**Appendix 4 - Practitioners actions when Observing a Bruise, Mark, or Injury to a Pre-mobile Baby/ Child not Independently Mobile**

**Practitioners are to assess, and record information obtained from the following 4 areas of the assessment - please print this off or save it separately to make any notes against the assessment areas.**

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| **No.** | **Area** | **Practitioner’s Comments/notes** |
| 1 | **Vulnerability Risk Factors**, (see Appendix 1 below: **Contributory vulnerability factors in the identification of abuse**) |  |
| 2 | **The Type of Injury** (see Appendix 2 below: **Bruising, Marks, and Injury: research base for determining Concern**) |  |
| 3 | **The Developmental Stage of The Baby/Child:**  The age and stage of development of the child are crucial considerations in forming a professional judgement as to whether a referral to social care and a strategy discussion is required.  Accidental bruising is strongly related to mobility, and as such injuries and bruising to a non-independently mobile child, such as a baby who is not yet crawling, bottom shuffling or cruising, or child with a disability and who is not able to move independently, raises a concern about the possibility of child abuse. |  |
| 4 | **The Parent/Carer Explanation**: Ask and record the parent/carer response about the history of the bruise, mark, or injury (ask open questions): |  |
| 4a. | When was it first noticed? |  |
| 4b. | How did it first look/appear? |  |
| 4c. | How did it happen? |  |
| 4d. | When did it happen? |  |
| 4e. | Where did the incident occur? |  |
| 4f. | If anyone saw it happen? |  |
| 4g. | What did they think about the bruise, mark, or injury, were they concerned? |  |
| 4h. | What action they took at the time? |  |
| 4i. | How the baby/child responded? |  |
| 4j. | Was the baby cared for by anyone else recently? - Record name of additional carers |  |
| 4k. | Observe the baby/child’s demeanour and any interactions between the child and parent/carer |  |
| 4l. | Where possible and practicable further examine the child |  |