

Safety Plan Presentation

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HORIZON

Presentation objective

- My role & background.
- An innovative way of setting out a safety plan using signs of safety.
- To showcase different ways of setting out the safety plan.
- Sharing best practice and the difference it make to young people & families.
- Please be aware that these are 'live' cases and following GDPR & Confidentiality this needs to be respected, adhered to and not shared – Thank you for your co-operation.

Devising a plan

Discussing with the young person what they want.

Go through signs of safety to see how the plan can be adapted to them.

Ensure their voice is heard.

Adjust and change the format so it is catered to the young person.

Make it unique – so it belongs to them.

Work together to see how they want their plan to look.

Multi-professional collaboration

Come up with joint solutions with your young person & support network.

No matter how minor a problem may seem this could be a major issue to a young person.

Think outside the box – people are not generic but individuals.

The plan needs to be fluid and interchangeable to meet the current needs and future goals.

- Adapt – Change – Plan.

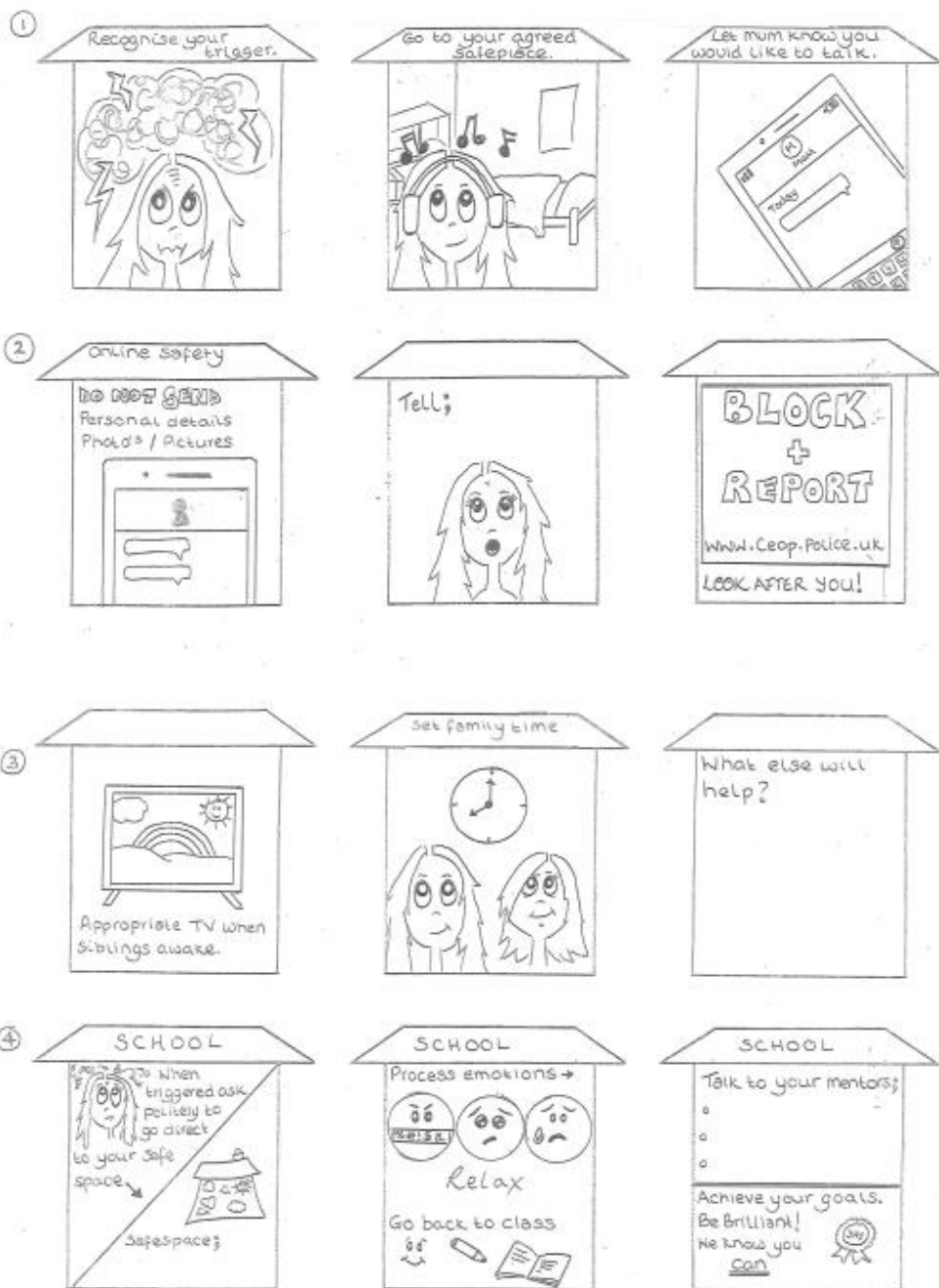
Pen Picture – Safety Plan 1

- X is female, 15 years old and white British. They are the oldest of 3 siblings, her two younger siblings are 3 & 7 years old.
- X lives with her mother & her mother's partner who has adopted her.
- X's biological father has passed away – he was convicted of sexual assaults historically.
- X has a long history of being open to children's services both CIN (Child in Need) and CP (Child Protection).
- X has a diagnosis of Socio-communication disorder and attends a specialist provision. X is also under CAMHS (Child and adolescent mental health services).
- X has a history of self-harming and previous suicide attempts.
- X is a victim of CSE (Child Sexual Exploitation), this has happened online.
- X cannot always regulate their emotions, this results in them shouting and becoming abusive to others in the family home and at school.
- X finds it difficult to communicate at times and due to living in a busy household finds it hard to have any quality time with her Mum.
- X likes to sing, is in a choir and enjoys music.

Planning

- What are we worried about? What's working? What needs to change?
 - Different forms of communication.
 - How to keep safe, Where to go? Who is the support network?
 - How can arguments / sensory overload be reduced?
 - What do they want for their future.
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- Completing a learning style questionnaire establishes X is a visual learner.
 - X does not like wordy documents finds these overwhelming and confusing.
 - X would prefer plan to be simple and easy to understand.
 - X likes colouring in.
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- Agree a style of plan.

Appendix 1



1. **(i)** Learning to recognise when you may be triggered. **(ii)** Go to agreed safe place (bedroom), put on some music, do your breathing exercises and focus on your body and mind to get to a calmer state. Agreed with family that they are to respect that X needs time. **(iii)** When X is ready to talk they send a blank message to Mum. Mum can then go and discuss with X the situation. The blank text also is there for when X has something on their mind and does not know how to start a conversation with Mum. This is an indicator to Mum that their child has something important to share.

2. **(i)** Work was ongoing re: online safety, but the main focus for X was not to send any person details, pictures or images and only to communicate with people online that were age appropriate and that X knew in person. Mum was to monitor these conversations. **(ii)** If X had any concerns it was discussed who she would tell. In this instance it was her Mum and/or a close family friend. **(iii)** A strategy of how they would report inappropriate online activity. They understood that this would not only help them but also help to protect others.

3. **(i)** Due to having younger siblings appropriate television was not followed. This resulted in the younger siblings being affected and X having arguments with family members. At times this became volatile. Agreed safety measure that only age appropriate programme's to be put until the younger siblings bedtime. **(ii)** X felt left out in the family dynamics and did not have quality time with Mum. This caused friction in the home. It was agreed that at 8pm every evening allocated time was given to X to spend with Mum. **(iii)** Discussions with what else could help. This was doing cooking with Mum & Dad, allowing X to possibly go for a walk in the local area (had to be monitored due to ASD and vulnerabilities & recognizing risk. Allowing X to have some independence.

4. Agreed with school. **(i)** A designated safe place for X to go to when experiencing a sensory overload or when triggered. This was student support. **(ii)** To talk through and process emotions (writing, fiddle toy, calming sensory interventions, doodling). Manage to regulate emotions to enable them to go back to class to learn. **(iii)** Agree 3 members of staff who they can talk to or share any concerns that they have ongoing or something that had happened in the day. To be able to de-brief before going home so they don't carry any concerns or burdens that may impact on them as an individual or in the home.

Pen Picture – Safety Plan

- Y is a 14 year old female of Polish white heritage
- Y is the youngest sibling in the household, she lives with older sister & Mum.
- Y has witnessed domestic abuse between her parents and has previously been on CP.
- Has had multiple missing episodes within 12 months meeting unknown males who they have met on the internet. Travelled outside of outside of City.
- Awaiting CAMHS/relate.
- Has been admitted to hospital previously after taking an overdose of paracetamol.
- History of Self-harm.
- Is presently completing intervention work via Positive choices.
- Previous drug misuse – MDMA , cocaine & cannabis.
- Y is very artistic, loves music and singing. Enjoys cosplay.

Planning

- What are we worried about? What's working? What needs to change?
 - Different forms of communication.
 - How to keep safe, How to make contact with support network.
 - What do they want for their future.
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- Completing a learning style questionnaire establishes Y is a visual & kinaesthetic learner.
 - Y would prefer plan that they can have on them at all times.
 - Discuss Y's interests and how we can incorporate that into the plan.
 - Y's favourite colour is red.
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- Agree a style of plan.

Adapted Key ring card – Safety Plan 2

- **Card 1 – 999 Danger**



If you or anyone else is in immediate danger/ threat call for emergency services.

- **Card 2 – Reverse**



If there is no credit on your mobile phone or you do not have a phone and have no money you need to use the telephone box, reverse call to contact home or your support network.

- **Card 3 – Telephone number**



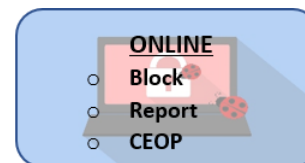
Coded telephone number (Mum's), so you always have access to it.

- **Card 4 – contacts**



Contacts agreed that you have access to, for you to access help & support.

- **Card 5 – Online**



Always make sure you block, report and who to report to (CEOP) if you receive any inappropriate contact/images/requests online. Also speak to your support network.

- **Card 6 – Curfew**



Agreed time between Mum and yourself on what time you need to be home. If you are going to be late, then call home and communicate with Mum – let her know. If no contact is made, Mum is advised to report you as missing.

- **Card 7 – Support Network**



Use your support network. These include home, school including your pastoral leader, your close friends, your online services and recommended telephone numbers, just to name a few. Always reach out for help and support, there is always somebody there, don't struggle on your own.

- **Card 8 – Mind of My own**



You have the information to download the Mind of My own app. This is a tool a tool to help make sure opinions from you are listened to. You can send messages to your worker for them to see when they are at work. You can tell them whatever you like, for example how you are feeling or something you want to talk about. Give it a go, it could help.

What it looks like:





Appendix 1



Other examples of
keyrings completed



Thank you for taking
the time to listen and
hope you found this
useful.

Stay Safe