

Contextual Outcomes Framework for ROTH exemplar

Area of focus	Goal statements	1. After scoping: How have you have identified this goal?	2. Measuring: What will have changed for you to know that the goal is reached?	3. Action: What will you do to achieve this?	4. Outcome: After the response, what has changed and how do you know?
Young People and Peer Groups	Goal [Relating to the public space]: The young person's contexts support their healthy emotional and behavioural development	The lead social worker held discussions with Louis, his school mentor and mother to understand the situation. We believe that Louis is traumatised from his experiences of violence in the park and needs support for his mental health and emotional well-being so that he can continue to enter the context and feel safe.	We will know that we will have reached this goal when Louis and his mother can tell us that Louis is able to enter the context feeling more calm, safe and happy to spend time there	Louis's school mentor will support Louis to take up some joint sessions with a community psychologist. This work will involve building trust with Louis, spending time in the context together, sensitively exploring Louis' experiences and offering emotional support around this.	After three months, Louis's social worker spoke to his mother and his school mentor who reported that he is feeling safer in the park and local neighbourhood. No more incidents have taken place but Louis says he is still feeling stressed about being in his local neighbourhood, so we will continue with the work and review after another three months.
Environment and Community	Goal [Relating to the school context]: Agencies supporting the young person can identify when a system/service barrier is preventing the young person from being protected and have routes to escalate this	We learnt from talking to the school home liaison officer that Louis is at risk of exclusion from school for carrying a knife. From discussions with the school this seems to be due to a prioritisation of the school behaviour policy over safeguarding policy. Currently there is no route to escalating this system problem within the school	We will know that we have reached this goal when Louis' school is able to think about his behaviour and safeguarding needs as interlinked. In addition, if we have similar concerns about other children, we will have a route to address these with the school.	The lead social worker and school mentor will meet with senior leadership at the school to discuss this issue and its impact on Louis and other children like him. They will offer to lead structured, collaborative, problem-solving meetings between the behaviour leads and safeguarding leads at the school to surface the conflicts between the two policies, how they meet or do not meet the needs of children like Louis and present options to the senior leadership.	Following the intervention with the school, the social worker has reported that the school has engaged well with the process. The problem-solving meeting led to meaningful reflective discussions about the problems with the two policies and a task and finish group is underway to make changes. We will review the updated policies in three months. Louis and his parent/carers have reported that they have started to feel more supported by the school.

Guardianship Capacity	Goal [Relating to the peer group context]: There are safe adults committed to developing trusting relationships with the young person in extra-familial contexts	We learnt from talking to Louis, his mother and teachers at school that the police are the main adult figures around Louis and his peer group and there is a great deal of mistrust and negativity around this, and their involvement has led to Louis's currently being threatened with school exclusion and involvement in criminal justice.	We will know we have reached this goal when there are safe adults committed to building trusted relationships spending time in the park and local neighbourhood with Louis and his friends. These adults will be able to explain their understanding of their role as trusted adults. We will observe these relationships through detached youth work.	Louis's social worker will undertake some safety mapping with him and his friends at school to identify any people who could act as safe adults in the context. She will then do follow-up work to support their understanding of this role. We will also make a request to the detached youth work service to provide some support to this context.	The social worker has reported that the safety mapping identified three businesses where Louis feels safe and can go if he is worried as well as two more that we would like to do further work with. Reports from the detached youth service show that these relationships (between Louis and local guardians) are growing. We are going to hold another mapping meeting with Louis in three months with his friends to review how safe he now feels.
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