

DIY Planning and Outcomes for ROTH Activity

If you want to learn how to develop plans and measure outcomes for young people on ROTH pathways, this activity is for you. Based around a case study, you are guided through each stage, from setting goals to agreeing outcome measures and evidencing change.

What is the purpose of this activity?

This activity helps those developing ROTH plans to familiarise themselves with the Outcomes Framework for ROTH. It can be done alone or with a group. The activity is designed to help:

- **Pause and think about the goal of our work.** There is a tendency to go straight from assessment to response planning without really defining the change we want to see. The risk of this is that we opt for responses that we have done before and those available to us, rather than targeting them at the young person's identified contextual needs. The framework helps avoid this.
- **Describe and value social care-based measures of change.** In extra-familial harm there is a risk of using 'data' that is collected for purposes other than safeguarding (like number of arrests, etc.). This type of information can't give us an accurate picture of whether young people's needs have been met and if relationships have changed in a context. The framework supports us to set outcomes and measure change based on social care values and methods.

Instructions

The activity involves creating a plan for a child called Aisha. It can be used in group training to support dialogue and learning about how to use the Outcomes Framework for ROTH. You might want to print off the Appendices and cut them out to make the activity more interactive.

Step 1: Read the case study to understand the situation

Aisha is 15 years old. She lives at home with her mum, dad, older sister, and younger brother. A 15-year-old boy at Aisha's school, who she says is her ex-boyfriend, shared sexually explicit images of Aisha with his peers at school, when Aisha ended their relationship. Those young people have onward-shared the images and now young people at a number of local schools have seen the images. Some of them have approached Aisha at the bus stop near her school and tried to touch her inappropriately, and similar incidents have happened in the school corridors. Aisha has also been followed into the toilets. Aisha initially reported the incident at the bus stop to school staff, but some young people at school told her it was her fault as she had shared the image of herself in the first place and she shouldn't be a snitch. Aisha then retracted her allegations. A few days later Aisha visited the school nurse complaining that she felt unwell. In the process, the nurse identified that Aisha has been physically injuring herself by cutting her arms, and one of the cuts had become infected. Aisha's parents report that their daughter is becoming withdrawn and has refused to attend school on a number of occasions. Children's services have been notified and are concerned both about the escalating sexual harassment Aisha is facing at school and the impact that this is having on her emotional well-being.

Step 2: Review the key issue from the assessment which will be the focus of your response plan

Imagine that you have just completed a safeguarding assessment for Aisha and you are preparing for a ROTH conference. Have a look at the table in Appendix A. There you will find the key issues identified from the assessment as most undermining Aisha's safety and needing to be addressed by a response plan.

Step 3: Choose your goals from the Outcomes Framework

At the ROTH conference the chair guides a discussion about setting goals for a response plan to make Aisha safer. Go to the 'Outcomes Framework for ROTH template' (on the Contextual Safeguarding website) and choose a Goal Statement that would resolve each of the five issues identified if it was reached. Write each one into the table in Appendix A. In real life you would also describe *how* you came to each goal, but in this activity you already have this information provided (they are included with the key issues)

Step 4: Decide on measures of change from a list of options

Next you need to agree measures of change. This is a description of how you will know that you have reached each goal. Go to the list in Appendix B and select a measure of change for each of the five issues and goals. Write this into the table in Appendix A. Notice that the measures are worded so that they describe the desired change and what you will do to find out that if this change has happened (clue: this is mostly through talking with Aisha).

Step 5: Chose a response for each goal from a list of options

We have arrived at the response planning section. Go to Appendix C and choose a response/s from the list that fits with each issue/goal/measure, then write it into the response section in Appendix A. Write in who you think would do each task.

Step 6: Decide the methods you'll use to collect evidence of change

Finally, you need describe the change that has been achieved. For this exercise, imagine that you are completing this in the future, as if the plan has been completed. There are no examples to draw on here: this is a chance to practice writing about evidencing change. The most common pitfall here is describing professionals' efforts rather than the change in the lives of young people, so watch out for that - for more about this see our other DIY activity on 'Effort or Change' on the Contextual Safeguarding website.

Appendix A

Key issues to focus on	Goals	Measures of change	Responses	Evidencing change
Aisha has told her social worker that she feels that she is losing all her friends; some people she used to be friends with have stopped speaking to her and she feels alone.				
The DSL has told us that a group of students at school persistently harass Aisha.				
Aisha told her mum that she has been approached at the bus stop near her school by students from another school who have seen the videos of her; she feels unsafe to travel.				
Aisha has told a youth worker that she has been sexually harassed in the school corridors and doesn't feel able to use the toilets.				
Aisha's social worker asked if she could identify any trusted adults in school and when she is travelling to school that she can seek out when she is there and she said there were none.				

Appendix B

<p style="text-align: center;">Measure 1</p> <p>Aisha will have rebuilt connections with her peers who care for her. We will know this by Aysha telling her social worker that she feels like her friendships are supportive.</p>	<p style="text-align: center;">Measure 2</p> <p>Aisha will tell her mum that she now feels safe travelling to and from school.</p>	<p style="text-align: center;">Measure 3</p> <p>Aisha will tell a trusted adult at school that she trusts them and feels that she can approach them if she is ever unsafe during the school day. This adult will also confirm to us that they have built a relationship of trust with Aisha and have the capacity to support her.</p>
<p style="text-align: center;">Measure 4</p> <p>Aisha and her social worker will have worked together to identify locations where Aisha may be able to socialise safely - or to identify locations in need of a 'context response' to enable this to happen.</p>	<p style="text-align: center;">Measure 5</p> <p>Aisha will tell her youth worker that she can travel between lessons without experiencing, or fearing, harassment.</p>	

Appendix C

<p>Response 1</p> <p>_____ will work with her to identify friends with whom she'd like to spend time and arrange an out-of school activity for them to participate in</p>	<p>Response 2</p> <p>_____ will liaise with the school to create opportunities for Aisha to be sat with peers who support her when in lessons</p>	<p>Response 3</p> <p>_____ to engage the young people in the identified group to identify/meet needs, prevent harmful behaviour and build trusted relationships</p>
<p>Response 4</p> <p>Aisha to identify what supports her to trust adults, and _____ to share this (with consent) with school professional</p>	<p>Response 5</p> <p>_____ to rotate supervision of the bus stop before and after school as an interim measure</p>	<p>Response 6</p> <p>Over a longer term, _____ to identify guardianship opportunities amongst adults who work at the transport hub and local shops</p>
<p>Response 7</p> <p>_____ to increase supervision in areas identified by Aisha as 'red zones' in school premises in the short term</p>	<p>Response 8</p> <p>Aisha to work with _____, who she trusts, to identify an adult in school who she would like to be her trusted adult and develop a plan towards creating trust between them</p>	<p>Response 9</p> <p>Medium term plans for _____ to re-introduce bystander training programme initially for Aisha's key stage before wider rollout</p>