the family's history in more detail and to enter significant dates and other information. Working on a genogram also provides the practitioner with the opportunity to observe family relationships; for example how open family members are with one another, how well they respond to each others needs, how flexible they are and how much they know about one another.

*Above taken from DOH (2000) Assessing Children in Need and their Families, The Stationary Office.*



## Appendix 2

### A Manager's Mini-Guide to Chronologies

'Every child's case file should include a properly maintained chronology'  
Recommendation 58 - Victoria Climbié Inquiry

#### **Make sure your team all know what a child's chronology is**

It's a series of 'headlines' which record, in date order, the significant events and changes in a child, adult or family's life. It gives an immediate, visual overview. And what it isn't ... a blow-by-blow account, everyday observations, an assessment, a running log, a daily diary, or a list of professional interventions.

#### **Understand why the need to do a chronology**

It is a quick, effective way to see what is happening in the life of a child adult or family. It helps identify patterns and issues – and helps to assess risks. Chronologies should be used at all planning and review meetings; and for life story work.

#### **Make sure your team know how to record a chronology**

Most entries should be kept to one line only: '13 November 2012 - Scott moved to Valley School.' Make sure your staff record neutrally: '14 November 2012 - Informed by police of an alleged assault on mother by father.' Make sure they stick to facts.

#### **Make sure they know what to include**

They should only consider information that has a significant impact on the child, adult or family. They need assurance to use their professional judgment. But as a guide...

**Changes:** carer, address, legal status, School, employment, health, household members.

**Incidents:** injuries however caused, exam results, school exclusions, the victim or perpetrator of bullying or gender or culture, missed appointments, arrests.

**Family or health:** domestic violence, separation/loss, financial problems, imprisonment, substance misuse, serious illness, hospitalisation, homelessness.

**Our work with the child:** referrals and source, services offered with outcome, Section 47 enquiries, plans, looked after episodes.

**Significant information from partner services:** such as children's centres, adult services, health, police, education, voluntary sector and so on.

### Appendix 3 – Example Chronology Template

Name of agency	
Name & title of person	
Date completed	

Child/Adult's First Name:		Child/Adult's Surname:			
Any Know Aliases:		Ethnic Origin			
Date of birth:		Disability	Yes (details)                      No (please delete as appropriate).		
Home Address:					
Have subjects consented to information being shared from agencies involved?	Yes            No (please delete as appropriate). If No, record justification for sharing information without consent:				
Name	Relationship to child/adult	DOB	Address	Legal status and/or current criminal proceedings	Ethnic origin

The purpose of a chronology is to provide practitioner and their managers, children, adults and their families with a chronological list of significant events in their life. A significant event is an incident that impacts on the child, adults and family's safety and welfare and home environment. This enables the reader to quickly gain a picture of formative events and patterns of behaviour, and to analyse the implications of the overall history to improve decision-making. A chronology is not expected to be a repetition of the narrative contained in process or case recordings, but tells the story of the child, adult and their family's life by identifying incidents, events or issues which significantly affect them. It therefore requires familiarity with the case information, and analysis to identify the critical moments in a child, adult and their family's life experience. It must be relevant and succinct so that important events are not lost in insignificant and irrelevant details. A chronology should draw on various sources of information such as previous files and information from other agencies.

Date	Agency Source of Information	Description of agency activity/event contact/communication	Comments
Please give date of contact/information received in agency i.e. so it is clear who knew what and when	This is to enable clarity which agency provided the information and identification of any documents that need to be read when chronologies are merged.	Remember to provide actual names of staff that are involved in the entry (from whatever agency) as they appear in your records: this will allow identification of the case group. No names will appear in subsequent working papers or reports.	The comments column is for you to provide any additional explanation of your agency's systems and processes which may be required to understand the entry.

## **Appendix 4 - Significant Events**

(NB: the events identified in this section should not be regarded as in any way definitive.)

REMEMBER – A chronology is not a record of an agency’s involvement with a child, it is a record of significant events in that child’s life and the following are only for example;

### **Education**

- Positive or negative changes in family care structure e.g. separation, divorce, bereavement, custodial sentence
- Positive or negative changes in family circumstances e.g. housing, birth of a sibling
- Physical and mental health and wellbeing of child, parents/carers
- Positive or negative changes in performance, attainment or achievement
- Identification of Additional Support Needs within staged intervention process (including requests for support services involvement e.g. psychological service, intensive support team, care and learning)
- If the child has an EHCP
- Positive or negative changes in attendance
- Positive or negative changes in parental presence, engagement or support with child’s learning
- Episodes of exclusion or re-integration
- Significant periods of absence e.g. illness, pregnancy, truancy
- Social inclusion within the school setting including evidence of bullying or positive support networks
- Change of teacher or other key member of staff from the child’s school
- Change of school
- Any threats or actual incidents of violence to staff by parents or child
- Any other relevant concerns or positive improvements

### **Health**

- Positive or negative changes in health related problems in relation to the child or their parents/carers, such as disability, substance related issues, mental health issues etc.
- Changes in family care structure e.g. through separation, divorce, bereavement, custodial sentence
- Changes to child’s physical or emotional wellbeing
- Changes in family circumstances e.g. housing, birth of a sibling, emotional wellbeing
- Referrals to Paediatric Services, Therapy Services, Other Agencies
- Attendance at Accident and Emergency or Out of Hours.
- Incidences of hospital admissions
- Childhood illnesses
- Changes in disability
- Dates of immunisations and screening (these may or may not be of significance depending on the child’s circumstances.)
- Kept or missed appointments for ante-natal, post-natal appointments, immunisations, child health surveillance, hospital appointments
- Formal health assessments e.g. developmental, LAC
- Change to the Health Visitor, School Nurse or other key staff member working with the family
- Missed/not brought to appointments without acceptable reasons, including refusal of entry or variation to routine appointment schedule
- Threats or actual incidents of violence to staff
- Any other relevant concerns or positive improvements
- Significant home visits

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### **Children's Services**

- All referrals to social work
- Information relating to health or parental lifestyles of parents/carers that significantly impact on the child
- Positive or negative changes in family care structure e.g. through separation, divorce, bereavement, custodial sentence
- Positive or negative changes in family circumstances e.g. homelessness, birth of a sibling
- Dates and details of Social Work Involvement e.g. start date, closure of case and reason
- Lack of engagement
- Child concern referrals/contacts
- Outcome of child protection referrals/enquiries/investigations
- Outcome of child protection related meetings e.g. case discussions, case conferences, core groups
- Dates and reason for child being looked after and accommodated
- Change of social worker or other key worker from the service
- Changes to legal status including primary and secondary statutes where applicable
- An established pattern of missed appointments without acceptable reasons, including refusal of entry
- Dates and conditions of contact/conditions of no contact
- Change of address including foster placement and temporary accommodation
- Outcome of court hearings
- Details of planning meeting and/or review dates including LAC
- Any other relevant concerns or positive progress
- Any threats or actual incidents of violence to staff including verbal threats
- Date when summary statements, working agreements, risk assessments are completed
- Significant home visits

### **Police**

- Any incident involving a child that would require notification to another agency about a child (could include child protection, bullying, missing persons, youth offending and ASB)
- Any incident involving an adult that would impact on the wellbeing of a child (could include parent's arrest/ drug or alcohol misuse, involvement in serious and organised crime groups, mental health issues)
- Any incident where the environment or circumstances would impact on the wellbeing of a child (could include neglect, poor living conditions, inappropriate risk taking, online communications)
- Some convictions of an adult may impact on the wellbeing of a child where they are part of or become part of a family (could include Registered Sex Offenders, Domestic Abusers, etc.)
- Significant events where a child is victim of or witness to a serious crime
- Where compulsory measures of supervision are likely to be required.
- Where an officer has repeated contact for minor behavioural issues in the family or community.

### **Housing**

- Positive or negative changes in the physical condition of the property, maintenance of facilities and utilities to include and safety issues within outside spaces
- Positive or negative changes in family care structure e.g. separation, divorce, bereavement, custodial sentence
- Positive or negative changes in family and housing e.g. relocation, eviction, transfer to private tenancy
- Positive or negative changes in maintenance of tenancy agreements
- Positive or negative changes in neighbour relations or anti-social issues. Where this has led to further action being taken, for example ASBO, then this should be recorded

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- Evidence of, or referrals for suspected drug dealing, drug taking or excessive alcohol use
- Reports of anti-social behaviour on the child or parents
- Reports from practitioners or members of the public re Anti-Social Behaviour
- Any concerns about the safety or welfare of children noted directly by housing staff or passed to them by others in the community e.g. children left unattended, poor standards of household cleanliness, children wandering the streets or being out in poor weather without adequate clothing
- Any threats or actual incidents of violence to staff
- Any other relevant concerns, positive events