Assessment and intervention planning for young people at risk of extra-familial harm:
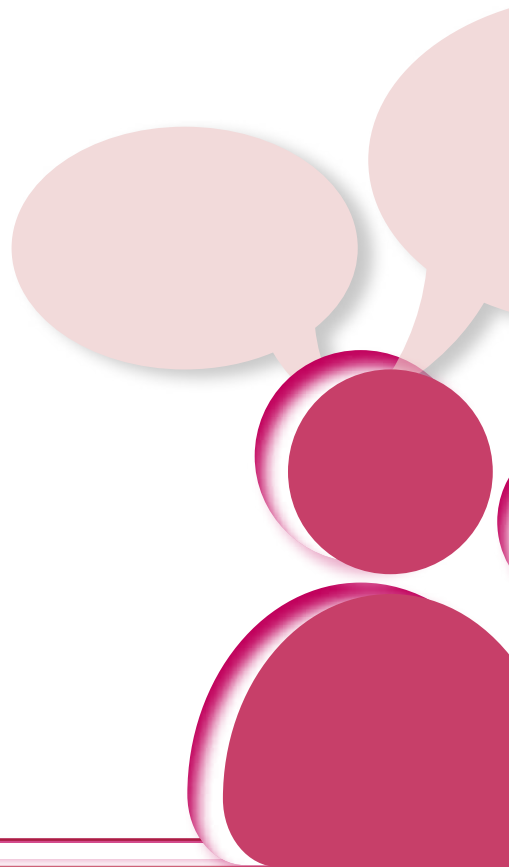
A practice guide

Hackney
Contextual
Safeguarding
Project

Contents

Introduction

Introduction

This document is designed to support practitioners to undertake assessments which are holistic in nature – taking into account both the context of children's experiences within their family home and in other social spaces. It supports practitioners to:

- Assess a young person's extra familial risk of harm;

- Consider the needs of a young person subject to extra-familial risk; and

- Make recommendations/plan for on-going work which addresses extra-familial risk of harm.

Indicators

Here's a list of common indicators associated with extra familial risk for adolescents. It is not a 'tick list', but will guide you in determining the appropriate level of focus on extra familial risk.

Poor mental health (stressed, angry, depressed etc.)	**Concerns about CSE and or/ Harmful Sexual Behaviour**	**Concerns about online behaviour/use of Social Media**
Frequent missing episodes	**Break down in relationship between child and caregiver**	**Learning difficulty or disability (either assessed or queried) which may increase vulnerability**
Young people connected with a place (e.g. park, residential block, school) **where there are existing concerns about safety**	**Concerns about individual and/ or peer group offending/ involvement with the Youth Offending Team**	**NEET, poor attendance record or repeat exclusions and school moves**
Substance misuse	**Concerns about gang involvement/gang coercion and criminal exploitation via 'county lines'[1]**	**Experience of abuse at home including witnessing domestic violence**

Working collaboratively

Working collaboratively is important in all assessments, and it is particularly important when assessing vulnerable adolescents for extra-familial risk because of the complexity of the issues and perspectives.

With young people

The more you can **build trust, respect and a good rapport** between yourself and the young person, the more likely you are to hear what is really going on in their life. Be aware that the young person might not believe that they need any help, or might consider themselves to blame for what is going on. In this case, try to balance what you hear with an awareness that our safeguarding responsibilities are not dependent on the child or young person's willingness to be

safeguarded, but on their risk of harm. In this guidance there are examples of tools that you might find useful for engaging young people in talking about their own safety and risks. Collaborating as closely as possible with young people will also support assessment writing which is **non-judgemental and respectful in terms of language used**. Appendix C has a list of common errors and alternative suggestions for language used to describe vulnerable young people who are subject to exploitation.

With parents/carers

It is also important to involve immediate carers and the wider system as much as possible. Bear in mind that parent/carer/s might also blame their young person (or themselves) for what is going on, and that this might be adding to the risk. They may also feel powerless to create change when concerns are outside the family home. **Engaging parents in being as protective and supportive as possible** is therefore very important in the context of extra familial risk. This guidance includes information about tools for engaging parents in having open conversations about what is going on and what can be done to help (e.g. Context Weighting Tool – Appendix B).

With the professional network

With extra familial risks there will almost always be professionals who know the child already and can offer their perspective, be it education, youth provision, youth justice, health etc. Drawing on their perspective will enrich the assessment and also provide a good platform for any multi-agency intervention work to follow, which is a key feature of Contextual Safeguarding (Firmin, 2015). Alongside thinking about parental safeguarding capacity, ask yourself **who else's capacity to safeguard is being undermined in this situation** (e.g. education provision, community safety, etc.)?

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[1] *The coercion of young people by criminal gangs in the sale of illegal substances to rural locations such as seaside towns.*

What makes a good extra-familial assessment?

Here are some of the features and principles which make for a good assessment:

| 1	Use of tools for engagement	These are all laid out in '**Tools and Resources**' below.
2	Reflective dialogue to enable less familiar extra-familial elements to be understood	Contact your linked **Contextual Safeguarding Champion** or the **Contextual Safeguarding team** as relevant, for a reflective discussion about your case.
		Another good source are **fellow practitioners** with experience of undertaking an extra-familial assessment – find out who they are and if they would be willing to spend some time reflecting on your case.
3	Partnership working/ learning and drawing on a range of sources	Who else in the **professional network** knows this young person and could inform the assessment?
		If you are already familiar with this young person and family, remember to reflect on, record and share relevant **knowledge built up over time** – even if it might seem obvious and 'taken for granted'.
4	Assessment of locations other than the family home	Just as observations sometimes take place in a family home, during a contextual assessment we transfer similar activities to other social spaces.
		This involves focussed observation in the location/s where harm has occurred, to better understand the risks posed and, if appropriate **having conversations in locations** that could be more conductive to the young person's participation. You can supplement this by drawing **on partnership knowledge** or resources held by, for example, a local housing warden, estate manager or Young Hackney worker.
5	Engagement with and guided by the perspective of the young person and their parents	As discussed above – working collaboratively is really important for contextual assessments.
		It is good practice to start the assessment by asking both the young person and their parents separately an open question along the lines of **"what do you see as the 'problem' and what do think would help you to have a safer and happier future"**.
		While you listen, stay curious about the **beliefs and motives** underlying their behaviour. For example, the powerful desire at adolescence to fit in with peers, a strong sense of loyalty to not

5	Engagement with and guided by the perspective of the young person and their parents	betraying the trust of friends or worries about the consequences of sharing information with you. Throughout the assessment consider how this young person experiences the world around them in terms of safety and risk, and try to **see the world from their point of view**.
6	**Intervention planning which is targeted at the context of harm**	This means that if the main source of harm is within a peer-group, this become the primary focus for the primary place for intervention, and so forth. Along with this, in a contextual assessment we seek to differentiate between a pre-existing vulnerability (e.g. a learning difficulty or disability), or a risk factor (e.g. exploitation), which is the consequence of behaviour. When combined this increases the harm experienced. Taking this approach avoids seeming to unfairly label a disability (or other vulnerability) as a universal risk in itself, and also supports more nuanced intervention planning.
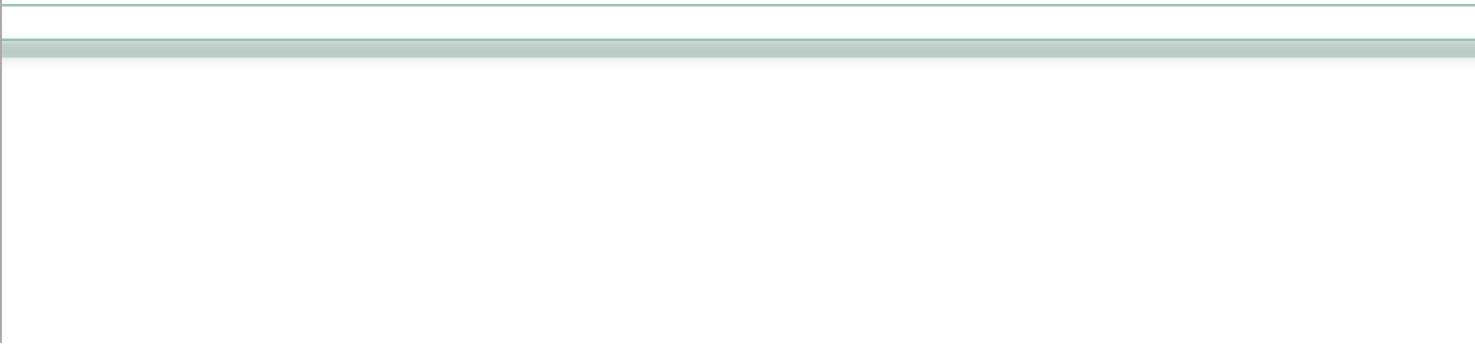
Tools and resources to support assessment

Tools and resources to support assessment

Context	I want to…	Resource name	How can it help and where can I find it?
Any/all	*Learn more about the extra-familial risks a young person is facing*	**Case consultation framework** **"What's Happening" and "All Around Me" direct work tools**	The Case consultation framework tool provides a helpful way of structuring an assessment of extra-familial risks. See Appendix A in this document. "What's Happening" and "All Around Me" are direct work tools which support practitioners to gathering information from parents/carers and young people in different contexts, to support assessment or review. Download it from the Contextual Safeguarding Network Hackney section: **https://contextualsafeguarding.org.uk/in-practice/hackney-project** and Hackney intranet: **https://sites.google.com/hackney.gov.uk/cfs/home/contextual-safeguarding**
Any/all	*Have a reflective discussion with a young person and support them to identify areas of harm they are facing*	**The 'Good Lives Model'**	The model provides a framework for talking to young people about their life. It prompts reflective discussion with young people about what a 'good life' looks like, and how they might be meeting their needs in ways which can be harmful to them and others. Can be particularly helpful if a young person does not believe there is a 'problem'. Contact the Clinical Service for more information or look out for training.
Any/all	*Have a simple way of displaying the risks faced by a young person*	**Context Weighting Tool**	A simple visual way of describing and analysing the risks faced by a young person in relation to different contexts. This can be helpful to communicate with young people, parents and other practitioners about what is going on and promoting discussion. See Appendix B in this document.

Any/all	*Learn more about extra-familial risk from the young person's perspective in the context of a **missing young person***	**Independent Return Home Interview**	Check on Mosaic if the young person has taken part in an independent return home interview (IRHI) with a Children's Rights Officer (CRO). An IRHI is a young person focussed conversation which can reveal helpful information for assessing risk of harm and safety planning. Referrals for IRHI take place through the missing episode on Mosaic. To discuss a case, or for support in offering a young person an IRHI, contact: **Childrensrights@hackney.gov.uk**
Any/all	*Bring professionals together to consider and manage extra-familial risks as a multi-agency partnership*	**Extra-Familial Risk Panel**	Provides a co-ordinated safeguarding structure for considering risks and intervention plans (see Appendix F for Flowchart). If extra-familial risks have been identified, you can request a consultation to discuss whether it meets the threshold or refer directly: **efrp@hackney.gov.uk**
Any/all	*Engage young people individually or in groups in discussions about knife crime and how to stay safe*	**London Needs You Alive Toolkit**	The website and toolkit provides information, guidance and support to practitioners working with young people affected by knife crime. **https://www.london.gov.uk// what-we-do/mayors-office-policing- and-crime-mopac/our-priorities/ london-needs-you-alive-toolkit**
Neighbour-Hood	*Identify areas of perceived risk and safety in the local neighbourhood* *Safety plan with a young person travelling in their neighbourhood*	**Safety mapping tool**	This tool can enable practitioners to understand safety and risk in relation to particular landscapes or areas from the young person's perspective, in order to inform a more child focused safety and intervention plan. Download it from the Contextual Safeguarding Network Hackney section: **https://contextualsafeguarding.org. uk/in-practice/hackney-project** and Hackney intranet: **https://sites.google.com/hackney. gov.uk/cfs/home/contextual- safeguarding**

Neighbour-hood/Peer group	*Understand the local risk profile for vulnerable adolescents in Hackney*	Vulnerable Adolescents Analyst Integrated Gangs Unit Young Hackney	The Vulnerable Adolescent Analyst gathers data from a range of sources to produce information about contextual risks in Hackney. You can draw on the 'Criminal Exploitation Profile' and consult with the analyst when you have concerns about a particular contexts i.e. with peer groups, or incidents within a location. Contact information: **Vulnerable Adolescents Analyst, located in Safeguarding and Reviewing. If you are unsure who this is, please call the IRO duty number on: 020 8356 8082**
			The Vulnerable Adolescent Analyst liaises regularly with the Integrated Gangs Unit (IGU), but if you have particular concerns about the role of gangs in a young person's life, you can contact them directly via the Community Gangs Co-ordinator. **If you are unsure who this is, please contact please contact Young Hackney Business Support on 020 8356 7404**
			Young Hackney might also be able to provide data relating to risk and safety to inform your understanding of a young person's situation i.e. attendance at universal youth provision. **If you are unsure who the relevant Team Leader is, please use the number for Young Hackney above.**

Peer group/ School	*Learn more about the nature of a young person's peer group which appears risky in order to inform intervention planning*	Peer group mapping tool/s	This guidance support practitioners to understand the scope of a peer network. The focus is on understanding the problems, identifying the gaps in information and planning for managing the issues which emerge.
			Download it from the Contextual Safeguarding Network 'Hackney' section: **https://contextualsafeguarding.org. uk/in-practice/hackney-project** and Hackney intranet: **https://sites.google.com/hackney. gov.uk/cfs/home/ contextualsafeguarding**
Peer group	*Assess the dynamics within a peer group to create safety*	Peer group assessment guidance	Designed to support practitioners to assess the strengths and harm within peer group dynamics.
			Download it from the Contextual Safeguarding Network 'Hackney' section: **https://contextualsafeguarding.org. uk/in-practice/hackney-project** and Hackney intranet: **https://sites.google.com/hackney. gov.uk/cfs/home/ contextualsafeguarding**
Peer group/ Neighbour-hood: Criminal Exploitation	*Learn best practice and support parents in dealing with young people who may have been criminally exploited (i.e. county lines)*	Toolkit by The Children's Society, Victim Support, NSPCC	Information on working with young people vulnerable to criminal exploitation or who are already being criminally exploited. **https://www. csepoliceandprevention. org.uk/sites/default/files/ Exploitation%20Toolkit.pdf**
		SPACE	Voluntary organisation set up to respond to Criminal Exploitation and 'County Lines'. Information for parents and practitioners. **http://www.bespaceaware.co.uk**
			Home Office guidance on **https://www.gov.uk/government/ publications/criminal-exploitation- of-children-and-vulnerable-adults- county-lines**
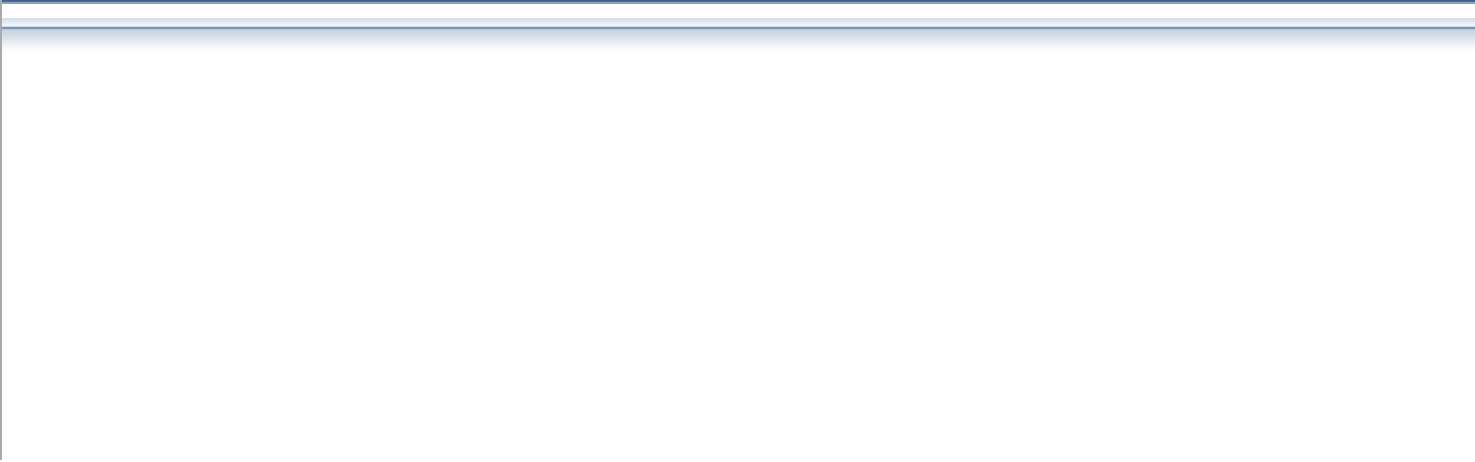
Guidance questions

Guidance questions

In this section the Child and Family assessment form is taken section by section, mirroring how it appears on Mosaic. In Appendix E you will find the same document with example answers of how you could complete your assessment in response to these prompts.

Section	Questions/areas to consider
Family Background	• How much contact do parent/carers have with the parents/carers of their child's friends and what level of support do they receive (or could they receive) from them? • What is the nature of the sibling relationships at home in relation to contextual risks – e.g. younger sibling who could benefit from early intervention to prevent a similar trajectory; or an older sibling who has significant influence? • Are there significant family events, now are in the past, (especially traumatic experiences) which could be impacting on what is happening outside the home. • Consider whether home/family culture and expectations might be experienced by the young person as being different from their peer-culture and expectations, and the impact this has on parents, young person and the wider context. • Are there transgenerational patterns within the family – e.g. criminality, exploitation etc. which could be impacting on this situation?
Diversity and Identity	• How does the child's family, cultural and 'racial' identity interact with extra-familial/peer group identity? e.g. their peer-group identity may feel at odds with their cultural identity. • How do they see themselves, as a young person growing up in Hackney/within their local area? • How does this young person's peer-group or family identity – and values and beliefs in relation to these – impact on their safety? e.g. do they have a strong sense of loyalty to protect or provide for their peer-group or family, which leads to harmful activity. • Consider the young person's experiences of racism and other forms of discrimination and how this might aggravate, increase or be the source of extra-familial harm.
Child development Child's views and experiences	**Health** Alongside usual health areas, consider: • Sexual health, including the young person's understanding and attitude towards safe sex and consent. • If there is regular/concerning attendance at A&E which tell you something about their extra-familial activity. • The physical presentation/appearance and hygiene of the young person and what this suggests about any extra-familial harm they might be experiencing.

- The impact of difficulties with social interaction and communication; ADHD; Autism Spectrum Disorder and chronic disease (if linked to low-self-esteem) which can be exploited by others.

Emotional and behavioural development

- How does the young person relax, have fun and in general feel about themselves and their life?
- In what ways could their behaviour be an expression of an emotional need, which could be met in another, safer way?
- How do they manage and regulate difficult feelings? How does this play out in the way they view relationships?
- Is the level of independence appropriate for their age and maturity? How do they manage decisions and choices about this?

Education

- Consider who, from the young person's education provision, could assist you with your assessment. Designated Safeguarding Lead, Head of Year, Young Hackney linked Unit etc.?
- Does the young person feel safe at school? Is their learning impacted by a lack of safety (or sense of safety) at school?
- What are the young person's aspirations and hopes for achieving and having a purpose? How could these be impacted by their extra-familial experiences of harm?
- Is there intelligence within our service about other young people's experiences in this educational provision? Has this identified themes which could be addressed collectively?
- Has the education provision identified whether the issues faced are common to a group of young people, rather than being an isolated incident? Is the school undertaking any intervention (group or individual work) to address these issues which the young person could benefit from these?
- Where a common theme is identified, affecting more than one young person within a school environment, a Contextual Safeguarding School Assessment may be required, in discussion with the Designated Safeguarding Lead. See below in Intervention Planning for the process for doing this.

Family relationships

- What is the nature of the relationship between the young person and parent/carers? Does the family spend time together? What could support them spending positive time together?
- Is it a 'good enough' relationship which could be nurtured to provide further protection?
- Does the young person confide/trust/feel safe to disclose to their parent/carers? Think about how the relationships at home might be affected or affecting their activity outside the home.
- Has or does the young person witnessed domestic violence which might be impacting their extra-familial experiences of harm?

Child development **Child's views and** **experiences**	**Social/peer relationships –including online and offline activity** • Who do they spend time with? • Are their peers known to social care? • How did they meet they current friends or how do they tend to meet new friends? • How do they feel about their friendship groups (including online groups)? • What do they do together, and what are the dynamics like? Are they generally a leader or a follower? Do they engage in criminal activity together? Do they have some peer contexts which are safer than others? Are there sufficient grounds to trigger a separate Peer Group Assessment? • Are there harmful norms and attitudes towards gender roles, consent about sex, safety and violence within the peer group which constrain the young person's ability to make safer choices? If these are played out within a school context, consider the prompts above about talking to the Designated Safeguarding Lead about a School Assessment. • Think specifically about how safe they are online. Discuss which apps and programmes they use and what for, whether they understand and apply privacy settings. Have they ever met anyone in person who they have contacted online? • Map their routines over time and in spaces i.e. locations they go/meet and times of day/night they are there, how often etc. – (explored and recorded in more detail in the next section).
Environmental and **neighbourhood** **factors**	• Where does the young person feel safe? Where do they not feel safe and why? (see Safety Mapping Tool) • Consider the spaces outside the home (park, residential block, estate, shopping area, methods of transport etc.) where the young person experiences, or is at risk of, harm. Are they in physical danger due to the places they spend time in, the way/times/manner in which they travel? Are there sufficient grounds for triggering a Neighbourhoods Assessment?(see Hackney Wellbeing Framework for Contexts – Appendix G) • Are there particular pressures around housing, finance, legal status, access to health care, crime in the area etc. which limits the parent/carers ability to be protective? How could this be alleviated? • Consider how the wider socio-political environment creates structural inequalities which impact on and limits the choices this young person and their family have within their environment (i.e. the way public spaces are designed, lack of opportunities and influence/agency, experiences of discrimination etc.).

Parenting capacity/ Parenting assessment	• How is the home environment (i.e. conflict, relationships etc.) contributing or reducing extra-familial risk? • Can the parents/carers offer warmth, care and boundaries in the face of what might feel like rejecting, challenging and/or confusing behaviour? What could support them to do this? • Do they blame their child for what is going on or can they see (or be helped to see) that they are acting out of limited choices and pressures? Are they open to reducing punitive attempts to change their child's behaviour (which can place a child at further risk)? • Do they report to the police when their child/ren go missing and do they understand the importance of this? • Do they have age appropriate expectations about adult supervision, and do they have the necessary support and resources to ensure age appropriate adult supervision?
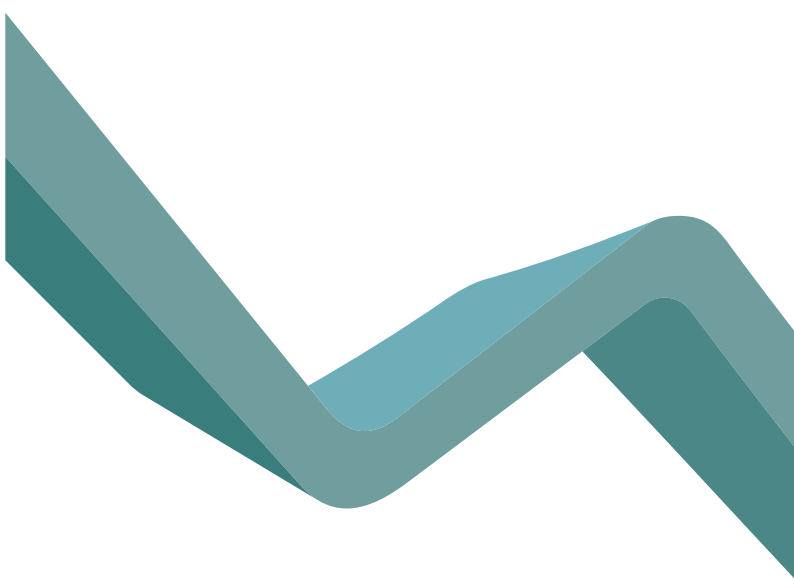
Intervention planning

Intervention planning
Targeting the context of harm

To maximise its effectiveness, intervention regarding extra-familial harm should be directed at the context where the harm is taking place (Working Together, 2018). Before formulating your recommendations for what needs to be done, consider using the Context Weighting tool (Appendix B) to support you in deciding where your intervention plan should be targeted:

At present there are broadly three strands of intervention, which may occur together:

1) **Work directed at parents/family within the home –** this is when there are familial issues which may be contributing to extra-familial harm (e.g. parents who blame their child for the harm taking place and behave in ways which increases their vulnerability, like locking them out of the home). Work in this context might focus on increasing the support and protection parents can offer through exploring and containing any underlying feelings of guilt, self-blame and distress; and/or increasing their knowledge of adolescent risk and restorative responses. In this situation the plan will include direct work with parents to reduce the interplay between intra and extra-familial risk. It might also involve work with the whole family if there is a clash in experiences and/or culture between parents and young people; and/or relationship and communication difficulties within the family context.

2) **Work directed at an individual child to reduce their risk outside the home –** this is where one-to-one or individualised work is thought to be necessary to address issues of harm outside the home. Because of the nature of young people's relationships and how they experience extra-familial harm, it is very likely that this type of intervention will need to take place alongside work within the wider context. This is to ensure that the intervention is effective, and to avoid placing the responsibility for change solely with those who have experienced harm. It is likely that this will require a multi-agency response – see below about the role of the Extra-Familial Risk Panel.

3) **Work directed at a wider context –** this is when, in the course of the assessment it is clear that intervention with a wider context (location, school, peer-group) is needed, to bring about safety for the young person under assessment, although any such intervention will, by its nature, hopefully make the context safer for other young people also. It is likely that this will require multi-partner response – see below about the role of the Extra-Familial Risk Panel.

Referral to the Extra Familial Risk Panel

(see Flowchart Appendix F).

Where the assessment confirms there is evidence of risk of harm through exploitation into gangs, CSE, criminal activity or where there is evidence of harmful sexual behaviour or serious youth violence, the case should be referred, in discussion with a CSW, PDM or Service Manager, to the Extra-Familial Risk Panel to ensure a multi-agency plan is developed.

Where the assessment indicates that an assessment of a context is needed (i.e. a peer group, school or location) then this should be referred to the Extra-Familial Risk Panel, in discussion with a CSW, PDM or Service Manager and supported by the Context Wellbeing Framework

(Appendix G). The panel will decide if a new assessment of a context is needed and will ensure that there is a link between this and any other work being undertake.

If the case is due to transfer across to a buddy unit or another service area following assessment it may also be useful to invite the Contextual Safeguarding team or Contextual Safeguarding Champions, as relevant, to a handover meeting to, especially if this involves navigating working arrangements with new partners and agencies such as community safety, estate wardens, or local businesses.

Interventions and practice responses

The term 'intervention' is often thought of as a formal programme of activity which follows a model to specific outcomes, delivered by specialist practitioners. It is also important to remember however that in the course of an assessment (and during subsequent case work), the way you conduct the assessment and respond to the issues could be instrumental in bringing about safety. 'Intervention' of this type might include thinking with a parent about the value of making and keeping in contact with their child's friend's parents; or explaining to a parent/carer why a young person controlled by a criminal exploitative gang might behave in ways which are 'anti-social' – thereby increasing their protective capacity. Appendix D provides a case study of an assessment which exemplifies this type of intervention and provides some learning points.
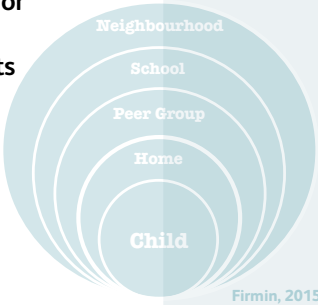
Set out below are two tables with intervention options which can be deployed in response to extra-familial harm. **Table 1** is a description of the more established and emerging options available in Hackney. **Table 2** is an overview of newer practice responses to harm outside the home, grouped according to context – some of which are yet to be tried in Hackney. In the vast majority of cases, the first port of call will be to speak to the Contextual Safeguarding team or Contextual Safeguarding Champions, as relevant, who will then work with the relevant partners to design, develop and deliver the necessary response.

Table 1 – Menu of intervention options

Here is a list of established and emerging intervention options in Hackney, which can be deployed in response to extra-familial harm.

Issue	Intervention	Description	Access
Individual/familial focussed			
A young person affected by sexual exploitation	Social Work Unit, Young Hackney targeted support and/or support from Children's Rights Officer	Direct 1:1 support with young person including safety planning.	Social Work Unit, Young Hackney, Children's Rights Service
	Individual or family therapeutic intervention, CAMHS and CHYPS+	Mental and sexual health support including therapeutic intervention to support children and/or families and related mental and other health difficulties.	Clinical Service/Wider CAMHS Alliance Partners CHYPS+ via health partners
A young person affected by gangs and criminal exploitation	St Giles/ Integrated Gangs Unit (IGU)	St Giles Trust is embedded within the IGU and provide one-to-one sessions to young people affected by gangs. It provides support, training and education to prevent offending.	Via IGU
	Young Hackney Targeted Support Service and Youth Offending Team where relevant	Young Hackney early help and prevention casework intervention, easily accessed, wide referral criteria. Youth Offending Team offers a range of services including one to one and group intervention.	Young Hackney
	Police Basic Command Unit (BCU) Exploitation Team	The BCU Exploitation Team will undertake investigations into criminal exploitation, engage young people, initiate disruption and enforcement as required.	**BCU: Central and East Unit – 101**
	Rescue and Response	The Rescue and Response programme is for young people affected by county lines exploitation. They offer one-to-one support, specialist support for young women, help to manage risk and safeguarding, support to move away from criminal exploitation, family support, help building network analysis through pan London intel gathering, and an out of hour's phone number for professionals operated by St Giles Trust.	Rescue and Response: **https://www.stgilestrust.org.uk/page/rescue-and-response#** All referrals submitted via an online platform

A young person demonstrating harmful sexual behaviour	AIM Assessment and Good Lives intervention from Young Hackney or Clinical Hub	AIM2 (Assessment Intervention and Moving On) is a specialist assessment tool designed to assess risks related to Harmful Sexual Behaviour and develop intervention plans for Young People who have engaged in this type of behaviour. AIM2 assessments are offered by the Clinical Service alongside other trained practitioners from across CYPS. Young Hackney early help and prevention casework intervention, easily accessed, wide referral criteria.	Clinical Service
Emotional or behaviour issues, including "conduct disorder" which is often used to describe young people affected by extra familial harm	Individual or family therapeutic intervention, First Steps and CAMHS Young Hackney Targeted Support Service	Supporting families or young people to think about their wider contexts, to make sense of this and enhance safety in this way. Young Hackney early help and prevention casework intervention, easily accessed, wide referral criteria.	Clinical Service/Wider CAMHS Alliance and Partners Young Hackney
Missing young people	Independent Return Home Interview Service	A focused discussion with a Children's Rights Officer to support a young person's future safety.	Referrals via missing episode on mosaic. For discussion contact **Childrenssrights@ hackney.gov.uk**
	Missing People 24 hour help-line and parent support	This is a useful organisation specialising in missing support. You can safety plan with a frequently missing young person by giving them Missing People's free, 24 hour confidential phone number, and also provide the same number to parents for support. There are also local parent support groups available.	Missing People's free number is **116 000**
	Young Hackney Targeted Support Service	Young Hackney early help and prevention casework intervention, easily accessed, wide referral criteria.	
For young people with health related issues, particularly if these are unspecific, or if they have missed assessment/ diagnosis.	Vulnerable Children Clinic	Weekly clinic at the Hackney Ark for children and young people by a consultant paediatrician, who offers an assessment or review of general health and/or addresses specific concerns. This is similar to an initial health assessment for looked after children, but for children who are not looked after. A report is produced to give an overview of health and development, and onward referrals to other health care professionals can be made.	If you have a child or young person where you feel this may be helpful please contact Dr Briony Arrowsmith to discuss the case on **brionyarrowsmith@ nhs.net** or **07748654712** or contact **Hackney Ark**

Issue	Intervention	Description	Access
Context focussed			
Harmful sexual norms within peer groups or school contexts	Mentors in Violence Prevention	A preventative peer-led programme run in schools to address gender based harm through shifting the culture in a whole peer group, creating safety for everyone. Young Hackney and the Contextual Safeguarding team are trained to deliver this programme to designated staff and identified peer mentors within a context.	Speak to the Contextual Safeguarding Team or Contextual Safeguarding Champions as relevant, if you have identified a need within a context.
Community fear and lack of safety within a location where there have been risk incidents.	Community Connection Events	This is a new intervention designed by young people from the Contextual Safeguarding advisory panel. The event is designed to bring adults and young people together in a community to foster more positive relationships, inter-generational perceptions and increase guardianship (i.e. by connecting young people to a Community Safety Officer).	Speak to the Contextual Safeguarding Team or Contextual Safeguarding Champions as relevant for support
Harm taking place within a peer-group	Multi-Family network meeting in response to a specific issue	This is a new meeting format which is designed to offer meaningful discussion and future planning opportunities to those affected by issues within a peer-group.	Speak to the Contextual Safeguarding Team or Contextual Safeguarding Champions as relevant for support
Peer groups and location based harm*	Community mapping	This is an extension of the Safety Mapping tool, which involves taking the maps to groups of young people/whole community events to think about safety and offer guidance on services/signposting.	Speak to the Contextual Safeguarding Team or Contextual Safeguarding Champions as relevant for support
Families* affected by a specific issue*, or a network of families linked through a group of young people experiencing harm together	Multi-family group therapy	This flexible intervention can bring together a group of families focusing on CSE for example, but could also be used to address other issues such as drug related peer-group activity.	Clinical Service

Multiple issues* affecting groups of young people and their parents	Bespoke group-based interventions	This is where service areas collaborate – i.e. Young Hackney and the Clinical Service or a school to offer bespoke groups – these can be offered as and when issues come up Issues which could be covered include: Inappropriate sharing of sexual images, Trauma, CSE, Harmful Sexual Behaviour, Mental Health/Emotional wellbeing, Domestic Abuse, Relationships etc.	Speak to the Contextual Safeguarding Team, Contextual Safeguarding Champions, Young Hackney or Clinical Services as relevant
In the aftermath of incidents to support existing community guardians or leaders in their support of the context or community	Clinical supervision/ support for community leaders/ guardians	This can be and is sometimes offered i.e. to staff supporting young people in their area affected by incidents of community violence	Speak to the Clinical Service

*Examples of harm in this context includes group based harmful sexual behaviour (from sexual harassment and unwanted touching and non-consensual image sharing to rape); intimate partner violence; sexual or criminal exploitation; group offending; group related missing activity (i.e. missing together, missing to an unsafe location); groups affected by violence (including the involvement of weapons); substance misuse within a particular context (school, neighbourhood, peer-group).

Table 2 – Menu of interventions by context

Neighbourhoods	Access
Community Guardians Development of community members to become champions/guardians to be: – eyes-and-ears – Involved in creating safe spaces – Bystander engagement with community members Involvement of community safety, policing and detached youth workers in contexts of concern as community guardians Use of 'neighbourhood watch schemes' and promoting benefits of inter-generational relationships	HCVS, supported by the Contextual Safeguarding Team or Contextual Safeguarding Champions as relevant. Faith Forum for developing community guardianship.
Business and Housing engagement Engagement of businesses or housing providers (Hackney or other Registered Landlords) in creating safe spaces, community engagement, licencing conditions **Changing physical environment** – Lighting options – CCTV – Repairs and property security – Signage – Bollards Manage direction of traffic and footfall and 'walk abouts'	Community Safety and Partnership Tasking, (repairs, communal repairs, housing) supported by the Contextual Safeguarding Team or Contextual Safeguarding Champions as relevant. Met Police's 'Operation Carewatch' (with local hotels and accommodation providers)
Reclaiming spaces: – Engagement of community in designing use of spaces – gardening for example – Positive activities in places of concern – Quick use/occupation of vacant properties – Regeneration and re-design of public places – Safer-by-design techniques to ensure child-friendly spaces – Pop-up youth clubs	Partnership Tasking and Regeneration team, Voids team (vacant properties), Resident Participation (gardens/grow schemes), Ground Maintenance, Housing, supported by the Contextual Safeguarding Team or Contextual Safeguarding Champions as relevant, Young Hackney Trusted Relationships Project.
Safeguarding policies/procedures for public spaces, community space and business (regarding referrals and creation of safe spaces – Working Together 2018)	Relevant council departments (Town Management, Public Health etc.), supported by the Contextual Safeguarding Team or Contextual Safeguarding Champions as relevant.

Engagement

- Engage young people in the creation of safe spaces – youth-led/community based interventions
- Non Violent Resistance Champions
- Awareness-raising with community organisations Community reassurance through outreach Communication to increase visibility
- Problem-solving booths
- Young Hackney Trusted Relationships Project

YH participation team, YH Trusted Relationships Project, Young Futures Commission with the Contextual Safeguarding Team or Contextual Safeguarding Champions as relevant.

Enforcement:

Depending on the issue, police and multi-agency responses will be undertaken according to the nature of the criminal activity.

Please refer to **https://www.gov.uk/government/publications/child-exploitation-disruption-toolkit** for Home Office guidance on enforcement options for the police and Local Authority responses.

Relevant sections include:

Borough Command Unit (for Child Exploitation)
Gangs Police
Neighbourhoods Police
Central Sexual Exploitation Team
Schools' Police Officers
Licencing via Housing Tenancy
ASB team
Community Safety Team
Environmental enforcement

Schools	Access

PSHE and RSE

- Provide lesson plans for embedding relevant messages
- Heat mapping work – and other resources on the Contextual Safeguarding network

Young Hackney's Health and Wellbeing Team, with support from the Contextual Safeguarding Team or Contextual Safeguarding Champions as relevant.

Tools and guidance available on the Contextual Safeguarding Network see link in Resources guide above.

Staff training and awareness

Engage Designated Safeguarding Leads and PSHE leads in prevention through creating safe school cultures
Bystander interventions
Unconscious bias training

Hackney Learning Trust, with support from the Contextual Safeguarding Team or Contextual Safeguarding Champions as relevant.

Schools	Access
Student engagement support and intervention Student surveys Embedding buddying systems Pupil-led projects or campaigns Restorative Justice interventions Bystander interventions Young Hackney schools services: Young Hackney Link Unit intervention, Drop-in provision, Targeted 1:1 support, Targeted Groups, Assemblies, Drop-Down days etc.	Relevant school contexts, Young Hackney, with support from the Contextual Safeguarding Team or Contextual Safeguarding Champions as relevant. Material available on the Contextual Safeguarding Network (i.e student survey).
Design and use of space – Manage flow of traffic within schools (timetables, supervision during breaks) – safe corridor culture toolkit – Coordinated approaches across schools	Relevant school context, HLT (i.e. Designated Safeguarding Lead forum) and Young Hackney, in partnership with the Contextual Safeguarding Team or Contextual Safeguarding Champions as relevant.
Guardianship – Utilising the school-parent relationship to ensure mutual support – schools where they are shared concerned across peer groups or community spaces – End of school day monitoring – Monitoring via Safer Schools Officer	In partnership with Young Hackney and relevant school safeguarding leads, with support from the Contextual Safeguarding Team or Contextual Safeguarding Champions as relevant.
Policies Schools to review and develop their policies – require guidance or templates to do this to ensure peer-on-peer abuse, behaviour policies etc. are embedded into an overarching safeguarding policy (rather than issue-specific policies)	HLT safeguarding lead and Contextual Safeguarding network resources, in partnership with the Contextual Safeguarding Team or Contextual Safeguarding Champions as relevant.

Peer groups	Access
Interventions with peer groups – Bystander training – Conflict resolution/restorative justice – Formalised group work that targets peer group dynamics and tracks them for a change via	Young Hackney, Clincial Servoce, YOT, Police, IGU, Safer London as appropriate, with support from the Contextual Safeguarding Team or Contextual Safeguarding Champions as relevant.

a) Work with the leaders of a group
b) Work with some group members identified in need of support
c) Work with all of the group (dependent on assessment)

– Detached youth work

– Outreach youth work

– Enforcement

– IGU interventions on weapon carrying behaviours in groups

– Support to bereaved groups of young people – for example working with trauma they have collectively experienced

Engagement of families around a peer group via multi-family therapy
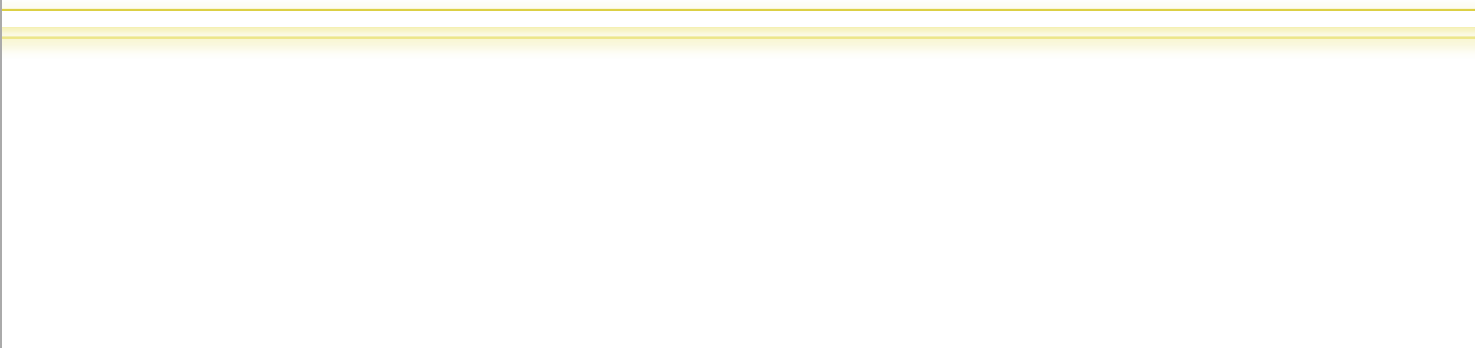
APPENDIX

APPENDIX **A** – Case Consultation Table

This tool can guide you to consider different contexts during assessment

The consultation will focus on these different areas:		Young person's current situation	What are you concerned about?
Individual and contextual factors to consider	**Individual young person's characteristics**		
	Family/Home(s) characteristics		
	Peer group(s)		
	School(s)		

Points for discussion in case consultation

What works well?	Professional involvement to date	Planned actions interventions	Challenges/ barriers to intervention

This simple visual tool is useful for demonstrating where safeguarding risks are located and weighted. The information from a case consultation table (above) could be used to show where harm is taking place, i.e. if it located in a neighbourhood, you would draw a large box for this context (and the specific issues written inside). You then draw the other boxes so that their size corresponds with the level of risk located in this context (if there was no risk, this would be a small box; some risk would be a medium box etc.) . Issues which overlap more than one context in a context then this (i.e. neighbourhood and home) are written into the space where these two boxes overlap. You can use this to tool to reflect on and communicate where harm is taking place, how significant or 'weighty' it is, and to decide where intervention and resources should be targeted.

Context Weighting Tool

Neighbourhood

School

Young Person

Peer Network

Home

(Firmin, 2015)
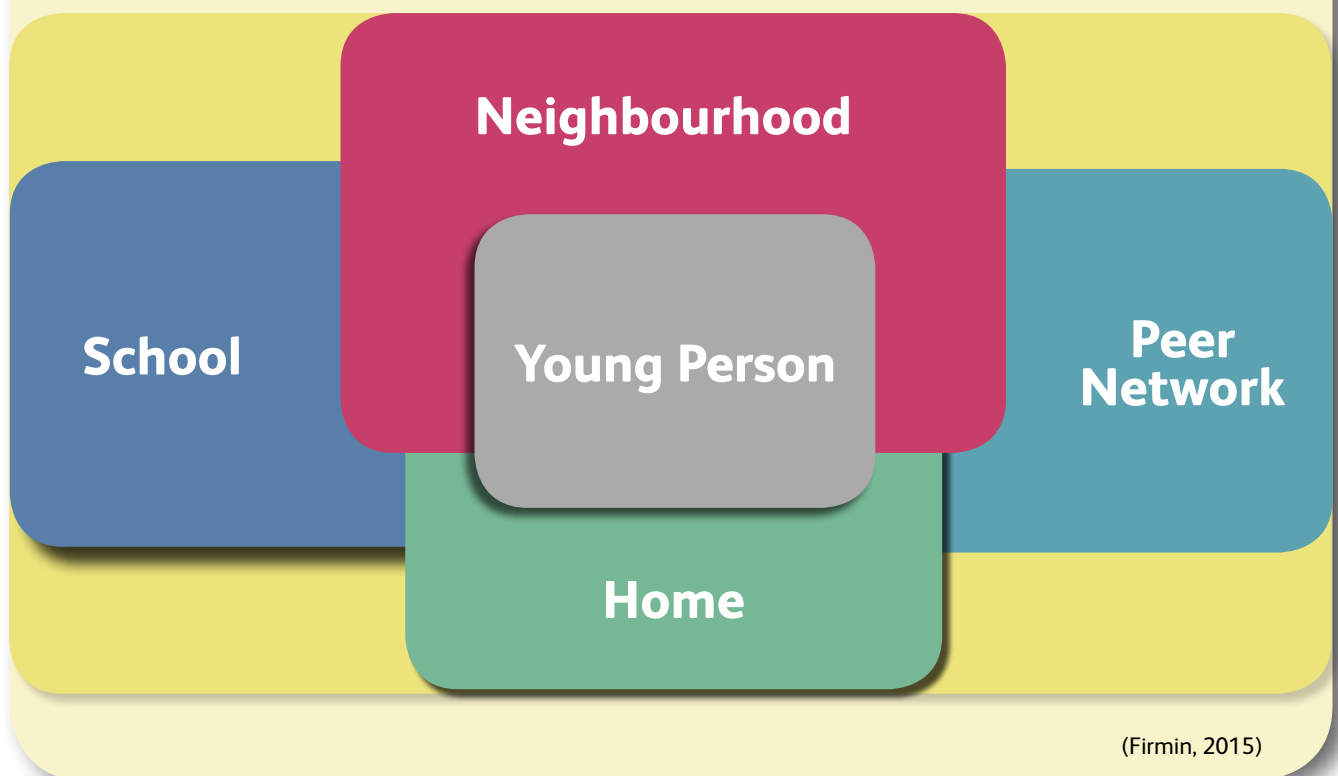
APPENDIX **C** – Languaging Child and Adolescent Vulnerability

A Guide for Professionals, Practitioners and Partner Agencies supporting children and families in community settings.

As Local Authorities continue to find new ways to use Contextual Approaches to safeguarding, we need Council employees, representatives and partners to confidently and safely identify, assess and respond to children and families who experience harm outside of their home environment.

A key feature of the support we offer to residents and families is to think about the way we talk and describe the difficulties they may be facing. This includes how we can contribute to and get the best partnership response to help and assist them.

When we describe children and young people's experiences, any language that implies that a child, young person or group of young people are complicit or responsible for the exploitation they may suffer or crimes that they may be victim/s of, should always be challenged.

Our language should always consider a lack of agency or ability to control exploitative situations and should recognise and be responsive to trauma resulting from the harm they have experienced. Failure of support services to make these considerations may contribute to the continuing victimisation of children and young people and prevent young people and those that care for them from accessing help.

This guide has been created to support staff, practitioners, professionals and partner agencies working with children, families and the community to language child vulnerability with specific reference to Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE).

Content regarding: **Responses To Individual Child Harm** has been extended and are adapted from The Children's Society's guidance: Appropriate Language Child Sexual and/or Criminal Exploitation Guidance for Professionals (2018)[2].

Additionally there are **key new features** pertaining to the use of vulnerability language to describe contexts including: **Responses to Group Based Child Harm** and **Responses to Location Based Child Harm** which is the work of the author[3].

This guide outlines terms that should not be used when discussing or recording Child Sexual Exploitation and Child Criminal Exploitation and includes a list of alternative, appropriately worded phrases and narratives.

[2] *Accessible here: https://www.csepoliceandprevention.org.uk/sites/default/files/Guidance%20App%20Language%20Toolkit.pdf*

[3] *To be referenced as Simone Nyarko (2018) 'Languaging Child and Adolescent Vulnerability': A Guide For Professionals and Practitioners supporting children and families in community settings.*

Responses To Individual Child Harm

Poorly worded response	Appropriately worded response
Putting themselves at risk This implies that the child is responsible for the risks presented by the perpetrator and that they are able to make free and informed choices.	• The child may have been groomed. • The child is at an increased vulnerability of being abused and/or exploited. • A perpetrator may exploit the child's increased vulnerability. • The child is not in a protective environment. • The situation reduces the child's safety. • The location is dangerous to children. • The location/situation could increase the opportunity to abuse them. • It is unclear whether the child is under duress to go missing. • There are concerns that the child may be being sexually abused/exploited. • It is unclear why the child is getting into cars. There are concerns that there is a power imbalance forcing the child to act in this way. • There are concerns regarding other influences on the child.
Would not cooperate with…	• The child did not feel safe enough to disclose. • The child appears to fear negative repercussions for disclosure. • The child is being criminally/sexually exploited and or groomed and therefore is not able to disclose. • Child considers the relationship to be consensual however the relationship has been formed in the context of exploitation.
Missing…	• The child's safety is context driven. • The child does not feel able to stay at their current location. • The child is being groomed/ coerced to leave. • The child may consider leaving to be the safest option in their circumstances. • Someone else has control over this child's behaviour. • The child has returned to a safe place.

Sexual activity with… This implies consensual sexual activity has taken place. If it occurs within an abusive or exploitative context this term is not appropriate.	• The child has been sexually abused. • The child has been raped. • There are reports of sexual abuse. • The child has described sexual activity, however concerns exist that they child may have been groomed and/or coerced.
Sexually active since [age under 13] A child under 13 cannot consent to sex and is therefore being abused. This should be reflected in the language used.	• The child has been raped. • The child has been/may have been sexually abused. • Concerns exist that the child may have been coerced, exploited, or sexually abused.
Has been contacting adult males/females via phone or internet This implies that the child or young person is responsible for the communication and does not reflect the abusive or exploitative context.	• Adult males/females may have been contacting the child. • The child may have been groomed. • There are concerns that the adult is facilitating communication with a child. • The child is vulnerable to online perpetrators. • There are concerns that others may be using online technology to access or abuse the child. • Adults appear to be using a range of methods to communicate with the child.
Offering him/her drugs seemingly in return for sex This implies that the child or young person is responsible for the abuse and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context.	• The child is being sexually exploited. • There are concerns that the child has been raped. • Perpetrators are sexually abusing the child. • The child is being sexually abused. • The child's vulnerability regarding drug use is being used by others to abuse them. • The perpetrators have a hold over the child by the fact that they have a drug dependency.
In a relationship with… This implies that the child or young person is in a consensual relationship and does not reflect the abusive or exploitative context.	• The young person says that they are in a relationship with a person and there are concerns about that person's age, the imbalance of power, exploitation and/or offending. • The young person has been/is being groomed, exploited and controlled.

Involved in CSE This implies there is a level of choice regarding the child being abused. A five year old would never be referred to as being involved in sexual abuse for the same reasons.	• The child is vulnerable to being sexually exploited. • The child is being sexually exploited.
Promiscuous This implies consensual sexual activity has taken place. Promiscuous is a judgemental term which stereotypes and labels people. It isn't appropriate in any context when discussing children and young people, but particularly if it occurs within an abusive or exploitative context	• The child is vulnerable to being sexually exploited. • The child is being sexually exploited. • This child has/is been/being coerced into sharing images of themselves online
Prostituting themselves This implies that the child or young person is responsible for the abuse and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context. Changes in legislation have meant that child prostitution is no longer an acceptable term and should never be used.	• The child is vulnerable to being sexually exploited. • The child is being sexually exploited.
Boyfriend/girlfriend This implies that the child or young person is in a consensual relationship and does not reflect the abusive or exploitative context. Children have been challenged in court with practitioners recordings where a practitioner has referred to the perpetrator as the child's boyfriend or girlfriend.	• The young person says that they are in a relationship with a person and there are concerns about that person's age, the imbalance of power, exploitation and/or offending. • The young person has been/is being groomed, exploited and controlled
Drug running – He/she is drug running This implies that the child or young person is responsible for the exploitation and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context	• Child criminal exploitation (CCE). The child is being criminally exploited. • The child is being trafficked for purpose of criminal exploitation.
Recruit/run/work This implies that the child or young person is responsible for the exploitation and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context of the behaviour.	• The child is being criminally exploited.

He/she is choosing this lifestyle	• The child is being criminally exploited.
This implies that the child or young person is responsible for the exploitation and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context.	• The child is being sexually exploited.

Responses To Group based Child Harm

Poorly worded response	Appropriately worded response
Associating or spending time with 'elders' This implies that the child or young people are responsible for their exploitation and have the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context.	• The young people say that they are friends with a person or group of people and there are concerns about the ages of those people, the imbalance of power, exploitation and or offending. • The young people have been groomed, exploited, coerced and/or controlled. **Note:** If the 'elder' is also under the age of 18 years old, this will need to be considered using language of vulnerability/ exploitation and also requires a child protection processes/ response.
Offering him/her drugs seemingly in return for sex or to run drugs. This implies that the child or young person is responsible for the exploitation and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context relating to substance use.	• The child is being sexually/criminally exploited. • The child is being criminally exploited through drug debt. • There are concerns that the child has been raped as they do not have the freedom or capacity to consent. • Perpetrators are sexually abusing the child. • The child is being sexually abused. • The child's vulnerability regarding drug use is being used by others to abuse them. • The perpetrators have a hold over the child by the fact that they have a drug dependency.
Gang Involved or Affiliated This implies that the child or young person is responsible for the exploitation and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context or powerful grooming process.	• The child is being sexually/criminally exploited. • Violence and crime affected child, family or household. • There may be harmful behaviours and or attitudes that exist towards violence and criminality within this peer network.

This implies that the child or young person is responsible for the exploitation and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context or powerful grooming process.

- It is unclear why the child is getting into cars. There are concerns that there is a power imbalance and powerful grooming forcing or compelling the child to act in this way.

- There are concerns regarding other influences on the child.

Note: If other members of the peer network are also under the age of 18 years old, this will need to be considered using language of vulnerability/exploitation and also requires a child protection processes/response.

Responses To Location Based Child Harm

Poorly worded response	Appropriately worded response
Running County Lines This implies that the child or young person is responsible for the exploitation and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context.	- The child(ren) in this location may be being trafficked and sexually/criminally exploited. - There may be harmful behaviours and or attitudes that exist towards violence and criminality within this area. - This environment may not be safe for these children. - The location/situation could increase the opportunity to abuse child(ren). - The child(ren) feel under threat/ coerced to remain in this location and/ or the grooming process is so powerful that the child believes this to be their choice. - The child(ren) do not feel safe enough to leave this location. **Note: County Lines?** Is s/he exploited through County Lines? This should always be framed as question where there is not an established link between County border locations or phone/social media 'lines' for the purpose of dealing/supply. There is a danger that broad use of the term 'County Lines' may distract practitioners from identifying and responding to children groomed, trafficked and exploited for the purpose of local drug dealing or supply.

Gang(s) in the Area/ location This implies that the child or young people are responsible for the exploitation and have the capacity to make a free and informed choice. It does not recognise an abusive or exploitative context or their right to be in the location without experiencing harm.	• Area impacted by episodes of serious youth violence. • Groups of young people congregate to create safety for themselves. • There may be harmful behaviours and or attitudes that exist towards violence and criminality within this space/ community/ neighbourhood. • The space/ community or neighbourhood may not be safe for this child or group of children. • There appears to be limited safe opportunities to interrupt/ harmful behaviours and or attitudes that exist towards violence and criminality within this community/ neighbourhood. • This community requires support to address concerns or attitudes that exist towards violence and criminality within this space/ community/neighbourhood . • Owing to conflict and tensions between these groups, other areas or locations in the borough may not be safe for this child or group of children. • The location/situation could increase the opportunity to abuse vulnerable children.
Despite the risk s/he continues to return to the location… This implies that the child or young people are responsible for any exploitation they experience in a location. It does not recognise abusive or exploitative context or their right to be in the location without experiencing harm.	• The child(ren) have an existing peer network in this location. • The child(ren) have an ownership or investment in the area. • The child(ren) considers themselves to be safe in this space/community/ neighbourhood. • The child(ren) did not consider themselves safe where they were. • The child(ren) have been groomed or coerced into being in this neighbourhood/location. • The child(ren) does not feel they have another safe place to go. • The location/situation could increase the opportunity to abuse child(ren). • The child(ren) feel under threat/ coerced to remain in this location. • The child(ren) do not feel safe enough to leave this location.

APPENDIX **D** – Case-study

This document focusses on a single case where an Access and Assessment and a Contextual Safeguarding practitioner collaborated to learn together about best practice in conducing assessments of extra-familial risk. It is structured with a description of what happened followed by some general learning points, based on feedback from the practitioners involved.

The joint visits

What happened:

- CS practitioner supported the assessment by asking questions about risks outside the home and drawing on existing knowledge and insights about certain areas/peer groups that conflict with one and other,

- The child's experiences of peer group grooming were brought to light through a discussion around the family's history and the child's experience of moving from a different part of the borough,

- The discussion enabled parents to understand the child's experiences in a new way. This was done through approaching them and the issues in a non-judgemental way, and being empathetic towards the family,

- The CS practitioner also supported discussion with a younger, potentially at risk sibling. This was done through asking open appropriate questions, which helped this child open up and give more of an insight into his experiences.

Good practice learning and ideas for future assessments:

- *Asking broad, open non-judgemental questions about extra-familial risk to help uncover new information;*

- *Drawing on existing knowledge of local issues which affect young people to inform the discussion about risk. This can be generally/thematically i.e. about the way that harmful norms can be perpetuated within peer groups, by drawing on reports by Vulnerable Adolescent Analyst about specific locations of risk in Hackney, or in relation to specific issues like local gang intelligence from the Gangs Unit. It can be empowering to share this knowledge as appropriate with the young person and their family;*

- *Considering each area of the assessment through an 'extra-familial' lens, rather than only in the 'environmental' section, to give you the best chance of getting as full a picture as possible;*

- *Supporting parents to understand the young person's 'world', so that they recognise the limited choices their child might have within extra-familial contexts;*

- *Showing understanding and empathy for the parent's difficulties in supporting a child who is subject to extra-familial risk of harm;*

- *Where appropriate, supporting the family system to increase the protection available at home. Although parents may be unable to influence the risks faced by their young people outside the home, by decreasing the blame that parents and young people feel, we can also reduce conflict between them and increase the parent's protective capacity.*

The analysis

What happened:

- The analysis had a clear narrative around the vulnerability for the child and how he has been groomed over the years,

- This was linked to potential risks for his other siblings and what should be done to help protect them going forward,

- The language used reflected a nuanced understanding of the young person's world. Examples include:

    - Not automatically calling a peer group a gang

    - 'Coercive control in peer relationships'

    - Peer grooming

    - Negative peer functioning

    - 'xxxxx' does not appear to be able to resist the pull of his peers

Good practice learning and ideas for future assessments:

- *Focusing on the vulnerability and risk which impact a young person's extra-familial context, rather than on an individualised description of their behaviour (i.e. "is limited in the choices he can make due to xxxxx factors" rather than "making risky choices"),*

- *Thinking about siblings who are currently not subject to extra-familial risks – what can be done to prevent them coming to harm outside the home? Strengthening the parent-child relationship though supportive rather than blaming conversations could increase the familial protective factors for the future.*

The intervention plan

What happened:

- The plan was approached through thinking openly about what would be helpful for the family and the young people. There were new and interesting interventions suggested such as a restorative justice approach in the youth prison setting, and for work within the school setting about how they address peer conflict and relationships.

Good practice learning and ideas for future assessments:

- *Thinking openly about whose capacity to safeguard – apart from the parents – is highlighted in the assessment. Then consider how intervention can be focussed there, rather than just with an individual young person and/or their parents. The Contextual Safeguarding team or Contextual Safeguarding Champions, as relevant, can support with putting together a plan so that intervention is targeted at the setting where harm takes place and with the development of the plan once it has been handed over.*
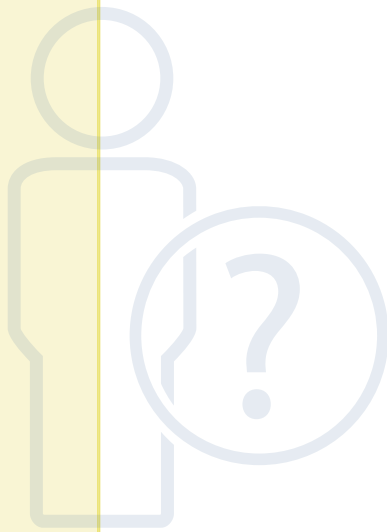
APPENDIX **E** – Example Questions

The table below present the assessment template with example responses.

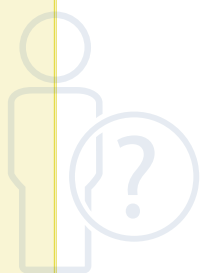| Section	Questions to consider	Examples
Family Background	• Are the family culture and expectations at odds with the young person's peer-culture and expectations? • How much contact do parent/carers have with the parents of their child's peer group and what level of support they receive (or could receive) from them? • What is the nature of the sibling relationships at home in relations to contextual risks – i.e. younger sibling who could benefit from early intervention to prevent a similar trajectory; or an older sibling who has significant influence? • Are there significant events within the family which could be impacting on what is happening outside the home?	*The A family are 'middle class'. Ms and Mr A have no history of substance misuse and very unsure about how to support H, their son because he is a heavy user of LSD. They have taken him to hospital on a number of occasions and are keen to have support but also feel very confused about H's departure from their family culture. The stress and arguments at home are having an impact on their ability to function as a family, and Ms and Mr A say that they are at a loss to understand why H behaves as he does. H says he wishes he could be left alone and is at present unwilling to talk about what is going on. Ms and Mr A said they used to have contact with H's friends and their parents, but over the last few months, since he changed education provision he seems to have a new group of friends and they don't know who they are.* Mrs K came to live in the UK from northern India in an arranged marriage with R's father, Mr M who was born in Wolverhampton. The family moved to Hackney when R was 8 years old and are part of the Punjabi community and attend the Gurudwara. Mr M and Mrs K would like R to be 'well behaved' like her younger sisters, who they say do not stay out late at night, does well at school and does not 'cause trouble'. Their family culture expects that R will not have boyfriends or be sexually active before she is married. They would like R to attend family gatherings in Wolverhampton on the weekends and they have arguments often when she does not want to come. Mrs K and Mr M do not know any of R's friends or their parents. They believe that R's friends are a bad influence on her and think that they think differently to her friend's parents about how children should behave. Mr K says that if R has boyfriends he does not want to know about it because this would be shameful in their community. She can 'do what she wants' as long as she hides it from them, just as he did with his parents. The fact that R and her parents have different expectations from each other about how R should conduct her social life increases her vulnerability, because R is isolated from her parents and unable to draw on them for support.

| Diversity and Identity | • How does the child's family, cultural and racial identity interact with extra-familial identity?

• How do they seem themselves, as a young person growing up in Hackney/within their local area?

• Are there conflicts between their peer-group identify and cultural identity? | *L identifies as Spanish, though his mother holds traditional Mexican values and identifies with Mexican culture. L has suggested that he has links to a Mexican/Spanish street gang; L has told me that at times his friends can be more influential and more important to him than his family and that he feels strongly connected to them. I consider L to be a gang affected young person; this connection seems to be supported by his connections to a south London borough where there is a large Mexican/ Spanish community. L was attacked in south London by a group of young people thought to be part of a rival gang. It is possible that L met Mexican and Spanish children in school when he arrived in the UK aged 11. Similar to his mum, who works as a cleaner, the parents of L's school friends may have faced financial difficulties due to the range of issues and social obstacles present when immigrating to a new country. In this instance socio-economic disadvantage, poverty and need are vulnerabilities which may lend themselves to criminality on the basis of financial gain. If L experiences security through aligning himself to a street gang and he is able to gain status, this would mitigate against his feelings of vulnerability in the community, though it would not decrease the likelihood of him being attacked again. My concern is that this system is entrenched in loyalty and hierarchy. L's Spanish identity, in combination with his restricted family network in the UK and difficult socio-economic status appear to have increased his vulnerability to being exploited by a criminal gang. The plan to support L must consider the structural, systemic and individual vulnerabilities and risks in order to effectively support and safeguard.*

T is a White British teenage boy, growing up in an inner city area. T has discussed that culturally, he identifies as Jamaican and sees himself as a Black man. Growing up in a diverse area such as Hackney, a young person will be exposed to a variety of cultures that will inform their identity. However, it is critical to understand the media through which T is learning about this culture, which is different to his own heritage. For instance if T is using social media and the internet rather than able to make enquiries with a person/people/community group which is able to show T the different aspects of Jamaican culture. It is worrying that T is accessing what could be considered to be a limited or stereotypical caricatures of Jamaican culture, such as through YouTube videos which could give a warped view of the culture and lifestyle. We must also try to consider why T is identifying with aspects of Jamaican culture alongside that of a more aggressive youth culture. One hypothesis is that it may be due to the |

Diversity and Identity		masculine aspects that dominate music videos and the pull of anti-social behaviour that is demonstrated and discussed in Drill and Grime music that T listens to. It appears that T has struggled to find his place in society, he does not have many friends and struggles to retain relationships, therefore the concern is that this vulnerability could be exploited. T would experience a sense of belonging and connectedness in a street gang but would likely come to harm physically and mentally.
Child development/ Child's views and experiences	**Health** Alongside usual health areas, consider: • Sexual health, including the young person's understanding and attitude towards safe sex and consent. • If there is regular/concerning attendance at A&E which tell you something about their extra-familial activity	*Health* *A has attended Child and Adolescent Mental Health Services due to displaying symptoms of Post Traumatic Stress Disorder, which it is believed is due to him being the victim of a sustained assault in the community. The work with this service also included safety planning with the family around reducing the impact of harm to others in respect to A's behaviour in the home, but so far no work has been targeted at reducing his risks outside the home.*
	Emotional and behavioural development • How does the young person relax, have fun and in general feel about themselves and their life? • In what ways could their behaviour be an expression of an emotional need, which could be met in another, safer way? • How do they manage and regulate difficult feelings? How does this play out in the way they view relationships? • Is the level of independence appropriate for their age and maturity? How do they manage decisions and choices about this.	*Emotional and behavioural development* *K spends on lot of time on her phone – she thinks about 6 hours a day. When she's at home she is mostly in her bedroom on social media. She panics and becomes very angry if her parents remove her phone – which they sometimes do as a sanction, particularly if she comes home late. K says she doesn't need a curfew because she is 'street-wise' and knows how to 'handle myself' in Hackney at night, and that nothing is going to happen to her when she's out because nothing has happened so far and she is with her friends.* *K found it hard to identify what she enjoys doing other than be with her friends, but said she wanted a life that was more fun and where she could "be herself" more.*
	Education • Consider who, from the young person's education provision could assist you with your assessment. Designated Safeguarding Lead, Form Tutor etc?	*Education* *J's form tutor says that the school have worked hard to help him, but he continues to be put on report and in the 'inclusion' unit for 'poor behaviour'. For example J was found in possession of a knife and was subsequently given a fixed term exclusion. J found it difficult to attend the*

Education

- Does the young person feel safe at school? Is their learning impacted by a lack of safety at school?

- What are the young person's aspirations and hopes for achieving and having a purpose? How could these be impacted by their extra-familial experiences of harm?

- Is there intelligence within our service about other young people's experiences in this educational provision, which could identify themes which could be addressed collectively?

- Has the educational provision identified whether the issues faced are common to a group of young people, rather than being an isolated incident? Is the school undertaking any intervention (group or individual work) to address these issues which the young person could benefit from these?

- Where a common theme is identified affecting more than one young person, discuss with the Designated Safeguarding Lead undertaking a School Assessment (resources available for this on the Contextual Safeguarding Network).

Family relationships

- What is the nature of the relationship between the young person and parent/carers? Does the family spend time together? What could support them spending positive time together?

- Is it a 'good enough' relationship which could be nurtured to provide further protection?

Education

alternative provision because he said he felt unsafe there due to the other students who are from different postcodes to him.

When I asked J why he carried a knife to school he said that it was because he had been threatened the day before and was scared to walk home in the dark without any way to protect himself.

J is a keen basketball player but he is unable to play at the moment because of the number of detentions he has which means he misses the practice sessions and because he feels unsafe to travel to different locations for the inter-school matches. Because he has stopped practicing the coach has taken him off the squad.

J said that all of his friends carry knives and it's a normal thing to do. When I checked with the school they said that there is a problem with J and his peers because they often receive sanctions for their behaviour and several have been excluded. They have tried a knife awareness group in PSHE but this doesn't seem to have helped.

Family relationships

F says that she misses spending time with her family and feels guilty towards her sister that there is often lots of shouting about what time she gets home. She is aware that her parents are unhappy that she is 'out all the time' but says that they exaggerate what's going on.

F and her father both spoke about how they used to enjoy going on road trips together, but they haven't done this since some money went missing from her father's wallet and he accused her of stealing from him. F's parents talked about how F
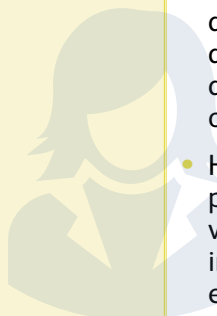
Child development/ Child's views and experiences	**Family relationships**	*Family relationships*
	• Does the young person confide/trust/feel safe to disclose to them? Think about how the relationships at home might be affected or are affecting their activity outside the home. • Has or does the young person witnessed domestic violence which might be impacting their extra-familial experiences of harm?	*used to walk the family dog but since she has been going to a new college has lost interest in the dog and home life completely.* *F's mother said she thinks that she is being manipulated by her friends who aren't really behaving like friends at all. She and F's father are very worried about Jolie.*
	Social/peer relationships – including online and offline activity • Who do they spend time with? • Are their peers known to social care? • How did they meet their current friends or how do they tend to meet new friends? • How they feel about their friendship groups (including online groups)? • What do they do together, and what the dynamics are like. Are they generally a leader or a follower? Do they engage in criminal activity together? Do they have some peer contexts which are safer than others? Are there sufficient grounds to trigger a separate Peer Group Assessment?	*Social/peer relationships – including online and offline activity* *M told me that he shared an intimate and explicit image of himself with a girl whom he believed to be his girlfriend. She then shared this with a wider group through social media. M says he feels likes he is being laughed at by her and her friends and as a result feels embarrassed. He says that this has was why he has been self-harming.* *From talking to M's Young Hackney worker E, I learnt that M is part of a peer group where taking images is normalised and not questioned. E says that snapping a picture and rating each other is an everyday part of this dynamic. E says this makes M feel under pressure and powerless because he does not feel like he is a 'leader' in this group. M has told E (YH) that in the past he has been asked to "look after phones 'and things'" for some of the leaders in this group – he says he doesn't know why and didn't want to ask.* *While there are still issues that are relevant to M's individual and familial needs highlighted in this assessment, I also believe that an assessment of M's peer group as a context of harm would be beneficial, so that intervention can be targeted the sources of the harm – i.e. within his peer group.*
Environmental and neighbourhood factors	• Where does the young person feel safe? Where do they not feel safe and why? • Consider the spaces outside the home (park, residential block, estate, shopping area, methods of transport etc.) where the young person experiences, or is at risk of, harm. Are they in physical danger due to the places they spend time, the way/ times/manner in which they travel? Are there sufficient	*R was unwilling to leave his home to go into his neighbourhood as he feels unsafe. Today he told me he had been at home for four days, but spent some time in the recording studio the previous day, which he travelled to by cab. R said he understands the risks associated with showing his face in youtube videos and regretted it. R took part in the safety mapping activity and indicated that he does not feel safe travelling through Hackney and gets cabs to travel through the borough. R said there wasn't anything positive to do in his local area and would like to take part in more positive activities in his local area. He has specific fears around gun crime and shootings, he has run away from*

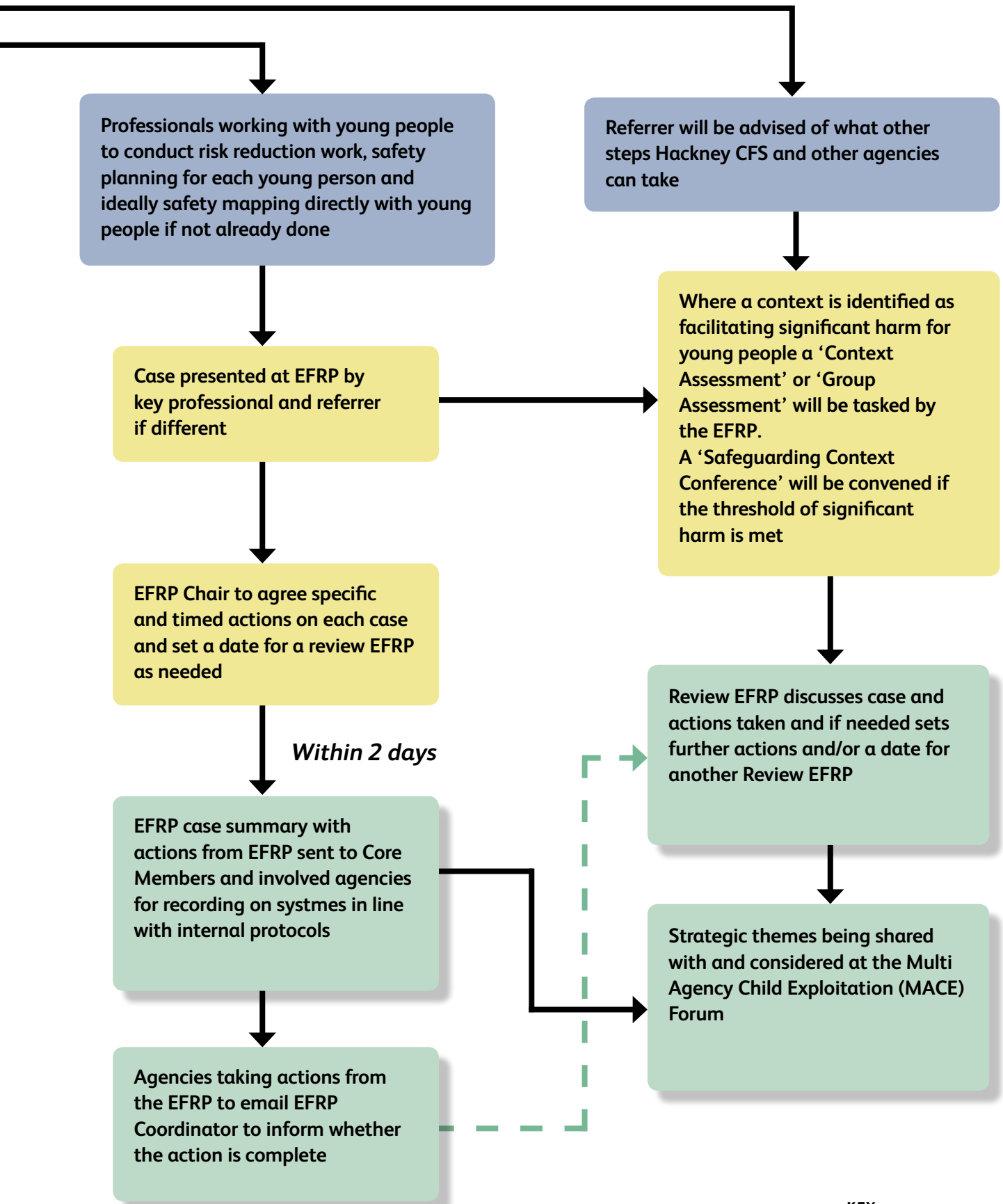|		
Environmental and neighbourhood factors	grounds for triggering a Neighbourhoods Assessment? • Are there particular pressures around housing, finance, legal status, access to health care etc. which limits the parent/carers ability to be a protective factor? How could this be alleviated?	*shootings but says he would fight in a knife or fist fight and would support his friends. He has not been shot at, but this is one worry that led him not to leave the home.* T's family are living in a 2 bedroom flat. This means that T shares a room with 3 younger siblings. T says she finds this really annoying and likes it more at Ds house because D has her own room, and its fun to stay over with all their friends, when D's parents are away. Mrs T says she wants to get a bigger property so that T can meet with her friend's and have somewhere safe to go, but so far hasn't been able to.
Parenting capacity/ Parenting assessment	• How is the home environment (i.e. conflict, relationships etc.) contributing or reducing extra-familial risk? • Can the parents offer warmth, care and boundaries in the face of what might feel like rejecting, challenging and/or confusing behaviour? • Do they blame their child for what is going on or can they see that they are acting out of limited choices and pressures? Are they open to reducing punitive attempts to change their child's behaviour (which can place a child at further risk)? • Do they report to the police when their child/ren go missing and do they understand the importance of this?	*Mr Y says that he feels unable to effectively safeguard P. He says he feels powerless to set boundaries and expect him to keep to them (like a curfew). Mr Y said that they do not report P missing and he comes and goes as he pleases. This raises significant concerns for P's safety as there are numerous times when he is out of the home and his whereabouts is not known to Mr Y.* Mrs O says she has not met any of the parents of her child H's friends – she thinks that there is one child who is in foster care, but she is not sure. She admits that she gets very angry when H refuses to come home on time, especially if she is brought back by the police. Mrs O says agrees that she gets into arguments with H – she is particularly angry that she might be showing her younger sister how to behave. I spoke to Mrs O about sexual exploitation and what this means. She said she had not thought that H might be being controlled by other people. Mrs O became very upset and said that she missed how H was and that she loves her and really wants the best for her, but she does not know how to help. I talked to Mrs O about whether she would be interested in meeting the parents of the other children who H is friends with and is offending with. She said she would be nervous but would be open to this if it was an option.

The full protocol and guidance can be found here:

Extra Familial Risk Panel

Cases that would have been referred to CSE/ HSB MAP to be referred to EFRP

Cases with Police CSE Flag to be referred to EFRP by Key Professional or Police

Individual case to be referred to EFRP by Key Professional or Police

Cases involving multiple individuals

Mapping exercise to be completed by the worker that identified the link/issue

Please refer to Group Mapping and Group Recording

Discuss referral with young person and family and obtain thieir views

Discuss referral with Panel Coordinator or EFRP chair

Within 2 days of receiving referral

EFRP Co-ordinator to conduct research and create Case Summary

Referral to EFRP sent to EFRP@hackney.gov.uk.cjsm.net or EFRP@hackney.gov.uk

Case Summary and confirmed time + date of EFRP to be sent by EFRP Co-ordinator/ Chair to referrer, panel members and involved agencies asking them to conduct research and advising on steps needed to reduce risk before EFRP

YES

Is case suitable for EFRP?

NO

Professionals working with young people to conduct risk reduction work, safety planning for each young person and ideally safety mapping directly with young people if not already done

Referrer will be advised of what other steps Hackney CFS and other agencies can take

Case presented at EFRP by key professional and referrer if different

Where a context is identified as facilitating significant harm for young people a 'Context Assessment' or 'Group Assessment' will be tasked by the EFRP.
A 'Safeguarding Context Conference' will be convened if the threshold of significant harm is met

EFRP Chair to agree specific and timed actions on each case and set a date for a review EFRP as needed

Within 2 days

EFRP case summary with actions from EFRP sent to Core Members and involved agencies for recording on systmes in line with internal protocols

Review EFRP discusses case and actions taken and if needed sets further actions and/or a date for another Review EFRP

Strategic themes being shared with and considered at the Multi Agency Child Exploitation (MACE) Forum

Agencies taking actions from the EFRP to email EFRP Coordinator to inform whether the action is complete

KEY

●	Best Practice	●	Optional	●	Referral Process
●	EFRP	●	After EFRP	●	Guidance

Notes

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