

Exploitation Screening Tool – Prompt Questions

These prompts are available as guidance to be used alongside the exploitation screening tool (available at <https://www.oscb.org.uk/practitioners-volunteers/multi-agency-guidance-tools/>). They can be used to guide your conversation with the child or family. They can also be used to inform what detail to include in your written answer. Not every question will be relevant to every child, and equally this list is not exhaustive. We hope these prompts help you to give detailed and relevant answers. Each question in the screening tool is listed below, with prompts related to that question.

HEALTH

Evidence and/or History of physical injuries (including sexual injuries/physical assault and or unexplained injuries)?

- What type of injury?
- How was this sustained?
- What was the context where the injury occurred?
- How long ago did this occur?
- How often has this occurred?
- Is there evidence of a pattern of sustaining injuries?
- How did this impact the child?

Evidence and/or history of self-harm?

- What is the nature of the self-harm?
- When did this first occur?
- How often does this occur?
- Have there been any changes to severity or frequency of self-harming?
- Are there any specific self-harm triggers known?
- Historic or ongoing issue? When was the most recent incident?
- Does the child disclose self-harm? If so, who do they disclose to? Do they attempt to hide it?
- Is there a safety plan in place at home/school?
- What support is currently available to the child?
- Does the child have a mental health diagnosis? When were they diagnosed? What support is in place around this?

Is there a change in self-care and hygiene?

- What change has been noticed? (could be a positive or negative change)
- When was this change first observed?
- What is the context of this change?
- Has this been addressed with the child? What was their response?

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- Has this been addressed with the family? What was their response?
- What has been the social impact of this change for the child?

Alcohol or substance misuse?

- Which substances?
- Has the child disclosed misuse? What is the evidence of alcohol/substance misuse?
- Details of any notable incidents of alcohol/substance misuse?
- Has there been police involvement with this child re alcohol or substances? If yes, what is the context for the incident(s)? Please provide police reference number(s) if known.
- What support is in place for the child around alcohol/substance misuse?
- Is the family aware of alcohol/substance misuse? If yes, what has their response been?
- How is the child accessing alcohol/substances?

Additional needs e.g. Learning or Physical Disability, Autism etc.?

- What do the child's needs look like? e.g. physical, social, learning elements.
- Does the child have a diagnosis?
- Does the child have an EHCP?
- What support is in place for this child at school and at home to meet their additional needs?
- Have the child's additional needs been associated with any behaviour which puts them at risk of exploitation? If yes, what are the details of this?

Multiple presentations to Health Care professionals? e.g. STI, multiple physical injury, 'plugging'

- What were the contexts of the presentations to health care professionals?
- When and how often have these occurred?
- What explanation did the child give for these presentations?
- Particular detail of context in relation to sexual or drug-related injuries or illnesses. What was the child's explanation? Does this align with other information available?
- How do these incidents fit into the wider context for this child?

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BEHAVIOUR

Poor school attendance?

- What is the child's attendance? Has there been a recent change in attendance?
- What does this look like? e.g. internal/external truanting, arriving late, truanting with other students etc.
- What is known about the child's activities whilst not attending school?
- What is the family's response to the child's poor attendance?
- What steps have been taken by school and family to try and improve the child's attendance?

Reduced timetable?

- What were the factors which led to this child being on a reduced timetable?
- When was the reduced timetable introduced?
- What is the child's current timetable?
- Does the child attend any other educational settings as a part of this timetable?
- Has the child's attendance and/or behaviour at school changed since being on a reduced timetable?
- What are the plans for re-integration to the normal timetable for this child?

Exclusion record (e.g. has there been an increase in fixed term exclusions?)

- What factors led to previous fixed term exclusions?
- Has there been an increase in fixed term exclusions? If yes, what is the context for this?
- Has this child been permanently excluded from a previous school? If yes, what was the context for this?
- Is this child at risk of permanent exclusion? If yes, what is the context for this?

Home educated?

- How long has the child been home educated?
- Was the child previously enrolled at school? If yes, where?
- What factors were involved in the decision to home educate?
- Has the family received support from the Elective Home Education team?

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- What has the family's experience of home education been? How well does the child engage in educational activities?
- Is a rigid timetable stuck to, or are timings more flexible? Does the child leave and come back during the day? If yes, how often and for how long does this occur? Is it known where the child is going these times?

Are you concerned about their friendship group?

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Recent changes in behaviour (e.g. volatile, angry, sad, withdrawn, anxiety, depression?)

- How has their behaviour changed?
- When did this behaviour first begin presenting itself?
- What was the context for the child around this change in behaviour? Can any triggering events/factors be identified?
- How is the child's behaviour in different settings, e.g. home, school, community?
- Has the family noticed a change in behaviour? If yes, how have they responded?
- What steps have been taken at home and at school, to support the child around their behaviour, emotional regulation, and/or emotional wellbeing?

GROOMING

Seen with unknown adults or older children?

- Who has the child been seen with? Are the identities of these individuals known? If yes, are they known to children's services or the police in relation to exploitation?
- When and where was the child seen with unknown adults or older children?
- How often is the child seen interacting with unknown adults or older children?

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- Has the child been involved with inappropriate or criminal activity whilst with adults or older children? If so, what are the details of this?
- How does the child describe the relationship they have with unknown adults or older children?

Concern about friendship or relationship control?

- Has there been relationship instability or breakdown within the child's peer relationships? If yes, when did this happen, and what did it look like?
- Has there been evidence of abusive behaviours (e.g. physical, sexual, emotional, coercive or controlling behaviour) within the child's relationships or friendships? Has the child been the victim or perpetrator?
- How has the child's emotional wellbeing and behaviour been affected by difficulties with friendships and/or relationships?

Unexplained money, clothes or mobile phones?

- What unexplained item(s) was the child seen with?
- What is the child's explanation for having the item(s)?
- Do the family have any explanation for the child having the item(s)?

Excessive or inappropriate receipt of texts/phone calls?

- When and how often does the child receive texts/phone calls?
- Has the child received texts or phone calls of an aggressive, sexual, or otherwise inappropriate nature? If yes, what are the details of this, and how was this discovered?
- Were texts/phone calls coming from a different or multiple phones?
- What is the child's reaction to receiving excessive and/or inappropriate texts or phone calls?
- How does the child explain these texts/phone calls?

Seen at hotels, pubs, nightclubs etc., or traveling to other towns and cities?

- When and where was the child seen?
- Have there been multiple sightings? If yes, when, where and how often?
- How long was the child out for? What time did they return?
- What activities was the child seen to be involved in?
- Was the child reported missing on any of these occasions?
- Were the family aware of the child's absence during these sightings?

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MISSING

Persistently going missing from school or home and/or being found out of area?

- When did the child go missing?
- When did they return? Were they found and brought back, or did they return on their own?
- How often does the child go missing? Is there a pattern to when this happens?
- Has the child gone missing from school or from home?
- Has the child been reported missing on these occasions? If so, who has reported this?

If known, what is the background/context?

- If the child was found, where was this and who found them? What activities did the child appear to be involved in when they were found? Who were they found with?
- What time of day has the child gone missing, and what time have they returned?
- What boundaries around curfews exist in the home? How does the child respond to these?
- Is there a safety plan in place at school or at home around missing episodes? If yes, please give the details of this plan.
- What other support is in place to safeguard this child in relation to their missing episodes?

How does the child present on their return?

- How is their physical presentation, e.g. clothes, personal hygiene, tiredness and hunger levels etc.?
- How is their emotional state?
- Do they appear to be under the influence of alcohol or substances?
- Does their emotional state change after they have returned?

What explanation does the child give?

- How is their physical presentation, e.g. clothes, personal hygiene, tiredness and hunger levels etc.?
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FAMILY AND SOCIAL DOMAIN

Are there concerns about neglect?

- Describe the family's response to concerns about risk of exploitation. Have they put in place suitable safety plans and safeguards where necessary? Have the family acted protectively in regards to ensuring their child's safety?
- Do the child's needs appear to be met at home?
- Has the inside of the family's home been seen? If yes, what is the state of the home?
- What is the child's relationship with their family? Has there been any instability or breakdown of family relationships?
- Is the child known to children's services due to concerns of parental neglect or abuse? If yes, are they currently open to children's services (e.g. Early Help, CIN, CP) or support from a community Team Around the Family?
- What support has the family received around preventing neglect? Is there a plan in place for continued support?

Has the child experienced significant trauma or loss?

- What significant trauma or loss has the child experienced?
- When did this happen?
- What has been the impact of this on the child's emotional wellbeing?
- Has this trauma or loss triggered any significant changes in the child's behaviour or relationships?

Is the child questioning their sexual identity?

- Has the child disclosed questioning their identity? If so who have they disclosed this to? What has the response been for the child when they have disclosed this (e.g. from friends or family)?
- Are the child's family aware of the child questioning their identity?
- Has the child's questioning been around their sexuality, gender identity or both?
- How does the child identify themselves?
- Has the child experienced any homophobic/transphobic bullying from peers? Has the child experienced being 'outed' (someone revealing their identity against their will)?

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- Does the child engage in risky or inappropriate behaviour as a result of questioning their identity?
- What has been the impact of questioning their identity on the child's emotional wellbeing, behaviour, and relationships? What support has the child received with this?
- Has the child been known to be in contact with unknown or inappropriate adults or older children on social media/dating apps/in person to meet other LGBT+ individuals?

Homelessness/sofa surfing/multiple moves

- Has the child's family ever been at risk of homelessness? Are they currently at risk of homelessness? Please give the context, and what support is in place for the family.
- Is the child no longer living in the family home? If yes, What is the context for this? What is the child's current living situation? What has been the impact of this on the child?
- Is the child/family's living situation appropriate in order to meet the child's needs? If not, what are the issues?

Are the parents having difficulty managing the child's behaviour?

- What is the parent's experience of their child's behaviour?
- What steps have been taken by the parents to try and manage the child's behaviour?
- What has worked, and what hasn't?
- How is the child's behaviour affecting the parents' wellbeing, their ability to maintain their other responsibilities, and their ability to parent any other children?
- How has the child's behaviour impacted on siblings or other children in the household?
- What support is in place for the parents around managing their child's behaviour?

Difficult transition from primary to secondary school?

- How has the child's behaviour at school been since beginning at secondary school?
- Were there any concerns about the child reported by primary school?
- How has the child's behaviour been at home since transition to secondary school?
- How has the transition effected the child's emotional wellbeing and relationships?

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- What steps have been taken to support the child's transition to secondary school?

What explanation does the child give?

- How does the child describe their experience of the transition to secondary school?
- What explanation does the child have for their change in behaviour?

E-SAFETY

Is the child sending or receiving sexual images online?

- When did incidents of sending/receiving images occur? What was the context for this?
- How was this identified? How often has this been noticed?
- Was the child the sender or receiver of these images?
- Who are the images being sent to/received from?
- What online platform is being used to send/receive these images?
- What explanation does the child give?
- How does the child respond after sending/receiving sexual images?

Accessing age inappropriate websites?

- Which websites has the child accessed? Please provide a description of what the primary purpose of the website is and/or how the child has used it.
- When and how often does the child access age inappropriate websites?
- Has the child had contact with unknown or risky adults or older children through such websites?
- What steps have been taken to safeguard the child from accessing age-inappropriate websites?

Involved with online gaming?

- What online games does the child play? Do these games contain age-inappropriate content?
- How much time does the child spend online gaming?
- Has the child had contact with unknown or risky adults or older children via online gaming platforms? How does the child describe their relationship with individuals they have met through online gaming?
- Has the child's involvement with online gaming had an impact on their emotional wellbeing, behaviour, or relationships?
- What steps have been taken to safeguard the child online?

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Is online activity creating social isolation?

- How often and at what times of day is the child online?
- How is online activity affecting the child's peer and family relationships?
- Is online activity affecting the child's sleep cycle and energy levels?
- Has the child experienced online harassment/cyber-bullying? Is this linked to social anxiety or isolation offline?