**Child Exploitation Community Safety Plan Practice Guidance**

Safety Plans should be actively reviewed and updated at every Exploitation Family Meeting (EFM). The safety plan should have [SMART](https://www.bing.com/videos/riverview/relatedvideo?q=smart+plan+in+social+care&mid=1CB7BB8EDE46B7E04F0E1CB7BB8EDE46B7E04F0E&FORM=VIRE) actions and targets, agreed by the young person and parents/carers. Set small targets monthly focussing on achieving positive change. The Exploitation Family Meeting should identify a named professional (ideally named by the young person) who is their primary point of contact. They may choose a different point of contact to the parents/carers.

Coercion/entry into abuse through exploitation may have resulted from a complex set of factors and therefore exiting exploitation is also likely to be complex, particularly where there is a strong dependency relationship with the coercer/abuser i.e., substance use or where there is significant fear i.e., threats of violence made to family members. Re-establishing contact with networks and reintegration of the young person into age-appropriate activities and lifestyles are critical features of successful recovery. It is essential that young people are supported and understood by family members.

Exploitation Family Meetings should also seek to identify connections between young people, people posing a risk, locations, and any possible themes. This is referred to as the VOLT (Victim, Offender, Locations, Themes). This will enable the network to build a greater understanding of the child’s relationships, vulnerabilities, and risks in order to consider prevention and disruption. The level of risk should be reviewed as part of every Exploitation Family Meeting and forms part of the record of each meeting along with the Safety Plan. The updated Safety Plan should be circulated to the young person, parents/carers, and relevant professionals within 5 working days of the Exploitation Family Meeting.

Disruption Strategies may depend on the situation and young persons need; they provide a wide variety of options to address risks. It is important to consider these strategies within the Exploitation Family Meeting. Disruption activities should take place ensuring there are clear lines of dialogue between social care, police, and licensing. Actions to be taken will be agreed through line manager arrangements. Supporting parents and involving them in these disruption strategies will be essential in most situations.

For the duration of the Safety Plan all agencies should:

* Gather information to assist prosecution and disruption of adults suspected in being involved in exploiting children in both real and virtual spaces.
* Complete and submit a police intelligence form with new information and intelligence about young people, people posing a risk or locations of concern (see appendix 1). This is in addition to following Wales Safeguarding Procedures.
* Obtain and share as much information as possible to identify associates and those who pose a risk to young people (good information includes full names, nick names, telephone numbers, addresses, car registrations, employment type and location, details of licensed bodies / properties)
* Record accurate, factual information on children’s case records, including the date and time relating to information, all those involved in concerns and the professional response.

**EXAMPLE:**

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| Desired Outcome | Action: Recommendations | Who by, state name & role | When: |
| Disrupt contact with any person who poses a risk and/or is suspected of being involved in exploiting children in both real and virtual spaces. | Share timely information with Police and Children’s Services and relevant professionals via relevant reporting mechanisms i.e., C1, Intelligence Form  Agency checks to be conducted on known or suspected persons who present a risk.  Identify who the young person is spending time with and recognise negative relationships (real & virtual world).  Prevent home visits and screen telephone calls from other young people who may deliberately or unwittingly be recruiting the young person or adults suspected of abusing, grooming, or recruiting the young person.  Consider removing mobile phones at night.    Monitor call and text use and internet – laptop / tablet, phone and games consoles e.g., Xbox  Secure mobile phones and Sim cards, particularly if supplied by abusers and /or evidence of coercion and pass to the Police.  Police warning markers to be used on home address.  Implement disruption tactics (Community Protection Notices; verbal / written warnings; disruption letters for parents / carers; Child Abduction Warning Notices; Cuckooing Notices)  Consider disruption tactics employable by other agencies such as Licensing.  Provide additional patrols and disruption / detached outreach in named hotspots.    Use MAPPA and MARAC and risk management processes where appropriate.  [Child exploitation disruption toolkit (accessible) - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/child-exploitation-disruption-toolkit/child-exploitation-disruption-toolkit-accessible) |  |  |
| Raise awareness of exploitation, including relating to the young person’s specific circumstances | 1-1 work on internet safety, sexting, consent, capacity and coercion, consequential thinking, models of grooming, behaviours that present a risk. (Non-exhaustive). Consider one professional to lead this work.  Complete healthy relationships and rights work (group or individual) – reframe understanding of relationships.  Provide peer articles and booklets for self-directed learning.  Share online resources targeted at young people.  Facilitate peer mentoring by young people who have been through similar experiences and learnt how to cope and protect themselves from exploitation.  Work with school / college to raise awareness of risk.  Identify a long-term key worker from any agency, ideally identified by the young person, to be their primary point of contact |  |  |
| Empower parents and carers | Raise awareness with parents / carers of relevant resources about exploitation, their responsibilities and options, procedures and legal powers.  Consider family support services e.g., support to implement and sustain age appropriate behaviour management strategies, family contract – involving the young person in discussions too.  Maintain active support of parents, carers and foster carers and help parents / carers to identify the signs of all forms of exploitation.  Engage parents / carers to ensure they act appropriately to safeguard, actively engaged in searching for the young person, share information such as observed car registration numbers, named individuals, contact details shared by the young person.  Where required identify a named professional as the point of contact for the parent/carer. |  |  |
| Consider how to make home a more attractive and consistent place to be | Identify and address push and pull factors.    Tackle any relationship problems at home.    Support parents / carers with promoting stable routines for sleeping and eating together.    Address any domestic violence issues and consider relevant programmes for victims and perpetrators.    Tackle drug/ alcohol problems of other family members and support referrals.  Consider extended stay with a family member or respite, possibly in a different location.    Consider current risk assessment and whether placement continues to be the most appropriate (level of independence and responsibility; other young people placed; placement location; specialist skills and knowledge; level of support day and night). Do parents/require any additional support training to support the young person’s safety plan.  **Please note that all efforts should be focussed on disrupting exploitation for the child to safely remain within their home and community. Moving children from their home/community will not necessarily reduce the risks associated with exploitation due to the complex relationships and contexts in which exploitation occurs.** |  |  |
| Support emotional needs and build self-esteem, including though diversionary tactics | Consider referrals for support to specialist services regarding sexual exploitation; rape and sexual assault; domestic abuse; mental health; self-harm; counselling; youth services.    Take time to explain the issues and keep the young person informed.    Involve the young person in looking at alternatives and decision making.  Identify and encourage positive activities and encourage the young person to make positive contributions at home, school, leisure or work.    Role model assertive behaviour.    Raise aspirations with positive reinforcement.    Arrange work experience opportunities and / or vocational training.  Consider what can each agency offer (YOS, police, social care, education providers, voluntary sector). |  |  |
| Improve school / college / training attendance. | Tackle bullying, truancy and peer pressure.  Ensure young people are protected in their educational setting from peers identified as posing a risk.    Provide Relationships and Sexuality Education to young person   * Relationships and identity * Sexual health and wellbeing * Empowerment, safety and respect     Encourage engagement with alternative educational provision, informed by the young person’s aspirations and interests.    Provide funding for after school activities.    Provide educational work regardless of attendance and identify an individual who will continue to engage the young person.    Education provision to contact parents / carers and social worker whenever the young person is absent.  Education provision to notify the network of any significant incidents to ensure preventative action and/or robust risk assessment/planning is taken where possible to minimise the likelihood of permanent exclusion. |  |  |
| Raise awareness of risks of alcohol and substance misuse | Refer to specialist services to provide advice, information and support about alcohol and substance misuse.  If the young person is not in agreement with referral, consider specialist advice regarding harm reduction and who would be best to work with the young person to achieve this. |  |  |
| Promote physical safety | Identify triggers and patterns of escalating behaviour and agree how this can be de-escalated and appropriate intervention when de-escalation has not been effective.    Consider whether legal advice is required in order to secure the young person’s safety.  Consider use of police powers.    Consider National Referral Mechanism criteria. |  |  |
| Promote sexual health and reduce the risk of STI’s, pregnancy and blood borne viruses | Recommend a full sexual health screening with sexual health services.    Provide advice and options on contraception.    Place an Alert on walk-in sexual health clinics, emergency departments and school nurse files – social worker and school nurse to be notified should child present for sexual health services or with injuries.    Seek consent and conduct medical investigations as appropriate. |  |  |
| Reduce the risk of missing episodes [Safeguarding Wales](https://www.safeguarding.wales/en/chi-i/chi-i-c6/c6-p9/) | Complete and Share an up to date copy of the Child Information Form with SWP  [child\_information\_form (safeguarding.wales)](https://www.safeguarding.wales/documents/8/child_information_form_TlvRRUj.pdf)  Identify a trusted adult the young person can contact out of hours.  Primary contact to text the young person even if they don’t respond to let them know they are in mind and people are worried about them.  Provide 1-1 advice on risks associated with missing episodes.  Consider a tracker on the young person's phone, with their consent.  Place an Alert on Police MISPER system – highlight known addresses and who to contact in an emergency.  Place an alert on walk-in health systems and emergency departments.  Ensure parents / carers know how to contact EDT and Police to report missing episodes.  Parents to implement a strict curfew (appropriate to the age of the child) and follow the 15-minute rule. If the child is not home or where they should be ring or text them after 15 minutes. If they do not respond or phone switched off wait a further 15 minutes and ring the Police to report missing.  Ensure the Missing People Helpline and Childline numbers are in the young person’s mobile phone address book or text the numbers to them.  Consider informing appropriate outreach workers, Safer Neighbourhood Team Bulletins, border alerts (UKBA/UKHTC), public transport bodies, and agencies in other cities such as social care, Police and specialist services.  Consider publicity in liaison with police and Council media teams.  Conduct return home interviews in a way that facilitates positive change.  Follow up return home interviews with active support to ensure the young person sees the return interview as a positive experience. |  |  |
| Corroborate information and protect evidence | (where safe and appropriate)  Secure any clothing that is likely to have DNA on it and pass to police  Secure any burner phones, sim cards and pass to police  Secure screenshots (if safe and preferably with consent) of any messaging the young person may have on their phones/social media apps **(note that snap chat platforms tells the sender a screenshot has taken place)**  Share any witness statements with the police and children’s services. |  |  |

**Appendix One**

