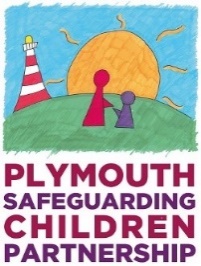
****

**Adolescent Safety Framework**Safer Me Assessment

|  |  |
| --- | --- |
| **Practitioner completing this assessment** | |
| **Name of the practitioner** |  |
| **Job title** |  |
| **Agency / Service** |  |
| **Contact e-mail & telephone** |  |
| **Safeguarding Lead Details**  *(name, telephone, e-mail)* |  |
| **Date of assessment** |  |
| **Which sections have been completed?** | Individual  Child Exploitation Tool  School / College  Peer Group  Neighbourhood  Persons of Concern |

|  |
| --- |
| **Contextual safeguarding**  *As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online****.***  Working Together 2018  Contextual Safeguarding is:   * An approach to understanding and responding to young people’s experiences of significant harm beyond their families. * It provides a framework against which to design safeguarding systems that address extra-familial risk. * It recognises the weight of peer influence on the decisions that young people make, extends the notion of ‘capacity to safeguard’ to sectors that operate beyond families. * It provides a framework in which referrals / assessments can be made for contextual interventions that, when delivered effectively, can complement work with individuals and families.   [**www.contextualsafeguarding.org.uk**](http://www.contextualsafeguarding.org.uk) |

|  |
| --- |
| **Guidance for completing this assessment**  Only complete this referral if you are acting in a professional capacity. This form is not for members of the public to complete. If you are a member of the public, please contact the Plymouth Gateway by telephone on 01752 668000.  This assessment should be completed when there are threats to a young person’s safety from outside their family home in the form of a peer group context, neighbourhood, location or school/college and/or person of concern (any age). Children who may present with harmful sexual behaviour or have sexually harmed should also have a Safer Me Assessment to understand the impact of contextual issues on their safety and welfare. The young person should be between the ages of 11-18 (unless they are a Care Leaver, in which case they can be included up to the age of 25 with consent). If the child is under 11, please discuss with your Safeguarding Lead and consider an enquiry into the Plymouth Gateway.  Parents, families and children are central and not a passive recipient of each stage of the Safer Me Assessment and it should strongly reflect the views and voice of the young person and their parents/carers (verbatim if possible), where it is safe and appropriate to do so, including an account of how they see the world, their own life and what they believe would make them feel or be safe/r. It should therefore be completed with the child/ren and their carer/ parents and include the views of other professionals involved with the family.  The assessment guides the assessor through the identification of risks, vulnerabilities, presentation, environment, relevant concerns and indicators, as well as protective factors present in a young person and peer groups who might be at risk or experiencing harm outside the family home. It will inform which pathway/ action may be required. However, professionals also need to exercise professional judgement and curiosity.  **Please complete any of the 4 relevant sections. You may have concerns about all or some of the below. Any professional can complete this assessment.** |
| **Identifying children at risk of exploitation or a child experiencing exploitation**  In order to identify a child or children at risk of child exploitation, or those experiencing exploitation, consider the following areas on the screening tool below and then tick either as:   * No risk * Low risk * Medium risk * High risk   This tool is only a guide to inform your professional judgment; one tick against a high risk may indicate a serious risk of harm/child exploitation. Alternatively, this may be an indication of other concerns that require addressing. The child or young person must be at the centre of your thinking when using this tool. If a child or your person presents with a tick against **any** risk indicator, action is required. Early intervention on a low risk factor will improve the changes of positive outcomes. One indicator is unlikely to require social work intervention, or specialist services, unless it is in a high risk category. If you have information that does not readily fit within the headings of any of the boxes, please include within the ‘other relevant additional information’ box. |

|  |
| --- |
| **If you are worried about a child who is experiencing harm outside the family home**  For all immediate concerns or in case of an emergency please call 999. For all non-urgent Police enquiries please phone 101.  The Safer Me Assessment is not an emergency response mechanism and does not replace existing policy and procedures for child protection concerns or individual care planning where there is concern of harm within the home: [www.proceduresonline.com/swcpp/plymouth](http://www.proceduresonline.com/swcpp/plymouth)  In the first instance, you should discuss your concerns with your safeguarding lead. Then you can contact the Plymouth Gateway on 01752 668000 or email [gateway@plymouth.gov.uk](mailto:gateway@plymouth.gov.uk). You can also contact the NSPCC Helpline on 0808 800 5000.  If you are concerned that the child has been trafficked, you need to report to the National Referral Mechanism: [www.modernslavery.gov.uk/start](http://www.modernslavery.gov.uk/start) or email them at [nationalreferralmechanism@homeoffice.gov.uk](mailto:nationalreferralmechanism@homeoffice.gov.uk) [www.gov.uk/government/publications/human-trafficking-victims-referral-and-assessment-forms](http://www.gov.uk/government/publications/human-trafficking-victims-referral-and-assessment-forms).  If you have any information that would be useful intelligence for the Police, please contact them:  [www.devon-cornwall.police.uk/contact/contact-forms/partner-agency-information-sharing-form](http://www.devon-cornwall.police.uk/contact/contact-forms/partner-agency-information-sharing-form).  If you believe that someone is at risk of radicalisation you can help them obtain support and prevent them becoming involved in terrorism by raising your concerns and making a referral. [www.devon-cornwall.police.uk/advice/your-community/prevent-reporting-and-preventing-radicalisation-terrorism-and-extremism](http://www.devon-cornwall.police.uk/advice/your-community/prevent-reporting-and-preventing-radicalisation-terrorism-and-extremism). |

|  |
| --- |
| **Context weighting**  Types of abuse are extremely complex and often hidden, they occur when children and young people misplace their trust in peers and/or adults who exercise coercion over them through grooming, intimidation, debt bondage and violence for their own gains. The indicators for exploitation can sometimes be mistaken for ‘normal adolescent presentation’, or the harm may be within the home. It requires professionals and the community to gain awareness, knowledge and exercise ‘curiosity’ to identify the abuse.  One way to achieve this is thinking about which contextual factors – and contexts themselves – have the greatest influence over the problem you are trying to address. In other words – what context needs to change first for things to start to get better for that child, family, peer group, etc. Working through this challenge is what we call ‘Context Weighting’. The link below will take you to the Contextual Safeguarding Network’s ‘Introduction to Context Weighting Safeguarding.’ [www.csnetwork.org.uk/en/toolkit/assessment/context-assessments-and-weighting](http://www.csnetwork.org.uk/en/toolkit/assessment/context-assessments-and-weighting).  https://www.contextualsafeguarding.org.uk/assets/images/Context-Weighthing.png |

|  |
| --- |
| **Information sharing**  Sharing information is vital for safeguarding and promoting the welfare of children and young people. It is essential for ensuring effective and efficient services are coordinated around the needs of children or young people, and their family or community. Information can be recorded where it is necessary for the Local Authority to undertake further enquiries/assessment in order to promote the well-being and safety of a child.  In Plymouth, we encourage a culture where information is shared with confidence as part of routine service delivery on community support and agree that:  ‘Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.’  Working Together to Safeguard Children 2018  All information sharing needs to be managed in ways which respect a person’s right to privacy and confidentiality and must be carried out in compliance with the Data Protection Act 2018, the Human Rights Act 1998 and the Seven Golden rules of information sharing (DFE 2018)  <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>. |

**Section One**

|  |  |
| --- | --- |
| **Young person’s details** | |
| **Name** |  |
| **Aliases or known as** |  |
| **Age** |  |
| **Date of Birth** |  |
| **Parent / carer name(s)** |  |
| **Parent/ carer details**  *(address, phone numbers etc.)* |  |
| **Case I.D and name of system** |  |
| **Lead practitioner name and contact details** |  |
| **Social Worker name and contact details** |  |
| **Police Log number/ URN number/crime reference number** |  |
| **NHS number** |  |
| **Gender (as described by young person)** |  |
| **Religion (as described by young person)** |  |
| **Ethnicity (as described by young person)** |  |
| **Sexual orientation (as described by young person)** |  |
| **Language spoken** |  |
| **Address**  *(number, street, town/city, postcode)* |  |
| **Type of accommodation** |  |
| **Number of home moves in past 12 months** |  |
| **Home telephone number** |  |
| **Mobile telephone number** |  |
| **Early Help** | Nothing in place  Previously in place  Early Help Plan in place  Open to Targeted Support  Early Help in place but no Early Help Plan |
| **Which agencies are working with this family?** |  |
| **Open to Children’s Social Care?** | No  Child in Need  Previously  Child Protection Child in Care – Plymouth Child Child in Care – Child from other Local Authority Care Leaver  Unknown |
| **Education** | |
| **Education status** | In full time education Post 16 education Post 16 training or employment  Electively home educated International student Reduced timetable  Not on school roll/NEET  Pupil Referral Unit |
| **School/Education Establishment attended/ on roll** |  |
| **Type of school/college** |  |
| **School/college attendance**  *(%, unauthorised, authorised, lateness) and why this is a concern* |  |
| **Any exclusions?** |  |
| **Number of school moves in last 12 months** |  |
| **Start date of current school/ educational establishment** |  |
| **Have you spoken with the school/college about your concerns?** |  |
| **Do they share your concerns?** |  |
| **Health** | |
| **GP contact details** |  |
| **Is the young person receiving any health/medical treatments or services?**  *If so where from? Such as GP, school nurse, Children in Care Nurse, Sexual Health, CAMHS or other services to support emotional wellbeing, acute health services e.g. Emergency Department attendance, SARC (Sexual Assault Referral Centre) or others.* |  |
| **Have you spoken to health agencies about your concerns?** |  |
| **Do they share your concerns?** |  |
|  |  |

|  |  |
| --- | --- |
| **Consent – family & young people**  To properly achieve partnership with parents, it is essential to keep them involved and informed throughout our work with their family. Parents and individuals with Parental Responsibility for the young person must be asked to give consent for all the work you undertake throughout the child’s journey unless this would put the child at risk of further harm. In these circumstances the reason for not seeking consent must be given. Refer to South West Child Protection Procedures for further information around consent.  Consent from absent/non-resident parents must be sought where it is safe to do so. Consent obtained from one parent only counts as partial consent. Consent should not be assumed to have been given or understood. Careful consideration needs to be given to the Mental Capacity Act. | |
| **Have you sought consent from the young person?**  *You should advise the young person that you are concerned about them and may be sharing the information with other agencies.* |  |
| **If ‘no’ please give your reasons for not seeking consent** |  |
| **Please record the views of the young person. When did you share the assessment with them?**  *Please consider their views in relation to each section of this assessment, including an account of how they see the world, their own life and what they believe would make them feel or be safe/r.*  *If you have been unable to share the assessment with the child, please give the reasons.* |  |
| **Have you sought consent from the parents/carers?**  *You should advise the parents/carers that you are concerned about this young person and may be sharing the information with other agencies.* |  |
| **If ‘no’ please give your reasons for not seeking consent** |  |
| **Please record the views of the parents/carers. When did you share the assessment with them?**  *Please consider their views in relation to each section of this assessment, including an account of how they see the world and what they believe would make the young person feel or be safe/r. If you have been unable to share the assessment with the parents/ carers, please give reasons.* |  |

|  |  |
| --- | --- |
| **Vulnerabilities**  The Safeguarding Adolescents Strategy 2021 - 2023 agreed by the Plymouth Safeguarding Children Partnership can be accessed here: [www.plymouthscb.co.uk/asf](http://www.plymouthscb.co.uk/asf).  The prevent exploitation toolkit can be found here: [www.preventingexploitationtoolkit.org.uk](http://www.preventingexploitationtoolkit.org.uk).  Practitioners should not rely on ‘checklists’ alone but should make a holistic assessment of vulnerability, examining risk and protective factors as set out in the statutory guidance. For example: [www.assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/591903/CSE\_Guidance\_Core\_Document\_13.02.2017.pdf](http://www.assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf).  [www.assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/741194/HOCountyLinesGuidanceSept2018.pdf](http://www.assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf).  Exploitation can occur without any of the vulnerabilities being present. | |
| **Is there evidence that the young person has experienced previous trauma and/ or adversity?**  *For example, physical or emotional neglect; physical, sexual or emotional abuse; loss of, or abandonment by, a parent; domestic abuse; drug/ alcohol abuse in the home; incarceration of a loved one; parental vulnerabilities (physical and/or mental health difficulties); bullying.*  [*www.brook.org.uk/our-work/category/sexual-presentation-traffic-light-tool*](http://www.brook.org.uk/our-work/category/sexual-presentation-traffic-light-tool)*.* | Episodes of missing and absent  Family involvement in crime or anti-social behaviour Social isolation or social difficulties (including lone children from outside the area) Victim of sexual crime Victim of serious violence Victim of other crimeSuspect/ accused possession with intent to supplyIntelligence firearms/ knife Suspect/accused of possession of a weapon Suspect/ accused of sexual/ serious violence Suspect/ accused of other crime  Exploited by/trapped within a criminal network County lines intelligence County lines arrest Displaying sexually harmful behaviour  Poor emotional well-being such as low mood and self-confidence or diagnosed mental illness Suicidal ideation (current or historic) and/ or self-harm or over dose Abusive intimate and/ or familial relationship (victim)  Abusive intimate and/ or familial relationship (perpetrator) Gender identity and/ or absence of safe environment to explore sexuality and gender Homelessness or insecure accommodation status or Inappropriate sleeping arrangements Learning and/or communication disabilities/difficulties  Physical disabilities Young carer Lack of parental engagement Not in Education, employment or training  Connection with peers / others who are being exploited or gang association – please detail Child substance misuse (frequency? What is being used? Where?) Access and exposure to pornography/ indecent images /sexting/  Pregnancy testing/ Sexually transmitted infections/terminations; in the context of wider exploitation concerns  Migrant/ Refugee/Asylum Seeker |
| **In your opinion how do the vulnerabilities you have identified impact on the young person’s risk of harm?**  *(analysis)* |  |

|  |
| --- |
| **Child Exploitation Screening Tool** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Family & peer relationships** | | | |
| Risk Indicators | | Yes | No |
| **No risk identified** | No current concerns identified in this area that relate to exploitation |  |  |
| **Low risk** | Parent/carer(s) show warmth, support the child/young person and have positive communication with the child |  |  |
| Appropriate boundaries are in place and effective |  |  |
| The child /young person has positive friendships but reported reduced contact with family /friends, which is of concern, and /or there is an unexplained change in attitude from the child /young person regarding the relationship, which raises some concerns |  |  |
| **Medium risk** | Parent/carer(s) lack understanding, tolerance and warmth towards the child/young person |  |  |
| Parent/carer fails to report missing episodes |  |  |
| Family relationships are strained |  |  |
| Parent/carers/friends report a change in behaviour of /reduced contact with the child/young person |  |  |
| Family/friends/peers are known offenders |  |  |
| Sudden change in social group, particularly where this involves significant change in the age of friends and/or size of the group |  |  |
| **High risk** | Suspected/known abuse in family  *(emotional, neglect, physical, sexual or radicalisation)* |  |  |
| There is little or no communication between the parent/carer(s) |  |  |
| There is a lack of warmth/understanding, attachment and/or trust |  |  |
| Parent/carer does not implement age appropriate boundaries |  |  |
| Parent/carer has mental health issues/addictions |  |  |
| Breakdown in family relationships / no contact |  |  |
| Family/friends/peers are known offenders |  |  |
| Parent/carer fails to report missing episodes |  |  |
| Child /young person is socially isolated from peer |  |  |
| Friends assessed to be at risk of child exploitation |  |  |
| Association with gang members/drug related and criminal activity/organised crime that suggest child exploitation is a possibility |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Accommodation and environment** | | | |
| Risk Indicators | | Yes | No |
| **No risk identified** | No current concerns identified in this area that relate to exploitation |  |  |
| **Low risk** | Some accommodation issues/concerns, but overall accommodation meets the child /young person’s needs and the child/young person is safe and happy |  |  |
| **Medium risk** | Unsuitable/unstable/temporary/overcrowded/hostel /refuge/unsupported |  |  |
| The child /young person is unhappy with their accommodation and this impacts upon their risk of child exploitation |  |  |
| Lives in an area or neighbourhood known to have risk of/experience of gang association/drug related and criminal activity/organised crime |  |  |
| **High risk** | Unsuitable/unstable/temporary/overcrowded/hostel refuge/unsupported |  |  |
| Concerns about location and isolation |  |  |
| The child /young person is unhappy with their accommodation and often stays elsewhere |  |  |
| Homeless or sofa surfing |  |  |
| Living away from supportive networks |  |  |
| Child is Care leaver or Looked after Child |  |  |
| The child/young person is in possession of keys/cards to unknown premises |  |  |
| The child/young person appears unfamiliar with their neighbourhood/ does not know home address |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Education** | | | |
| Risk Indicators | | Yes | No |
| **No risk identified** | No current concerns identified in this area that relate to exploitation |  |  |
| **Low risk** | Mainly engaged in employment/school/training |  |  |
| Some truanting but limited concerns, mainly positive friendships in education/training or employment setting |  |  |
| **Medium risk** | Full time education/training or employment but irregular/poor attendance/whereabouts during school hours often unknown |  |  |
| Attendance at Pupil Referral Unit |  |  |
| Regular breakdown of school/training placements as the child seeks care through challenging behaviour |  |  |
| Friendships in education/training or employment setting are with others at risk of or suffering child exploitation |  |  |
| Noticeable change in attendance, performance or behaviour |  |  |
| **High risk** | Regular breakdown of school/training placements as the child seeks care through challenging behaviour |  |  |
| Not engaged in education/employment or motivated to be |  |  |
| Excluded |  |  |
| Whereabouts often unknown |  |  |
| Friendships/peer groups either within or outside the education/employment/training setting are with others at risk of or suffering child exploitation |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Emotional health and well-being** | | | |
| Risk Indicators | | Yes | No |
| **No risk identified** | No current concerns identified in this area that relate to exploitation |  |  |
| **Low risk** | Some concerns regarding fatigue, poor self-image, expressions of despair, low mood |  |  |
| Some concerns regarding self-harm/self-injury, e.g. cuts to self, overdose, behaviours indicative of eating disorder |  |  |
| **Medium risk** | Increasing concerns regarding low self-esteem/self-confidence, expression of despair |  |  |
| Increasing concerns regarding self-harm/self-injury: e.g. cuts to self, overdoses, behaviour indicative of eating disorder |  |  |
| Concerns regarding bullying/threatening behaviour, aggression, violent outbursts |  |  |
| Concerns regarding offending behaviour |  |  |
| **High risk** | Chronic low self-esteem/self-confidence |  |  |
| Significant mental health problems, expression of despair |  |  |
| Significant self-harm/self-injury: e.g. cuts to self, overdoses, behaviours indicative of eating disorder |  |  |
| Previous suicide attempts |  |  |
| Increasing concerns regarding bullying/threatening behaviour, violent outbursts |  |  |
| Increasing concerns re: offending behaviour |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Experience of violence** | | | |
| Risk Indicators | | Yes | No |
| **No risk identified** | No current concerns identified in this area that relate to exploitation |  |  |
| **Low risk** | No known reported incidents of the child/young person being a victim of violence or witnessing domestic abuse, (including peer relationships) although some professional concerns |  |  |
| **Medium risk** | Concerns that the child/young person has been/is being exposed to violence in the home and /or from others |  |  |
| Abusive significant relationship |  |  |
| Known or suspected to have been subjected to sexual violence |  |  |
| Disclosure of physical/sexual assault followed by withdrawal of allegation |  |  |
| Living in a gang neighbourhood or neighbourhood associated with drug related and criminal activity/organised crime |  |  |
| Sudden change in social group, particularly where this involves significant change in the age of friends and/or size of the group |  |  |
| **High risk** | Known abuse towards the child /young person from family members |  |  |
| Peers/older friends/partners are violent towards the child/young person |  |  |
| Abusive significant relationship |  |  |
| Physical injuries – external/internal or disclosure of physical/sexual assault. |  |  |
| Evidence of coercion/control |  |  |
| Association with gang or organised crime members that suggest child exploitation is a possibility |  |  |
| Carrying weapons |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Missing** | | | |
| Risk Indicators | | Yes | No |
| **No risk identified** | No current concerns identified in this area that relate to exploitation or concerns relate to presentation that falls within normal young person behaviour |  |  |
| **Low risk** | Often comes home late |  |  |
| Incidents of absence without permission and returning late. |  |  |
| Whereabouts often unknown |  |  |
| **Medium risk** | Often staying out late or overnight without permission/explanation |  |  |
| Whereabouts at times unknown child/young person secretive about whereabouts |  |  |
| Repeated episodes of running away/going missing / away from placement (including short periods) |  |  |
| Regular breakdown of placements as the child seeks care through challenging behaviour |  |  |
| **High risk** | Frequently reported missing due to extensive and /or frequent periods of missing/running away/away from placement |  |  |
| Whereabouts often unknown |  |  |
| Missing with others known to be at risk of or suffering child exploitation |  |  |
| Looking well cared for/not hungry, despite having no known base |  |  |
| Regular breakdown of placements due to child seeking care through challenging behaviour |  |  |
| Pattern of street homelessness |  |  |
| Regular episodes of missing combined with temporary/unsuitable and/or unstable care arrangements |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Contact with abusive adults/environment of risk** | | | |
| Risk Indicators | | Yes | No |
| **No risk identified** | No current concerns identified in this area that relate to exploitation |  |  |
| Child/young person has a good understanding of exploitative/abusive behaviour and can use it to keep themselves safe (including how to stay safe on social media /internet) |  |  |
| **Low risk** | Associating with unknown adults and/or other children known to be at risk of or suffering exploitation |  |  |
| Living in a gang neighbourhood or neighbourhood associated with drug related or criminal activity/organised crime |  |  |
| Accessing one or more social networking sites and may be ‘friends’ with a number of unknown people, but there are limited concerns |  |  |
| **Medium risk** | Associating with unknown adults and/or other exploited children/young people |  |  |
| Extensive use of phone (particularly late at night, anxiety related to use of phone & secret use) |  |  |
| May have use of more than one mobile phone |  |  |
| Has access to premises not known to parent/carer |  |  |
| Reports from reliable sources suggesting concerns about exploitation |  |  |
| Reported to have been in in areas where there are concerns related to sexual exploitation, drug related and criminal activity, gang activity and/or street sex work is known to take place |  |  |
| Some understanding of abusive/exploitative behaviour and may recognise risks but unable to apply knowledge |  |  |
| **High risk** | Evidence of contact with adults/older peers believed/known to be involved in grooming /exploitation |  |  |
| Being groomed/forced to meet up with people they have only met online |  |  |
| Seen/or picked up, in areas where street sex work, drug related and criminal activity is known to take place |  |  |
| Contact with gang/criminal association either through relatives, peers or intimate relationships |  |  |
| Very limited or no recognition of abusive/exploitative behaviour |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Substance misuse** | | | |
| Risk Indicators | | Yes | No |
| **No risk identified** | No current concerns identified in this area that relate to exploitation |  |  |
| **Low risk** | Mild use of substances (including alcohol) drugs /alcohol, but concerns relate to presentation which fall within normal experimental behaviour |  |  |
| **Medium risk** | Evidence of regular substance (including alcohol) use. |  |  |
| Concerns for use/dependency & change/increase of use |  |  |
| Concerns regarding how substances are being accessed |  |  |
| Some concerns regarding how substance misuse is being funded |  |  |
| **High risk** | Evidence of heavy/dependant/worrying substance misuse (including alcohol) |  |  |
| Chronic dependency of highly addictive substances |  |  |
| Increased concerns for use/dependency and funding and supply of usage |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Coercion and control** | | | |
| Risk Indicators | | Yes | No |
| **No risk identified** | No current concerns identified in this area that relate to exploitation |  |  |
| **Low risk** | Some concerns about coercion/control within significant relationships |  |  |
| Reduced contact with family/ friends, which raises concern |  |  |
| **Medium risk** | Limited contact with family/friends |  |  |
| Appears to be ‘controlled’ / negatively influenced by others |  |  |
| Concerns about significant relationships and domestic abuse/violence |  |  |
| Disclosure of physical/sexual assault followed by withdrawal of allegation |  |  |
| Physical injuries – external/internal |  |  |
| Risky adults and/or peers in contact with young person and young person unable/describes not wanting to alter this |  |  |
| **High risk** | No contact with family/friends |  |  |
| Disclosure of physical/sexual assault followed by withdrawal of allegation |  |  |
| Physical injuries – external/internal |  |  |
| Significant relationship(s) assessed to involve abuse/violence or controlling |  |  |
| Abduction/forced imprisonment |  |  |
| Disappears from system (no contact with support systems) |  |  |
| Gang/criminal association through relatives/peers or intimate relationships |  |  |
| Child/young person is actively involved with a gang or criminal group or associated to gang/criminal activity members |  |  |
| Behaviour, movement and communication controlled by abusive adult |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Rewards** | | | |
| Risk Indicators | | Yes | No |
| **No risk identified** | No current concerns identified in this area that relate to exploitation |  |  |
| **Low risk** | Some unaccounted for monies and/or goods (new clothes, make –up, mobile top-ups, etc.) and ability to fund non tangible goods |  |  |
| **Medium risk** | Concerns about unaccounted for monies and/or goods, (new clothes, make–up, jewellery and mobile phones, mobile phone top –ups etc.) |  |  |
| Concerns regarding the funding of misuse of drugs/alcohol /use of tobacco through unknown sources |  |  |
| Some concerns about how the child/young person funds other items (fast food , taxi fares, etc.) |  |  |
| **High risk** | Significant concerns regarding unaccounted for monies and/or goods, especially jewellery, items of clothing and mobile phones, which the child/young person is unable to provide explanation |  |  |
| Has use of more than one mobile phone |  |  |
| Significant concerns about who/how the child/young person funds items such as fast food , taxi fares, alcohol and substance use, cigarettes, entry into clubs, trips away from home, etc. |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Sexual health and relationships** | | | |
| Risk Indicators | | Yes | No |
| **No risk identified** | No concerns identified in this area which relate to sexual exploitation, is not known to be sexually active and is aware of where to get support and advice when needed |  |  |
| **Low risk** | Young person is sexually active and in an equal consensual relationship with a peer |  |  |
| Young person does not feel pressured, they feel they can say ‘no’ and is following ‘safe sex’ advice |  |  |
| Possible evidence of having /had a sexually transmitted infection (STI) |  |  |
| **Medium risk** | Recurring or more than one sexually transmitted infection |  |  |
| Concerns about untreated STI |  |  |
| Miscarriage(s), termination(s), pregnancy(ies) |  |  |
| Young person is sexually active, is not practising safe sex and is not accessing /willing to access support from any sexual health services |  |  |
| **High risk** | Recurring or multiple STIs |  |  |
| Concerns about untreated STIs |  |  |
| Miscarriage(s), termination(s), pregnancy(ies) |  |  |
| Known or suspected to have been subjected to sexual violence |  |  |
| Young person presents as feeling pressured to have sex or to perform sexual acts in exchange for status /protection, possessions, substances or affection |  |  |
| Young person is in a sexual ‘relationship’ with an adult / there is a wide age gap |  |  |
| Child is under 13 and concerns exist that they have been coerced, forced, groomed into sex. If a child under 13 reports sexual activity, coercive or reportedly consensual, in law this constitutes rape and child protection procedures need to be followed |  |  |
| Sex is non-consensual –child/young person is experiencing violence or coercion with sex, or are unable to consent due to intoxication /substance misuse. For young people this may be asked in terms of ‘Have you ever had any sex you didn’t want to have? |  |  |
| Child/young person is made to watch sexual acts being performed on others |  |  |
| Child/young person is made to perform sexual acts upon themselves |  |  |
| Child/young person with learning or physical disability - impairment-related factors, including capacity to consent to sexual activity |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Description/identification of sexual activity however concerns exist that young person may have been groomed/coerced** | | | |
| Risk Indicators | | Yes | No |
| **No risk identified** | No current concerns identified in this area that relate to exploitation |  |  |
| **Low risk** | Some reports (to parent/carers)about getting into cars with unknown peers/adults |  |  |
| Being contacted by or having contact with unknown adults /older peers through the internet, but concerns are limited |  |  |
| **Medium risk** | Reports of getting into cars with unknown peers/adults |  |  |
| Has access to premises unknown to parents/carers |  |  |
| Concerns about proactive inappropriate/unsafe use of the internet and social media, sharing of images, sexting, making contact with adults/peers via social media |  |  |
| Older “boyfriend”/”girlfriend”(5 + years) |  |  |
| **High risk** | Reports of getting into cars with unknown peers /adults |  |  |
| Accessing premises which are unknown to parents/carers |  |  |
| Clipping (offering to have sex and then running upon payment) |  |  |
| Has posted inappropriate language/information/sexual pictures, when asked to by an adult/older peer/unknown person, and/or proactively uses the internet/social media to share images, make contact/arrange to meet up with adults/peers |  |  |
| Socialises with children/young people/adults known to be involved with sexual exploitation |  |  |
| Evidence of sexualised bullying via the internet/social media sites |  |  |
| Older “boyfriend”/”girlfriend” (5+ years).  *(Practitioners should also be aware that age gaps may be significantly less than 5 years. Exploitative situations can occur in the context of same age/peer based associations.)* |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Presents concern to others** | | | |
| Risk Indicators | | Yes | No |
| **No risk identified** | No current concerns identified in this area that relate to exploitation |  |  |
| **Low risk** | No identified risk to others, but mild concerns about influence on other children & young people relating to child exploitation |  |  |
| **Medium risk** | Concerns regarding negative influence on others relating to child exploitation |  |  |
| Concerns that the child might expose other children to risky situations/places/people |  |  |
| Bullying and threatening behaviour |  |  |
| Offending behaviour |  |  |
| Exhibits harmful sexual behaviour (Brook Traffic Light – Amber) |  |  |
| **High risk** | Places other children at risk of child exploitation, via friendships, associations, venues |  |  |
| Displays violence towards others, angry outbursts (including family members and carers) |  |  |
| Bullying and threatening behaviour |  |  |
| Offending behaviour |  |  |
| Gang/crime association either through relatives, peers or intimate relationships |  |  |
| Exhibits harmful sexual behaviour (Brook Traffic Light – Red) |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Engagement with services** | | | |
| Risk Indicators | | Yes | No |
| **No risk identified** | No current concerns identified in this area that relate to exploitation |  |  |
| Concerns relate to presentation which relates to normal child/young person presentation |  |  |
| **Low risk** | Agency experiences lack of engagement with child, some difficulty in contacting the child/young person which raises concern |  |  |
| **Medium risk** | Agency experiences some engagement but sporadic contact, often does not attend appointments, limited explanation, professional concern, sudden or lack of engagement, secretive and unwilling to engage meaningfully |  |  |
| **High risk** | Agencies experience brief engagement, the child or young person frequently fails/unable to attend appointments, or no contact/engagement with services |  |  |
| Limited explanations/secretive and unwilling/unable to engage meaningfully, concerning change in behaviour |  |  |
| Does not engage in return home interviews after periods of missing |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Online use** | | | |
| Risk Indicators | | Yes | No |
| **No risk identified** | No current concerns identified in this area that relate to exploitation |  |  |
| **Low risk** | Child or young person spending long periods of time in talking to others through social media and apps/given access to inappropriate web sites |  |  |
| **Medium risk** | Going online during the night. |  |  |
| Increased overall time spent online, including live streaming |  |  |
| Concerns that a young person is having an online ‘relationship’ |  |  |
| Unexplained use of social networking, shared gaming sites and/or receiving rewards or credits |  |  |
| Being secretive, anxiety related connection to phone, using mobile phone for accessing websites etc. including unwillingness to share/show online or phone contacts, accessing forums for self harm, anorexia etc. |  |  |
| **High risk** | Accessing online dating ‘hook up’ apps and sites, accessing forums for self harm, anorexia etc. |  |  |
| High levels of increased time spent online including live streaming |  |  |
| High levels of anxiety related connection to devices and contact, needing to leave/reply immediately following contact with high levels of distress if unable to |  |  |
| Concern that a young person’s online friendship has developed into an offline relationship |  |  |
| Concerns that inappropriate images are being circulated via the internet/phones/mobile media |  |  |
| Concern that the child/young person is being coerced/bribed/threatened to provide sexually explicit images/engage in inappropriate online activity |  |  |
| Concern that the child/young person is being paid for sexual acts online |  |  |

|  |  |
| --- | --- |
| **Other child and family factors to consider**  Please highlight if any are relevant | |
| Family - including:   * Abuse /neglect in the family; * Parental Substance misuse; * Parental mental health; * Adult prostitution.     Child - including:   * Learning disabilities/Physical disabilities (consider impairment-related factors, including capacity to consent to sexual activity, lack of cognitive ability to recognise exploitation or risk, impulsive presentation and needs associated with a different understanding of social interaction and communication). * Mental and physical ill-health or in receipt of medical/health services * Financially unsupported; * Migrant /refugee /asylum seeker; * English is a foreign language to the young person; * Recent bereavement or loss or illness of a significant person in the child’s life; * Unsure about sexual orientation, sexual identity, or unable to disclose sexual orientation or identity to their families; * Known to be or considered to be at risk of radicalisation; * Associated risks or concerns of trafficking (child or associated adult); * Young carer; * Looked After Child or Care Leaver; * Child is in residential care. | |
| **Any other relevant information** |  |

|  |  |
| --- | --- |
| **Protective factors**  Please provide details of any relevant protective factors that are in place within the young person’s life. Please include the name of any specific individuals who have a trusted relationship with the child. | |
| **Protective factor** | **Comment** |
| Parents/carers and family network |  |
| Social relationships/environment |  |
| Professional/voluntary agencies working with the child |  |
| Young person’s own resilience |  |
| **In your opinion how do the protective factors mitigate the risks identified?** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Analysis of risk**  *(see accompanying flow chart of pathways)* | | | |
| **Current level of risk/harm for young person** | **Please indicate** | | |
| **Individual Low Risk**  *Evidence of vulnerability to risks from outside the family home and/or some concerns about presentation or associations identified that indicate slightly increased extra-familial risks.*  *The young person’s presentation/associations suggest they are not currently being exploited but extra support may be needed. Needs can be addressed by a single agency to prevent escalation of risk.* |  | | |
| **Individual Medium Risk**  *Evidence of vulnerability to risks from outside the family home and/or concerns about presentation or associations that could develop into exploitative situations without a change in circumstance. The young person’s presentation, associations or changes in presentation suggest they need support and advice to ensure their safety, health and development. Needs require a multi-agency response to address concerns and reduce risk.* |  | | |
| **Individual High Risk**  *Evidence of vulnerability to risks from outside the family home and/or significant concerns about presentation or associations that suggest the young person may be exploited at any point. The young person’s presentation, associations or changes in presentation suggest they are at risk of or suffering significant harm. Needs are complex and require multi-agency child protection action.* |  | | |
| **Please indicate the primary threat from outside the home** |  | | |
|  | | Yes | No |
| Is the harm from outside the family home current? | |  |  |
| Has the young person experienced harm from outside the family home in the past? | |  |  |
| Are you concerned about harm within the family? | |  |  |
| **Please give details and summary** |  | | |
| **Are there any gaps in information about this young person?** |  | | |
| **Analysis of risk that takes account of all sections on this form** |  | | |
| **What do you think needs to happen next?** |  | | |
| **What can your agency or service provide to protect and support?** |  | | |

**Section Two**

|  |
| --- |
| **Peer group guidance**  Research suggests that young people experience abuse from peers and are more likely to abuse others, alongside peers. As such understanding the dynamics of peer groups is essential to developing safeguarding approaches that recognise and understand the contexts in which young people experience harm beyond the home. Current child protection systems predominantly focus upon individual young people. Whereas, while peer relationships may be acknowledged within individual assessments, in practice there are limited opportunities to explore and assess the nature of peer relationships and groups themselves. Peer group assessments provide opportunities for practitioners to understand the relationships between young people and the dynamics of those groups.  Peer group assessments provide opportunities for practitioners to consider:   * The dynamics of peer groups and the relationships between those who act as leaders and followers * The nature of relationships within groups – the strength of association, loyalty and how the relationships came to be * The role of the peer group in influencing different types of behaviour displayed by individuals within the group * The relationship between the group under assessments and the contexts (schools, public spaces, family homes, online platforms, etc. in which they spend their time   This link will take you to the Contextual Safeguarding Network’s guidance on Peer Group Assessments [www.csnetwork.org.uk/en/resources/practice-guides-and-resources/practice-guides](http://www.csnetwork.org.uk/en/resources/practice-guides-and-resources/practice-guides). |

|  |
| --- |
| **Purpose of peer group assessment**  To gather important information about the peer group – to determine who are considered members of the group for the purpose of assessment; the strength of associations between members and how they are known to each other, for example through an incident, a particular location or period of time.  To analyse their needs and/or the nature and level of any risk and harm being suffered by the group – are there particular contexts in which these needs or risk coalesce. How have these needs/risks been experienced historically?  To provide support to address those needs to improve the peer groups outcomes to make them safe.  Young people’s peer groups and friendships are likely to change and develop over time. As such, assessments should be a dynamic process which recognise and respond to the changing nature of peer groups including the changing risks posed to the peer group and the dynamics of the group itself. |

|  |  |
| --- | --- |
| **Peer Group**  A key part of the assessment process is understanding the makeup of the peer group itself and which young people are to be assessed. Given the fluidity of young people’s relationships, and the varying contexts in which they form friendships, it is important to consider the various ways that a peer group may be identified for the purposes of assessment. The first matter to note is that there is no singular definition of a peer group that could be applied in all cases. Rather there are a range of ways that peer groups form and are identified – and a number of these are valid for peer assessment.  Every assessment must be child-centred and recognise the voice of the peer group and individual members within it, including their perspectives on whom should be included within the assessment and the reasons for assessment. The assessment should, where possible, consider and acknowledge the views of parents/carers.  The assessment should bring together information from a range of professionals and, where relevant, information formed as part of other statutory or non-statutory individual assessments and plans for children within the peer group, for example, teachers, health professionals, social workers and the police.  You may also find it helpful to complete a peer map with the young person (please see guidance on PSCP website for completion of peer maps).  Throughout the assessment process, the lead practitioner should consult with their safeguarding lead as to when the parents of those considered in a peer group assessment should be notified of the concerns. This includes whether to share the names of other people the lead practitioner is concerned about. **This should only be done if it is safe and appropriate to do so.** If through the course of the assessment/enquiries, it becomes apparent that there are no concerns present in relation to a particular child, they should be removed from the group and should not be subject to any further recordings/information sharing.  You will need to have completed section 1 for each young person you have identified as part of the peer group. | |
| **Please list the names of the young people who are part of the peer group for this assessment** |  |
| **What are your concerns? What are the risks?** |  |

|  |  |
| --- | --- |
| **Group functioning** | |
| **Identity – How they view themselves?**  *How does the group see themselves? (It is important to listen to young people’s own perspectives on who forms their peer group and remain reflective in the reasons for why some young people may be referred over others); How long have they been together? What do they have in common? How did they become friends? What are the good things about the group?* |  |
| **Emotional regulation**  *What happens when someone is upset in the group? What kind of moods are in the group? Is it ‘joking’ and ‘fun’? Is it serious talk?* |  |
| **Self-care and well-being – how does the group look after itself?**  *How often does the group see each other? How much and in what ways does the group contact each other? On- line? What happens when the group falls out? If the young person could change something about the group, what would it be? What is the best thing about the group? What could be better? How does the group function?* |  |
| **Social relationships – how are they perceived by others?**  *How do others see the group? For example, teachers, the public, family. Does the group have a relationship with other groups? What is the relationship?* |  |
| **Dynamics – the interpersonal dynamics of the group?**  *How does the group relate and present to each other? Who makes the decisions? Who is the leader? What are the other roles and who fulfils them?* |  |
| **Ensuring Safety**  *Are all the spaces where the group spends time safe? Who is responsible for keeping the area/ context safe?* |  |
| **Structural Issues**  *What is available in the community for the group to access? What do they access? What are the barriers and enablers of accessing community resources?* |  |
| **Neighbourhood**  *Where does the group spend time? What times of day are they there? What is the impact of the location on their safety? I.e. impact of the park. What is it like growing up in this neighbourhood?* |  |
| **Parental Integration**  *Do the parents know each other? Are the parents integrated in the contexts the group spend time?* |  |
| **Has there been any previous mapping of the peer group?**  *If yes, please attach.* |  |

|  |  |
| --- | --- |
| **Protective factors**  *Please provide details of any relevant protective relationships that are in place within the peer group? For example, a youth worker or someone at school or within the peer group. Do the parents of the group know each other? Is there parental oversight? Do they have a relationship with the group? Do they show an interest in the group activities? Do they know the young people? How are the parents or agencies responding to harm?* | |
| **Protective factor** | **Comment** |
| Parents/carers and family network |  |
| Social relationships/environment |  |
| Professional/voluntary agencies working with the child |  |
| Resilience of the group and the individual |  |
| **In your opinion, how do the protective factors impact upon the peer group’s risk of harm?** |  |

|  |  |
| --- | --- |
| **Analysis of risk** | |
| **Has the peer group experienced extra-familial harm?** | Yes / No |
| **Is this current?** | Yes / No |
| **Indication of type and nature of harm?** |  |
| **Are there any gaps in information about this peer group?** |  |
| **What do you think needs to happen next?** |  |
| **What can your agency or service provide to protect and support to make them safe?** |  |

**Section Three**

|  |  |
| --- | --- |
| **Neighbourhood / School / College** | |
| **Neighbourhood and/or specific location?**  *Eg school, park, stairwell, transport hub, shopping centre* |  |
| **What times of day are the young people there? What is the impact of the location on their safety?** |  |
| **Who else is there?** |  |
| **Vulnerability and risk factors of the neighbourhood or location?**  *For example, landscape design, lighting, adults using and selling drugs, vulnerable adults in the area, exploitation of young people, crime taking place, sexual assaults* |  |
| **Schools in geographical proximity of above** |  |
| **Behaviour and characteristics of the young people associated with that area?**  *I.e. excluded from school, missing from home or care* |  |
| **Are there concerns from other professionals?**  *E.g. Safer Plymouth, Housing, Police? Please comment* |  |
| **Strengths or resilience factors**  *i.e. places for safe socialisation are available, access to consistent and positive relationships with at least one adult in a community setting, member of the community would like to be actively involved in supporting and safeguarding the young people, businesses are willing to be involved* |  |
| **In your opinion, how do the locations named contribute to young peoples’ risk of harm?** |  |

**Section Four**

|  |  |
| --- | --- |
| **Information about an alleged Person of Concern (any age)**  Guide for Person of Concern – you have information indicating a person:   * Is sharing explicit images of children; * Gifts children with money, food, tobacco, phones, bus/taxi fares (not drugs or alcohol); * Supplies alcohol to children; * Supplies drugs including New Psychoactive Substances; * Has child associates that repeatedly go missing / absent, have added vulnerabilities (e.g. physical, mental, learning disabilities) or are known to be at risk of CE; * Exploits children to have sex with them and or others for money, gift, or other reward; * Exploits children to carry out crimes (drug running, shop lifting, selling stolen * goods); * Organises or pays for a child’s travel in or between towns; * Uses violence, coercion, intimidation, harassment towards children; * Associating with persons suspected or known to exploit children; * Is an adult known or suspected to have had sexual contact/engagement with under 16yr old(s); * Is an adult known or suspected to be coercive, controlling or grooming children or young people to have sexual contact/engagement * Encourages children to stay at their home or elsewhere during the day or overnight; * Has continued contact with children after a disruption visit from police, social care etc; * Has had CE concerns raised about them past in the 6 months. | |
| **Name**  *(include any alias)* |  |
| **Approximate age or date of birth** |  |
| **Address** |  |
| **Nature of concern** |  |
| **What is their housing status?** |  |
| **Are they a known risk to children?** *Please comment* |  |
| **Do they have an offending history?** *Please comment* |  |
| **Do they have any known vulnerabilities?**  *Please comment* |  |
| **School / college / university / employment?** |  |
| **Online activity** |  |
| **Do they have access to a vehicle or vehicles?**  *Please comment* |  |
| **Associates of alleged person of concern** |  |
| **Source of your information and date you received it?** |  |

|  |  |
| --- | --- |
| **Vehicle concerns**  *(including all forms of transport such as cars, buses, taxis and trains)* | |
| **What are your concerns about vehicles?** |  |
| **When and where?** |  |
| **Make, model, colour** |  |
| **Vehicle Registration Number** |  |
| **Who is the vehicle linked to?** |  |
| **Please give details of other forms of transport/ routes that you are concerned about?** |  |
| **What is the source of your information?** |  |
| **In your opinion, how do the vehicle concerns contribute to the risk of harm?** |  |