SAFER PLANNING GUIDANCE

Change around the child

Measures that can be implemented by others that increase safety

Monitoring and Reporting	Deprivation of Liberty	Orders
- Increased supervision by professionals, carers/parents - Increased visiting and contacts - Responses to missing episodes including reporting to police - Required reporting to Police station - Withdrawn access to knives, substances, flammable materials or identified risks - Reducing permanent exclusion, suspensions and missing from education and persistent absence	- Custody - Local Authority Care - limited access to phone/social media/internet - controls on money - phone tracking, surveillance, or investigation - no/limited unsupervised activity - photo/surveillance from agencies such as British Transport Police - Curfew (electronic tag) - Curfew (agreed care planning) - Exclusion zones/areas - Non-associations	- CAWN (Child Abduction Warning Notice) - ROSH (Risk of Sexual Harm) - STPO/STRO (Slavery Trafficking Prevention/Risk Order) - Parenting (YJS) - CBO (Criminal Behaviour Order) Bail Conditions (including steps to protect victims)
Collaborative Working with child, parent/carer and partners		

Change for the child

Measures taken by child that can increase and influence safety

Thinking & Behaviour	Identity	Collaboration
- Recognising triggers and patterns to behaviour - Strategies to enhance self-control/regulate - Strategies to enhance self-esteem/worth - Managing emotional responses (inc. Anger) - Distinguishing care from exploitation - Exploring 'risk', 'vulnerability' and 'need' and testing this against child's view - Child and Family's understanding of exploitation - Understanding what the relationships a child has mean for them - Developing exit planning from unsafe situations	- Motivational Interviewing - Therapeutic and Family Based intervention - Life Story and supporting exploration of experience - Understanding barriers to change and working to reduce these - Recognising intrinsic strength, ability and qualities - Understanding what makes the child feel safe - Intervention to support Social, Emotional and Mental Health - Community based activity/support	- Building relationships - Safety planning and mapping with child - Identifying, supporting and strengthening protective factors - Increasing inclusion and strength in the structures around child (family, peers, school, community) - Developing a child's agency - Identify what 'safer' looks like - Demonstrate that we believe in the capacity for change

Future Voices