

Gathering information for a school assessment

This tool – which is made up of a table and a set of supporting questions - was created by Kent Children’s Services. It draws on Signs of Safety and the Contextual Safeguarding school assessment framework. It was created to support practitioners in gathering information for a school assessment. The table can also be used to support conversations with young people and families during Child and Family assessments. First the guiding questions are presented, followed by a blank table.

Questions to gain the voice of the young person:

- How does the young person feel? What do they want? What is day-to-day life like for them?
- What does a ‘good life’ look like for this young person? In what ways are they trying to achieve this?
- Where (and in which contexts) does the young person say they feel unsafe/safest? Who, or what, helps to make that context feel safer?

Questions for the parent(s)/carer(s) and practitioner(s) to consider:

- Is the immediate safety of the young person assured?
- What needs to change for us to be less worried? Are the changes happening quickly enough?
- How are you addressing the harm and the context in which the harm is happening?
- Are we putting the right things in place to support the change we need to see? Have we considered who else could be involved in making context(s) safer?
- What would life be like for the young person in the long-term if things do not change?
- What needs to happen if things do not change?

Context	What's going well?	What are we worried about?	What needs to happen?
Consider each of the following contexts in your assessment:	Proven Safety Factors: <i>Who? Where? How?</i> Existing Strengths: <i>What? Who? Where?</i>	Past Harm: <i>Who? Where? When?</i> Current worries: <i>Who? Where? When?</i>	Next Steps: <i>Who else can you identify who has the capacity to safeguard in each of the contexts you are worried about?</i> Which Strengths can be translated into Safety Factors?
Home			
School			
Peers			
Neighbourhood			

<p>Online</p>			
<p>Which context are you most worried about and why? Any complicating factors? i.e. any structural or systemic issues?</p>			
<p>Overall ideas for next steps (Including wishes of YP)</p>			

At the end of filling in this table – scale your worry. When you come to creating a safety plan upon completing the full assessment, how does it address these worries?



(not worried)

Scale your worry



(very worried)