Safety plan template

This safety plan should be completed with professionals who support the child/young person and their family.

The child/young person should be involved in creating and have access to a version of the plan that is appropriate for their age and level of development.

The wishes and feelings of any children impacted by harmful sexual behaviour should be understood and facilitated wherever possible. It is vital that all children feel safe in school.

Professional judgement should be used as to whether the child/young person should attend any safety planning meetings. However, their wishes and feelings should be gathered prior to any safety planning meetings by a professional with whom they have a positive relationship.

The safety plan should be reviewed at regular intervals (e.g. every three months) or if there is a change in perceived risk or other circumstance.

The safety plan should be a dynamic document that supports the child’s development and healthy peer relationships, while promoting safety within the school. It should be proportionate to the level of risk and non-punitive. Identifying and promoting strengths is as important as identifying concerns and risks, as positive life skills can counter some risky behaviour.

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| Name of child/young person: | |  |
| Date of birth: | |  |
| School/education setting: | |  |
| Class: | |  |
| Date of completion: | |  |
| Present at meeting: | |  |
| **1 Background information** | | |
| 1.1 Please provide an overview of the known sexual behaviour concerns in school, home and community:  *Be specific; avoid general statements, such as ‘sexualised/inappropriate behaviour’.*  *Was there use of force/coercion/planning/secrecy?*  *Record relationship and potential power differentials between any children involved and all children’s responses.*  *Is behaviour frequent or has it escalated in severity?* | | |
| School:  Home:  Community: | | |
| 1.2 Provide an overview of other behaviour concerns:  *Such as bullying, violence, disruptive behaviour.* | | |
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| 1.3 Other relevant factors:  *Family background, involvement of children’s services, learning difficulties, disabilities or cultural/religious factors.* | | |
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| 1.4 What interventions/consequences are already in place or have taken place:  *Restrictions on activities/movement around the school, one-to-one work or whole school/class work, specialist services.* | | |
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| 1.5 Child’s views regarding their sexual behaviour and other behavioural concerns:  *Do they understand the concerns, do they deny or accept the behaviours, are they embarrassed, angry, remorseful etc?* | | |
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| 1.6 Parent’s/carer’s views regarding child’s sexual behaviour and other behavioural concerns:  *Are they angry, rejecting, supportive, minimising, concerned?* | | |
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| **2 Identifying risks** | | |
| 2.1 Record any known triggers to the behaviour:  *Particular lessons, activities, peers, staff and events outside of school.* | | |
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| Where identified, detail strategies to reduce triggers:  *What supervision is available to support the young person, can the child identify triggers to the behaviour?* | | |
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| 2.2 Identify any risky locations in the school:  *Toilets, unsupervised areas, corridors, playgrounds etc.* | | |
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| Where risky locations are identified, detail plans to minimise risk:  *Using different toilets/toilet times, additional supervision? No-go areas for child/young person?* | | |
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| 2.3 Identify any others who may be particularly vulnerable:  *Include staff, visitors and other children and, maintaining appropriate confidentiality, detail why they might be vulnerable* | | |
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| Where vulnerable individuals have been identified, detail plans to minimise risk:  *Supervision, assessing suitability for contact activities, consideration of classroom seating arrangements, consider whether one-to-one work is appropriate.* | | |
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| 2.4 Identify any risky activities:  *RSE lessons, school trips, PE, including getting changed/contact sports, residential stays.* | | |
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| Where identified, detail strategies to minimise risk:  *Supervision, changing in different room, conducting activities safely without supervision* | | |
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| 2.5 Explore child’s/young person’s access to internet/media and any associated risks, including personal devices:  *Is access monitored and supervised, are safety settings/filters applied, is access available in unstructured time, are personal devices accessible during the day?* | | |
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| Where identified, detail strategies to minimise risk:  *Supervised access, use of filters, no personal devices, whole school online safety.* | | |
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| 2.6 Explore and record transport arrangements to and from school:  *Walking, bus, car, shared transport arrangements. Include whether the child is transported by the local authority, whether they are transported with other children, what the supervision arrangements are, is the person supervising (e.g. taxi driver) aware of the potential risks and is there an appropriate person to manage them, consider whether the child/young person should be transported individually or with additional supervision.* | | |
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| Where concerns are identified, detail actions/changes required to transport arrangements: | | |
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| **3 Strengths** | | |
| 3.1 Identify areas/locations within the school that are not assessed as requiring additional planning/supervision at this time:  *Please note areas where there has been no history of incidents or concerns, or where existing supervision manages risk.* | | |
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| 3.2 Please describe positive relations the child has:  *Include professionals, family, peers etc.* | | |
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| 3.3 Please note activities/lessons the child enjoys and engages in positively:  *Describe how these will be promoted and maintained*  *Consider any additional activities that could be encouraged to promote prosocial behaviour and self-esteem.* | | |
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| 3.4 Please identify positive attributes/characteristics/skills the child possesses which can be promoted to help them meet their emotional needs in a healthy way: | | |
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| **4. Implementation** | | |
| 4.1 Who needs to know about this plan:  *Consider lunchtime supervisors, teaching staff, volunteers, contractors, governors.*  *Who will share this information and when?* | | |
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| 4.2 Work to be undertaken with the young person and wider school population:  *Include one-to-one work, e.g. emotional literacy, communication skills, empathy work, NSPCC Underwear Rule, online safety, RSE.*  *Note whether this is individual or wider school work.* | | |
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| 4.3 Referrals for external support:  *Specialist services, e.g CAMHS, NSPCC. Note any identified need, e.g. safeguarding, therapeutic support. Who will make the referral and timescales?* | | |
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| **5 Measuring risk** | | |
| 5.1 How will you measure whether the level of risk has changed:  *This may include:*   * *change in the child’s view regarding their behaviours* * *reduction or increase of incidents of sexual behaviours* * *reduction or increase in other concerning behaviours* * *reduction or increase of prosocial behaviour/activities* | | |
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| 5.2 Review date:  *The plan should be reviewed every three months or if there is a further event that impacts on risk.* | | |
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| Signatures of attendees: |  | |