**Safety model – to assist in the assessment of risk**

Awareness – showing concern

Believe – demonstrate empathy, develop rapport

Curiosity – ask questions

Develop actions - share the plan, agree ways forward

Empowerment – ensure that the student is in control of the decisions and agreements made

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| --- | --- | --- |
| Signs of Safety | Building Safety | Not Safe |
| Appearance – no concerning factors/own description has some positive elements  Activity – structure and regularity  Ability to articulate – speaks openly, shows emotion  Housing situation satisfactory  Capacity to manage finances  Socially engaged  Behaviours are self-controlled/managed  Reflective and responsible  Has networks – offers examples of support being provided (comes along with a friend) | Engagement – what activities can be accessed and what has been accessed in the past  Social contacts reviewed – is anyone trustworthy  Support mechanisms assessed – who is available  Revising past strategies – engaging in reflection  Opportunities for networking developed – referral routes  Building control factors – strategies and techniques  Ability to take on responsibility rather than blame – can own experiences with ‘I’  Scale model – 1 to 10 how can the individual move up/down the scale | Change in appearance  Isolation  Withdrawn  Suicidal ideation/planning  Inability to reflect  Loss of creative problem solving  Chaotic behaviour  Inability to see future  No evidence of responsibility or guilt  Past trauma  Current abuse |

‘Signs of Safety’ was developed in the 90s in Australia. Since then it has been adopted by Social Services in the UK and mostly relates to family therapy/interventions and incorporates multi-disiplinary approaches

Further reading: <https://www.nspcc.org.uk/services-and-resources/research-and-resources/2013/signs-of-safety-model-england/>