



<b>ID:</b>
<b>Name:</b>
<b>Practitioner:</b>
<b>Other children in the family- Name/ID:</b>

### Single Assessment & Safety Plan

#### Family Tree and people who are important to this family

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#### What Are We Worried About?

#### Harm (Chronology, What past harm has the child suffered?)

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#### Complicating Factors (What is making the problems harder to deal with, behaviours which significantly add to the danger?)

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**What's Working Well?**

**Existing Strengths (What is working well for the family? What are the best things about the parents and their care of the children? Who supports and helps the parents and children?)**

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**Existing Safety (When has the danger been present and the child has been kept safe? Who and how (this may be actions of people other than the parents)?**

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**Analysis**

Danger Statement 1 - What is children's services is worried will happen to the children (short term and long term) if nothing changes	Safety Goal 1 – What children's services needs to see to be confident the child is safe and they can close the case ( <i>the safety goal should focus on the more general 'what' needs to be seen not the specifics of 'how'</i> )

**Safety Scale - On a scale of zero to ten; where 0 is the danger is present and the child will be hurt or harmed and 10 is everyone including children's services is confident the child will be safe even when things get difficult in the family, where would you, the child, the parents, safety network members and key professionals rate the child's safety?**

0

10

**What are the positive things you see happening (be very specific) that brings you up to this point on the scale? (these answers should be put in the existing strengths or existing safety [depending on whether they directly connect to the danger] sections above).** *Everyone asked the question should provide answers and they should be written as follows 'Dad Tom says is keeping away from the people he knows who use drugs . . .' 'Tariq says Muma is playing with him and Zeinab more often' etc*

Change all of the Danger Statement/Safety Goals as above

**Danger Statement 2 - Who is worried, what are they worried about, why are they worried – in the short-long term if nothing changes**

**Safety Goal 2 - What would you need to see to not have any worries about the danger and feel confident the child is safe**

**Scale of Safety - On a scale of zero to ten; where 0 is the danger statement and 10 is the safety goal where we no longer have the worry, where would you, the child, the parents, the safety network and key professionals rate the worry?**

0

10

**What brings you to this point on the scale and what would it take to move the family one point higher.**

<b>Danger Statement 3 - Who is worried, what are they worried about, why are they worried – in the short-long term if nothing changes</b>	<b>Safety Goal 3 - What would you need to see to not have any worries about the danger and feel confident the child is safe</b>
<b>Scale of Safety - On a scale of zero to ten; where 0 is the danger statement and 10 is the safety goal where we no longer have the worry, where would you, the child, the parents, the safety network and key professionals rate the worry?</b>	
<div> <div>0</div> <div> </div> <div>10</div> </div>	
<b>What brings you to this point on the scale and what would it take to move the family one point higher.</b>	
<b>Danger Statement 4 - Who is worried, what are they worried about, why are they worried – in the short-long term if nothing changes</b>	<b>Safety Goal 4 - What would you need to see to not have any worries about the danger and feel confident the child is safe</b>
<b>Scale of Safety - On a scale of zero to ten; where 0 is the danger statement and 10 is the safety goal where we no longer have the worry, where would you, the child, the parents, the safety network and key professionals rate the worry?</b>	
<div> <div>0</div> <div> </div> <div>10</div> </div>	
<b>What brings you to this point on the scale and what would it take to move the family one point higher.</b>	

## What Needs To Happen?

### Future Safety

For you to rate things at 10 on the safety scale what would need to be happening? Who would be doing what when things got difficult and the danger was present? What would the child (school/grandma etc) be seeing that was different to now? What would saying was different? Who would be helping? How would they be helping?

### Next Steps -

**What if happened would make you to rate the child(rens) safety one point higher?**

**Who needs to do what to enable this to happen?**

*The next steps question is actually part of the third column What needs to Happen planning (and not part of analysis. Next steps placed here is out of order to the usual way of using the framework. Hence I have taken this out of analysis and brought it down to What Needs to Happen*

**Best Questions, if more information is needed. (not sure what this means?**

### **Child's Views (3 Houses, Fairy and Wizards or other tools when working with children to gather their views and feelings)**

*The three houses and W and F looks at worries, good things and dreams – only the House of Dreams fits within the what needs to happen section. Perhaps we need to look at a separate child's view section altogether*

### **Parent's Views (in their own words)**

Parents views should be written throughout – this needs to be thought through more carefully – like the child's views a clear decision should be made and recording structure/process set up to have the parents views either in each section or perhaps as a separate section – at the moment its muddled. I'd strongly suggest it be integrated throughout but clearer recording structure that follows the usual work flow is set up)

### **Safety Network Views (in their own words)**

Same as in parents views

### **Safety Plan**

#### **Safety Plan (To be created with the parents/carers together with key members of the safety network)**

**Dates of Planning Meetings** (*really have to STOP the idea we can make as safety plan in one meeting – a safety plan of any depth needs multiple meetings over time*).

<b>Who was present</b>	
<b>Date expected to Close Case</b> – this trajectory must be over sufficient time to demonstrate sustainable child safety	
<b>Dates of Words and Pictures Preparation Meetings and the Delivery Meeting</b> Words and Pictures story for the children should be attached	
<b>Bottom Lines</b> (non-negotiables requirements – usually these are: 1 Informed network, 2 A words and pictures explanation for the children 3 The parents and safety network members come up with the plan rules and demonstrate them over 'x' period. Sometimes we add extra BLs but need to be kept to minimum)	
<b>Safety Network Names and relationship to family and child</b> - roles and responsibilities, including what they will do if they see a problem	
<b>Evolving Rules of the Family Safety Plan: <u>Who does what when: What do the parents, safety network and do to so that the safety goals are met to keep the child safe?</u></b> ( <i>Safety plan is built from existing safety, needs to address triggers and stressors, red flags and who does what when danger is present</i> )	
<b>Contingency Plans (What would constitute and emergency and Who does what then?):</b>	
<b>Date of the age appropriate child's words and pictures</b>	

**safety plan delivered to the children**

Child's safety plan should be attached

**Monitoring and Follow up**

Is a Safety Journal to record and monitor progress being used? Who keeps and maintains this?

Have child safety objects been chosen by the child? What are they, where are they put and how are they used? Has the child done test run 'fire drill' tests to make sure the safety object use work?

Who is/are the child's safety people? What do they do

How often are the child's safety people visiting with the child? How are they checking in with the child about their safety and if they have any worries?

How often are safety network members visiting with the family home and being with the family? Who, when and how do they help out?

**Time Line**

<b>Timeline for the Plan (Trajectory must be a set number of weeks)</b>	<b>What steps need to happen to keep the child safe? Who will do this? If they are not available who will pick this up? <u>(Include clear behaviours you expect to see)</u></b>	<b>Monitoring &amp; meetings needed</b>	<b>What will be different (focus on behaviours)? Include changes to contact arrangements (Progress updates/dates)</b>




### Consent for Information Storage and Information Sharing

I understand that information discussed with me will be stored and used for the purpose of providing services to me and my children. I agree that the information recorded can be shared with relevant services and my safety network agreed in this plan who may be able to help me and my child(ren).

**Parent Signature**

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**Date**

D	D	M	M	Y	Y	Y	Y
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**Parent Signature**

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**Date**

D	D
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M	M
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Y	Y	Y	Y
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## Manager's Approval

**Manager's comments and decision**

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**Signature**

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**Date**

D	D
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M	M
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Y	Y	Y	Y
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