



# Signs of Safety Guide for Partners

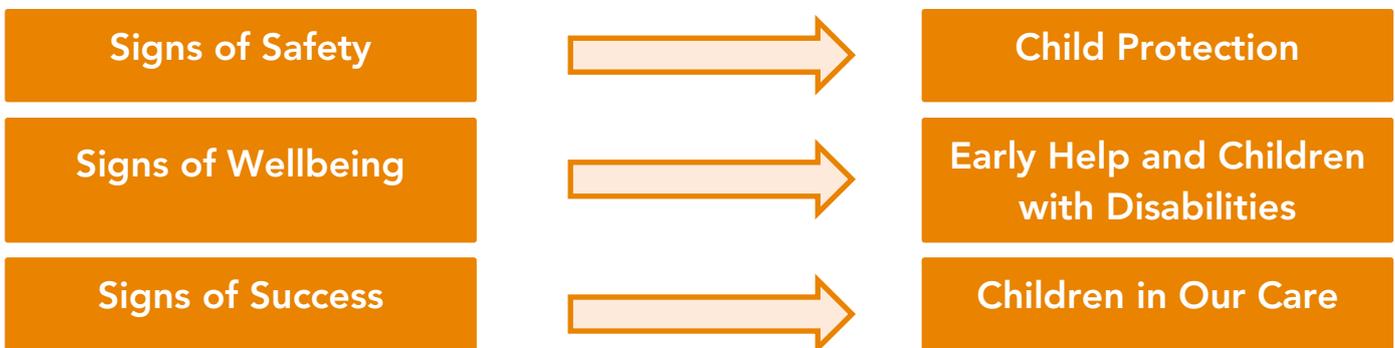


## About Signs of Safety

Signs of Safety is an accredited model of social work practice, it has been in use internationally for over 25 years and is currently being implemented in Redcar & Cleveland.

Signs of Safety started as an approach to child protection cases but can also be applied to early help and children in our care, where this is the case the language changes.

Within Redcar & Cleveland we will use the following approaches for each area of practice.



## What are the Benefits?

- The Signs of Safety approach maximises family participation so that the family is central to the social work or early help assessment and planning process.
- Signs of Safety is strengths based and solution focused to identify what is working well and how this can be built on to ensure that children and young people are safe enough for the case to be closed.
- Signs of Safety uses solution focused questions to elicit information from those involved, in order answer the following questions and evidence this in the assessment.
  - **What are we worried about?** - who is worried and why, what has happened to make them worried and what is likely to happen in the future if things don't change?
  - **What's working well?** – What strengths exist in the family that help keep the children safe?
  - **What needs to happen?** - What the goals are for the family and what needs to happen next.
- The Signs of Safety model provides a consistent way of working, enabling professionals from all disciplines to take a joined up approach, so that everyone uses the same language, agrees on the worries and works towards shared goals.

## Multi Agency Working and Signs of Safety

Signs of Safety is about children, families, their support networks (safety network) and a range of professionals working together to meet the needs of the child in the best way possible.

Creating strong relationships is central to the Signs of Safety approach; this applies to the relationship between professionals and the family and among all the professionals that are working with the family. To achieve this, Signs of Safety provides a collective multi-agency approach so that all agencies involved can contribute to the assessment and plan whilst providing consistency for the family in the way that they engage with different agencies.

### When will Signs of Safety be implemented?

All social workers and early help practitioners in Redcar & Cleveland will attend a 2 day training course between December 2018 and March 2019, in order to learn how to use the Signs of Safety Assessment and Planning Framework. Although all our practitioners will be trained by April 2019 their learning will be an ongoing process. For most local authorities it takes between 2 and 5 years to fully embed the Signs of Safety Model.

When professionals such as teachers, doctors, the police, health workers, housing officers and voluntary sector workers are asked for information that contributes to an assessment or plan, the lead worker from the council will encourage them to answer the following three questions:

- What are we worried about?
- What is working well?
- What needs to happen?

The lead worker will then incorporate this information into their analysis within the assessment or plan. In most cases a multi-agency meeting will be convened to discuss what will happen next. The format of these meetings and the forms and documentations to support them will be developed over time as we start to embed the model. It will be a new way of working for everyone taking part and we will all learn together - the lead worker from the council will chair the meeting and talk everyone through the new process.



## Using Simple Language

One of the most important aspects of the Signs of Safety approach is the use of simple language, all communications with families and everything written in their assessment and plan will use simple language that the family understands.

This means stripping out professional language, acronyms and terminology so that the family and everyone involved are absolutely clear about what we are worried about, why we are worried and what needs to happen.

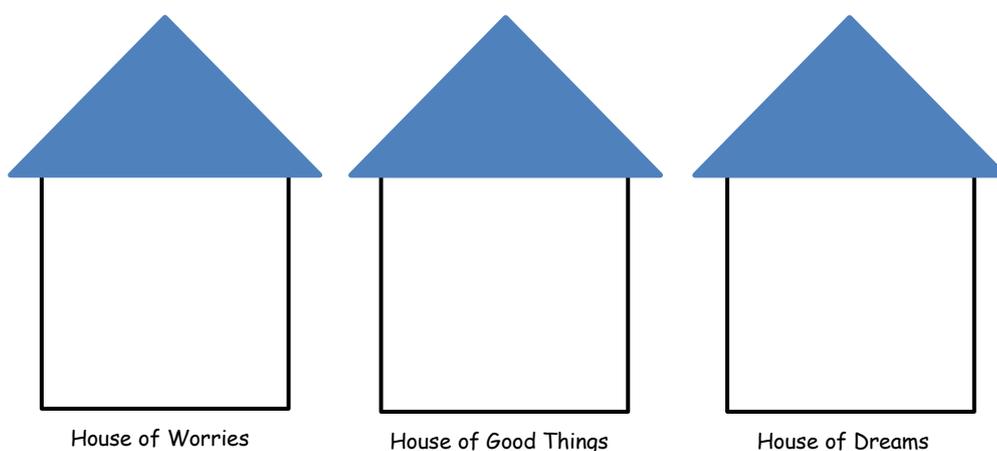
For example, our social workers will no longer use terms like 'neglect' without explaining the specific behaviours they have seen and the impact on the child:

- ✗ There is evidence that Johnny is being neglected.
- ✓ The social worker is concerned that Johnny is not being looked after properly by Mum and Dad, that they are not giving him the food and drink that he needs which is making him poorly.

**Professional language can create a barrier between practitioners and the family. By explaining exactly what we are worried about in a simple way, we can be sure that families understand the problems so they can work with us to find solutions.**

## Child Engagement Tools

Signs of Safety advocates the use of engagement tools to capture the voice of the child so that this becomes integral to the assessment process. Social workers and early help practitioners will use a range of tools to help children and young people explain 'what they are worried about', 'what works well' and 'what they want to happen'. The three houses approach is one example of this, it encourages children to draw and write in each house to explain worries, good things and dreams.



## The Signs of Safety Terms

There a number of terms that are fundamental to the Signs of Safety Assessment and Planning framework which will be referred to when you meet with social workers and early help practitioners.

**Danger Statements** – Summarise the social worker or early help practitioner’s analysis, based on the information they have collected from the family and all the involved agencies, to explain who is worried, what they are worried about and the impact this could have on the child. Danger statements are developed based on the information that has been collected regarding ‘past harm’, ‘future danger’ and ‘complicating factors’ and set out why Children’s Services are working with the family in clear and simple language. There can be up to three danger statements for cases which are more complex. For early help cases we might use the term ‘worry statement.’

Louise from Children’s Services is worried because Johnny hasn’t always got the care he needs on a day to day basis, like when he has regularly missed meals and this has left him hungry, thirsty and feeling unwell and when he has gone to school dirty because Mum (Hannah) and Dad (Lee) haven’t helped him to have a bath or shower. Louise can see that Hannah and Lee love Johnny very much but she is worried that if things don’t change, Johnny will get sick because he isn’t getting the food and drink that he needs and he won’t be taken to see the doctor. Louise is also worried that Johnny won’t make friends at school, if he goes to school dirty and could be bullied which will make him very unhappy.

**Safety Goals** - There is a safety goal for every danger statement. This explains to the family, their safety network and all the professionals involved, what Children’s Services need to see before we can close the case or step it down to early help. For early help cases we might use the terms ‘wellbeing goals’

Louise from Children’s Services wants Hannah, Lee and Johnny to be together, because she can see how hard Hannah and Lee are working to be the best parents they can be. For this to happen Louise needs to see Hannah, Lee, and some key support people, working together to develop a plan. The plan will make sure that Johnny is always fed, clean and goes to the doctor when he is sick. Louise needs to see that this plan is working for three months in order to be happy that Johnny will be safe.

**Safety Scale Questions** – Are used to capture how people feel at any one time and create further conversation about what needs to happen for things to get better for everyone involved. Safety Scale Questions are on a scale from 0 – 10 for example:

On a scale of 0 – 10, where 10 means that you are confident that the child is safe enough to close the case and 0 means that you are certain that the child will be harmed, or harmed again – where would you rate the situation right now?

The family, the social worker and professionals will be asked to rate the situation on the Safety Scale, they don’t need to agree on a score, but everyone will need to give a reason for their score and explain what needs to happen for their score to increase.

## What does Signs of Safety mean for Schools, Partner Agencies and Other Professionals?

As Signs of Safety is embedded in Redcar & Cleveland the format of Child Protection Conferences, Child Protection Strategy Meetings and Team Around the Family Meetings will change.

When you attend a meeting, or when you provide information about a family, you will be asked:

- What are you worried about?
- What is working well?
- What needs to happen?

The 'danger statement', formulated by the social worker or early help practitioner and based on the information they have collected from everyone involved, will be central to this meeting - as will the development of the 'safety plan' and 'safety goal.'

To help the social worker or early help practitioner understand the extent of everyone's concerns and the steps that need to be taken to make things better; you will be asked a 'scaling question' this question will be developed based on the individual circumstances of the case. You will need to give a number from 0 – 10 to indicate your level of concern, explain why you have come to this conclusion and what you need to see to increase your score.

# The Signs of Safety Assessment

The table below shows the different elements of the Signs of Safety Assessment Framework, the information that professionals share with the social worker or early help worker will be used to complete the assessment. This document will help professionals understand the information that they need to provide.

What are we worried about?	What's working well?	What needs to happen?
<p><b>Harm</b></p> <ul style="list-style-type: none"> <li><b>Behaviours</b> that have been harmful/ damaging to the child.</li> <li><b>Chronicity</b> – When did it start? When was the last time it happened?</li> <li><b>Severity</b> – What is the worst behaviour you have seen and what is the worst impact on the child?</li> <li><b>Impact on the child</b> How has the harmful behaviour effected the child?</li> </ul> <p><b>Danger Statement</b></p> <p>Who is worried? What has happened already to make them worried? What do we think will happen if nothing changes? (the future risk to the child).</p> <p><b>Complicating Factors</b></p> <p>Who or what is making the problem harder to deal with? E.g. if a parent has mental health problems. (provide evidence/ info about what has happened).</p>	<p><b>Existing Safety</b></p> <ul style="list-style-type: none"> <li>Actions that have been taken by parents, or anyone else, to make sure the child is safe when danger is present.</li> <li>Existing safety must be based on what has happened previously, what has been tested and proven to keep the child safe.</li> </ul> <p><b>Existing Strengths</b></p> <ul style="list-style-type: none"> <li>Things that people have been doing to try and sort out the worries.</li> <li>Who has been helping? (provide evidence/ info about what has happened).</li> </ul> <p>The 'what's working well' column is used to develop the safety plan (remember-safety plans are behavioural not a list of services to access).</p> <p>From examples of existing safety we identify good things and then build on this, to do more of it or something else that adds value.</p>	<p><b>Safety Goals</b></p> <p>All the things that the social worker needs to see happening to be sure that the child is safe so that the case can be closed or passed to the early help team who will provide a lower level of support.</p> <p>The safety goals explain what the day to day life of the child needs to look like for us not to be worried. They should describe mostly behavioural changes.</p> <p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>The immediate actions that need to be taken to address the worries and build future safety.</li> </ul>

## Safety Scale

(provide a judgement about the level of risk/safety)

On a scale of 0 to 10 where 10 means the child/ young person is safe enough and we are confident that the family network can consistently protect them and meet their needs and zero means that the child is not safe and the family network are unable to consistently protect the child from harm and meet their needs where would you score things at this time?



Let each person in the support network give a score including the family and the child