



CPRI  
**SEXUAL BEHAVIOUR TEAM**  
*Promoting Safety and Sexual Health*

## Developing a Safety Plan

The purpose of a safety plan is to clearly identify plans to maintain safety and avoid problem behaviour. This includes clarification regarding the environments and situations in which the youth needs support and supervision and those environments and situations in which there is relatively no or low risk of harm.

### The development of a safety plan:

- requires input from caregivers, family members, and the child/adolescent with sexual behaviour problems.
- identifies times and situations when the child/adolescent is most likely to have problems and those times when they are relatively safe.
- clarifies the roles and responsibilities of those involved in the safety plan to ensure safety.
- includes all environments that the child/adolescent comes in contact with (i.e. home, school, community). In most cases separate safety plans are written for each environment.
- *is specific as possible*.
- ensures that it is well communicated to all those working with the child/adolescent (i.e. support staff, school, babysitters, etc.).

### A. Reasons for the Safety Plan

**The first step in the development of a safety plan is to clearly define the risks, problems or issues.**

**Example:** Jane touches herself inappropriately while watching television in the family room.

**Example:** Jordan uses inappropriate language when playing with other children on the playground equipment.

**Example:** Peter has sexually touched others without their consent.

**Example:** Tina has accessed sexually explicit material on the computers and school and at home.

## **B. Set them up for success – identify activities, events, and situations in which the child/youth is able to manage in a safe and responsible way.**

1. There are likely times in the school environment when a youth may need little support to manage their behaviour, such as structured classroom time.
2. Some events or activities may require close supervision, such as unstructured periods like transitions, assemblies or play days.
3. Other events pose a high risk and should be avoided altogether; for example, open change rooms at the swimming pool, sleepovers, and unsupervised free time with younger children.

## **C. Allow opportunity for success and try not to isolate your child/youth. With appropriate support identified in the safety plan give them a chance to try again.**

**Example:** Dad will accompany Jordan to the playground and stay within listening range. He will remind Jordan of the rules for appropriate language before Jordan goes to play.

**Example:** Mom will sign Tina onto the Internet and will stay with her while she accesses appropriate websites. At school, Tina may participate in Internet research as part of a group under adult supervision.

**Example:** Peter may attend the recreational swim when accompanied by his uncle. Peter will change in the family washroom before and after recreational swim.

## **D. Be clear about rules and expectations**

**Example:** In Jane's home, Jane sits beside mom when they are watching a movie. No blankets are used while watching TV. Jane will hang onto a squeeze toy while watching TV.

**Example:** In Peter's home, everyone will follow the rule to "Keep hands to yourself unless you have asked permission to touch another".

## **E. Determine who is involved in the plan.**

- Identify the child/youth's responsibility for their behaviour.
- Determine which adult is doing what action
- Remember to share the plan with all caregivers, including short term babysitters.

## **F. Determine how and when the plan will be reviewed.**

1. When will you reassess the plan?
  - What change are you looking for within your child/adolescent or the behaviour?
  - How will change influence future safety plans/privileges?
  
2. What if the plan fails?
  - If preventative measures don't work, identify support people to call to help problem solve until you find a solution that works.
  - If you believe the child/adolescent's behaviour is an offence against another person or property you may have to call the police or Children's Aid Society.
  
3. Re-evaluate the plan with all involved to ensure that the plan works for the family, home and community.
  - What worked well?
  - What didn't work well?
  - Was anything overlooked?

**Please consult with a professional if you have concerns or need support in the development or application of the safety plan.**

Sexual Behaviour Team,  
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