# **Predicting the likely outlook for a child following assessment: The *Systemic Analysis* of patterns of harm and protection, a writeable version**

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## **Guidance notes for completion of the *Systemic Analysis***

Following assessment, the *Systemic Analysis* (Weerasekera 1996; Bentovim et al. 2009; 2017; Pizzey et al. 2016; 2018) draws together the identified factors and processes leading to patterns of harm and protection. The *Systemic Analysis* forms the basis upon which to develop the plan of intervention to build on strengths and overcome difficulties.

This writeable version of the *Systemic Analysis* has been prepared for practitioners to use when drawing together summaries of their analyses. It presents analyses in visual form making it easier to share with children, young people, parents/caregivers and colleagues.

In order to predict the likely outlook for the child if nothing changes in their circumstances, consideration needs to be given to the processes influencing the child/young person’s health and development and the severity of their impact. The systemic analysis is best completed in the following order:

**1. The child’s current health and development including the harm and impairment of development.** This involves the current impact on the child of the harm they have experienced and are experiencing. It relates to where the child is at in terms of their health and development at present. Note: for an unborn child this would involve knowledge about foetal health.

**2. Predisposing factors and influences.** These relate to past or longer term factors and processes, which may influence harm or increase the likelihood of harm, for example difficulties in a parent’s upbringing during their childhood and intergenerational patterns of maltreatment. They are associated with what has brought things about. These may have contributed to past impairments of a child’s development, and may contribute to future impairments.

**3. Precipitating trigger factors and processes in the past, which have resulted in harm to the child.** These relate to how things came about. These factors may activate latent processes or precipitate new ones, for example, when a parent gains a new partner.

**4. Harmful maintaining factors and processes.** These are about the patterns of actions/behaviours, which keep the harm to the child going in the present.

**5. Protective maintaining factors and processes.** These are the resilience factors and processes operating in the present, which protect the child from the adverse effects of potentially harmful factors and processes.

**6. Predicting the likely future of the child’s health and development.** This involves considering the future outlook for the child if things carry on as they are i.e. nothing changes. It is helpful to look at this in the short term and then the longer term.

**For further guidance please refer to *Engagement and goal setting* (Bentovim et al. 2017) - versions available in English, Russian and Spanish; and the *Safeguarding children assessment and analysis framework* (Pizzey et al. 2018) - versions available in English, Romanian and Turkish.**

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This writeable version is compatible with Word 2013, 2019 and Word for Mac. It is not compatible with Word 2010 or the online version of Word.

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**The Hope for Children and Families Programme: promoting children’s health and development, building on strengths and overcoming difficulties using evidence-based approaches**

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# **Predicting the likely outlook for the child: The *Systemic Analysis* of patterns of harm and protection**

(Weerasekera 1996, Bentovim et al. 2009; Pizzey et al. 2016; 2018)

**Child/young person’s name and age:** Click here to enter text.

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| **Protective maintaining factors and processes**  *Present:* What keeps things going?  **Harmful maintaining factors and processes**  *Present:* What keeps things going?  **Precipitating trigger factors and processes**  *Past:* What brought things about?  **The child’s health and development, including harm and impairment of development**  *Present:* What is the current state?  **The likely outlook for the child’s health and development (including re-abuse and future harm)**  *Future:* What is the likely outlook if things remain the same? |  |  |
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| The arrows represent processes which may be linear or circular. It is essential to identify processes as well as factors in the systemic analysis. | |
| **Practitioner’s name and date:**  Click here to enter text. | ©2021 Child and Family Training |

**Predisposing factors and processes**

*Past:* Factors and processes including intergenerational patterns of maltreatment which may influence likelihood of harm and protection

***Increase***

***severity***

***Reduce***

***severity***

***Reduce***

***severity***

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***severity***

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