

# Roadmap to Contextual Safeguarding system change

How do you create a Contextual Safeguarding system? Who do you involve? Where do you start?  
Here we highlight the steps we take to creating whole safeguarding system change

## Be flexible

You don't need to have all the answers before you start. It's important to be flexible. Keep reflective discussions a part of the process and be open to change.

## Agree to the values and approach

Get agreement from senior multi-agency leaders to develop a Contextual Safeguarding system, making sure that everyone understands the domains and values of Contextual Safeguarding. This involves agreeing what the system would look like, who will be involved and what resources are available.

## Get the right people on board

Develop governance groups in charge of overseeing the plan and troubleshooting. Groups should consider representation from Children's Services, Police, Community Safety, Education, Health, Licensing, Housing, Voluntary and Community Sector partners, Town Planning and wider council services.

## Find your critical friends

Find someone from outside your organisation who can ask questions about how the system aligns to Contextual Safeguarding.

## Recruit Champions

Find professionals from across the multi-agency partnership who are enthusiastic about Contextual Safeguarding and provide them with training to support other practitioners.

## Map your current system

Understand how your child safeguarding system currently responds to extra-familial harm. What is a child's 'journey' through the system from referral to response? What is the journey for a context (e.g. a park where young people experience harm)? At what 'level' are children affected by extra-familial harm held (e.g. Early Help, Child in Need)?

## RAG rate your system

Use the 'System Review Toolkit' to identify how your system, from referral to response, aligns to the four domains of Contextual Safeguarding. It will be mostly amber and red at the start.

## Develop a plan

What will your Contextual Safeguarding system look like? For example, you might want to be able to refer in contexts of concern at the front door, carry out school assessments and develop responses.

## Test, pilot & review

Test approaches for both safeguarding individuals and safeguarding contexts and reflect what worked well. What were the barriers? What resources do you need to embed this into practice as usual?

## RAG rate and embed

Consider the progress made and start embedding