Kingston & Richmond Safeguarding Children Partnership
Risk Outside the Home - Response to Locations

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Related policies & publications

Working Together to Safeguard Children 2018 ETC

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Notice:

1. **This document is an update to previous guidance, will clarify the work that will be undertaken by Achieving for Children through the Contextual Safeguarding approach, which responses we will aim to connect with to embed Contextual Safeguarding both internally and externally to Achieving for Children. Where appropriate, this guidance will also signpost the reader to other relevant pathways.**

2. **This document has been adapted from various resources available on the Contextual Safeguarding Network. Additional links to these resources are held in Appendix A.**

1. Learning from the pilot

The contextual safeguarding pilot, response to locations ran from November 2020 to March 2022. There was recognition at the time of the benefits.

For instance between January 2020 and January 2023 within the boroughs of Kingston and Richmond, the following types of incidents were initially led by Police:

- child death in a community setting
- stabbing incident near education based setting

Additionally, Community Safety led the response on the following type of incidents:

- seasonal concerns about specific location which required a targeted focus to address the worries
- licensed premise selling licensed goods i.e. vapes, alcohol, cigarettes to children

Lastly, a Context Conference was held when:

- multiple incidents causing mulitple types of harm which occured in the same location of multiple years, but responded to in isolation across partner agencies.

Therefore this guidance will be a relaunch of the guidance and aim to highlight

A. the Response to locations

   From learning, responding to locations needs to be considered differently than responding to safeguarding a child. Even though the practice of contextual safeguarding is embedding child safeguarding practices into community based settings, education based settings and peer groups. Police, Community Safety and Social Care have a duty to safeguard in the community and thus identifying the appropriate lead to respond is of first priority. Therefore, the guidance will no longer set out thresholds but rather recognise the types of circumstances that will be responded to, by whom, and outline how contextual safeguarding can be implemented within each.

B. introduction of recording for AfC within the electronic recording system Liquidlogic
C. Update terminology

2. Purpose of document

Safeguarding children in community spaces needs a standard of “good enough” and “good practice” from the multiagency network. This guides intervention planning in considering impact and answering the questions “why” and “so what.” The primary aim when intervening in a Context, is the multi-agency network collectively promoting safety beyond the one child or group of children and designing safety into the Context that will benefit children and the community beyond the initial referral. Within the various contexts there are a variety of examples which highlight good practice.

Case Study : A named location has a “culture of safeguarding and reporting” and the community guardians/champions recognises their responsibility to have a focus on

safeguarding children and recognise that some harm to children can occur in groups or in specific areas of the context environment. The Context is able to understand contextual safeguarding, and includes this within their holistic response to children rather than seeing "problem behaviour" and responding to circumstances in isolation. The Context considers the impact of aspects risk outside the home, and reviews their policies and procedures to consider how to respond to both children and the environment in a holistic manner ie reframing victim blaming language in referrals to Children's Social Care and considers implementation across the staff network and within the context environment. The Context has a "culture of reflective practice to look forward" which supports the safeguarding of not just one child, but all children within the environment. The Context has access to or is able to provide early intervention for a child or groups of children and/or seeking consultation from appropriate professional resources, related to: emotional well being, substance use, behaviour reflection, restorative practice/mediation support, family support and/or dedicated support to parents that is to the benefit of the child or group of children. The Context is able to identify and access training for staff in areas which may present as ongoing themes or patterns presented within the school environment, i.e. emotional well being, substance use.

Therefore, Contextual Safeguarding seeks to understand what is happening for the children within our community and provide a coordinated child safeguarding response to Risk Outside the Home.

Examples of when a community based location and/or education based location is deemed safe from a contextual safeguarding perspective, there will be evidence of multiple indicators:

- Adults and/or peers take an active and consistent approach to being community guardians – and feel equipped and empowered to protect the context.

- Children feel confident to access multiple trusted adults who provide a protective role within the community.

- Children, and where present, staff and or/other appropriate adults in a context report friendship groups to be supportive and age-appropriate friends.

- Children state that they feel safe in this context.

- Children report they are exposed to a range of ideas and opportunities to give them choices about their lives.

- Children know who they can talk to if they are worried, and know that those staff have a safeguarding responsibility for them.

- Children and staff (if present) report that sexual behaviour is developmentally appropriate in context.

- Children report that relationships are socially acceptable, consensual, and reciprocal.

- School delivers Personal, Social, Health and Economic education (PSHE) and Relationships and Sex Education (RSE).

- Schools consider safeguarding in both the school site and local neighbourhood.

- School has a designated Mental Health lead.

- The School communicates through surveys, and forums provide an opportunity for key stakeholders i.e. pupils, parents, governors, staff about any concerns and these are responded to in a timely and efficient manner in a holistic manner.

- Safeguarding and referral policies (where relevant) include physical design of space and data to monitor trends.

- Placement decisions are made with relational, physical and psychological safety in mind.

- For businesses, the licensing application and review process demonstrates attention to and compliance with safeguarding requirements.

- Engagement in a multi-agency approach to safeguarding.

- Appropriate guardianship and oversight is in place.

3. Information Sharing

Summary of previous DPO guidance, 2021 " Contextual safeguarding is about identifying and disrupting locations, places or spaces outside the family home that pose a risk to children and young people. Locations, places or spaces may be identified by other partners or are received by the Contextual Safeguarding Lead through contacts created on LCS where a location is identified as a concern to a specific child or through referrals received via the Single Point of Access.

At all levels, the meetings are convened to discuss the location, place or space and no personal data is collected or processed for the purpose of contextual safeguarding. "

Please see the Data Protection Impact Assessment for more information.

4. Identification of Locations

Locations are identified in a number of ways, but not limited to:

1. Information received from Community Safety
2. Police reports
3. Children referred into the Single Point of Access team, where a specific location is identified as a context of concern
4. By email to contextualsafeguarding.exploitation@achievingforchildren.org.uk
5. Through Crimestoppers

Unless the incident warrants an immediate Police response, the location is likely to first be discussed at the Places & Spaces Meeting for triage and monitoring.

5. Assessment & Analysis

When conducting an Assessment of Contexts, this should be done in a similar way to assessing the needs of children. The Kingston and Richmond Safeguarding Children Partnership has published the accepted thresholds for AfC. According to the, Multi-agency threshold document - Kingston & Richmond Safeguarding Children Partnership, section 2, the Assessment triangle (Graph 3) should be utilised to assess a child's vulnerabilities in relation to intra-familial harm and are encouraged to:

information gathering;
professional judgement;
analysis; and
consideration of risk**.**

It further indicates "Multi-agency communication is **key** to developing a full picture of the child and their family's circumstances, using independent interpreters if necessary. It is important that all involvement with a child and their family is recorded on your agency's files. If there are any queries, practitioners should seek advice and support from the safeguarding leads within their own organisation."

Therefore, similarly it is important to consider this multi- agency communication and gathering of information in respect of the context which is requiring assessment. The Contextual Safeguarding Network has designed "Context Triangles" (Graph 4), which is aimed at assisting practitioners in this process of assessing the risk within various contexts. There are three identified contexts: Peer Group, Education sites, Neighbourhoods.

Peer Group:
It is important to highlight that implementing Contextual Safeguarding practices should not replace but enhance already in place policy, procedure and/or processes.

For more information on our response to Peer Groups, please see the current protocol.

Community Spaces:
These spaces are often termed community spaces and/or green spaces and can be characterised as local shops, parks, car parks, residential addresses i.e. cuckooed addresses, etc. In respect of community spaces, the neighbourhood triangle can be utilised to understand the risk factors. These will help to identify which intervention is required and guide the professional network planning and monitoring. Although the Neighbourhood triangle can facilitate conversation, planning and intervention; the Context Assessment would only be completed for those contexts highlighted at Level 4. At this time, the Contextual Safeguarding Lead, is the lead professional representing AfC, depending on the type of location this will identify the appropriate co-lead professional and agency. The Context Assessment is different to a "Design out crime" and/or "environmental audit".

Education settings:
In respect of education settings, the Contextual Safeguarding Lead will offer Consultation to the Designated Safeguarding Lead and where appropriate conduct a site visit "walkabout" to consider which factors may be

impacting on children's safety; and these will inform the Assessment. At this time, the School Pilot with Teddington School is developing this work in a more robust way. Other schools are offered consultations, as the need arises.

More information can be found on the Contextual Safeguarding Network, regarding the various assessment tools.

6. Response to Locations

From the identified learning, it is important that we move away from language of threshold, to understand how we respond to locations in a coordinated way across the two boroughs of the London Borough of Richmond and the Royal Borough of Kingston upon Thames.

In responding to concerns within a location, contextual safeguarding or safeguarding children within community spaces should be implemented. When a concern arises depending on the organisation who has primary responsibility and response will determine who leads the initial response.

Community based location

Summary:

Triage and Monitoring	***Spaces & Places led by Contextual Safeguarding Consultant***
	Responses to Education Settings not included in a Context Conference
SIGNIFICANT	***Context Conference chaired by Child Protection Conference Team***
	Community Safety led response i.e. Problem Solving Plan, Task & Finish Group
	Police led response i.e. Gold Group
	Local Authority Designated Officer response

a. Social Care led Response 1

Spaces & Places is a meeting that is chaired by Contextual Safeguarding Consultant and is held every month. This meeting aims to acknowledge locations that are coming up in missing episodes, through Community Safety and practitioners who have worries that lower level Anti Social Behaviour (ASB) is occurring. These concerns could be peer on peer, community risk or emerging exploitation worries.

We aim to discuss these locations and try to make them safer for our young people to frequent as well as community to feel their worries are being heard and addressed.

Spaces & Places invites Youth Service, Community Safety and Safer Neighbourhood Teams to address these worries and have a proactive response and approach to mitigate these locations escalating to a Context Conference.

However if the concerns in these locations increase as a cumulative effect or a serious incident occurs, these would be escalated to Context Conference as risk of significant harm has been evidenced.

Direct Work within a location could consider varying aspects of the built environment, consider placement CCTV camera, coordinate professional response to the location, etc.

Response to Education settings -
Type 1 - incident occuring at a school and/or involving school age children off site which is linked to worries about a school. Information is reviewed from the data collected via Contacts received into SPA and themes shared with Associate Director Pupil Support

Type 2 - Discussion and support offered to the Education setting by the Contextual Safeguarding Lead. Consideration of context assessment and School Assessment, https://www.csnetwork.org.uk/en/toolkit/assessment/school-assessment-toolkit.

b. Social Care led Response 2

Context Conferences are a method to work with community members, businesses and safeguarding professionals to focus on contextual safeguarding and the exploitation of children (the harm which occurs outside of the family context in spaces and places often identified within community settings and from someone typically who is not a family member). An assessment of the location will be written by and the meeting attended by the Contextual Safeguarding Consultant, and chaired by the identified Child Protection Conference chair. The aim of this conference is to pull together a safety plan for the location.

A context conference is held when the pre- MACE (operational) / MACE (strategic) (MACE - Multi Agency Child Exploitation) Panel identifies a space or place as a risk for a group of children and a contextual safeguarding complex strategy meeting decides that the context threshold is met. An action plan is developed to increase safety in the space or place and this is attached to any relevant child's social care record.

It is essential that individual children and families are not discussed in this meeting.

Here are some documents that will be helpful to those attending context conferences:
Context Conference information leaflet (PDF)

Context Conference Agenda (PDF)

c. Community Safety Led Response

When Community Safety lead on the response, the aim will be for the Contextual Safeguarding Lead and at times where appropriate the Contextual Safeguarding Consultant to support in ensuring a child safeguarding

approach is implemented in the response. For more information about the Community Safety Response, please see
London Borough of Richmond

Royal Borough of Kingston upon Thames

An agreed summary of what can be recorded in LCS will be provided within the contextual safeguarding workspace. Where appropriate within LCS, specific children and/or peer groups will be linked to the location.

d. Police Led Response

When Police lead on the response, the aim will be for the Contextual Safegaurding Lead and at times where appropriate the Contextual Safegaurding Consultatnt to support in ensuring a child safeguarding approach is implemented in the response. For more information abut the Police Response, please see:

Southwest Borough Command Unit

An agreed summary of what can be recorded in LCS will be provided within the contextual safeguarding workspace. Where appropriate within LCS, specific children and/or peer groups will be linked to the location.

Please note that one form of Police led response is the Gold Group.

e. AfC LADO

Every local authority has a statutory responsibility to have a Local Authority Designated Officer (LADO) and the LADO process applies to all forces where they are investigating officers/staff for allegations where that person has:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Possibly committed a criminal offence against, or related to, a child.
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

In Achieving for Children there is a LADO service which provides this role and support, across Richmond and Kingston. More information can be found here. (accessed 6 March 2023)

7. Appendices

Appendix A - Response criteria

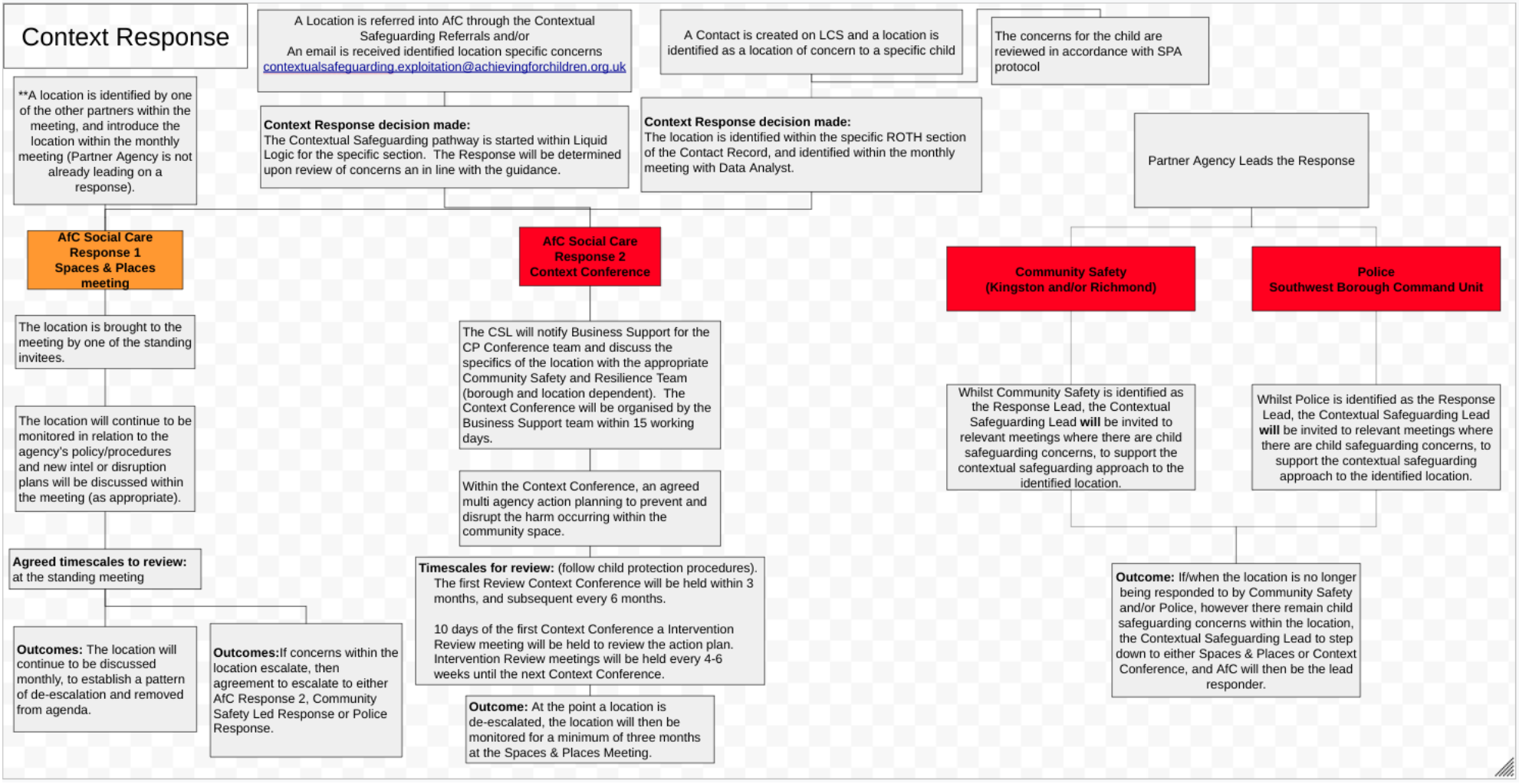
Community Based settings			
Operational	**Strategic**		
Social Care Led Response 1	**Social Care Led Response 2**	**Community Safety Led Response**	**Police Led Response**
Context where multiple children congregate potentially leading to harm. Physical Context of harmful incidents are not assessed or intervened in following incidents. Where relevant some design/ structural elements enable safeguarding issues to go undetected (for example low lighting and overgrown bushes). Multiple children can identify the context as one in which problematic behaviours occur and/or they feel unsafe Some children report concerns of sexualised behaviour, sexualised language and/or seuxal harassment within the Context. Context where children are exposed to single instances of violence.	Context in which there is underage and problematic alcohol consumption. Context is one in which harmful incidents take place. Context is one in which a number of children repeatedly display problematic and harmful behaviours. The behaviour displayed in the context, and the impact on children, is primarily viewed as a behavioural/ criminal issue rather than a matter for safeguarding. Staff/adults have normalised the behaviour being displayed or blamed those being harmed for what has happened. Adults / guardians normalise and accept harmful behaviours. Children hold victim-blaming views.	Context where children are aware of others carrying weapons and feel compelled to do so themselves. Context where there are multiple instances of personal theft. Context in which there is underage and problematic alcohol consumption, alongside other risk factors, e.g. in the presence of adults of concern/at high risk times of day. Peer bystanders in the context actively encourage or normalise highly problematic behaviours (i.e. victimisation, criminality). Children are exposed to physically violent, highly intrusive behaviours, which may at times appear sadistic in nature. Significant harm occurring due to children avoiding the context/school in order to stay safe.	Context where a young person is murdered. Serious concerns about context where children carry or are exposed to weapons e.g. knives, guns, acid. Serious concerns about children carrying and using drugs in this context. Context in which children are being repeatedly coerced into criminal or sexual exploitation. Context where children are exposed to adults who pose a risk of significant harm. Community disorder i.e. riots/uprising with implications for children or particular Contexts of risk. Normalisation of criminal activity/ASB i.e. shoplifting or Public Order Offence in a group. Children involved in group sexual offences.

Children have experienced or displayed instances of sexually harmful behaviour and language. Children and peers normalise and accept harm and inappropriate behaviour within this Context. Adults with responsibility are reluctant to engage with partner organisations to address the concerns in this context. Policies and procedures which govern the context insufficiently guide the response required to address the issues. Placement decisions (i.e. custodial arrangements) place children at risk. Place managers have failed to identify and/or challenge the behaviours or attitudes which increase risk /harm to children. Adults with responsibility hold victim-blaming views. Adults with responsibility have failed to identify and/or challenge the behaviours or attitudes which put children at risk of harm.	There is an absence of policies or procedures to guide practice responses to the context. There are no place managers with identified responsibility/oversight of this context. Where safeguarding policies exist, they are not adhered to by those responsible for their implementation. There is an absence of effective behaviour policies. There is an absence of effective policies supporting emotional wellbeing, positive mental health and resilience. Adult bystanders in the community actively encourage or normalise the behaviour that has been displayed. Context where children are aware of others carrying weapons and feel compelled to do so themselves. Multiple or a pattern of suicide and/or significant self-harm. Highly problematic normalisation of illegal substances. Children have been intentionally victimised by peers or adults using significant grooming, coercion or force.	A peer group in which serious harmful sexual behaviour takes place.	

Education based setting			
AfC Social Care Led Response 1	**AfC Social Care Response 2**	**AfC Education Response**	**LADO response**
Professionals have limited understanding of the level/ prevalence of risk due to inconsistent or unusable recording systems. Instances of sexual abuse/ violence within school or other context and/or Non-consensual harmful sharing of sexual images. Schools respond to incidents in an individualised or isolated manner. Adults with responsibility only challenge individual behaviours or respond inconsistently when aware of them. Children in schools are exposed to the selling or use of illegal substances	Peer recruitment of children into criminal exploitation at school, in the local area or between students i.e. online children commit crimes together causing them imminent or significant risk of harm. Children in schools report high levels of bullying, including online Children groomed into sexual or criminal exploitation as either victim or instigator at school, through school-based networks or other contexts Staff/adults have normalised the behaviour being displayed or blamed those being harmed for what has happened. Adults / guardians normalise and accept harmful behaviours. School is not regularly attended by multiple individual and/or groups of children. Significant harm occurring due to children avoiding the context/school in order to stay safe.	A child has a high rate of suspensions or managed moves. School has high levels of persistent absentees at school The School has a consistently high rate of permanent exclusion School has a consistently high rate of suspensions or managed moves. School has a proportionately high level of pupils being deregistered from the roll	Harm which is caused by a trusted professional i.e. member of staff and/or volunteer at an education based setting.

**adapted from the Context Threshold provided by the Contextual Safeguarding Network*

Appendix B - Pathways



Appendix C - Multi Agency Network responding to Contexts

This section will aim to clarify acronyms and where appropriate define terms.

Term or acronym	**Clarify/define**
Community Safety and Resilience	Richmond
	Kingston
MARVE	Multi Agency Risk Vulnerability Exploitation Panel - Operational meeting which discusses children impacted by exploitation- also known as Pre-MACE
MACE	Multi Agency Child Exploitation Panel - Strategic meeting which reviews thematic concerns arising from MARVE/Pre-MACE
CSE/ART Police	Child Sexual Exploitation/ Adolescent Risk Team Police
Missing Police	Missing Police Unit
ASB Police	Anti Social Behaviour Police Unit
SNT Police	Safer Neighbourhoods Police Unit
TFL	Transport for London
BTP	British Transport Police
AfC	Achieving for Children - delivers Children's Services on behalf of London Borough of Richmond and Royal Borough of Kingston Local Authorities, operational area 1.
Housing Association	These could include but are not limited to: Richmond Housing Partnership Clarion Richmond Housing Kingston Housing Network Homes

Adult Services	Richmond
	Kingston
Crying Sons	Level 4 intervention for children who are at risk of gang affiliation, serious youth violence, criminal/drug exploitation. The children will be known to the MACE Panels (unless supported by the Leaving Care Team and are 18+).
Rescue and Response	The MOPAC organisation supports children across both boroughs in the following ways: 1. the Rescue (supporting the children from the counties to return to their home/placement in London); and, 2. the Response (providing one to one support through an offer from St Giles and/or Abianda).
Project X	Level 2 intervention for children who are vulnerable to gang affiliation, serious youth violence, criminal/drug exploitation. The children will not likely be known to Pre-MACE (MARVE) or MACE.
Phoenix Project	The Level 4 intervention offers direct work support to children age 13-17 who are at risk of exploitation, and the children are known to MACE Panels. In some cases, Phoenix Project may be able to offer support to children who do not meet all criteria.
Education Setting Lead	Designated Safeguarding Lead and/or Pastoral Support Lead, as appropriately identified by the School Also, dedicated AfC Colleague: Education Safeguarding Adviser Achieving for Children
Health Services	School Nursing

Appendix D - Terminology

Term or acronym	**Clarify/define**
Walkabout	When a location has been identified as a place of concern, then a walk around that location is undertaken to consider how we can create

	safety back into that space.
CS&E	Contextual Safeguarding & Exploitation
CS	Contextual Safeguarding
extra-familial harm	harm which occurs outside of the family context in spaces and places often identified within community settings from someone who is not a family member.
intra-familial harm	harm which impacts a child inside the home by a parents or carer ie Physical Abuse, Emotional Abuse, Sexual Abuse and Neglect.
Types of Exploitation	CDE - Child Drug Exploitation County Lines CCE - Child Criminal Exploitation CSE - Child Sexual Exploitation Harmful Sexual Behaviour Serious Youth Violence Knife Crime Gang affiliation/association
CE	Child Exploitation
ASB	Anti Social Behaviour
Pre- MACE	Multi Agency Child Exploitation meeting, which has the operational focus to discuss specific children at risk of exploitation/extra familial harm
MACE	Multi Agency Child Exploitation Panel - Strategic meeting which reviews themes and patterns arising from pre-MACE including in respect of children at HIGH risk (thematically not individually).
Missing Panel	A fortnightly meeting to review the missing episodes for children reported missing from home or care.
MAPPING	A multi agency meeting led by named professional to consider the links between peers, associates, and/or other person whom the child is connected to and where there may be a relevant risk/harm identified.

MAP	Multi Agency Professional meeting
RMP	Risk Minimisation Plan
~~Contextual Safeguarding Complex Strategy Meeting~~	~~Level 3 multi-agency meeting to consider prevention and disruption within a specific context ie peer group, neighbourhood and/or school. These meetings are chaired by the Contextual Safeguarding Lead, with a co-chair from the respective Police team and/or the Community Safety and Resilience Team (Kingston/Richmond, as appropriate).~~
ROTH	Risk Outside the Home
"Spaces & Places"	Meeting held between Kingston and Richmond Community Safety and Resilience Leads, ASB Police Unit and AfC Contextual Safeguarding to discuss specific locations within the community and to consider what steps may have already been undertaken through the Police Design Out crime and/or the Local Authority Environmental audits. Then to consider within that named location, a child safeguarding approach to bring safety into that location.
Victim Blaming Language & Guidance	When we describe children and young people's experiences, any language that implies that a child, young person or group of young people are complicit or responsible for the exploitation they may suffer, or crimes they may be victim to, must always be challenged. Therefore we should use language that reflects the presence of coercion and lack of control children and young people have in abusive or exploitative situations and must recognise the severity of the impact on children. Here is General Language Guidance (PDF) AfC has also established its own AfC Language Guidance which can be used and circulated before your meetings whether Child in Need or Core Group, to Child Protection Conference and Child Looked After Review, or any other meeting you may hold with colleagues within or externally to AfC.
Contexts	Identified locations and/or peer groups where children are harmed due to extra-familial harm. The locations can include: car parks; local businesses ie hotels, corner shops, fast food shops, etc; green spaces ie parks, waterside pathways or communal grounds, housing estates, education settings ie primary, secondary and tertiary sites.
"cuckooed" address	Residential properties, often the home of a vulnerable adult, which have been used to sell drugs, hold weapons and/or money; other names can include traphouse, bando.

Appendix E - Context Triangle

Schools

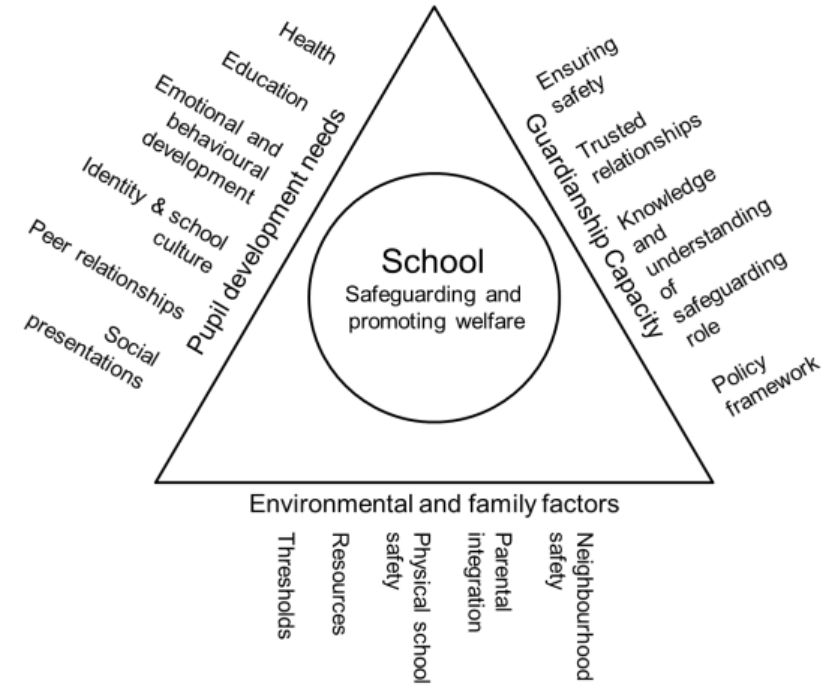
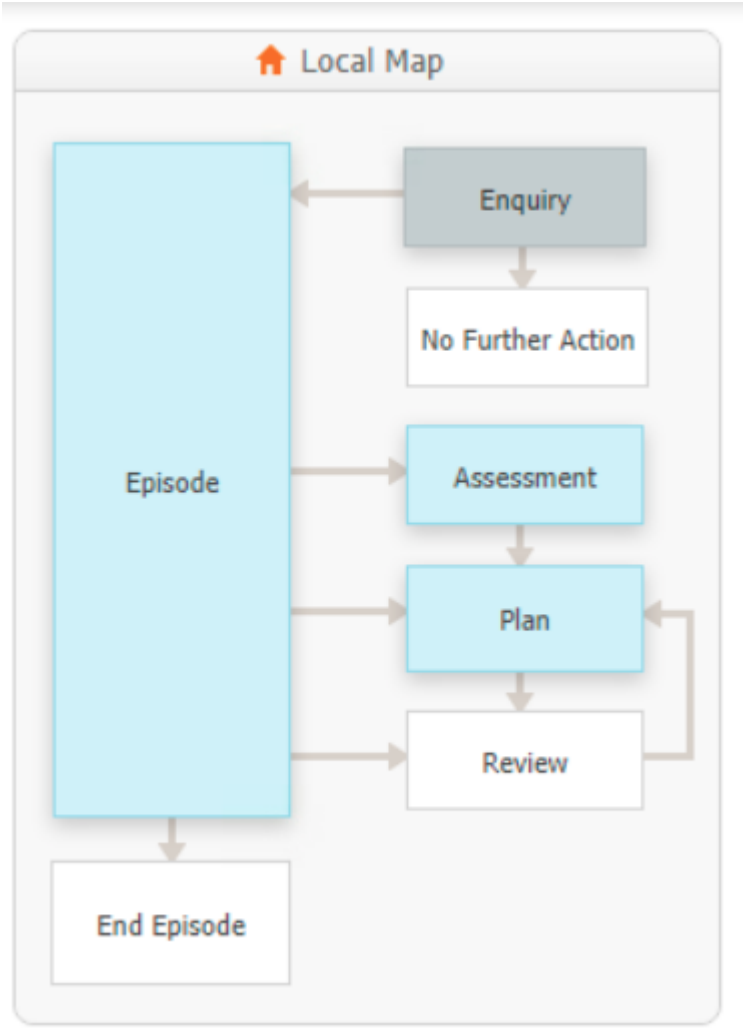


Figure Two: School assessment triangle (Lloyd, Walker & Firmin, 2018)

Neighbourhood

Figure three: Neighbourhood assessment triangle (Lloyd, Owens and Firmin, 2019)

Appendix F - Social Care - LCS Pathway



Appendix G - Social Care - Location Assessment Template

Achieving for Children
SPA & MASH Team

Tel:
Fax:

Context - Single Assessment

Context type	Location

Context details

Active Context episodes are listed below

Start Date	End Date	Linked Contexts	Linked Persons	Linked Involvements
06-Mar-2023		Riverside Park	*No Linked Persons*	Andre Vlok

Location

Reason for "walkabout" at this Location	
Findings from the walkabout	
Analysis of the impact of safe space on children and the community	

Existing strengths What is going well (in relation to the location)? What interventions have been implemented and sustained positive change? Which professionals are involved and supporting positive change?	Existing safety What is going well (in relation to the location)? What has previously happened at the location which supported the safety of children, i.e a resident phoned Police when children entered a derelict building.	Past harm What are we worried about (in relation to the location)? How have children been harmed? How long has this been happening?	Complicating factors What are we worried about (in relation to the location)? What are the challenges professionals may have in attempting to implement and support sustained change, which benefits community safety/ What interventions have been implemented but not been successful or sustained?

Danger Statement	
Safety goal	

Recommended action plan			
What needs to happen within the location to create community safety? Outcome	Who has been identified/who needs to be identified to implement change in the location? Responsibility	What are the proposed timescales for implementation?	Next steps - What needs to happen next (in relation to the location)? (What are the needed changes?)

Context conference	
Date of first Context Conference	
Date of the next Context Conference	

Completed by	
Lead completing Assessment	
Date completed	

Authorise by	
Managers overview	
Authorised by	
Date authorised	
Outcome of the assessment	

Appendix H - Social Care - Plan Template

Contextual Safeguarding Plan v1.0 for Riverside Park Draft	
Plan Details	
Plan Revision	Contextual Safeguarding Plan v1.0
Key Worker	Andre Vlok
Status	Draft
Effective From	06-Mar-2023
Effective To	
Created By	Andre Vlok - SPA & MASH Team
Creation Date	06-Mar-2023 16:02

Contextual Safeguarding Plan v1.0					
Context - Plan					
Date of this plan					
Context type					
Context details					
Active Context episodes are listed below					
	Start Date	End Date	Linked Contexts	Linked Persons	Linked Involvements
	06-Mar-2023		Riverside Park	*No Linked Persons*	Andre Vlok
The plan					
	What is going well? **Existing strengths**	What is going well? **Existing safety**	What are we worried about? **Past harm**	What are we worried about? **Complicating factors**	What needs to happen next? **Next steps**
Danger Statement					
Safety Goal					
Recommendations	What needs to happen? **Outcome**		Who will do this? **Responsibility**	When does it need to be done? **Timeframe**	
Details of the next review					
Is another review required?					
Planning					
Plan Revision	1.0				
Plan Effective From	06-Mar-2023				