

OSCB Conference 2019

Contextual Safeguarding

Chair for the day: Richard Simpson
OSCB Independent Chair

Welcome and Housekeeping



Toilets



Exits & Fire
Procedures



Course
Timings &
Breaks



Course
materials



Mobile
Phones

Contextual Safeguarding

An overview of the approach and implications for practice

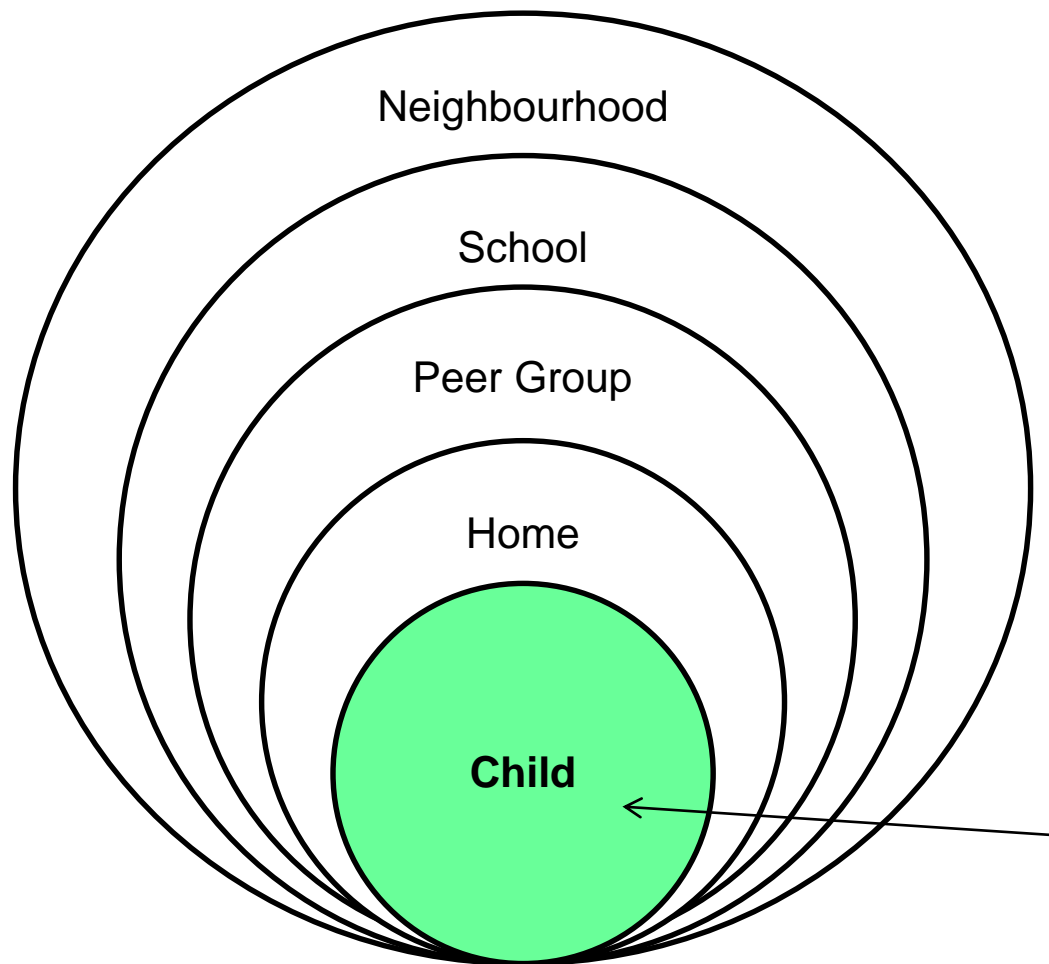
Dr Carlene Firmin MBE

#ContextualSafeguarding

Presentation Overview

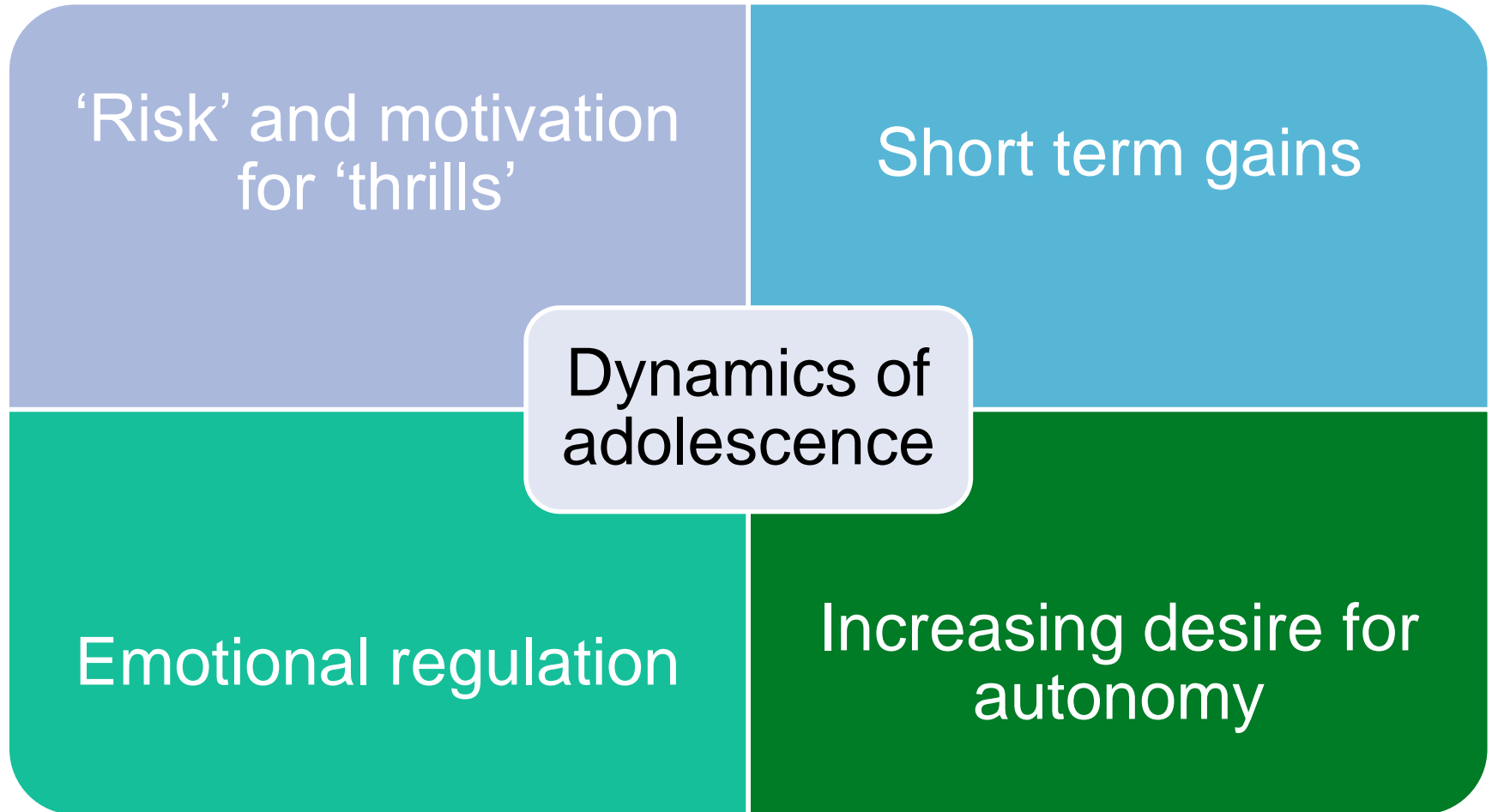
- 🌀 Identifying and understanding extra-familial risks faced by young people
- 🌀 Definition and overview of Contextual Safeguarding
- 🌀 Developments in learning and potential challenges
- 🌀 Practice implications and examples
- 🌀 Next steps and opportunities to get involved

Who are we trying to safeguard?

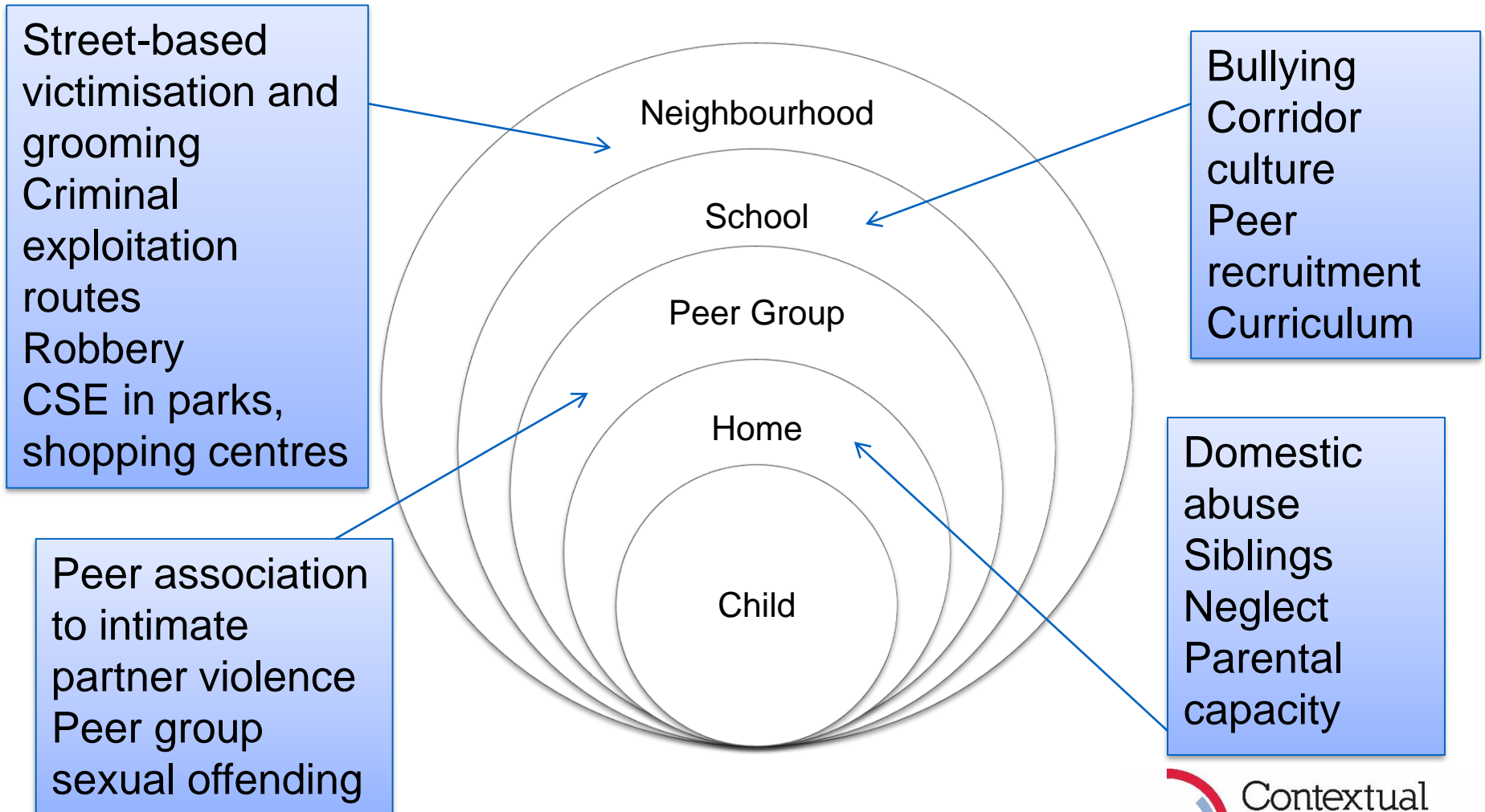


ACE...
Learning disability
Histories of victimisation
Bereaved
Unresolved trauma
Adolescents.....

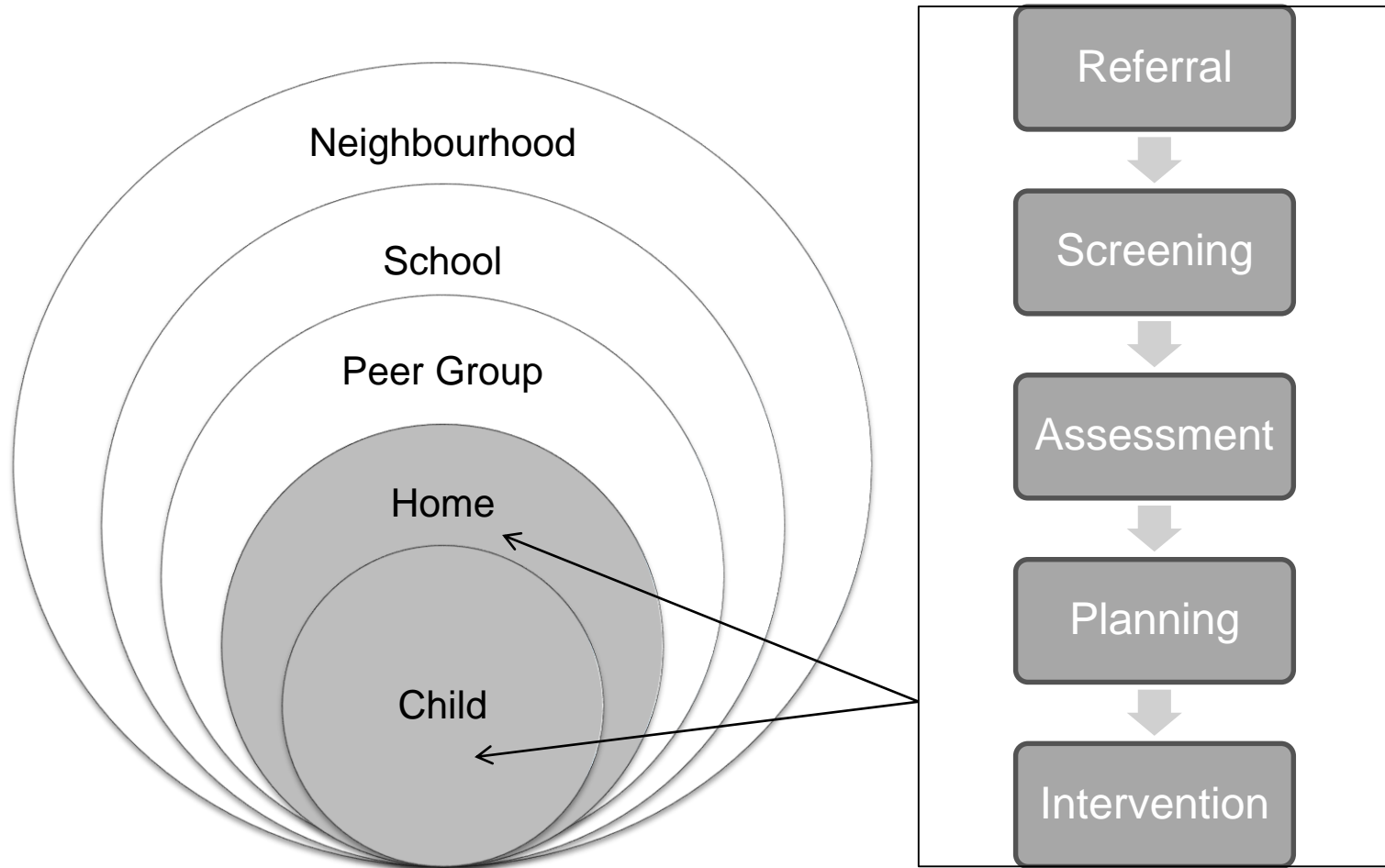
The nature of adolescent development



Contextual nature of abuse in adolescence (Firmin, 2015)

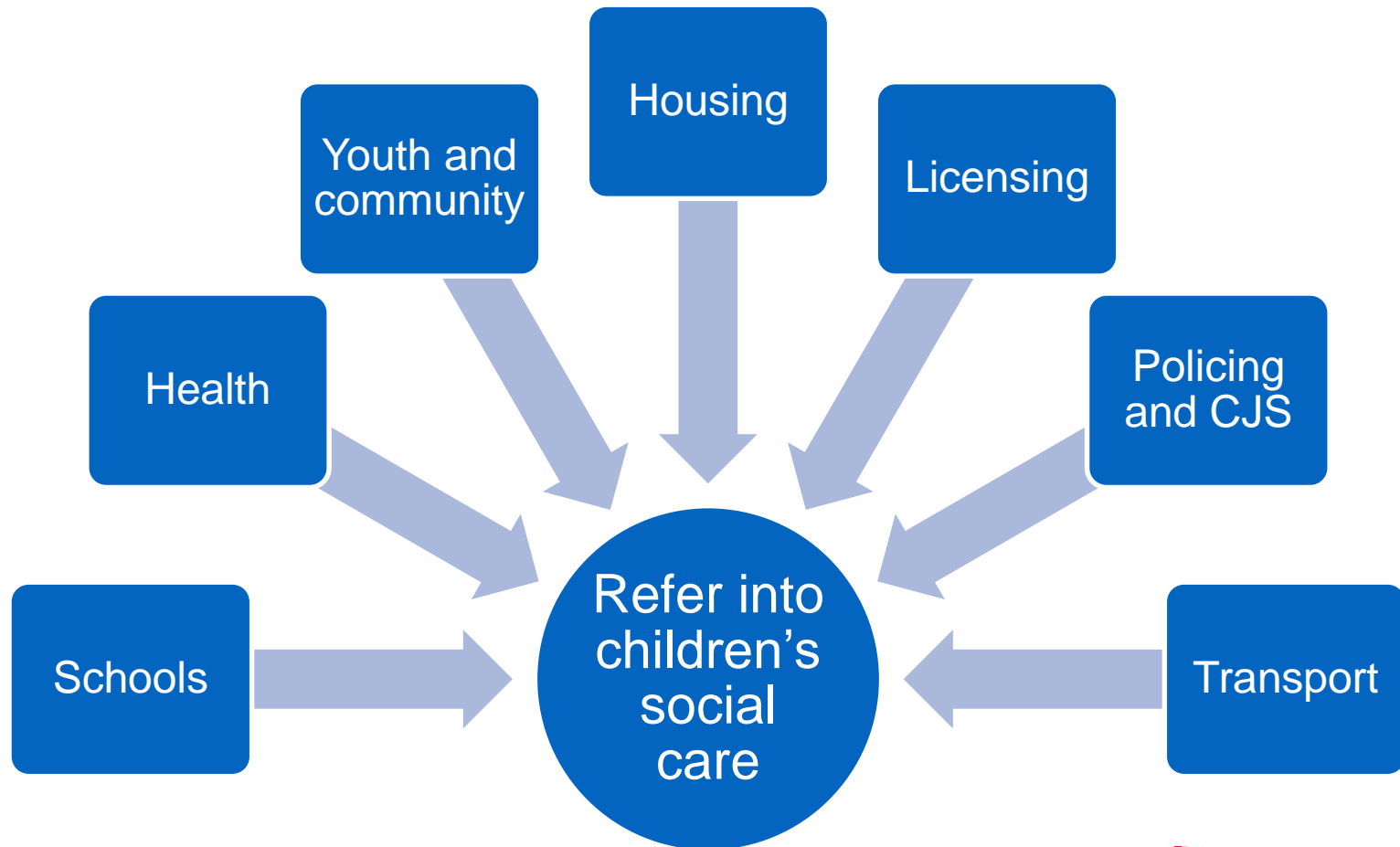


Traditional reach of child protection



#ContextualSafeguarding

Safeguarding is ‘Everyone’s business’ = referral and information



Multi-agency discord

‘It hasn’t reached a threshold’



Contextual Safeguarding



Domain 1: Target
Seeks to prevent, identify, assess and intervene with the social conditions of abuse



Domain 2: Legislative framework
Incorporate extra-familial contexts into child protection frameworks



Domain 3: Partnerships
Develop partnerships with sectors/individuals who are responsible for the nature of extra-familial contexts

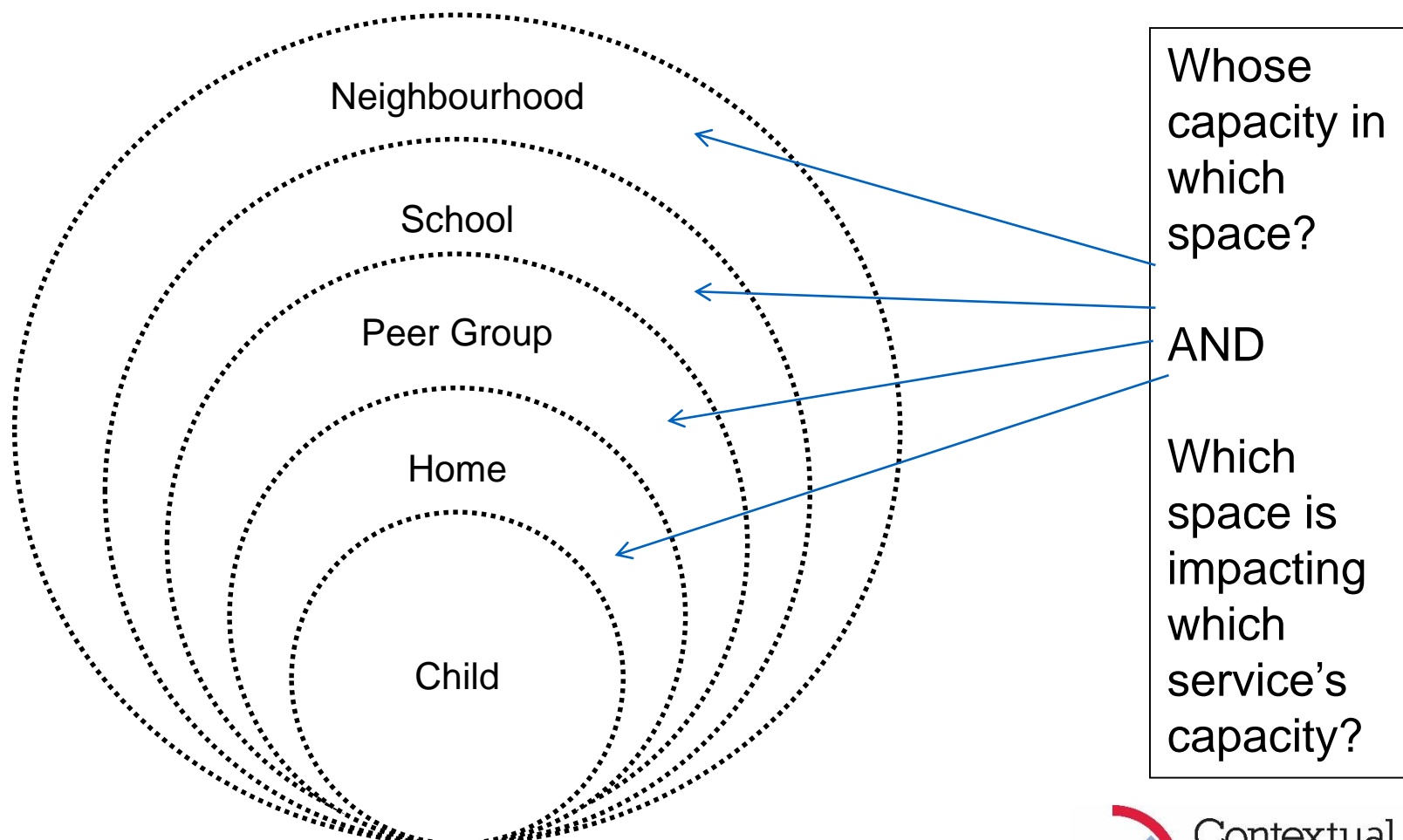


Domain 4: Outcomes measurement
Monitor outcomes of success in relation to contextual, as well as individual, change



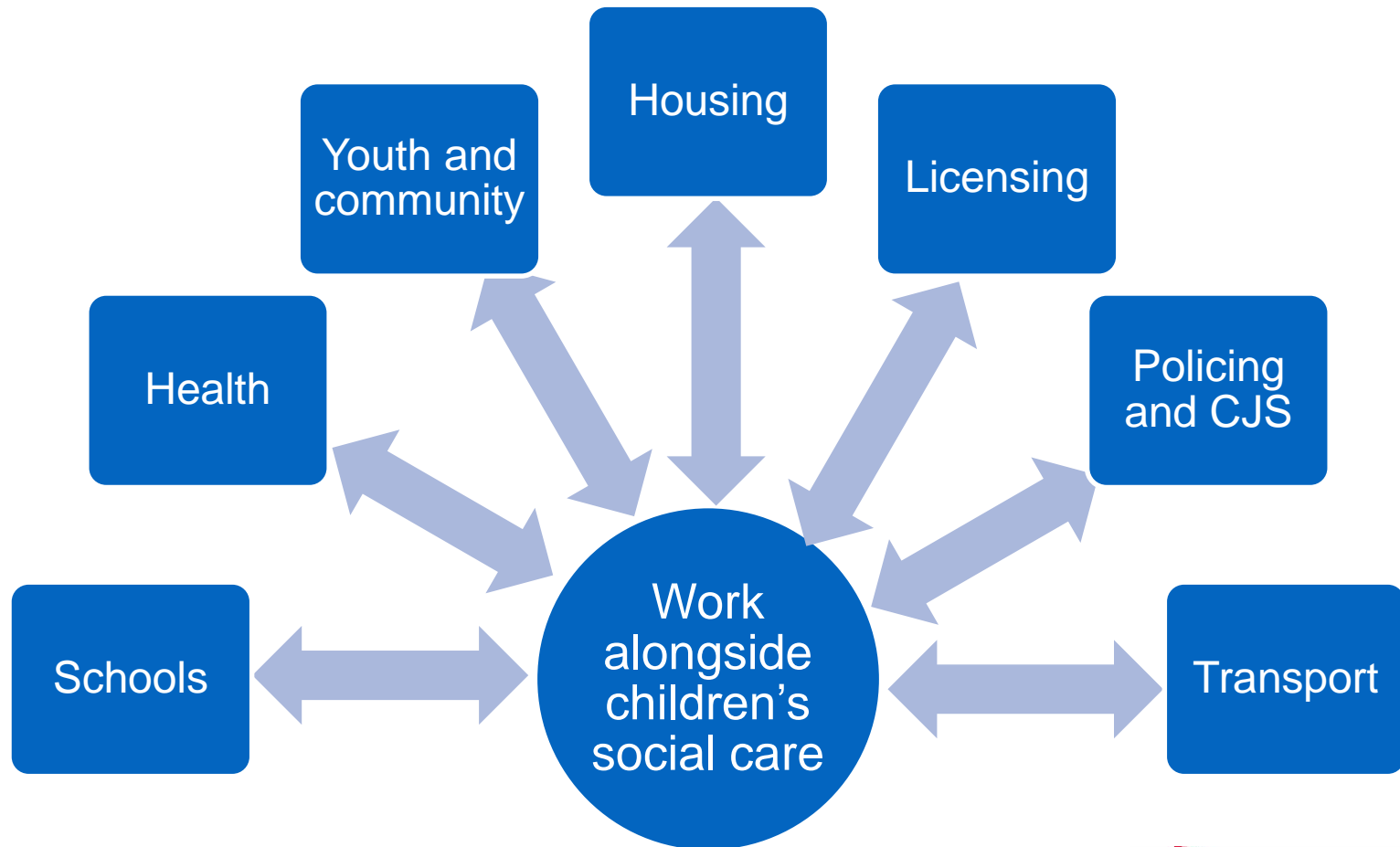
(Firmin et al, 2016)

Expanding 'Capacity to Safeguard'

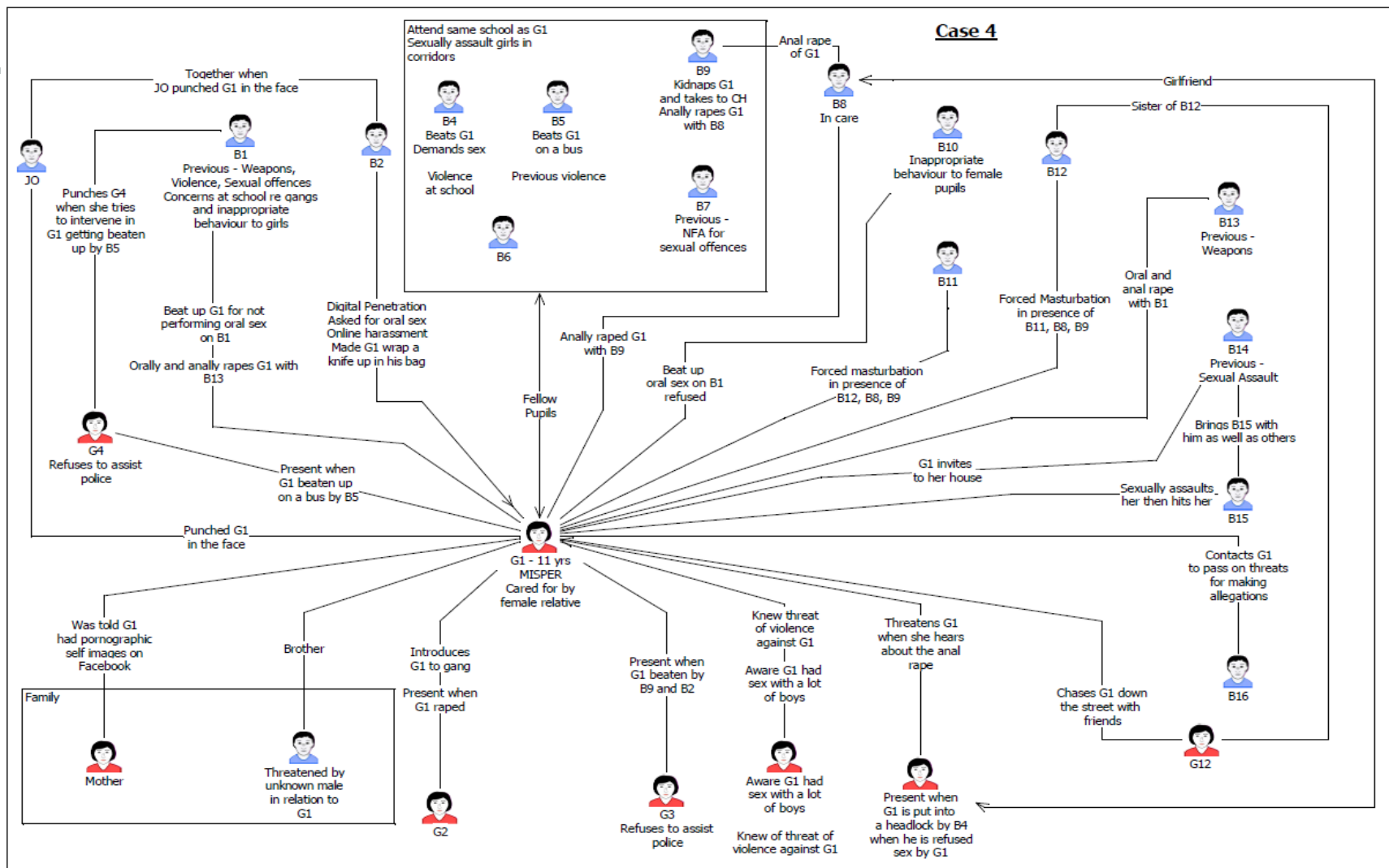


(Firmin et al, 2016)

To: 'Everyone's business' = creating safe spaces



The significance of peer relationships



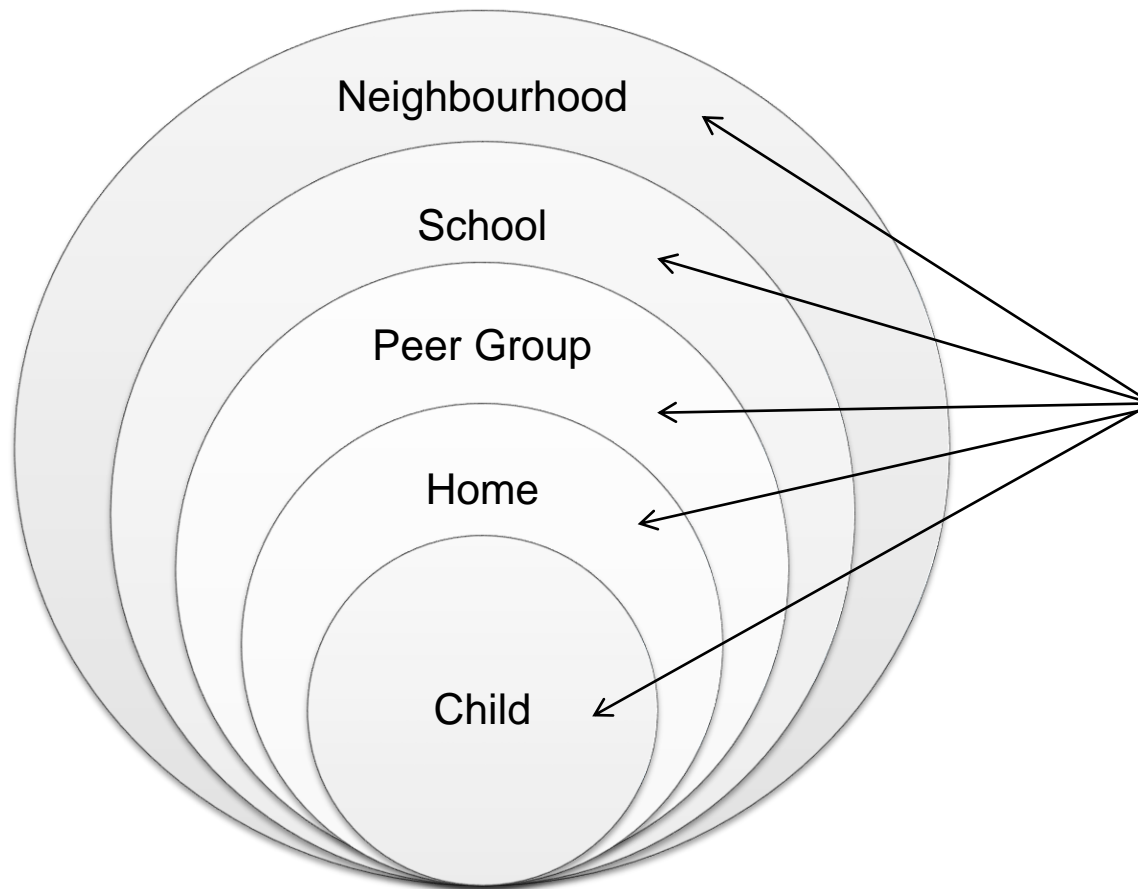
(Firmin, 2017)

Contextual Risks and vulnerabilities

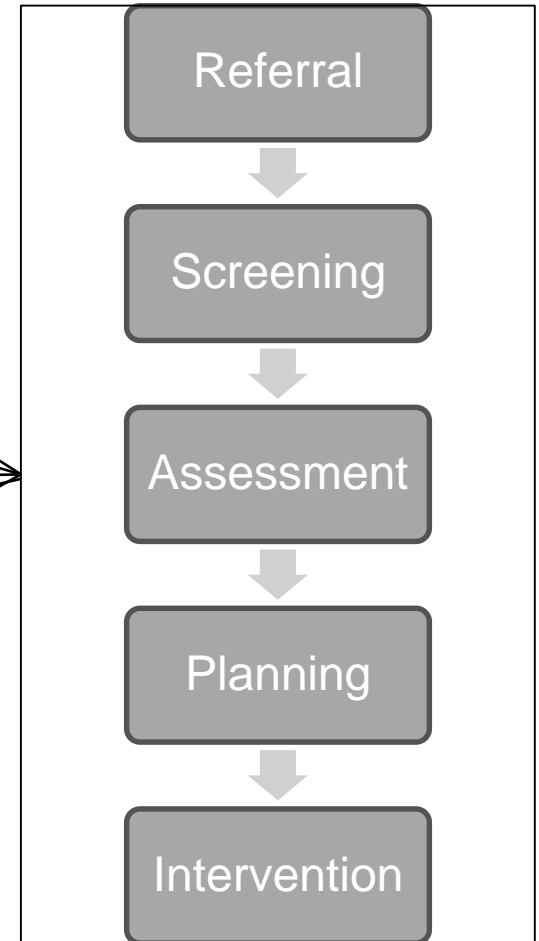
	Vulnerabilities	Risks
Families / homes	<ul style="list-style-type: none"> • Historic domestic abuse • Recent bereavement or loss • Parental mental health or learning needs 	<ul style="list-style-type: none"> • Current domestic abuse • Current abuse or neglect • Family members involved in criminal behaviours
Peer groups	<ul style="list-style-type: none"> • Experiences of abuse or neglect within the peer network • Members of peer network have been victimized in the community • Shared recent bereavement – i.e. of a peer 	<ul style="list-style-type: none"> • History of aggressive or offending behaviours • Recruited others into exploitative situations • Shared harmful attitudes • Missing together
Schools	<ul style="list-style-type: none"> • Limited PSHE or SRE provision – • Safeguarding issues responded to via behaviour policies and procedures • Trends not formally recorded • Recent bereavement of a student 	<ul style="list-style-type: none"> • Use of exclusions/managed moves for young people who have been victimised within school • HSB (including bullying) are unaddressed • Victim-blaming language or stereotyping
Neighbourhoods	<ul style="list-style-type: none"> • History of violence in the locality • Poor lighting or visibility • Fractured relationships • Converging schools/students 	<ul style="list-style-type: none"> • Active risk of robbery or street crime • Locality hotspot for sexual violence • Locality has appeared in abusive online content – i.e. ‘bait out’ videos

Implications for Safeguarding in general

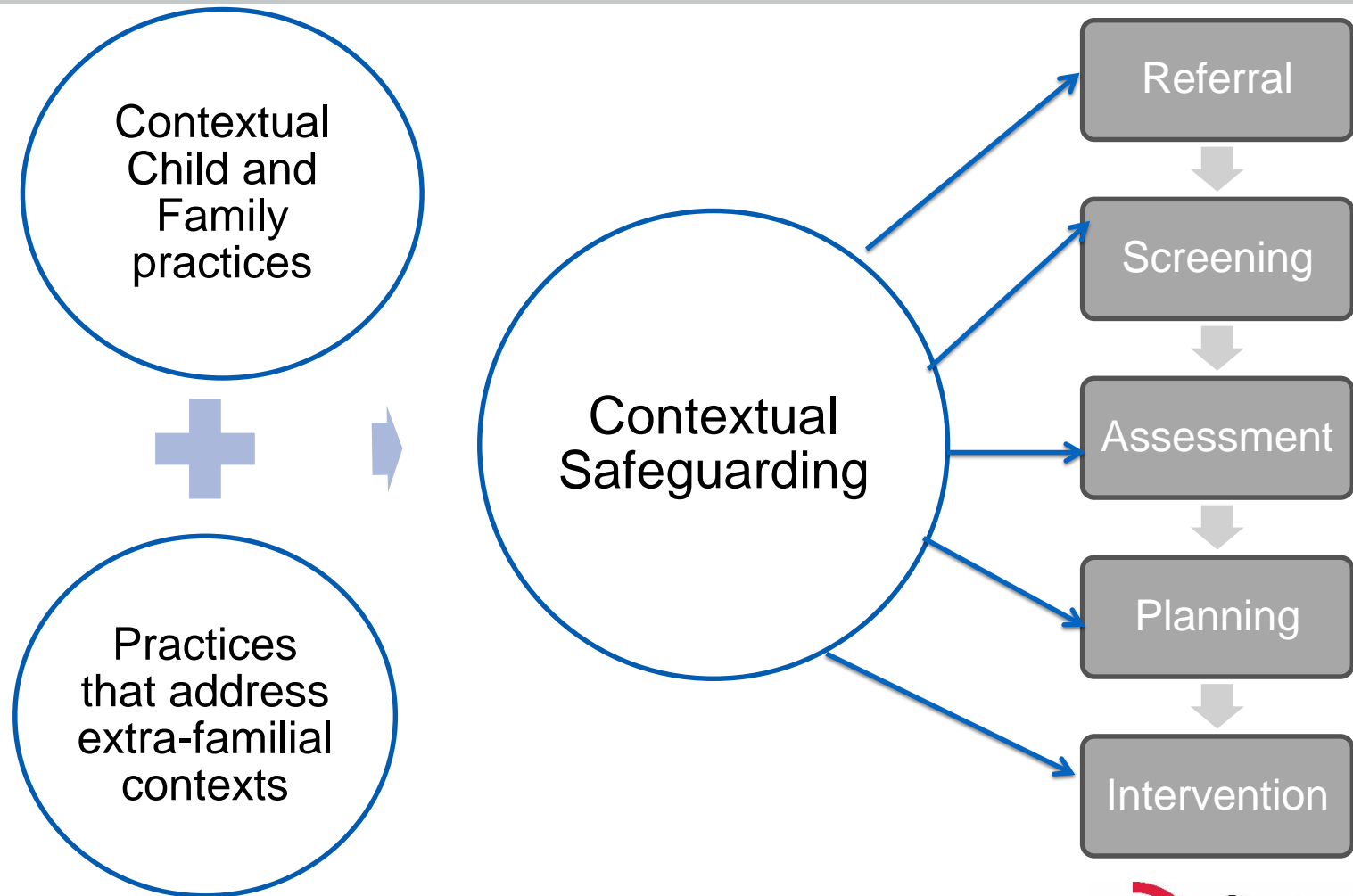
Creating a Contextual protection, welfare and safeguarding system



(Firmin et al. 2016)



This is two tier approach



Realisation (2) Beyond recognising to affecting context = TIER 2

Referral and screening

Tier 1: Is information about peer, school and neighbourhood collected at point of referral?

Tier 2: Can a peer group, school or location be subject of a referral?

Assessment

Tier 1: Does the assessment of children and families – and in particular capacity to parent – consider extra-familial contexts?

Tier 2: Can you assess extra-familial contexts?

FOR BOTH Do assessment methods capture this info?

Planning

Tier 1: Do the plans for the young person and family consider location of interventions?

Tier 2: Are you able to build *safeguarding* plans to increase safety in extra-familial contexts?

FOR BOTH – how are these embedded into meetings?

Realisation (2) Beyond recognising to affecting context = TIER 2

Interventions

Tier 1: Do interventions with young people help them to consider contextual safety?

Tier 2: Are community guardians identified in contexts? Are peer group dynamics changed? Is physical design or policy considered in intervention?

Policies

Tier 1: Threshold decisions on significant harm or location of harm?

Tier 2: What is the threshold for a context to be subject to assessment

BOTH – are all procedures equipped to recognise and address extra-familial risk?

Tier 1: Contextual engagement of children and families

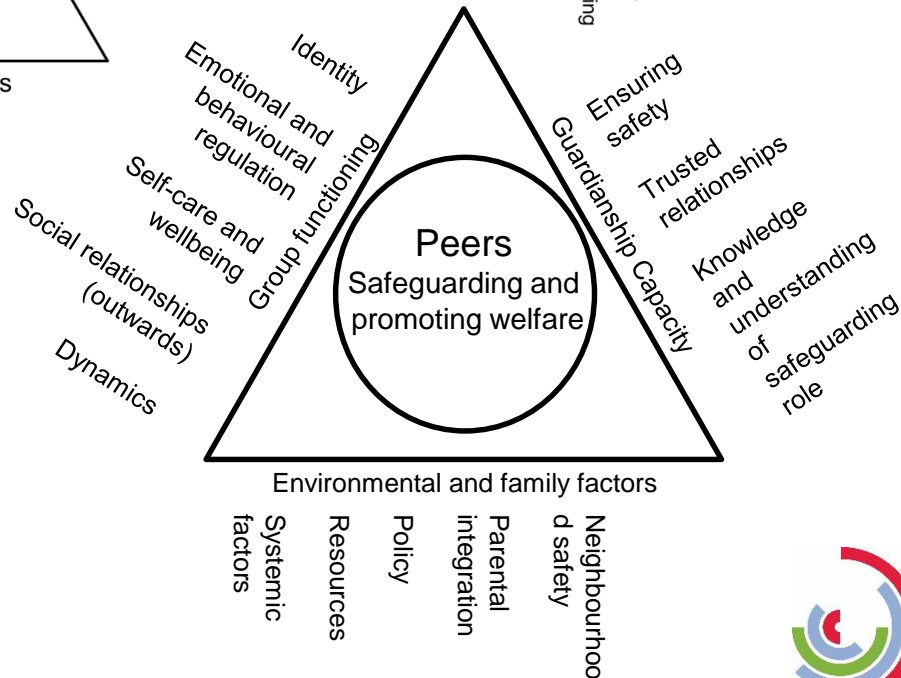
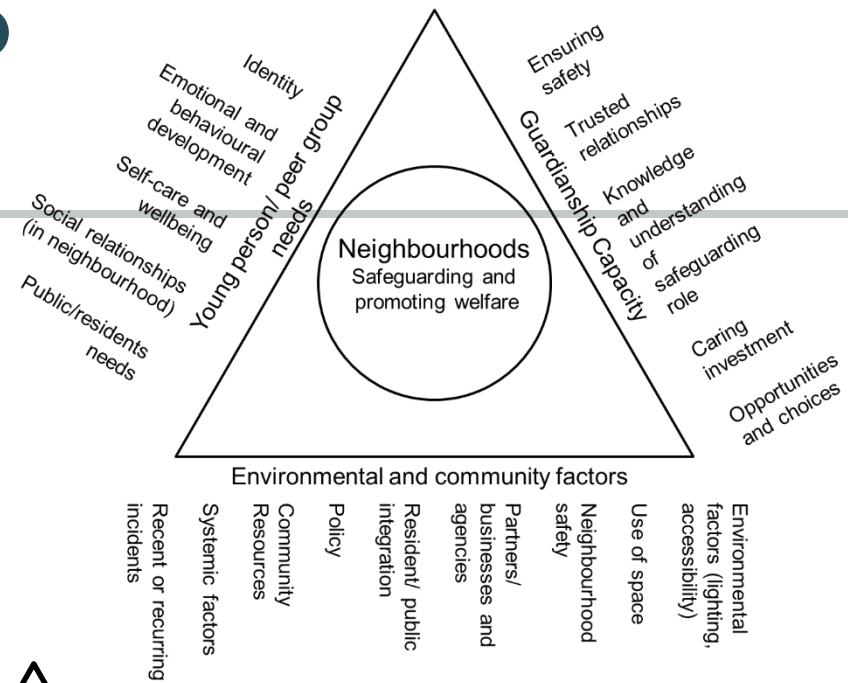
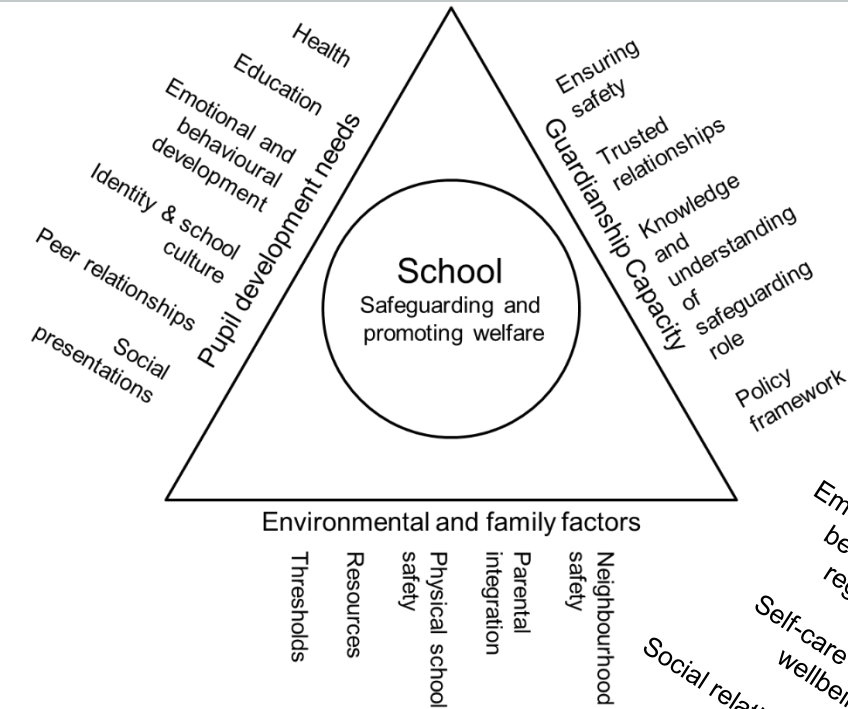


Student Survey

This student wellbeing survey can be used by schools to help understand student experiences of safety and harm. The guidance includes a survey template that can be adapted for different schools and concerns.



Tier 2: New approaches to contexts



Tier 2 New approaches to contexts (2)



Assessment Methods: Observations

Meetings and planning structures



Stakeholders and delivery partners:
Surveys



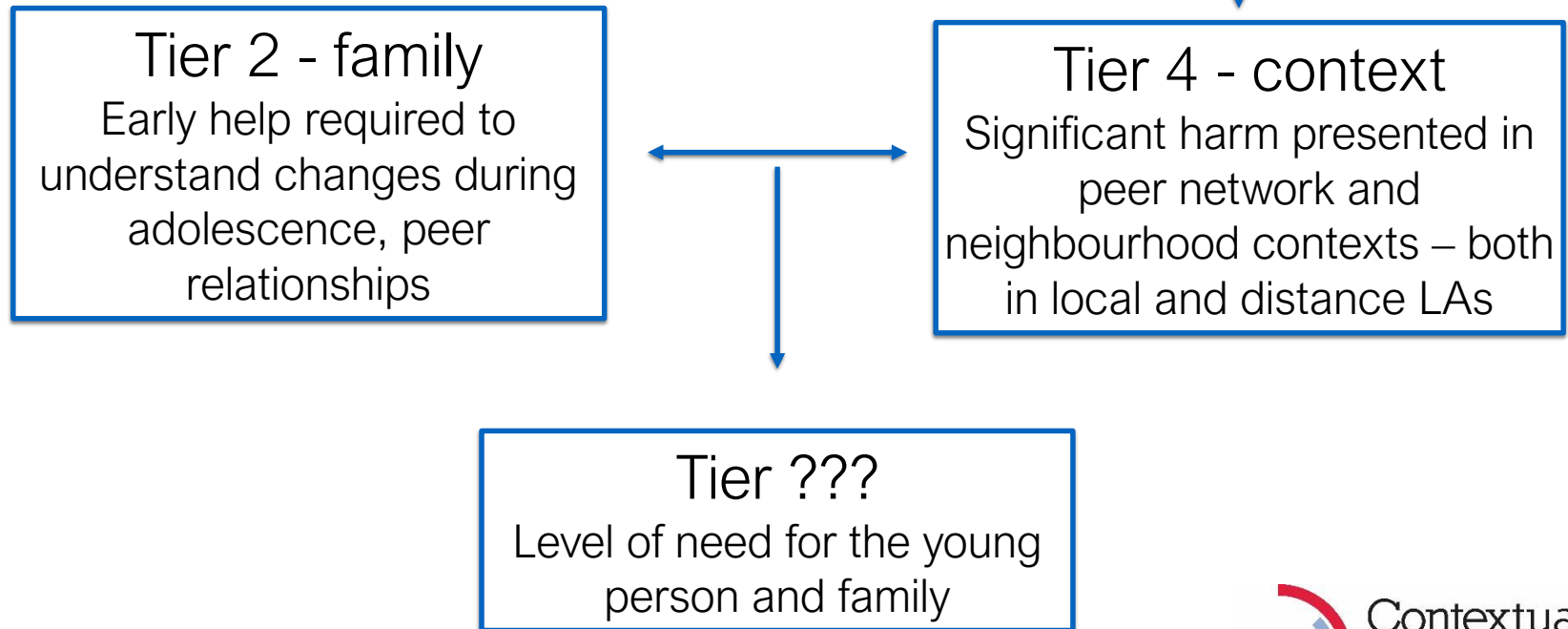
Interventions with places



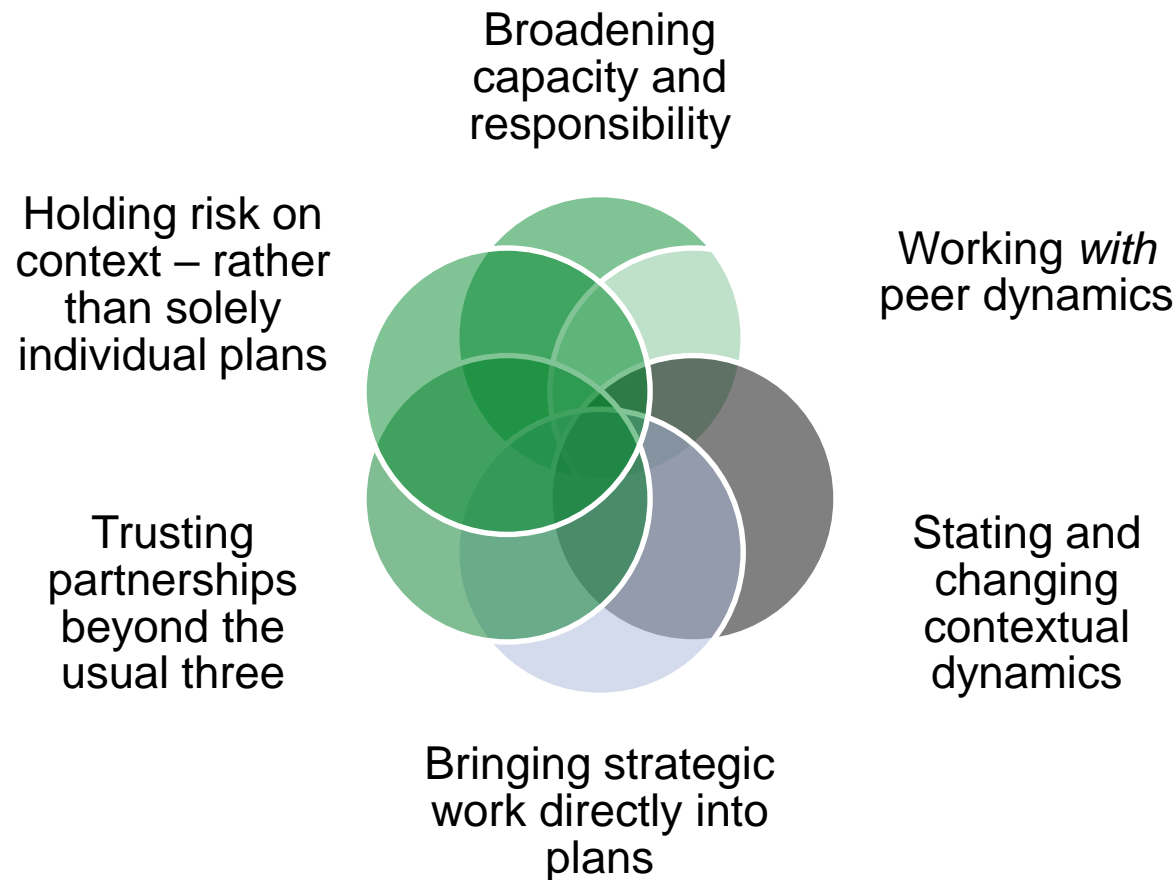
Creates a structure for two-tier threshold decisions

Risk within the family home

Risk in extra-familial context



Challenges faced when implementing the approach



What has that meant in practice...

- A group of peers is sharing a sexually indecent image of peers on a snapchat group
- School refers these young people into children's services
- Children's services accept referral as a peer group referral
- Group assessment initiated to understand group dynamic, risk vulnerability and strengths
- Social rules within school had normalised image sharing
- School became subject to assessment and intervention

Examples from across the network....



Community Guardians

- Australia – urban and rural neighbourhoods
- Community Guardians – Daily reports from litter collectors and police engagement
- Changing landscape – rat runs and increasing visibility
- Changing perception of roles towards recognised guardianship

Protecting vulnerable homes

- Home identified where peer-on-peer abuse occurring
- Lived in by mother with physical and learning disability
- Lighting and CCTV improved
- Engagement with schools officer
- Peer group engaged through youth service and policing
- Home no longer used for abuse

Inclusion in Working Together (2018) (1)

Contextual Safeguarding (Chapter 1 – Paras 33-34)

- Explained in paragraph 34 – recognition that extra-familial risks such as sexual and criminal exploitation are forms of abuse requiring safeguarding response
- ‘interventions should focus on addressing...wider environmental factors’
- It is important to address the contextual risks faced by young people who have instigated or perpetrated harm as well as those who they have abused

Inclusion in Working Together (2018) (2)

Five detailed changes

- ❶ early help services will typically include ... *responses to emerging thematic concerns in extra-familial contexts* (Chp 1, para 12)
- ❷ 'information sharing is also essential ... *when multiple children appear associated to the same contexts or locations of risk* (Chp1, para 25)
- ❸ Social workers...understand the level of need and risk in, *or faced by*, a family from the child's perspective (Chp 1, para 56):
- ❹ YOTs...are therefore well placed to identify children ... *and the contexts in which they may be vulnerable to abuse*'. (Chp 2, para 41-9)
- ❺ [organisations] should have arrangements in place for: '*creating a culture of safety, equality and protection within the services that they provide*'. (Chp2 Para 3)

Inclusion in schools' guidance

Advice

- ➊ Reference to Contextual Safeguarding as informing a whole-school approach (embedded in paragraphs 81-82)
- ➋ A **culture** that makes clear that sexual violence and sexual harassment is always unacceptable
- ➌ strong preventative education programme will help **create an environment** in which all children at the school or college are **supportive and respectful of their peers** when reports of sexual violence or sexual harassment are made
- ➍ Policies, processes and curriculum under constant review to protect all their children
- ➎ Reports of sexual violence and/or harassment (especially where there is evidence of patterns of behaviour) **may point to environmental and or systemic problems**

KCSIE

- ➊ New Chapter on peer-on-peer abuse – particularly peer-sexual abuse
- ➋ Reference to Contextual Safeguarding – particularly with an emphasis on an interplay between risks outside of schools and student welfare

Next Steps

Opportunities to get involved

- Practitioner's network.... over 3,000 members

New projects

- Scale-Up Project
- Beyond Referrals (2)
- Securing Safety
- Rescue and Respond
- National training and champions programme
 - Could you become a champion in 2020?
 - Could you be a CS Trainer in 2020?



[About](#) [Resources](#) [In Practice](#) [Peer Learning](#) [Events](#) [Join the Network](#) [Blog](#)



Questions, contact, feedback

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@C_S_Network

#ContextualSafeguarding

For more information and resources visit our the Contextual Safeguarding website: <https://www.contextualsafeguarding.org.uk/>

Problem Solving

Superintendent Stan Gilmour



Background



Problem Solving and
Demand Reduction

Neighbourhood policing guidelines

01 October 2018



College of
Policing

Modern Crime Prevention Strategy

March 2016



Home Office

Policing, Health and Social Care
consensus: working together to protect
and prevent harm to vulnerable people

February 2018



College of
Policing





The Aim of Preventive Policing is:

Fewer victims, fewer offences, and less demand on policing achieved by addressing the causes of crime, utilising sophisticated partnership oriented **problem** solving.

<https://www.npcc.police.uk/documents/crime/2016/Final%20A4%20National%20Policing%20Crime%20Prevention%20Strategy.pdf>

Problem?

- * First, problems are groups of incidents, not singular events.
- * Second, the elements in this group are connected in some meaningful way, not random or arbitrary. These two elements suggest that the events that make up a problem stem from the same underlying cause.
- * The third element requires that the incidents be disturbing or harmful to members of the public, not just to the police.

John Eck. *Police problems: The complexity of problem theory, research and evaluation*. 2003.

POLICING

- ACE AND TRAUMA AWARE
- MULTI-AGENCY TEAMS
- NETWORK MANAGEMENT
- PRIORITISE ENGAGEMENT

ABCD - SOCIAL VALUE

- LEVERAGE - SV ACT 2012
- SOCIAL IMPACT BONDS
- CREATE VALUE EXCHANGE FRAMEWORKS

WORKFORCE DEVELOPMENT

- ACE AND TRAUMA AWARE
- BUILD TRUST
- INCLUDE FOCUS ON NEURODIVERSITY
- CREATE CAPACITY TO EXPLORE NEW METHODS
- COLLABORATE ACROSS SECTORS

CROSS-SECTOR RESEARCH

- CREATE INTERNATIONAL POLICE & PUBLIC HEALTH RESEARCH GROUP
- HIGHLIGHT AND USE EVIDENCE FROM RESEARCH

COMMUNITY ASSETS

- ACE AND TRAUMA AWARE
- POSITIVE DIVERSION - e.g. COMMUNITY COURT
- POSITIVE PREVENTION - e.g. INFORMAL ENGAGEMENT
- CO-CREATE & CO-PRODUCE
- STIMULATE COLLABORATION
- incl. FAITH GROUPS
- COMMUNITY RESEARCHERS

EARLY INTERVENTION
PUBLIC HEALTH, SOCIAL
CARE, AND POLICING.



REDUCE CRIME,
VULNERABILITY, AND
EXPLOITATION

TROUBLED FAMILIES

- THINK AND WORK DIFFERENTLY...
- ACE AND TRAUMA AWARE
- OUTCOME FOCUS
- JOINT COMMISSIONING
- DATA DRIVEN & INSPIRED
- CROSS-SECTOR PROBLEM SOLVING esp. WITH HEALTH
- FOCUS ON RESILIENCE

EARLY INTERVENTION

- ACE AND TRAUMA AWARE
- EARLY PREVENTION
- SUSTAINABLE DIVERSION
- STRATEGIC & OPERATIONAL
- REDUCE IMPACT OF ADVERSITY
- COLLABORATE CROSS SECTORS

EARLY HELP

- ACE AND TRAUMA AWARE
- PROBLEM SOLVING FOCUS
- LINKS TO EDUCATION
- LINKS TO HEALTH
- LISTEN TO COMMUNITY VOICE

COMMUNICATION

- ACE AND TRAUMA AWARE
- SHARE SUCCESS
- WORLD CAFÉ APPROACH

INFORMATION SHARING & ANALYSIS

- INFO SHARING AGREEMENTS
- DATA HUB
- COMBINED ANALYSIS
- PUSH INFO TO THE FRONTLINE
- EVALUATE SOCIAL IMPACT

Models of Prevention

PUBLIC HEALTH PARADIGM				
PRIMARY		SECONDARY		TERTIARY
Health Promotion	Specific Promotion	Early Diagnosis	Disability Limitation	Rehabilitation
<ul style="list-style-type: none"> • Health education • General social and physical well-being programs • Nutrition • Genetics • Periodic examinations 	<ul style="list-style-type: none"> • Personal hygiene • Specific immunisations • Job safety engineering • Environmental sanitation 	<ul style="list-style-type: none"> • Case finding • Screening • Selective examinations 	<ul style="list-style-type: none"> • Treatment for advanced disease 	<ul style="list-style-type: none"> • Retaining community placement and support
CRIMINOLOGICAL PARADIGM				
PRIMARY	SECONDARY	TERTIARY		
<ul style="list-style-type: none"> • Environmental design • General social and physical wellbeing programs • Crime prevention education 	<ul style="list-style-type: none"> • Early identification • Pre-delinquent screening • Individual intervention • Neighbourhood programs 	REFORM <ul style="list-style-type: none"> • Community treatment • Institutional treatment • Punishment 	REHABILITATION <ul style="list-style-type: none"> • Training • Support • Surveillance 	INCAPACITATION <ul style="list-style-type: none"> • Institutional custody



Police and Public Health Consensus Working Group

Using the three pillars of prevention:

Public health uses a 'tiered' approach to prevention which recognises the opportunities for early intervention at various stages in the life of a problem.

The police have a significant role to play in **primary, secondary and tertiary prevention**, and public health expertise can help facilitate discussions of the balance within current resources of work the police undertake.

Prevention

Primary Prevention	Preventing the problem in the first place so the police aren't called
Secondary Prevention	Preventing the problem escalating and needing repeat police involvement
Tertiary Prevention	Reducing the consequences and long term harms of the problem, and avoiding crises

Outcomes

O1 – EFFECTIVE OUTCOMES VIA PROBLEM SOLVING

A quantifiable reduction in the **threat, risk, harm, and demands** associated with crime, anti-social behaviour and other preventable demand.

O2 – REDUCED VICTIMISATION

Tackle **drivers** and **vulnerabilities** associated with victimisation.

O3 – REDUCED OFFENDING

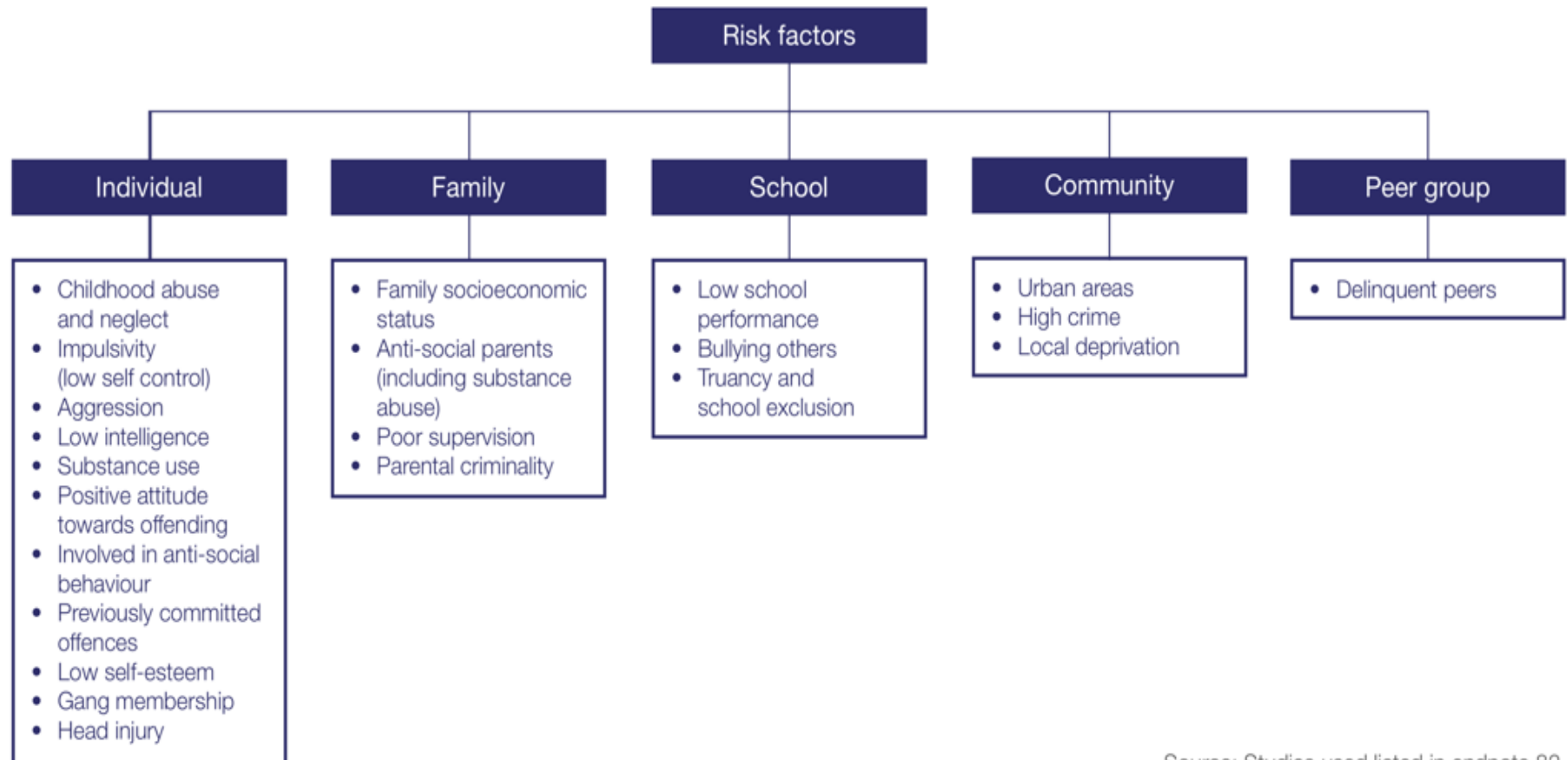
Tackle the **causes** of offending. Tackle the **opportunities** to offend.

O4 – CULTURAL CHANGE

Embed preventive policing as the core police function to maximize opportunities to prevent crime, decrease harm and reduce demand through **problem solving**.

Serious Violence Strategy 2018 p37

Figure 14: Identified risk factors for serious violence



Source: Studies used listed in endnote 82

Modern Crime Prevention Strategy

Six key drivers of crime:

1. **Opportunity** – removing or designing out opportunities to offend, offline and online
2. **Character** – intervening early with those exposed to factors that might lead to a high propensity to commit crime
3. **Effectiveness of the Criminal Justice System (CJS)** – ensuring that the CJS acts as a powerful deterrent to would-be offenders
4. **Profit** – making it harder for criminals to benefit financially from their crimes
5. **Drugs** – restrict supply of drugs and tackle organised crime, prevent drug misuse, help people resist getting involved in drugs, and support people dependent on drugs through treatment and recovery
6. **Alcohol** – making the night time economy safe so that people can consume alcohol safely without fear of becoming a victim of alcohol-related crime or disorder, enabling local economies to grow

Core Deliverables

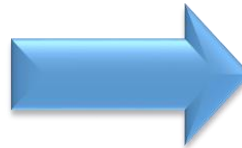
CD1 – REDUCING DEMAND – THROUGH EFFECTIVE, SUSTAINABLE PROBLEM SOLVING

1. Structured problem solving with partners
2. Understanding problems
3. Effective ownership of problems
4. The most appropriate cost effective intervention at the earliest opportunity
5. Evaluating and understanding interventions and outcomes

O. S. A. R. A.

The OSARA Model

- Identify the problem
- Describe the problem



- Identify the people involved
- Document Scope
- Document Causes
- Describe Settings and Social Context



- Evaluate Process
- Evaluate Impact
- Assess new problems



- Collaborate on Solutions
- Involve the Community
- Action Plan

5 i's

1. **Intelligence** – gathering and analysing information on crime problems and their consequences, and diagnosing their causes
2. **Intervention** – considering the full range of possible interventions that could be applied to block, disrupt or weaken those causes and manipulate the risk and protective factors
3. **Implementation** – converting potential interventions into practical methods, putting them into effect in ways that are appropriate for the local context, and monitoring the actions undertaken
4. **Involvement** – mobilising other agencies, companies and individuals to play their part in implementing the intervention
5. **Impact and process evaluation** – assessment, feedback and adjustment

CD2 – Primary Crime Prevention

Routine Activities Theory



Clarke and Eck (2003)

CD3 Secondary Crime Prevention

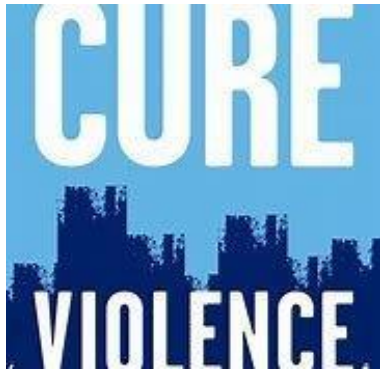
With Partners – targeting those at high risk of a life of crime.

(e.g. Early Intervention, drug and alcohol and Troubled Families Programmes).

CD4 Tertiary Crime Prevention – Managing those who pose most risk

1. Deal with the criminal / individual, not just the crime or vulnerability.
2. Use the most appropriate intervention (e.g. targeted operations IOM, restorative justice, and the courts).
3. Ensure national, regional and local analysis is used to allow all staff to assist in tackling high risk offenders (eg OCGs) and protecting their potential victims.

For Example:

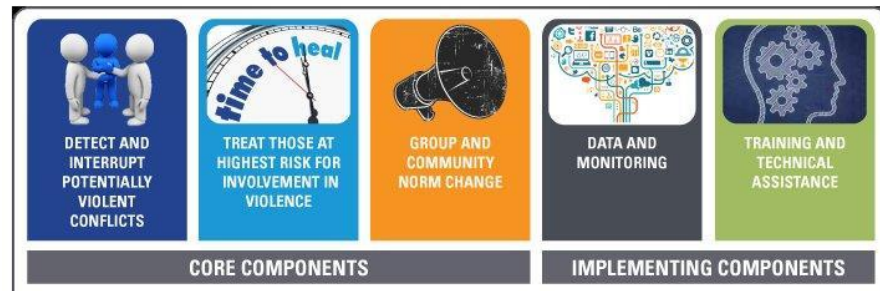


<http://cureviolence.org/the-model/implementation/5-required-criteria-cure-violence/>



<http://actiononviolence.org/>

"Lib Peck appointed to lead London's new Violence Reduction Unit"
14 January 2019



A public health approach treats violence like any other health issue that causes disease or physical harm. First, you work to contain it and stop it spreading, and then you address the causes, to lower the chances of it happening again. MOPAC

Adverse Childhood Experiences (ACEs)

Stressful events occurring during childhood that directly affect a child (e.g. child maltreatment) or affect the environment in which they live (e.g. growing up in a house where there is domestic violence)

How many adults in England have suffered each ACE?

CHILD MALTREATMENT



Verbal abuse
18%



Physical abuse
15%



Sexual abuse
6%

CHILDHOOD HOUSEHOLD INCLUDED



Parental separation
24%



Domestic violence
13%



Mental illness
12%



Alcohol abuse
10%

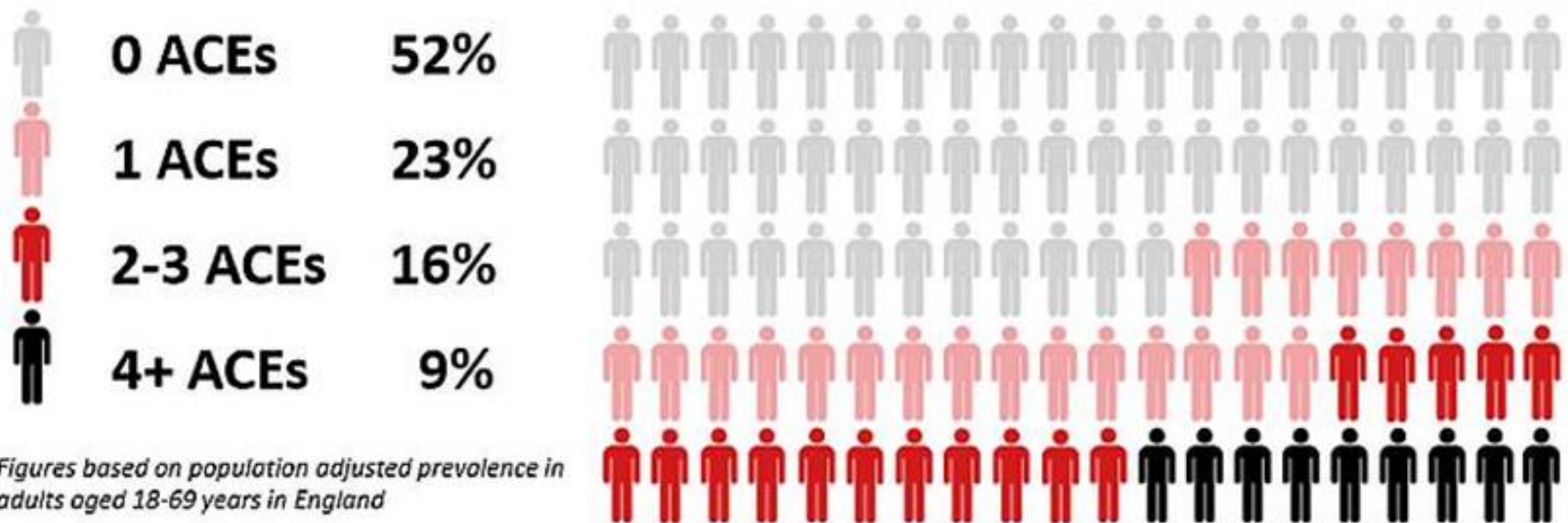


Drug use
4%



Incarceration
4%

For every 100 adults in England 48 have suffered at least one ACE during their childhood and 9 have suffered 4 or more



Source: National household survey of adverse childhood experiences and their relationship with resilience to health-harming behaviors in England

Bellis MA, Hughes K, Leckenby N, Perkins C, Lowey H. *BMC Medicine* 2014, 12:72

Adverse Childhood Experiences

Compared with people with no ACEs, those with 4+ ACEs are:

- 4 times more likely** to be a high-risk drinker
- 6 times more likely** to have had or caused unintended teenage pregnancy
- 6 times more likely** to smoke e-cigarettes or tobacco
- 6 times more likely** to have had sex under the age of 16 years
- 11 times more likely** to have smoked cannabis
- 14 times more likely** to have been a victim of violence over the last 12 months
- 15 times more likely** to have committed violence against another person in the last 12 months
- 16 times more likely** to have used crack cocaine or heroin
- 20 times more likely** to have been incarcerated at any point in their lifetime

Adverse Childhood Experiences

Preventing ACEs in future generations could reduce levels of:



Early sex
(before age 16)
by 33%



Unintended teen pregnancy
by 38%



Smoking
(current)
by 16%



Binge drinking
(current)
by 15%



Cannabis use
(lifetime)
by 33%



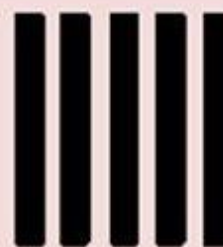
Heroin/crack use
(lifetime)
by 59%



Violence victimisation
(past year)
by 51%



Violence perpetration
(past year)
by 52%



Incarceration
(lifetime)
by 53%



Poor diet
(current; <2 fruit & veg portions daily)
by 14%

In children and young people in the secure estate

Table 1. The prevalence of neurodevelopmental disorders

Neurodevelopmental disorder	Reported prevalence rates amongst young people in the general population	Reported prevalence rates amongst young people in custody
Learning disabilities ³	2 - 4% ⁴	23 - 32% ⁵
Dyslexia	10% ⁶	43 - 57% ⁷
Communication disorders	5 - 7% ⁸	60 - 90% ⁹
Attention deficit hyperactive disorder	1.7 - 9% ¹⁰	12% ¹¹
Autistic spectrum disorder	0.6 - 1.2% ¹²	15% ¹³
Traumatic brain injury	24 - 31.6% ¹⁴	65.1 - 72.1% ¹⁵
Epilepsy	0.45 - 1% ¹⁶	0.7 - 0.8% ¹⁷
Foetal alcohol syndrome	0.1 - 5% ¹⁸	10.9 - 11.7% ¹⁹

Hughes, Williams, and Chitsabesan 2012

Female Offending and Brain Injury

OF 100 WOMEN
WHO REPORTED
137 INCIDENTS OF TBI:

62%



Of the women reported they had sustained a TBI due to domestic violence

29%



Of TBIs were caused by road traffic accidents

21%



Of TBIs were caused by unprovoked attacks

44%

Had offences for violence

67%

Reported historical sexual abuse

24%

Had their first injury at 16 years old

13
MONTHS

The average sentence time remaining at the point of assessment

96%

Reported experiencing domestic abuse victimisation

25

Average age at first brain injury

75%

Of women referred to BIL had a prior mental health diagnosis

196

Reports of severe blows to the head

63

Average no of days supported by the Linkworker

64%

Female offenders at HMP/YOI Drake Hall reported a history indicative of a brain injury

70%

Male prisoners reported a TBI before their first offence

76%

Had experience of more than 1 TBI

30%

Had experience of more than 5 TBI's

18

Average age for the onset of first brain injury

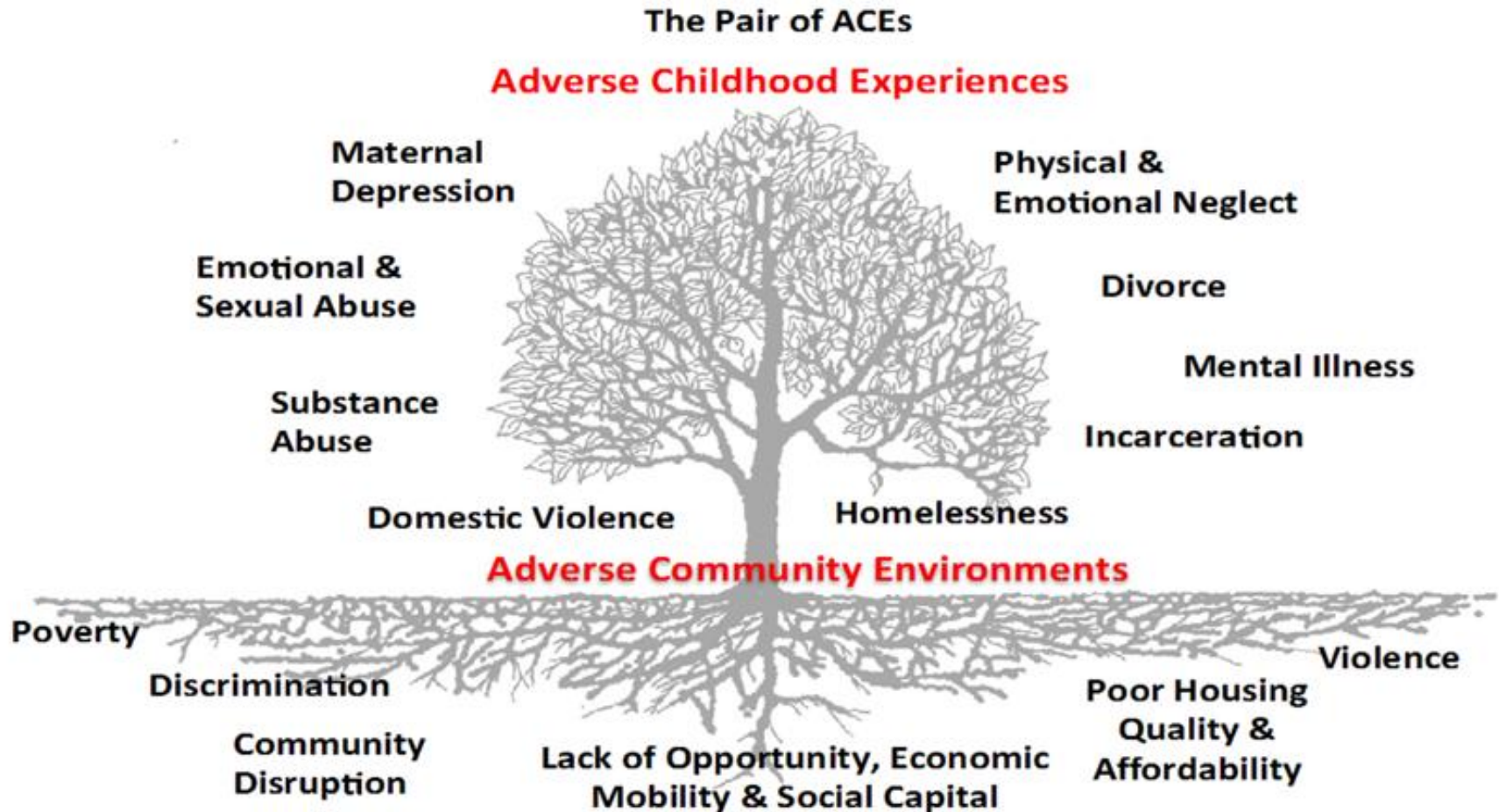
44%

Males been in prison on 5 or more occasions

60%

Reported to have committed a violent crime

The Building Community Resilience Model



Take a short break



Please be back by 1130

Contextual Safeguarding: how using this idea has influenced our practice

Dr Matthew Lister, Thames Valley Forensic CAMHS
&
Fred Toon, Youth Justice Service

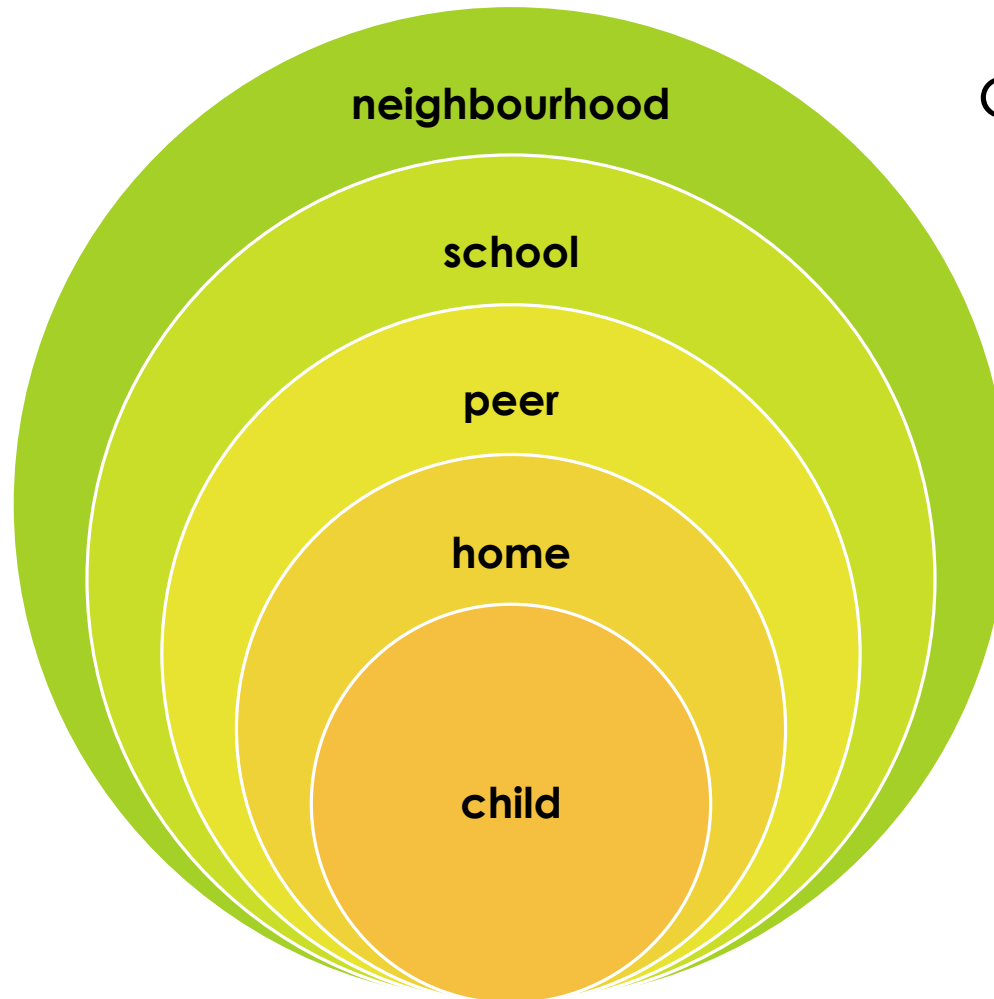
Why are we talking?

- * FCAMHS, CAHBS, Horizon and Youth Justice Service (YJS) have used contextual ideas for some time
- * We are influenced by practice ideas which support taking a wide view on clinical issues
- * Our approach and way of working is to see individual, family, context as vital aspects of multiagency working

What have we learnt from this way of thinking/working?

- * The plans made around children and families can too easily focus on one thing only
- * Keeping to a wider contextual approach is hard
- * Need a clear understanding of what is needed in each area of need and of the local/family context – what is already available
- * Considering strengths and concerns/weakness in each area can be hard to stick to (you can use a diagram to help focus multiagency discussions)

strengths



concerns

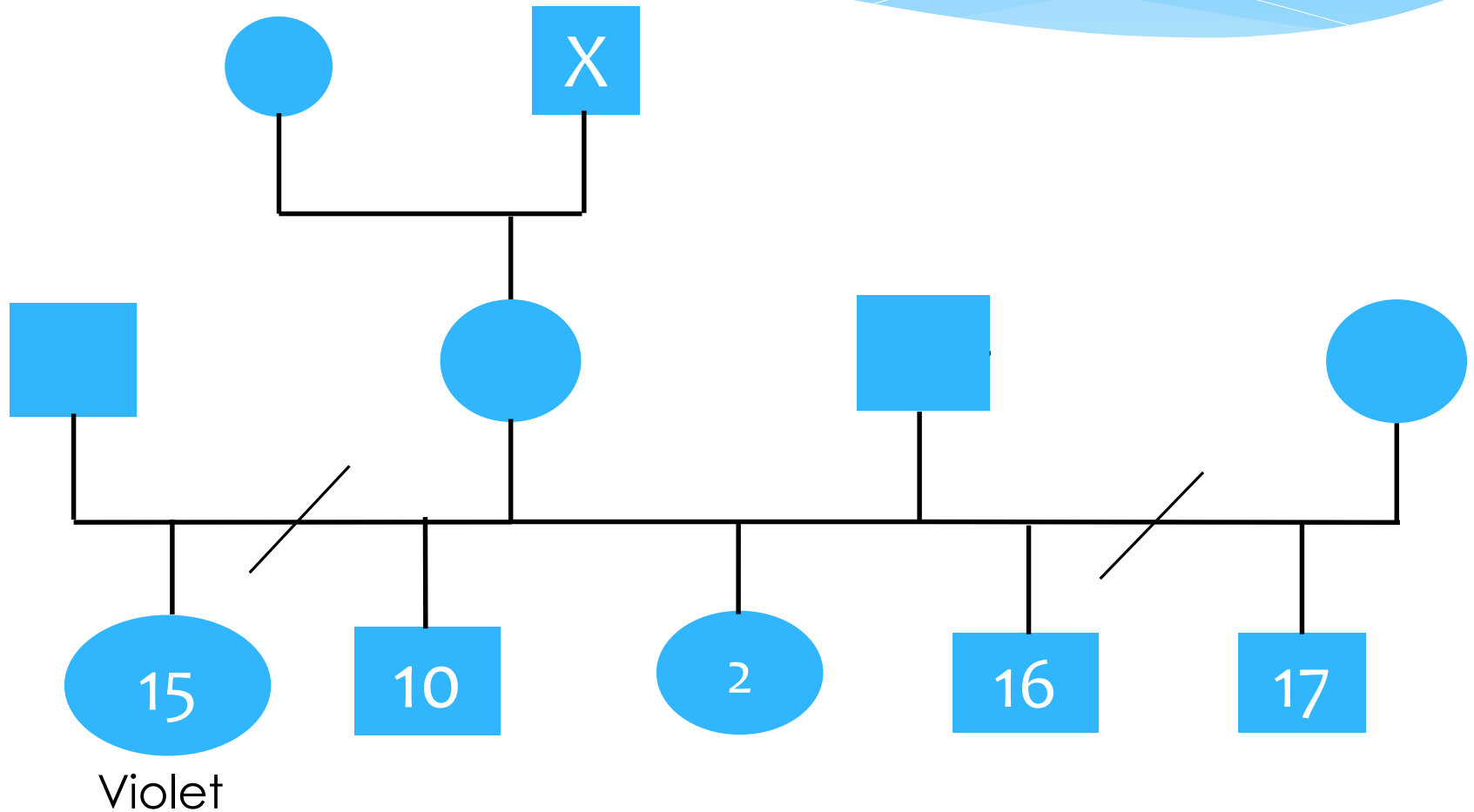
Example: using it in case formulation

Case formulation is a process of considering how to understand a young person/family etc and their situation using theoretical (psychological) thinking/models

CASE:

- * Composite: 'Violet' age 15
- * Concerns: drug exploitation, drug use, possession of a knife and large amounts of cannabis

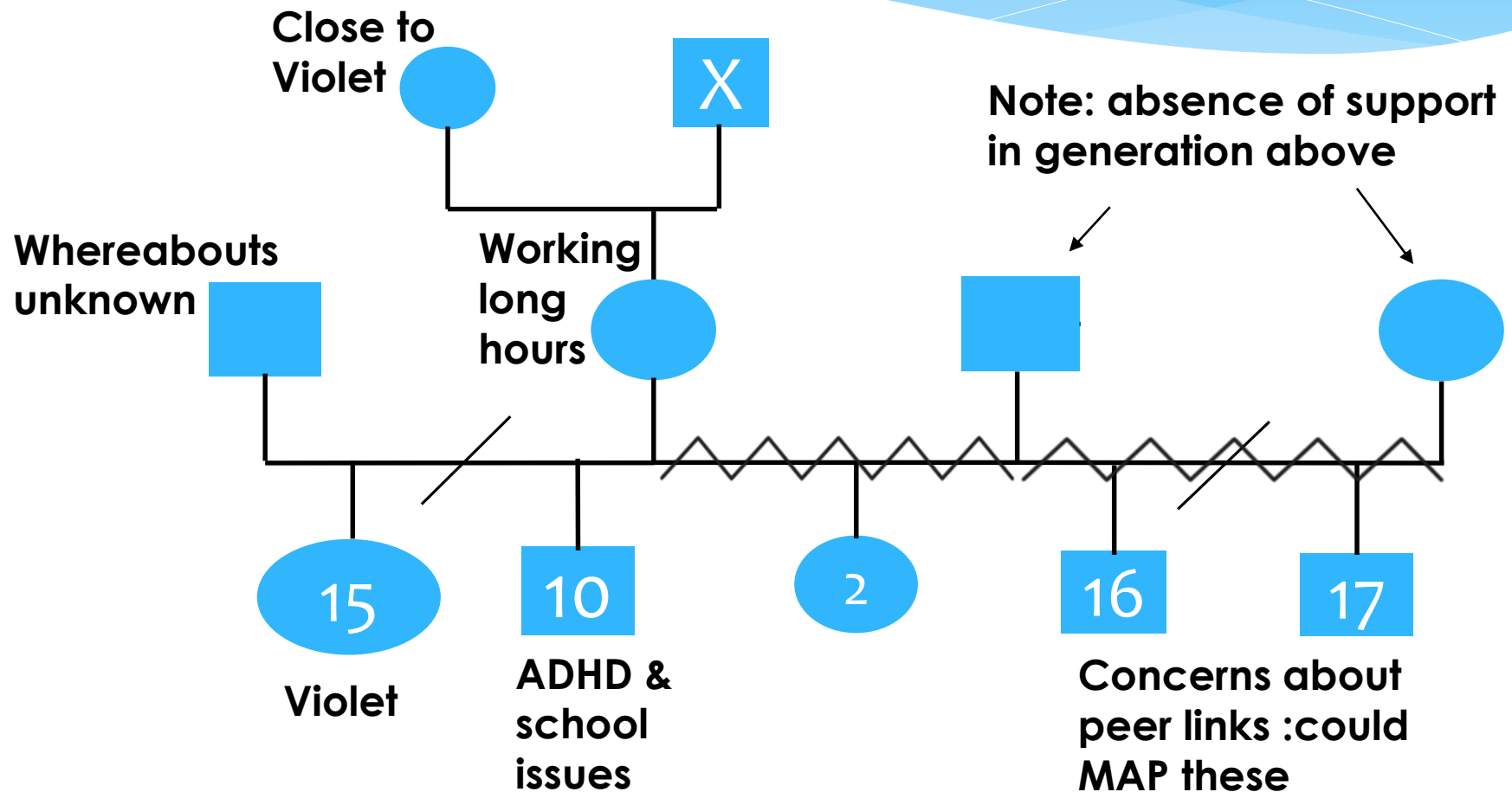
Family tree



What does a family tree add?

- * You can look for detail in the family situation / dynamics
- * You can think about relationships and safety in the family and extended family
- * You can get some ideas about contextual issues: you can overlay/map peer groups
- * You can get a sense of tensions and different points of view

Family tree



strengths

Grandma a key figure

Positive relationship with younger sister

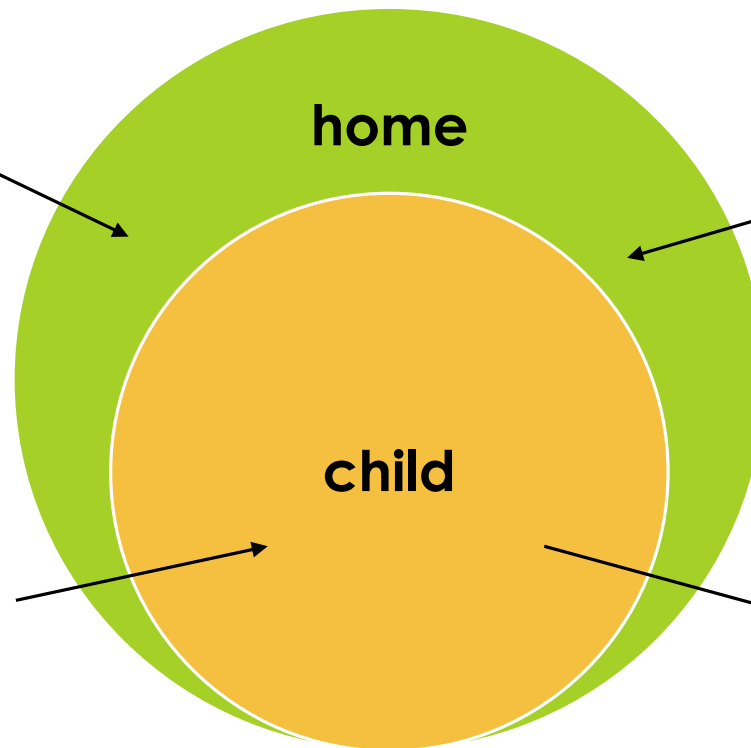
Clear sense of what she wants

concerns

Conflict between dad and Violet

Mum working long hours

Isolated and lonely



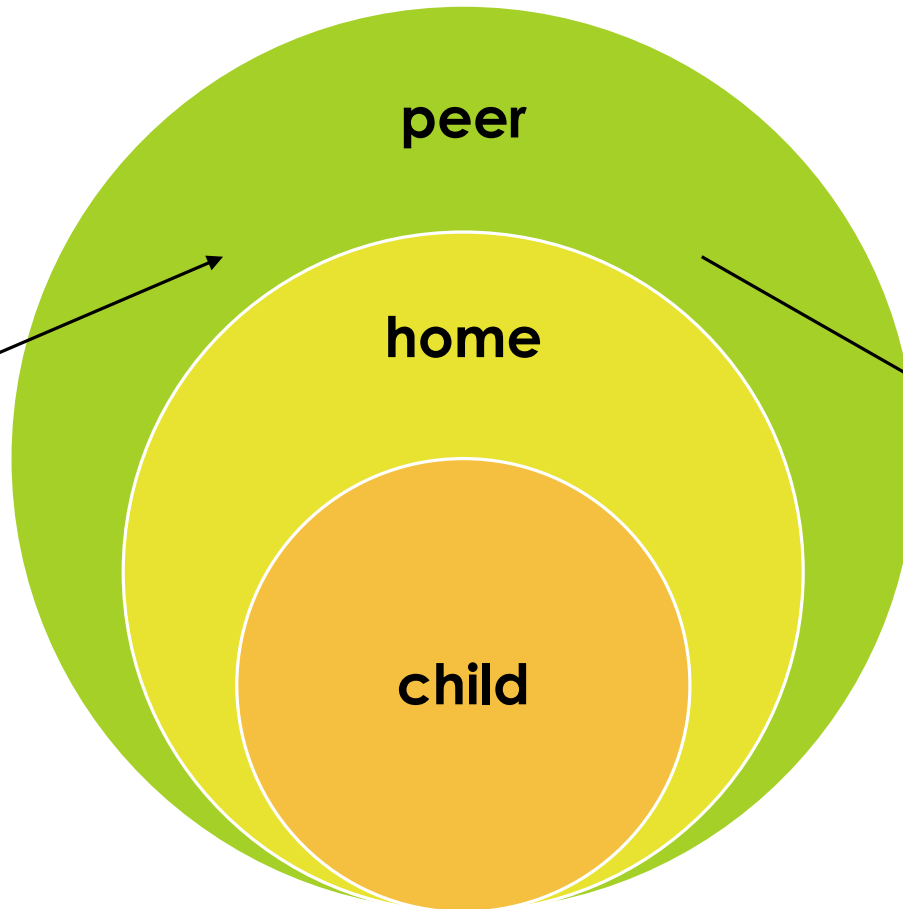


strengths

concerns

Looking for
peer
relationships
and wants a
relationship

Can see
need for
different
peer group



Not many
relationships

Concerning
peer group
who are
offending

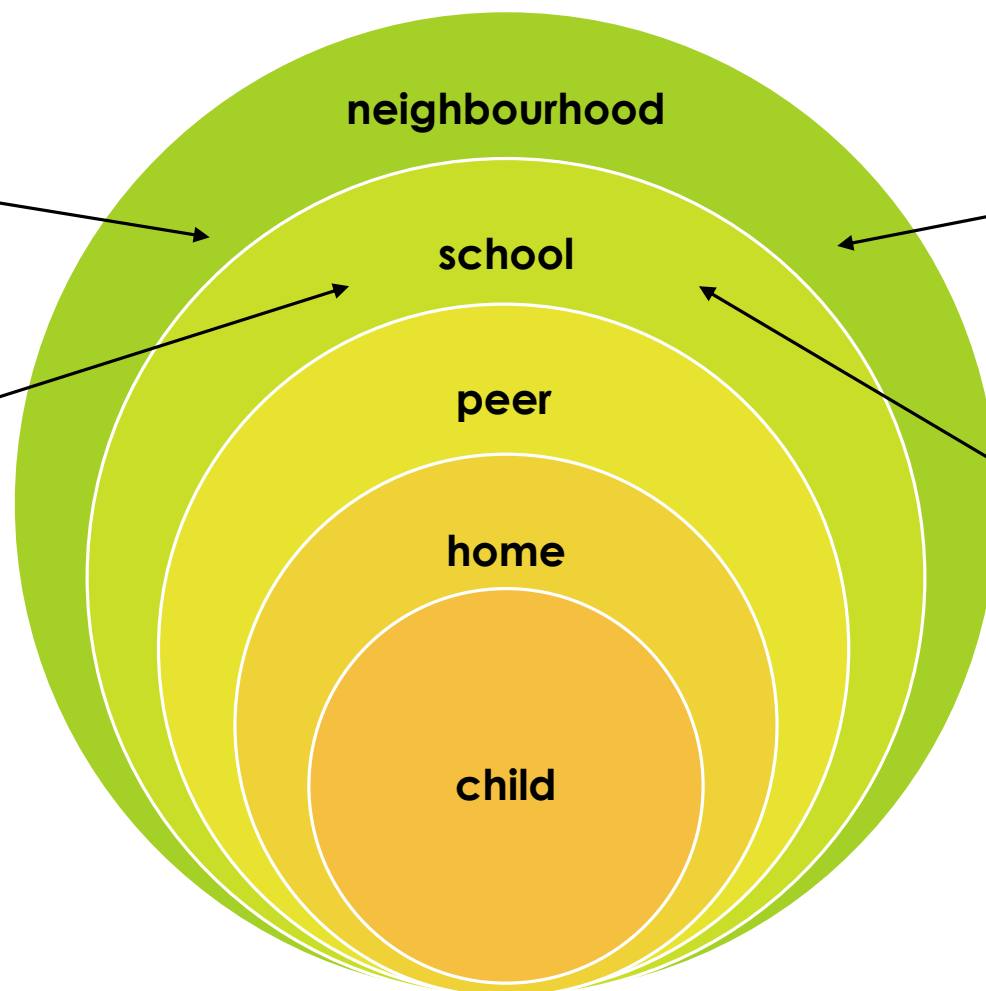
Going
missing with
peers

strengths

Local area is reasonably well resourced

One teacher is trying to make a connection and offer support

Despite poor attendance V does want to achieve



concerns

Spends time in area known to have problems

Poor attendance

Concerning peers attend same school: some bullying

Plan from the task



(reflection: joining it all up always helps and contains anxiety)

- * Bring in Grandma! (invite to core groups / involve)
- * Safety plan with mum (report missing / increase awareness)
- * Peer group (expand via youth group and NCS option)
- * School: encourage the Teacher to continue
- * Info sharing with community police
- * Linking up to support for family (mum) of 16/17yr olds

Kingfisher Team and the Safer Together Project



Alison Ritchie
Kingfisher Team Manager

Kingfisher and the development of Safer Together

- ❖ Practitioners identifying younger children through use of screening tools
 - ❖ Schools identifying need for earlier prevention work
 - ❖ Year 3 and 4 identified as appropriate target group
 - ❖ Consideration given to the appropriate approach for age group. Content to be;
 - ❖ Accessible
 - ❖ Age appropriate and not scary to parents
- and should consider:
- ❖ Other areas of exploitation and concern in Oxfordshire
 - ❖ The sustainability of the project

Aim and key messages

Our vision

- ❖ To enable children and young people to improve their resilience and support their ability to understand risk and improve decision making. The Protective Behaviours approach supports this vision. It is nationally recognised as a resilience based model.

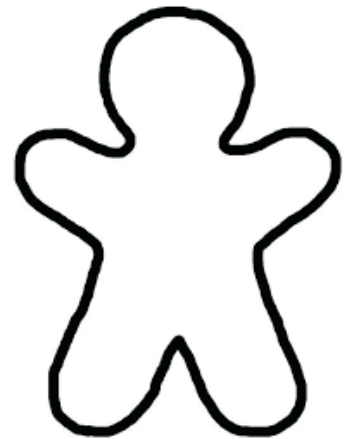
Protective Behaviours is based on two key messages:

- ❖ “We all have the right to feel safe, all the time”.
- ❖ “We can talk with someone about anything, even if it’s awful or small”.

Feelings

Feeling safe and unsafe

- * Throughout the programme children are encouraged to recognise their feelings of safety in different situations
- * When we feel unsafe, our bodies tell us through physical sensations that something is wrong.
- * Within our work in school these sensations are called **Early Warning Signs**; however you may refer to them as natural instincts, gut feelings or intuition
- * Children are encouraged to identify their **Early Warning Signs**; for example, butterflies in their stomach, sweaty hands, goose bumps, racing heart, and the situations in which they can occur



Safety Continuum/Safety Scale

There are generally three types of situations where we experience Early Warning Signs:

- * When we feel scared, but are having fun and are **in control** of the situation – we call this **Fun to Feel Scared**
- * When we feel scared, it is not fun, but we are still **in control**.. We call this **Risking on Purpose**
- * When we feel unsafe, it is not fun and we have **no control** over the situation. These situations are personal emergencies as the child is in danger of losing control over what happens to them

Personal Network/Helping Hand



In a personal emergency, children are encouraged to:

- * Use safety strategies to regain control of the situation and restore them to a state of physical and emotional safety
- * Talk to someone on their personal network, or Helping Hand when they feel unsafe
- * Dial 999 if in immediate danger or ring Childline
- * Children are encouraged to develop a 'Personal Network' of trusted adults who will listen to them, believe them and help them if they need it

Feedback from schools

Children were keen to extend learning outside the classroom

Teachers valued resources and approach of the program and wanted to extend

Enabled difficult conversations

Children were engaged and excited by the sessions

Supported the children's risk assessment

Teaching staff Identified that resources could be differentiated

What next

Our aims

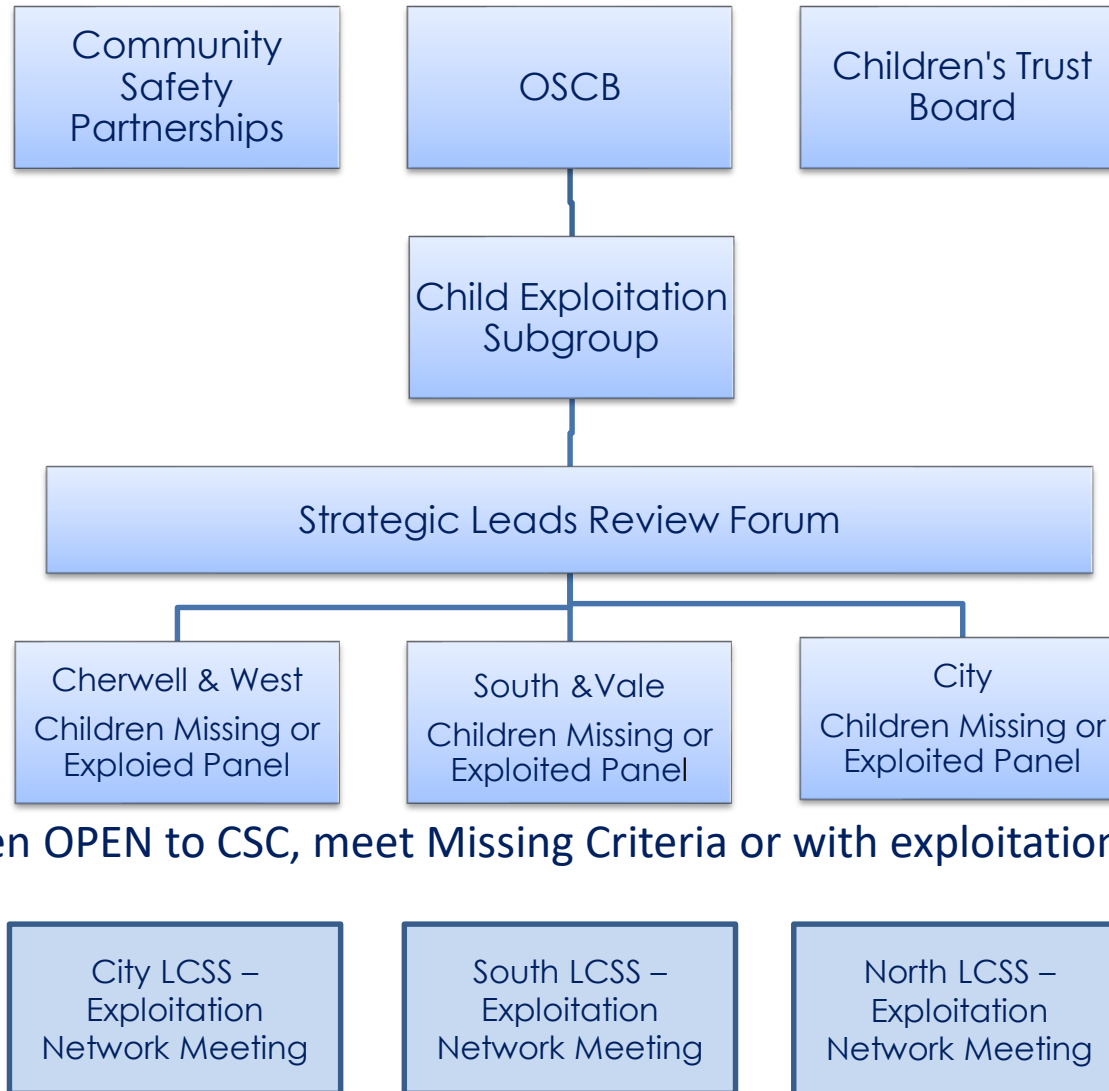
- * Deliver the Safer Together project across Oxfordshire between October 2018 and July 2019.
- * Deliver to year 3 and 4 in all primary schools
- * Enable the facilitation of the course on a rolling basis by training a lead teacher
- * Work with SEN schools to ensure the program meets their pupils needs

What next

Continued

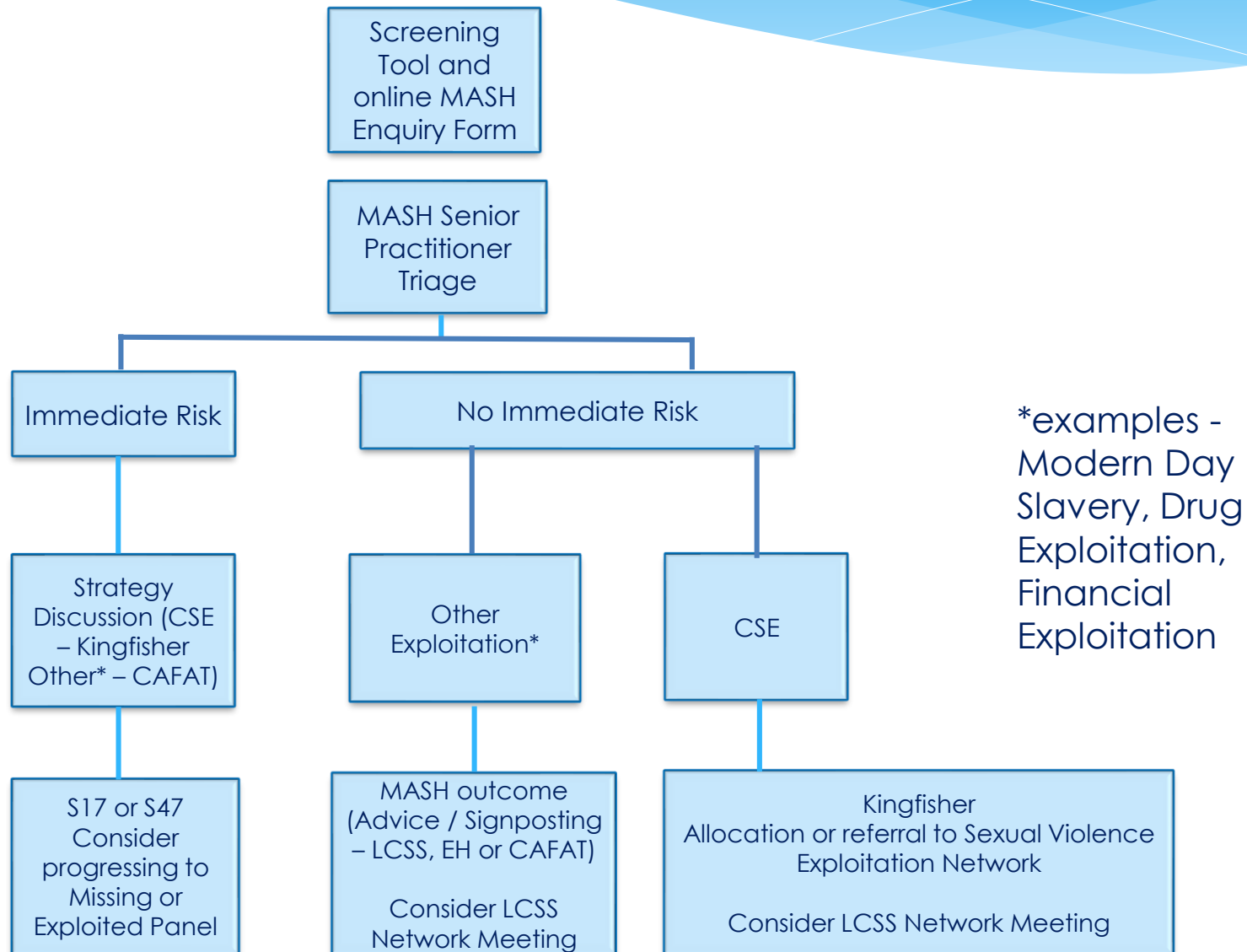
- * Work with the CHOICES program to develop a year 7 and 8 program (pilot project in Banbury in April)
- * Enable a common language with children across Oxfordshire
- * Work with the fire service to review their training in line with Protective Behaviours
- * Develop a 1 day Champions course for all agencies to gain an awareness of protective behaviours
- * Develop a Safer Together Oxfordshire accreditation mark for schools, champions and other projects such as the fire

Governance Structure



(Children OPEN to CSC, meet Missing Criteria or with exploitation marker)

(Children NOT open to CSC Meeting)



The Sexual Violence and Exploitation Network (SVEN)

Chloe Purcell, SAFE!

&

Nicola Holmes-Brown, Step-Out

The Sexual Violence and Exploitation Network

- * Multi-agency working around sexual violence and exploitation with young people
 - * Communication
 - * Collaboration
 - * Sharing best practice
 - * Promoting learning
 - * Raising awareness

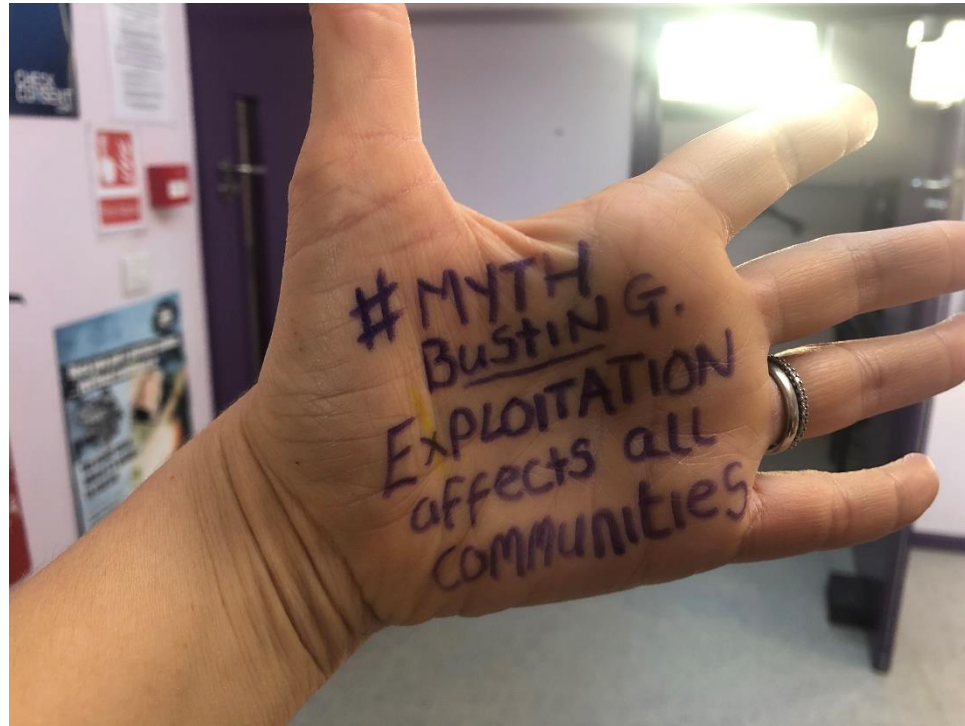
Members of the network



SVEN & Contextual Safeguarding

- * Working together to understand risk in contextual framework
- * Promoting...
 - * Shared language and common understanding
 - * Discourse about complexity of risk
 - * Shared responsibility for safeguarding
 - * Resilience work with young people
 - * Risk builds resilience
- * Case Study

CSE Awareness Day



Community Around the School offer (CASO)

LOCALITY COMMUNITY SUPPORT SERVICE (LCSS)

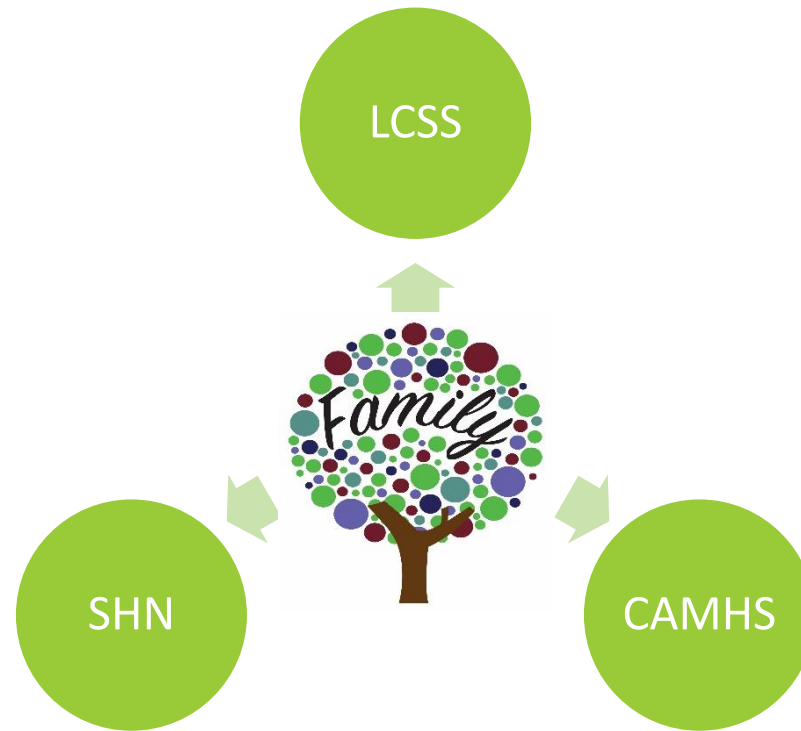
JO LLOYD, ASSISTANT TEAM MANAGER



The CASO Approach

Working Together to Safeguard Children 2018 outlines the ways in which organisations and individuals should work together to safeguard and promote the welfare of children and young people, in accordance with the Children Act 1989 and the Children Act 2004.

We know that when we can identify problems early rather than reacting later it is more effective in promoting the welfare of children. This is more easily done when we work together with a multi-agency approach.



The Community Around Schools Offer to schools within Oxfordshire. LCSS, School Health Nurses (SHN) and CAMHS with additional partner agencies are working closely together to avoid duplication and to ensure schools know who to contact and when.

Other Agencies Involved

Police

Education Inclusion Service

Young Carers

Special Educational Needs
Support Services (SENSS)

Oxfordshire School Inclusion
Team (OXSIT)

Informed PSHE support
service for schools

Education, Employment and
Training (EET) service

Community Co-ordinators

Kingfisher (Child Sexual
Exploitation)

Phoenix Team (Looked after
Children's Health team)

District Council

The purpose of the Community Around the School Offer is to:

- ❖ Develop strong relationships across the agencies who are working with and within schools to provide clarity of roles, and avoid duplication
- ❖ Offer coordinated multi-agency support, consultation and training to schools with a view to supporting schools to identify and manage emerging concerns around safeguarding, mental health and wellbeing of young people, thus
- ❖ Prevent escalation and develop resilience in children, young people and families

Issues involving a number of children

- ❖ Problems facing schools are very complex
- ❖ Themes may occur which are affecting a number of different children
- ❖ A more strategic multi-agency approach is required
- ❖ Where themes issues are identified schools can ask LCSS to co-ordinate meetings
- ❖ This process will ensure information is shared, work is co-ordinated and a clear action plan is established
- ❖ If these issues affect a number of schools within a particular area or school partnership, LCSS are able to work with the schools and agencies involved

CASO meetings

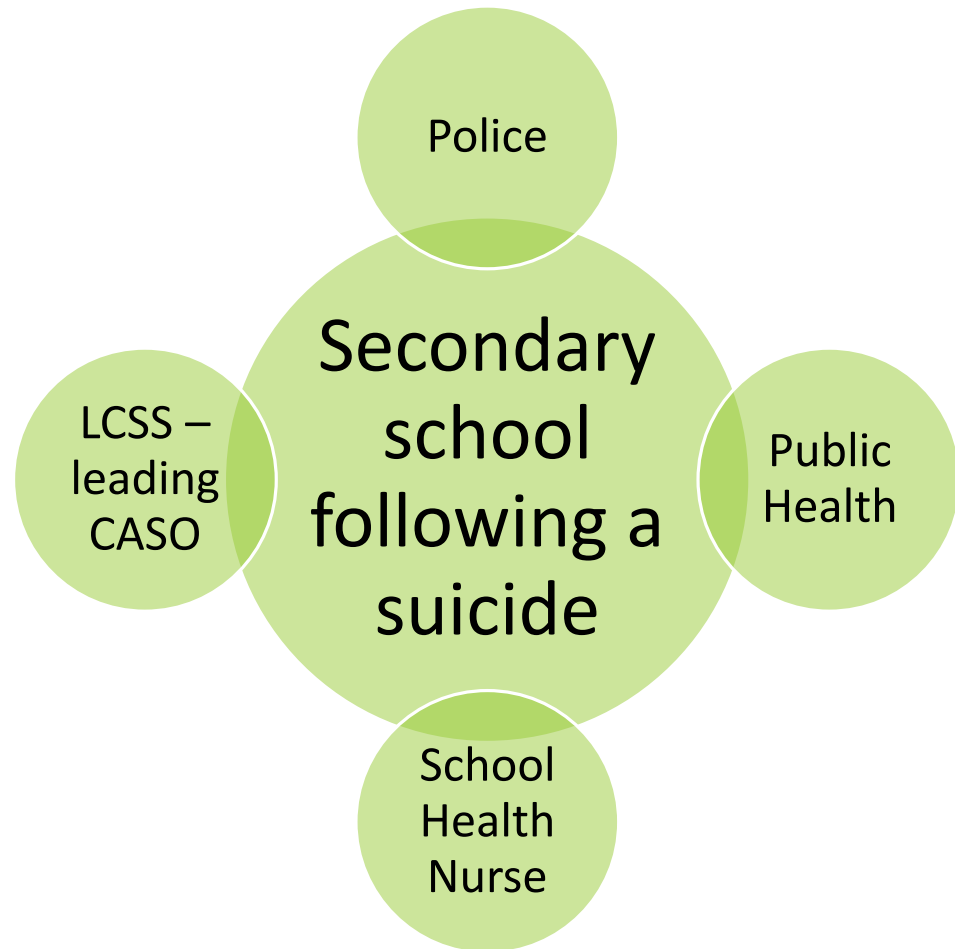
Outcomes

Multi-agency
understanding of
the concerns

Appropriate
support to
individuals

Preventative
support arranged

School felt
supported



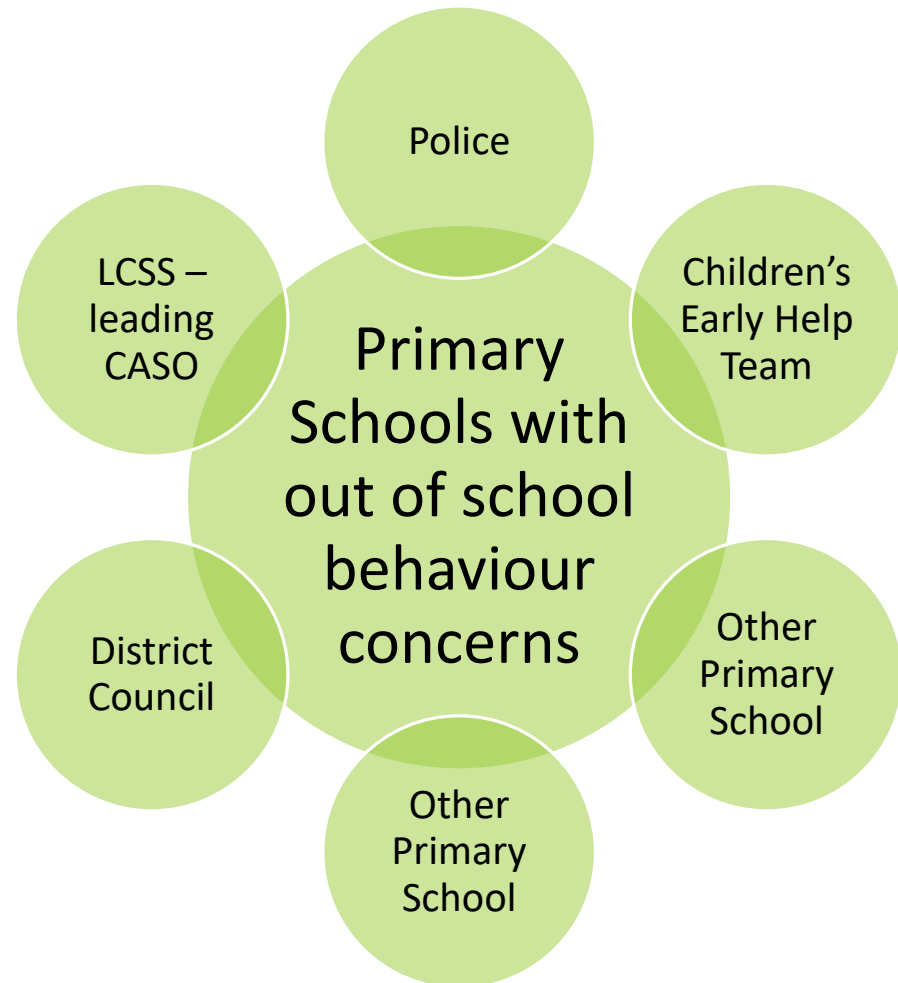
Outcomes

Arranged
Community
Wardens to be a
presence in the
relevant areas of
concerns.

Community
Wardens and
neighbourhood
Police teams to
attend school
fetes/events

Individual plans
for specific
children as
appropriate

Protective
Behaviour group
work



Actions and Achievements

Multi-agency understanding of the concerns

Intelligence and information sharing

Profiling the young people of concerns

Use of District Council powers as appropriate- ASB

Plans – to link to community and voluntary sector to support with activities for YP and link to local businesses



Actions and Achievements

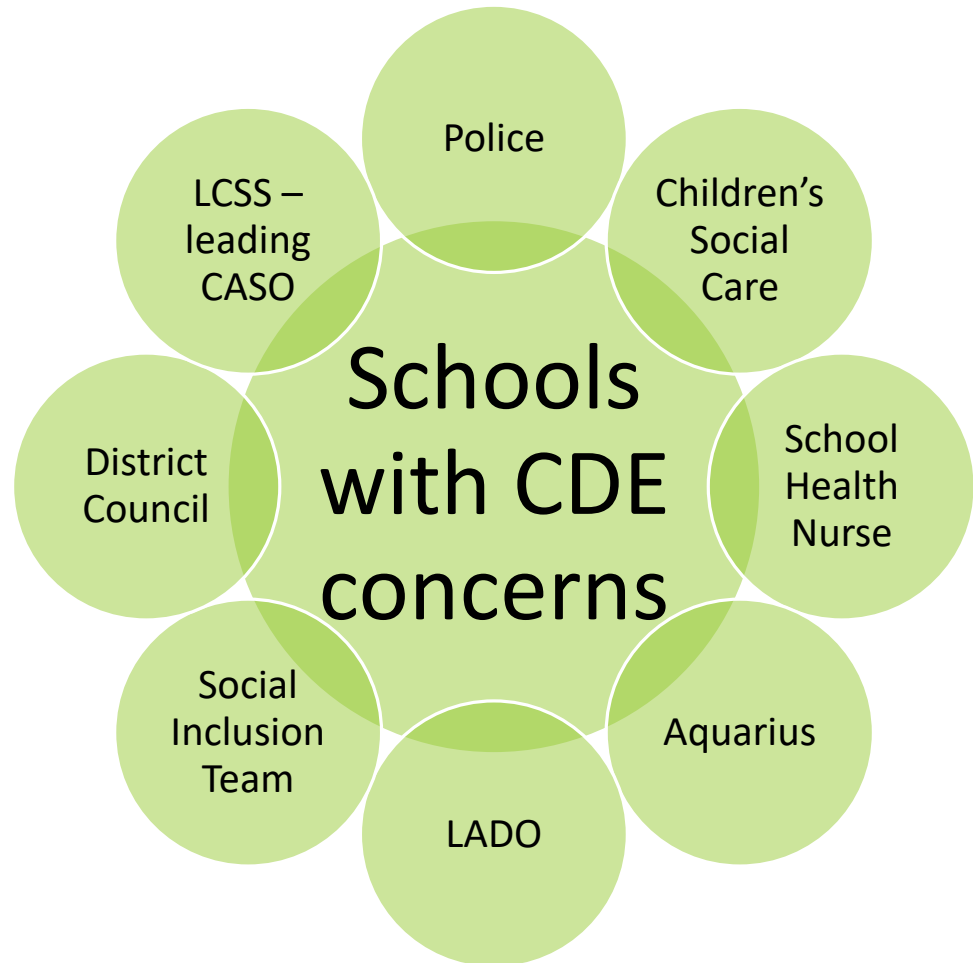
Arranged community wardens to be in town during lunch breaks, Police collected knives taken from students, knife arch

Police provided a 'presence' at particular times

LADO advised on risk assessment

Aquarius offered group work/protective behaviour groups for vulnerable girls

Transition planning



CASO and Contextual Safeguarding

Provides a multi-agency co-ordinated response for multi-agency concerns

Bringing together statutory services and voluntary service support

Pro-active and preventative

Opportunity to information share and develop working relationships

A platform to recommend service delivery

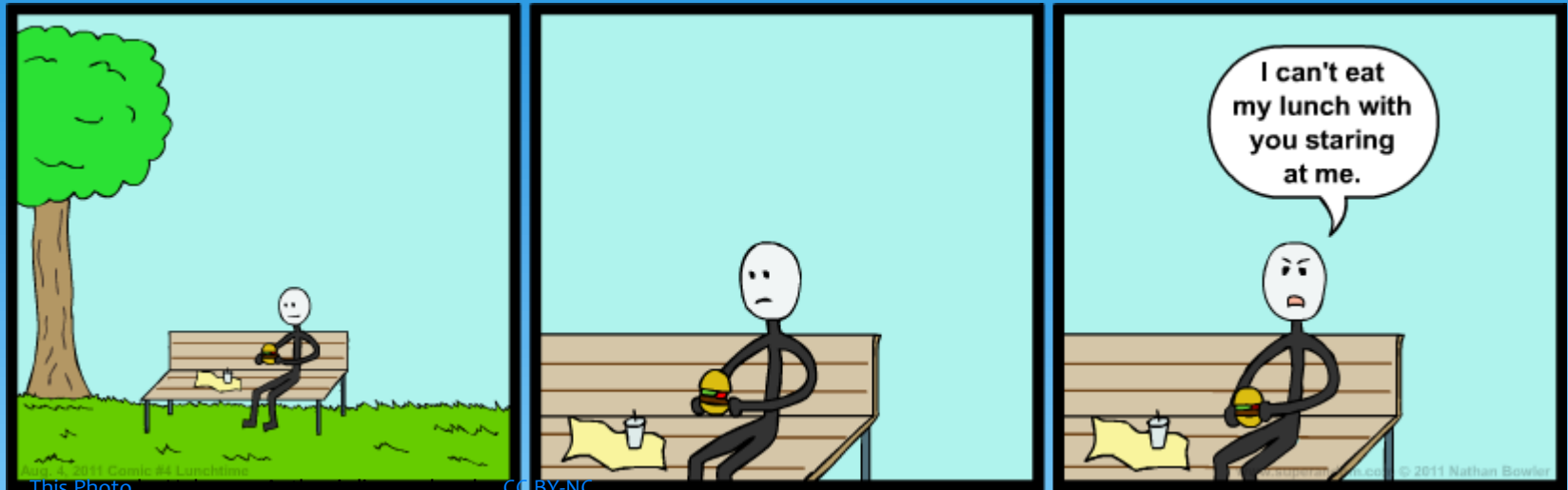
Recently a CASO team facilitated a session to explore different agencies response to CDE – with the aim of trying to create a multi-agency co-ordinated strategy in a certain area

Feedback

"It was really good to be able to all come together to tackle the community issues. Thanks everyone!" **(Primary School HT)**

"The CASO has provided us with a platform for discussing the specific challenges we have faced as a school. It has brought the professionals involved across many areas of the community to work together pro-actively and find creative solutions to address the particular needs of the young people in our school and community and to help keep everyone safe" **(Secondary School Assistant HT)**

Break for lunch



Please return to your seats by 1345 for the afternoon's presentations

**HIDDEN
HARM**

Open your eyes to abuse.

Ellie's Real Story

In conjunction with Thames Valley Police Hidden Harm Campaign

Ellie's Real Story

Why are we presenting this to you today?



Ellie's Real Story

What is child sexual exploitation



Ellie's Real Story

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Ellie's Real Story

<https://youtu.be/aLMwbBPipXs>

Ellie's Real Story

- In 2012, Dumfries Police arrested an adult male named Mark LAVAN for possession of indecent images of children & other child related offences.
- They reviewed the data seized uncovering chat logs linked to indecent images.

Ellie's Real Story

- A potential victim was identified as 'Ellie', believed to reside within the Thames Valley Police area (TVP).
- TVP were able to identify her and assessed her at her school.

Ellie's Real Story

- Grooming, penetrative offences and incitement to engage in sexual activity were confirmed by her.
- Ellie was then video interviewed confirming her assessment account.

Ellie's Real Story

- A laptop and mobile was seized from Ellie for examination.
- Indecent images of various other children were found on her laptop.
- Ellie was then re-assessed and subsequently disclosed previous offences where she had been groomed and sexually abused prior to the LAVAN incidents occurring.

Ellie's Real Story

- Ellie was video interviewed for the second time & disclosed the following:
- She had been contacted and groomed online via social media by Jonathan BLAKE, a 40 year old Welshman. Ellie believed she was speaking to a child of a similar age. When they met, BLAKE stated that his son was unable to attend and he'd come in his place.

Ellie's Real Story

- A friendship developed whereby BLAKE exploited Ellie's naivety and age.
- He showered Ellie with gifts and money including the laptop and mobile (now seized)
- He exploited her sexually during most weekends over a 12 month period.
- This behaviour conditioned her to being open to other paedophile's contact whilst online.

Ellie's Real Story

- Because of the second video interview, Police became aware that the investigation was being conducted chronologically back to front and that LAVAN was actually a subsequent offender to BLAKE.
- There was no personal link between BLAKE and LAVAN.

Ellie's Real Story

- BLAKE was located serving a custodial sentence in HMP USK for previous similar offences committed in Wales.
- The offences against Ellie were committed whilst BLAKE was on court bail for the above offences.

Ellie's Real Story

- 200 plus chat logs were found on Ellie's PC.
- An additional offender was identified and charged within another force for grooming.
- LAVAN pleaded guilty to 9 counts and was sentenced to 7 ½ years
- BLAKE pleaded guilty to 7 counts and was also sentenced to 7 ½ Years.
- Both received sexual offences prevention orders.

Ellie's Real Story

- During the legal process leading up to the trial, it all became too much for Ellie who attempted suicide.
- Ellie was going through her GCSE exams at the time.
- Ellie was too distraught to supply a victim personal statement. The OIC produced one from his conversation with her.

Ellie's Real Story

- What can we learn?
- Ellie's perspective



Ellie's Real Story

Why did Ellie give a minimal disclosure to police during her first assessment and video interview?

Ellie's Real Story

Getting pulled out of a lesson in front of her peers?

Ellie's Real Story

If assessed at home, would that experience compromise her feelings about her home as a place of safety?

Ellie's Real Story

How does she feel about an officer
viewing explicit images of her on her
laptop?

Ellie's Real Story

Questions from the floor

Ellie's Real Story

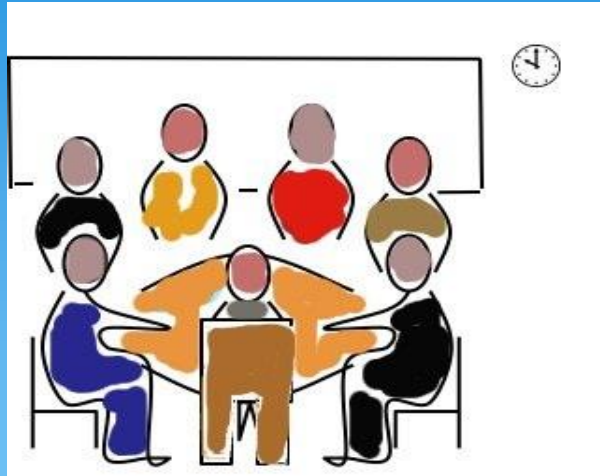
Considerations:

1. An assessment creates memories. It's important to consider the location.
2. Safeguarding information and evidence can be missed if we rush.
3. Patience. Consider a second visit.
4. Victim is sometimes unaware of being a victim.
5. Consider clothing worn.

Ellie's Real Story

END

Group activity



Presented by Dr Mat Lister, Thames Valley Forensic CAMHS and Dr Carmen Chan, Horizon: Supporting Young People and Families Affected by Sexual Harm

Developing a contextual response to peer-on-peer exploitation

A Case Study Activity @ C_S_Network

Produced in partnership with Hackney Council



Activity overview

Order your context strips from safest to least safe

- 1) For each young person, consider where they are most protected and where they are most vulnerable
- 2) Note down key points to assess the young person and the context under consideration (so you will be assessing the nature of their homes, peer groups, families and neighbourhoods)
- 3) Identify interventions that you, or your partners, could offer to build on protective factors or address issues of concern within each context as well as with the individual young people

Resources overview

- Vulnerability strips – home, peer group, family and neighbourhood
- Assessment planning sheet
- An intervention planning sheet

The Incident

Anastasia, Ben and Chris

- Anastasia, Ben and Chris get the same train home after school each day.
- Anastasia knows Ben and Chris through her friend Katie and they sometimes hang around together.
- Katie says that Ben fancies Anastasia. Anastasia says she doesn't really like Ben and Chris as she finds them pushy and she has heard rumours about things Ben did to another girl.
- One day Anastasia sees Ben and Chris at the station and they come over to speak to her.
- Chris grabs Anastasia's bag and gets her to chase him along the platform around the corner.
- Anastasia follows Ben and Chris to a corner around from the platform.
- When she gets there Ben stops her from leaving and pushes her up against the wall.
- Students walk past but Anastasia is too scared to call for help.
- Ben grabs Anastasia and a sexual assault takes place.
- Chris films it on his phone.
- When it is over Anastasia gets her bag and leaves.

Individuals

Anastasia

- Female
- 14 years old
- Dual heritage: White British and Greek Cypriot
- Lives with biological family
- Good school attendance
- No criminal record but has been involved in some fights in school
- No reports of going missing
- After the incident she stays away from school for 2 months

Ben

- Male
- 15 years old
- White British
- Lives with grandmother on a Special Guardianship Order
- Previous good school attendance but at risk of exclusion following disruptive behaviour
- Does well academically
- Out of Court Disposal for GBH one year prior to the incident

Chris

- Male
- 15 years old
- Dual heritage: Black Caribbean and White British
- Lives with mother
- Erratic school attendance
- No Further Action for the GBH incident alongside Ben
- No diagnosed learning difficulty but on the school's SEN register

The Families

Anastasia

- Lives with her mother and father.
- Her father didn't live in the family home when she was younger.
- Her father has received support for alcohol misuse.
- He is now residing back in the family home.
- Her mother works long hours and often appears stressed.
- After the incident both parents are supportive of, and work with, professionals to take appropriate steps to support their daughter.
- Practitioners have suggested moving to another LA where family relatives live.
- Anastasia doesn't want to leave.

Ben

- Ben lives with his grandma on a Special Guardianship Order.
- Prior to this Ben had lived with his parents where he witnessed his father physically abuse his mother.
- Ben is on a current CIN plan.
- Ben's grandmother is able to care for him but has some mobility issues that make it hard to move around.
- She has given him an 8pm curfew but he often stays out late.
- His grandmother feels she is losing control of him.
- She doesn't report him missing.

Chris

- Chris lives with his mother and two young siblings (4, 9)
- Following the GBH incident a referral is made to Children's Social Care.
- Chris' mum tries to look out for him but is often busy with his two younger siblings.
- There are no child protection issues raised about the home environment prior to, during or after the incident in question.
- Chris' mum has been contacting school and the police to routinely report Chris missing from home.

Peer Groups

Anastasia

- Anastasia is in a supportive group of same-age young women and young men in her school
- Anastasia's friend Katie has started to go to the local youth club where she met Ben and Chris.
- Sometimes Anastasia goes with Katie too.
- When the incident happens Katie and other students walk past.
- Her friends are sympathetic to her but won't speak to the police.

Ben

- Ben used to be friends with a group of same-aged boys and girls from the same school.
- In the last two years Ben has started to hang out with older boys from the area.
- Ben doesn't see his old group of friends, they describe him as intimidating and say that he has become one of the 'popular' boys now.
- Ben and his friends often shout at girls and lift their skirts up. They say it's just a bit of fun.

Chris

- Chris spends most of his time with his friends outside of school.
- Most of his friends are the same age as Chris.
- In school Chris is relatively isolated from other young people and he finds it hard to make friends.
- Some of his friends have criminal records for ASB.
- Chris likes Ben and looks up to him.

Schools

Anastasia and Ben

- Anastasia and Ben attend the same school, and although they are in different form groups, they share some lessons together.
- Ben started to show a romantic interest in Anastasia a few months ago but she told him she wasn't interested. Anastasia's friends say she's lucky to have Ben fancy her.
- Some of the students shout names at the girls and lift up their skirts. Some of the staff have advised the girls to wear shorts under their skirts.
- Anastasia wanted to tell a teacher about what happened but decided against it as she was scared everyone would find out.
- Following the incident Ben stays in school. The school have been advised not to talk about the incident because of the ongoing investigation.
- Staff feel they don't know what else to do about inappropriate sexual behaviour at school.
- Anastasia's timetable is changed so that she doesn't have to come into contact with Ben.

Chris

- Chris attends the local Pupil Referral unit which is close to Anastasia and Ben's school.
- Chris was at a mainstream school (different to Ben's) but was excluded for disruptive behaviour.
- School professionals struggle to keep Chris engaged in classes.
- Chris likes school but is quite isolated and doesn't have many friends.
- Chris has begun to inappropriately touch and jump on girls in the school corridor.
- The school are monitoring these incidents and considering how to support Chris and other students.

Neighbourhood

Anastasia, Ben and Chris

- Anastasia, Ben and Chris and other students from the schools in the local area go to the same train station after school.
- Some girls have told teachers that they don't like the station because it's dark and scary.
- A sexual assault took place in the stairwell of the station 3 months ago, and while professionals are aware, the young people who use the station don't perceive any interventions taking place.
- While students were there during the incident some said they had seen stuff like that before and thought the girls liked it.
- There is some CCTV in the area but not near where the incident took place.
- Chris likes meeting Ben at the station and sometimes they travel together to the youth club.
- Other residents have complained about anti-social behaviour at the station, particularly girls running around and screaming.

Reflection

- What individual behaviours/needs required attention for Anastasia, Ben and Chris?
- What were the changes required to the social conditions/contexts in which Anastasia, Ben and Chris spent their time?
- Which partners were required?
- What gaps/challenges remained in the intervention plan you developed?
- What are the implications for your local practice?



Young Women's Music Project

Zahra Haji Fath Ali Tehrani
&
Theo

see

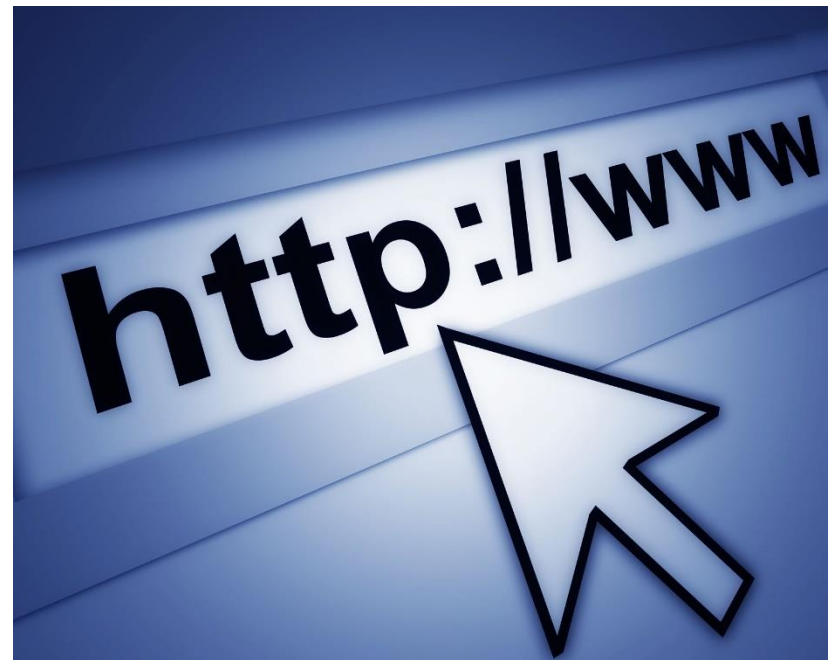
<http://www.ywmp.org.uk/> for more info on YWMP

&

<https://soundcloud.com/soundsbytheo> for more of
Theo's music

OSCB Practitioner Tools

These all can be found on our
website WWW.OSCB.ORG.UK



Summary and close

Richard Simpson
OSCB Independent Chair

Thanks for coming today

Please remember to give us your feedback

Evaluations will be emailed to you. Presentations and further info will be sent out on receipt of your completed evaluation .