

Exemplar Safety Plans

1. Safety plan for a young person at risk of significant physical harm in public places

Sol is 16 years old. He lives at home with his mum and younger sister. Until recently he has been attending his local college. In the past two months Sol has been attacked in public places on three occasions: at a transport hub, in a park and in his college. The most recent attack on college premises left him with serious injuries. Groups of young people have also stood outside of his house and shouted threats to him. The violence Sol is experiencing is escalating in severity, and professionals now believe he is at risk of significant harm. He is afraid to leave his house. Two of his friends have visited him at home but he has stopped leaving home, unless in exceptional circumstances. Other young people he knows, but no longer spends time with, have also been attacked; some of them are separately open to children's services. Sol's college don't believe they can keep him safe on their premises and have asked him not to attend. Sol's mum has asked repeatedly for support, she is extremely worried about her son's safety and the security of her home.

Plan

Overall desired outcome: For Sol to be able safely spend time in public places in the local area and re-engage with college

| Target | Action | Partner | Desired outcome |
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| Sol feels unable to safely socialise outside of his house – this is negatively impacting his emotional health | Develop shared safety plan with the parents/carers of two of Sol's peers so he can spend time at their houses as well as his own | Sol Sol's mum Sol's two peers Parents/carers of Sol's two peers Sol's social worker | For Sol to safely socialise with peers in contexts other than his own home |
| | Undertake a safety mapping exercise between Sol and trusted adult to identify any amber or green zones | Trusted professional Sol | To identify locations where Sol may be able to socialise safely – or to identify locations in need of a response to enable this to happen |
| A group of young people in the area pose a risk of significant harm to Sol – their names have been provided to services | To engage young people in the identified group into services in order to identify/meet needs, disrupt harmful behaviour and build trusted relationships | Group of identified young people and their parent/s carers Youth Offending service Youth service | For young people who pose a risk of harm to Sol to be engaged with services and accessing support and intervention |
| College is an unsafe location for Sol – he has been attacked there and the college | Refer the college to the group overseeing contexts where young people are at risk of | College Strategic group overseeing contexts of concern | For a plan to be delivered that builds safety in college |

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| do not feel that they can keep him safe there | harm – consider a college assessment to understand and address the factors undermining safety there | | enough for Sol to return |
| Sol doesn't feel able to provide the police with any further information due to fear of reprisals | Sol to share information, when he feels safe to do so, with a trusted professional and has agreed that this can be shared with a named individual in the police to ensure Sol is kept up to date | Sol Trusted professional Police – named individual | For the police to be able to take protective action, where appropriate, to disrupt any further assaults on Sol |

2. Safety plan for a young person at risk of sexual and emotional harm at school (and on journey to school journey)

Aisha is 15 years old. She lives at home with her mum, dad, older sister, and younger brother. A 15-year-old boy at Aisha's school, who she says is her ex-boyfriend, shared sexually explicit images of Aisha with his peers at school when Aisha ended their relationship. Those young people have onward-shared the images and now young people at a number of local schools have seen the images; some of them have approached her at the bus stop near her school and tried to touch her inappropriately, and similar incidents have happened in the school corridors. Aisha has also been followed into the toilets. Aisha initially reported the incident at the bus stop to school staff, but some young people at school told her it was her fault as she had shared the image of herself in the first place and she shouldn't be a snitch. Aisha then retracted her allegations. A few days later Aisha visited the school nurse complaining that she felt unwell. In the process, the nurse identified that Aisha has been physically injuring herself by cutting her arms, and one of the cuts had become infected. Aisha's parents report that their daughter is becoming withdrawn and has refused to attend school on a number of occasions. Children's services have been notified and are concerned both about the escalating sexual harassment Aisha is facing at school and the impact that this is having on her emotional well-being.

Plan

Overall desired outcome: For Aisha to feel reconnected with her friends and feel/be safe when at school and travelling to/from school.

| Target | Action | Partner | Desired outcome |
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| Aisha feels that she is losing all her friends; some people she used to be friends with have stopped speaking to her and she feels alone | Work with Aisha to identify friends with whom she'd like to spend time and arrange an out-of-school activity for them to participate in | Aisha Aisha's peers Parents of Aisha and her peers Youth service | For Aisha to rebuild connections with peers who care for her without the wider student body watching |

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| | Liaison with the school to create opportunities for Aisha to be sat with peers who support her when in lessons | Aisha Head of Year (to coordinate on behalf of school) | To identify locations where Aisha may be able to socialise safely – or to identify locations in need of a response to enable this to happen |
| Aisha has been approached at the bus stop near her school by students from another school who have seen the videos of her; she feels unsafe to travel | Staff from local schools to rotate supervision of the bus stop before and after school as an interim measure Longer-term work commenced to identify guardianship opportunities amongst adults who work at the transport hub and local shops | Designated safeguarding leads from schools to agree rotation process Local authority to progress guardianship opportunity | For Aisha to feel safe travelling to and from school |
| School is an unsafe space for Aisha – she has been sexually harassed in corridors and doesn't feel able to use the toilets A varying group of students at school persistently harass Aisha | Increase supervision in areas identified by Aisha as red zones in school premises in the short term To engage young people in the identified group into services in order to identify/meet needs, disrupt harmful behaviour and build trusted relationships Medium term plans to re-introduce bystander training programme initially for Aisha's key stage before wider rollout | Aisha School leadership Youth service (for the group of young people) | For Aisha to travel between lessons without experiencing, or fearing, harassment |
| Aisha is unable to identify any trusted adults in school that she can seek out when she is there | Aisha to work with a youth worker, who she trusts, to identify an adult in school who she would like to be her trusted adult In the process, Aisha to identify what | Aisha Youth worker School staff member (to be identified) | For Aisha to have an adult at school that she can approach if she feels unsafe during the school day |

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| | supports her to trust adults, and the youth worker (with consent) to share this with school professionals | | |
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