**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

|  |  |  |
| --- | --- | --- |
| Signs of Safety | Building Safety | Not Safe |
| Appearance – no concerning factors/own description has some positive elements Activity – structure and regularityAbility to articulate – speaks openly, shows emotion Housing situation satisfactoryCapacity to manage financesSocially engagedBehaviours are self-controlled/managedReflective and responsibleHas 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 pastSocial contacts reviewed – is anyone trustworthySupport mechanisms assessed – who is availableRevising past strategies – engaging in reflectionOpportunities for networking developed – referral routesBuilding control factors – strategies and techniquesAbility 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 appearanceIsolationWithdrawn Suicidal ideation/planningInability to reflectLoss of creative problem solvingChaotic behaviourInability to see futureNo evidence of responsibility or guiltPast traumaCurrent 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/>