



Signs of Safety Briefing 2018



Purpose of this presentation

To help develop an awareness of Signs of Safety and what it means in North Tyneside by:

- Outlining the Signs of Safety approach and purpose
- Identifying some of the terms, tools and techniques used in practice
- Identifying what needs to happen next
- Identify what this means to you in practice



What is Signs of Safety?

- Signs of Safety is an evidence based, questioning approach, that keeps the child at the centre of the work we do **with** them and their family.
- The Signs of Safety model, helps to identify what is working well for the family as a starting point for support and planning. It allows us to learn what the family wants and how **they** think changes can be made.
- Created by Andrew Turnell and Steve Edwards in Western Australia during the 1990s, Signs of Safety is now used in 19 different countries across Australasia, North America and Europe.



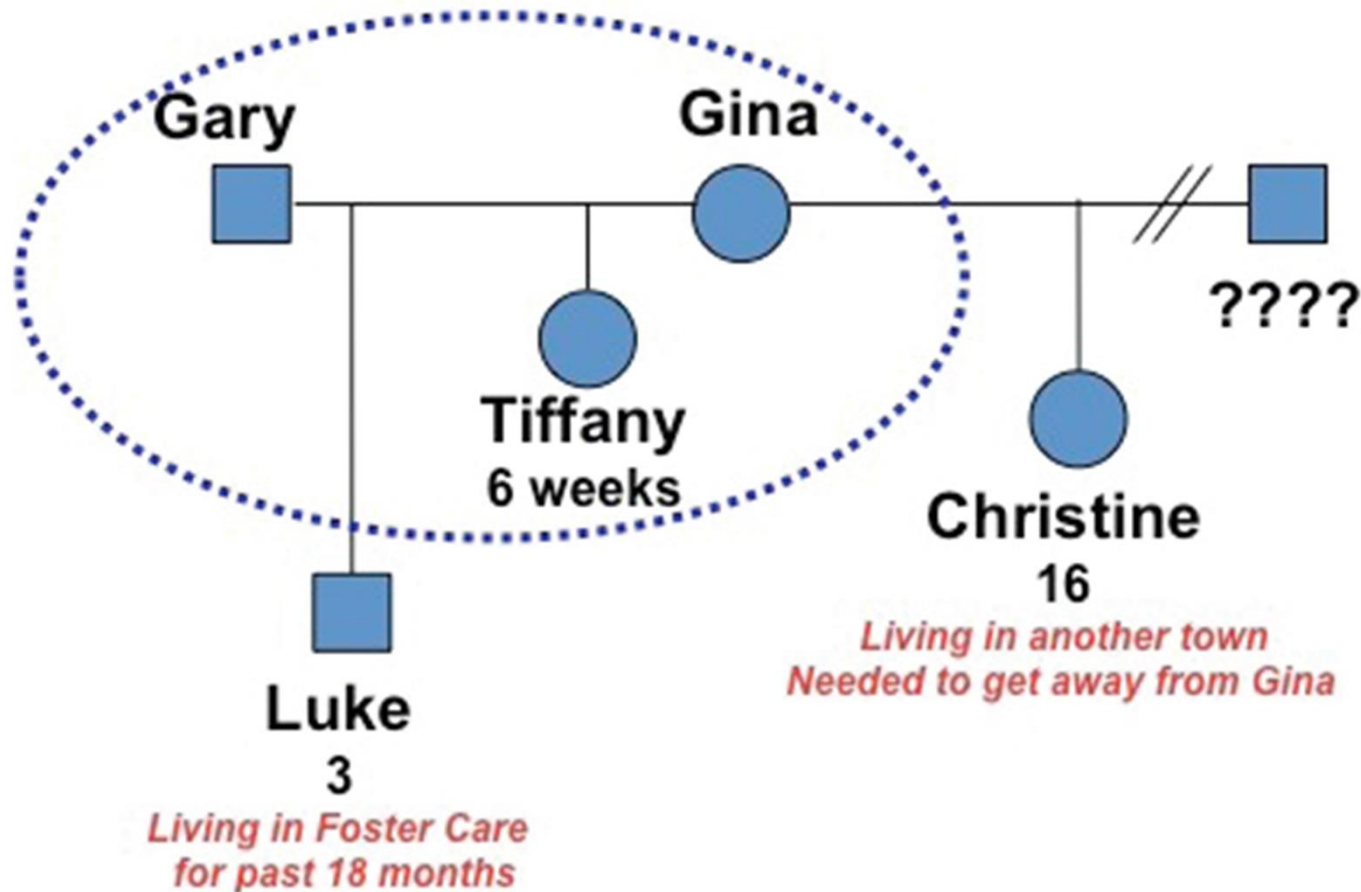
What are our best hopes?

- Children, young people and their families report positive experiences of their involvement with services
- A single model of practice with a common language that everyone understands and uses including children and families who services are working with.
- More children being cared for within family networks when it is safe and appropriate to do so.



Genogram (Family Tree)

family and relationships past and present



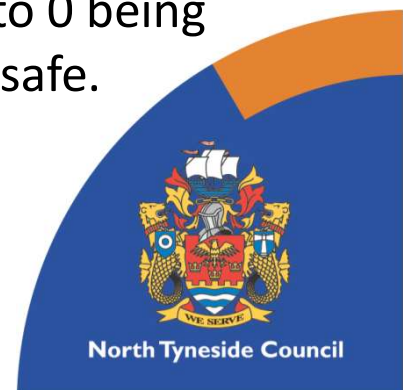
Signs of Safety mapping

- Signs of Safety uses an assessment **mapping tool** which focuses on strengths, concerns and what needs to happen, by asking three key questions, set out in the **three columns**;



What are we worried about?	What is going well? <i>Start here</i>	What needs to happen?
Past harm Future danger Complicating factors	Existing strengths Existing safety	What do we need to see to be satisfied the child is safe enough to close the case?

0 ←————→ 10

- Scaling questions** help us to understand how we view the risk, on a scale; from 10 meaning the child is safe and the case can be closed, to 0 being things are so bad the child can't live at home because it is not safe.



Thinking about a child/teenager in your life that you feel a worried about:

What we are worried about?  STEP ONE: START HERE, BACK AND FORWARDS 	What's Working Well?	What Needs to Happen? STEP THREE
What has happened, what have you seen, that makes you worried about this child/teenager?	What do you like about ____ what are his/her best attributes?	Having thought more about this problem now, what would you need to see that would make you satisfied the situation is at a 10?
What words would you use to talk about this problem so that ____ would understand what you're worried about?	Who are the people that care most about ____? What are the best things about how they care for ____?	What would ____ need to see that would make them say this problem is completely sorted out? [Safety goal]
When you think about what has already happened to ____ what do you think is the worst thing that could happen to ____ because of this problem? [Danger Statement]	What would ____ say are the best things about his/her life?	What do you think is the next step that should happen to get this worry sorted out?
Are there things happening in ____'s life or family that make this problem harder to deal with? [Complicating factors]	Who would ____ say are the most important people in his/her life? How do they help ____ grow up well?	
	Has there been times when this problem has been dealt with or was even a little better? How did that happen?	

On a scale of 0 to 10 where 10 means this problem is sorted out as much as it can be and zero means things are so bad for the young person you need to get professional or other outside help, where do you rate this situation today? (Put different judgment numbers on scale for different people e.g., you, child, teacher etc).

0  10
STEP TWO: JUDGEMENT

Terms and tools

- **Danger statements (what we are we worried about)** provide an understanding of **who** is worried and **why**, which is spelt out in **plain language** so that everyone, including the parents, understands what needs to happen and knows what changes need to be made.
- *“Sarah [the teacher] and Sam [the support worker] are worried about the screaming and fighting that Paul and Craig [children] are seeing and hearing at home. They are worried that Paul and Craig will grow up feeling really scared and this will mean they will be confused, angry, sad and unhappy. This will make it difficult for them to grow up to be healthy and happy. It may make it difficult for them to be able to concentrate at school and unable to learn because they are so worried about Mum and Dad fighting all the time.”*



Terms and tools

- **Safety goals (what do we need to see)** are statements of what we need to **see** in order to show the child is safe and the case to be closed.
- *“ Paul and Craig will be living at home with their mum and dad where they will be warm, fed and have routines. Arguments will be sorted without screaming, shouting or hurting.” Mum and dad will bring together some people they know and trust who will be willing to come and help at any time (day or night)if arguments are getting out of hand or the boys are worried. Paul and Craig will each have a safety object at home and school, which if moved, is a signal that they are worried and need someone to talk to them and help”*



The Voice of the Child

Three houses

Used to understand the child's lived experiences, their wishes and feelings. To capture their voice and try to understand what life is like for them.

1. House of good things

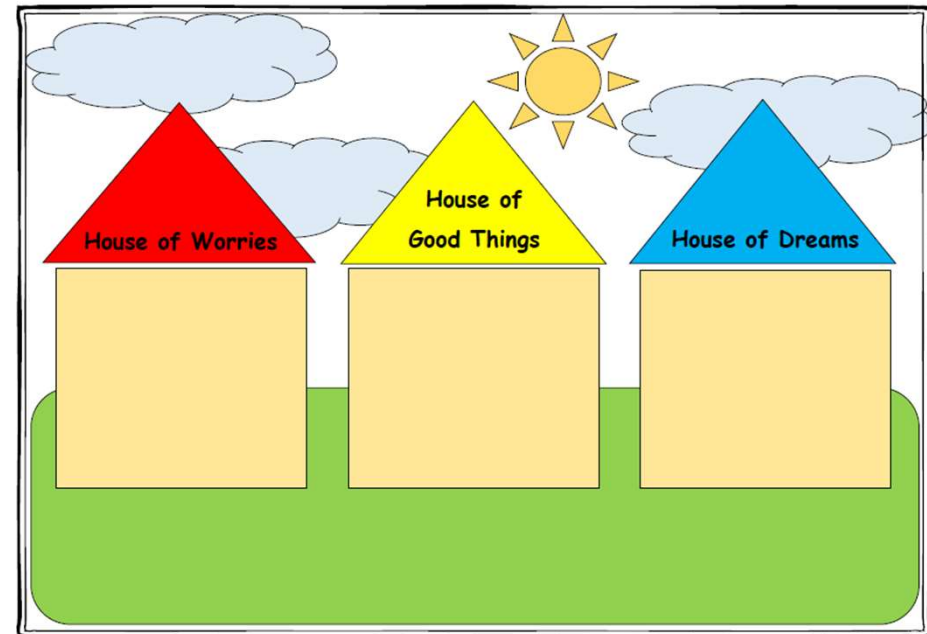
e.g. "What is good about where you live?", "What is good about the friends you have?"

2. House of worries

e.g. "What makes you sad/scared?"

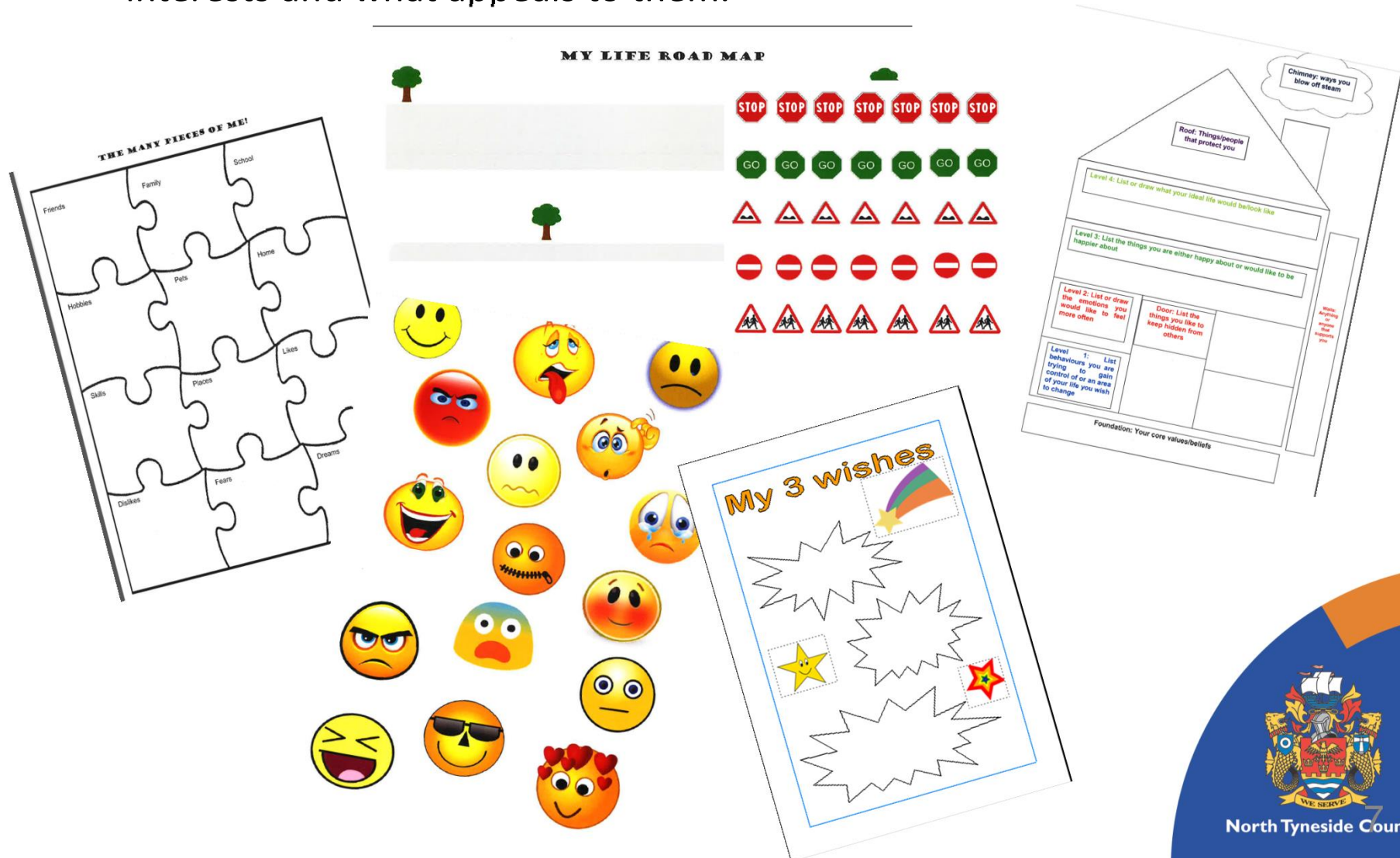
3. House of dreams

e.g. "What would need to happen to make you feel happy?"



Voice of the Young Person

The three houses can be adapted for older children to reflect their interests and what appeals to them.

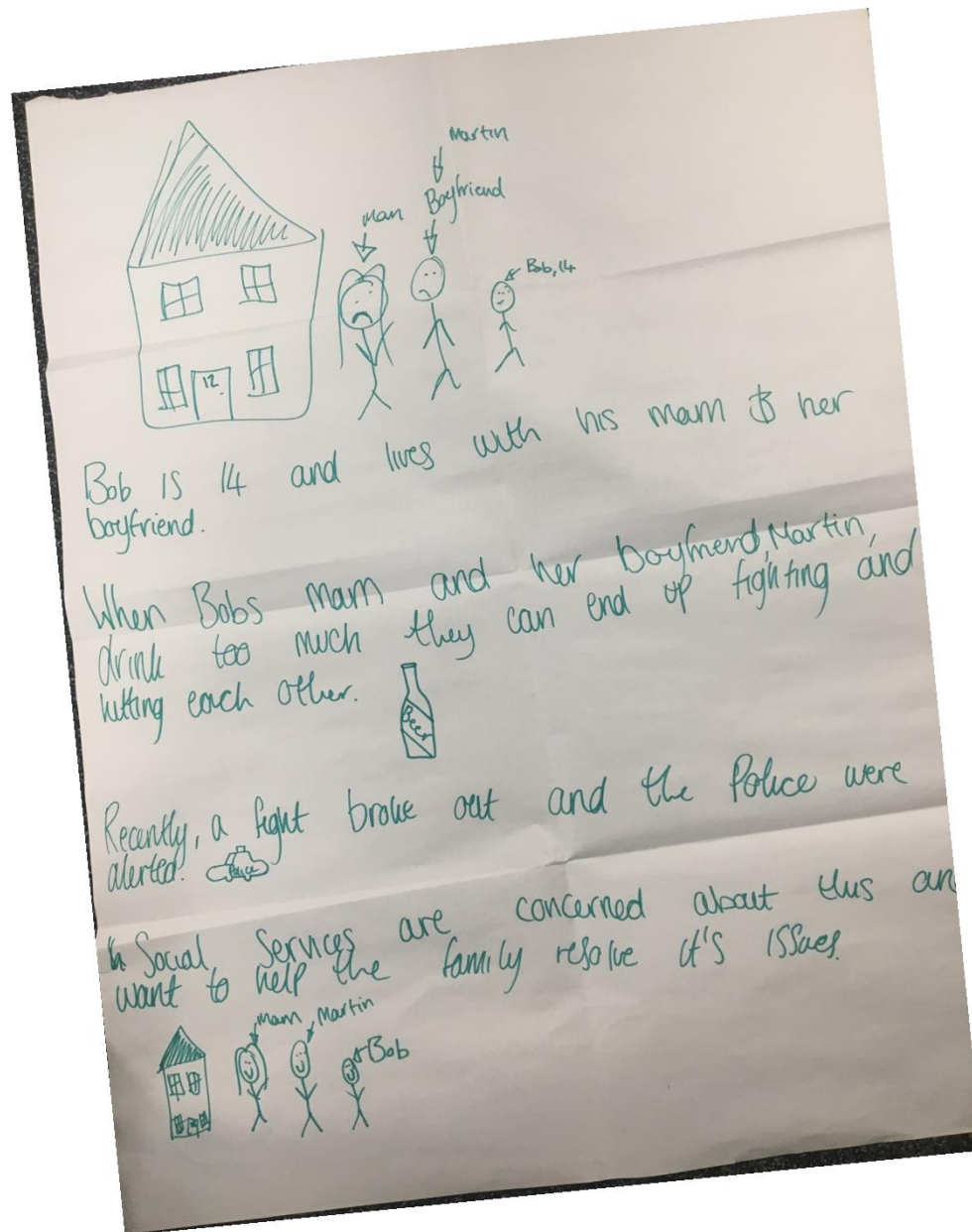


Words and pictures



Simple drawings and words created with the parents to help to explain to the child what happened that made people worried

Young People's views on words and pictures



"I wish I had got an explanation like that as I don't fully understand why I came into care now. This would have helped me".

"All children should get this".

"Pictures should only be used up until about the age 13 and then after that just use the simple words with no pictures"

"Keep it really simple and honest – I like that".

"I like the idea that blame is not put on the parents but that its explained that children's services are worried and want to help".

Timeline

Date	Task	Meetings and monitoring	Contact arrangements and updates
<u>When</u> will this happen?	<u>What</u> will be done? Small achievable steps. This may also include statutory meetings and appointments	<u>Who</u> will be there and <u>how</u> will this be done?	Is supervision appropriate and if so with whom?
Week 1	Parents agree to the safety plan process	Worker explains mapping and plan with parents	Supervised visits with professionals
Weeks 2-3	Parents to find support people for the safety network	Parents identify the network with worker	
Week 4-5	Draft explanation for the child of what has happened and will happen	Parents and worker create using words and pictures	Network share contact
Week 6-7	Words and pictures presented to the children	Worker and parents tell the story to the child	All contact with network
Week 8	Safety plan made and explained to the children	Children and all members of the network	Overnight stays with network
Etc. until...	Successful use of safety plan	Celebration with network and children	Case closed

Working with networks and considering confidentiality



This tool helps us to identify who may or may not be part of a network of support for the family



This tool helps us to identified who information may be shared with.

Bottom lines & contingencies

- All cases should have;
- Expectations that clearly focus on what will keep the child safe
- Words and pictures to explain things to the children
- A Network of support (identified min 5 people)
- A network that does what it says it will do to keep the child safe
- A plan that explains what will happen if the safety plan doesn't work or doesn't keep the child safe (contingencies)



What will you see happening next?

- Signs of Safety being used as a model of practice across all services, for example, in Team around the family (TAF) and Child Protection Conferences
- The model being reflected in meetings and paperwork, including changes to referral forms and Early Help Assessment forms
- A Signs of Safety webpage with tools, resources, examples of good practice, guidance, news and useful links
- Further training events starting in May 2018

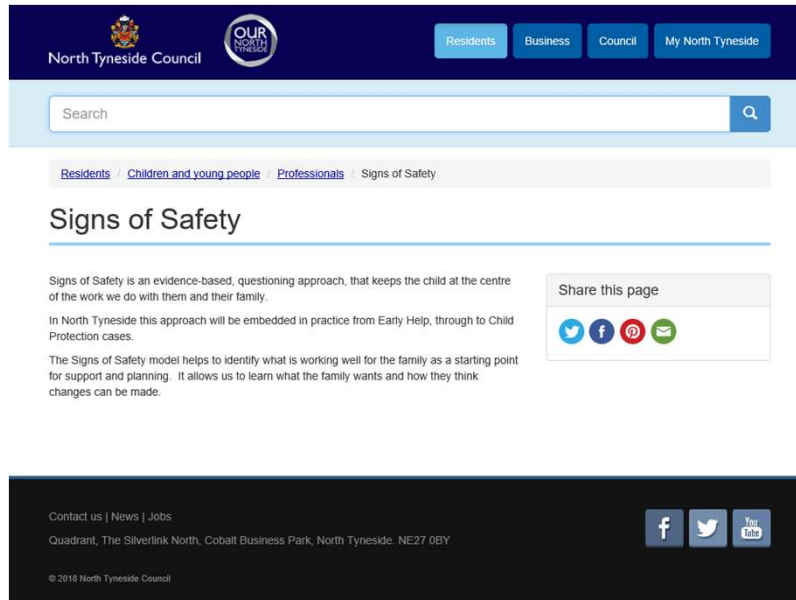


Further information

Web page

www.northtyneside.gov.uk

Search for 'Signs of Safety'



- www.signsofsafety.net
- What is Signs Safety? Andrew Turnell on You Tube
- <https://www.youtube.com/watch?v=x6WYm4F9mik>
- <https://www.youtube.com/user/SignsofSafety>

What key questions do you have?

