

## Peer group assessment form

In completing this form, please refer to the following:

- i. Peer assessment guidance and Peer mapping guidance (available on Hackney intranet and the [Contextual Safeguarding Implementation Toolkit](#));
- ii. Context Assessment Triangles (available on the [Contextual Safeguarding Implementation Toolkit](#)) and
- iii. [Context Weighting tool](#) and [Hackney Child Wellbeing Framework](#)



<b>1. Peer group details</b>	
<b>Names of children in peer group:</b>  If a child is also open for a familial assessment/intervention please indicate unit and lead professional.	

<p><b>Names of individual or organisational guardians in context:</b></p> <p>List name of school in which peer group exists, link teacher/head of year with knowledge of group and other relevant professionals, neighbourhood or place where they are known to spend time.</p>	
<p><b>2. Assessment and consultation details</b></p>	
<p><b>Date assessment started:</b></p>	
<p><b>Names of parent/carers:</b></p>	

<p><b>Dates contacted children, professionals and parents:</b></p>	
<p><b>Reason for undertaking this assessment:</b></p> <p>Where <b>possible and relevant</b> consider the views of the peer group; guardians (professionals and parents) about:</p> <ul style="list-style-type: none"><li>a) what the referring incident</li><li>b) what needs to be done in response to improve the situation.</li></ul>	

### 3. Further details

#### Risk factors and pre-existing vulnerability factors

N.B. It is important not to conflate these two factors but to indicate clearly whether a feature is either a pre-existing vulnerability or a risk factor.

#### Resilience factors/strengths

## **Context background:**

### *Extra-familial*

Consider relevant information about the history of responding to extra-familial harm in the contexts in which the peer group spends time i.e. school/youth group or neighbourhood location. Have there been any significant historical events? Consider structural issues like the social-economic features of the context and experiences of discrimination like sexism and racism which might impact the norms and experiences in this peer group.

### *Familial*

Consider relevant information about the home/family characteristics of the peer-group members.

## **Diversity and Identity:**

Consider the diversity and identity needs within this peer group. Think about whether the group offers opportunity for those within it to explore and develop their personal identities (NB group identity is considered below).

## Group Functioning:

Using the peer group assessment triangle, consider the dynamics of the peer group, how they relate and their presentation to others in the following areas:

*Peer group identity* (i.e. does the group see themselves as a group);

*Emotional and behaviour regulation* (i.e. the mood/s in the group; the group responds to each other's feelings and emotions);

*Self-care and well-being* (i.e. how the group takes care of its members; the norms within the group for social presentation);

*Social relationships* of the group with those around them (i.e. how does the group interact with peers and adults around them and how are they perceived by others);



<p><i>Dynamics</i> within the group (i.e. the interpersonal dynamics in the group).</p>		
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### **Structural considerations:**

Using the peer group assessment triangle consider the following issues:

*Safety within the neighbourhood* (i.e. where the group spends time; impact of the location on their safety);

Relevant information about the *peer-group's parents' integration* within the local neighbourhood/context (i.e. do the parents of the group know one another);

The impact of *policy frameworks* within the context (i.e. the impact of a school exclusion policy);

Availability of *resources* (i.e. what can the group access);

Wider *systemic factors* (i.e. any relevant historic factors in individual histories which relate to the current assessment such as adverse childhood experiences).

## **Guardianship Capacity:**

Using the peer group assessment triangle consider the following issues:

*Ensuring safety* (i.e. who has responsibility for ensuring safety within the context and are they currently able to do so - how or why is capacity being undermined? Guardians ensure the peer group's physical, emotional, psychological wellbeing);

*Caring investment* (i.e. which adults have trusted relationship with members of the group and can provide appropriate boundaries and guidance to the group);

*Knowledge and understanding of safeguarding role* (i.e. the extent to which relevant guardians have knowledge of and understand their safeguarding role and respond to harm).

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<b>4. Safeguarding capacity</b>		
<b>Summary of issues affecting safeguarding capacity:</b>  Please use the Context Weighting Tool to support your assessment.		

<p><b>5. Assessment of the situation</b></p>	
<p><b>Formulation/Analysis/Risk assessment:</b></p> <p>Consider the interplay between the different factors highlighted and deciding which context has the greatest influence over the peer group)</p>	
<p><b>Implications for each child in the peer group:</b></p>	

<p><b>Recommendations regarding the need for any on-going work, including whether context intervention plan is needed:</b></p>	
<p><b>6. Views on assessment</b></p>	
<p><b>Views of the children:</b> What are the views of the peer-group about the assessment and suggested plan?</p>	
<p><b>Views of the guardians in context:</b> What are the views of the guardians about the assessment and suggested plan?</p>	

<p><b>Views of parents:</b></p> <p>What are the views of the parents about the assessment and suggested plan?</p>	
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### Suggested outline plan

Outcomes sought	Actions to be taken	Person/agency responsible	Timescales

<b>Comments and outcomes</b>	



<p><b>Social work practitioner</b></p> <p><b>Name</b></p> <p><b>Date</b></p>	
<p><b>Consultant Social Worker</b></p> <p><b>Name</b></p> <p><b>Date</b></p> <p><b>Comments</b></p>	
<p><b>Outcome of the assessment:</b> <b>(Please highlight all that apply)</b></p>	<p>Context in need</p> <p>Context Safeguarding Conference</p> <p>Individual Child and Family Assessment</p> <p>Strategy discussion</p> <p>Step down</p> <p>NFA</p>