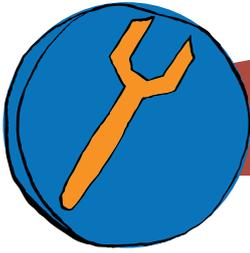


KEEP ME SAFE



TOOL 1B: SAFETY PLAN

LINKED TO:

- Sections 1.6 & 1.9



WHY?

- To help families develop a plan for when they are confronted by potential threats to their safety



WHO WITH?

- With parents
- With children aged 6+ who feel comfortable about talking about safety



TIME?

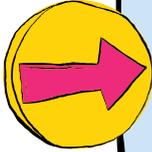
- 15-25 minutes with homework



YOU'LL NEED?

- Copies of the template (or your own)
- A list of contact details of available friends, family and services

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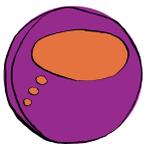
WHAT TO DO:

- As with 1A, this activity can either be completed with parents who are then supported to share their plan with their children OR as a family group. Either way, it is important that children feel as if they have a good understanding of the issues and are given the opportunity to ask questions. Children may have concerns that their parents are not aware of: so this activity might best be completed alongside one of the other tools in this guide.
- In the first box, families should identify what the key threats that their families might face, particularly those where there is imminent danger (ie when a violent partner tries to enter the property)
- Parents should then complete the following sections as appropriate FOR EACH threat (multiple photocopies of the table might be needed)
- Parents should be encouraged to share the plan with the child so that they are aware of what they need to do.
- After completing, parents should be supported to complete the second proforma "Some Important Contacts" and the "Family Safety Card".
- Copies of this proforma might be given to children to keep in their bags or in a place easily accessible.
- Where appropriate, a copy might be given to the child's school for reference.



SOMETHING DIFFERENT?

- For younger children it might be useful to draw a flow chart which they can keep in their room or on the fridge



TO THINK ABOUT:

- Principals comment that they would benefit from having a copy of safety plans for children and explicitly state that unless they are aware of these arrangements they can do little if a risk arises in the school ground. Encourage the family to consider making copies and providing them to teachers, friends and family



HAZARD ZONES:

- Plans should be clear and concrete and understood by parents and children if they need to enact them independently. Plans are only useful if people know when and how to use them.
- Children tell us that they can be distressed when risks are raised without solutions or strategies. Although this activity might be completed over a few sessions, it is important that children's fears and concerns are addressed: even with short term solutions

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OUR SAFETY PLAN

	THE ARRANGEMENTS I HAVE ORGANISED FOR MY KIDS:
HOW I WILL ALERT THEM	
WHAT THEY SHOULD DO	
WHERE THEY SHOULD GO	
WHAT THEY SHOULD TAKE	
WHO THEY SHOULD TALK TO	

SOME IMPORTANT CONTACTS:	Name:	Phone Number:
A SAFE FAMILY MEMBER		
A NEIGHBOUR OR FRIEND		
A WORKER / ORGANISATION		
THE POLICE		
HOMELESSNESS SERVICE		

KEEP ME SAFE

FAMILY SAFETY CARD	
FIRST NAME:	
NICKNAME:	
PARENT/GUARDIAN'S NAME:	
STREET ADDRESS:	
HOME TELEPHONE:	
FAMILY MEETING PLACE:	
SECRET CODE:	
OTHER PERSON TO TRUST NAME:	
PHONE NUMBER:	
Other safety helpers (fireman, teacher, police, school principal, neighbour)	

SOME EMERGENCY NUMBERS

Police: 131444

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Lifeline: 13114

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Kids Helpline: 1800 55 1800

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Interpreting service: 131 450

