CREATING THE FAMILY SAFETY PLAN

The family safety plan is a document, created by the family, the children’s safety network and child protection services, that describes in detail what the family and safety network will do, on a day-to-day basis, to make sure that the children are safe and will remain safe, in the care of the family. The family safety plan also includes the details of how everyone will know that the family safety is working, and what will happen if there are problems with the family safety plan.

This Safety Planning Framework has been created to help the family, the safety network and the professionals work together to develop the family safety plan. Everyone works through this Safety Planning Framework together to decide what needs to be included in the family safety plan.

- The danger statements and the safety goals that have been developed with the family are written on the front page. These danger statements and safety goals provide direction so that everyone knows what the family safety plan needs to cover.
- The ‘safety goal’ pages are used to create the family safety rules or guidelines for each of the safety goals, with one page for each safety goal.
- The ‘putting the plan into action’ page is used to think about how the family safety plan will be presented to the children, how the family will show everyone that the safety plan is working, what everyone will do if there are problems, and how the family safety plan might need to be changed as the children get older or the family’s circumstances change.
- The final page is used to take all of the safety rules and guidelines from the previous pages and write these in language that the children can understand. If the children are old enough, they will then draw pictures for each of the family safety rules to help them understand the family safety plan.

FAMILY DETAILS (Parents’ and children’s names and children’s ages)

DANGER STATEMENTS (These danger statements describe what everyone is worried might happen to the children in the parents’ care if there is not an effective family safety plan in place. These danger statements need to be addressed by the safety goals and then by the family safety plan).

SAFETY GOALS (These safety goals are statements of WHAT the parents need to be doing in their care of the children to ensure that the dangers do not happen. The detailed safety plan is then a description of HOW the family will achieve these safety goals on a day-to-day basis).
**SAFETY GOAL NO. 1**  

**SAFETY GOAL:**  
(Write the safety goal below. Use one page for each safety goal)

**IMPORTANT SITUATIONS/TIMES OF THE DAY/WEEK:** What are the particular worrying circumstances or situations (identified in the danger statements) and the important times during the day and the week that the family safety plan needs to cover for this safety goal?

**NON-NEGOTIABLES:** Here are the non-negotiables for this safety goal that the child protection agency has said have to be included in the safety plan.

**GUIDING QUESTIONS:** These questions have been provided by the child protection agency to help us think about all the areas that need to be covered for this safety goal.

### 1. SAFETY AND PROTECTION ALREADY HAPPENING:

What are the parents/caregivers already doing or what were they doing in the past that will help to meet this safety goal? (Get everyone's views).

<table>
<thead>
<tr>
<th>Scale</th>
<th>0</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scale:</strong> On a scale of 0 - 10, where 10 is what the parents are already doing is enough to meet this safety goal all of the time and 0 is that they have not yet been able to put anything in to place that will help to meet the safety goal, where are you on the scale?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2. FUTURE SAFETY AND PROTECTION:

What else could the parents/caregivers do that will help to meet this safety goal? (Brainstorm everyone's ideas). Continue until everyone is at a 10 (enough to meet safety goal).

<table>
<thead>
<tr>
<th>Scale</th>
<th>0</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scale:</strong> On a scale of 0 - 10, where 10 is these safety ideas are enough to meet the safety goal all of the time and 0 is these ideas don't meet the safety goal at all, where are you on the scale? What else would you need to see the parents doing to move to a 10?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SAFETY GOAL NO. 2

**SAFETY GOAL:** (Write the safety goal below. Use one page for each safety goal)

**IMPORTANT SITUATIONS/ TIMES OF THE DAY/WEEK:** What are the particular worrying circumstances or situations (identified in the danger statements) and the important times during the day and the week that the family safety plan needs to cover for this safety goal?

**NON-NEGOTIABLES:** Here are the non-negotiables for this safety goal that the child protection agency has said have to be included in the safety plan.

**GUIDING QUESTIONS:** These questions have been provided by the child protection agency to help us think about all the areas that need to be covered for this safety goal.

---

**1. SAFETY AND PROTECTION ALREADY HAPPENING:** What are the parents/caregivers already doing or what were they doing in the past that will help to meet this safety goal? (Get everyone’s views).

**Scale:** On a scale of 0 - 10, where 10 is what the parents are already doing is enough to meet this safety goal all of the time and 0 is that they have not yet been able to put anything in to place that will help to meet the safety goal, where are you on the scale?

---

**2. FUTURE SAFETY AND PROTECTION:** What else could the parents/caregivers do that will help to meet this safety goal? (Brainstorm everyone’s ideas). Continue until everyone is at a 10 (enough to meet safety goal).

**Scale:** On a scale of 0 - 10, where 10 is these safety ideas are enough to meet the safety goal all of the time and 0 is these ideas don’t meet the safety goal at all, where are you on the scale? What else would you need to see the parents doing to move to a 10?
**SAFETY GOAL NO. 3**

(photocopy as many of these pages as you need for each of the safety goals)

<table>
<thead>
<tr>
<th>SAFETY GOAL:</th>
<th>IMPORTANT SITUATIONS/ TIMES OF THE DAY/WEEK</th>
<th>NON-NEGOTIABLES</th>
<th>GUIDING QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Write the safety goal below. Use one page for each safety goal)</td>
<td>What are the particular worrying circumstances or situations (identified in the danger statements) and the important times during the day and the week that the family safety plan needs to cover for this safety goal?</td>
<td>Here are the non-negotiables for this safety goal that the child protection agency has said have to be included in the safety plan.</td>
<td>These questions have been provided by the child protection agency to help us think about all the areas that need to be covered for this safety goal.</td>
</tr>
</tbody>
</table>

1. **SAFETY AND PROTECTION ALREADY HAPPENING:** What are the parents/caregivers **already doing** or what were they doing in the past that will help to meet this safety goal? *(Get everyone’s views).*

   ![Scale](#) 0 ➞ 10

   **Scale:** On a scale of 0 - 10, where 10 is what the parents are already doing is enough to meet this safety goal all of the time and 0 is that they have not yet been able to put anything in place that will help to meet the safety goal, where are you on the scale?

2. **FUTURE SAFETY AND PROTECTION:** What else could the parents/caregivers do that will help to meet this safety goal? *(Brainstorm everyone’s ideas).* Continue until everyone is at a 10 (enough to meet safety goal).

   ![Scale](#) 0 ➞ 10

   **Scale:** On a scale of 0 - 10, where 10 is these safety ideas are enough to meet the safety goal all of the time and 0 is these ideas don’t meet the safety goal at all, where are you on the scale? What else would you need to see the parents doing to move to a 10?
**SAFETY GOAL NO. 4**  
(photocopy as many of these pages as you need for each of the safety goals)

<table>
<thead>
<tr>
<th>SAFETY GOAL: (Write the safety goal below. Use one page for each safety goal)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>IMPORTANT SITUATIONS/ TIMES OF THE DAY/WEEK: What are the particular worrying circumstances or situations (identified in the danger statements) and the important times during the day and the week that the family safety plan needs to cover for this safety goal?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>NON-NEGOTIABLES: Here are the non-negotiables for this safety goal that the child protection agency has said have to be included in the safety plan.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>GUIDING QUESTIONS: These questions have been provided by the child protection agency to help us think about all the areas that need to be covered for this safety goal.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>1. SAFETY AND PROTECTION ALREADY HAPPENING: What are the parents/caregivers already doing or what were they doing in the past that will help to meet this safety goal? (Get everyone’s views).</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2. FUTURE SAFETY AND PROTECTION: What else could the parents/caregivers do that will help to meet this safety goal? (Brainstorm everyone’s ideas). Continue until everyone is at a 10 (enough to meet safety goal).</th>
</tr>
</thead>
</table>

Scale: On a scale of 0 - 10, where 10 is what the parents are already doing is enough to meet this safety goal all of the time and 0 is that they have not yet been able to put anything in to place that will help to meet the safety goal, where are you on the scale?

Scale: On a scale of 0 - 10, where 10 is these safety ideas are enough to meet the safety goal all of the time and 0 is these ideas don’t meet the safety goal at all, where are you on the scale? What else would you need to see the parents doing to move to a 10?
**SAFETY GOAL NO. 5**

(photocopy as many of these pages as you need for each of the safety goals)

### SAFETY GOAL:
(Write the safety goal below. Use one page for each safety goal)

### IMPORTANT SITUATIONS/ TIMES OF THE DAY/WEEK:
What are the particular worrying circumstances or situations (identified in the danger statements) and the important times during the day and the week that the family safety plan needs to cover for this safety goal?

### 1. SAFETY AND PROTECTION ALREADY HAPPENING:
What are the parents/caregivers already doing or what were they doing in the past that will help to meet this safety goal? (Get everyone's views).

### SCALE:
On a scale of 0 - 10, where 10 is what the parents are already doing is enough to meet this safety goal all of the time and 0 is that they have not yet been able to put anything in to place that will help to meet the safety goal, where are you on the scale?

### 2. FUTURE SAFETY AND PROTECTION:
What else could the parents/caregivers do that will help to meet this safety goal? (Brainstorm everyone's ideas). Continue until everyone is at a 10 (enough to meet safety goal).

### SCALE:
On a scale of 0 - 10, where 10 is these safety ideas are enough to meet the safety goal all of the time and 0 is these ideas don't meet the safety goal at all, where are you on the scale? What else would you need to see the parents doing to move to a 10?

### NON-NEGOTIABLES:
Here are the non-negotiables for this safety goal that the child protection agency has said have to be included in the safety plan.

### GUIDING QUESTIONS:
These questions have been provided by the child protection agency to help us think about all the areas that need to be covered for this safety goal.
## PUTTING THE SAFETY PLAN INTO ACTION

### A. CHECKING WHETHER THE SAFETY PLAN IS WORKING
How will the parents/family show everyone that they are following the safety plan and that it is working?

Who will check in with the children and the parents to make sure that the plan is working? How often will this need to happen? In the beginning? Over the long term?

How often will everyone meet to talk together about how the safety plan is working? In the beginning? Over the long term?

When CPS withdraws, who will organise these meetings? How often will these meetings be held?

*Write this information in language that the children can understand and include this in the safety plan.*

### B. WHAT WILL EVERYONE DO IF THERE ARE PROBLEMS WITH THE SAFETY PLAN?
If the children are feeling worried or scared, how can they let people know?

What will family members and safety network members do if the children tell them that they are worried or if they see a problem with the safety plan and/or are concerned about the children’s safety?

What will CPS do if they are worried about the children’s safety or they see a problem with the safety plan?

What will the family and the safety network do if someone leaves the safety network?

*Write this information in language that the children can understand and include this in the safety plan.*

### C. PRESENTING THE SAFETY PLAN TO THE CHILDREN
Who will read the safety plan to the children and help them do pictures for each rule? When will this happen and who needs to be there when this happens?

Who will make copies of the safety plan (with children’s drawings) and make sure everyone gets a copy?

Where will the family copy of the safety plan be kept (so that it is visible to everyone who needs to see it)?

How often in the future will the safety plan be read to the children? Who will make sure this happens?

*Write this information in language that the children can understand and include this in the safety plan.*

### D. MAKING CHANGES TO THE SAFETY PLAN OVER TIME
As the children get older, what changes might be necessary to the safety plan?

How will this happen? Who will be part of changing the safety plan?

Who will get a copy of the new safety plan?

What if other circumstances change in the family?

*Write this information in language that the children can understand and include this in the safety plan.*
WRITE THESE ACTIONS AND IDEAS AS SAFETY RULES FOR THE CHILDREN
The safety ideas and actions from all of the previous pages (safety goal pages and ‘putting the safety plan into action’ pages) are the basis for the family safety plan. Write these ideas and actions as family safety rules for the children, in language that the children will understand.