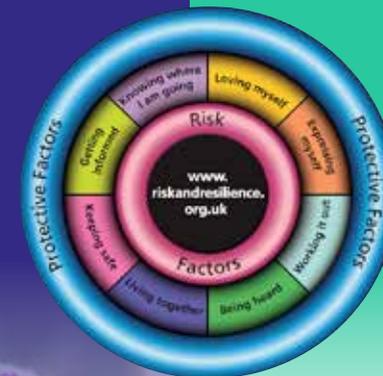


Using The Resilience Framework to support Signs of Safety



To access the Resilience Framework and its supporting tools or the Signs of Safety documents and guide booklets visit www.riskandresilience.org.uk

If you would like more information or to find out about the training and support that is available please contact Denise on dwheatman@wakefield.gov.uk



Using the Resilience Framework to support the Signs of Safety assessment model

'It's a well-researched tool which helps to back up pieces of work'

'It is a true starting point - it helps identify children and young people's strengths as well as weaknesses and gives you a way forward'

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The purpose of this booklet is to introduce the Resilience Framework and how it supports and compliments the Signs of Safety mapping and safety planning.

The framework and support tools will help prompt answers within Signs of Safety to amplify the child or young person's voice, to identify competences and skills they already have, and highlight where there are gaps. This will help inform the intervention and identify solutions.

A child or young person may struggle to answer or engage if they do not have the skills or language to express how they are feeling this is where the framework compliments the Signs of Safety and WeCAF process.

The Resilience framework provides practitioners with;

- *A set of core competences (skills and protective factors) that are age incremental from 0-19 years old*
- *An evidence-based and practical approach to promoting resilience*
- *A selection of quality interventions to increase confidence, skills and strategies*
- *An approach that puts the child /young person at the centre and focuses on the things they are good at*

The framework is broken down into 8 main areas; each area contains a set of core competences (skills and protective factors).

What's working well?

Existing Strengths

Existing / Future Safety

You can use the Framework or any of the Resilience Framework supporting tools to identify strengths;

Use the Framework as a checklist;

Consider what you already know or have seen to identify **existing strengths / safety factors** for example; can they...

- ask others for help if needed
- describe some of the choices they make to keep healthy
- say why their friends like them
- know that how they feel affects how they behave (risks they take)

The **Conversation Tool** helps to start and guide the conversation; First identify the conversation tool questions you want to explore, then use one of the methods;

- weave them in to the conversation
- transfer them into an activity (smiley cards, beads, art based)
- do the paper questionnaire, but explore ALL their responses

Resources;

Activities or interventions are available on the Resilience Framework website to explore what's working well, such as;

- Dove self esteem booklet
- Self esteem Kite making
- Self worth jar / bucket
- Understanding emotions
- Under the hammer- values

What do I do with their responses?

Responses will hopefully identify things they are good at or what's going well. These can be used as **safety / strength factors** (e.g. highlights competences / skills or protective factors within the family). These can then be used as part of the planning process (**future safety**).

Consider what strategies, skills and practical experience they need to succeed and develop; these can inform the **next steps**?

Be aware you may have already built competences through the activities and interventions while exploring 'What are you worried about' or 'What's working well'.

Remember;

If these competences are in place this will contribute to behaviour change and the child or young person are more likely to engage and succeed.

made' and 10 being 'I no longer have any worries as they have all been resolved'.

- **Online Questionnaire**

This provides a starting point to determine where the child or young person is currently at, whilst providing data to use in reports or track individual progression.

- **Online Resources and interventions**

Update your toolkit with printable resources, interventions and programmes to increase competence and links to local organisations and specialist services.

The framework documents, the supporting tools, Signs of Safety templates and guidance notes are available from the www.riskandresilience.org.uk website.

Physical resources (DVD's, games etc) are available to loan from Young Lives Consortium Wakefield (Emily@ylc.org.uk) or the Youth Work Team (Youthwork@wakefield.gov.uk).

How do I use the Resilience Framework with the Signs of Safety mapping and planning process?

The framework or any of its supporting tools can be used to help identify complicating factors as well as 'strengths' as it focuses on positives and recognises existing skills and protective factors that help build resilience. They can also help get to the real problem and then work on addressing any underlying causes/problems, as we often focus on what we are 'presented with' which is the symptom, not the cause. This can inform safety goals and the next steps.

You may have used the 3 houses approach with children and young people to share their thoughts. This may have been done through the 'house of worries, house of good things and house of dreams' to help inform the danger statement and safety goal which will underpin what needs to happen next.

A child or young person may struggle to engage fully if they lack the skills or confidence to express how they are feeling or may have a hidden impairment. You can use any of the Resilience Framework tools to help give the child or young person a voice to explore their responses further. This guide will help you know how to do this.

Which areas of the Resilience Framework do I focus on?

You can explore any of the 8 areas of the framework but we always suggest exploring 'Loving Myself' as self-esteem influences how we feel and behave. This can be done as a checklist if you know the young person well or use any of the framework supporting tools to provide opportunities to find out 'what's working well' as they focus on the positives and recognise existing skills that help build resilience.

