

Safety Plans

The following Safety Plans are taken from:

Management, Assessment and Risk Reduction (M.A.R.R):

A Practice Manual for Working with Children and Young People with Sexually Harmful Behaviours and their Systems by Ann Brady, Team Leader, Halt Project and Christine McCarlie, Safer Futures Ltd.

Home Safety Plan

During each phase of intervention it is necessary to consider and respond to a number of areas that could contribute to further sexual behaviours occurring. The Home Safety Plan is a framework to facilitate discussions that inform risk management. The completion of the safety plan is an initial information gathering process highlighting areas that need to be considered further. It clarifies the external controls and limits designed to help parents/carers manage potential risk situations. It is not a risk assessment.

There are core sections [S.1 – S.5] that should be completed in the initial stages of the process with the family. However S.7 and 8 would potentially be completed when a relationship has been established with the parents. The timing of completing these more sensitive sections will be informed by the presenting issues at the point of disclosure.

Safety plans contribute to the overall Risk Management Plan. They should be ratified within Risk Management Meetings. Risk management is an on-going process and the plan can be developed and reviewed by workers as the assessment and intervention is on-going. Alternatively, if there are on-going risk management meetings then the process of reviewing risk management issues can be held in these meetings.

Name of child/young person:

Date of birth:

Worker:

Parents / carers

Date Safety Plan agreed:

Date of review:

1. Sexual Behaviour in the Home <ul style="list-style-type: none">• Has there been any sexual behaviour within the home? • If yes in what circumstances? • Do the children touch the adults in a sexualised way in the home and if so in what circumstances? • Do the children/young people in the home discuss sex and sexual behaviours with each other?
2. Home Occupancy <p>Who lives in the house and what are their ages?</p>
<p>Who are regular visitors to the home who could be in need of protecting? (include frequency of visits)</p>
<p>Does anyone else regularly care for this child/young person in the family home?</p>

3. Bedrooms and sleeping

Who sleeps where in the house?

Rules required for bedroom and sleeping

In considering the rules required about bedrooms and sleeping it may be helpful to consider the following:

Privacy and Boundaries

- What are the family routines around going to bed, getting up?
- When do family members tend to go to sleep and how is this known?
- Are there locks on any of the bedroom doors and if so are they used, when and why?
- Are siblings allowed in each other's rooms and how is this decided?
- Are children allowed in parent's bedroom and how is this decided?
- Do friends play in /hang out in bedrooms?
- Do other visitors go into bedrooms?
- Are bedroom doors open/closed/locked and how is this decided?
- If guests stay where do they tend to sleep?
- Proximity of parent's bedroom to other bedrooms?
- Do parents hear what is going on at night in different rooms?

Activity

- Is there access to multi-media in the child/young person's bedrooms or any other bedrooms? If so are there any rules re access?
- How do people spend time in bedrooms?

Dress code

- Is there a rule re night attire, dressing and undressing particularly in room sharing situations?

Communication of Rules

How the above is communicated to the children? Is any of the above assumed or communicated non-verbally? What are appropriate consequences? Are family meetings necessary?

4. Bathroom / toilet

In considering the rules required about the bathroom it may be helpful to consider the following:

Privacy and boundaries

- Has the bathroom/toilet/s got a working lock?
- Who uses the lock and who doesn't and are there any rules about this?
- Do people share the bathroom at the one time, if so who tends to do this most often and what are parental views on sharing the bathroom?

Activity

- Do any family members bathe/shower together and if so who and in what circumstances e.g. assistance to small children, sexual intimacy?
- Do older siblings help to bathe/toilet younger children?
- Can parents hear what is going on in the bathroom from other rooms in the house?
- Are family members up during the night to use the bathroom?

Dress code

- What do family members wear to and from the bathroom?

Communication of rules

How are any rules communicated to the children? Is any of the above assumed or communicated non-verbally? What are appropriate consequences? Are family meetings necessary?

5. Play and other activities in the family home

In considering the rules required about play and other activities it may be helpful to consider the following:

Activities

- How and where does the young person spend his/her time at home?
- How and where do the siblings spend their time together?
- Is there a lot of physical contact during play?
- Do parents know when friends are in the house?
- How does the young person spend their time with friends in the house?
- What are the current levels of supervision and is this adequate?

New Technologies

- Has the child access to the internet? If so is this through PC, laptop, games console, mobile phone. Where are these devices located?
- Is there a webcam on the PC. Is there wireless connection?
- What length of time does the child spend on the computer
- What sites does the child access
- Are there any filters/safeguards on computer/lap top?
- Do parents/carers check online activity? How is this checked?

Communication of rules

How are any rules communicated to the children? Is any of the above assumed or communicated non-verbally? What are appropriate consequences? Are family meetings necessary?

6. Play and other activities outside the family home

(See community safety plan)

7. Family Nudity

In considering the rules required about nudity it may be helpful to consider the following:

Privacy and boundaries

- Are parents nude in front of the children, and if so in what context?
- Are adults naked around children, children naked around adults and children naked around other children? If so, what is the context?
- Is underwear worn around the house?

Communication of Rules

How are any rules communicated to the children? Is any of the above assumed or communicated non-verbally? What are appropriate consequences? Are family meetings necessary?

8. Family Sexuality

A family's sexuality is like an unwritten code from which family members understand acceptable and unacceptable ways of interacting with each other and with others out with the family. This covers privacy, intimacy and access to sexual information as well as sexual behaviours and helps us understand the messages a child or young person is being given about sexuality. The sexual socialisation section within the assessment will also assist workers to consider areas in this section in more detail.

In considering the rules required about sexuality it may be helpful to consider the following:

Privacy and Boundaries

- Are children potentially exposed to sexualised behaviours of older siblings?
- How do parents show affection to each other in front of the children?
- Has the child/young person unlimited access to TV? If so what stations are available?

The following areas are more sensitive. Workers should consider how they explore these with parents/carers and when in order to facilitate a meaningful discussion. Information may also be gathered from alternative sources such as file review. It should be remembered that the purpose of gathering information is to inform what risk management activity is required.

- Is the child exposed to sexual contact between the parents?
- Do parents talk about sex or sexual acts in front of the children?
- Are there pornographic magazines in the home and where are they kept and who has access to them?
- Are there pornographic DVD's and if so where are they kept and who has access to them?
- Does anyone in the house have access to sexually explicit material online, use pornography or internet related sexual activities.

9. Risk Management Reviews

Has the child / young person been engaged in a discussion about the sexual behaviours?
If yes what has been communicated?

Has the child / young person been engaged in a discussion about risk management?
If yes what has been communicated?

Are changes/issues needing to be discussed the next risk management review
If yes please identify changes/issues needing to be discussed below:

During each phase of intervention it is necessary to consider and respond to a number of areas that could contribute to further sexual behaviours occurring. The Community Safety Plan is a framework to facilitate discussions that inform risk management. The completion of the safety plan is an initial information gathering process that highlights areas that need to be considered further and clarifies the external controls and limits designed to help parents/carers manage potential risk situations out with the child/young person's living environment. It is not a risk assessment.

This plan should be developed and reviewed by workers undertaking the assessment and intervention in collaboration with the family and other relevant professionals. It should be formally reviewed in risk management meetings.

Careful consideration should be given as to how to communicate the safety plan with the child/ young person and how this can be incorporated in their own safety plan. It is important that the child/ young person receive positive messages about the plan and that positive behaviour is supported.

Name of child/young person:

Date of birth:

Worker:

Parents / carers

Date Safety Plan agreed:

Date of review:

Sexual Behaviour in the Community (either outside or in another persons home)
<ul style="list-style-type: none"> • Has there been any sexual behaviour in the community? • If yes in what circumstances?

1. Activities in local neighbourhood

In considering the rules required about activities in local neighbourhood it may be helpful to consider the following if appropriate:

Activity

- How does the child/ young person spend their time in the local neighbourhood?
- Are there particular things they are fond of doing?
- Are there particular activities that increase emotional arousal?
- Are they in other people's houses?
- What is in the local neighbourhood e.g. parks, schools
- What is the lay out like and where can be seen from where they live?
- What level of supervision is there, and is this adequate?
- What rules are there for playing out and going into other people's houses?
- How is their access to multi media monitored in other people's houses

People

- Is the child/young person vulnerable in the local neighbourhood?
- Does the child/young person have friends who live locally?
- Who do they have contact with?
- Who might be vulnerable within the local community and how will this be managed?
- How appropriate are the young person's relationships in the local neighbourhood?
- Do other children/young people seem comfortable being with the child/young person?
- Does being around certain others increase the young person's stress level?
- Is the young person exposed to, or influenced by older children's / young people's behaviours
- How do the parents/ carers know they are with who they say they are going to be with?
- How able are the adults to provide the level of supervision required?
- If they are in other people's houses who does this bring them into contact with?
- How is it decided if they can go into other people's houses?
- Are there any adults locally who need to know about concerns and risk? This should be discussed within the Risk Management Review.
- If so how will this be managed?

Please give relevant detail in relation to activities undertaken by the child / young person:

ACTIVITY	PEOPLE	AGE
RISK MANAGEMENT CONSIDERATIONS		
ACTIVITY	PEOPLE	AGE
RISK MANAGEMENT CONSIDERATIONS		
ACTIVITY	PEOPLE	AGE
RISK MANAGEMENT CONSIDERATIONS		
ACTIVITY	PEOPLE	AGE
RISK MANAGEMENT CONSIDERATIONS		
ACTIVITY	PEOPLE	AGE
RISK MANAGEMENT CONSIDERATIONS		
ACTIVITY	PEOPLE	AGE
RISK MANAGEMENT CONSIDERATIONS		

3. Risk Management Reviews

Are changes/issues needing to be discussed the next risk management review

YES

NO

If yes please identify changes/issues needing to be discussed below:

Has the child/young person been engaged in discussion about risk management? If yes, what has been communicated?

School Safety Plan

During each phase of intervention it is necessary to consider and respond to a number of areas that could contribute to further sexual behaviours occurring. The School Safety Plan is a framework to facilitate discussions that inform risk management. The completion of the safety plan is an initial information gathering process that highlights areas that need to be considered further and clarifies the external controls and limits designed to help parents/carers manage potential risk situations within the school setting. It is not a risk assessment.

This plan should be developed and reviewed by workers undertaking the assessment and intervention in collaboration with the school staff. It should be formally reviewed in risk management meetings.

Careful consideration should be given as to how to communicate the safety plan with the child/ young person and how this can be incorporated in their own safety plan. It is important that the child/ young person receive positive messages about the plan and that positive behaviour is supported.

Name of child/young person:

Date of birth:

Worker:

School:

School staff member:

Date Safety Plan agreed:

Date of review:

Sexual Behaviour in School
<ul style="list-style-type: none"> • Has there been any sexual behaviour in school? • If yes in what circumstances?

1. Staffing and layout

In considering staffing and location it may be helpful to consider the following:

Staffing:

- What staff are involved in teaching/supporting the child/young person?
- Who is aware of concerns about their harmful sexual behaviours?
- Do other staff need to be made aware and if so how will this be managed (does this require to be discussed within the Risk Management Review)?
- What is the current level of supervision and is this appropriate?
- Is the level of supervision required achievable in the current circumstances?
- Are all staff aware of the level of supervision required?
- Who is responsible for discussing the child/young person's risk and needs to other staff?

Layout:

- Are there areas within the school and grounds that are unsupervised?
- Are there any other building issues that may increase risk? e.g. building works, nursery or primary school located in same building, communal play ground

2. In the classroom

In considering in the classroom it may be helpful to consider the following:

- Who in the class may be vulnerable and why?
- Is the level of supervision in the class adequate?
- How much information does the class teacher and any others responsible for the child/ young person in the class have about the child/young person's behaviours, risk and needs?
- Are there particular times or circumstances where the child/young person seems more unhappy/ upset/ distracted/ irritable / distressed?
- Can extra support / supervision be put in place during difficult times?
- Are the seating arrangements satisfactory?
- Are there times when the child/young person is allowed to leave the class during class times?
- Is the classroom environment free of confusing sexual images and behaviours?
- Are there any other children displaying sexually harmful behaviour / language?
- How is sex education managed and does the child/ young person need further information?
- Does the class teacher need to be able to talk to the child/ young person about their sexually harmful behaviours?
- If so what level of support will the teacher require?
- Are there particular areas of risk in the class e.g. when the teacher is occupied with other pupils, and how can this be managed?
- Are there occasions where there is physical contact between adults/children, children/children?

3. Times out with classroom structure

In considering times out with the classroom structure it may be helpful to consider the following:

- What children may be particularly vulnerable and how can this be managed?
- What level of supervision is there when the child / young person is
 - going between classes,
 - lunch time
 - break time
- If more supervision is required how will this be achieved?
- Are particular rules required for going to the toilet?
- Are there rules about showering, dressing and undressing for PE that need to be considered?
- Is the environment free of confusing sexual messages, images and behaviours, e.g. access to computers, phones/games consoles etc?

4. Risk Management Reviews

Are changes/issues needing to be discussed the next risk management review

YES

NO

If yes please identify changes/issues needing to be discussed below:

Has the child/young person been engaged in discussion about risk management in school? If yes, what has been communicated?

Residential Safety Plan

During each phase of intervention it is necessary to consider and respond to a number of areas that could contribute to further sexual behaviours occurring. The Residential Safety Plan is a framework to facilitate discussions that inform risk management. The completion of the safety plan is an initial information gathering process that highlights areas that need to be considered further and clarifies the external controls and limits designed to help parents/carers manage potential risk situations within the residential setting. It is not a risk assessment.

This plan should be developed and reviewed by workers undertaking the assessment and intervention in collaboration with other relevant professionals. It should be formally reviewed in risk management meetings.

Careful consideration should be given as to how to communicate the safety plan with the child/ young person and how this can be incorporated in their own safety plan. It is important that the child/ young person receive positive messages about the plan and that positive behaviour is supported.

Name of child/young person:

Date of birth:

Name of Unit:

Key Worker:

Manager:

Date Safety Plan agreed:

Date of review:

Sexual Behaviour in Residential Unit
<ul style="list-style-type: none"> • Has there been any sexual behaviour in the Unit? • If yes in what circumstances?

1. Unit Occupancy

Who lives in the unit and what are their ages?

Who are regular visitors to the unit who could be in need of protecting? (include frequency of visits)

Does anyone else regularly care for this child / young person?
If so, other living environment safety plans will have to be considered.

2. Bedrooms and sleeping

What are the sleeping arrangements in the unit?

Rules required for bedroom and sleeping

In considering the rules required about bedrooms and sleeping it may be helpful to consider the following:

Privacy and Boundaries

- How many staff are on duty on the night shift and is there waking staff?
- If yes: where are staff located during night and how often do they check on children/young people?
- What are the children and young people's routines around going to bed, getting up?
- When do children and young people tend to go to sleep and how is this known?
- Are any bedrooms shared?
- Are there locks on any of the bedroom doors and if so are they used, when and why?
- Are young people allowed in each others rooms: how is this decided and implemented?
- Do any visitors go into bedrooms?
- Are bedroom doors open /closed /locked and how is this decided?
- Can staff hear what is going on at night in different rooms?

Activity

- Is there access to multi media in the child/young person's bedrooms or any other bedrooms? If so are there any rules re access?
- How do children/ young people spend time in bedrooms?

Dress code

- Is there a rule re night attire, dressing and undressing particularly in room sharing?

How are rules implemented?

3. Bathroom / toilet

In considering the rules required about the bathroom it may be helpful to consider the following:

Privacy and boundaries

- Has the bathroom/toilet/s got a working lock?
- Who uses the lock and who doesn't and are there any rules about this?
- Does anyone share the use of the bathroom?
- Can staff hear what is going on in the bathroom from other rooms in the unit?
- Are children/young people up during the night to use the bathroom?
- What do children/young people wear to and from the bathroom?

4. Sexualisation of the environment

The sexualisation of the unit is like an unwritten code from which everyone living and working there understands acceptable and unacceptable ways of interacting with each other. This covers privacy, intimacy and access to sexual information as well as sexual behaviours. This helps us understand the messages a child or young person will be getting about sexuality.

In considering the rules required about sexuality it may be helpful to consider the following:

Privacy and Boundaries

- What is the unit's policy on physical contact?
- What are staff's views on intimacy and physical touch?
- What language is tolerated/not tolerated?
- Do staff talk about sex or sexual acts in front of the children or to the children?
- Do the children/young people touch each other in a sexualised way, and if so in what circumstances?
- Do the children/young people touch the staff in a sexualised way and if so in what circumstances?
- Do the children /young people discuss sex and sexual behaviours with each other?
- Is it possible for younger children to observe older young people engage in sexual behaviours?

5. Access to sexual images/materials

- Is it possible for the child/ young person to have pornographic magazines in the unit?
- What kind of access has the child/ young person to TV and the Internet?
- What newspapers are regularly in the unit?
- What posters are deemed acceptable /unacceptable

6. Play and other activities in the unit

In considering the rules required about play and other activities it may be helpful to consider the following:

Activities

- How does the young person spend his/her time in the unit?
- Who do they tend to associate most with and is this appropriate?
- Is there a lot of physical contact during play?
- Do friends come in to the unit?
- How is it negotiated for friends to be in the unit?
- What are the current levels of supervision?

Layout

- Where does the young person play/hang out with other young people in the unit?
- Do staff always know the whereabouts of children /young people in the unit?
- How do staff know what they are doing?

7. Play and other activities outside the family home

(See community safety plan)

8. Staffing and Layout

In considering staffing and layout it may be helpful to consider the following:

Staffing:

- Have staff got all the information they need regarding the child/ young person
- How many staff are on each shift?
- How is absence covered?
- What staff need to be aware of the child/ young person's behaviour and risk?
- Who is responsible for sharing information about the child / young person and how is this done?
- Are all staff aware of the required level of supervision? How is this communicated within the staff group?
- How is supervision managed at vulnerable times including: staff change over; staff dealing with incidents involving other young people; movements between care and education?
- Does family contact take place within the unit? If so how is this managed? (See Contact Safety Plan for Risk Management considerations.)

Layout:

- In considering the layout of the unit and grounds are there particular "blind spots"?
- Is the unit close to any potential risk environments e.g. primary schools, nurseries etc?
- Are there any other building issues to consider?

9. Risk Management Reviews

Are changes/issues needing to be discussed the next risk management review

YES

NO

If yes please identify changes/issues needing to be discussed below:

Has the child/young person been engaged in discussion about risk management? If yes, what has been communicated?

