



Mapping

☑ An assessment tool which focuses on strengths and identifying the key concerns and risks. ☑ Driven by children and families, it allows you to agree next steps with the involvement of the wider network and partners.

➔ On first contact with families and at the first step in any assessment process. ➔ At a rapid network meeting. ➔ To work through stuck cases, case drift and professional disagreements. ➔ At Initial Child Protection Conference and possibly at reviews.



Danger statements

☑ Part of an analysis which captures who is worried about what and why, in relation to the impact on the child and the care they receive.



Safety goals

☑ What we need to see happen for the child in order to close the case.

➔ In assessments and plans.



Scaling questions

☑ Used to capture how people feel at any one time and create further conversation. ☑ Creates space for people to think about what needs to happen to make things better or safer for the child and helps to understand how individuals view the risk. ☑ Makes families and partners share the responsibility and take ownership of planning.

➔ When mapping or in direct work. ➔ Any time you want to initiate solution-focused discussion, always starting by describing what 10 looks like. ➔ Review of plans and Assessment (FSP).



Words and pictures

☑ A creative way to communicate to a child or parent, in a way they will understand. ☑ It allows parents and partners to share the same simplified narrative to explain to a child what has happened and what is going to keep them safe.

➔ To explain why we are involved. ➔ When we need to explain a plan that is in place. ➔ Part of life story work.



Genograms and safety networks

☑ Depicts the family tree and all those involved with the child, including extended family, friends and workers.



Safety circles

☑ A tool to help understand what information can be shared with who.

➔ It's the first thing you do when you start working with a family, to understand what the family looks like. ➔ When you need to understand who can be part of any plans. ➔ To review any changes in the safety network.



Three houses (and any variations) / Fairies & wizards / Safety house

☑ Used to understand the child's lived experience and their wishes and feelings. ☑ It allows the child to explore what they need to see to feel safe living with their parents.

➔ At any point. ➔ To help build a relationship with the child. ➔ To ensure the child's lived experience informs the plan.



Appreciative inquiry

☑ A questioning approach that uses the EARS (Elicit, Amplify, Reflect, Start over) technique to look for strengths.

➔ Whenever you're facilitating a conversation.



Trajectories

☑ A timeline of events, showing where we are going and when we will get there, stating the week by week detail of the who, what and when.

➔ When you need a timeline for something to happen when it can't happen straight away, e.g. reunification or closing a case.



Rapid network meeting

☑ Bringing together a family in order to make an interim and immediate plan to keep the child safe. ☑ It involves all those, or as many as possible, in the family network.

➔ After every strategy discussion, to work out what can be done within the family to keep the child safe. ➔ Always before a child is placed in care. ➔ It can take place in the family home.



Bottom line and contingency plans

☑ Explains what we need to see and what will happen if the safety plan doesn't work or doesn't keep the child safe.

➔ In all plans.