

Durham Signs of Safety

Glossary of Terms

Appreciative Inquiry: A four stage process that helps us to ask questions to explore what has gone well. This is to help people understand and think about what they have achieved and what they might have learnt for their future development.

Bottom lines: A condition that the social worker and their manager says has to happen to achieve the safety goal.

Danger statement: A written statement using family friendly language to outline what we are worried about and what will be the likely impact on the child/young person if nothing changes. The Danger Statement is used where we have a worry about safety.

Direct Work: Tools we use to help us to have a conversation with children about how they are feeling, what they are worried about, what is working well and what they want to happen. We use these tools to explore what children/young people think would work in their family and who are the best people to help. Example tools; Three Houses, Wizards and Fairies and My Safety House.

Family Network Meeting:

A meeting attended by the family and their network which is facilitated by the social worker to help the family and their network develop a safety plan for the child/young person.

Genogram: A genogram is a drawing done with the family that explores family relationships, history, values and beliefs.

Group Supervision: An activity that requires a facilitator, an advisor, a case holder and a number of observer/participants. The aim is to take the case holder through the process of developing a genogram, sharing background information about the child/young person and their family and exploring what they would like help within the session. This then guides the next steps for the group supervision, for example creating best questions, writing danger statements, safety goals and scaling questions etc.

Harm Matrix: A tool to help us to understand current and past harm. A risk assessment tool we can use to make a decision about thresholds. It's a tool to help slow down practitioners' thinking by bringing focus to the harm analysis. It can help us

to look at the behaviour that was harmful, how often the behaviour has happened, how severe the behaviour is and how the harmful behaviour has affected the child.

Mapping: A visual assessment process for gathering and analysing information according to 3 columns: 'what we are worried about'; 'what is working well'; 'what needs to happen' and a scaling question from 0-10. Within the 3 columns we analyse into 7 domains: harm; complicating factors; future danger; existing strengths; existing safety; safety goals and next steps.

Mobility Mapping: is a tool to identify who the important people are in the family now and in the past. We use the tool to identify the network and to consider who is part of the network by distance including previous places the family have lived and by emotional and practical connection.

Questioning Approach: Being curious and careful about what we think we know. We use questions from Solution Focused practice, Motivational Interviewing and Systemic Practice to motivate families to change and help them to think about their own solutions. We use these questions in assessments, plans, meetings and reviews.

Safety Goal: A clear, behaviourally specific description using plain language that says what we need to see to know the child/young person is safe enough to end our involvement. We identify what it will look like in behavioural and relational terms when the child/young person is safe and any danger is being managed.

Safety Planning: The process of engaging with the family and their network using best questions to support them to develop a safety plan for the child/young person. The safety plan needs to be clear on what actions the family will take to ensure the child/young person is safe even when the harm is present. The safety plan must address each danger statement. The aim is to empower families and help them to come up with their own plan.

Scaling Question: a question that asks someone to rate something on a scale of 0-10, where 10 is defined according to the Safety Goal and 0 is defined according to the Danger Statement.

Success Goal: How will we know that the child/young person is doing well across all areas of their life, such as their relationships, their education, their health and how they act? What will success look like in the future and what is the ultimate end goal? We think about what aspirations, behaviour and relationships may look like.

Trajectory: A clear, agreed timeline of what tasks will happen between 'now' and the end of our involvement in order to achieve our goals.

Words and pictures: A specific piece of work developed with the parents/ carers for their child / young person that helps the child/young person to understand what the worries are and what everyone is doing to sort out these worries and keep the child/young person safe. This can be in a short form version, for example to help the child/ young person to understand why they have a social worker; in a story form version to help the child/young person to make sense of changes to their living arrangements; or to help the child/ young person to understand their plan.

Worry Statement: A clear statement written in plain language about what we are worried about and what will be the likely impact on the child/young person if nothing changes. This is used where there are worries about a child/young person's wellbeing.

Wellbeing Goal: A clear, behaviourally specific description of what we need to see to know the child/young person is healthy and well, even when the involvement ends. This includes what the family and their network are doing that tells us that the child/young person is healthy and well.