

An abstract artwork featuring concentric circles in yellow and orange, a central white circle with a black stick figure, and various geometric shapes like triangles and polygons in green, red, and brown. The background is a textured, light beige color.

SIGNS OF SAFETY



LEARNING JOURNAL

EXAMPLE ONLY

VERSION 1.0.7 US

My Learning Goal



Steps to Achieve My Goal

How I'm Going in Meeting My Goal

GOAL NOT MET

GOAL MET

0



10

SUGGESTION:

Ask yourself where you rate each time you attend a Signs of Safety learning event.

Signs of Safety Resources


Website

Be sure to visit **www.signsofsafety.net**, the hub for all things Signs of Safety.

Social Media

Join in on social media and post your thoughts, comments and images to the wider Signs of Safety community.

 Facebook
www.facebook.com/signsofsafety

 Twitter
twitter.com/signsofsafety

 Instagram
www.instagram.com/signsofsafety



How to Use This Learning Journal

Why a Learning Journal?

The concept of the 'learning organization' (Peter Senge, 1990) has important implications for Signs of Safety learning and the child protection agency as a whole. Learning organizations recognize that they are systems of interrelationships and that these require deliberate attention to eliminate the obstacles to learning. The approach emphasizes personal mastery, the drive that personal development holds for individuals, and the need to grow, and work on, one's own goals.

Senge invokes the notion of the 'learning journey' to suggest that organizational (and individual) change and development cannot be bottled or dispersed, especially not in a training program. Rather, it is a relational process of continual inquiry, reflection and learning that needs to be fostered in the culture, procedures and habits of the organization.

You have been provided with this Signs of Safety Learning Journal to facilitate and support **your** process of continual inquiry, reflection and learning.

How to Use Your Journal

You are encouraged to stop and think deeply about your practice, what you are learning, and how that learning can be applied to your everyday work. The facilitator of your learning event will give you time to work individually on your reflections and learnings before sharing with the wider group.

There is space in your Signs of Safety Learning Journal for you to record your thinking and insights as you work your way through the various learning experiences you will participate in over the next two years.

On page 3 write down your learning goal, the steps you will take to meet that goal, and develop a scaling question so you can measure how you are going. You might like to write your goal, steps and measure in pencil so you can erase them as they are achieved and as you develop new goals, steps and measures.

Make use of the lined and blank pages for each learning event to write, draw and doodle your key learning, biggest questions, and next steps for deepening your understanding and use of the Signs of Safety approach. Take time to reflect on how your learning is helping you to achieve your goal(s).

For quick reference, some key Signs of Safety Learning Resources have been included.

Remember to write the questions that most impress you in your 'Question Bank' at the back of your journal. The list you create will provide you with a ready reference for future practice.

Date: _____

Learning Event: _____

EXAMPLE ONLY

Again and again child protection teaches us the wisdom of vulnerability because in this business we are always taken to our next level of incompetence.

— Andrew Turnell

Date: _____

Learning Event: _____

EXAMPLE ONLY

KEY LEARNING

BIGGEST QUESTIONS

NEXT STEPS

Date: _____

Learning Event: _____

EXAMPLE ONLY

The world will change when we can imagine it differently and, like artists, do the work of creating new social forms.

— MC Richards

KEY LEARNING



BIGGEST QUESTIONS

Blank lined paper with a large diagonal watermark reading "SAMPLE ON".

NEXT STEPS

EX

Date: _____

Learning Event: _____

EXAMPLE ONLY

KEY LEARNING



BIGGEST QUESTIONS

Blank lined paper with a large diagonal watermark reading "SAMPLE ON".

NEXT STEPS

EX

Date: _____

Learning Event: _____

EXAMPLE ONLY

I wouldn't give a fig for the simplicity on the near side of complexity, but I would give my right arm for the simplicity that can be found on the far side of complexity.

— Oliver Wendell Holmes

KEY LEARNING



BIGGEST QUESTIONS

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NEXT STEPS

[illegible]

Date: _____

Learning Event: _____

EXAMPLE ONLY

KEY LEARNING

BIGGEST QUESTIONS

NEXT STEPS

Date: _____

Learning Event: _____

EXAMPLE ONLY

A question not asked is a door not opened.

— Marilee Goldberg, *The Art of the Question*

KEY LEARNING



BIGGEST QUESTIONS

Blank lined paper with a large diagonal watermark reading "SAMPLE ON".

NEXT STEPS

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. In the top-left corner, there is a large, faint watermark consisting of the letters 'E' and 'X' stacked vertically.

Date: _____

Learning Event: _____

EXAMPLE ONLY

KEY LEARNING



BIGGEST QUESTIONS

Blank lined paper with a large diagonal watermark reading "SAMPLE ON".

NEXT STEPS

This image shows a blank sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. In the top-left corner, there is a large, light-grey watermark consisting of the letters 'E' and 'X' stacked vertically. The rest of the page is empty.

Date: _____

Learning Event: _____

EXAMPLE ONLY

Vulnerability is the birthplace of innovation, creativity and change.

— Brené Brown

KEY LEARNING



BIGGEST QUESTIONS

Blank lined paper with a large diagonal watermark reading "SAMPLE ON".

NEXT STEPS

This image shows a blank sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. In the top-left corner, there is a large, light-grey watermark consisting of the letters 'E' and 'X' stacked vertically. The rest of the page is empty.

Date: _____

Learning Event: _____

EXAMPLE ONLY

KEY LEARNING

BIGGEST QUESTIONS

NEXT STEPS

Date: _____

Learning Event: _____

EXAMPLE ONLY

Where you stand determines what you see and what you do not see; it determines also the angle you see it from; a change in where you stand changes everything.

— Steve De Shazer

KEY LEARNING



BIGGEST QUESTIONS

Blank lined paper with a large diagonal watermark reading "SAMPLE ON".

NEXT STEPS

EX

Date: _____

Learning Event: _____

EXAMPLE ONLY

KEY LEARNING



BIGGEST QUESTIONS

Blank lined paper with a large diagonal watermark reading "SAMPLE ON".

NEXT STEPS

EX

Date: _____

Learning Event: _____

EXAMPLE ONLY

*We all live in a culture of tell and find it difficult to ask. What is so wrong with telling?
Telling puts the other person down.*

— Edgar Schein, 'Humble Inquiry'

KEY LEARNING

BIGGEST QUESTIONS

NEXT STEPS

Date: _____

Learning Event: _____

EXAMPLE ONLY

KEY LEARNING



BIGGEST QUESTIONS

Blank lined paper with a large diagonal watermark reading "SAMPLE ON".

NEXT STEPS

EX

Date: _____

Learning Event: _____

EXAMPLE ONLY

Questions can be like a lever you use to pry open the stuck lid on a paint can . . . If we have a short lever, we can only just crack open the lid on the can. But if we have a longer lever, or a more dynamic question, we can open that can up much wider and really stir things up . . . If the right question is applied, and it digs deep enough, then we can stir up creative solutions.

— Fran Peavey, Strategic Questioning

KEY LEARNING



BIGGEST QUESTIONS

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NEXT STEPS

[illegible]

Date: _____

Learning Event: _____

EXAMPLE ONLY

KEY LEARNING



BIGGEST QUESTIONS

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NEXT STEPS

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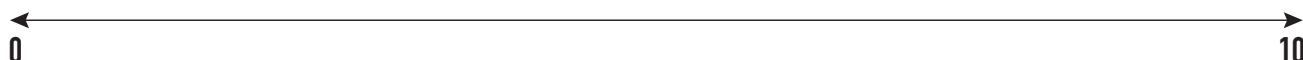
Signs of Safety/Wellbeing/Success Analysis Categories

Assessment Type	WHAT ARE WE WORRIED ABOUT?			WHAT'S WORKING WELL?		WHAT NEEDS TO HAPPEN?	
	Past	Future	Complicating Factors	Existing Strengths	Existing Solutions	Goals	Next Steps
Signs of Safety <i>Child Protection</i>	Harm	Danger	Complicating Factors	Existing Strengths	Existing Safety	Safety Goals	Next Goals
Signs of Wellbeing <i>Family Support</i>	Wellbeing Concerns (past)	Critical Worries (future)	Complicating Factors	Existing Strengths	Existing Wellbeing	Wellbeing Goals	Next Steps
Signs of Success <i>Children in Care</i>	Worrying Behaviour (past)	Critical Worries (future)	Complicating Factors	Existing Strengths	Existing Success	Success Goals	Next Steps

Signs of Safety Map and Analysis Categories

What are we worried about?	What's working well?	What needs to happen?
HARM DANGER STATEMENTS Complicating Factors	Existing Strengths EXISTING SAFETY	SAFETY GOALS Next Steps

Safety Scale: On a scale of 0–10 where 10 means the child/teen is safe enough and we can close the case and zero means things are so bad for the young person we must remove them into care immediately, where you rate this situation today?



SAFETY PLANNING ROADMAP

WHAT

DANGER STATEMENTS

What Children's Services is worried will happen to the child if nothing changes (the problem that has to be solved)

Safety planning always involves engaging the family and their support network in a focused action learning process enabling them to decide on, practice and refine the actions that will create lasting safety.

This is the **how** of safety planning; the trajectory that creates the final safety plan.

SAFETY GOALS

What Children's Services needs to see to know the child is safe and they can close the case (not services)

HOW (STEPS)

1. Preparations with professionals
2. Develop paired Danger Statements & Safety Goals with matched Safety Scale
3. Identify everything that's working well
Continually identify everything that's going well in and around the family that contributes to the wellbeing and safety of the child.
4. Develop professional bottom-line requirements
5. Develop professional trajectory including timeline
6. Build vision of process for family
7. Build informed network with family
8. Create explanation for children (and everyone else)
9. Build Safety Plan with parents and network
Step-by-step process where the professionals lead the family and network in developing and then demonstrating the plans they will use to ensure the children are safe. Safety planning always involves regular meetings, honoring success, utilizing struggles and successively building the plan.
10. Involve child throughout
11. Monitoring that builds success and responsibility
12. Create final child-centered Safety Plan

Ongoing Processes



TOOLS (METHODS)

- Harm Matrix
- Signs of Safety Mapping
- My Three Houses or equivalent
- Signs of Safety Trajectory & Timeline
- Family Safety Circles, Network-finding Matrix
- Words and Pictures explanation
- Regular Review Meetings
Family and network are given the opportunity to fail so they can demonstrate success. Professionals talk openly about the risks they see and manage this together with the family.
- Safety Journal, Safety Object
Practice Rehearsals of Rules
- Child-focused Safety Plan

Date: _____

Learning Event: _____

EXAMPLE ONLY

You can tell the question you asked by the answer you received.

— Steve de Shazer

KEY LEARNING



BIGGEST QUESTIONS

Blank lined paper with a large diagonal watermark reading "SAMPLE ON".

NEXT STEPS

EX

Date: _____

Learning Event: _____

EXAMPLE ONLY

KEY LEARNING



BIGGEST QUESTIONS

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NEXT STEPS

[illegible]

Date: _____

Learning Event: _____

EXAMPLE ONLY

Competency is quiet; it tends to be overlooked in the noise and clatter of problems.

— William Madsen

KEY LEARNING

BIGGEST QUESTIONS

NEXT STEPS

Date: _____

Learning Event: _____

EXAMPLE ONLY

KEY LEARNING



BIGGEST QUESTIONS

Blank lined paper with a large diagonal watermark reading "SAMPLE ON".

NEXT STEPS

EX

Date: _____

Learning Event: _____

EXAMPLE ONLY

If workers use the ideas they are in the Signs of Safety model; if workers don't or can't, those ideas are in the bin!

— Steve Edwards

KEY LEARNING



BIGGEST QUESTIONS

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NEXT STEPS

EX

Date: _____

Learning Event: _____

EXAMPLE ONLY

KEY LEARNING



BIGGEST QUESTIONS

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NEXT STEPS

[illegible]

Date: _____

Learning Event: _____

EXAMPLE ONLY

Shame corrodes the very part of us that believes we are capable of change.

— Brené Brown

KEY LEARNING

BIGGEST QUESTIONS

NEXT STEPS

Date: _____

Learning Event: _____

EXAMPLE ONLY

KEY LEARNING



BIGGEST QUESTIONS

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NEXT STEPS

[illegible]

Date: _____

Learning Event: _____

EXAMPLE ONLY

Constructive working relationships are the heart and soul of effective child protection practice.

— Andrew Turnell

KEY LEARNING

BIGGEST QUESTIONS

NEXT STEPS

Date: _____

Learning Event: _____

EXAMPLE ONLY

KEY LEARNING



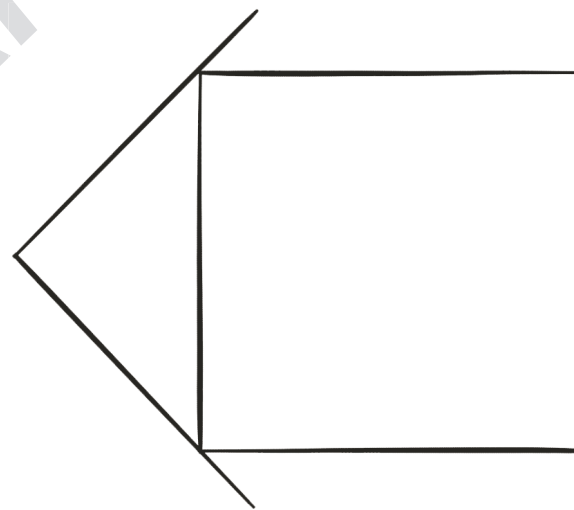
BIGGEST QUESTIONS

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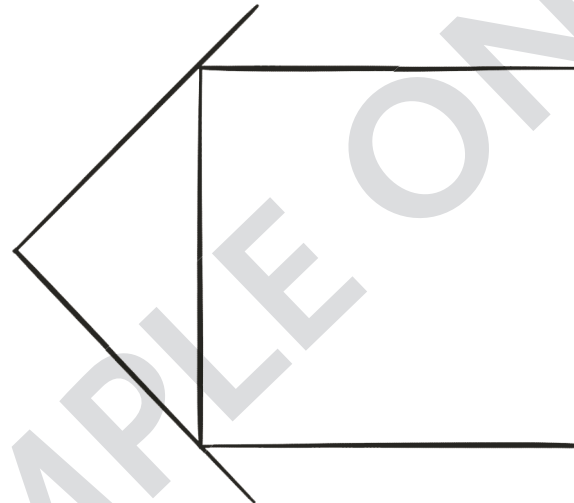
NEXT STEPS

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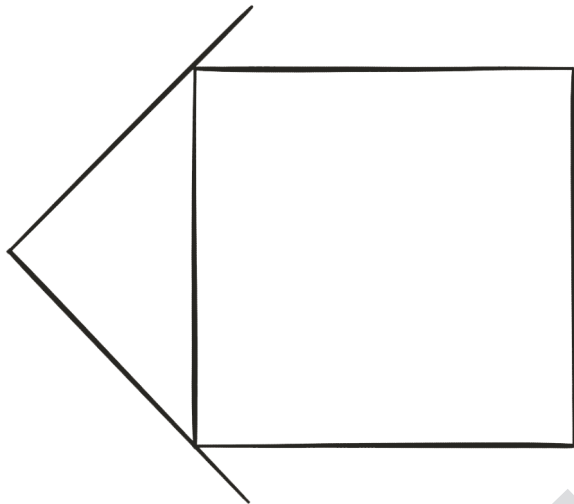
My Three Houses®
Child Protection Risk Assessment Tool
to Use with Children and Young People



**House of
Worries**



**House of
Good Things**



**House of
Dreams**

Signs of Safety Assessment and Planning Framework: Seven Analysis Categories (Possible explanations for family)

What are we worried about?	What's working well?	What needs to happen?
<p>HARM: Things in your child's environment that have hurt them or made them feel scared in the past, like when Mum/Dad, other adults or other children give them bruises, cuts, broken bones or do things that scare them like fighting or uncomfortable touching.</p> <p>DANGER STATEMENTS: This is what we are worried might happen if we don't make any changes to the way things are now.</p> <p>COMPLICATING FACTORS: Things in your child's life that make everything seem a little more difficult but don't necessarily cause harm/injury to your child.</p>	<p>EXISTING STRENGTHS: Those things in Mum's/Dad's and others in your child's life that are really good.</p> <p>EXISTING SAFETY: Things Mum/Dad/others do that make your child more safe at home even when things get difficult.</p>	<p>SAFETY GOALS: All the things the child protection workers need to see happening to be sure your child is safe and it is okay for us to close the file.</p> <p>NEXT STEPS: The very next things everyone needs to do to start making the changes.</p>

On a scale of 0–10 where ten means everyone knows the children are safe enough for the child protection authorities to close the case and zero means things are so bad for the children that they can't live at home, where do we rate this situation?
Locate different people's judgements spatially on the two-way arrow.

0 ← → 10

Signs of Safety Assessment and Planning Framework: Seven Analysis Categories (Professional Language)

What are we worried about?	What's working well?	What needs to happen?
<p>HARM: Past hurt, injury or abuse to the child (likely) caused by adults. Also includes risk taking behaviour by children/teens that indicates harm and/or is harmful to them.</p> <p>DANGER STATEMENTS: The harm or hurt that is believed likely to happen to the child(ren) if nothing in the family's situation changes.</p> <p>COMPLICATING FACTORS: Actions and behaviours in and around the family and child and by professionals that make it more difficult to keep the child safe.</p>	<p>EXISTING STRENGTHS: People, plans and actions that contribute to a child's wellbeing and plans about how a child will be made safe when danger is present.</p> <p>EXISTING SAFETY: Actions taken by parents, caring adults and children to make sure the child is safe even when the danger is present.</p>	<p>SAFETY GOALS: The behaviours and actions the child protection agency needs to see to be satisfied the child will be safe enough to close the case.</p> <p>NEXT STEPS: The immediate next actions that will be taken to build future safety.</p>

On a scale of 0–10 where ten means everyone knows the children are safe enough for the child protection authorities to close the case and zero means things are so bad for the children that they can't live at home, where do we rate this situation?
Locate different people's judgements spatially on the two-way arrow.

0 ← → 10

AMPLIFYING PROCESS: THE DEVIL AND THE DIVINE ARE IN THE DETAIL

E	ELICIT	First Question
A	AMPLIFY	Behavioral detail: <ul style="list-style-type: none"> • What, who, when, how ... • What would or do you actually see? • Lots of relationship questions
R	REFLECT	Meaning: <ul style="list-style-type: none"> • Including Scaling Questions (Do Not Use Scaling Questions in AI work) • Exploring the significance of the behavior • In child protection you are always negotiating different perspectives
S	START OVER	New First Question

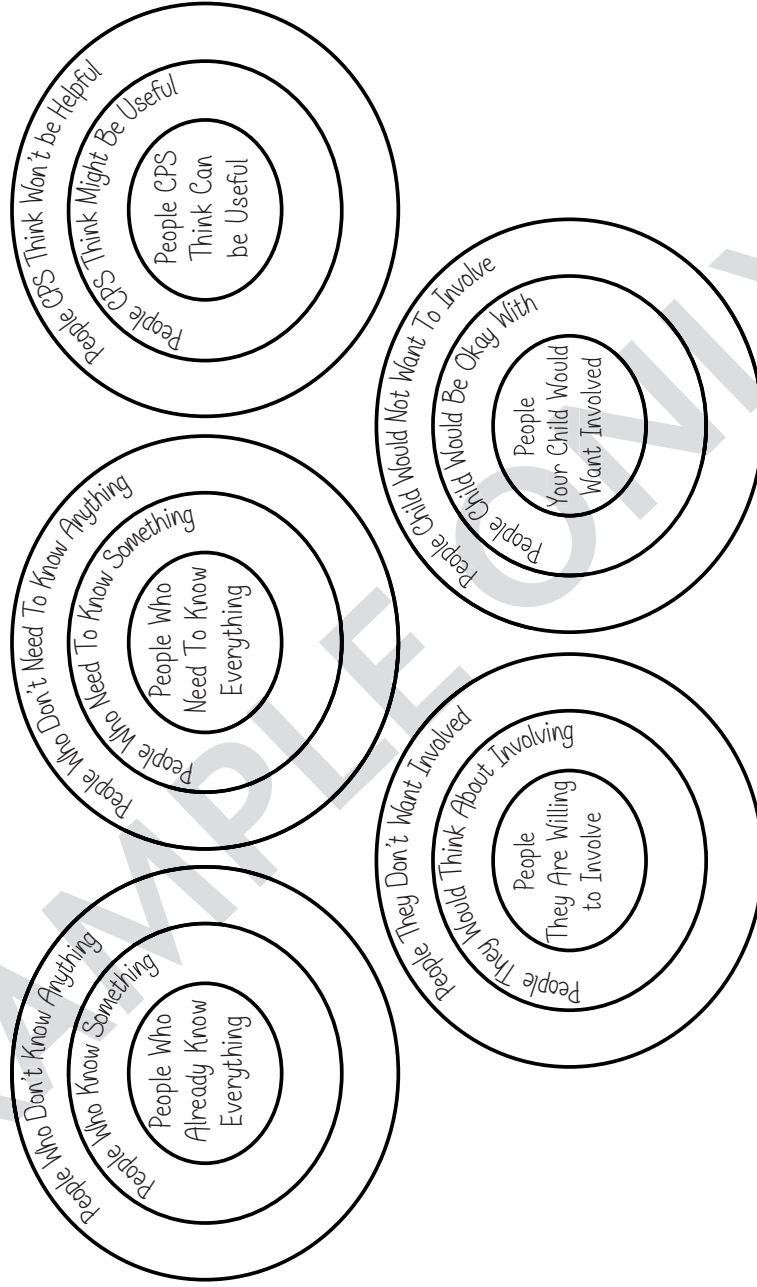
TURNING QUESTIONS INTO CONVERSATIONS: EARS PROCESS – SIGNS OF SAFETY MAPPING

	WORRIES	STRENGTHS	GOALS
E ELICIT	<ul style="list-style-type: none"> What are we worried about? What harm has happened to any child in the care of these adults? What is the danger to this child if left in the care of this mother? What makes this situation more complicated? 	<ul style="list-style-type: none"> What's working well here? What are the best attributes of this mum's/dad's parenting? What would the child say are the best times she has with her dad? When has the mum fought off the depression and be able to focus on the child? 	<ul style="list-style-type: none"> What needs to happen? What do you need to see to be satisfied the child is safe enough that we can close the case? What would the mum say that would show everyone the child can come home? Where would the teenager say he wants his life to be at 18? What do we need to do to create a relationship where we can talk about difficult issues?
A AMPLIFY Behavioral detail: What would you see?	<ul style="list-style-type: none"> When has that harm happened? How often; how bad? How did that incident affect the child? What language can we use to say that, so the mum and child can easily understand? How long has this abuse been happening? Give me the first, worst and most recent examples of abuse. 	<ul style="list-style-type: none"> When has that good thing happened? How often? How did the mum fight off the depression? How else? How does the neighbor help? How did you get her to open up? How is the parenting program making things better for the child? What did the dad do to make those contact visits really enjoyable for his kids? 	<ul style="list-style-type: none"> Describe the details of the behavior you would want to see that would tell you this child is safe? How many people do you think should be involved in this safety plan? What is the father's willingness/capacity to do this? Is this plan written in a way that the child understands it? How will the mental health services involvement help make this plan work?
R REFLECT Meaning	<ul style="list-style-type: none"> Which of the danger statements do you think is the most important (or easiest) to deal with first? Which danger would worry the parents most? Of all the complicating factors which do you think is the most important to deal with? 	<ul style="list-style-type: none"> Which of the strengths are most useful in terms of getting this problem dealt with? Which aspects of their parenting/family life would mum and dad be most proud of? 	<ul style="list-style-type: none"> How confident are the parents that this plan will keep the children safe? What would mum say it is about the plan that she really believed in?
S START OVER	<ul style="list-style-type: none"> Are there any worries that we have missed? 	<ul style="list-style-type: none"> Are there any other good things happening in this family that we have missed? 	<ul style="list-style-type: none"> Are there any other important things that we have missed in the plan?

DEEPENING QUESTIONS: ANGLE OF VISION – WHAT YOU SEE DEPENDS ON WHERE YOU STAND – QUESTION SUBJECT/TARGET

Self	<p>What were the most important things <i>you</i> did to make this happen?</p> <p>What did <i>you</i> learn from this piece of work?</p>
Other (Your perspective of other person)	<p>What did <i>Mother/child/Father/colleague</i> do that really surprised <i>you</i> in making this network really work for the kid?</p> <p>What were the most important steps of this work that achieved this outcome?</p> <p>When your colleague heard the child say that how did that change her thinking about getting a network involved with the boy?</p>
Relationship or Circular (Other's perspective of what's happened)	<p>If <i>Mother/child/Father/colleague</i> were <i>here</i> what would they say were the most important things <i>you</i> did in that meeting when dad got angry to keep everyone focused?</p> <p>What would <i>Mother/child/etc</i> say are the biggest differences that came out of involving that network?</p>

Family Safety Circles



Susie Essex created the Family Safety Circles as a visual tool to think through, in detail with the family, the people that the parents can involve in a naturally occurring safety network; who can be most useful and who should know what. Adapt this tool to your case and context.

Question Bank

EXAMPLE ONLY

EXAMPLE ONLY

Question Bank

EXAMPLE ONLY

EXAMPLE ONLY

Question Bank

EXAMPLE ONLY

EXAMPLE ONLY

Personal Safety Plan

Critical Worry

Personal Safety Plan

EXAMPLE ONLY

Three Core Principles

1. Working relationships
2. Munro's Maxim: thinking critically, fostering a stance of inquiry
3. Landing grand aspirations in everyday practice

Disciplines

1. A clear and rigorous understanding of the distinction between past harm, future danger and complicating factors. Distinction between strengths and protection.
2. A clear and rigorous distinction made between strengths and protection, based on the working definition that 'safety is regarded as strengths demonstrated as protection (in relation to the danger) over time'.
3. Rendering all statements in straightforward, rather than professionalised, language that can be readily understood by clients.
4. As much as possible, all statements focus on specific, observable behaviors (e.g. 'Mary is not taking prescribed medication or attending appointments with the psychiatrist') and avoid meaning-laden, judgment-loaded terms (e.g., 'she is controlling', 'he is in denial', 'she's an alcoholic').
5. Skillful use of authority.
6. An underlying assumption that the assessment is a work in progress rather than a definitive set piece.

Creating a Culture of Appreciative Inquiry: Owning Good Work

Finding good work, no matter the path we have chosen, means coming out of hiding. Good work means visibility...it is all very well having a dream, but the moment we put the dream to hazard, we have the possibility of failing. How many times have we kept a hope or dream in abeyance because the possibilities of failure were too much to contemplate? If we failed at that central, precious thing then who would we be? Could there be any one left at all? Far better to choose something smaller, or some logistical task we don't mind getting wrong, something we could recover from, something where we are, in effect, really invisible, to ourselves and to the world. Better to choose a world where things don't matter — better not to appear fully on life's radar screen. But making ourselves visible arranges for a different kind of disappearance — into the work, the task, the audience, the life that opens up, where the fearful one who first dreamt is burned away by a living contact with a future we might want to call our own...making ourselves visible enables us firstly to be found, and then invited in, by the world we desire.

David Whyte, *Crossing the Unknown Sea*

EXAMPLE ONLY

