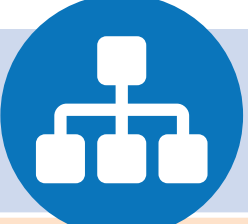

















Terms and Tools

WHAT IS IT AND WHAT IS IT FOR?

WHEN WILL YOU USE IT?

	GENOGRAMS	Genograms are a diagram of the family tree and an integral part of understanding the dynamics within families. While developing the genogram questions can be asked to identify who helps the family (the “turn to” person) or who may be a source of stress. The genogram can take time to develop and should include immediate family as well as friendship groups and important people in the community.	These should be used from first contact and referred to throughout the assessment to identify people in the networks who can keep children safe.
	MAPPING/THREE COLUMNS	An assessment tool which is driven by children and families. These help to identify what is already working well, what the worries are and from there, work out what needs to happen next.	This should be used from the very first telephone conversation through to case closure. It is the format which will help bring clarity to the complexity of working with children and their families. Used to work through cases where there is professional disagreement or when workers are feeling stuck with a case.
	DANGER STATEMENT	This clearly describes who is worried, about what and why. It also sets out what may happen to the child if nothing changes. It describes the adult behaviour that is causing the concerns including the immediate and longer-term impact on the child. It should be written in jargon-free language that can be understood by the children and the parents, even if they don't agree.	This may be done from first contact, during meetings and any further contact with the parents and their network. This can be added to or changed throughout the life time of the involvement.
	SAFETY GOAL	Clearly describes what will be happening when the danger/worry is being managed and the child is safe enough. These should be behaviour-specific, jargon-free and easy to understand. These avoid stating how safety will be created – leaving this detail for the parents and safety network within the rules of the Safety Plan.	These should be in conversations with the family, during meetings and within assessments up until case closure.
	SCALING QUESTIONS	A scaling question should reflect the danger statement and safety goal and contain detail to help engage the parents in thinking about the issues more carefully. Always start by describing what 10 looks like as the desired behaviour and then describe what 0 looks like as the concerning behaviour. Creates space for people to think about what needs to happen to make things better or safer for the child and how concerned they are on a scale as this helps to understand how individuals view the situation.	Scaling questions can be used in a variety of situations and helps focus thinking and what parents/networks/young people can do to improve their scores on the scale, even a little. To be used at any point, with anyone in a conversation or meeting where further clarity would be helpful.
	SAFETY CIRCLES	This tool helps to identify with parents, people they think are willing or potentially willing to be involved in supporting them, and people they don't want to be involved. This could include family, friends, people in the community and those in their child's life. It can also help to identify what information can be shared and with who. This provides information to help you understand relationships, and who may form part of a safety network around the family.	This is one of the first activities when you need to understand who can be part of safety networks and can be updated throughout the process.
	SAFETY NETWORKS	This identifies those people around the child/ren who could be helpful in keeping them safe. This could be immediate family members (connected by blood or marriage/partnerships) and also social and community relationships. The more people who can help, the more likely it is to lead to better outcomes for the child/ren.	At the first meeting with the parents as this can promote relationships and give depth to conversations.
	NETWORK MEETINGS	These are when you bring family and the network together in order to make plans to keep the child safe.	As soon as possible in cases where there is a risk to the child. This can be done the same day an incident occurs, which can prevent a child coming into care, and also on a planned basis, to develop a detailed Safety Plan for the long-term safety of the child.
	VOICE OF THE CHILD TOOLS Variations based on age and interests (three houses/fairies and wizards/three wishes)	These tools are crucial in understanding the child's perspective and lived experience. Questions must be prepared in advance and are based on the three columns used with parents. The tools are a framework to capture conversations with children about what's good in their life (house of good things), what worries them (house of worries) and how they would like things to be (house of dreams). Any variation of these can be used to reflect age and interest of children and young people.	This should be used without exception to ensure the child's voice is heard and can be repeated at any time to inform planning.
	SAFETY PLAN (CHILDS VERSION-SAFETY HOUSE)	Parents, children and their network should work together to create a plan of what they can do at any point if the children are not safe which includes rules, who will do what, how and when. This includes what people from the network will do and safety arrangements for stressful situations. A Safety Plan is not a finished product, it is reviewed over time and is co-created with the family, children and professionals and is likely to take a number of meetings. A pictorial representation of the safety plan illustrated using a 'safety house' can be used for the child to understand what will happen to keep them safe.	In all cases where there are worries that the harm can occur again.
	BOTTOM LINES/CONTINGENCY PLANS	The bottom line explains what we need to see and what will happen if the Safety Plan fails/needs refining. The safety goal is the “what” must be achieved and the bottom line requirements are the professional conditions of “how” this must be achieved. Developing the safety plan is subsequent to this. Bottom lines should be kept to a minimum to provide maximum opportunity for the family to succeed.	This should be used when families are constructing their Safety Plan for the children.
	SAFETY OBJECTS	This is an object chosen by the child. Children can move or hand the object to someone to signal that they are worried. This is so safe adults can notice and ask the child what they are worried about.	This is usually when the child is able to understand how to use the object and will be useful for the network and provide the child with confidence that someone is looking out for them.
	WORDS AND PICTURES	This tool is used to outline past and present issues by using simple drawings and explanations about the situation that has led to the development of the Safety Plan which shows the children how they will be kept safe in the future. It is designed to deal with secrecy, mixed messages and confusion. It is first and foremost the parents' explanation of the events for the children, created together with professionals.	This should be used in all cases to explain to children, events that have happened within their family which may be difficult for them to understand.
	TIME LINE/ACTION PLAN	A timeline of events, showing where we are going and when we will get there, stating the week by week detail of the who, what and when.	When you begin to plan what needs to happen, including short and longer-term actions.
	APPRECIATIVE INQUIRY	Appreciative Inquiry is grounded in Solution Focussed Brief Therapy and is designed to help workers/families think about what is already working, what they are proud of, getting good results from and motivates them, rather than how to mend problems. Focussing on strengths helps make change possible and then using these to create a vision to reshape the future.	It is useful in in conversations with families, professionals, individual and group supervision.
	GROUP SUPERVISION/SUPERVISION	This is a model to help workers think through cases and is designed to help professionals become more agile and confident. Group Supervision aims to build habits to move quickly from the information they have, to analysis and then judgement. They can then take action based on that analysis and judgement. It is a disciplined process to stop people focussing on information gathering.	This works best when held regularly, at least once per fortnight.