

Transitional Safeguarding: moving from abstract to action



Dez Holmes

Director

Research in Practice

@dez_holmes

Beverley Hendricks

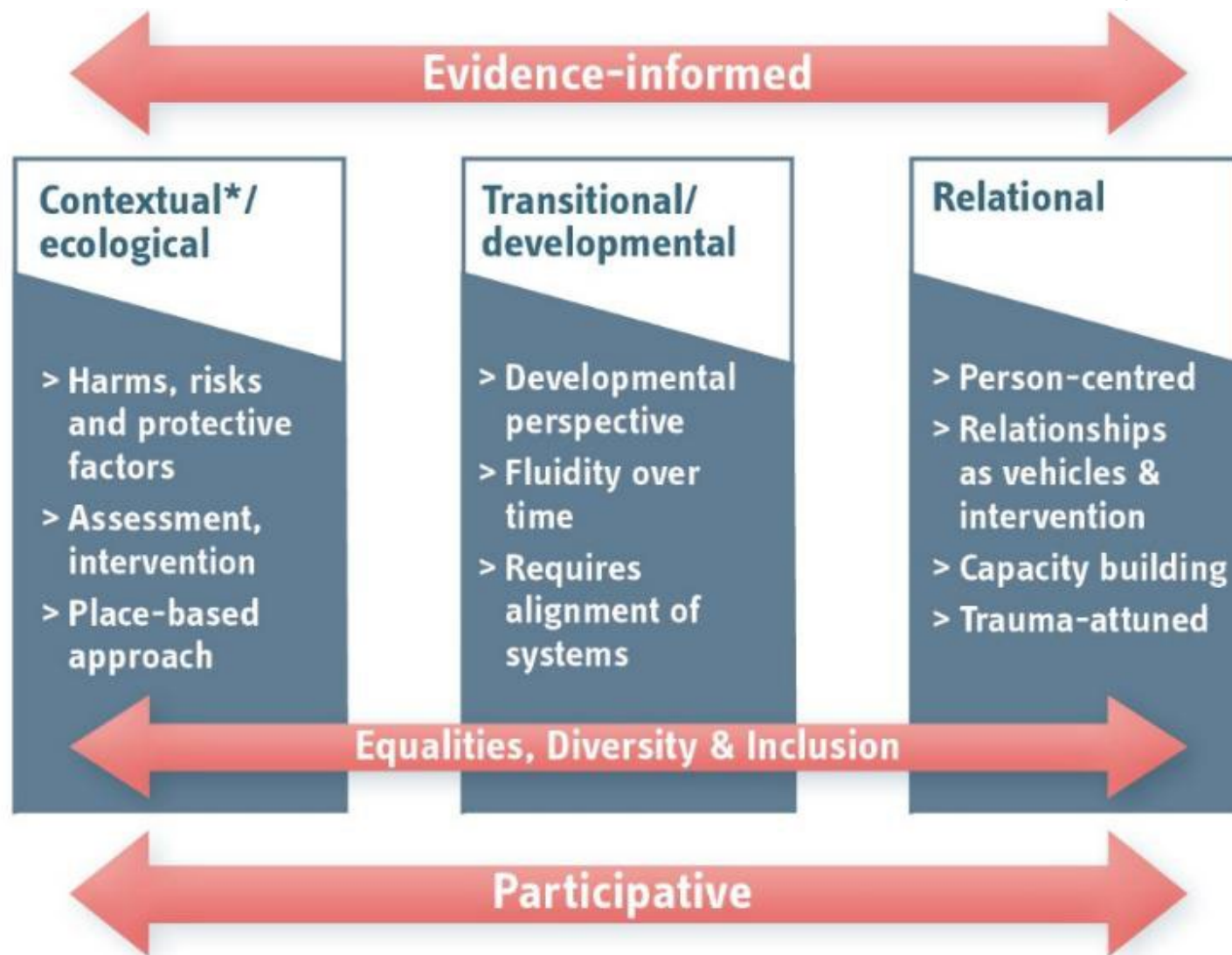
Haringey Borough
Council

Claire Edgar

Wiltshire Council

What Transitional Safeguarding is and why it is needed

- > *‘safeguarding adolescents and young adults fluidly across developmental stages which builds on the best available evidence, learns from both children’s and adult safeguarding practice and which prepares young people for their adult lives’* (Holmes & Smale, 2018)
- > Reflects evidence that the current binary approach bears significant **human and economic costs**
- > **Not just transition planning** from CSC → ASC.
- > **Extends beyond statutory duties** – holistic, creative, flexible and person-centred
- > Interconnectedness of harms and adversities requires a highly **integrated system** of support: social care, health, justice, education... **whole place whole person**
- > **Safeguarding is a verb, not a noun**
- > **Systems leadership**: collective, participative, boundary-spanning



See Firmin's work:

www.contextualsafeguarding.org.uk

- › Resource – emotional, intellectual, practical... and sustainable
- › Everybody's business but nobody's priority?
- › Evolving policy landscape
- › Habits we need to unlearn: The 'single champion' model; the 'council is in charge' paradigm; the 'Task & Finish' approach; the 'who's got this cracked?' mindset
- › Exercise in imagination...

Transitional Safeguarding - a journey without end



Transitional Safeguarding Proof of Concept Project

The aim of the project is to understand if it is possible to achieve better outcomes in the cohort of young people through a programme of culture, practice and system change rather than through a structural change model.

Seeking to develop our system in a way that works best for young people in
Wiltshire

Core Activity

Building on our system-wide work on Contextual Safeguarding, driven by partner dialogue, applying a true system-wide approach:

Shared understanding of the cohort of young people

Creative Solutions Board

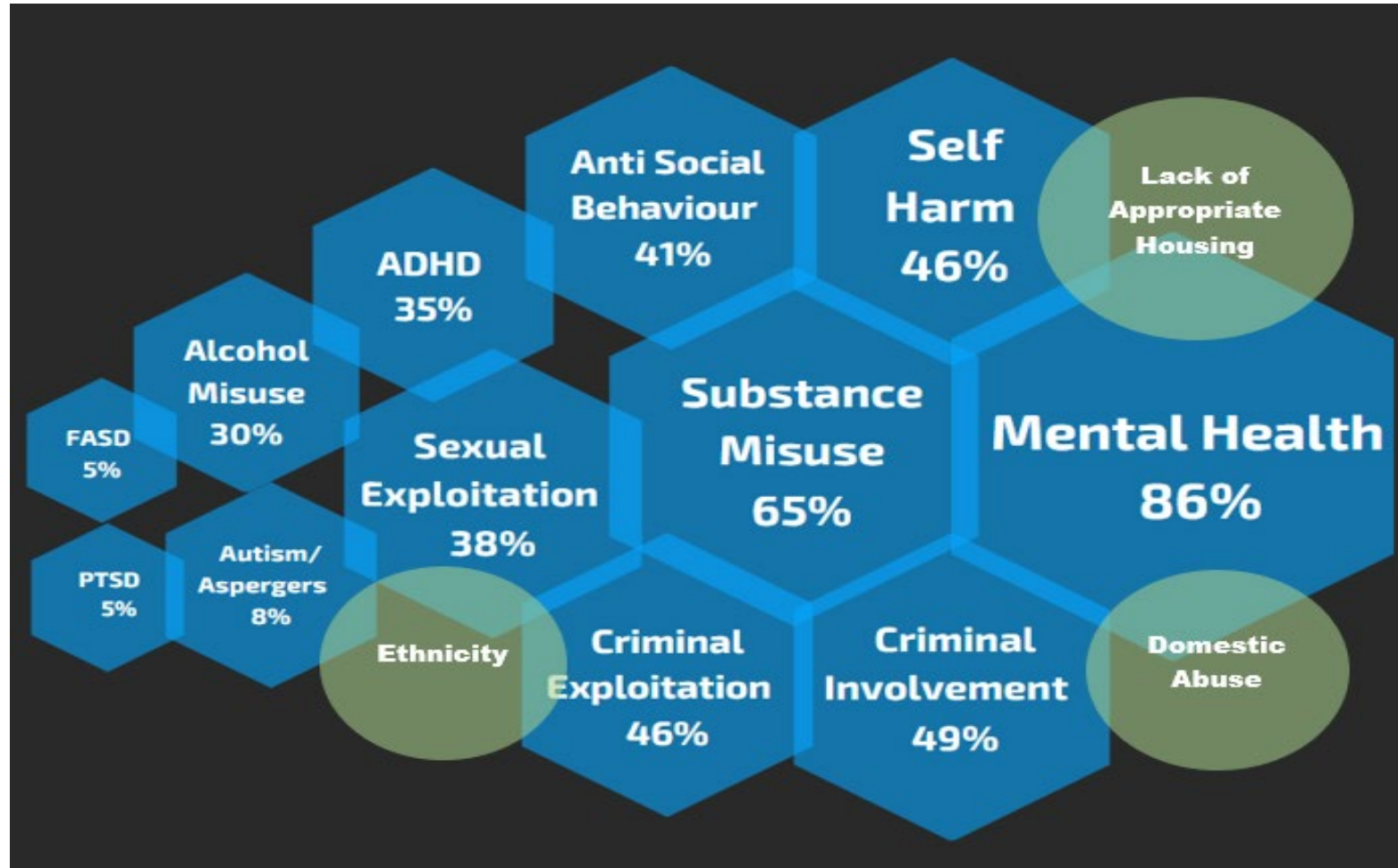
Mentors working specifically with this cohort of young people

Workforce Development Programme

Core Practitioners 'Champions'

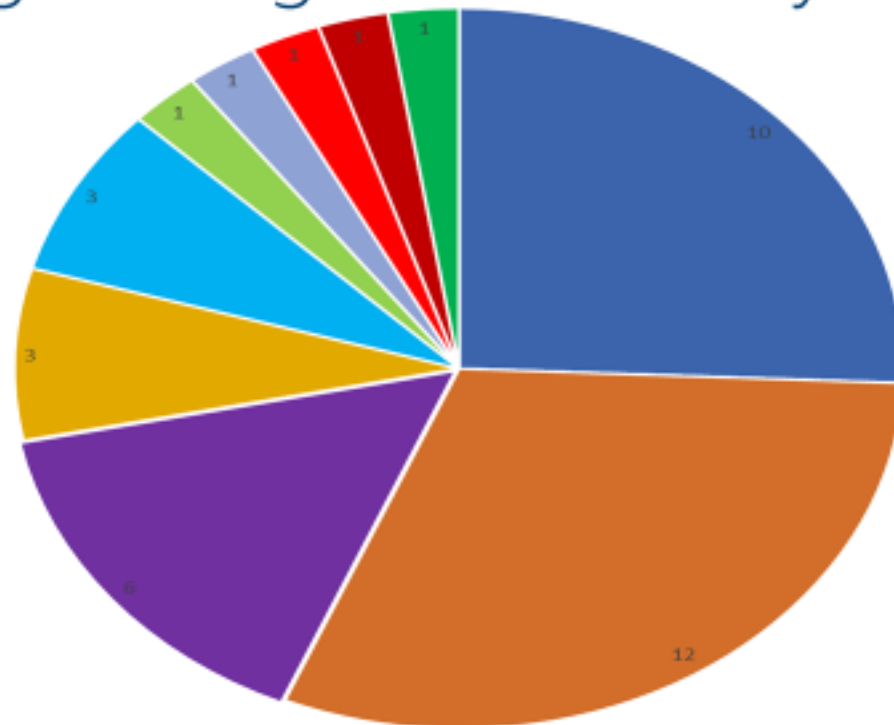
Re-thinking

Cohort Data Analysis – January 2022



Transitional Safeguarding Cohort Analysis

n= 40



- No record of referral to CAMHS
- Ongoing CAMHS intervention
- Network consultation only (AMBIT model)
- Completed CAMHS work and discharged
- Disengaged
- Moved area and discharged
- Awaiting assessment
- Not ready for support
- Signposted to other appropriate service
- Other (unclear)

Key issues for this cohort of young people?

Relational Dependency

Housing

Early Intervention

Meeting the level/nature of needs

What have we learnt so far? How does it inform our next steps?

Information and training on Transitional Safeguarding

Mentoring offer

Voice

Core Practitioners 'Champions' group and Consultation Forum

Creative Solutions Board

Reflecting on our practice and intervention

Understanding impact

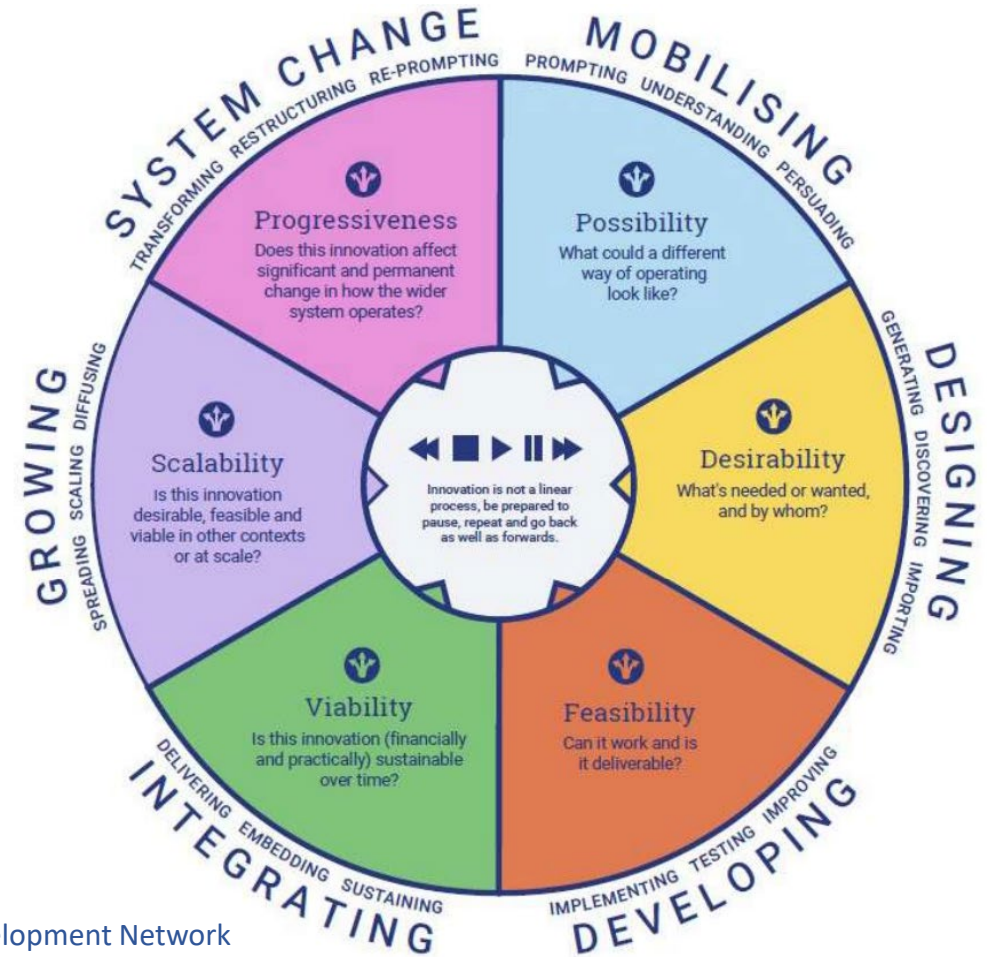
Stages of Innovation Wheel

Where is Wiltshire in the stages of innovation?

Growing – spreading the concept

Mobilising – understanding our young people

Developing – testing our mechanisms



Reference: Innovate Project Learning and Development Network

It starts with relationships

- Shared vision and values are the first step to system change
- Vulnerability not eligibility
- Collaborative, relational leadership and practice
- Everybody's business – a mind-set not a strapline

What's helping local areas make the change

- › Clear, credible, explicitly owned local leadership of the agenda – politicians matter!
- › Expansive definition of 'partnership' including communities
- › 'A system not a service'... 'a salad not a soup'
- › Active knowledge and skills exchange (Cocker et al, 2021)
- › Culture of innovation ('the soft stuff is the hard stuff')
- › Collective, place-based problem solving (rather than problem displacement)
- › Building the local case – data, research, professional expertise, people's lived experience

research in practice



www.researchinpractice.org.uk

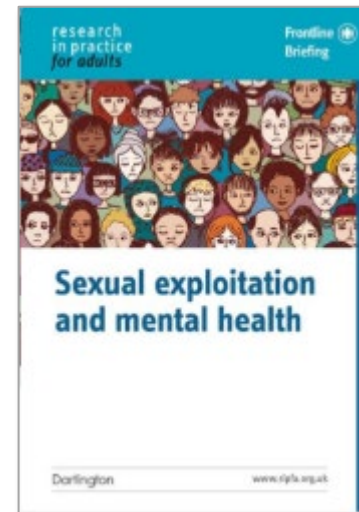
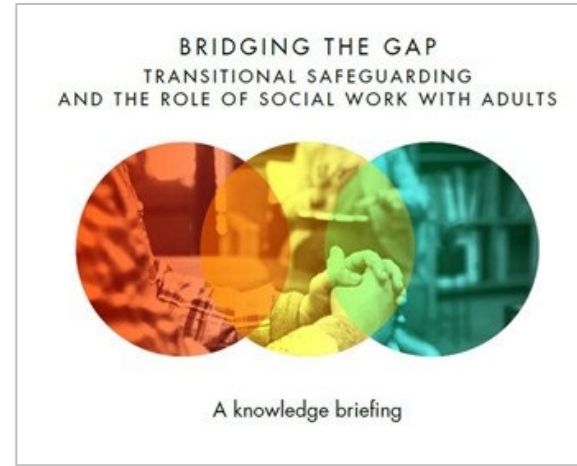


ask@researchinpractice.org.uk



[@researchIP](https://twitter.com/researchIP)

[@dez_holmes](https://twitter.com/dez_holmes)



- › Transitional Safeguarding (2018) original briefing:
<https://www.researchinpractice.org.uk/all/publications/2018/august/transitional-safeguarding-adolescence-to-adulthood-strategic-briefing-2018/>
- › The role of adult social work & adult safeguarding to the Transitional Safeguarding agenda (2021):
https://www.researchinpractice.org.uk/media/5420/67346_dhsc_trans-safe-report_bridging-the-gap_web.pdf
- › Transitional Safeguarding and justice:
<https://www.justiceinspectorates.gov.uk/hmiprobation/wp-content/uploads/sites/5/2022/03/Academic-Insights-Holmes-and-Smith-RM.pdf>
- › The relationship between Contextual Safeguarding, Complex Safeguarding and Transitional Safeguarding (2019):
<https://www.researchinpractice.org.uk/children/publications/2019/january/safeguarding-during-adolescence-the-relationship-between-contextual-safeguarding-complex-safeguarding-and-transitional-safeguarding-2019/>
- › Systems leadership: <https://thestaffcollege.uk/staff-college-research/systems-leadership-research/>