

# Risk Outside The Home

## Toolkit of Resources for Professionals.

# How to use this document

- This document provides an overview of some of the useful resources available to professionals to support their work with children/young people and parent/carers when responding to Risk Outside The Home.
- This is not an exhaustive list as resources are continually updated.
- For ease, these are grouped in topic themes, with a brief description and hyperlinks/signposting to the relevant resource.

# Overview of Contextual Safeguarding and Resources

# Overview of Levels of Contextual Safeguarding



## TWO LEVELS OF CONTEXTUAL SAFEGUARDING

### Level 1

Context around children & families

### Level 2

Work with peer groups, schools & neighbourhoods

At referral, assessment, planning and intervention work at each tier interacts

1



At Level 1 professionals wrap recognition of extra-familial context around all their work with children and families - using this information to inform intervention and assessment decisions

2



At Level 2 professionals work to actively change the extra-familial contexts identified as impacting young people and families - peer groups, schools, public spaces can be subject to an assessment, safeguarding meeting or plan

A CONTEXTUAL SAFEGUARDING SYSTEM HAS BEEN CREATED WHEN BOTH TIERS ARE IDENTIFIED AS PART OF A CHILD PROTECTION SYSTEM

[WWW.CONTEXTUALSAFEGUARDING.ORG.UK](http://WWW.CONTEXTUALSAFEGUARDING.ORG.UK)

# Contextual Safeguarding Network



A guide to practice  
resources on the  
Contextual Safeguarding  
Network

Updated May 2021

- ✓ The majority of the resources referenced in these slides are on the Contextual Safeguarding Network website.
- ✓ **If you are not already a member you will need to register to access the resources.**
- ✓ It is free to join just [click here](#). It is worth signing up for the newsletter as well.
- ✓ **This document provides an overview of the resources available: [A guide to practice resources on the Contextual Safeguarding Network](#) (May 2021).**
- ✓ This guide signposts practitioners to the available resources on the CS Network and includes hyperlinks to go directly to the relevant resource. It is organised by stages depending on your level of familiarity with the contextual safeguarding framework.
- ✓ An overview of the sections are outlined in the following slides.

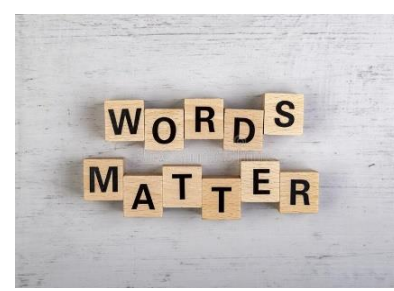
# Principles underpinning the CS Framework

This section assists in recognising ROTH/extra-familial risk and locating contexts in which these take place. (Pages 3-4 of the document).

The topics include:

- What is contextual safeguarding?
- The Principles of CS.
- Social theory and CS.
- Contextual Safeguarding: A 2020 update on the operational, strategic and conceptual framework.
- Contextual Safeguarding principles.
- Contextual Safeguarding: An introductory webinar
- Contextual Safeguarding: Re-writing the rules of child protection TEDxTottenham

# Minding Your Words

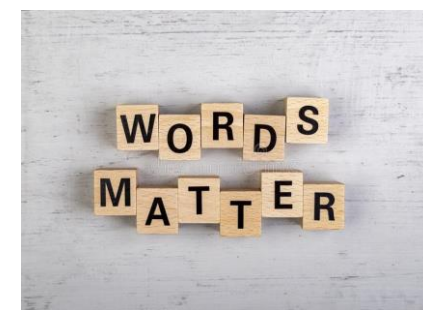


## Attending to Language:

- The way we use language influences our thinking. Recent serious case reviews in other areas have highlighted this as a significant issue which contributed to systemic failure to protect.
- Consider the words, phrases, discourses and jargon used when speaking to/about children/young people and adults and recording risk outside the home. This includes language used verbally and written in files, referrals, assessments and reports.
- Any language that implies that a child/young person or group of young people are complicit in or responsible for the harm they experience, negatively influences the lens by which we assess their needs and offer support.
- There are some labels which in the past have been used to describe children and their behaviour which led to inaccurate assumptions which in turn minimise the risks and reality of the child's situation.
- Professionals should avoid using such terms in their recording and conversations and should be mindful of when they enter their thinking and challenge them.
- For trust to develop and ensure that children feel supported to disclose their experiences, they need to be listened to and their experiences accepted and recorded.
- The use of inappropriate language to describe children at risk of exploitation may judge the child and imply they could have acted differently or they are to blame. It is important to **remember that this is a form of abuse, it is not a lifestyle choice.**
- If we talk about a child using inappropriate language what they and other professionals may hear is that they are in some way responsible for what is happening to them and therefore less deserving of our support.
- Challenge any inappropriate language, labelling and terminology about children.

Source: [A guide to practice resources on the Contextual Safeguarding Network](https://csnetwork.org.uk) (csnetwork.org.uk, page 4)

Source: Citation: Appiah, A., Baguley, S., SPACE, & Farooq, R. (2021). [Making Words Matter. Attending to Language when working with children subject to or at risk of Exploitation: A Practice and Knowledge Briefing](#). NWG Network, Derby, UK.



# Inappropriate Terms and Suggested Alternatives

Below are some resources which give examples of poorly worded responses/inappropriate terms and some suggested alternatives. Please take the time to familiarise yourself with this information.

- ✓ Swindon Safeguarding Partnership (SSP): Guidance document which is useful for those working with children or adults. [Using appropriate language for those subject to or at risk of exploitation.](#)
- ✓ The Children's Society (2022): [Child Exploitation Language Guide | The Children's Society \(childrenssociety.org.uk\).](#)
- ✓ 'Languaging Child and Adolescent Vulnerability': A Guide For Professionals, Practitioners and Partner Agencies supporting children and families in community settings. Simone Nyarko (2018) Hackney Contextual Safeguarding Project. [Practice guides \(csnetwork.org.uk\)](#)



# The impact on individuals

Watch this short video clip below to understand the impact on young people of victim blaming language.



Source: [Waltham Forest Council](#)

If you have any issues with accessing this clip please click on this link [Victim blaming language – YouTube](#)

# Putting Contextual Safeguarding approaches into practice



Toolkit Home

- REFERRAL
- SCREENING
- ASSESSMENT
- PLANNING
- INTERVENTIONS
- SYSTEMS AND STRUCTURES

Welcome to the Contextual Safeguarding Implementation Toolkit.

This toolkit tracks and publishes the developments in Hackney's Contextual Safeguarding system since 2017. The toolkit shares emerging learning, resources and tips with areas that are developing their own Contextual Safeguarding systems.

Over time, this Contextual Safeguarding Implementation Toolkit will provide professionals with a roadmap for embedding Contextual Safeguarding in:

- Referrals and screening
- Assessment processes
- Planning and review
- Support, help and intervention
- Monitoring and evaluation
- Policy, strategic engagement, training and commissioning

As we work with areas around the country different versions of the toolkit will be developed and created which document how a range of localities (with different demographics, geographies, partnership and operating models) have adopted a Contextual Safeguarding approach. As work is refined and ideas crystallise we will reflect those developments in site toolkits so colleagues around the UK can track the processes (in thought and practice) through which Contextual Safeguarding developed.

On this homepage you will find an animation video providing an overview of Contextual Safeguarding and an infographic detailing the purpose and parameters of Contextual Safeguarding Implementation Toolkits. The infographic can be downloaded as a PDF via the link at the bottom of this page.

Under the five headings below, you will find the following overarching documents that will apply nationally and across different test sites:

- **Principles:** An overview of the principles of a Contextual Safeguarding approach
- **Tiers:** An explanation of the 'Two-Tiers' of Contextual Safeguarding
- **Legal framework:** A briefing documenting the legal framework within which Contextual Safeguarding systems operate
- **Key partners:** An outline of the key partners involved in a Contextual Safeguarding system
- **Audit:** A link through to an interactive toolkit for auditing your current system prior to implementing a Contextual Safeguarding approach

We suggest that you start by going through each of these sections, and then work your way down the left-hand side menu that will take you through the different steps of embedding Contextual Safeguarding within a Children's Social Care system.

- There are a number of resources that can be used to develop your approach to intervening across a range of contexts, guidance for assessing and intervention planning with young people and families, peer groups, schools and neighbourhoods. ([A guide to practice resources on the Contextual Safeguarding Network](#) pages 5-8).
- **Assessing and intervening in extra-familial harm or risk.** The *Contextual Safeguarding Implementation Toolkit* provides an example of how the London Borough of Hackney turned the Contextual Safeguarding framework into an approach to practice. There are useful resources on this page.

Over the next few slides some key resources are highlighted which may be useful for local practitioners. (Thanks to Hanna Wedgwood Sutton Council for sharing some of this information)

# Tools for Assessing Risk and Assessment

# Assessment Framework

Consider what parts of the assessment framework you can contribute to.

In your role/agency/service what do you see on a daily basis/interaction that will contribute to this assessment?










How can you express the voice of the child?



# 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

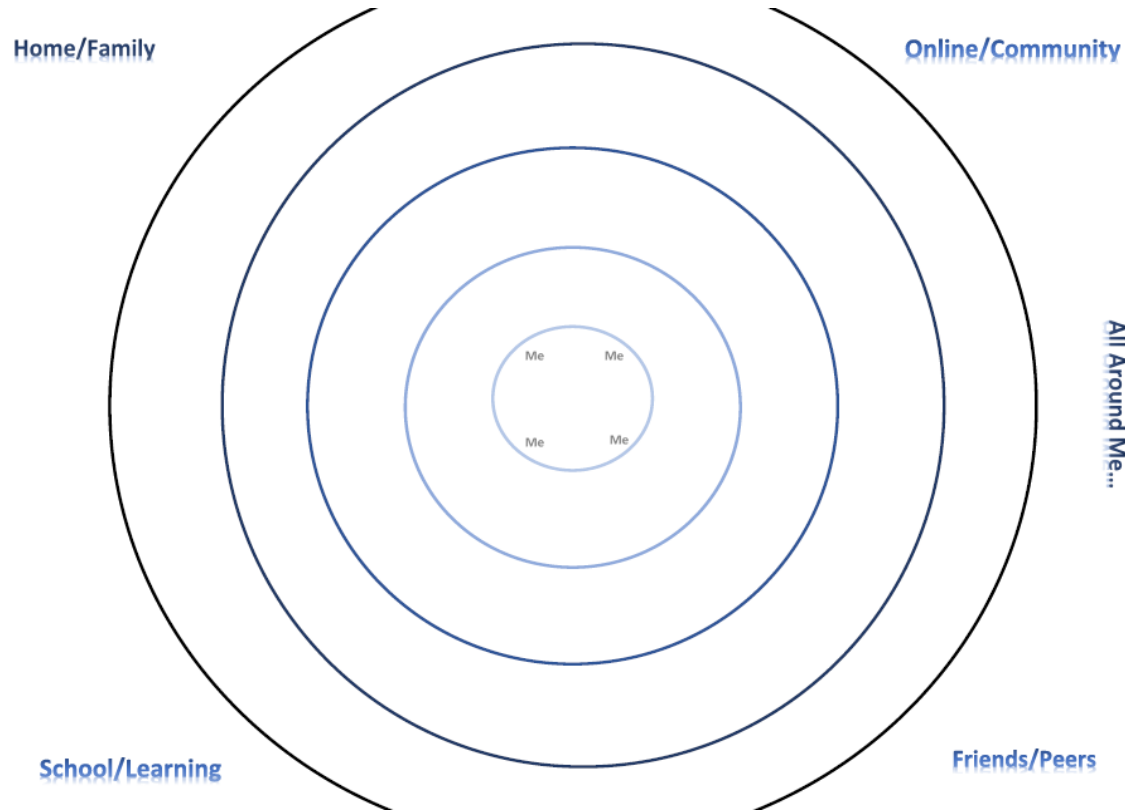
You can download a copy of this document by [clicking here](#).

- ✓ 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.

# 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.

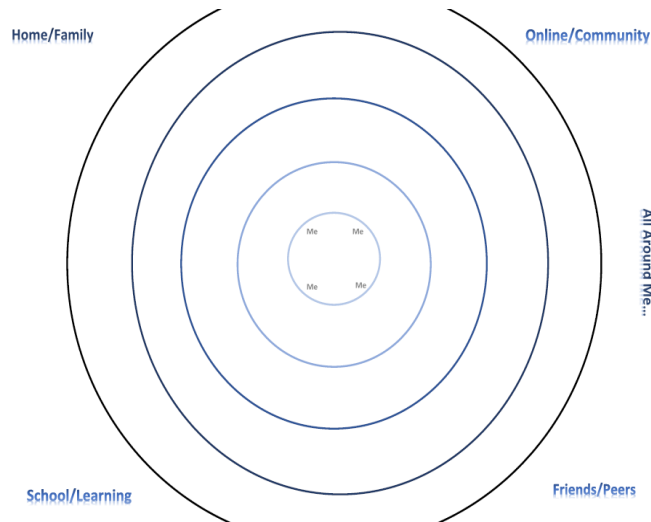
The tool fits on one sheet of A3 paper, though it can be made bigger if desired.

## **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.

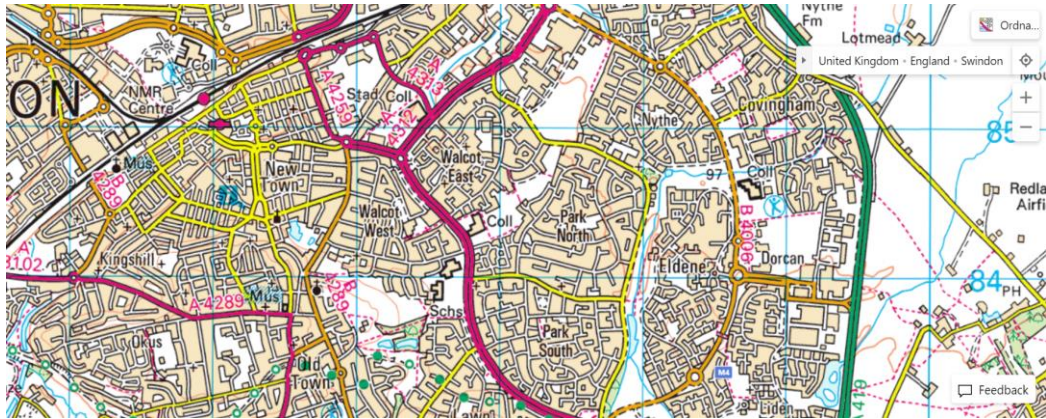
# All Around Me continued...






## 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.

# Safety Mapping and Planning



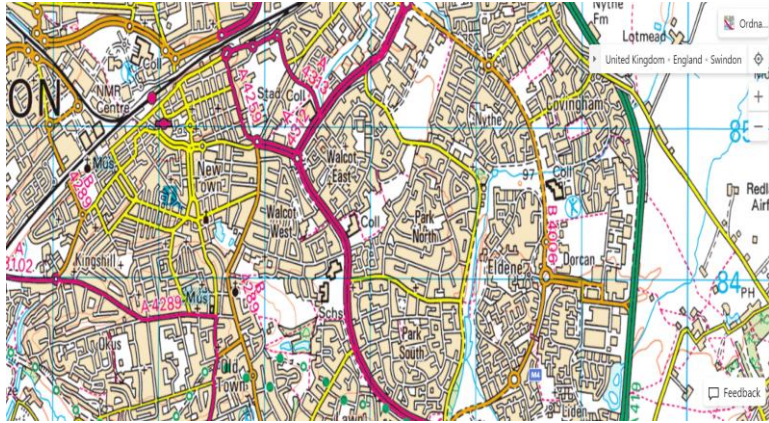
Safety mapping planning sheet

	Locations, people and 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	

- This tool can be used to identify with a child/young person safe and unsafe places and plan safety interventions according to need and risk.
- For further guidance on completing a safety map and plan. Please refer to the Swindon Safeguarding Partnership [ROTH - Safety mapping and planning with young people in Swindon - Swindon Safeguarding Partnership](#)



# Steps to complete a Safety Map/Plan



## Step 1: Know your area to identify the appropriate ward map.

Often young people can identify areas of risk and safety using these Wards and refer to them by name. This map can be used for safety planning with children, families and networks.

The map is simple to use as a safety planning tool and can help both you and the young person figure out safe spaces for them in the borough using a traffic light coding system




## Step 2: once the wards or areas have been identified.

- ✓ To begin, print a large map of the local area on A3. You will first need to access map(s). These can be accessed online, for example at [www.ordancesurvey.co.uk](http://www.ordancesurvey.co.uk).
- ✓ Bring some stickers or some coloured pens – green, orange and red that can be used to mark the map.
- ✓ Print the safety planning sheet.
- ✓ Working with your young person, go through the map and ask them about where they feel safe, could be safe and feel unsafe. For each area get them to put a coloured sticker, or mark in a coloured pen on the map.



# Steps to complete a Safety Map/Plan continued

Safety mapping planning sheet

	Locations, people and 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	

Once you have completed the assessment of risk, working with the young person, start to develop a safety plan for them.

This means helping them to consider who or what to do if they feel unsafe. For example, taking a location they have identified as 'red' you could ask them the following questions:




- ✓ What would they do if they feel unsafe?
- ✓ Is there anyone they know there who they could go to for help?
- ✓ Do they have a green person in that red area?
- ✓ What would they expect that person to do to help keep them safe?
- ✓ Do they have contact details accessible?

# Steps to complete a Safety Map/Plan continued

## Safety planning after assessment

- ✓ Once you have completed the safety plan(s) it is important that it does not become a static document. This will mean updating and re-assessing the safety map with your young person regularly.
- ✓ It is also important that where young people identify risk, that this is followed up and an intervention plan is developed into those areas.
- ✓ Finally, where appropriate, plans may be brought together from multiple young people to support the analysis of trends and risks in different areas.
- ✓ It is also important to pay attention and note safety features that may not appear on either map. These could be safe people or spaces in another borough. In this case, you will need to think about how long it might take them to get to safety or how long it may take for their safe person to get to them and what they will do to be as safe as possible within that time.

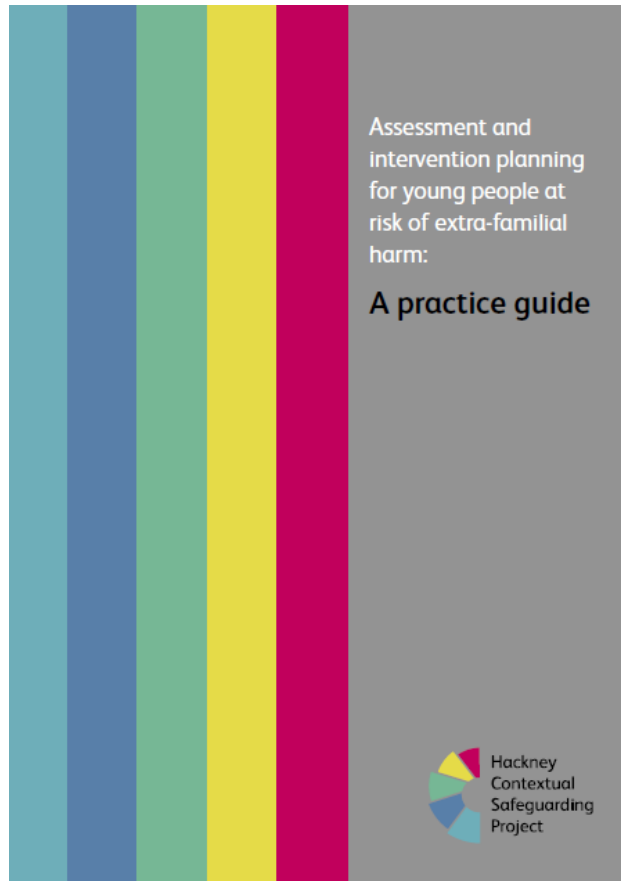
Safety mapping planning sheet

	Locations, people and 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	

## Safety planning with Children with additional needs

- ✓ Considerations should be given to learning styles of children involved with this activity. Practitioners are advised to use the physical map as a visual tool for children who have difficulty reading. This does not mean that the written safety plan cannot form part of the assessment but it is important that the children are left with a plan that they can understand or refer to. For example, a map which they have annotated for themselves with coloured stickers.

# Assessment and Intervention Toolkit



- Assessment and intervention planning for young people at risk of extra-familial harm: A practice guide.
- This document was developed by the Hackney Contextual Safeguarding Project. This provides guidance for assessing the needs and risks of a young person's experiencing or at risk of Extra Familial Harm (ROTH) and for analysing the information gathered to arrive at an intervention plan that responds proportionately to extra-familial safety.

# Peer Mapping and Assessment



# 'PEERS'

WHAT WE MEAN BY THIS TERM IN THE CONTEXTUAL SAFEGUARDING RESEARCH TEAM:



The term 'peer' describes a relationship between young people.



The young people will be roughly the same age



The young people will have a social relationship of some kind

The relationship may have additional features



The young people may have a romantic or familial relationship, as well as social relationship. In this way social and family networks can overlap.



The young people are likely to have something in common, which sustains their social bond, e.g. a shared experience, or belonging to a community, school or group.

The 'social relationship of some kind' in the definition is intended to cover a broad category of relationships between young people, including relationships where young people do not know each other personally. For instance, young people who attend the same school, but do not know each other, will nevertheless be connected by the social rules of the school.

'Peer' implies a parity or equality. The above definition does not keep strictly to this implication. A peer relationship may be relevant to safeguarding precisely because it is unequal.

Our definition could include a relationship between a young person aged under 18 and an adult. This could be positive peer relationship between young people of a similar age, e.g. 17 and 18. However, as with any peer relationship, there could be a power differential to understand and address if appropriate.

- There may be significant people within a young person's social network who do not fall under this description due to a large age difference, e.g. If 14 year old is dating a 21 year old. In this instance, a safeguarding response may be required, and research into 'peers' may selectively apply.

Notes

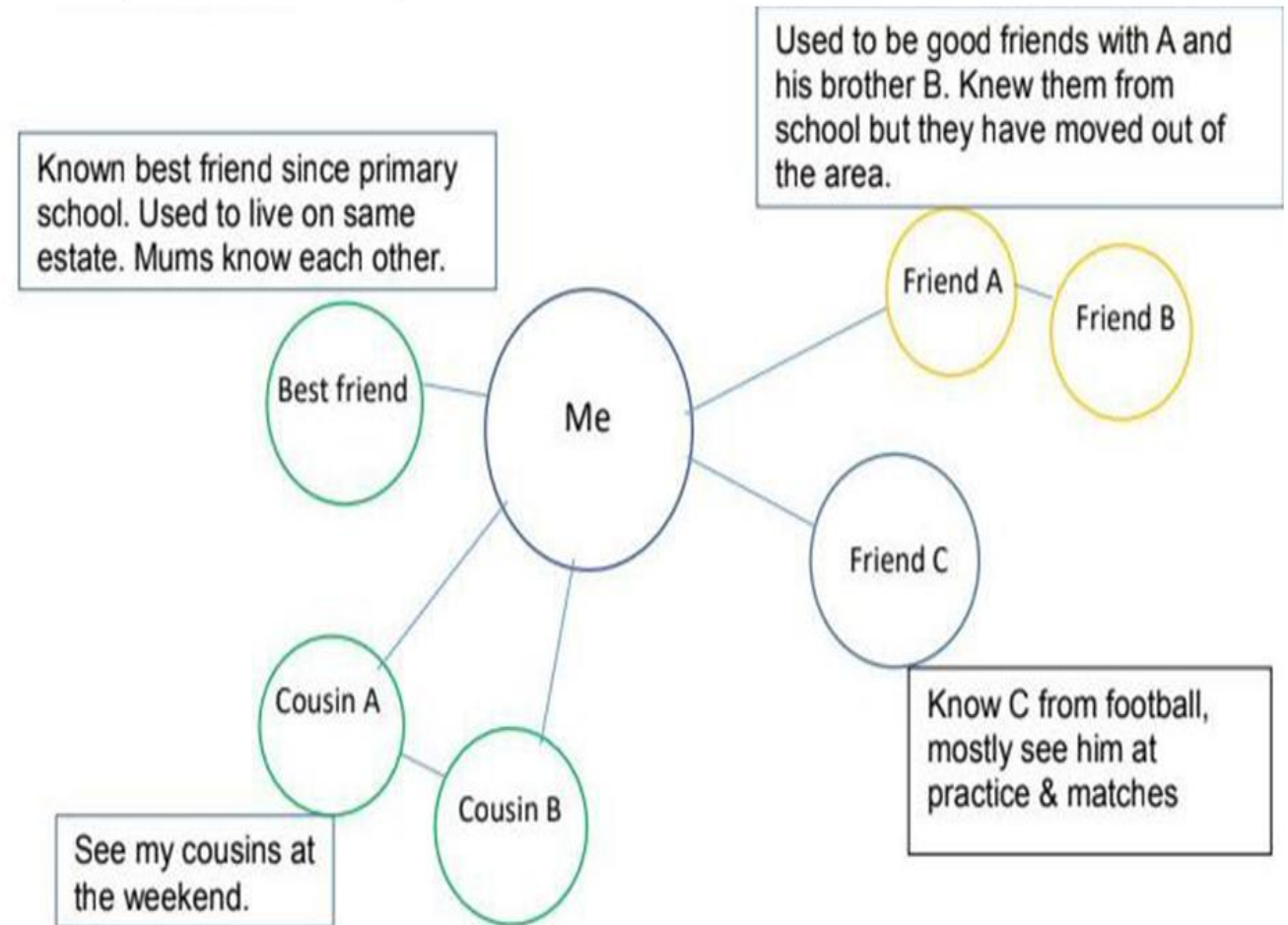
# Peer Group Map Exercise for Direct work with Child/Young Person

**Preparation:** *You will need:* A4 or A3 paper and pen or coloured pens.

**Step 1:** Ask the young person to draw a circle at the centre of the page that represents them.

**Step 2:** Ask the young person to draw their friends or other young people they socialise with (their peers) on the paper around their circle. They should place them closer to, or further away from, their original circle depending on how close or distant their relationship is.

See the example to the right.



# Peer Group Map Exercise continued

**Step 3:** Use the map to explore the peer group dynamics with the young person. Ask questions about their friendships; find out more about the dynamics of their relationship, including any positive or negative influences.

Examples of questions include:

- ✓ Who are you closest to?
- ✓ Who do you spend most time with?
- ✓ Who would you say is a positive influence on you?
- ✓ Are you a positive influence on someone?
- ✓ Out of all your friends, who would you trust to help you if you were in trouble?
- ✓ Out of this group, are there any friends that your parent/carer/teacher would say has a negative influence on you?
- ✓ Do you think you have influence over anyone?
- ✓ Are you friends' parents/carers happy for you to spend time together?
- ✓ Do your parents/carers know your friends or their parents/carers?
- ✓ Have you ever got into trouble (at school, with the police, at youth club, etc.) with any of your friends?



# Peer Group Map Exercise continued

*As well as being an information gathering tool, this exercise can form an intervention tool with an individual, by including an additional step 4:*

**Step 4:** With the young person, think through strategies that will support them to build on the strengths in their peer group and to reduce the harm.

For example, if the exercise has demonstrated that loyalty to a particular friend or group is causing young people to get into trouble with the police or teachers, are there ways that the young person can maintain that loyalty and friendship without engaging in negative activities?

E.g. putting an agreement into place with their education establishment or their youth club for them to leave at a different time from their peers.

# Assessing a Peer Group

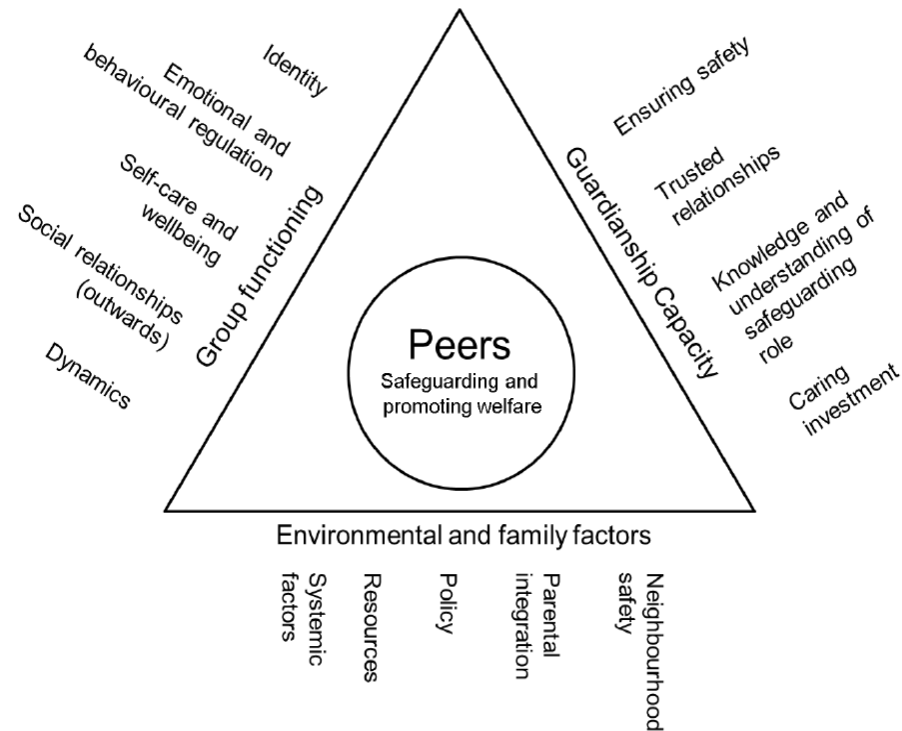


Figure one: Peer group assessment framework (Lloyd, Balci, Firmin and Owens, 2019)

- Refer to the peer group assessment framework (Firmin, 2017).
- The following slides will give you prompts of questions to ask when understanding a peer group dynamics.
- These types of questions can be used with an individual, or with a wider peer group as part of a group session.
- Please refer to full document [Peer Assessment and Mapping \(csnetwork.org.uk\)](#)

# Group Functioning

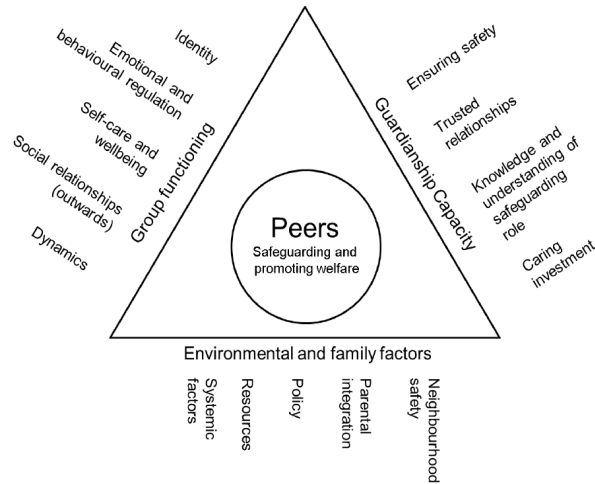


Figure one: Peer group assessment framework (Lloyd, Balci, Firmin and Owens, 2019)

## Identity: How they view themselves

- Would you say you are a 'group'? Or something else?
- How long have you been 'together'?
- What things do you have in common?
- Tell me about how you became friends and a group?
- If your group was an animal, what sort of animal would it be?
- What are some of the good things about your group?

## Emotional and behavioural regulation: (The moods and emotional regulation of the group)

- What happens when someone is upset in your group?
- If you think about the sort of moods a person has (ask for responses)...what kind of moods are in your group – i.e. is it mostly joking and fun, or mostly serious talk, mostly worried talk?

## Self-care and wellbeing: How the group looks after itself

- How often do you see each other? How much and in what ways are you in contact with each other online?
- Do you sometimes need a break from each other? What happens then?
- What happens when you fall out?
- If you could change something about your group, what would it be?
- What would you say you are best at, as a group of friends?
- What are your best qualities?

Source: [Peer Assessment and Mapping \(csnetwork.org.uk\)](https://www.csnetwork.org.uk)

# Group Functioning

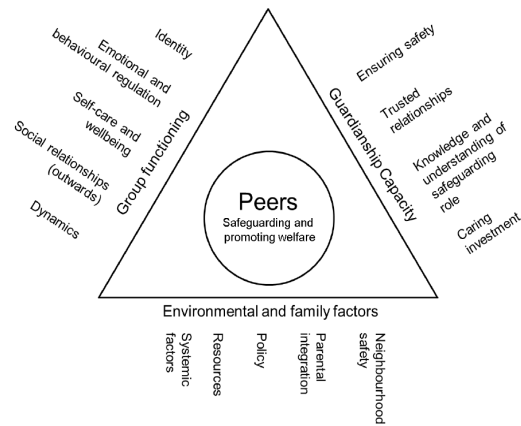


Figure one: Peer group assessment framework (Lloyd, Balci, Firmin and Owens, 2019)

- **Social relationships (outwards) How they are perceived by others**
- How do others [teachers/other groups/parents/shop keepers] see you? Behave towards you?
- How do they treat you?
- Are you part of other groups too? What is the relationship between this one and other groups you're in?

## **Dynamics: (The inter-personal dynamics in the group)**

- Who tends to decide what you do together?
- Would you say you have a 'leader'? What other 'roles' do you have?
- Who is the most bossy person in your group?

# Guardianship Capacity

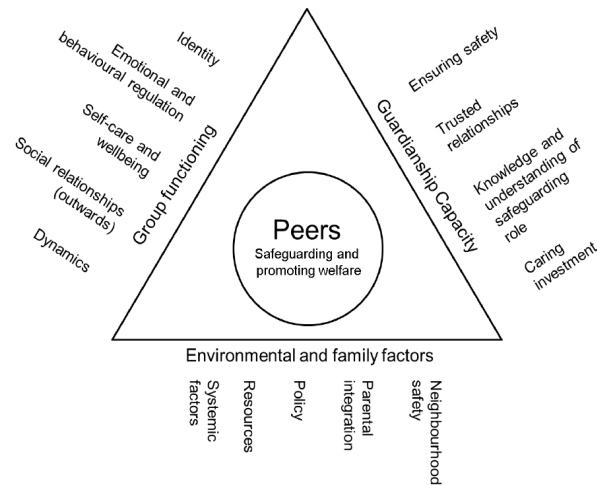


Figure one: Peer group assessment framework (Lloyd, Balci, Firmin and Owens, 2019)

## Identified guardians with responsibility for a context.

### Ensuring safety.

- Are all the spaces where the group spends time safe?
- Do guardians and those with responsibility for the context ensure safety?
- If not, do they have the capacity to do so?

### Caring investment.

- Are there trusted adults around the group (other than parents)?
- Is there parental oversight of group? – i.e. to what extent do they have a relationship with group members, know them, are in contact with their parents, show an interest in the group's activity and well-being, etc?

### Knowledge and understanding of Safeguarding role

- Are guardians aware of their responsibility for safeguarding in this context?
- How are guardians responding to harm? (i.e. online provider reporting monitoring illegal activity; parents reporting to police if missing; professionals making referrals.)

# Environmental and Family factors

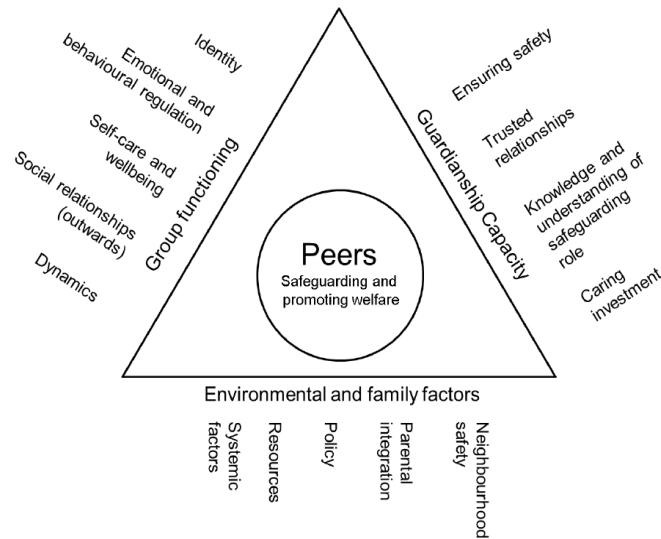


Figure one: Peer group assessment framework (Lloyd, Balci, Firmin and Owens, 2019)

Source: [Peer Assessment and Mapping \(csnetwork.org.uk\)](https://www.csnetwork.org.uk)

## Resources

- What is available in the community for this group to access?
- What do they access?
- What are the barriers and enablers of accessing community resources?

## Neighbourhood safety

- Where does the group spend time?
- What times of day are they there? Who else is there?

## Systemic factors

- What is it like for you growing up in [area name] / [neighbourhood name]?
- What is the group's experience of discrimination? i.e. impact of harmful gender norms or racism.
- Are there any relevant issues in the history of individuals in the group or in the groups' experience which are relevant to the current assessed harm? (i.e. intimate partner violence at home, migration, being looked after, etc.)

## Parental integration

- Do the parents of the group know each other?
- Are the parents integrated in the contexts the group spend time?

# Context Weighting

# Overview of Context Weighting

## Context Weighting

When you start to incorporate contexts into assessments you then need to think about how to prioritise contextual interventions. One way to achieve this is thinking about the relationship between contexts and directions or weight of influence. In other words - what context needs to change first for things to start to get better for that child, family, peer group, etc. We call this 'Context Weighting'.

### STEP 01 Context assessment

What are the strengths, risks and vulnerabilities identified for each context in question?



### STEP 02 Association strength

Which of these contexts is most strongly associated to the behaviours/incident in question?

### STEP 03 Behaviour context interplay

Which contexts most inform the behaviour of the young people in question?  
Does this change by day/night time?



### STEP 04 Analysis

Combine the findings of steps 1-3.  
What is the nature of the most influential contexts?

### STEP 05 Weight and prioritise

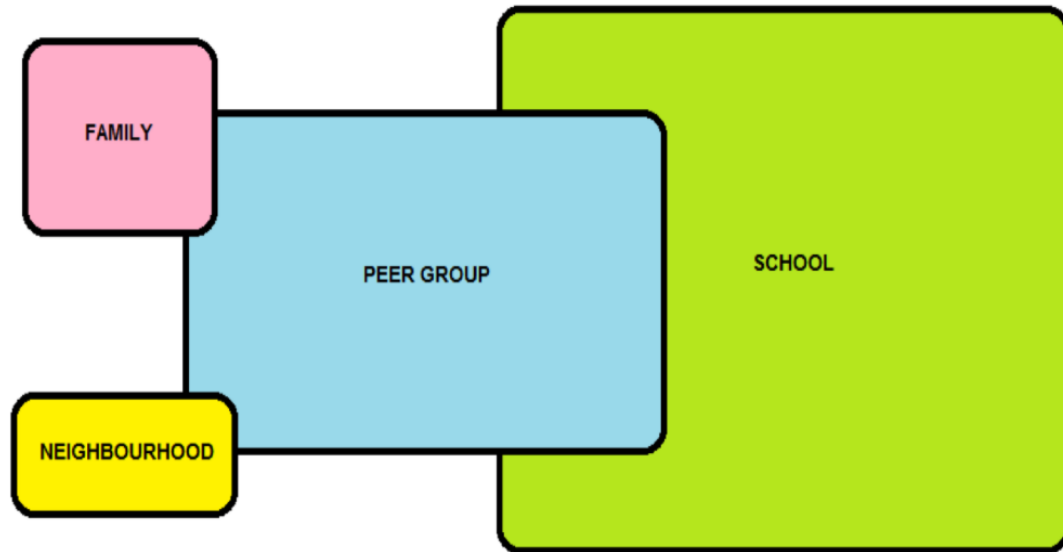
Based on steps 1-4 which context is likely to enable/hinder the most change? Prioritise your planning accordingly





# Context Weighting

Incorporating contexts into assessments requires taking into account prioritising contextual interventions. One way to achieve this is thinking about which contextual factors – and contexts themselves – have the greatest influence over the risks or needs.



In other words, what context should be prioritised in increasing safety for the young person, family, peer group, school or other? Working through this categorisation of needs and risks is what we call ‘Context Weighting’.

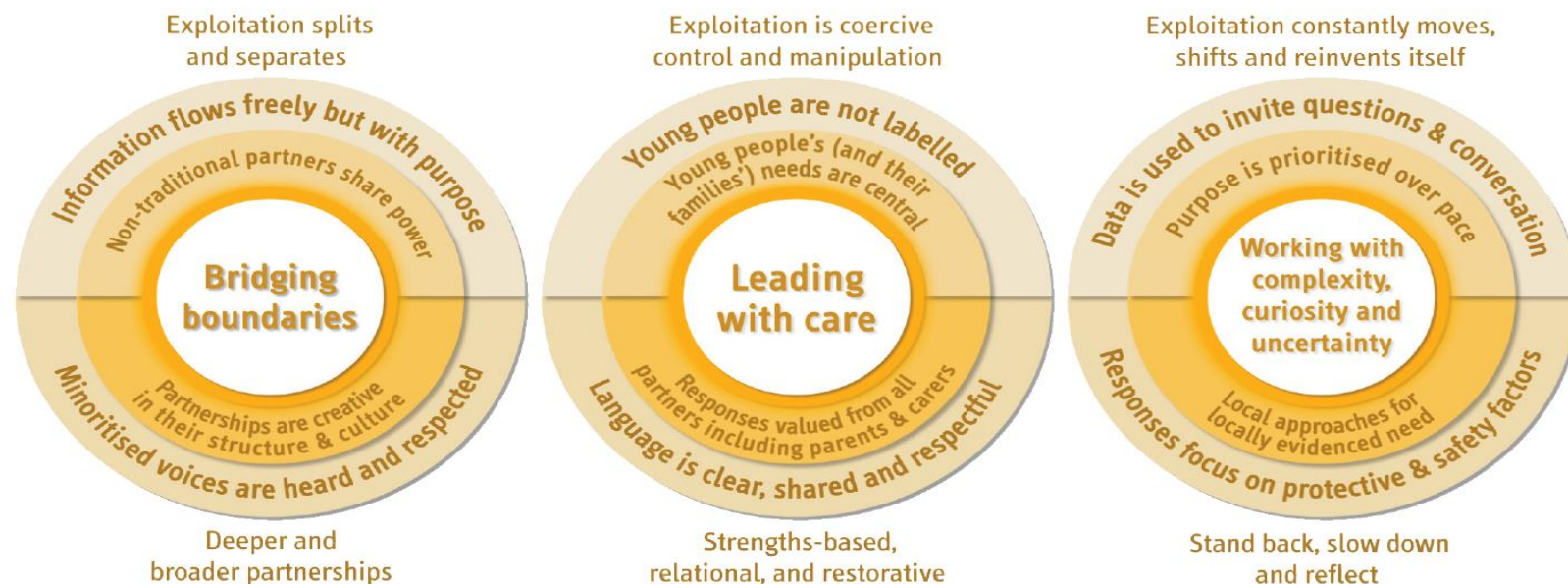


# Responding to ROTH Swindon approach

# Joining The Dots

- Swindon were successful in a bid to the Tackling Child Exploitation (TCE) Support Programme. Further information available on the [TCE website](#).
- This was a Bespoke Support Project and the goal was to explore decision-making around risk outside of the family home (*extra-familial harm*) with a view to addressing “siloes” approaches and enabling creativity and ambitious planning.
- This has supported us to rethink how we can all work together to safeguard young people and reduce the risks they face.
- Strategic managers and frontline practitioners have been working with the TCE Support Programme to develop a partnership response to Risk Outside The Home in Swindon.

## Joining the Dots



Joining the Dots is a framework developed by the TCE Support Programme based on learning from both programme delivery and the development and synthesis of evidence-informed resources.

Its focus as a framework is on the ‘how’ of tackling child exploitation/extra-familial harm, rather than the ‘what’ needs doing.

There are three interconnected, themes which are intended to promote cross-cutting partnership approaches capable of responding to the breadth and depth of the system challenges inherent to child exploitation/extra-familial harm.

Further information about the framework [click here](#).

There is also a short video: [Joining the dots](#) (clip lasts 3.50 minutes)

# Overview of Swindon Approach

Risk outside the home (ROTH) refers to the contextual safeguarding approach adopted in Swindon to understand and respond to, young people's experiences of significant harm experienced beyond their families.

Further information can be found on the Swindon Safeguarding Partnership website.

- ✓ 7 minute brief: [Risk Outside The Home adopting a Contextual Safeguarding approach.](#)
- ✓ SSP webpage which includes further information and useful resources. [Risk outside the home \(ROTH\) - adopting a contextual safeguarding approach - Swindon Safeguarding Partnership.](#)

# Referral Process: Risk Outside The Home

- ✓ All of the usual elements of a child protection process and the referral process will remain the same.
- ✓ Referrals to MASH/Early Help Hub will be the same and documented on the RF1. See [Referral guidelines and MASH contact information - Swindon Safeguarding Partnership](#)
- ✓ Where the risks relate to risk of criminal/sexual exploitation, there should be consideration for using the [Child Exploitation Initial Screening tool](#) to assist with decision-making and to evidence/support your referral. Please include as much detail as possible to ensure an appropriate and timely response.
- ✓ Where risk outside of the home is assessed as being the primary risk the process detailed in the [ROTH process flow chart](#) will be followed.

# Some changes - Multi-Agency ROTH Meetings

For those young people where the assessed risk is clearly outside of the home, there will be some changes to the current Child Protection Conference process detailed below. These changes will initially be subject of a pilot and further information/support will be provided.

## **What will the ROTH meeting look like?**

- ✓ These will be young people focused; their participation is the primary outcome
- ✓ The priority is how we, as a multi-agency group can/will work with these young people and their families to effect change
- ✓ The inclusion of the community network will be a priority and this may involve contributions from non-traditional safeguarding partners, such as shopkeepers or library staff. As they may have a reach into places and spaces, where young people are most at risk of harm and we need to use their expertise to keep young people safe from harm
- ✓ These meetings will be held in the community – we will go to the young people and their families instead of expecting them to come to us
- ✓ There are currently discussions with young people about what they would like the meetings to be called as they need to be able to own them
- ✓ These young people will not be made subject to Child Protection plans; they will remain subject to CIN plans
- ✓ There will be 2 levels of risk – high and low:
  - ✓ Low will be chaired by SW team managers
  - ✓ High will be chaired by CP conference chairs
- ✓ The meetings will be held within 20 working days of a strategy discussion
- ✓ The ‘standard’ invitees will be much more community based
- ✓ This will be a strength based model, but will include push/pull factors for the young person
- ✓ As an agency and as a group you will be asked to think outside the box and to be solution focused as to how together, we can make a difference
- ✓ If at any time in the process risks are identified in the home or for example, there are found to be parenting/adult vulnerabilities impacting on the child the ROTH process can cease; the usual Child Protection procedures can then be implemented

# Multi-Agency Risk Panel (MARP)

The process for referring children to MARP remains the same.

The Vulnerability Check List is no longer used and has been replaced by the Child Exploitation Risk Assessment Framework (CERAF).

The CERAF form and guidance notes on completion can be found on the SSP website [click here](#).

Further information about MARP can be found on the:

[SSP Child Exploitation webpage](#)

[MARP Operating Protocol](#)

Disruption



# Disruption Opportunities

Identifying and disrupting perpetrators is a central part of multi-agency work to protect children from exploitation. Positive action should always be taken when tackling perpetrators. There may not be enough grounds to arrest a perpetrator, but when a perpetrator is identified, positive action should always be taken and a perpetrator should be held to account for their actions.

The resources below provide information about policing powers, orders and disruption tactics which can be used to hold perpetrators to account for their behaviour.

- ✓ [Swindon and Wiltshire CSE disruption toolkit](#). This toolkit is aimed at statutory and voluntary agency professionals involved in the safeguarding and investigation of exploitation.
- ✓ [Child exploitation disruption toolkit home office](#). This toolkit is aimed at statutory and voluntary agency professionals involved in the safeguarding and investigation of exploitation.
- ✓ [NWG disruption toolkit](#) – Criminal, Civil and Partnership Disruption Options for Perpetrators of Child and Adult Victims of Exploitation.
- ✓ Information for parents/carers: [Police disruption tools - Parents Against Child Exploitation \(Pace\) UK \(paceuk.info\)](#).

# Resources

# Useful Resources

Swindon Safeguarding Partnership website has a variety of resources:

- [Child Exploitation webpage](#)
- [Risk Outside The Home webpage](#)
- [Child Exploitation: Practitioners Resource](#)
- [Safeguarding Adolescents Resource Pack](#)
- [ROTH - Safety mapping and planning with young people in Swindon - Swindon Safeguarding Partnership](#)
- [Child Exploitation Initial Screening Tool](#)
- [Child Exploitation Risk Assessment Framework \(CERAF\)](#)
- [Using appropriate language for those subject to or at risk of exploitation](#)
- 7 Minute Briefings and Practice Briefs on a range of topics, such as [professional curiosity](#), [effective information sharing and consent](#) and [capturing the voice of the child](#)
- [Wiltshire Police Intelligence submissions](#)
- [The Children's Society – Child Exploitation Language Guide](#)

# Useful Resources

## Modern Slavery/Human Trafficking:

### Free Elearning:

- [Modern slavery first responder training - Swindon Safeguarding Partnership](#)
- [Child victims of modern slavery - Swindon Safeguarding Partnership](#)
- [Identifying and supporting victims of modern slavery - Swindon Safeguarding Partnership](#)
- **Spot the signs** - [Spot The Signs - Unseen \(unseenuk.org\)](#)
- **Modern Slavery and Exploitation Helpline** [Modern Slavery Helpline](#)
- **National Crime Agency:** [Modern slavery and human trafficking - National Crime Agency](#)

### National Referral Mechanism (NRM) Guidance:

- [Referring children into the National Referral Mechanism \(childrenslegalcentre.com\)](#)
- [Frontline Workers - Unseen \(unseenuk.org\)](#)
- [National referral mechanism guidance: adult \(England and Wales\) - GOV.UK \(www.gov.uk\)](#)
- [Report modern slavery – GOV.UK](#)
- [Prompt sheet for working offline – GOV.UK \(modernslavery.gov.uk\)](#)

**Resources for schools/education.** There is a range of information and resources on the CS Network - Beyond Referrals: Harmful Sexual Behaviour (HSB) and Extra-familial Harm (EFH) in school settings. [Beyond Referrals - Schools \(csnetwork.org.uk\)](#)