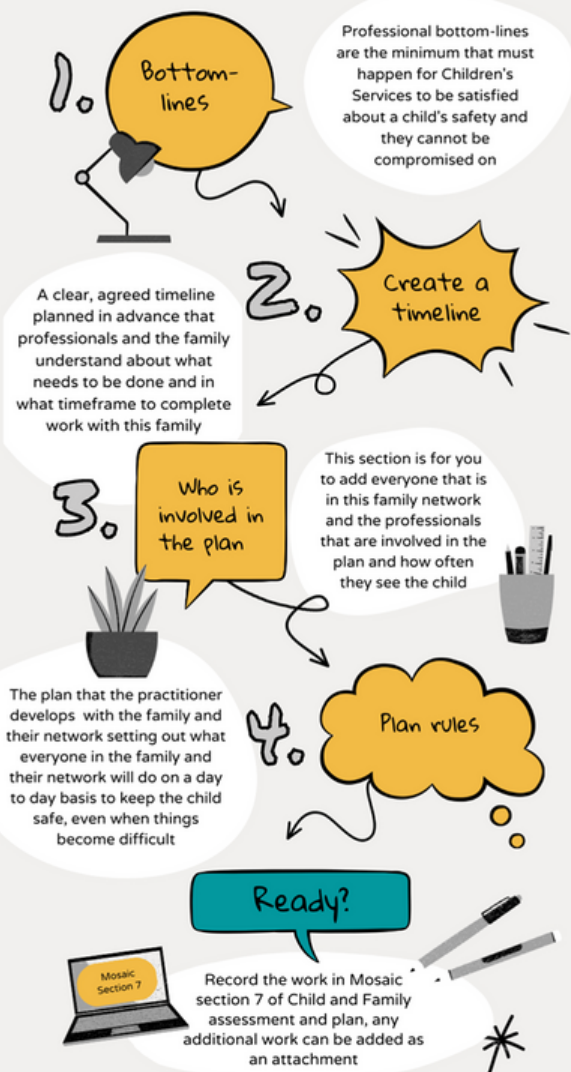


4 Step Safety/Wellbeing planning

The process of "working with" the family and their wider network through these 4 steps in order to support them to develop a safety/wellbeing plan for their child



South Gloucestershire
Signs of Safety

CIN and CP Plan guide

April, 2023

What is the Plan guide?

This guides through the process of "working with" the family and their wider network to use the 4 Step Safety/Wellbeing Planning process to support them to develop a safety/wellbeing plan for their child. This information is then recording in Mosaic on the Child and Family assessment and plan in Section 7 - What needs to happen.

Easy to follow links in this document:

If you are viewing this document online, there are embedded links to help you find resources with ease, The links will be the words underlined. To follow a link, please press Ctrl button and click the underlined text and this will open in another window.

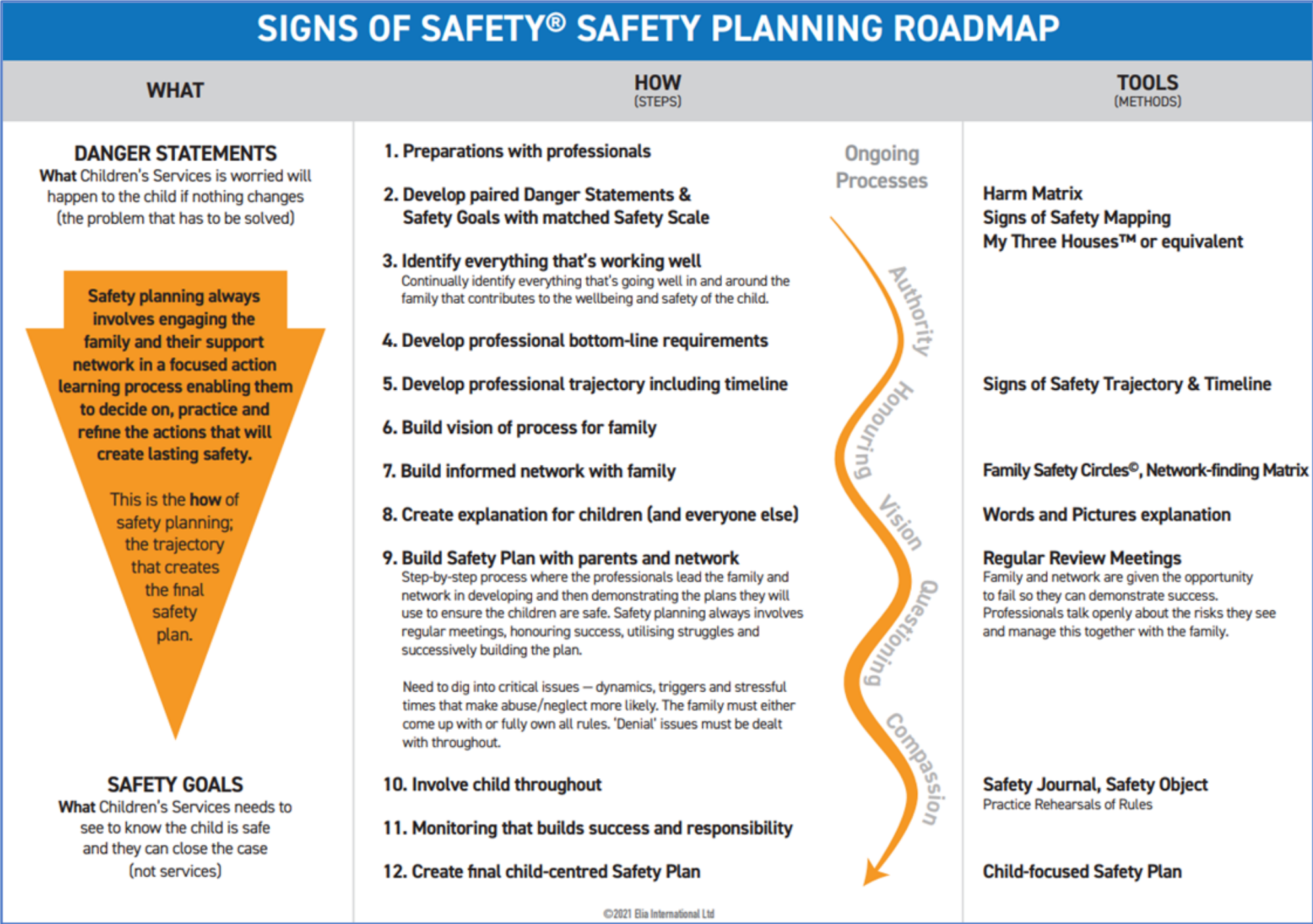
Further details and support available on the Signs of Safety SharePoint page:

<https://southglos.sharepoint.com/sites/SignsofSafety-/SitePages/4-Step-Safety-Plans.aspx>

4 Step Safety/ Wellbeing planning:


1. [Bottom-lines](#)
2. [Create a timeline](#)
3. [Who is involved in the plan?](#)
4. [Plan rules](#)

What is the Safety Planning Roadmap? The Safety Planning roadmap provides a vision for the whole process of the Signs of Safety through the life of a case. The roadmap provides clarity for the journey from danger to safety, the steps to follow and both the tools and ongoing processes used in the participatory process to build safety for children.



What is a Timeline? A clear, agreed timeline planned in advance that professionals and the family understand about what needs to be done and in what timeframe to complete work with this family.

Timeline- explanation for practitioners

	Week	Task	Meetings and Monitoring	Changes to arrangements	Completed
What is this?	This is the week anticipated the task will take place	Smart actions WHAT, WHO AND WHY? Think of outcome of task	Where and when will these tasks happen?	This part is to record changes in family time arrangements, network check ins, etc	Tick when whole task is completed
Example	Week 4-8	Social worker will make weekly visits to see if Mum and Dad are keeping up with tidying and the home is safe and clean for the children. These are unannounced visits as agreed with parents to see the un-prepared daily home.	Family home visits Unannounced so dates not shared	No change to family network support: Nan coming on weekends to help Mum and Dad tidy, or have the children while they tidy. Network check ins 3 times a week until atleast 4 visits achieved and no concerns	

This example timeline includes the tasks that should be a part of every Child in Need/ Child Protection Plan, to make sure the "working with" the family and their wider network approach is used. Plans should be written and amended to reflect the family and their communication needs.

Week	Task (What, who and why?)	Meetings/ Monitoring	Changes to arrangements	Completed
	<p>(PARENT/CARER'S NAMES) to find at least (ADD NUMBER) people to be part of the child and family's support network.</p> <p>(PRACTITIONER'S NAME) to complete a (FINDING FAMILY NETWORK TOOL) to help the family think through other people around them who could join their network. (only to be added if family are struggling with this)</p> <p>This is to make sure that the family have enough people around them to help them make the changes needed to keep the children (SAFE/WELL)</p>	<p>Phone calls made by parent.</p> <p>Possible home visit if family needs support with this.</p>		
	<p>(PRACTITIONER'S NAME) to arrange and lead a Family Network meeting. (PARENT/CARER'S NAMES) are responsible for inviting their support network to the meeting.</p> <p>This meeting is to build the safety plan (Plan Rules) with the family and their network, this will include:</p> <ul style="list-style-type: none"> • What everyone is most worried about • What is working well in relation to the (HARM/WORRY) • Stressors and triggers • First signs that the (HARM/WORRY) is beginning to happen and red flags; it is happening. • Who will do what when the (HARM/WORRY) is happening/about to happen to keep the children safe. <p>(PRACTITONER) will finalise the plan and send it out to the people agreed for it to be shared with.</p>	<p>1 x family network meeting to explore each harm</p>		

Links for further guidance for practitioners

[Finding Family network tools](#)

[Plan rules](#)

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Week	Task (What, who and why?)	Meetings/ Monitoring	Changes to arrangements	Completed
	<p>(PRACTITIONER NAME) will complete (DIRECT WORK TOOL) with (CHILDREN) to help everybody understand more about their daily life, things that are going well, their worries and what they would like to happen. This is to make sure that (CHILDREN) are seen, their views are heard and included.</p>	<p>See the child(ren) at the place agreed, that is best for the child.</p>		
	<p>(PRACTITIONER NAME) to meet with (PARENTS/CARERS/NETWORK) to write a Words and Pictures explanation for the (CHILD). This is to help (CHILDREN) understand why people are worried and what everyone is going to do to make sure that they are safe from (HARM/WORRY).</p> <p>(PRACTITIONER NAME) to check final version with (PARENTS/CARERS/NETWORK) and plan who/how/when to share the story with (CHILD) and then share story and leave a copy for (CHILD/FAMILY)</p>	<p>2 x home visits</p>		
	<p>(Possible action) (PRACTITIONER NAME) to introduce a Safety Journal to the family and network and explain this is for them to record what is working well, any struggles and how they have overcome these.</p>	<p>1 x home visit</p>		

Links for further guidance for practitioners

[Direct work tools](#)

[Words and pictures](#)

[Safety journal](#)

This example timeline includes the tasks that should be a part of every Child in Need/ Child Protection Plan, to make sure the "working with" the family and their wider network approach is used. Plans should be written and amended to reflect the family and their communication needs.

Week	Task (What, who and why?)	Meetings/ Monitoring	Changes to arrangements	Completed
	At a (CIN review/ Core group/CP conference) (PRACTITIONER NAME) will review the safety plan with the family network and professionals involved and make sure that this is still right. If we need to make any changes, we will update the plan, share it with everyone, and explain to CHILDREN why we have made any changes to the plan.	1 x (CIN REVIEW/ COREGROUP/ CP CONFERENCE)		
	Once we have the plan rules clear, the (PRACTITIONER NAME) will create a child-centred Safety Plan. Which is a version of the safety plan created in a way to help the child understand. It will help us understand what their family network is doing to keep them safe/ well. Once the (CHILDREN) understand the safety plan rules, they can talk about how they feel the plan rules are working.	2 x home visits		
	At a (CIN review/ Core group/CP conference) (PRACTITIONER NAME) will review the safety plan with the family network and professionals involved every (INSERT TIMESCALE). When things have improved, we will start planning how the network will take over the network meetings and plan going forward.	1 x (CIN REVIEW/ COREGROUP/ CP CONFERENCE)		

Links for further guidance for practitioners

Child version of the plan

This example timeline includes the tasks that should be a part of every Child in Need/ Child Protection Plan, to make sure the "working with" the family and their wider network approach is used. Plans should be written and amended to reflect the family and their communication needs.

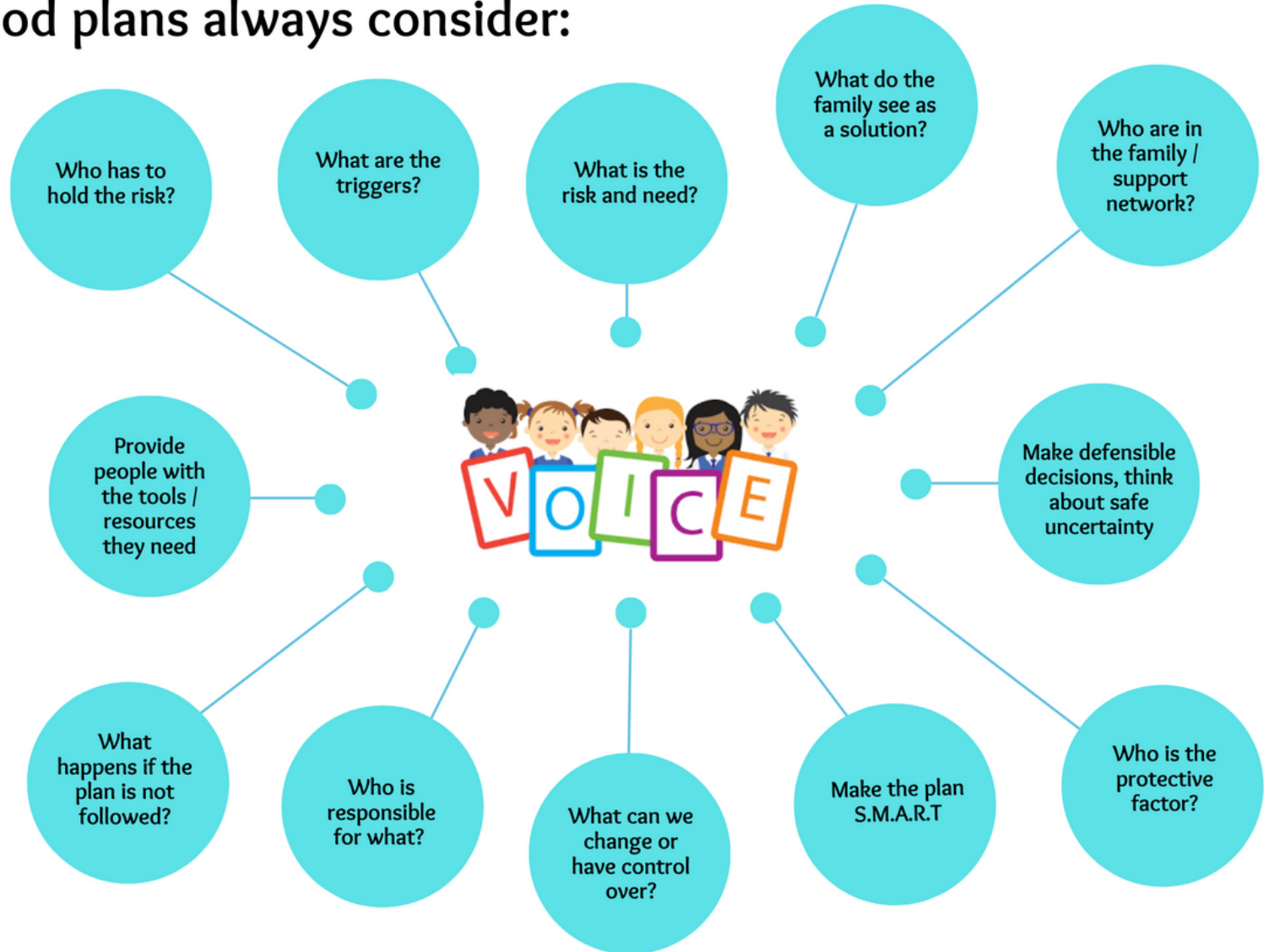
Week	Task (What, who and why?)	Meetings/ Monitoring	Changes to arrangements	Completed
	<p>(PRACTITIONER NAME) will support (FAMILY NETWORK LEAD) to take over leading the family network meetings and reviewing how the plan is working. (PRACTITIONER NAME) will reduce their involvement in these meetings when they are confident the family network is ready.</p> <p>(PRACTITIONER NAME) will meet with young person to explain that their work with their family is ending and update their child version of plan if needed.</p> <p>(PRACTITIONER NAME) will let all the professionals working with the family know that the support from (CIN/CP PLAN) is ending.</p>	<p>Network meetings (WEEKLY?) but (PRACTITIONER NAME) only attending every other meeting</p>		
	<p>(PRACTITIONER NAME) will hand over the responsibility of the (Safety/Wellbeing) Plan to the network so they run their own network meetings, and continue to follow the plan to keep (CHILD) (SAFE/WELL)</p>	<p>(PRACTITIONER NAME) will attend a meeting to say goodbye and family network will continue their support.</p>		

Good practice guidance for plans

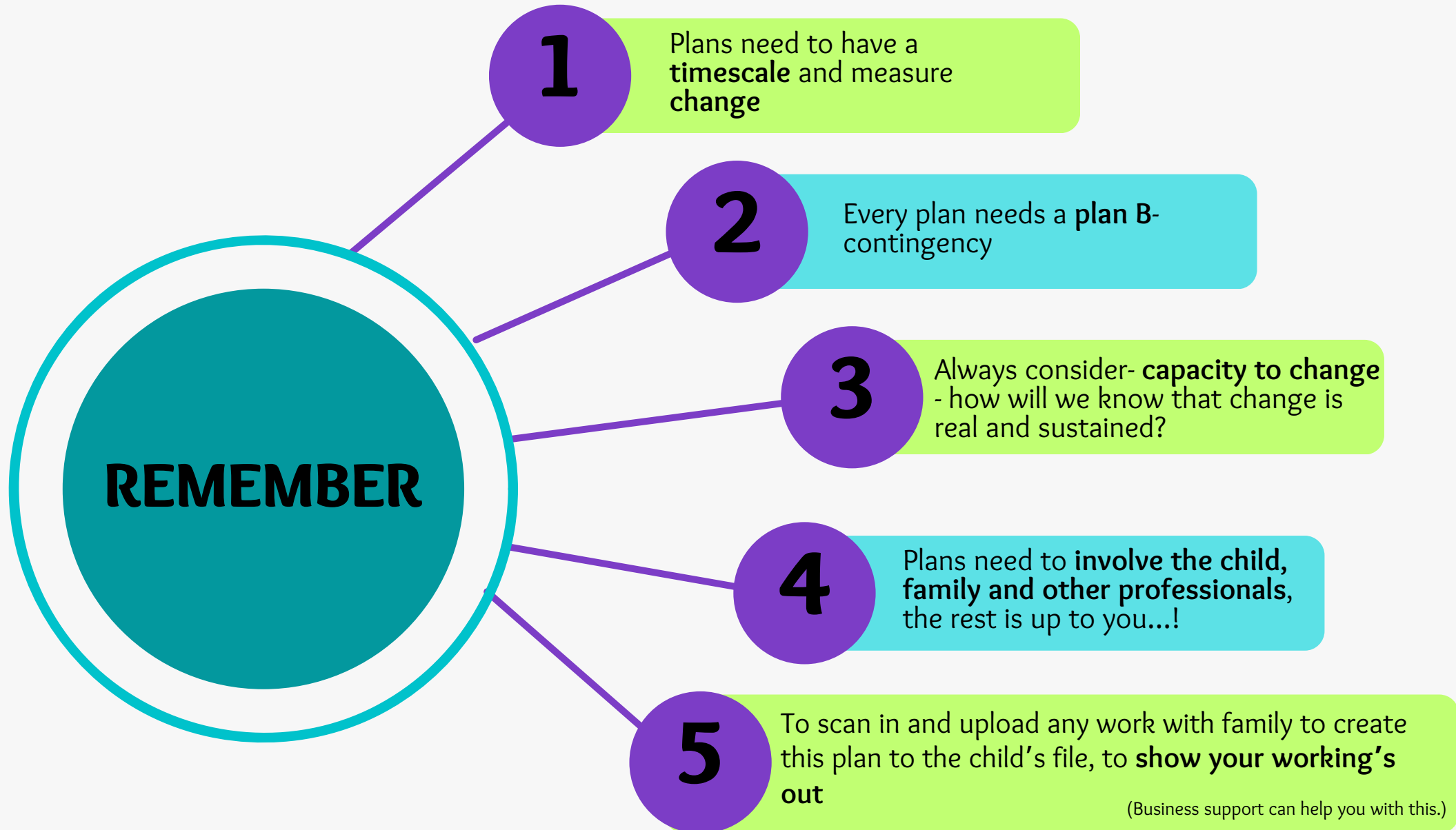
Our aim is for you to use this guide when you write plans as a hint and a guide around what is expected and some top tips if you get stuck.

Remember: Writing meaningful child focused plans that create change don't need to be complicated by the Signs of Safety form, stick to what you know works, **don't overthink it!**

Good plans always consider:



Professional bottom lines for plans



Remember: If the plan doesn't work, change the plan but never the goal!

Additional plan actions

Below is a list of Topics that can often come up for the families we work with some prompts of actions you might want to think about and some links to tools. These are not all social worker actions, and we haven't listed services, it is about need and **actions to reduce risk/ meet need.**

Neglect

- Use of neglect toolkit as an assessment tool
<http://sites.southglos.gov.uk/safeguarding/library/?b=c>
- Parenting support and direct in the moment, practical learning of household tasks with a trusted professional.
- Explore Support services in the community to reduce isolation and create learning opportunities.
- Assessments to consider the underlying reasons for neglect such as learning disabilities, mental health and or substance misuse.
- Ages and stages checklist with Health Visitors could be a baseline to measure change.
- The Maternal Early Childhood Sustained Home-visiting (MECSH) program.
- Adolescent neglect and link to exploitation- have you considered an EIT?

Emotional Abuse

- Specific sessions around emotional literacy in the home- how is this expressed, how is it identified.
- Consider- work to help carers recognise and respond to emotions in their children. Work to support carers to link behaviours to emotions.
- Child and parent observations to evidence improved outcomes.
- Sessions around impact of emotional abuse on children.
- Work with carers around impact of parental conflict- mediation etc.
- Helpful article [J000158 Frontline_Emotional Abuse.indd](#) (researchinpractice.org.uk).

Physical abuse

- Direct work around Parenting support around how to manage discipline in the home.
- Explore Parental experiences of being parented, how they express of emotion, and triggers to use of hitting to discipline though direct work sessions.
- Assessment to consider underlying reason for this behaviour such as learning disabilities, mental health and or substance misuse.

It is not exhaustive and just a guide- you know what will work best with the family you are working with!

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Sexual Abuse, in and outside the family including peers:

- Is an external or internal formal risk assessment needed to look at risk from alleged perpetrators and non-abusing carers ability- if external is indicated need to speak to Service Manager.
- Internet safety sessions for Children and Young people
- Safety within the community/ diversion- what can other agencies do to support reducing this risk.
- EIT to be considered.
- Support from agencies around trauma of sexual abuse.
- Work around healthy and unhealthy relationships.
- If this is a historical incident, is a medical required for emotional wellbeing and concern around sexual and physical health?

Mental health

- [Children of Parents with Mental Health Problems \(proceduresonline.com\)](http://proceduresonline.com).
- Joint work with MH services and parents to provide child with understanding of parental conditions.
- Review of parental treatment plan with their MH professional
- Is an assessment required to assess parents' capacity and ability to meet children needs- Will need SM approval if external.
- Joining in with community activities to reduce isolation.

Domestic Abuse

- [Domestic-Abuse-Toolkit-May-2021.pdf \(southglos.gov.uk\)](http://southglos.gov.uk).
- DASH risk assessment to be repeated to show risk reduction/increase after every incident.
- Teen DASH – this should be used for all teens; the adult dash is not appropriate for them.
- Have you thought about referral to MARAC?
- Power and control wheel- plan to use this as part of direct work to assess family understanding of behaviour and triggers.
- Preparator programmes/ risk assessments
- Support for victims- protective assessments
- Regular reviews around whether the carers want to remain together, how to do this safely and openly to avoid secrecy which increases risk.
- Impact upon children work with carers.
- Are carers both victims and perpetrators? If so need to refer here to considering both perspectives, what is the plan to manage this dynamic.
- Coercive control/ stalking log to be completed by parent.
- Consideration of advice around private orders e.g., non molestation order.

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Drugs and alcohol misuse

- [Hidden Harm \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- What is the harm reduction plan, please include plan around safe storage of drugs and medication, if we are talking about abstinence is that actually realistic?
- Work with children and carers around impact of substance misuse.
- Capacity to change assessment- can this be internal/external sourced? SM approval needed.
- Will hair strand tests tell us anything that we don't already know? SM approval will be needed.
- Assessment of impact of mental health and trauma around increase drug use- what is the trigger?
- Joining in with community activities to reduce isolation.

Exploitation

- Use of tool kits on TRI-X e.g., National referral mechanism (NRM), EIT to be reviewed every three months.
- Missing person trigger plan
- Consideration of specific exploitation services e.g., BASE and others through PIMM
- Disruption strategies- what can we do to increase this child's support ad friendship network?
- Specific support for carers managing the issues and creating resilience- need to reduce risk of family breakdown.
- Modern slavery to be considered <https://www.unseenuk.org/>.
- Complex strategy needed if we think this involves multiple perpetrators or key locations of risk.

Harmful sexual behaviour

- [Harmful Sexual Behaviour Guidance - Spring 2022 - FInal.pdf \(proceduresonline.com\)](#)
- RAG rate the level of HSB when completing assessment- IF RAG rating is Amber or Red, referral to be made to HSB service.
- If Assessment recommends ongoing support via HSB service- Child remains open under CIN/CP and transfers to Locality
- Safety Plan to be completed with multi agency group, including HSB service. This will be reviewed at every CIN/CG meeting.
- Do we need to commission a specific service to work with Child or YP- Speak to SM
- Disruption strategies- what can we do to increase this child's support ad friendship network within a risk assessed activity?

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Children with disabilities

- Ensure that the carer receives a parent/carer's assessment and there is consideration of parental needs in the plan
- Exploring the support available in the community and using the local offer first
- Making sure there are safety plans that show everyone the triggers and responses, needed when Young Person's needs mean that they may hurt others or self due to disability / communication
- Taking time and speaking to others about how best to communicate and include the views in creative and child appropriate ways. Who can help you with this? How does the child communicate?
- Think the unthinkable – Children with Disabilities are at greater risk of harm and this is less likely to be recognised and reported

It is not exhaustive and just a guide- you know what will work best with the family you are working with!

Our policies, procedures and practice guidance can be viewed on tri.x.
Any words underlined are hyperlinks to other resources.