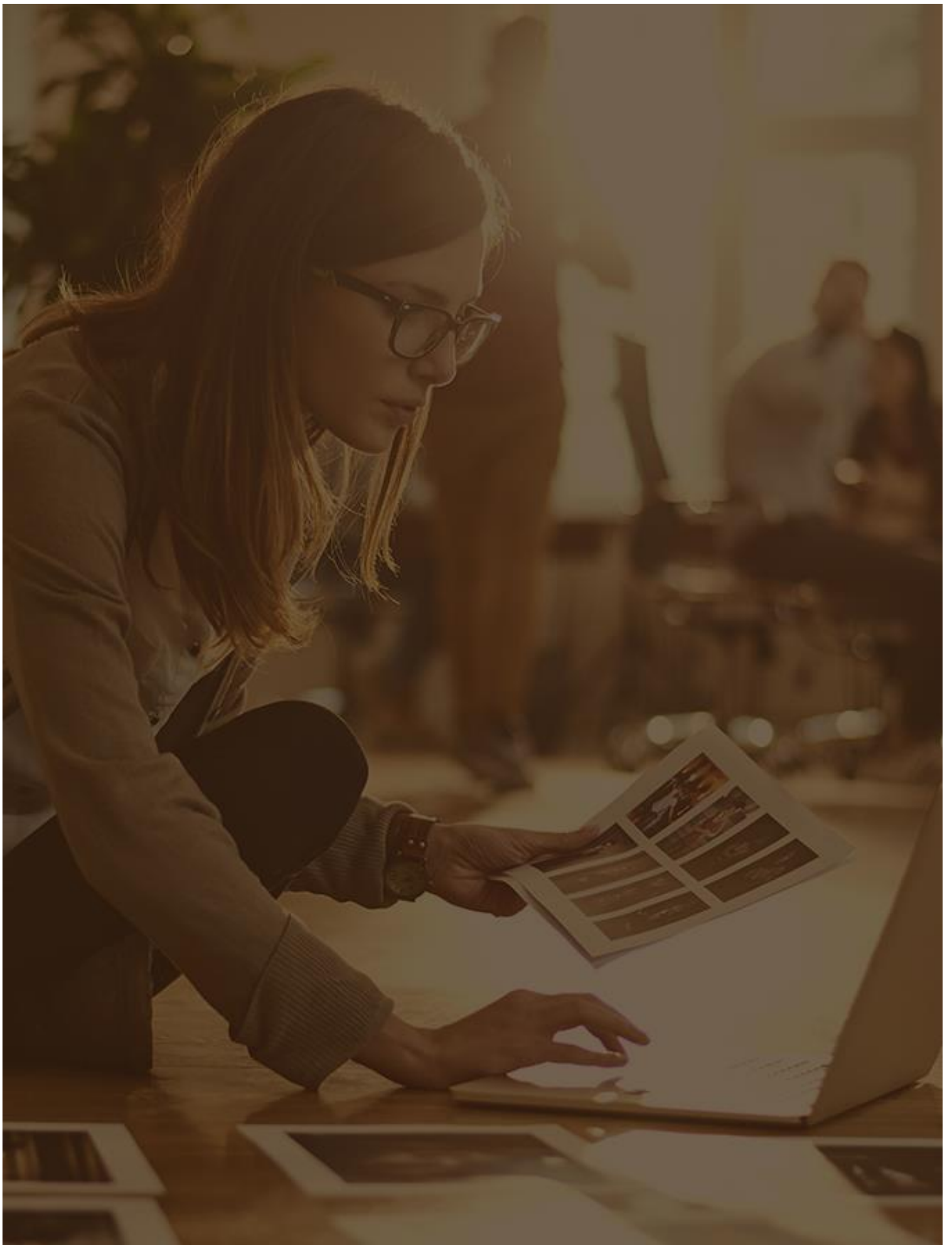


A woman with long blonde hair and glasses is looking down at a tablet device. She is in a meeting room with other people in the background. The image is dimmed and has a brownish tint.

Multi-Agency Child Exploitation Framework

The Multi-Agency Child Exploitation (MACE) Framework describes the terms of reference and operating arrangements in the Bailiwick of Guernsey for responding to children at risk of exploitation



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INTRODUCTION

This multi-agency practitioner procedural guidance provides a framework which describes the terms of reference and arrangements in the Bailiwick of Guernsey for responding to the challenges of protecting children exposed to exploitation. Children made vulnerable to exploitation requires a response which takes a holistic view to safeguarding and this extends the focus from previous documentation which focused essentially on child sexual exploitation in recognition that exploitation can occur through different forums and often amongst other vulnerabilities which children and young people are exposed to.

Arrangements now consider exploitation as a broader concept encompassing, but not limited to, sexual and criminal exploitation both of which interconnect with risks and vulnerabilities such as missing, child trafficking, county lines, modern slavery, gangs, and youth violence. These risks must be considered within a contextual safeguarding framework to effectively understand, and respond to, young people's experiences of significant harm beyond their families. Recognising that the different relationships young people form in their community, schools and online can feature violence and abuse and involve grooming in a way that disguises exploitation intent, to the extent that children believe these relationships are genuine.

Children & Family Community Services and wider safeguarding partnerships aim to engage with individuals and sectors who have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices.

WHAT IS CONTEXTUAL SAFEGUARDING?

The terminology, Contextual Safeguarding, has been developed by Dr. Carlene Firmin at the University of Bedfordshire's Contextual Safeguarding Network. It is an approach to understanding and responding to, young people's experiences of significant harm beyond their families. It recognizes that the different relationships young people form in their neighbourhoods, schools and online can feature violence and abuse. Carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine carer-child relationships. Contextual Safeguarding looks at how to best understand these risks, engage with children and young people and help to keep them safe. It is an approach that's often been used to apply to adolescents, though the lessons can equally be applied to younger children, especially in today's challenging world.

Most young people live positive lives and are not involved with and do not experience being exploited. However, there are a small number of young people who are affected, and this can have a significant impact on the families, communities, as well as themselves.

WHAT IS CHILD EXPLOITATION?

Child exploitation is when someone uses a child for financial gain, sexual gratification, labour, or personal advantage.

Using cruel and violent treatment to force a child to take part in criminal or sexual activities often leads to physical and emotional harm to the child, to the detriment of their physical and mental health, education, and moral or social development.

'The exploitation of children can take a number of different forms and perpetrators may subject children and young people to multiple forms of abuse at the same time, such as criminal exploitation (including county lines) and sexual exploitation.' (The Home Office 2019 updated 2022)

Child exploitation often occurs without the child's immediate recognition, with the child believing that they are in control of the situation. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion, and intimidation are common, involvement in exploitative relationships being characterized in the main by the child or young person's limited availability of choice resulting from their social, economic, or emotional vulnerability. One of the biggest challenges to protecting children being exploited is when the perpetrators use reward systems that not only distract their victims from the risks but create a form of indoctrination to persuade the child that no exploitation is occurring at all. This also creates a barrier for professionals and families/carers to overcome when attempting to intervene.

DEFINITIONS AND RELATED PRACTICE GUIDANCE

Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual (CSE perpetrator) 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.

Child Criminal Exploitation involves exploitative situations, contexts, and relationships where children (under 18) receive or are promised 'something' tangible, for example, food, accommodation, drugs, alcohol, cigarettes, gifts or money or 'something' intangible, for example, affection, respect, status, or protection in return for committing a criminal act for the benefit of another individual or group of individuals or be threatened, coerced, or intimidated into committing that criminal act.

County lines is a form of criminal exploitation and is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons. It should be recognized that some victims of County Lines pose risks to their peers as it is not unusual for those already groomed and recruited to be pressured and/or rewarded to recruit others.

Cuckooing is a practice where individuals or groups take over a vulnerable person's home and use the property to facilitate exploitation. It takes the name from cuckoos who take over the

nests of other birds. There are different types of cuckooing which could include using the property to deal, store or take drugs. Children and vulnerable adults can be coerced to move drugs/money as part of the exploitation process and not unusually, those who are exploited in their homes are then compelled to become involved in wider associated crimes, outside of their homes.

Child trafficking is child abuse. It's defined as recruiting, moving, receiving, and harbouring children for the purpose of exploitation and is a form of modern slavery.

Children are trafficked for:

- child sexual exploitation
- criminal activity
- forced marriage
- domestic servitude and forced labour
- illegal adoption
- unreported private fostering arrangements (for any exploitative purpose).

This list is not exhaustive and children who are trafficked are often exploited in more than one way.

Traffickers may use grooming techniques to gain the trust of a child, family or community. They may trick, force or persuade children to leave their homes. Child trafficking can involve a network of organised criminals who recruit, transport and exploit children and young people within or across borders. Some people in the network might not be directly involved in trafficking a child but play a part in other ways – such as falsifying documents, bribery, owning or renting premises or money laundering.

Child trafficking can also be organised by individuals and children's own families. The effects of being trafficked is abuse in itself but trafficked children may experience other forms of abuse and neglect that impact on their physical and mental health and social and emotional development.

Children missing from home – relates to any child whose whereabouts cannot be established will be considered as missing until located and their well-being or otherwise is confirmed. All reports of missing people sit within a continuum of risk from ‘no apparent risk (absent)’, low risk, medium risk and high-risk cases that require immediate, intensive action. However, it is also important to scrutinise and monitor unexplained repeat pattern absence (where risk is not initially assessed) as this, not unusually, escalates to missing.

Bailiwick Law Enforcement has implemented the College of Policing Approved Professional Practice for missing persons which aims to ensure the cases of missing persons are investigated effectively, and to take appropriate and proportionate action to deal with people who are reported missing.

A missing person report is recognized as an opportunity to identify and address risk. Police actions and resources are directed in the most effective way that makes people feel safe and prevents crime in a manner which prioritises those at the greatest risk.

The protocol relates to all children and young people in the Bailiwick of Guernsey who run away and go missing from home or care. The protocol does not provide for situations where a child has been abducted or forcibly removed from their place of residence. This is a “crime in action” and should be reported to the Police.

Online Child Exploitation

Children and young people can be exploited online through a wide range of different methods. They can be exploited through cyberbullying, grooming, sexual abuse, sexual or criminal exploitation or emotional abuse.

MULTI-AGENCY CHILD EXPLOITATION (MACE) MEETING

The Bailiwick of Guernsey's MACE model is split into two parts to enable effective, timely and efficient multi agency information sharing as well as learning and best practice.

MACE Level 1 - focuses on operational case review and risk management of individual children and young people up to the age of eighteen where medium/high risks have been identified of child exploitation occurring where any current Child Exploitation Risk Outside the Home Assessment and safety plans have not been effective in reducing risk(s). The Panel also consider any new emerging threats/risks for individual children where a greater multi agency strategic input is required.

MACE Level 2 - is designed to consider strategic options necessary to tackle child exploitation threats through analysing emerging trends, recording and analysing data, patterns and identifying hot spots to inform partnership activity. Commissioning decisions and delivery of interventions to reduce risk are also central to the role of MACE Level 2.

The MACE meeting will be scheduled monthly however where specific individual children and groups of children are identified as being at increased risk an extra-ordinary meeting will be prioritised and convened. The meeting will be chaired by a Senior Manager from Children & Family Community Services. MACE members must be able to authorise the allocation of resources within their Agency to support MACE activity.

MACE Meeting Membership

Core Membership
Chair: Associate Director or Service Manager from Children & Family Community Services
The Panel Chair will invite other agency representatives to attend MACE Meetings as deemed appropriate by formal invite only

Agency:	Designation:
Bailiwick of Guernsey Law Enforcement	Detective Sergeant from Public Protection (PPU)
The Office for Home Affairs	Designated Senior Probation Officer
Children & Family Community Services	Associate Director or Service Manager Representative
Education	Education Inclusion Services
Office of the Children’s Convenor	Deputy Convenor
Children & Family Community Services	MACE Panel Administrator
Health Improvement Commission	Substance Use Lead
Health & Social Care	Child & Adolescent Mental Health (CAMHS)
Health & Social Care	Children & Adult Safeguarding Named Nurse
Health & Social Care	Associate Director, Public Health
Health & Social Care	Quality Improvement Manager
Children & Family Community Services	Contextual Safeguarding Coordinator
Action for Children	Practice Lead
Youth Commission	Chief Executive Officer, Youth Commission
SAFER	Head of Service
Victim Support & Witness Support	Manager

The MACE meeting will facilitate effective action to prevent and disrupt exploitation by:

- Supporting the effective sharing of relevant information in accordance with Section 27 of the Children (Guernsey and Alderney) Law 2008 and the Data Protection (Bailiwick of Guernsey) Law, 2017 and associated Regulations.
- Providing advice and guidance, including the promoting of robust and proactive multi-agency investigations where a risk of exploitation has been identified, especially where children and young people do not perceive themselves as victims.
- Enabling agencies to identify those at risk of child exploitation as well as victims, perpetrators, and locations of concern; to aid disruption of perpetrators and provide support to victims and their families.
- Ensuring that all agencies are working together effectively to prevent, reduce, track, and respond to children missing from home, care or education, including those children in out of Jurisdiction placements.
- Seeking assurance from all relevant agencies that the full range of disruption measures are being used to target perpetrators. Ensuring that all available legal measures are considered, and the effectiveness of their use monitored.
- Monitoring the effectiveness of return to home interviews in developing an understanding of risk and emerging safeguarding themes.
- Monitoring the effectiveness of the Bailiwick of Guernsey Law Enforcement Missing Persons Policy and associated protocol for children and young people.
- Sharing information to understand the nature and extent of child exploitation in the Bailiwick of Guernsey, as well as enabling the identification of patterns and intelligence gaps.

MACE meetings identify victims and/or offenders in relation to child exploitation, offering added value solutions to the victim's safety plans and clearly identifying disruption opportunities and the criminal justice and other statutory responses.

They are not care planning meetings and will not scrutinise individual care plans, the panels will instead consider activities that can be undertaken in addition to the victim's care plan to further enhance and safeguard them. The MACE panels will scrutinise the tasks and actions for everyone discussed and review the progress and effectiveness of allocated actions, holding to account the individuals and agencies responsible for completing the tasks.

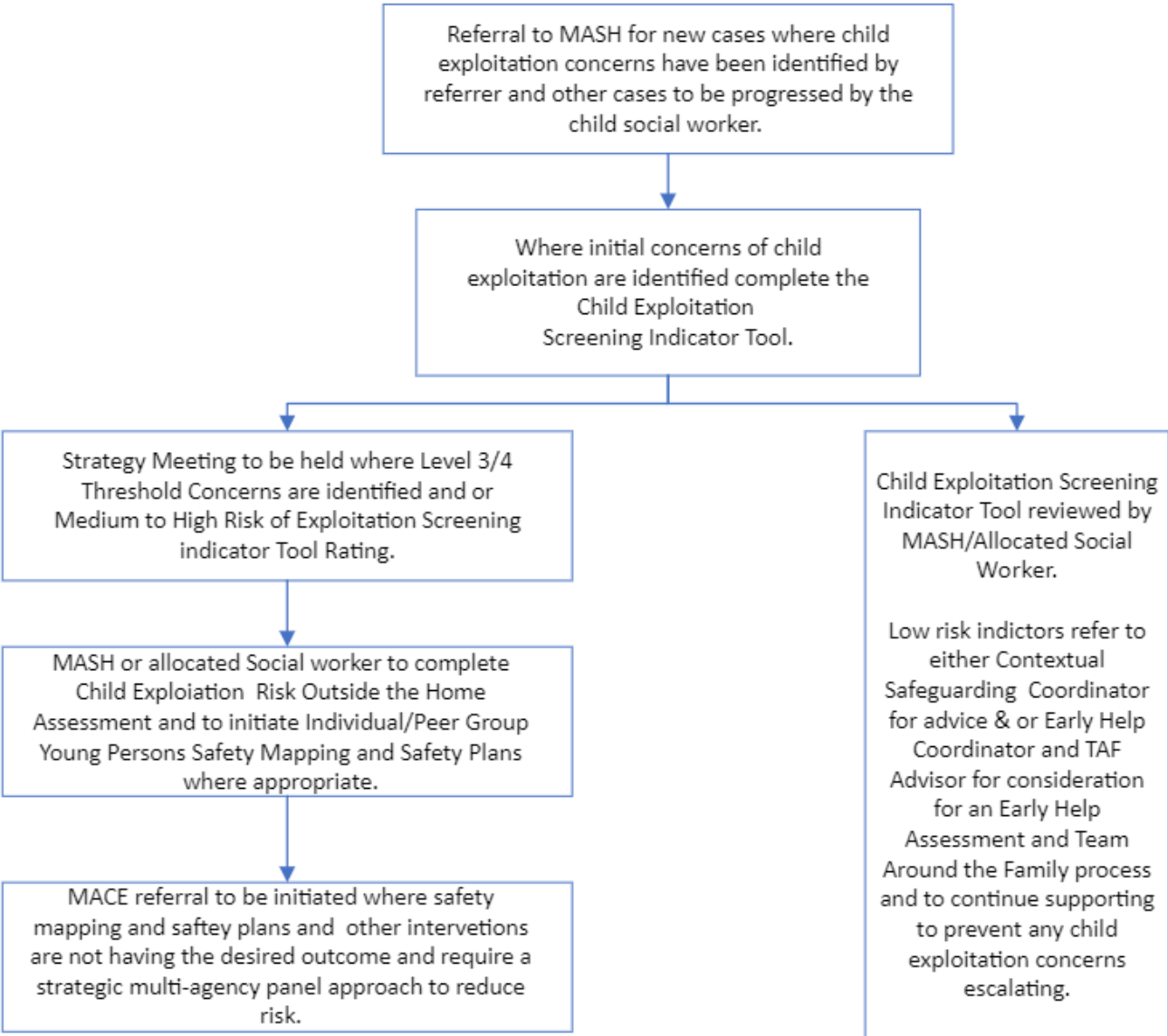
The meeting will also facilitate: -

- Partners understanding their role and those of partner agencies in the protection of children vulnerable to exploitation, the disruption of location activity and the prosecution and pursuing of perpetrators.
- Partner agencies bringing their own agency knowledge/legislation and guidance to utilise when identifying actions.
- Ensuring robust plans are in place that aim to manage and work to mitigate the level of risk.
- Partner's understanding of the level of risk posed to individual children and young people, what level of threat the risks present to the child's well-being and how well these can be managed so the level of risk is reduced and safely managed.
- Ensuring the completion of referrals to the National Referral Mechanism (NRM) for any suspected modern slavery child exploitation for out of Jurisdiction placements of children.
- Explore whether additional legal measures are required in order to protect individual children.
- Consideration of children who transition into adulthood and the additional support and safeguarding they require post 18.
- Assessing the additional professional presence required within identified hotspot locations.
- Identifying appropriate and relevant additional support from partner agencies.

MACE Meetings are not an alternative to safeguarding and child protection processes and where there is a concern about abuse or neglect within the family, including where parents/carers are not acting protectively, safeguarding processes must be adhered to alongside MACE Panel Meetings taking place.

REFERRAL PATHWAY TO MACE

The referral pathways into MACE are via the Multi Agency Support Hub (MASH) and case holding social workers where the child is already open to Children & Family Community Services.



MULTI-AGENCY CHILD EXPLOITATION SCREENING INDICATOR TOOL

A Child Exploitation Screening Indicator Tool can be completed at any point prior to or from referral and during the journey of a case.

The screening tool supports 'multi-agency practitioners to better exercise professional judgement. This includes a focus on risk indicators and protective factors.

This is a screening tool which supports practitioners in deciding whether a child or young person may be at risk of child exploitation. It is designed to be used by all professionals working with children and parents or carers. This tool is intended to assist in decision making; helping to make an initial judgement regarding the risk of child exploitation; it is neither a specialist assessment nor referral form.

The tool aims to help practitioners focus on the specific child exploitation evidence, indicators, existing safety concerns and vulnerabilities, and determine whether further investigations are needed by Children & Family Community Services. It is important to remember the tool is intended to identify approaches for early intervention and not just escalated risk and harm.

When considering making a referral to the Multi Agency Support Hub (MASH) or sharing concerns with a child's allocated social worker, the screening tool should form the basis of those discussions alongside professional analysis. Practitioners need to exercise their own professional judgment when completing it because factors such as the child's age, any additional vulnerabilities, their history etc. may mean that they are more vulnerable to child exploitation.

CONTEXTUAL SAFEGUARDING CONSULTATION MEETINGS, CHILD EXPLOITATION RISK OUTSIDE THE HOME ASSESSMENT & MULTI-AGENCY SAFETY PLANNING

In the first instance, it is considered helpful to convene a Contextual Safeguarding Consultation Meeting following child exploitation concerns being identified via a Multi-Agency Child Exploitation Screening Indicator Tool. This forum provides agencies an opportunity to discuss a case to consider harm and protective factors in different social spaces young people spend time (homes, peer groups, schools, and community).

In identified cases of concern a Child Exploitation Risk Outside the Home Assessment is recommended to be completed via Children & Family Community Services and this will assist agencies in formulating appropriate interventions which includes, Individual Young People's Safety Mapping, My Safety Plan and Peer Group Safety Mapping and other interventions.

This will be completed by either a MASH social worker or allocated Social Worker for any open young person. The assessment is holistic in nature which considers both the context of children's experiences within their family home and in other social spaces. It is designed to support in assessing the risk of extra familial harm, to consider the needs of a young person subject to extra-familial risk and to make recommendations/planning of interventions for ongoing work with the aim to mitigate these risks.

THE ROLE OF PARENTS/CARERS

Traditionally child protection systems have not fully considered extra-familial harm, and they have been designed to intervene when parents/carers pose a risk of harm or don't have the capacity to safeguard children. This framework is intended to also support parents/carers who are protective parents, but their child continues to be at risk of significant harm in an extra-familial setting. The principles of contextual safeguarding acknowledge the limitations of traditional child protection system in responding to extra-familial harm experienced by young people as they transition into adolescence and recognises that parents can often have limited control or influence over harm that can happen to their children outside of the home.

In a contextual approach to safeguarding, parents are involved as partners in safeguarding children outside of the home and are supported to understand and recognise indicators of extra-familial harm. It is important for social workers and other agencies to approach working with parents/carers in an inclusive manner which includes providing regular updates and open dialogue taking place.

While many factors associated to extra-familial harm are beyond the direct control of parents or carers, strengthening their understanding, safeguarding capacity and resilience can enhance the family as a protective structure around the young person and, overtime, may weaken the control and power of those who are perpetrating harm.

It should also be recognised that, where the risk and harm is extra-familial, parents and carers may hold crucial insight of signs and symptoms that professionals are more likely to receive notification of, if they have formed a collaborative approach with the parents/carers as part of the response.

CHILDREN WITH ADDITIONAL VULNERABILITIES WHICH MAY POSE INCREASED RISK TO CHILD EXPLOITATION

Exploitation can affect any child but there are some children who may be at greater risk than others:

- Children in care may be particularly vulnerable because of the situation and experiences that led them to being brought into care. They may also be impacted by being in care and living away from their family of origin.
- Children who have been excluded or suspended from school or are home schooled and the child or young person may feel disenfranchised and could leave them supervised for fewer hours per day and therefore more accessible to those seeking to access them.
- Children living in poverty who may be groomed through offers of material possessions or for money for themselves or their family due to financial concerns.
- Children with prior experience of neglect or abuse, who lack a stable home environment, or who experience social difficulties may also be more vulnerable.
- Children in close proximity to an exploiter have an increased vulnerability to experiencing child exploitation.
- Children in transition from children to adult services and independent living are particularly vulnerable.
- Children with special educational needs and disabilities. Children with disabilities are more likely to be abused than children without a disability.

LEGAL ORDERS AND DISRUPTION MEASURES

Bailiwick Law Enforcement, the Office of the Children’s Convenor, and States of Guernsey Committee *for* Health & Social Care have a range of legal measures at their disposal to target specific risks. Whilst criminal prosecution of child abuse perpetrators may represent the desired outcome of law enforcement activity, it is widely recognised the protection of vulnerable children and young people requires a multi-agency response as an essential component of safeguarding.

Whilst local legal provisions to protect children may appear familiar to those in the UK, there are a number of fundamental differences. These include the establishment of the Child Youth and Community Tribunal which replaces the court in the majority of cases where compulsory intervention may be required and the Convenor, who is the gatekeeper to the Tribunal. The Court remains the appropriate forum where matters of permanence arise.

The welfare of children is at the heart of all aspects of the Law, which places a statutory duty on those working with children to work together and share information where they reasonable believe they are in need or at risk.

Information sharing across partner agencies as part of effective multi-agency collaboration is vital in disrupting child exploitation. Effective early information sharing and intelligence gathering can:

- help build a coherent picture of risk sources and potential targets for abuse.
- identify and support a child’s needs at the earliest opportunity, reducing the duration of harm and escalation to more serious abuse.
- help identify and understand links between different forms of exploitation and hidden, or related crimes.
- identify locations being used for the purposes of exploitation.

- identify networks or individuals who pose a risk to children.
- provide evidence in application to Court for civil and criminal matters and referral to the Childrens Convenor.
- enable quicker risk assessment of a potential victim of trafficking and development of an effective safety plan.

INTERVENTION STRATEGIES

A range of common strategies are outlined below, this is by no means an exhaustive list:

- Disrupting the child's relationship with other children suspected of introducing them to adults involved in violence, gang activity, drugs, and sexual exploitation.
- Disrupting the child's contact with adults suspected of being involved in violence, drugs, and exploitation.
- Gather, record, and share information to assist prosecution and disruption of adults or other children suspected of being involved in violence, gang activity, drugs, and exploitation.
- Corroboration of evidence to prevent reliance on the child's statement.
- Promote positive relationships with family, friends and carers and their community.
- Referral to the Office of the Children's Convenor where there may be a need for compulsory intervention. Conditions applied to a Care Requirement or Interim Care Requirement may be protective and/or disruptive in nature.
- Application for public or private law protective measures for example Emergency Child Protection Order, Exclusion Order, Recovery Order or Domestic Violence Injunctions,
- Consideration of Section 64 Police Powers where a child is (or is imminently) suffering serious harm.
- Maintain contact whilst absent; 'compassion banking' i.e., text, email, letter, card.
- Enhance the return procedure to ensure it is a positive experience.
- Set clear boundaries of acceptable behaviour and motivate positive behaviour through reward.
- Empower the child/parent/carer/ foster carer, remember they are a key partner in protecting the child and gathering information to disrupt perpetrators.
- Build the child's self-esteem.
- Raise the child's awareness of child exploitation and the dangers of risk-taking behaviours.
- Consider physical, sexual, and emotional health needs of the child and family.

- Involve the child in diversionary activities.
- Provide specialist support through other agencies.

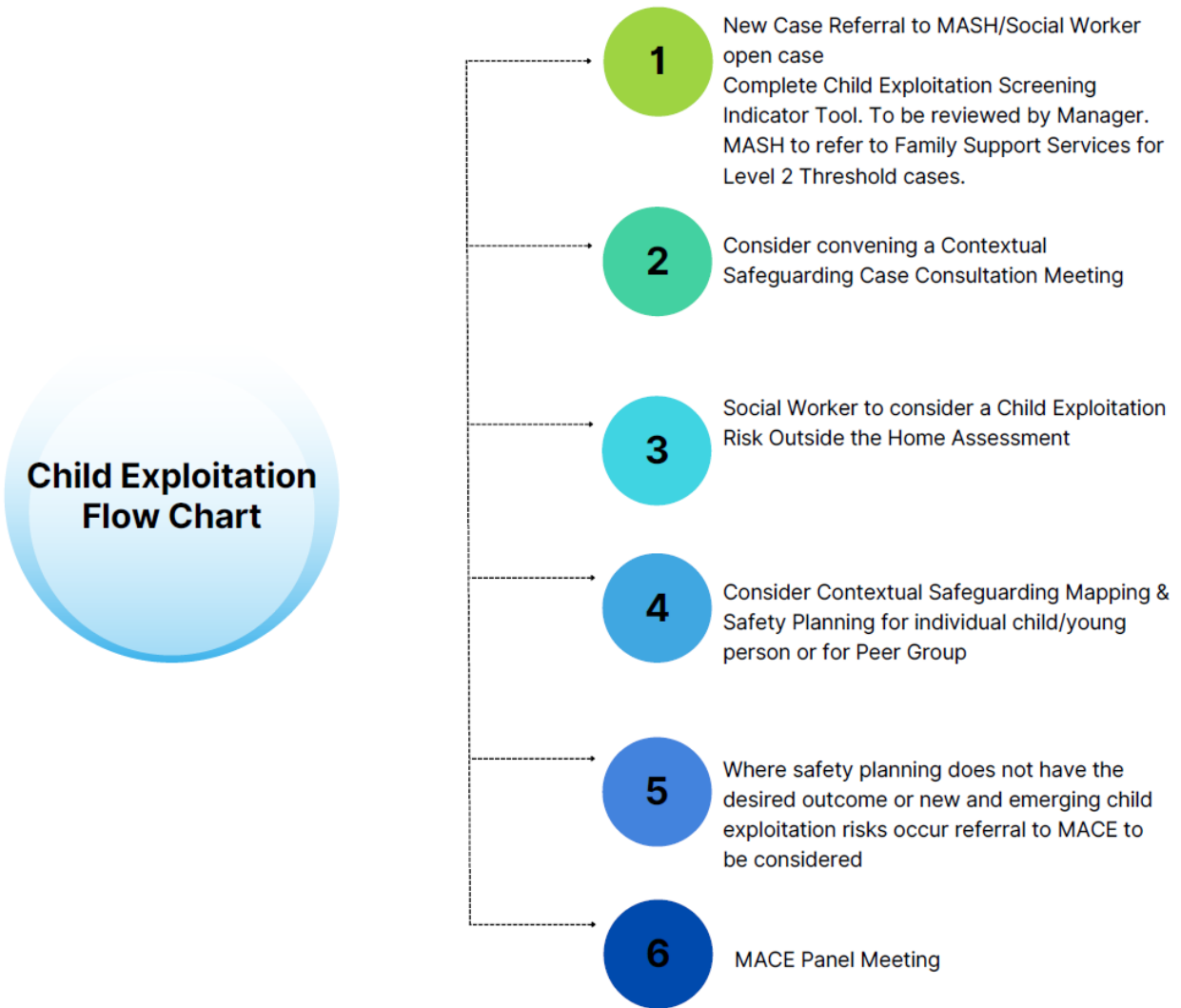
CONFIDENTIALITY AND INFORMATION SHARING WITHIN MACE

Sharing information about child exploitation is a complex process but it is recognised information sharing is a key enabler for effective multi-agency working. Fundamentally the development of intelligence relies on the sharing of information between agencies. This not only helps to achieve a shared understanding of the nature and extent of any criminality but can also develop opportunities to implement and mobilise effective preventative and operational interventions. This supports a shared aim to ultimately detect and disrupt crime and safeguard victims. It can also help evaluate impact.

The Islands Safeguarding Children Partnership Board (ISCP) has an important role in supporting information sharing between and within organisations and addressing any barriers to information sharing. This includes ensuring a culture of appropriate handling and sharing of information is developed and supported as necessary through multi-agency training. The duty to ensure information sharing is lawful and proportionate rests with individuals and their employing agencies and practitioners will need to consider the following: -

- Section 27 of the Children (Guernsey and Alderney) Law 2008
- ISCP Information Sharing Protocol
- Government Protective Marking Scheme
- General Data Protection Regulation (GDPR) and Data Protection (Bailiwick of Guernsey) Law, 2017
- any guidance or policies issued by their own agency and/or professional body
- any guidance or information sharing protocol/agreement covering specific types of information exchange (e.g. the Information Sharing Protocol for MARAC).

APPENDICES





Islands Safeguarding Children Partnership Child Exploitation Screening Indicator Tool

Where possible, this indicator tool should be completed with the young person and/or family/carers.

Child exploitation presents in many forms and is where an individual or group takes advantage of an imbalance of power to coerce, control and manipulate a child or young person under the age of eighteen. Our safeguarding response to the harm that children and young people face beyond their families requires early identification of children at risk and the Child Exploitation Screening Indicator Tool is the first step to recognising and responding to child exploitation concerns.

The child exploitation screening indicator tool can be completed by all multi agency practitioners and is a requirement prior to a MACE Meeting.

The screening tool must be submitted via the MASH multiagencysupporthub@gov.gg.

If a child is at risk of immediate harm the Guernsey Police can be contacted by calling 01481 222222 or 999.

Child's Details

Child's First Name	
Child's Surname	
Date of birth	
Ethnicity	
Physical and/or learning disability or difficulty	
Sex and Gender Identity Please note additional gender identity to pinpoint any further vulnerabilities:	Biological Male <input type="checkbox"/> Biological Female <input type="checkbox"/>
Child's Contact Telephone Number and Address	
Child's Preferred Contact/Communication Method	
Parents/Carers Names and Contact Details	
School / College/Elective home education	
Is the child subject to any Plan? If yes, please expand e.g. Child Protection, Child In Need, Early Help etc	Current <input type="checkbox"/> Previous <input type="checkbox"/>
Is the child a Child in Care	
Are they placed outside of the Bailiwick of Guernsey	Yes <input type="checkbox"/> No <input type="checkbox"/>
Immigration Status	

Your Details

Name	
Job title and organisation	
Telephone number and email address	
Date completed	

Information Sharing and Disclosure

Has consent been given for this tool to be completed and for the information to be shared	Yes <input type="checkbox"/> No <input type="checkbox"/>
Who has contributed to the completion of this indicator tool (child, parent/carer, relative, school...)	

Exploitation Indicators

1. Family and Social Domain:	Yes No	Unknown
1.1 A family member or known associate working in the adult sex trade or involved in criminal/drug activity.		
1.2 Physical, sexual and/or emotional abuse; neglect.		
1.3 Witness to domestic violence/abuse at home.		
1.4 Parental difficulties: drug and alcohol misuse, mental health problems, physical or learning difficulty, gambling issues. Child is a young carer.		
1.5 Living in a B & B or supported accommodation, pattern of homelessness or sofa surfing.		
1.6 Conflict at home around boundaries, including staying out late.		
1.7 Recent bereavement, loss, family separation and/or family breakdown.		
<p>Family and Social Comments/Evidence/Description of 'YES' indicators.</p> <p>Consider the victim/offender/location.</p>		

2 Health Domain:	Yes No	Unknown
2.1 Physical injuries such as bruising suggestive of either physical or sexual assault (include any knife, acid or weapon injuries, drug concealment)		
2.2 Sexually transmitted infection (STI), including recurring infections or multiple STIs, pregnancy, termination of pregnancy, emergency contraception, miscarriage.		
2.3 Poor self-image and low self-esteem.		
2.4 Self-harming or thoughts or attempted suicide.		
2.5 Anxiety, depression, significant changes in mood, attitude or behaviour.		
2.6 Eating disorder and /or weight gain/loss.		
2.7 Use of drugs/alcohol/substances, including associated health problems.		
<p>Health Comments/Evidence/Description of 'YES' indicators</p> <p>Consider the victim/offender/location.</p>		

3 Behaviour Domain:	Yes No	Unknown
3.1 Regularly in situations that increase the child’s vulnerability.		
3.2 Truancy/at risk of exclusion/missing education/on reduced timetable or considerable change in performance at school.		
3.3 Bullying or being bullied.		
3.4 Volatile behaviour exhibiting extreme array of mood swings or abusive/sexual language which is unusual for the child.		
3.5 Aggressive or violent including to animals, parents, siblings, teachers or peers.		
3.6 Becoming angry, hostile if any suspicions or concerns about their activities are expressed.		
3.7 Detachment from age-appropriate activities.		
3.8 Secretive behaviour.		
3.9 Change in appearance, irregularity in appearance & self-esteem.		
3.10 Young offender or anti-social behaviour including petty crime.		
3.11 Changes in relationships or friendship groups/social networks.		
3.12 Intelligence/suspicion to suggest that they carry or are carrying weapons or drugs.		
<p><i>Behaviour Comments/Evidence/Description of ‘YES’ indicators</i></p> <p><i>Consider victim/offender/location</i></p>		

4 Grooming Domain:	Yes No	Unknown
4.1 Excessive use of mobile phones including receiving calls late at night. Possession of a second mobile phone or SIM card. Phone call, texts or letters from unknown adults. Mobile phone being answered by unknown adult/person. Mobile phone being the catalyst for unexplained spontaneous behaviour.		
4.2 Social activities with no plausible explanation of the source of necessary funding. Seen in adult places (i.e. pubs and clubs) or venues known to be used for exploitation or criminal activity. Entering or leaving vehicles driven by unknown adults.		
4.3 Exposing or recruiting other children into exploitative situations. Associating with other children who are known to be exploited, including in school.		
4.4 Disclosure of sexual /physical assault followed by withdrawal of allegation. Coerced into sexual activity.		
4.5 Relationships that are unexplained, particularly with adults (they may appear to be peers)		
4.6 Possession of money, keys, clothes, accommodation or other expensive items with no plausible explanation. Appears overly motivated to have their own bank account which could indicate a child's account being used to move money out of one location to another with pin/account controlled by a third party.		
4.7 Persistently missing from home or placement for different periods, including overnight or returning late. Returning after having been missing and being secretive about where they have been and who they were with. Returning after having been missing looking dirty, disheveled, tired, hungry, thirsty.		
4.8 Abduction or false imprisonment.		
4.9 Being paid/forced to carry or deliver drugs. The child being in 'Debt'. Being paid/forced to harm others.		
4.10 In possession of unaccountable money/others depositing money in child's bank account. Not being paid for work, working long hours or working in an inappropriate environment.		

4.11 Accessing extremist material online, using extremist or hate terms to exclude others or incite violence. Writing or creating material promoting violent extremist messages.		
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Grooming Comments/Evidence/Description of 'YES' indicators

Consider the victim/offender/location.

5 Online Safety Domain:	Yes No	Unknown
5.1 Accessing online dating platforms.		
5.2 Concern that a child is having an online 'relationship' or a friendship that develops into an offline relationship.		
5.3 Concern that inappropriate or indecent images of a child are being circulated via the internet/phones, accessing pornographic material or sexting.		
5.4 Concern that the child is being coerced/bribed/threatened to provide explicit images/engage in inappropriate online activity.		
5.5 Concern that the child is being paid for sexual acts online.		
5.6 Has there been excessive online activity leading to an adverse impact on daily routines or behaviour.		
5.7 Has there been a change in behaviour/becoming secretive using mobile phone for accessing websites etc. including unwillingness to share/show online or phone contacts.		
5.8 Accessing online material that promotes violence/use of weapons/criminal activities.		
<p><i>Online -Safety Comments/Evidence/Description of 'YES' indicators</i> <i>Consider the victim/offender/location.</i></p>		

Provide any additional information regarding the Offender(s)/Location/Environments of Concern

Locations:

Environments:

Person/s who pose a risk:

Other: e.g. does child pose a risk to themselves?

Please indicate which type(s) of exploitation you feel is/are relevant to this child:

1. What are you worried about for this child in relation to child exploitation?

- What will be the immediate harm and impact for this child if nothing is done in the **next 24 hours**?
- If no immediate harm in next 24 hours, what will be the potential risk of harm and impact to this child in the **next 7 days** if nothing changes?
- If no immediate risk of harm **over the next 7 days**, what will be the potential risk and impact to this child if nothing changes?

Comments:

2. What are the current Safety arrangements & existing Strengths in place that keeps this child safe & well?

Comments:

3. What does the child think needs to happen next to keep them safe from the above Child Exploitation Risks?

Comments:

4. What do the parents / carers think needs to happen next to keep the child safe from the above Child Exploitation Risks?

Comments:

5. Scaling Question based on your responses to Questions 1 - 4.

Scale - on a scale of 0 – 12, where:

0 is where there is no current risk of harm, the child is safe & well and interventions from Police and Children & Family Community Services are not necessary at this time and **12** is where you are very worried that without intervention this child would be at significant risk of Child Exploitation harm, where would you scale TODAY after completing the above analysis?

0 low risk



high risk **12**

Comments:

6. What do you think needs to happen next to help this child? What actions have you already undertaken?

Comments:

Summary of Any Concerns

It is important you complete all of this section

Category of Risk	Indicators of Risk	Description
Universal Risk 0 - 2	No risk indicators but may have one or more vulnerabilities present.	A child or young person who may be 'in need' but who is not currently at risk of being groomed for exploitation.
Low Mild Risk 3 - 5	Multiple vulnerabilities. One or two risk indicators may also be present.	A vulnerable child or young person who may be at risk of being groomed for exploitation.
Medium Moderate Risk 6 - 8	Multiple vulnerabilities and risk indicators present.	Indication that a child or young person is at risk of or may already be being exploited.
High Significant Risk 9 - 12	Multiple vulnerabilities and risk indicators. One or more significant risk indicators also likely.	Indication that a child or young person is at significant risk of or is already being exploited. Exploitation is likely to be habitual, often self-denied and coercion/control is implicit.

Record of professional discussion on Risk and Outcome (Management Oversight/comment)

Manager Signature:

Date:

Parent/Carer Consent Form

The Child Exploitation Screening Indicator Tool has been developed by the Islands Safeguarding Partnership to support in identifying children and young people at risk of child exploitation. Parents/carers may hold crucial insight into risks to their children occurring outside of the home and their involvement in child exploitation assessment and intervention processes are generally viewed as a protective factor.

Parent or Carer’s Consent to Record and Share Personal Data

Please Sign Below to Confirm
<ul style="list-style-type: none"> • I am the parent/carers of the child named above
Consent to Record Information
<ul style="list-style-type: none"> • I am in agreement for a professional to assist in completing a child exploitation screening indicator tool to support in identifying if my child is at risk of child exploitation taking place outside of the family home. • I understand that information is held about my child so that you and other professionals can work together to provide us with support, guidance and intervention where child exploitation concerns have been identified. • I understand I can withdraw my consent at any time and that there are some exceptional circumstances when information must be shared without my consent. • I understand I can request a copy of the Children & Family Community Services Fair Processing Privacy Notice which outlines how the Service collects, holds and processes personal information about children, young people and their families who access our Services. • I understand my personal data will be handled securely and in accordance with the Data Protection (Bailiwick of Guernsey) Law, 2017 and associated Regulations.

Name of individual(s) with parental responsibility		Signature	Date
Name of Young Person (where appropriate)		Signature	Date
Name of referrer		Signature	Date

Practitioner Guidance for Completing the Child Exploitation Screening Indicator Tool

Please consider the following questions and factors when completing the Screening Tool. It is important that you are clear in recording relevant information where there is a level of assurance about its credibility and confidence that it is factually correct and accurate. It is important that where you have concerns regarding the possibility of something happening or you believe it is occurring but have no tangible evidence that you clearly record the information as such. It is also important that you are clear in terms of the timeline of the information and evidence provided. We want to ensure that any risk assessment is based upon information that is current.

Missing episodes form Home/School/Care:

- Number of missing episodes.
- Stays out late but not missing.
- Occasionally goes missing.
- Frequent missing for short periods of time.
- Frequent missing form prolonged periods of time.
- Not missing overnight but whereabouts during day not known.

Also consider times that they go missing, where do we think/know they are going, are they always being reported as missing, are parents/carers aware that they are going missing, are parents or carers aware of where they are and who they are with.

School/College:

- Engaged in education, training, or in work or actively seeking employment.
- Is participating in education or employment but attendance is a concern. Parent/carer engaging with services to improve attendance.
- Is on a reduced timetable, or is persistently absent from school, or sudden noticeable change in attendance, performance, or behaviour at school.
- Not attending school or is NEET.
- Shows no interest in accessing educational or training opportunities. No engagement from parent/carer.

Also consider any current or previous intervention for school attendance. What services are currently involved with improving school attendance, any recent changes in attendance, any change in attitude towards attending education, any recent significant incidents within education setting.

Home and Relationships:

- Positive relationships and good communication with parents/carers living in home.
- Does the child live in good quality accommodation that meets young person's needs?
- Are age-appropriate boundaries & routines set by parent/carer & are they adhered to?
- Have there been frequent placement/accommodation changes?
- Has Parent/carer started to show signs of not having capacity to input & maintain boundaries/consequences and challenge and behaviour?
- Has the child become homeless and /or been sofa surfing?
- Is there evidence of current/suspected abuse/neglect in the family?
- Poor communication, limited warmth, attachment, or trust. Carer does not have the capacity to respond.

Also consider any evidence of financial difficulties, living in home where DA is a feature, any recent trauma, family deaths etc.

Peer and Adult Association:

- Young person started to disengage from positive activities.
- Does the child surround themselves with age-appropriate peer group and are parents/carers aware of peer group?
- Are they starting to associate with a problematic peer group? Spending more time with peers in the community. Secrecy around peers.
- Are they coming to the attention of services?
- Is the young person associating with peers/adults who are known by Youth Justice Service or to have been sexually exploited?
- Are any peers or adult associates suspected of carrying weapons? Is there any affiliation to being involved in a gang/group?

Also consider what services the young person is known to, who are the peers/suspected peers, what is their age range, what are we worried about these peers? What information/intelligence do we have from Police or partner agencies?

Misuse of Drugs or Alcohol:

- Are there concerns about drugs or alcohol, is this deemed to be age appropriate?
- Is the young person starting to associate with negative peer influence where substance use is suspected?
- Is substance use known & part of daily life of the young person?
- Do we know how substances are being financed?
- Is the young person dependent on alcohol / drugs?
- Do we know where the drugs/alcohol is being obtained? Is it from older peers/family members?
- Has the young person been found in the possession of class A drugs more than once?
- Do we believe they are involved in the movement or selling of drugs. If so, what is our evidence?

Also consider where do they use substances, Who with? What Type of substance? How much are they using? What are the concerns around peer influences?

Mental and Physical Health:

- Do we have any concerns regarding young person's physical health?
- Do we have any concerns regarding young person's mental health?
- Is there any increased need to access mental health support? If so, do we know and understand the reason why?
- Is there any formally diagnosed mental health illness or disorder?
- Has there been a decline in young person's physical or mental health in last 6 months? If so -what is this?
- Is the young person accessing regular health appointments?

Also consider if there have been any episodes of self-harm. Has the young person talked about self-harm in the last 6 months? Has the young person ever attempted to kill themselves? Does the young person have any current suicidal ideation?

Further evidence of exploitation:

- Young person having extra money or new items that cannot legitimately be accounted for.
- Offences committed.
- Having multiple phones and sim cards.
- Evidence of inappropriate sexualised behaviour and language.
- People demanding money for drug debts.
- Affiliation with a group or gang.
- Family or young person has had to move or leave their home.
- Evidence that s/he is coerced to recruit other children
- Items have gone missing from the home.
- Additional Police Intelligence.
- Previous CE concerns.
- Injuries – Physical or Sexual.
- Sudden change in behaviour/appearance. Multiple callers (unknown adults/older young people)
- Associating / relationship with adults who encourage emotional dependence, loyalty and isolation from safe relationships.
- Possession of keys to unknown premises.
- Reports of being taken to hotels, nightclubs or out of the area by unknown adults.
- Frequenting known locations that have concerns of CE.
- Entering / leaving vehicles with unknown adults. Association with taxi firms/takeaway owners.

APPENDIX C

Contextual Safeguarding Consultation Meeting

The purpose of the meeting is to discuss a case to consider harm and protective factors in the different social spaces young people spend time (homes, peer groups, schools, and community) and to formulate views on intervention options. These could include, child exploitation and risk outside the home assessment, peer group mapping, safety planning, peer group interventions, linking to other agencies for contextual safeguarding support etc.

Please note a consultation meeting should not be considered until a child exploitation screening indicator tool has been completed and identified exploitation concerns.

Referral to MACE Panel is considered for medium/high risk rated individual children where current safety planning and interventions are not having the desired outcome.

Present	Agency

The consultation with individual will focus on these different areas:		Points for discussion in a Case Consultation Meeting					
		Young person's current situation	What are you concerned about?	What works well?	Agency involvement to date	Planned actions/ intervention	Challenges /barriers to intervention
Individual and contextual factors to consider	Individual young person's characteristics						
	Family / Home(s) Characteristics						
	Peer group(s)						
	School(s)						
	Community spaces (specify)						

Contextual Safeguarding Case Consultation Form

Date	
Practitioners present	
Professional involvement	<p>Who forms part of the professional network?</p> <p>What knowledge or information do they hold/share relevant to extra-familial risk?</p>

Young Persons Details:

Name	D.O.B.	Gender	Ethnicity	Disability	Legal status	Education	Siblings

<p>Child's Individual History/Family Background</p>	<ul style="list-style-type: none"> • How long have they been known to Child & Family Community Services (C&FCS) or relevant agency? • Previous referrals and who made the initial referral? • What are the main concerns? (What is known about any perpetrator?)
<p>Comment:</p>	

Home:	<ul style="list-style-type: none"> • Who does the young person currently live with? • Has some work been done with the family around extrafamilial risk? • Are the parents in agreement on what the risks are? • Has a referral been made in relation to other vulnerabilities within the family for example, DV, mental health, substance misuse etc. • What is the nature of the relationship between the young person and their carers?
Comment	
Peer Groups:	<ul style="list-style-type: none"> • How aware are agencies of the individual's peer networks and their role within their peer group? • Do agencies have a good sense of activities the young person is involved with? • Are they a leader or follower? • How aware are the parents of the young person's peer network – do they know the parents of their young person's friends? Are they in contact with them?
Comment:	

<p>School:</p>	<ul style="list-style-type: none"> • Who is the most important person to the young person in the school? What contact do agencies have with this person? • What do agencies know about the school i.e., peer groups, school culture etc.? • Does the young person feel safe at school?
<p>Comment:</p>	
<p>Community:</p>	<ul style="list-style-type: none"> • Consider any key people in the community that are important to the young person? This could be wider friends/network or organisations. • Are agencies aware of any patterns/trends emerging about the area where they live i.e., gang activity taking place, recent crime and hot spots?
<p>Comment:</p>	

Social Media:	<ul style="list-style-type: none"> • Do agencies have a good understanding of the young person’s use of social media? • Is this safe or is there a need to offer more training to agencies/family/young person?
Comment:	
Any Additional Factors:	
Actions to consider which is not an exhaustive list:	<ul style="list-style-type: none"> • Completion of Child Exploitation Risk Outside the Home Assessment. • Peer group assessment, mapping/peer group interventions/training? • Individual contextual safety plan? • Signposting to other agencies, for example, Youth Commission, Action for Children, CAMHS, Housing etc. • Additional Parent Support. • Restorative Justice Interventions. • Referral to Harmful Sexual Behaviour Services. • Child Sexual Exploitation Services via Youth Commission or NSPCC LTFI Reparative Care Team. • Support to Schools to consider interventions i.e., bystander interventions, buddying systems.

Recommended
Actions & Next
Steps.

CHILD EXPLOITATION AND RISK OUTSIDE THE HOME ASSESSMENT

APPENDIX E

This Child & Family Community Services assessment should only be completed by a social worker following an ISCP Child Exploitation Screening Indicator Tool being completed and verified with initial risk category.

Please note MACE Panel referrals require an assessment & safety planning to take place in the first instance and referrals to be considered where new scenarios or increased concerns arise which require an increased multi- agency response.

Practitioner Information

Practitioner:	
Assessment started on:	

Young Person's Information

Forename	
Surname	
Date of Birth	
Age	
Gender	
Address	

Other Address (e.g., stays with parent at weekends)	
Telephone (Primary Contact)	
Nationality	
Ethnicity	
Primary Language	
Current Agencies Involved	
Education. Poor Attendance?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> NEET <input type="checkbox"/> Other (e.g., in employment)
Current Legal Status	
Disabilities	
SEND/ Learning Disability	
Substance Misuse	<input type="checkbox"/> Alcohol <input type="checkbox"/> Drugs <input type="checkbox"/> Both <input type="checkbox"/> Neither <input type="checkbox"/> Not Known
Missing Person Episode	

Child Exploitation & Risk outside the home

Are there any concerns in this area?	<input type="checkbox"/> Yes <input type="checkbox"/> No
--------------------------------------	-------------------------------------------------------------

Please complete the following sections in relation to your concerns

Please tick the boxes which best describe your areas of concern	<input type="checkbox"/> Child Sexual Exploitation (CSE)	<input type="checkbox"/> Intimate Partner Violence
	<input type="checkbox"/> Child Criminal Exploitation (CE)	<input type="checkbox"/> Modern Slavery
	<input type="checkbox"/> Serious Youth Violence	<input type="checkbox"/> Online Exploitation
	<input type="checkbox"/> County Lines	<input type="checkbox"/> Racial Abuse
	<input type="checkbox"/> Peer on Peer Abuse	<input type="checkbox"/> Antisocial Behaviour (ASB)
	<input type="checkbox"/> Harmful Sexual Behaviour	<input type="checkbox"/> Other

<p>What are your current concerns around Risk outside the Home?</p> <p>Please provide a detailed account of your current concerns and the risks. Include any relevant information around missing episodes/school absences, physical injuries, change in presentation, offending behaviour, concerning relationships, unexplained items, victim of offences, potential perpetrators, county lines etc. Please be as specific as possible, giving dates, examples of incidents.</p>	
<p>Young person's vulnerabilities</p> <p>Please document any current concerns or vulnerabilities around school attendance, special educational needs (SEND), missing episodes, substance misuse, looked after child, substance misuse, self-harm, suicide, familial concerns etc. Please also consider previous relevant information and record as necessary.</p>	

Peer Group Information

Are there any concerns in this area?	<input type="checkbox"/> Yes <input type="checkbox"/> No
--------------------------------------	-------------------------------------------------------------

Please complete the following sections in relation to your concerns

Name	DOB	Gender	Address	Ethnicity	School Education Setting/Workplace	Are they open to C&FCS?

<p>What are the concerns around this group?</p> <p>Provide a detailed account of your concerns and risks including group dynamics.</p>	
-----------------------------------------------------------------------------------------------------------------------------------------------	--

Location Information

<p>Please complete locations of concern</p>											
<p>Type of Premises</p>	<table border="0"> <tr> <td><input type="checkbox"/> Residential Address</td> <td><input type="checkbox"/> Shop/Supermarket</td> </tr> <tr> <td><input type="checkbox"/> Open Space (e.g., Park, Town Centre, Car Park)</td> <td><input type="checkbox"/> School/Education Establishment</td> </tr> <tr> <td><input type="checkbox"/> Hotel/Guest House</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Takeaway/Food Outlet</td> <td><input type="checkbox"/> Transport Network e.g., Taxi, Bus,</td> </tr> <tr> <td><input type="checkbox"/> Public House</td> <td><input type="checkbox"/> Other</td> </tr> </table>	<input type="checkbox"/> Residential Address	<input type="checkbox"/> Shop/Supermarket	<input type="checkbox"/> Open Space (e.g., Park, Town Centre, Car Park)	<input type="checkbox"/> School/Education Establishment	<input type="checkbox"/> Hotel/Guest House		<input type="checkbox"/> Takeaway/Food Outlet	<input type="checkbox"/> Transport Network e.g., Taxi, Bus,	<input type="checkbox"/> Public House	<input type="checkbox"/> Other
<input type="checkbox"/> Residential Address	<input type="checkbox"/> Shop/Supermarket										
<input type="checkbox"/> Open Space (e.g., Park, Town Centre, Car Park)	<input type="checkbox"/> School/Education Establishment										
<input type="checkbox"/> Hotel/Guest House											
<input type="checkbox"/> Takeaway/Food Outlet	<input type="checkbox"/> Transport Network e.g., Taxi, Bus,										
<input type="checkbox"/> Public House	<input type="checkbox"/> Other										
<p>If other, please state</p>											
<p>What are your concerns around this/these location(s)? Please provide a detailed account of your concerns including any addresses, individuals and/or vehicles. And dates and times of any incidents.</p>											

Online & Social Media Information

Are there any concerns in this area?	<input type="checkbox"/> Yes <input type="checkbox"/> No
--------------------------------------	-----------------------------------------------------------------

Please complete the following sections in relation to your concerns

Is there evidence that technology and/or social media is being used?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, which types of social media and apps are of most concern? Tick all which apply	<input type="checkbox"/> Facebook <input type="checkbox"/> Twitter <input type="checkbox"/> Instagram <input type="checkbox"/> Snapchat <input type="checkbox"/> TikTok <input type="checkbox"/> YouTube <input type="checkbox"/> WhatsApp <input type="checkbox"/> Roblox <input type="checkbox"/> Tinder	<input type="checkbox"/> Grindr <input type="checkbox"/> Tumblr <input type="checkbox"/> Yubo <input type="checkbox"/> Reddit <input type="checkbox"/> Discord <input type="checkbox"/> Yellow <input type="checkbox"/> Omegle <input type="checkbox"/> Other
If Other, please state which one(s)		

<p>Do these have cause for concern?</p> <p>Tick all that apply and provide information in the box below</p>	<table border="0"> <tr> <td><input type="checkbox"/> Gaming/Console</td> <td><input type="checkbox"/> Sexualised messages/pictures</td> </tr> <tr> <td><input type="checkbox"/> Multiple Phones</td> <td><input type="checkbox"/> Online Grooming</td> </tr> <tr> <td><input type="checkbox"/> Multiple Sim Cards</td> <td><input type="checkbox"/> Dark Web use</td> </tr> <tr> <td><input type="checkbox"/> Excessive calls or texts</td> <td><input type="checkbox"/> Hacking/Online criminality</td> </tr> </table>	<input type="checkbox"/> Gaming/Console	<input type="checkbox"/> Sexualised messages/pictures	<input type="checkbox"/> Multiple Phones	<input type="checkbox"/> Online Grooming	<input type="checkbox"/> Multiple Sim Cards	<input type="checkbox"/> Dark Web use	<input type="checkbox"/> Excessive calls or texts	<input type="checkbox"/> Hacking/Online criminality
<input type="checkbox"/> Gaming/Console	<input type="checkbox"/> Sexualised messages/pictures								
<input type="checkbox"/> Multiple Phones	<input type="checkbox"/> Online Grooming								
<input type="checkbox"/> Multiple Sim Cards	<input type="checkbox"/> Dark Web use								
<input type="checkbox"/> Excessive calls or texts	<input type="checkbox"/> Hacking/Online criminality								
<p>Describe your concerns with these technologies where known, include info about IP addresses, URLs, phone numbers, social media handles, usernames etc.</p>									

View & Analysis

<p>Please complete the following sections and consider strengths and protective factors</p> <p>Consider strengths for individuals but also contexts – are there strengths in the places or spaces the young person is at risk? Are there people with responsibility for/a reach into places who could help safeguard young people in this space?</p>	
<p>Young Person's views</p> <p>Include any strengths and protective factors helping to reduce the risk of harm.</p>	
<p>Parent/Carer's views</p> <p>Include any strengths and protective factors helping to reduce the risk of harm.</p>	
<p>Professionals' analysis</p> <p>Include any strengths and protective factors, relevant history and views on what should happen next.</p>	

Manager/Police Review

Name	
Date	

<p>Green - minimal evidence at present to suggest risk outside the home</p> <p>Amber - risk outside the home identified</p> <p>Red - high risk outside the home identified and immediate action required to reduce risk</p>	<p><input type="checkbox"/> Green</p> <p><input type="checkbox"/> Amber</p> <p><input type="checkbox"/> Red</p>
Comments	
Outcome	<p><input type="checkbox"/> Intelligence Information Request.</p> <p>Refer to Early Help Co-ordinator & TAF Adviser for</p> <p><input type="checkbox"/> consideration of early help assessment & TAF Meeting where level 2 threshold is considered appropriate.</p> <p><input type="checkbox"/> Refer for a Contextual Safeguarding Case Consultation.</p> <p><input type="checkbox"/> Signposting referral to other appropriate agency support.</p> <p><input type="checkbox"/> Safety Mapping required & Safety Plan to be completed.</p> <p><input type="checkbox"/> Harmful Sexual Behaviour Referral to RCT/YJS.</p>

	<input type="checkbox"/> Refer to appropriate online guidance and resources via Contextual Safeguarding Network <input type="checkbox"/> Refer to Reparative Care Team for CSA concerns. <input type="checkbox"/> National Referral Mechanism (NRM for out of jurisdiction placements only) <input type="checkbox"/> Other
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Social Worker Details:	
Date Completed:	

Contextual Safeguarding Guidance: Safety Mapping Exercise to undertake with a young person.

APPENDIX F

Safety Mapping Exercise

Background

Contextual Safeguarding (CS) is an approach to safeguarding that supports practitioners to recognise and respond to the harm young people experience outside of the home. This safety mapping exercise has been introduced in the Bailiwick of Guernsey and is based upon the Hackney Children and Families' Services model with the University of Bedfordshire. It aims to support practitioners to identify areas of risk and safety and can be used for safety planning with children, families and networks. Safety mapping can be used by practitioners as part of a broader assessment of risk within the community or on its own with individual young people. Further details about carrying out a contextual assessment can be found on the Contextual Safeguarding Network.

Young people encounter risk and safety in locations outside of the home. These experiences are crucial in shaping how young people move through their local community and how they keep themselves safe. By carrying out safety mapping with young people, practitioners can learn and understand about where young people feel safe or at risk. This has a number of benefits:

- Offering professionals, a way to understand how and why young people might choose certain routes around their local area and how this impacts them. For example, a young person might be late for appointments or school because they take longer routes to avoid risk.
- Providing a reflective space for young people to consider locations where they are safe and what to do if they encounter risk.
- Supporting professionals to consider locations of risk/safety when making decisions about young people. For example, where to place young people or what service locations may be best for them.
- If multiple safety maps are completed with several young people, they can provide an overview of risk and safety in local areas in order to support wider interventions into the local environment. If carried out over time they can support practitioners to understand the changing nature of risk in a local area.

Safety Mapping Exercise

The safety mapping exercise has been designed for use by social workers but is suitable for any practitioners working with children and families. The overall aim is to gather information and understand where young people feel safe/at risk and to develop safety plans from this.

A map of the area will need to be accessed via Digimap and to be printed off on A3 sized paper.

The safety mapping exercise forms the bulk of this activity to be carried out with young people. The aim is to work with young people to identify areas of safety and risk and to use this information to form the basis of a safety plan.

1. To begin, print a large map of the local area on A3.
2. Bring some stickers – green, orange and red - that can be used to mark the map or some coloured pens.
3. Print Appendix C: the safety planning sheet.

Working with your young person, go through the map and ask them about where they feel safe, could be safe and feel unsafe. For each area get them to put a coloured sticker on the map.

RED



I do not feel safe in this area.

AMBER



I could be safe in this area.

GREEN



I feel safe in this area.

This could include whole areas or be as specific as certain streets, parks or shops. Using this exercise try and start a conversation with the young person about why they feel safe or unsafe there. This might include information about people or types of harm there.

Using Appendix 2: start writing down the locations where the young person feels safe or unsafe and the reasons for this. Once you have completed the assessment of risk, working with the young person, start to develop a safety plan for them. This means helping them to consider who

or what to do if they feel unsafe. For example, taking a location they have identified as 'red' you could ask them the following questions:

- What would they do if they feel unsafe?
- Is there anyone they know there who they could go to for help?
- What would they expect that person to do to help keep them safe?
- Do they have contact details accessible?

Once you have completed the exercise, you should have developed a safety plan with the young person and helped them to think through areas of safety and risk however it is important that this does not end at this point. It is crucial that, in the case where young people do identify unsafe places, you work with other practitioners and services to consider ways to make them safer.

NB: In order to make this a successful exercise both you and the young person must be able to clearly identify where they can achieve safety at the earliest opportunity should they find themselves in a risky situation.

Safety planning after assessment

Once you have completed the safety plan(s) it is important that it does not become a static document. This will mean updating and re-assessing the safety map with your young person regularly. It is also important that where young people identify risk, that this is followed up and an intervention plan is developed into those areas. Finally, where appropriate, plans may be brought together from multiple young people to support the analysis of trends and risks in different areas.

Safety planning with Children with additional needs

Considerations should be given to learning styles of children involved with this activity. Practitioners are advised to use the physical map as a visual tool for children who have difficulty reading. This does not mean that the written safety plan cannot form part of the assessment but it is important that the children are left with a plan that they can understand or refer to. For example, a map which they have annotated for themselves with coloured stickers.

Appendix A: Contextual Safeguarding Risk and Safety Mapping:

This exercise uses a map of the local area as a safety planning tool and can help both you and the young person figure out safe spaces for them using a traffic light coding system.

To complete this exercise, you will need a map of the local area.

RED



I do not feel safe in this area.

AMBER



I could be safe in this area.

GREEN



I feel safe in this area.

Safety Mapping Planning Sheet

	Locations, people and further details
 I feel safe in this area	
 I could be safe in this area	
 I do not feel safe in this area	
Safety Plan	

My Safety Plan

Appendix G

What I want the team to do for me



What do I think has been going well?



What are we aiming to achieve in the next 3 months?



My Safety Plan: 1
Name:.....
Date:.....



What do I think people are worried about?

My Key Professional is...



What are my dreams for the future? How can I be supported to achieve these?



My Safety Plan

Start Date:

If I feel unsafe I will....



My Key Professional is...

Review Date:

Contextual Safeguarding Guidance: Peer Group Assessment Considerations & Safety Mapping Exercise

APPENDIX H

The table below provides examples of questions to consider when undertaking assessment, formulation and safety mapping. A holistic approach takes into account both the context of children’s experiences within their family home and in other social spaces. It supports practitioners to:

- Assess the risk of extra familial harm to a young person;
- Consider the needs of a young person subject to extra-familial risk; and
- Make recommendations/plans for ongoing work which addresses extra-familial risk of harm.

Group functioning	Identity	<p>How they view themselves</p> <p>Would you say you are a ‘group’? Or something else? How long have you been ‘together’? What things do you have in common? Tell me about how you became friends and a group? If your group was an animal, what sort of animal would it be? What are some of the good things about your group? If you were asked the same questions on another day, would your answers be the same?</p>
	Emotional and behavioural regulation	<p>The moods and emotional regulation of the group</p> <p>What happens when someone is upset in your group? If you think about the sort of moods a person has (ask for responses)...what kind of moods are in your group – for example, is it mostly joking and fun, mostly serious talk, mostly worried talk?</p>

	<p>Self-care and wellbeing</p>	<p>How the group looks after itself</p> <p>How often do you see each other? How much, and in what ways, are you in contact with each other online? Do you sometimes need a break from each other? What happens then? What happens when you fall out? If you could change something about your group, what would it be? What would you say you are best at as a group of friends? What are your best qualities?</p>
	<p>Social relationships (outwards)</p>	<p>How they are perceived by others</p> <p>How do others (teachers/other groups/parents/shop keepers) see you? Behave towards you? How do they treat you? Are you part of other groups too? What is the relationship between this one and other groups you're in?</p>
	<p>Dynamics</p>	<p>The inter-personal dynamics in the group</p> <p><i>Preamble – we know people play different roles in</i></p>
<p>Group functioning</p>	<p>Identity</p>	<p>How they view themselves</p> <p>Would you say you are a 'group'? Or something else? How long have you been 'together'? What things do you have in common? Tell me about how you became friends and a group? If your group was an animal, what sort of animal would it be? What are some of the good things about your group? If you were asked the same questions on another day, would your answers be the same?</p>

	Emotional and behavioural regulation	<p>The moods and emotional regulation of the group</p> <p>What happens when someone is upset in your group? If you think about the sort of moods a person has (ask for responses) what kind of moods are in your group – for example, is it mostly joking and fun, mostly serious talk, mostly worried talk?</p>
	Self-care and wellbeing	<p>How the group looks after itself</p> <p>How often do you see each other? How much, and in what ways, are you in contact with each other online? Do you sometimes need a break from each other? What happens then? What happens when you fall out? If you could change something about your group, what would it be? What would you say you are best at as a group of friends? What are your best qualities?</p>
	Social relationships (outwards)	<p>How they are perceived by others</p> <p>How do others (teachers/other groups/parents/shop keepers) see you? Behave towards you? How do they treat you? Are you part of other groups too? What is the relationship between this one and other groups you're in?</p>

	<p>Dynamics</p>	<p>The inter-personal dynamics in the group</p> <p><i>Preamble – we know people play different roles in groups. What do we mean by ‘roles’? What kinds of roles can you have? (Might need to give them some examples – leader, follower, joker, helper, etc.).</i></p> <p><i>One option – suggest taking one of the words, e.g. leader, and ask group to silently place themselves in line with the person who is most often the leader at this end and the person who is least often the leader at the other end. It’s important to talk a lot about how groups need different sorts of people in them, so it’s not better or worse to be the ‘most’ or ‘least’ in any way.</i></p> <p><i>Another option – ask them to record privately on a post it, the roles people can have or the role they have.</i></p> <p>Discussion questions if this seems better:</p> <p>Who tends to decide what you do together? Would you say you have a ‘leader’? What other ‘roles’ do you have? Who is the bossiest person in your group?</p>
<p>Parent/Carer capacity</p>	<p>Ensuring safety</p>	<p>Are all the spaces where the group spends time safe? Do parents/carers and those with responsibility for the context ensure safety? If not, do they have the capacity to do so?</p>
	<p>Caring investment</p>	<p>Are there trusted adults around the group (other than parents)? Is there parental oversight of the group (i.e. to what extent do they have a relationship with group members, know them, are in contact with their parents, show an interest in the group’s activity and well-being, etc.)?</p>

	Knowledge and understanding of carer role	Are parents/carers aware of their responsibility for safeguarding in this context? How are parents/carers responding to harm (e.g. online provider reporting monitoring illegal activity; parents reporting to police if missing; professionals making referrals)?
Structural issues	Resources	What is available in the community for this group? What do they access? What are the barriers and enablers of accessing community resources?
	Neighbourhood safety	Where does the group spend time? What times of day are they there? Who else is there? What is the impact of the location upon their safety. Consider physical environment (e.g. impact of the park)?
	Systemic factors	What is it like for you growing up in [area name] / [neighbourhood name]? What is the group's experience of discrimination (e.g. impact of harmful gender norms or racism)? Are there any issues with the history of individuals in the group or in the groups' experience that are relevant to the current assessed harm (e.g. intimate partner violence at home, migration, being looked after, etc.)?
	Policy framework	What is the procedure framework (legislation, policy, guidance) relevant to the safeguarding of this group? Is policy supportive of safety? Are there gaps?
	Parental integration	Do the parents/carers of the group know each other? Are the parents/carers integrated in the contexts the group spend time?

Background

Contextual Safeguarding (CS) is an approach to safeguarding that supports practitioners to recognise and respond to the harm young people experience outside of the home. This peer group safety mapping exercise has been introduced in the Bailiwick of Guernsey and is based upon the Hackney Children and Families' Services model with the University of Bedfordshire to support practitioners to additionally identify areas of risk and safety and can be used for safety planning with children, families and networks. Safety mapping can be used by practitioners as part of a broader assessment of risk within the community or on its own with individual young people. Further details about carrying out a contextual assessment can be found on the Contextual Safeguarding Network.

Young people can encounter both risks and safety within their peer networks and social circles, as well as in locations outside of their home. Through carrying out peer mapping exercises, practitioners can identify and understand the nature and extent of these. Peer mapping achieves this by:

- Providing a detailed picture of the roles and relationships between individuals, including the amount of influence and control individuals have within a group.
- Do individuals outside of the group show or act on interest in the group that causes concern or sense of risk.
- Giving an understanding of the nature, scale and seriousness of the vulnerabilities posed by/to identified peer groups, individuals and locations.
- Supporting the identification of effective safeguarding interventions and other suitable multi-agency opportunities (e.g. disruption, environmental change).
- Focusing awareness on information gaps, and how to inform these by information gathering.
- Providing a foundation for the ongoing management of the peer group/location within a multi-agency partnership context.

This guidance is separated into two parts:

Part One – explores the rationale for undertaking peer group mapping, identifies useful steps to consider both before and during the mapping sessions and information on defining/managing actions for further work.

Part Two – outlines the practical steps for carrying out peer group mapping with exercises to support this.

Part One: Rationale, parameters and mapping sessions

Starting a Peer Mapping Exercise

Rationale

When starting a peer mapping exercise, consideration should be given to its purpose. Although a peer map showing connections between young people might appear useful, the end product might be limited in terms of helping practitioners understand and manage the vulnerabilities and issues identified.

There are a number of benefits to peer group mapping, for example:

- Identifying key issues linked to the young people who are being mapped: Peer mapping may help practitioners identify key themes (e.g. county lines, gang exploitation) or vulnerabilities (e.g. substance misuse, mental health concerns) linked to the young people/locations being mapped. This might highlight recent incidents/events of concern that may have affected the group or specific contexts associated with the young people (e.g. recurrent schools or parks). Mapping can also identify positive elements in the group that can be strengthened/used during intervention.
- Identifying what information is missing/still needed: Peer mapping may identify gaps in information. Are there gaps in information and can partner agencies (e.g. police, school) fill in the gaps? Are there characteristics about a location that links the young people that needs exploring further? Are there historic but thematically relevant incidents (e.g. when mapping a school network linked to image sharing, have previous incidents been recorded as occurring at the same school)?
- Managing the mapped network: When reviewing an existing peer group, are the relationships between young people/locations still current? What safeguarding interventions can be applied to each issue, and which agencies are in the best place to deliver these? Have information gaps been addressed and have these identified any further issues? Have clear and accountable actions been identified from the mapping process?

There are likely to be reasons that a practitioner may decide to do a peer group map and therefore mapping may take place at different points. For example, a peer group not previously known to services may be referred into Children & Family Community Services (C&FCS) in the aftermath of a significant incident taking place. Or if a group of young people, already open, are

involved in an event that highlights the need for some peer mapping to take place. This could be a combination of known and unknown children who are open to a variety of professional agencies. Different levels of information will be held on the individuals on a case-by-case basis.

Pre-Mapping Work

Peer mapping is a multi-stage process – a tool to be used to develop and shape practitioners understanding and responses to a specific problem. The process also provides a structure to challenge and reflect upon existing perceptions of each identified problem – are the young people initially identified really key parts of a vulnerable peer network? Has a high-profile incident really influenced the peer group?

Therefore, before holding an initial mapping session, it is beneficial to identify what you believe the key issues and vulnerabilities are, based on all available information. This might come from a Police report relating to a group-based incident, the initial referrer (person referring the case into MASH or it might come from repeated conversations with other practitioners concerning the same location or cohort of young people.

Questions to consider at this stage might be:

- Have you identified a list of persons linked to the issue/peer group/location of concern?
- Are there any environmental contexts (e.g. school / neighbourhood locations) highlighted by the information?
- Have key contacts in relation to these young people and contexts (e.g. practitioners, youth workers, school safeguarding leads, police officers, housing wardens) been identified?
- Are there any contexts/young people identified who are already subject to contextual safeguarding/peer mapping?
- Have key questions been identified in relation to each young person/context/vulnerability as to how they relate to the network being mapped?

Completed example table below:

Current concerns vulnerabilities	- Missing episodes – believed to be selling illicit drugs. Substance misuse – cannabis Currently NEET
Current linked contexts	123 North Road (adult male address where male A stays during missing episodes) Maple house where Male A was arrested for possession of controlled drug. Positive context – attends youth hub
Linked peers/ peer group	Unknown adult male (123 North Road) Male B – positive relationship from previous school Female A – girlfriend (believe positive) Female B – Vulnerable YP in Guernsey
Key contacts	Police Contact – Youth Hub staff member Substance misuse worker Police contact – Action for Children
Key questions	Who is the adult living at 123 North Road? Who else is linked to 123 North Road What is the address in Guernsey and have any other arrests been made? What is the relationship with female in Guernsey? Is the relationship with Male B and Female A still positive?

Mapping Sessions

The peer mapping meetings are not intended to replace Strategy Meetings or other planning meetings but should inform and direct the safeguarding and planning processes in a more contextual way.

When holding a peer mapping meeting, it is important to remain focused on the original objectives of the process. A lot of information will be shared and obtained, particularly when discussing larger peer groups or thematic issues, and it is therefore important that the structure of the meetings enables reflection on which information should be included in the map. Focusing on the information relating to the issue being mapped will prevent tangents into unrelated areas of vulnerability (which may warrant a separate mapping exercise) and ensure interventions don't become too broad and ineffective as a result.

The peer mapping process may need to be undertaken over a number of sessions with the initial one(s) focusing on internal information sharing and mapping. The priority is to try and map initially through parties bringing their insight to a joint meeting to share and map at pace and to then allow all parties to reflect thereafter.

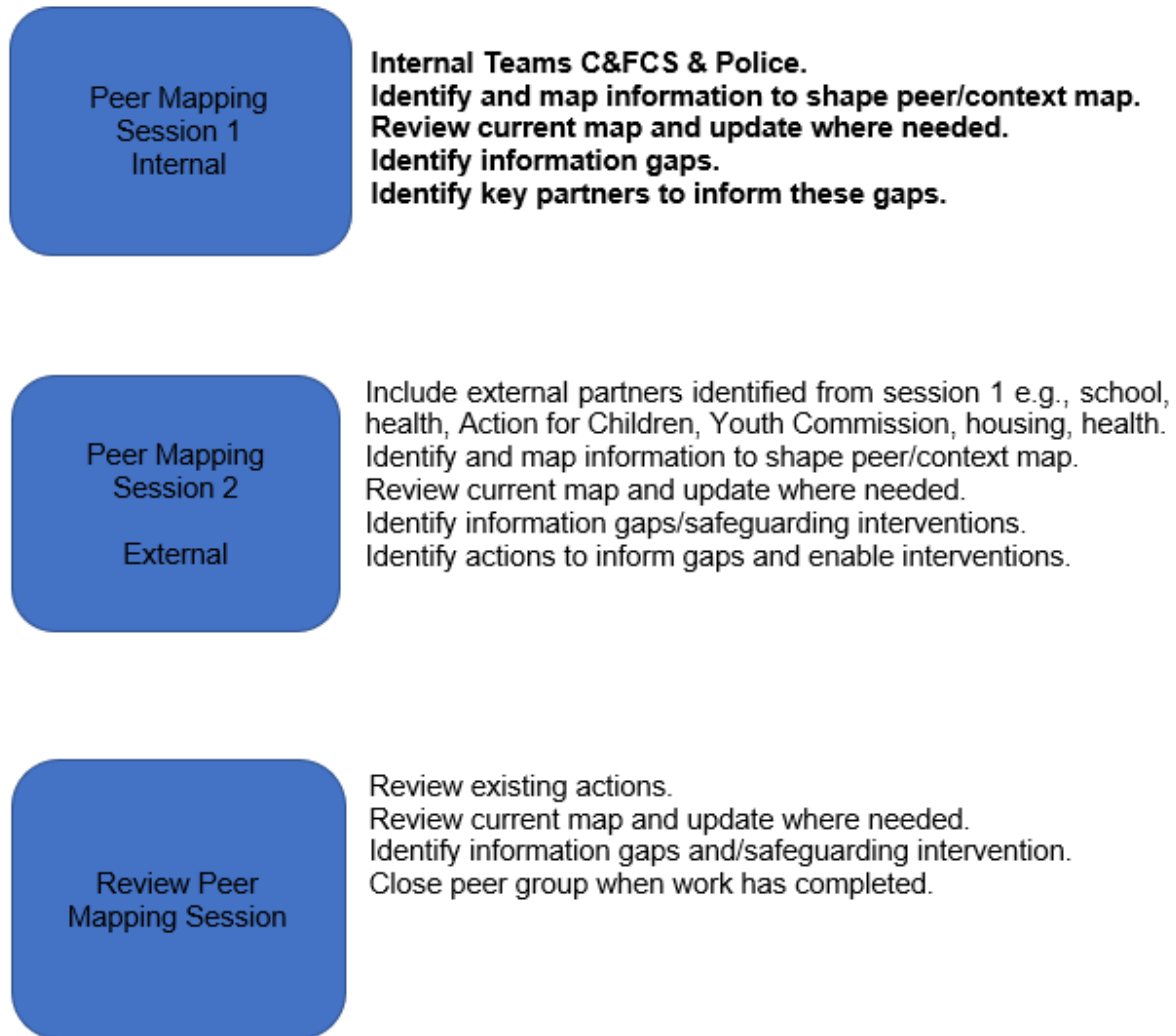
Please see section two of this document for detailed information on the process of peer-group mapping.

Once peer mapping has been completed, considerations should be made towards the identified risks or strengths of the group. The completed ISCP Child Exploitation Screening Tool is useful to re-refer to during this process. If clear links are identified between young people following peer mapping and the risks are significant, then a peer assessment should be undertaken. Guidance on undertaking peer assessments can be found on the Contextual Safeguarding Network.

Equally, if concerns identified following peer mapping relate to a location or highlight concerns about a particular school or an organisation (and threshold is met) then context assessments should also be undertaken.

A peer mapping process should look like this:

Figure two: Peer Mapping Process



The initial peer mapping session should take place within **two weeks** of the identification of a contextual issue/risk (e.g., a Police report concerning a group-based incident, or a school raising concern about the culture of a classroom), with the first mapping meeting involving external agencies taking place within **two weeks** of the initial meeting.

It is important that those invited to the mapping sessions have enough time to research and collate information on the subjects/contexts being mapped.

Once a peer mapping meeting has been held, minutes and any other documentation produced (e.g., a physical/digital peer network map) should be uploaded on the Mosaic file of all key subjects within **two weeks** of the meeting.

Review mapping meetings

Review meetings may need to take place following a significant incident taking place or an important piece of information being shared, or otherwise when an intervention has concluded. At the end of each mapping session, clear actions should be identified for obtaining further information (where this is needed) and the implementation of safeguarding interventions, and the timescales for these should help the setting of a date for the review meeting. Dependent upon the level of update to the peer network map, the review can take place with multi-agency partners within an existing review meeting.

When a review meeting is held, updates should be sought for all outstanding actions, and each mapped subject and context should be reassessed. The latter is important in ensuring that resources and interventions are being applied to the right parts of the mapped network, and that those who are no longer part of it are removed (as well as new subjects being added). Review meetings should continue to be held until there is agreement that the risks and vulnerabilities linked to the subjects/contexts have reduced.

Part Two: Peer Group Mapping Practical Steps

This document outlines the practical steps for mapping a peer group. The process of mapping will vary between groups/ incidents; the following provides guidance of key practical steps that can be used.

Pre-meeting process

Prior to holding a meeting/discussion with practitioners to map out peer relationships the following considerations should be made:

Peer group mapping with a young person

- Wherever possible, a peer group mapping exercise should first be carried out with each of the individual young people in the group that has been referred. The aim is to find out their view of their peer group and the group dynamics; this information will inform the professionals meeting or, if it is done at a later stage, can be used to test out the information provided by professionals. The worker with the best relationship with the young person should do this. (See Appendix B for a suggested exercise to use with young people.)

Pre-meeting gathering of information

- Gather the information that is already available on each young person from case management systems, if they are open to services. Find out which professionals/services are working with them. If they are not open to services, are there other key stakeholders who know them or have worked with them, e.g. Voluntary Third Sector Agencies? Consider, during the direct conversation with the young person, if they have mentioned any other friends/peers who should be included?

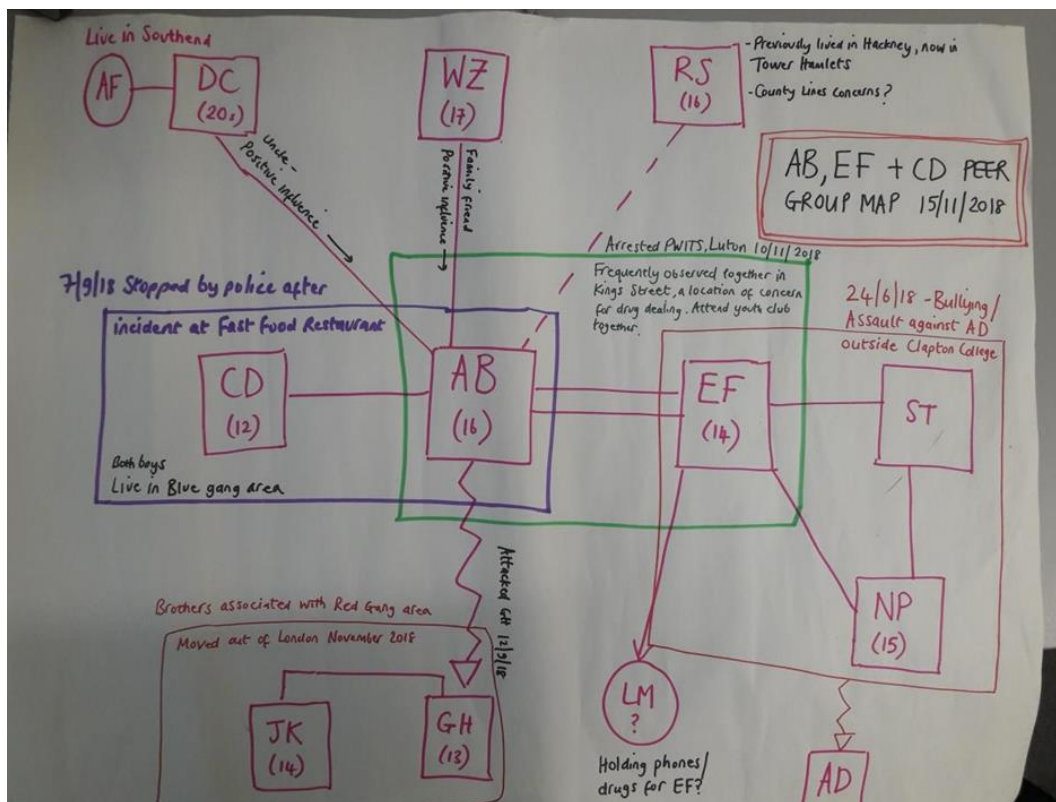
Peer group mapping meeting

For the actual peer mapping exercise, it would be advisable to prepare yourself with flipchart paper, coloured pens/markers and post-it notepads (in case you need to stick these on top of names of locations or overlay information).

- Conduct a peer group mapping meeting with the key professionals linked to the group to ensure a systematic approach to gathering information. Where there are information gaps, task people with finding out more information with a clear deadline in mind.

- When peer mapping, remember to test out the strength of relationships; whether information is evidenced or if it is just anecdotal; how many times have the young people been seen together, where have they been sighted and by whom? When was this information captured – is it a recent or historic incident? Where does the information come from? Is it a reliable source of information? Who are followers/leaders in the group? Are there protective features about the group or are they solely negative/risky?
- Record the information – you can create a map however you want as long as it is legible, presentable and can somehow be recorded/captured on the information management system. Taking a photo of a clearly drawn map is fine. See Figure 3 below for an example.
- Once you have gathered all your information, redraw the map removing any excess details and writing them up as a separate narrative. This helps to keep the map clear while not losing important details.
- Ensure that the peer map is dated and that you build an appropriate review timeframe into the meeting process – e.g. every 3 months but also when there has been a significant development or incident which impacts on the peer group/relationship.

Figure 3: Example peer group map

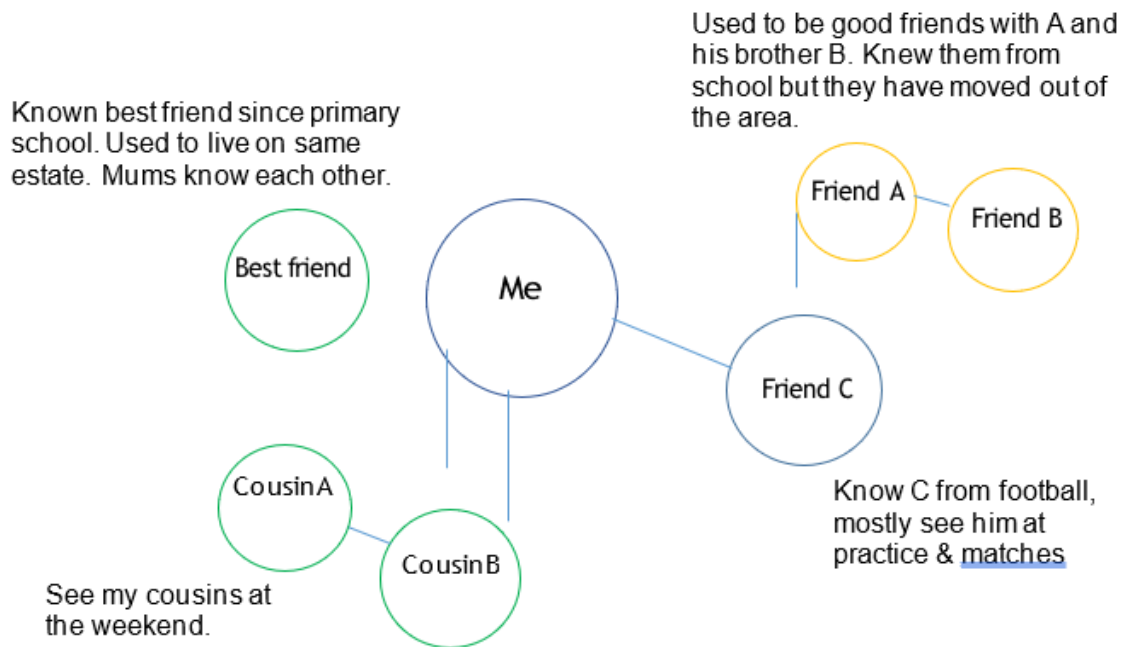


Peer Group Map Exercise for direct work with young person

You will need: A4 or A3 paper and pen or coloured pens.

Step 1: Ask the young person to draw a circle at the centre of the page that represents them.

Step 2: Ask the young person to draw their friends or other young people they socialise with (their peers) on the paper around their circle. They should place them closer to, or further away from, their original circle depending on how close or distant their relationship is. See the example below:



Step 3: Use the map to explore the peer group dynamics with the young person. Ask questions about their friendships; find out more about the dynamics of their relationship, including any positive or negative influences. Examples of questions include:

- Who are you closest to?
- Who do you spend most time with?
- Who would you say is a positive influence on you?
- Are you a positive influence on someone?
- Out of all your friends, who would you trust to help you if you were in trouble?
- Out of this group, are there any friends that your parent/carer/teacher would say has a negative influence on you?
- Do you think you have influence over anyone?
- Are you friends' parents/carers happy for you to spend time together?
- Do your parents/carers know your friends or their parents/carers?
- Have you ever got into trouble (at school, with the police, at youth club, etc.) with any of your friends?

As well as being an information gathering tool, this exercise can form an intervention tool with an individual, by including an additional step 4:

Step 4: With the young person, think through strategies that will support them to build on the strengths in their peer group and to reduce the harm. For example, if the exercise has demonstrated that loyalty to a particular friend or group is causing young people to get into trouble with the police or teachers, are there ways that the young person can maintain that loyalty and friendship without engaging in negative activities? For example, putting an agreement into place with their education establishment or their youth club for them to leave at a different time from their peers.

Multi-Agency Child Exploitation Panel (MACE Panel) Referral Form

APPENDIX I

The referral form is to be completed via MASH or for open cases by the allocated social worker and Line Managers are required to authorize referrals to MACE. Prior to a referral being submitted a 'Child Exploitation Screening Indicator Tool' must be completed in consultation wherever possible with the child, parents/carers and included alongside the referral form.

Referral forms, Child Exploitation Screening Indicator Tools and any current Risk Assessment/Safety Plans are to be emailed to multiagencysupporthub@gov.gg

Child's Name	
Date of Birth	
Address Details	
Education	
Legal Status	Ethnicity
Has authorisation for a referral to MACE Panel been given by Team Manager/Deputy Manager? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Is professional judgment that this is a high-risk case? Yes <input type="checkbox"/> No <input type="checkbox"/> Not Known <input type="checkbox"/>	

Briefly outline the living circumstances of the young person.

Give details of any siblings and are they living in same house, names, ages, date of birth etc.

Outline current concerns regarding exploitation & identified risk. To include hotspots, locations found, known associates, methods of travel, locations of concern.

Information regarding suspects/perpetrators/associates/ gang membership etc. Provide names, descriptions, modes of transport etc.

Summary of missing events from home, care and/or education. To include details of and current risk assessment and safety plans, educational status e.g. home schooled, reduced timetable, PEP etc)

What actions have been taken? Have any disruption activities been taking place to date?

Overview of any current Risk Assessment/Safety Plan.

Parents view, to include child's safety and well-being; identification of risk; prevention strategies.

Child's view, to include their safety and well-being; identification of risk; prevention strategies.

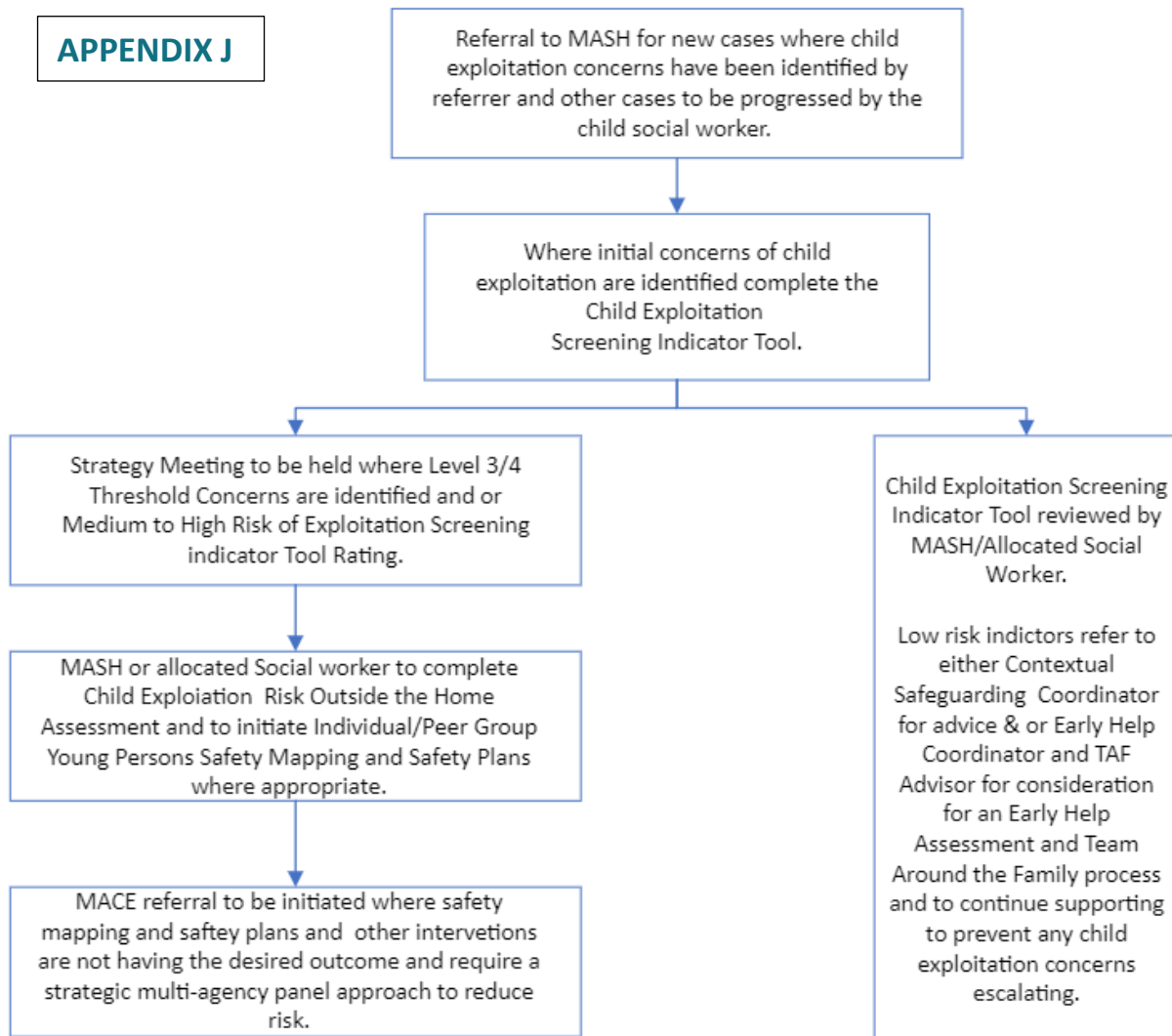
MASH/Team Manager
Name & Signature

Title:

Date:

Child Exploitation Flow Chart & Referral Pathway

APPENDIX J



MACE PANEL EXAMPLE LEAFLET

APPENDIX K

A Guide to MACE Meetings For Parents and Carers

What is MACE?

A MACE meeting is a multi-agency meeting which takes place with a wide range of agencies, including Police, Children & Family Community Services, Education & Health.

The MACE meeting provides a framework to allow regular information sharing and action planning to tackle child exploitation across the Bailiwick of Guernsey and the meeting discusses concerns about children and young people who may be at risk of being exploited by perpetrators external to the family in order to prioritise their safety.

Exploitation can happen to any child or young person from any background and often they are not aware they are a victim as perpetrators are very clever in the way they can manipulate the young person's trust.

It is not unusual for parents and families to not know about or even to have heard of the term 'child exploitation' but unfortunately this can happen.

Parents and carers are invaluable in safeguarding children from exploitation and professionals will support and offer advice to you through this difficult period of time.

Contact Information:

MASH: Tel: 223182 or Email: MultiAgencySupportHub@gov.gg

Police: Tel: 222222 or 999