

DIY 'Effort' or 'Change' Activity

What language should practitioners use to describe evidence of change in the lives of young people on ROTH pathways? This short activity helps you avoid the common pitfall of focussing only on professional effort.

Why should I do this activity?

This activity is for anyone writing ROTH plans wanting to improve how they capture the changes that have taken place for a young person following a Contextual Safeguarding response. By the end of doing this activity, those developing ROTH plans will be better at:

- Critically reflecting on whether their own plans rely on descriptions of 'effort' for demonstrating outcomes
- Create new plans that are framed around change

Instructions

This activity presents descriptions that could feature on a ROTH plan to evidence change. The task is to identify whether each description is talking about 'effort' or 'change'. By 'effort' we mean descriptions of things that practitioners have done, which is not the same thing as change. On the Outcomes Framework for ROTH, there is a space to record practitioners' efforts in the 'Action' section, when you are describing the responses you are planning. But when it comes to the section on change, we need descriptions that really do show that something has shifted for the young person.

What to do

The activity is very simple. Read through the descriptions below, which are linked to the case study in the 'DIY Planning and Outcomes for ROTH Activity' on the Contextual Safeguarding website. You don't need to read the case study to understand the activity. After reading each description, decide if each one is a description of 'effort' undertaken or of 'change' that has been achieved. After that, scroll down and check if you're right! You can also read up on 'clues' to help you understand further how to use Contextual Safeguarding principles to critically reflect on the descriptions.



PLANNING FOR SAFETY

Embedding Risk Outside of the Home (ROTH)
Child Protection Pathways

Descriptions

I have mapped Aisha's peer group

There are adults who use the transport hub who used to be hostile to Aisha and her friends who now feel and act positively towards them

The bus terminal staff have switched off the Wi-Fi

We have made an information sheet so people in the community can share any concerns about young people on the school bus

Aisha can name adults who she trusts in her school

Young people can safely use Wi-Fi in the transport hub

Aisha says she feels like she belongs in her school and feels safe there

The school have brought in a zero tolerance policy to image-sharing

'Effort' statements

<p>I have mapped Aisha's peer group</p>	<p>Effort</p>	<p>A peer map might help you understand who is friends with who but it doesn't make them safer or even tell you the needs of the group</p>
<p>The school have brought in a zero tolerance policy to image-sharing</p>	<p>Effort</p>	<p>A zero tolerance policy might decrease disclosure but if this is because young people are scared to speak up due to fear of being held responsible/ criminalised, it has not increased safety</p>
<p>We have made an information sheet so people in the community can share any concerns about young people on the school bus</p>	<p>Effort</p>	<p>To be a contextual outcome of change you would need to know if the information form is being used and if people are sharing with a caring intention or to increase surveillance and punishment of young people</p>
<p>The bus terminal staff have switched off the Wi-Fi</p>	<p>Effort</p>	<p>This is designed to disperse young people and not make the bus terminal safer for them - it could increase their risk and undermine good relationships with adults like bus company employees</p>

'Change' statements

<p>Aisha can name adults who she trusts in her school</p>	<p>Change</p>	<p>This is a positive change to the guardianship that Aisha feels able to draw on if she's worried or unsafe at school</p>
<p>Aisha says she feels like she belongs in her school and feels safe there</p>	<p>Change</p>	<p>This is a positive change to Aisha's identity, sense of belonging and friendships in the school context</p>
<p>There are adults who use the transport hub who used to be hostile to Aisha and her friends who now feel and act positively towards them</p>	<p>Change</p>	<p>This is a positive change in the attitude and behaviour of community guardians in the transport hub context</p>
<p>Young people can safely use Wi-Fi in the transport hub</p>	<p>Change</p>	<p>This is a positive change because it increases the safety in a space where young people spend time rather than trying to drive them away</p>