

Exercise

First work in small groups.

For 15 minutes review the 'family and wider environmental factors' from the Assessment Framework:

- family history and functioning
- wider family
- housing
- employment
- income
- family's social integration
- community resources

and:

- consider the ways in which any housing issues can interact with the other factors
- explore ways in which assisting families with one or two of the other factors could have positive spin-offs for housing.

For the next 30 minutes use Figure 1 An ecology of being nurtured at home and the grid with suggestions of areas to consider, to explore interventions at different levels aimed at ensuring that the neglected child has an appropriate housing experience.

Come together in the large group to share your suggestions – be as specific as possible. You will be given handout 2 to prompt further discussion. Remember the importance of tailoring the intervention based on assessment of the source of the problem.

Continued ➤

further

Addressing housing
needs

E32

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Exercise

Addressing housing
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E32 Addressing housing needs

Question	Examples of issues to consider
What is the child's space like?	Bed and bedding. Is decoration to child's age and taste? Quality of lighting. Shared or alone? Quiet or noisy at night? Toys, books, posters. Overall 'feel'.
Is the house a home?	Communal space – is it used for using drink and / or drugs? Is there sufficient space for the whole family to gather? Does child feel welcome in common space? Is the house generally child-safe and child-friendly? Decoration, warmth, furniture, entertainment systems, kitchen and other equipment.
Is there safe outside space?	Immediate vicinity – communal, private, clean, over-grown, rubbish, dog faeces, space to play? Dangerous dogs? Proximity to cars/road. Do children need to hang around outside for long periods of time?
Are there good links with neighbours?	Friendly or acrimonious? Racism. Disabalism. Anti-social behaviour, noise. Other children to play with? Drugs or drink.
What is the neighbourhood like?	Quality of and prices in local shops. Proximity to school. Playing areas, resources for children and young people. Level of policing. Community resources. Transport. Mix of housing and demography.
What are wider community connections like?	Does the child ever go beyond their immediate environment? Child's wider horizons. Wider transport links. Are there barriers to connection – such as fast roads, frightening underpasses and so on? Connections with local government, neighbourhood policy and planning, LCSB.

E32 Addressing housing needs

Question	Opportunities for intervention
What is the child's space like?	<p>Provision of resources – with careful monitoring of appropriate use of resources.</p> <p>Involving parent and child in cleaning/tidying/decorating.</p> <p>Establishing routines for regular cleaning and tidying.</p>
Is the house a home?	<p>HOME conditions scale can be used Department of Health et al (2000) – but with respect and linked with information about resources.</p> <p>Interventions must be based upon an assessment of the reasons for lack of homeliness, for example – lack of resources, lack of knowledge, poor motivation and so on. Interventions can then range from provision of material support, skills training, support for personal change and so on. Close liaison with housing required in relation to maintenance and so on.</p>
Is there safe outside space?	<p>Check who is responsible for immediate area around house – and liaise with landlord, council or family as necessary.</p> <p>Involve 'clean-up' teams.</p> <p>Liaise with RSPCC in relation to dogs.</p> <p>Ensure children have alternative places to go when parents are not in.</p>
Are there good links with neighbours?	<p>If acrimonious, may be a role for mediation or family may need help to consider their role in the acrimony.</p> <p>Re-housing may sometimes be required.</p> <p>Again, liaison with housing officers may be required.</p> <p>Development of community networks and links, via formal resources such as family centres or informal resources such as extended family may be helpful.</p>
What is the neighbourhood like?	<p>Intervention can be at child, family and wider community level.</p> <p>Child and family can be supported to access local resources.</p> <p>Work can be undertaken with the school and community to develop local resources for children and young people.</p> <p>There can be support for community development of food co-operatives and so on.</p>
What are wider community connections like?	<p>Connect the child with activities, clubs, projects that take them out of their immediate environment.</p> <p>Child can be supported to take part in school trips and visits.</p> <p>Regular contact with the child can entail showing them their wider environment and widen their horizons.</p> <p>Support linkage between community and wider local policy and development staff.</p> <p>Bridge involvement of local community in liaising with housing and planning.</p>