

Signs of Safety in Cheshire East



January – December 2019

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1. What we want to achieve

We want all our children and young people to be happy, healthy, and safe, and to be able to live a life that is full of fun and opportunities to learn and develop. All children and young people need and deserve to be loved. **Wherever possible**, we want to support our children and young people to remain with their families with the people that love and care for them. When children and young people are unable to remain in the care of their families, we want to make sure they are connected to the people that care about them, and are supported to develop a network of people that will support them throughout their lives.

Cheshire East has adopted Signs of Safety as our way of working with families because this will support us to achieve the type of service that children, young people, parents and carers have told us they want.

Children, young people, parents and carers have told us they want:

- **To be listened to**
- **To be part of developing their plans**, to **understand what the concerns are** and why they need a plan
- For **professionals to be clear with them** about what is going to, or could happen

We want to **always** put children and young people **first and foremost** in everything that we do. Best practice is child-focused, solution-orientated, and respectful and inclusive of families, and this is what we want to achieve through adopting Signs of Safety.

We believe that using Signs of Safety will support us to deliver high quality practice, and through working together in partnership **with** families, we will be able to achieve strong and sustainable outcomes for children, young people and their families, and empower our families and our professionals.

Through adopting Signs of Safety, we aim to achieve:

- **The very best outcomes** for children, young people and families
- **Child-focused services** that put the needs of children and young people first
- **Inclusive practice** – families are supported to develop their own solutions leading to **empowered families and sustainable outcomes**
- **Empowered professionals** – professionals across the partnership feel confident in having difficult conversations with families, are supported in their decision making, and see the impact of their work on families, leading to **robust partnership working** and increased **job satisfaction and strong recruitment and retention**

As a result of using Signs of Safety, and delivering high quality practice in partnership **with** families, we expect to see:

- **fewer re-referrals**, as we support families to be more resilient, and develop their own solutions, which are tested and shown to be sustainable within the family and their support network.
- **more children safely remaining with their families**
- **the right children coming into care**

In Cheshire East, we believe that...

All children and young people should be **surrounded by people that care about them**

This means that:

We always want to find a way for children and young people to be **safe and happy living together with their family.**



When it's not safe for children and young people to live at home, we want **people they know and trust to take care of them.** We do our best to help children and young people return home, and we look for if, when and how it will be safe for them to do so.



We work hard to make sure all children and young people have **good relationships with the people who care about them.** This means that they have people to share good things with, and who can help them throughout their life, even when they are grown up.

All children and young people need to **understand why professionals are working with them** and their family

This means that:

We make sure children and young people have **an explanation they understand** for why professionals are working with them and their family.



We **listen to children and young people,** and what they want to happen.



We make sure families are **able to talk about difficult things** and can be open and honest with each other.

The **best plans are made by the family,** as they are the experts on what will work for them

This means that:

We **support families to make their own plans,** helping families to think through what needs to happen and who could help. We look at what's working well to find out what good things are already happening and what we can build on.



We work hard to make sure **all families have people who can support and help them day to day.**



We **test the plan together** to make sure it is strong and will last over time, so that when professionals stop working with the family, we know things will be ok in the future.

2. What is Signs of Safety?

Signs of Safety is now widely recognised internationally as the leading approach to child protection casework and has been commended by Ofsted.

Signs of Safety is an innovative, solution-focused, strengths-based approach to working with children, young people and families. It provides a clear framework for **how** to do the work within children's services; how to build relationships with families and work effectively with them to achieve better outcomes for children and young people.

It includes:

- **principles for practice** which underpin the work
- **ways of working** – what to do, how and when
- **a range of tools** to support engagement with families, strong assessments and plans, and for capturing the voice of the child or young person
- **ways to support learning, reflection and development**, such as supervision and audit of practice that is aligned with the approach

How Signs of Safety was developed

Signs of Safety was developed in Western Australia in the 1990s by Andrew Turnell and Steve Edwards, drawing on solution-focused therapy and the direct experiences of families and child protection workers. Andrew and Steve worked with over 150 frontline practitioners to develop and hone the approach, so it is based on **what practitioners know works well** in real life cases. It is now being used across the world.

Currently there are nearly 200 agencies in 15 countries undertaking some form of implementation of the Signs of Safety. This includes large-scale, long-term, system-wide implementations in Australia, New Zealand, Japan, Europe, Canada, USA, and Cambodia.

Signs of Safety is now 24 years old. It is a mature and yet still evolving professional approach. Signs of Safety has continued its commitment to listening to practitioners' experiences of what works for families, and continues to evolve to incorporate innovations from practitioners in the international Signs of Safety community. Although the roots of the approach were within Child Protection, Signs of Safety is successfully used across the continuum of need within early help and cared for services, and is increasingly being adapted to a broader range of services including youth justice and community health.



Principles of Signs of Safety

The approach has three principles:

1. Working relationships are paramount.

Relationships must enable honest and respectful discussions of concerns and worries, draw on and honour everything positive, consider multiple perspectives, and always incorporate skilful use of authority. Research shows that, irrespective of the type of intervention, professionals see better outcomes when there is shared understanding of what needs to change, agreement on purpose and goals, and family members feel their worker understands them.

2. Thinking critically and maintaining a stance of critical inquiry.

In order to minimise error, a culture of shared reflective practice and a willingness to admit you may be wrong are vital. Risk assessment is a core task and requires constant balancing of strengths and dangers to avoid the common errors of drifting into an overly negative or positive view of the situation.

3. Grounded in everyday experience.

Assessment and safety planning is always focused on the everyday lived experience of the child. Families, and the practitioners who work with them, are the key people who can say whether practice works or doesn't.



Ways of Working

Research has shown that the best outcomes for children and young people are achieved when there are **constructive working relationships** between professionals and family members, and between professionals themselves. This has been shown to be the case, both nationally and internationally, at all levels of need and intervention.

In order to build effective relationships and work inclusively and respectfully with families, Signs of Safety focuses on **both** the family's strengths **and** the safety of the child or young person. This recognises that, despite current concerns and difficulties, all families have strengths, and this gives the basis for understanding how we can increase safety and address the areas of concern.

Signs of Safety practice makes a **clear and rigorous distinction between:**

- **Past harm** (what we know has happened), **future danger** (what we are worried could happen given the past harm) **and complicating factors** (the circumstances that lie behind the neglect or abuse, commonly such as mental health issues, and drug and alcohol abuse).
- **Strengths** (positives about the family, such as their love for their children) **and protection** (actual behaviours that demonstrate capacity to protect the children, such as removing dangerous adults from the household, or occasions when the parents felt as if they could but did not harm the child/ young person).

This supports strong assessments and evidence-based judgements. **Assessment is always a work in progress** (although this cannot preclude taking action) and we need to continually evaluate what we know in a dynamic way throughout the process.



Signs of Safety values **both** professional **and** family knowledge. Work with families within Signs of Safety fully involves families in assessing risks and developing solutions. The **child/ young person's experience is central to this**, and children, young people, and their families are fully involved in developing and delivering their plans.

Professionals take a facilitative role supporting families to explore, recognise and respond to concerns, **skilfully using authority** to ensure action is taken while honouring the strengths within the family and offering choices about how we work together. Professionals take a questioning approach – there is 'more asking and less telling'.

In Signs of Safety, robust analysis of strengths and risks leads to plans which focus on **specific actions** and behaviours that families **must do** to create an environment **in which their children will be safe** and can thrive - *as opposed to just signalling what must stop*.

Good communication is key to developing constructive relationships, and Signs of Safety requires that **clear and simple language** is used so everyone understands what the situation is and what we want to achieve. **Statements focus on specific observable behaviours**, avoiding meaning laden, imprecise and poorly understood labels and diagnostic descriptors.

Practice Tools

Assessment and Planning Framework

The assessment and planning framework is used for "mapping" the worries, strengths, and required safety, all in plain language, and is included overleaf.

The map has four areas for enquiry and exploration; the '**three columns**' (What are we worried about? What is working well? What needs to happen?), and the **scaling question**. These are used to explore and understand **both** the strengths and protective factors within the family, **and** the concerns and risks, and make it clear what we are working to achieve, and what needs to happen to get there. The scaling questions is used to show how all parties judge the risk to the child or young person, and supports understanding on the level of concerns to be developed between all parties.

Signs of Safety® Assessment and Planning Framework

What are we Worried About?	What's Working Well?	What Needs to Happen?
<p>HARM: Past hurt, injury or abuse to the child (likely) caused by adults. Also includes risk-taking behaviour by children/teens that indicates harm and/or is harmful to them.</p>	<p>Existing Strengths: People, plans and actions that contribute to a child's well-being and plans about how a child will be made safe when danger is present.</p>	<p>SAFETY GOALS: The behaviours and actions the child protection agency needs to see to be satisfied the child will be safe enough to close the case.</p>
<p>DANGER STATEMENTS: The harm or hurt that is believed likely to happen to the child(ren) if nothing in the family's situation changes.</p>	<p>EXISTING SAFETY: Actions taken by parents, caring adults and children to make sure the child is safe when the danger is present.</p>	<p>Next Steps: The immediate next actions that will be taken to build future safety.</p>
<p>Complicating Factors: Actions and behaviours in and around the family, the child and by professionals that make it more difficult to solve danger of future abuse.</p>		
<p>On a scale of 0–10 where 10 means everyone knows the children are safe enough for the child protection authorities to close the case and zero means things are so bad for the children that they can't live at home, where do we rate this situation? <i>Locate different people's judgments spatially on the two-way arrow.</i></p>		
0		10

Tools for Engaging with Children and Young People

Tools for engaging with children and young people enable us to capture the child's voice, and most critically are used as a catalyst for change to the family.

The **three houses/ wizards and fairies** tool (good things, worries or bad things, dreams) is a child's version of the three columns, and is used to capture their experience.

Words and pictures explanations are used for parents to explain what has happened and what is happening to the child/ young person. Words and pictures serve as both the explanation that children and young people need to understand their situation, and as a catalyst for change for families as through giving the explanation they become accountable to their children for what has happened and for working to make things better.

Child-centred Safety Plans are safety plans that are presented in the words and pictures format so it is clear for the child/ young person what will happen, what they can expect from everyone, and what they can do if they don't feel safe.

Variations based on these core tools that have been developed by practitioners to suit specific needs and cultural settings.



3. Evidence Base for Signs of Safety

There is a clear evidence base that shows that Signs of Safety is effective and achieves better outcomes for children, young people and families, and the approach has been commended by Ofsted. Qualitative and quantitative evaluation and research, and data from organisations which have already implemented Signs of Safety around the world, have shown that it results in:

- **Better and more focused relationships with families**
- **Families feel more empowered**, and are more able to understand and address the concerns of professionals
- **Practitioners are clearer on what the risks are**, and what is expected of all parties, resulting in **better decision making** for families
- A more **individualised approach** for families
- **Improved working between practitioners**
- **Reduction in the number of children brought into care**
- **Reduction in the time cases are open**
- **Increased job satisfaction of the social work workforce**

The evidence and theory base for Signs of Safety has developed substantially within action research, collaborative and appreciative inquiry, or broadly “practice based evidence”, and means the approach is built from what works in actual child protection practice. More information on this can be found on the [Signs of Safety website](#) and in the **Signs of Safety Briefing Paper (4th Edition)**.



4. Implementing Signs of Safety – Progress so far

Changing our Culture

Signs of Safety is a way of working, **underpinned by beliefs about how we should practice, and what we should be aiming for**, it is not simply just training, or using specific tools. Fully implementing Signs of Safety requires us to change the culture of how we practice and how we think about practice. It affects all aspects of partnership safeguarding work. Therefore, part of our implementation is focused on aligning our organisations to the practice – ensuring that we have the right policies, procedures, structures, support and tools in place to support practitioners to work in this way.

Truly effective implementation of Signs of Safety can only happen if we have the full commitment from all partners across Cheshire East at all levels, and so we will continue to ensure that the Cheshire East Local Safeguarding Children Board (LSCB)/ Safeguarding Partnership and the partnership workforce are involved throughout our implementation.

As a major change to how we work, we need to be agile and responsive to circumstances, seeking continuous feedback and learning to inform our implementation. The views of children, young people, parents and carers, our workforce, and our partners are critical to informing how we develop our services and evaluating whether we are achieving our aims, and these will continue to be actively sought throughout our implementation. We will also continue to audit the quality of our practice to understand the impact of Signs of Safety on our work.



Our journey so far

Cheshire East started implementing Signs of Safety in November 2017. Our first phase of implementation focused on establishing support for Signs of Safety practice, training practitioners to use the approach, and starting to change how we work to align with the model.

Support for Signs of Safety Practice

We knew that Signs of Safety practice would not take off unless there was clear leadership for and commitment to the practice. We trained our senior leaders from Children's Social Care and Prevention and Early Help as Practice Leads to ensure that leaders could effectively lead and model the practice. Leaders from the LSCB have clearly communicated our commitment to embedding Signs of Safety as our way of working; this is a key priority within the LSCB Business Plan.

To support effective implementation, we appointed a Lead Practitioner for Signs of Safety as a specialist source of support and advice to support practitioners across the partnership to understand and use the approach. The Lead Practitioner has provided workshops and bespoke support and training to teams, and has a key role representing the views of practitioners back to senior leaders on the Signs of Safety Project Board.

We also identified Practice Leads for Signs of Safety across our services, within Children's Social Care, the Cheshire East Family Service, the Safeguarding Children in Educational Settings Team (SCIES), Health, and the Police. Practice Leads receive additional training in Signs of Safety to enable them to lead and support good practice within their teams. They are responsible for championing and leading good Signs of Safety practice by leading group supervisions, offering support and advice,

celebrating good practice, and disseminating information and key messages.



We established Practice Lead Network forums, led by the Lead Practitioner, to bring the Practice Leads together so they could support each other, learn and share experiences in a safe environment, and share ideas and best practice.

We created a [Signs of Safety webpage on the LSCB website](#) with a range of [how to guides](#) for practitioners to use to help them to use the practice, and a SharePoint site for Practice Leads where practitioners could share examples of good pieces of work and access training resources.

Training Practitioners to use Signs of Safety

In phase one, we trained all practitioners within Children's Social Care and the Cheshire East Family Service, and a significant number of practitioners within the key statutory agencies, Health, Education and the Police, as well as commissioned services, to use Signs of Safety.

We trained our own Cheshire East trainers to deliver Signs of Safety training, and are now successfully delivering a range of training through the LSCB to the partnership to ensure all practitioners have the skills and knowledge they need to use the approach. This will allow us to sustain our use of Signs of Safety in the long term. The vast majority of the workforce in the safeguarding partnership should be trained in using Signs of Safety by the end of phase two (December 2019). This will include wider services within Education and Special Educational Needs and/or Disabilities (SEND) to ensure we have a joined up and consistent approach across Children's Services.

Aligning our work with Signs of Safety

We started to align our processes with Signs of Safety to help this to become our way of working. This included introducing group supervision, and changing the questions we ask at the front door, our audits and how we manage our performance, one to one supervision, our early help assessment and plans, the Children and Family Assessment, and Strategy Discussions.

We still need to do more work to continue to align our processes with Signs of Safety practice, which we will focus on in phase two.

Impact on work with Families

Practitioners and families have welcomed the approach, and we have already seen lots of examples where Signs of Safety practice has had a positive impact on families. Signs of Safety is being used in Cheshire East, and Leaders and practitioners are thinking differently about how we approach our work with families.

As the approach is still new to us, and we have not yet fully aligned all our processes, Signs of Safety is not yet being used consistently as an approach throughout the child's journey. This is what we will focus on achieving in phase two.



5. Our Plan for Implementation in 2019

What we will do

Our next phase of implementation will focus on achieving strong Signs of Safety practice, and embedding this as our way of working. We will continue to make the significant changes needed to our supporting processes and structures, so at the end of this phase, how we work with families will be aligned with Signs of Safety.

Our Plan

Our plan sets out what actions we will take in phase two of our implementation to embed Signs of Safety within Cheshire East.



It covers the following four areas needed to support successful implementation as shown in the diagram above:

- **Leadership:** this includes senior leaders being actively engaged with practice; modelling the approach in management and leadership; creating conditions for social work to thrive; and building shared leadership at all levels of the organisation.

- **Learning:** this includes training the rest of our workforce to use Signs of Safety, and deepening the understanding of the practice for key leaders through five day advanced training and a development programme for Practice Leads. Support from the Lead Practitioner will enable teams to reflect on their practice and strengthen their understanding of the approach. We will learn from our experiences using Signs of Safety, and use this to inform how we shape our organisations to best support the practice. We will also continue to strengthen our in house training offer and widen the pool of trainers to ensure we can sustain Signs of Safety in the long term.
- **Organisational Alignment:** we will continue to change our processes and structures so that they encourage and support strong Signs of Safety practice. This will include changes to Child in Need and Child Protection planning, Court Work, step up and step down, contact and referral, Placement and Care Plans, Pathway Plans and Fostering forms and processes.
- **Meaningful Measures:** We will align our quality assurance process with Signs of Safety to ensure that what we measure is what really matters to children, young people and families, and drives improvements to practice. We will ensure quality assurance activity recognises the strengths of our work, and supports practitioners to reflect on the quality of their work and the impact on families.

Progress against our plan will be reviewed quarterly by the Signs of Safety Project Board to ensure we achieve our aims.

Making our Plan Happen

All leaders and practitioners across the partnership have a key role in supporting us to embed Signs of Safety as our way of working in Cheshire East. **What we expect from everyone** working with families is outlined overleaf.

Dedicated support to implementation is provided by a Project Manager, Project Support Officer, and Lead Practitioner.

Support from the Signs of Safety Consultants, Trainers and Community

Our implementation is supported by our Signs of Safety Consultant, **Agi Gault** and Signs of Safety Trainer **Haley Muir**. Agi provides support, advice and guidance to support our implementation, including delivering a formal learning and development programme for our senior leaders and Practice Leads.

We will also continue to learn from and access support and advice from other local authorities (LAs) who have adopted Signs of Safety and are part of the Signs of Safety community. Cheshire East will be liaising with these LAs throughout our implementation and will also attend Signs of Safety leadership and national events to learn from innovations and developments within the practice.

Support from Partners in Practice



Cheshire East is very fortunate to be receiving support for our implementation from North Yorkshire County Council through the Department for Education's (DfE) Partners in Practice Programme. North Yorkshire has been using Signs of Safety for seven years and has been

identified by the DfE as an example of good practice. Learning from North Yorkshire has influenced our implementation in phase one and we will continue to use this support to inform phase two.

Timescales

As fully adopting and embedding Signs of Safety involves a culture shift, full implementation is likely to take up to five years. Our plan covers the final year of the two year project period in which we will make significant changes to our practice and organisation to support this way of working.

As Signs of Safety is a model for practice, we will always be striving to improve and build on the quality of our practice and how we can better work together **with** families. This work will continue once we reach the end of phase two, however, the end of phase two will mark the end of the 'project period', when Signs of Safety becomes our way of working, with our processes reinforcing this way of working.





We expect everyone to...

Support Good Relationships

Work hard to build good relationships with families and colleagues. Help families to find and strengthen their networks.



Honour Families and Colleagues

Work hard to understand and recognise everything that is working well.



Be Brave!

Be creative and try something different.



Work together WITH

Involve people, offer choices, be curious.



Share Experiences

Share what you have learned, and learn from what others have tried and are doing well.



Learn and Reflect Together

Practice using Signs of Safety in Group Supervision, and reflect on practice with your colleagues.



Governance

Strategic direction and leadership for our implementation is provided by the **Signs of Safety Project Board**. The Project Board is responsible for developing our plan for implementation, and overseeing that the whole of this plan is effectively delivered. It is directly responsible for delivering the leadership and learning elements of the plan. Key members of the LSCB/ Safeguarding Partnership are members of the Project Board to ensure that Signs of Safety practice is led across the partnership.

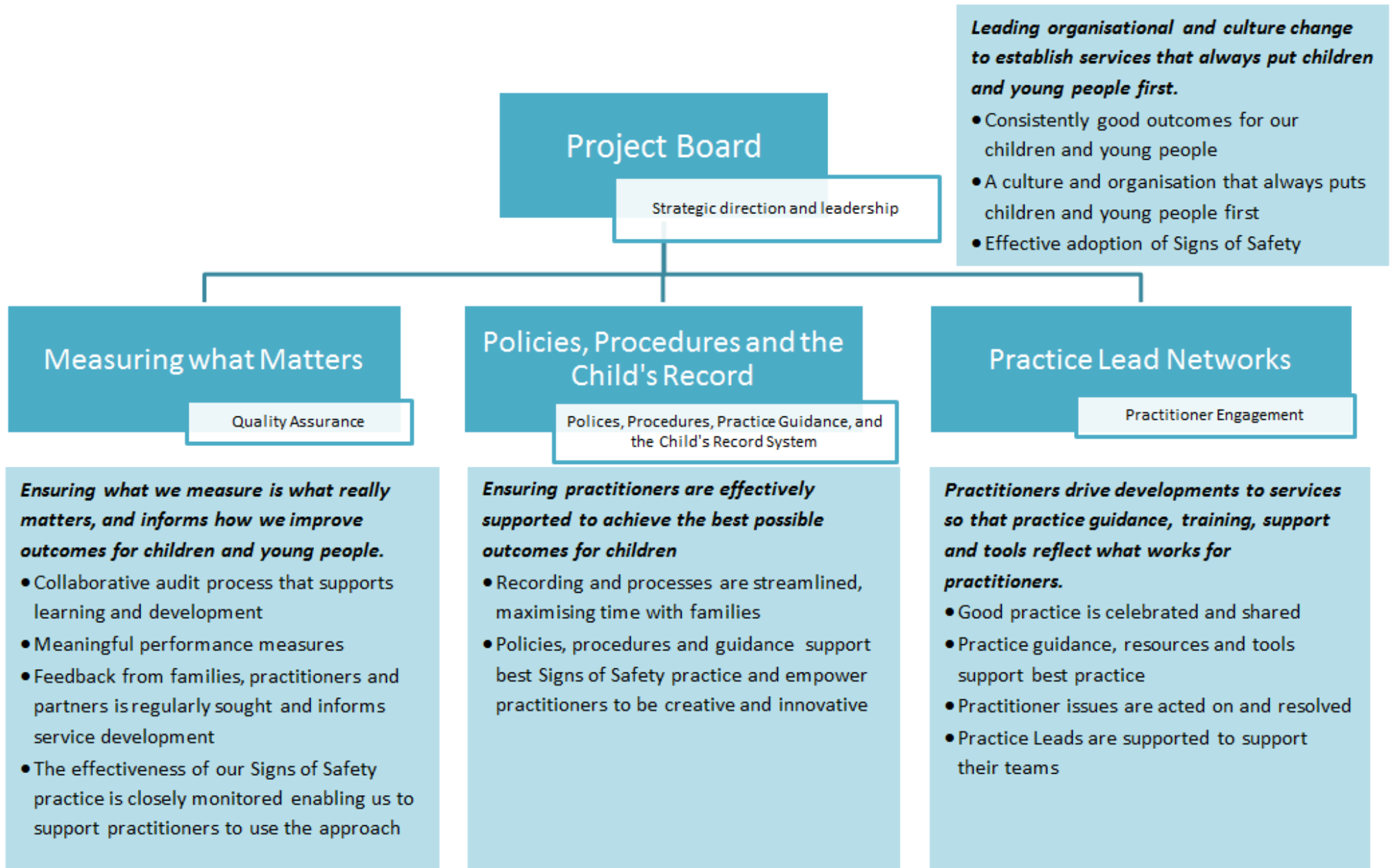
Three work streams report to the Project Board. These are shown in the diagram overleaf. The **Measuring what Matters work stream** is responsible for aligning our quality assurance processes with Signs of Safety, and evaluating our progress in our implementation based on feedback from audit of practice, families and practitioners.

The **Policies, Procedures and the Child's Record work stream** is responsible for aligning our organisation to the practice to ensure that our structures, policies, guidance and child's record system support best Signs of Safety practice.

The **Practice Lead Networks** are responsible for changing practice within their service, representing practitioners' views, troubleshooting issues, and developing practice guidance and tools to support best practice. These groups will ensure that areas of best practice are shared and any issues are highlighted so that these can be addressed swiftly.



Governance for Signs of Safety Implementation



6. How we will know if we are successful

Measuring Success

Ultimately, we will evaluate our success against the difference we make to the lives of our children and young people. We will use the following sources to inform us on how well we are performing, what's working well, and where we need to take action to achieve change.

Qualitative Information

We have a comprehensive audit programme in place. We have adopted an inclusive ('together with') audit approach in line with Signs of Safety across Children's Social Care and Early Help, where audits are carried out **with** practitioners so they can have reflective discussions about their practice with the auditors. The findings of these, and our LSCB/ Safeguarding Partnership multi-agency audits, will be used to evaluate the quality of our work and our implementation of Signs of Safety practice.

Performance Measures

We have a number of scorecards in place which allow us to evaluate changes in performance over time. A dedicated Signs of Safety scorecard is in place which spans across Early Help and Children's Social Care, and is used to evaluate trends over time to assess the impact of Signs of Safety on families.

Feedback from Families

We will continue to seek feedback from families throughout our implementation, as they are the experts on what works for them. Changes to our processes are piloted before they are rolled out to check that they will work in practice, and this includes trialling them with families and listening to their views on what works. We have also developed an annual Family Survey which we are using to assess the impact Signs of Safety practice is having on families, and to evaluate how well we are using Signs of Safety.

Feedback from Practitioners

Practitioners' views will continue to be sought on a regular basis through the Lead Practitioner's support to teams, the Practice Lead Networks, the Signs of Safety Implementation Group (an independent group of outside of implementation that reports on how it's working for them), the Practice Champions Group, LSCB Board/ Safeguarding Partnership, and staff and partner surveys.

Reviewing our Progress

Progress against our plan will be monitored and scrutinised by the Signs of Safety Project Board to ensure we achieve our aims. Progress reports from each work stream will be provided to the Project Board following each work stream meeting.

The Project Board will also receive quarterly reports on the budget and on training.

Appendix:

Our Plan for Phase Two of Signs of Safety Implementation

Culture and Leadership

Ref	Task	Lead	Start	Complete
1.1	Workshops will continue to be held for senior leaders, led by our Signs of Safety Consultant, to support the development of Signs of Safety Leadership, so leaders can drive the changes needed and model the practice.	Signs of Safety Consultant	January 2019	December 2019
1.2	Create distributed leadership for Signs of Safety throughout the organisation by continuing to support the development of the Practice Leads through: <ul style="list-style-type: none"> Specialist training in Signs of Safety for Practice Leads provided by our Signs of Safety Consultant Forming Practice Lead Networks for each service area, led by the Lead Practitioner, to drive Signs of Safety implementation within each area 	Project Board, Signs of Safety Consultant and Lead Practitioner	January 2019	December 2019
1.3	Senior leaders to shadow cases throughout their journey to inform how we need to change our organisation to support Signs of Safety practice	Senior leaders	March 2019	December 2019
1.4	Use appreciative inquiry in teams and share and celebrate good practice. All senior leaders to use appreciative inquiry questions when talking to staff about cases	All leaders including Practice Leads	March 2019	December 2019
1.5	Good news stories and case studies will continue to be celebrated and shared at all levels through management meetings and Practice and Performance workshops.	Heads of Service and Lead Practitioner	January 2019	December 2019
1.6	Continue to engage in Signs of Safety leadership events to share and learn from best practice	Project Board	January 2019	December 2019
1.7	Continue to engage with other Signs of Safety local authorities and the Signs of Safety community to learn from good practice	Lead Practitioner	January 2019	December 2019

Training and Learning

Ref	Task	Lead	Start	Complete
2.1	Support teams to reflect on and deepen their practice through observation and support within group supervision. Continue to support teams and partners with using Signs of Safety practice, and deliver bespoke training and workshops as required.	Lead Practitioner	January 2019	December 2019
2.2	Work one case (the learning case) using Signs of Safety with the support from the SOS Consultant, and use this to learn how we need to change our organisations to fully support Signs of Safety practice.	Case holder, Project Board and SOS Consultant	January 2019	December 2019
2.3	Review what targeted training is needed to support best practice	Project Board	January 2019	July 2019
2.4	Run two more sessions of advanced five day Signs of Safety training to continue to build on the knowledge and skill base within the partnership	Signs of Safety Consultant and Project Board	April 2019	November 2019
2.5	Continue to offer Signs of Safety two day training through the LSCB/ Safeguarding Partnership training programme twice a month until March 2019, then once a month from April 2019 – December 2019 to train the rest of the safeguarding workforce	LSCB Training and Development Manager	January 2019	December 2019
2.6	Deliver bespoke training on Signs of Safety to Legal services and agree how we will work together to use Signs of Safety practice	Director of Children's Social Care and Lead Practitioner	January 2019	April 2019
2.7	Continue to develop the strength and quality of our in house Signs of Safety training offer through: <ul style="list-style-type: none"> • Reflection meetings between trainers • Observation of training delivered by the licensed Signs of Safety trainer • Continued learning and development of trainers through Signs of Safety Practice Lead training and engagement with the Signs of Safety community and materials 	Project Manager and trainers	January 2019	December 2019
2.8	Widen the training pool of trainers who can deliver Signs of Safety training to the partnership	Project Manager and trainers	March 2019	November 2019

Organisational Alignment – Policies, Procedures and the Child’s Record

Ref	Task	Lead	Start	Complete
3.1	Align Child in Need and Child Protection Planning	Safety Planning Task and Finish Group	January 2019	April 2019
3.2	Align step up/ step down and revise the policy	LSCB Child in Need Task and Finish Group	January 2019	June 2019
3.3	Align court work with Signs of Safety	Court Work Task and Finish Group	April 2019	August 2019
3.4	Review and revise the contact and referral forms	Court Work Task and Finish Group	March 2019	June 2019
3.5	Align the Placement and Care Plan	Placement and Care Plan Task and Finish Group	January 2019	April 2019
3.6	Align Pathway Plans	Pathway Plan Task and Finish Group	January 2019	March 2019
3.7	Align Fostering forms	Fostering Forms Task and Finish Group	April 2019	August 2019
3.8	Develop practice guidance to support the use of Signs of Safety	Lead Practitioner	January 2019	December 2019

Measuring what Matters

Ref	Task	Lead	Start	Complete
4.1	Develop a quality assurance framework aligned with Signs of Safety, with clear standards for what good looks like, in partnership with practitioners	Head of Service for Safeguarding	January 2019	June 2019
4.2	Repeat the annual Family Survey to assess the impact and quality of Signs of Safety practice	Project Officer and Lead Practitioner	June 2019	August 2019
4.3	Assess the impact of Signs of Safety practice on practitioners through the Children’s Social Care Survey	Project Officer	January 2019	April 2019



Your thoughts matter

If you have any views on this Strategy or how we can improve our services, please contact us at SignsofSafety@cheshireeast.gov.uk

