

Guidance for Practitioners Completing Mapping Tools Exercise with Children and Young People

This document should be read alongside the [Contextual Safeguarding Mapping Tools](#).

Purpose

The Mapping Tools support risk assessment, intervention planning, and the development of multi-agency safeguarding responses tailored to the needs of each context of concern. The information gathered from the mapping tools will help the contextual safeguarding meeting assess and address risk.

Professionals using the mapping tools with children and young people should consider the following:

- **Key locations frequented by the young person** (home, school, parks, shops, public transport hubs)
- **Safety concerns associated with each location** (e.g. known exploitation hotspots, violent incidents, drug activity)
- **Safe spaces and protective environments** (youth centres, trusted adults, community hubs).

Three Mapping Tools have been identified which can be used by practitioners with children and young people to gather information relevant to the concern. Completed Mapping Tools should be returned to fifeContextualSafeguarding@scotland.police.uk

The meeting will discuss and analyse the information returned and complete a Contextual Safeguarding Plan to address risks identified.

1 - Traffic Light Tool

The **Traffic Light Tool** is designed to **assess risk levels and determine the urgency of intervention**. It enables practitioners to categorise concerns into three levels:

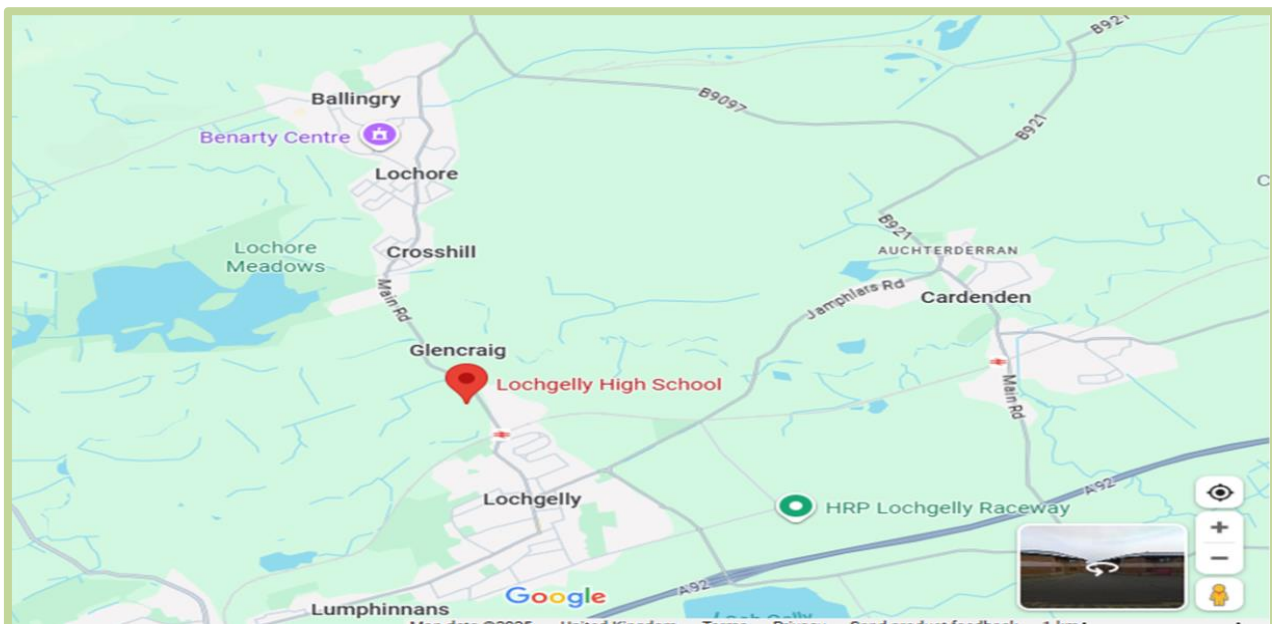
- **Red (High Risk)** - Immediate and significant risk requiring urgent multi-agency intervention
- **Amber (Medium Risk)** - Emerging or escalating concerns that require coordinated action but do not yet meet high-risk criteria
- **Green (Low Risk)** - Ongoing monitoring required, but risks are currently managed within existing support structures.

How to Use the Traffic Light Tool:

- Gather information from the referral form and relevant information from your agency to understand the context of concern
- Consider the above risk categories in relation to each area with the child or young person
- Identify the level of risk for each area and mark accordingly with the child or young person.

RED	AMBER	GREEN
 I do not feel safe in this area.	 I could be safe in this area.	 I feel safe in this area.
Locations- people, places, further details		

I FEEL SAFE IN THIS AREA	
I COULD BE SAFE IN THIS AREA	
I DO NOT FEEL SAFE IN THIS AREA	
SAFETY PLAN	



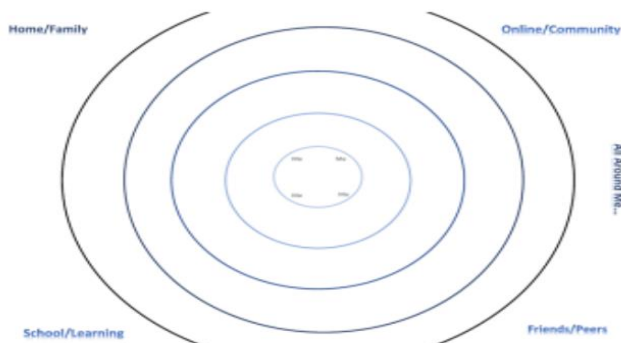
2. Concentric Rings Tool – Mapping a Young Person's Connections & Vulnerabilities

The Concentric Rings Tool helps practitioners identify the relationships and social influences affecting a young person's safety. It is particularly useful for understanding peer group dynamics, grooming patterns, and support networks.

How to Use the Concentric Rings Tool:

1. Place the young person at the centre of the diagram
2. Map out their immediate influences (family, close friends, school staff)
3. Identify wider social influences (peer groups, professionals, community figures)
4. Highlight risk factors and protective factors in each ring.

All Around Me



Source: Reference Kayleigh Broughton (2018) All Around Me – A Contextual Mapping Tool.

You can download a copy of this document by [clicking here](#).

This tool is designed to help practitioners gather information from a young person to build a picture/understanding of the people and places that matter most to that young person in each of the identified contexts.

The tool can also be used to identify strengths and conflicts between the parties named, such as a harmonious relationship between parents and peers or conflict between parents beliefs and school ethos and so on. This tool is to be used with children and young people aged 10 and over.

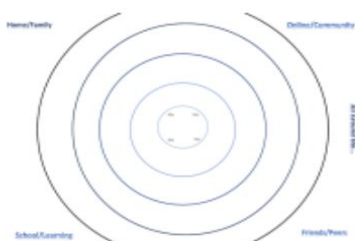
The tool fits on one sheet of A3 paper, though it can be made bigger if desired.

How it's used:

NB. The tool should be folded into 4 so that each context can be filled out in isolation.

Continued on next slide.

All Around Me continued...



How it's used:

- ✓ Practitioners should identify 2 contexts where there are the most positives first and ask the young person to name the people or places in those contexts that are closest/safest to them in declining order.
- ✓ These names should then be written in the semi-circle closest to "me", with the other names working outwards so that the least safe influences are written in the outer ring or outside of the circles entirely.
- ✓ Initials or 'street names' can be used if this makes the young person feel more comfortable.
- ✓ Ideally the tool should be carried out over 2 sessions; the first to set the outline of the activity and fill out the 2 most positive contexts and the second the fill out the contexts where most difficulties occur.
- ✓ The tool should then be opened out where discussion can be held about relationships/level of influence over the young person within each circle and where there is harmony or conflict across people/places identified.
- ✓ It is important to note that there may be a difference of opinion between the practitioner and young person in terms of 'safety'. Please give the young person's view preference as this is helpful in determining the young person's priorities and understanding of their circumstances. Also, it is possible for people to be identified twice across the tool, for example a close friend in school may not be a close friend/source of support in the community.
- ✓ Practitioners are encouraged to create a key, which should be agreed with the young person, using different colours to denote child, adult or location and wavy or dotted lines to signify strength or tensions in relationships.

3. Tool to Support Practitioners Assessment and Work with Carers

The tool is designed to help practitioners gather information about a parent or carer's understanding of the strengths and vulnerabilities of a young person across each of the identified contexts. The tool can identify areas of strength along with any gaps where parents/carers can be supported to gain a greater insight. The tool can support practitioners understanding as to how protective the parent or carer is and can be.

How to Use the Mapping Tools:

- The tool is to be used with parents and carers or any adult with the care of a child or young person. If appropriate it may also be used with a young person
- The tool fits on one A3 sheet of paper, though it can be made bigger if desired.

What's Happening?

What's Happening?

	Home/Family 	School/Learning 	Friends/Peers 	Community 	Online/Social Media 
 What is (name) doing at the moment that you are happy with?					
 Is there anything that you are concerned about?					
 What might you do to help (name) to be safe?					
 Who else can help and how?					

Reference: Kayleigh Broughton (2018) What's Happening - A Tool For Parents/Carers

You can download a copy of this document by [clicking here](#).

- ✓ This tool is designed to help practitioners gather information about a parent or carer's understanding of the strengths and vulnerabilities of a young person across each of the identified contexts.
- ✓ This tool is to be used with parents, special guardians, foster carers or any adult with the care of a child or young person. If appropriate it may also be used with a child/young person.
- ✓ The tool fits on one sheet of A3 paper, though it can be made bigger if desired.
- ✓ The tool can be completed initially to identify areas of strength along with any gaps where parents/carers can be supported to gain a greater insight; carrying out this tool can also support practitioner's understanding as to how protective that parent or carer is, and can be.

How it's used:

- ✓ The tool is designed to be simple and accessible. Practitioners ask the question in the left hand column for each of the contexts identified at the top.

 Developed by Kayleigh Broughton (2018) What's Happening - A Tool For Parents/Carers

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 What might you do to help (name) to be safe?					
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