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| **Education, Learning & Skills**  **Contextual safeguarding: Risk & protective factors** | NCC-l-head-cmyk |

*Use the following grid to highlight and add to the risk and protective factors in the young person’s life.*

***Protective factors***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***Child factors*** | ***Family factors*** | ***School factors*** | ***Community factors*** |
| ***Basic needs*** |  | Good level of family income. |  |  |
| ***Safety*** |  | Clear, consistent discipline. | Clear policies on behaviour and bullying.  ‘Open-door’ policy for children to raise problems. | Good housing. |
| ***Belonging*** | Secure experiences of relationships.  Having a belief in control. | Family harmony and stability.  Supportive parenting.  Strong family values. | Positive school climate that enhances belonging and connectedness.  A whole-school approach to promoting good mental health. | Wider supportive network. |
| ***Learning*** | Good communication skills.  Capacity to reflect. | Support for education. |  | Range of sport/leisure activities. |
| ***Sense of self*** | A positive attitude.  Experiences of success and achievement. | Aspirational models. |  | Opportunities for valued social roles. |

Additional comments:

***Risk factors***

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| --- | --- | --- | --- | --- |
|  | ***Child factors*** | ***Family factors*** | ***School factors*** | ***Community factors*** |
| ***Basic needs*** | Undernourished. | Poverty. |  | Socio-economic disadvantage. |
| ***Safety*** | Physical illness.  Demonstrates reckless behaviour.  Easily led or influenced. | Inconsistent discipline style.  Parent with mental illness or substance misuse. | Bullying.  Discrimination. | Lack of access to support services.  High levels of criminal behaviour. |
| ***Belonging*** | Socially isolated, with no or few friends. | Family disharmony, or break up.  Death or loss within the family. | Breakdown in, or lack of positive friendships.  Peer pressure.  Poor pupil to teacher relationships. | Isolated community. |
| ***Learning*** | Communication difficulties.  Difficulties with learning.  Academic failure. | Education not valued. | Inflexible curriculum.  Lack of additional support or of reasonable adjustments.  School ‘requires improvement’ | Lack of opportunity for leisure or sport activity. |
| ***Sense of self*** | Low self-esteem. | Unemployment. |  |  |

Additional comments: