

How to Guide: Signs of Safety Assessment Framework

What are we worried about?	What's working well?	What needs to happen?
<p>2. Look at the concerns/ risks</p> <p>Past Harm What has happened in the past that worries us about the safety of the child or young person? Be specific and factual - give examples. Consider the first, worst and last incidences of the harm.</p> <p>What impact does it have on the child/ young person?</p> <p>Complicating Factors Anything that makes the situation more difficult to deal with.</p>	<p>1. <u>START</u> in the middle column</p> <p>Existing Strengths Strengths are the good things that are happening in the family.</p> <p>Existing Safety Safety is when the family has kept the child/ young person safe when the problem was present. Ask exception questions to understand when there has been safety.</p>	<p>6. <u>END</u> - Agree the actions</p> <p>Agree what needs to happen next – what ideas do the family have? This should include any actions that need to be taken immediately to keep the child safe. This should also include the next steps to start to build the plan – for example to explore the network, get the network together for a planning meeting, and/or draft a words and pictures explanation. This only needs to be the next steps, not the full plan at this stage. Actions need to be SMART.</p>
Danger Statement(s)		Safety Goal(s)
<p>3. Create the Danger Statement(s)</p> <p>Summarise the concerns in plain and simple language. Say who is worried, what they are worried about (with examples), and what impact there could be on the child/ young person if nothing changes.</p>		<p>4. Create the Safety Goal(s)</p> <p>Say what you need to see to close the case. Say how long you will need to see that things are ok before you are confident this can be maintained. There needs to be a Safety Goal for each Danger Statement.</p>
<p>0 ← Thinking about everything we know so far → 10</p>		
<p>5. For each Danger Statement, scale the impact on the child: 0 (serious) to 10 (no issues)</p>		

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