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PSEA/PEAS

TOOLKITS FOR ADDRESSING PSEA

TOOLKIT B

EXAMPLES OF RISK ASSESSMENT AND MANAGEMENT

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FOREWORD

This toolkit aims to provide your organization with guidance on risk assessment and management while working on the Prevention of Sexual Exploitation and Abuse (PSEA). The five documents gathered here were developed by different organizations and have been selected among the Digna database. The documents are samples of useful tools to identify risk indicators and strategies to manage them, and might be used as examples for each organization to develop their own risk management systems.

Some documents focus on the identification of risks, whereas others provide suggestions for mitigation. In addition, all the documents provide valuable tools on which aspects should be taken into consideration while conducting an objective risk assessment. In general, the documents are complementary, and Digna considers that a combination of the text and tables they bring forth would enhance the quality not only of the documents themselves, but of the work developed by the organization.

Digna deems some documents as particularly interesting for the development of organizations' risk management systems. For example, the risk assessment guidelines developed by Save the Children – document 2 in this toolkit – show the different sectors that should be taken into consideration while assessing risks. For its part, the tool presented by Nottinghamshire and Nottingham City Safeguarding Children Boards – document 5 in this toolkit – is a straightforward way of covering important risk-related aspects.

Digna is committed to provide your organization with clear and useful tools. We hope they will help your work while developing systems to objectively assess and manage risks related to PSEA.

LIST OF DOCUMENTS

1 **Risk assessment and strategies for safe operations and programs** – Regional Safe Spaces Network / UNHCR, Regional Toolkit for Protection from Sexual Exploitation and Abuse, Sexual Harassment (PSEA/PS) and Inter-Agency Community-Based Complaint Referral Mechanism in the Americas, 2019, pp. 99-101.

2 **Risk assessment for planned programs** – Save the Children, Safeguarding in Emergencies Toolkit, 2019, pp. 18-19.

3 **Identifying and Assessing Risks** – Cornwall and the Isles of Scilly Safeguarding Children Board (SCB), Children Abused Through Sexual Exploitation - Risk Assessment Toolkit, 2014, pp. 5-12.

4 **Intervention and Disruption Strategies** – Cornwall and the Isles of Scilly Safeguarding Children Board (SCB), Children Abused Through Sexual Exploitation - Risk Assessment Toolkit, 2014, pp. 16-23.

5 **Sexual Exploitation Risk Assessment Tool** – Nottinghamshire Safeguarding Children Board / Nottingham City Safeguarding Children Board, MULTI AGENCY Sexual Exploitation Risk Assessment Tool, no date, pp. 2-6.

USEFUL:

- to develop a PSEA Policy and Code of Conduct (ANC 03-20: Breakout Session 2)
- to reach partners and beneficiaries (ANC 03-20: Breakout Session 3)
- to conduct risk assessment (ANC 03-20: Breakout Session 4)

ANC = Annual National Conference

DOCUMENT 1

RISK ASSESSMENT AND STRATEGIES FOR SAFE OPERATIONS AND PROGRAMS

REGIONAL SAFE SPACES NETWORK / UNHCR, REGIONAL TOOLKIT FOR PROTECTION
FROM SEXUAL EXPLOITATION AND ABUSE, SEXUAL HARASSMENT (PSEA/PS) AND
INTER-AGENCY COMMUNITY-BASED COMPLAINT REFERRAL MECHANISM IN THE AMERICAS, 2019

TOOLS

TOOL 8
RISK ASSESSMENT AND STRATEGIES FOR SAFE OPERATIONS AND PROGRAMMES [1]

> **(!) NOTE**
>
> This template forms part of the PSEA/SH Project in the Americas region and should be used in coordination with other tools e.g. **Tool 1: Model SOPs for PSEA and complaint handling mechanisms** and **Tool 4: Steps to set-up a community-based complaint mechanism**. This tool is intended to be used as part of the process any service provider undertakes to establish PSEA / SH systems and to be used by PSEA Focal Points and/or other personnel who have specific experience and expertise in protection of vulnerable persons as part of their role.

AREA	QUESTIONS TO CONSIDER FOR RISK ASSESSMENT	POSSIBLE MANAGEMENT STRATEGIES
PROFILE OF CONCERNED POPULATION	• What is the demographic profile of the population in the target areas (e.g. sex, age, education level, income level, household size, percentage of female- and child-headed households, marriage age, religion, ethnicity, migration status, etc.)? • What are some of their characteristics that may render them more susceptible to SEA? Which groups are particularly vulnerable? [2]	• Adapt awareness-raising efforts on SEA and complaint mechanisms to meet specific needs of target concerned populations e.g. high visibility at borders, transit areas • Conduct targeted information campaigns for population groups that are highly susceptible to SEA e.g. LGBTI
PROFILE OF PERSONNEL	• Is there an adequate gender balance of personnel involved in provision of services and programming (i.e. at least 50% female), particularly of personnel directly engaging with affected women and children? • Have personnel been sufficiently vetted e.g. background checks, references? • Have personnel received a comprehensive induction on code of conduct, PSEA/SH and complaint mechanisms?	• Re-adjust gender balance of personnel involved in service provision and direct work with concerned populations • Recruit additional female personnel involved in direct service provision and operations • Review HR files of personnel and conduct additional screening for previous misconduct where needed

1. This tool is adapted from UNICEF draft PSEA field toolkit piloted in 2019
2. For a list of at-risk groups, see pages 11-12 of the IASC, Guidelines for Integrating GBV Interventions in Humanitarian Action, September 2015. Also note that some individuals may have overlapping vulnerabilities (e.g. adolescent girls, mothers with disabilities).

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RISK ASSESSMENT AND STRATEGIES FOR SAFE OPERATIONS AND PROGRAMS

REGIONAL SAFE SPACES NETWORK / UNHCR, REGIONAL TOOLKIT FOR PROTECTION FROM SEXUAL EXPLOITATION AND ABUSE, SEXUAL HARASSMENT (PSEA/PS) AND INTER-AGENCY COMMUNITY-BASED COMPLAINT REFERRAL MECHANISM IN THE AMERICAS, 2019

REGIONAL TOOLKIT
for PSEA/SH and Community-Based Complaint and Referral Mechanism in the Americas

PROFILE OF PERSONNEL	• Are all personnel regularly trained on PSEA/SH and complaint mechanisms?	• Conduct (refresher) training on SEA/SH for all personnel on a regular basis, specifically focused on possible risks associated with the context and programme activities e.g. shelters, mobile population • Include training and capacity building on PSEA/SH for personnel in programme plans and budgets, and ensure personnel receive regular refresher trainings • Ensure that all personnel are informed and updated on PSEA/SH, complaint and referral mechanisms, inter-agency systems for referrals, PSEA focal points' names and contacts.
OPERATIONAL/ PROGRAMME APPROACHES	• In what ways could the operation/programme create or exacerbate existing imbalances between personnel and members of the concerned population? • How do personnel communicate, make themselves known, and share information (including on PSEA, complaint mechanisms) to concerned populations and host communities? • Does the operation/programme involve direct interaction between personnel and concerned populations, especially children? • How are personnel providing services (e.g. private/public, working in pairs/alone, gender-mixed)? • Are external visitors allowed to attend operation/programme activities unaccompanied? Who is in charge of making these decisions?	• Have multi-disciplinary teams for assessments and monitoring e.g. include protection and PSEA focal points • Include assessment of language, literacy, communication preferences in needs assessments and monitoring and, based on this provide regular, accessible information (including on the agency, the programme deliverables, PSEA commitments, complaint mechanisms etc.) • Arrange periodic site visits by PSEA focal points or other independent observer, to assess potential risks and review solutions to actual negative effects reported or observed • Regularly assess the locations, timings of services provided to ensure they are safe for people to access, they ensure adequate privacy and create safe spaces for vulnerable groups • While in respect of the context and the need for discretion, protection and privacy for vulnerable populations, consider the visibility requirements of personnel to ensure that they are appropriately identifiable / accessible • Restrict access of external visitors to operations/programme activities, as needed. Ensure that external visitors have received security briefings, signed a Code of Conduct and are accompanied by personnel at all times

DOCUMENT 1

RISK ASSESSMENT AND STRATEGIES FOR SAFE OPERATIONS AND PROGRAMS

REGIONAL SAFE SPACES NETWORK / UNHCR, REGIONAL TOOLKIT FOR PROTECTION
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TOOLS

OPERATIONAL/ PROGRAMME CONTEXT	• Where are services provided (e.g. shelters, safe houses, camps, informal settlement, host community, rural/urban setting, etc.)? What are specific risks associated with the location (e.g. lack of availability of complaints mechanisms or service providers, insecurity, remoteness)? • What is the attitude of concerned populations towards SGBV concerns? How comfortable would they be to raise concerns and make complaints regarding SEA? • Are systems / mechanisms in place and functioning whereby concerned populations are facilitated to raise concerns and submit complaints to service providers in the operational/ programme area? • Are service providers coordinating and working together to ensure that concerned populations are protected from SEA/SH by all personnel operating in the area?	• Create a more secure environment in operation/ programme locations (e.g. install lights, hire appropriate and trained night security guards) • Establish Standard Operating Procedures (SOPs) for community-based complaint mechanisms e.g. for individual service providers and/or jointly with a group of providers covering a specific operational area • Work with concerned populations to design, monitor and adapt feedback and communication channels, and complaints mechanisms to meet their needs • Agree and establish inter-agency complaint referral mechanisms and SOPs • Ensure referral pathways for SGBV, child protection, other services are established and are understood by relevant personnel e.g. field personnel, PSEA FPs • Report transparently (in respect of confidentiality) on statistics of complaints received, investigated, results.

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RISK ASSESS ALL PLANNED PROGRAMMES

PHOTO: SACHA MYERS/SAVE THE CHILDREN

In addition to ensuring that you have enough staff and funding, there are other, very practical steps that you will need to take to ensure our programmes are safe for children — one key step is risk assessing your programmes and processes. This will help to ensure that your programme is as safe as possible for children and adults.

When completing a risk assessment, the identification of risks should focus on risks that are "caused" by the implementation of Save the Children activities and by our staff, as well as risks that exist nearby, that we may accidentally expose children to (e.g. mines, armed groups, water that children can drown in).

WHAT SHOULD IT COVER?

For any risk assessment, consider different safeguarding risks associated with:

The **target groups** of children and adults involved in the programme	The **location/setting** in which programme activities will be conducted	Specific programme or **advocacy activities**	**The staff** or **personnel involved** in project activity, including Save the Children staff, NGO and government partners, volunteers, incentive workers, contractors, and community structures
Any possible **confidential communication of sensitive information** (Internal and external), including ethical considerations (e.g. in media and communications work)	The existing **environmental** and **social risks** in the context	Other children and community members who may be nearby or may **interact with staff** or the programme site (for example, school children nearby who may access a construction site)	Any other **harm that could be caused** to the community by the programme

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WHO RUNS THE RISK ASSESSMENT?

Each sector lead is responsible for completing a safeguarding risk assessment for their own area. The overall risk assessment is co-owned by the Internal Controller (if you have one) and the Child Safeguarding national lead. Do review our sector-by-sector child safeguarding risk guidelines. You will need to regularly check that the mitigations outlined in the risk assessment are being delivered. This will include regular trips to field locations and programme sites. These visits should be surprise visits wherever possible (if security allows).

Remember that risk assessment and risk management are dynamic processes – doing a risk assessment only at the beginning of the response is not enough. You will need to work with the Internal Controller to continually monitor how effectively each sector is mitigating the safeguarding risks.

> **A key part of effective risk assessment is also ensuring that children are meaningfully engaged and sharing their views. One way to do this is to run a child-led safeguarding risk assessment workshop (for ages 5 – 12) find more information here.**

SECTOR-BY-SECTOR RISK ASSESSMENTS

You can find the sector-by-sector risk briefings here:

| $ | **CASH** | **CLICK HERE** |

| ⬤ | **WASH** | **CLICK HERE** |

| ✚ | **HEALTH** | **CLICK HERE** |

| 🍽 | **NUTRITION** | **CLICK HERE** |

| ⬤➡ | **SUPPLY CHAIN** | **CLICK HERE** |

| 📖 | **EDUCATION** | **CLICK HERE** |

| 🛡 | **SAFETY & SECURITY** | **CLICK HERE** |

PHOTO: JONATHAN HYAMS/SAVE THE CHILDREN

IDENTIFYING AND ASSESSING RISKS

CORNWALL AND THE ISLES OF SCILLY SAFEGUARDING CHILDREN BOARD (SCB), CHILDREN ABUSED THROUGH SEXUAL EXPLOITATION - RISK ASSESSMENT TOOLKIT, 2014

Step 1: Identify the Risk Indicators
Indicators of Child Sexual Exploitation

Name of Young Person:　　　　　　　　　　　　　　DOB:

Name of Person Completing Form:　　　　　　　　Date:

	✓
Lower Level Indicators- one or more indicators identified	
Overt sexualised dress	
Sexualised risk taking including on internet	
Unaccounted for monies or goods	
Associating with unknown adults	
Association with other young people at risk of CSE or who are being sexually exploited	
Reduced contact with family and friends and other support networks	
Sexually transmitted infections	
Experimenting with drugs and/or alcohol	
Poor self image	
Eating disorders	
Superficial self harm	
Medium Level Indicators- any of the above and ONE or more of these indicators	
Getting into cars with unknown adults	
Regularly coming home late or going missing	
Associating with known CSE adults	
Being groomed on the internet	
Clipping i.e. offering to have sex for money or other payment and then running before sex takes place	
Disclosure of a physical assault with no substantiating evidence to warrant a S47 enquiry, then refusing to make or withdrawing a complaint	
Being involved in CSE through being seen in hotspots i.e. known houses or recruiting grounds	
Having an older boyfriend/girlfriend	
Non school attendance or excluded	
Staying out overnight with no explanation	
Breakdown of residential placements due to behaviour	
Unaccounted for money or goods including mobile phones, drugs and alcohol	
Multiple sexually transmitted infections	
Self harming that requires medical treatment	
Repeat offending	
Gang member or association with gangs	
High Level Indicators- any of the above and ONE or more of these indicators	
Child under 13 engaging in sexual activity	
Pattern of street homelessness and staying with an adult believed to be sexually exploiting them	
Child under 16 meeting different adults and exchanging or selling sexual activity	
Being taken to clubs and hotels by adults and engaging in sexual activity	
Disclosure of serious sexual assault and then withdrawal of statement	
Abduction and forced imprisonment	
Being moved around for sexual activity	
Disappearing from the 'system' with no contact or support	
Being bought/sold/trafficked	
Multiple miscarriages or terminations	

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DOCUMENT 3

IDENTIFYING AND ASSESSING RISKS

CORNWALL AND THE ISLES OF SCILLY SAFEGUARDING CHILDREN BOARD (SCB), CHILDREN ABUSED THROUGH SEXUAL EXPLOITATION - RISK ASSESSMENT TOOLKIT, 2014

Indicators of CSE in conjunction with chronic alcohol and drug use	
Indicators of CSE alongside serious self harming	
Receiving rewards of money or goods for recruiting peers into CSE	

DOCUMENT 3

IDENTIFYING AND ASSESSING RISKS

CORNWALL AND THE ISLES OF SCILLY SAFEGUARDING CHILDREN BOARD (SCB), CHILDREN ABUSED THROUGH SEXUAL EXPLOITATION - RISK ASSESSMENT TOOLKIT, 2014

Step 2: Identify Additional Vulnerability Factors

Additional Vulnerability Factors Form

Name of Young Person: **DOB:**

Underlying Vulnerability Factors	Comment
Witnessing/experiencing domestic violence	
Children and young people 'Looked After'	
Patterns of abuse and/ or neglect in family	
Homelessness/sofa surfing	
Substance misuse by parents/carers/child	
Learning disabilities, special needs or mental health issues	
Homophobia	
Breaks in adult relationships	
Death, loss or illness of a significant person in the child's life	
Financially unsupported	
Some form of family conflict	
Lack of love and security	
Adult prostitution	
Migrant/refugee/asylum seeker	
Other, please specify	

Name of Professional/Person Completing:

Date:

Review Date:

DOCUMENT 3

IDENTIFYING AND ASSESSING RISKS

CORNWALL AND THE ISLES OF SCILLY SAFEGUARDING CHILDREN BOARD (SCB), CHILDREN ABUSED THROUGH SEXUAL EXPLOITATION - RISK ASSESSMENT TOOLKIT, 2014

Step 3: Complete the Risk Factors Matrix

RISK LEVEL	NUMBER OF INDICATORS	BEHAVIOURS	✔	REQUIRED ACTION (BRIEF POINTS) CONSIDERATIONS
Low Risk Low risk cases do not usually meet the threshold for Social Care intervention but should have individual or multi agency intervention through the CAF.	**ONE OR MORE INDICATORS IDENTIFIED**	Overt sexualised dress		If needs cannot be met by individual agency, then refer to consideration for a CAF to be initiated. Notify MISPER Police Officer if the child or young person is going missing. Keep detailed records of incidents/risks and use the Information Report Form to share information on victims/perpetrators. **No child under 13 can be categorised as LOW.** **No child with a learning disability can be categorised as LOW.** Contact CSE Manager for advice and resources if risk escalates. Ensure information is recorded.
		Sexualised risk taking, including on the internet		
		Unaccounted for monies or goods		
		Associating with unknown adults		
		Associating with other young people who are at risk of CSE or who are being sexually exploited		
		Reduced contact with family/friends		
		Sexually transmitted infections		
		Experimenting with drugs/alcohol		
		Poor self image		
		Eating disorder		
		Superficial self harm		

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IDENTIFYING AND ASSESSING RISKS

CORNWALL AND THE ISLES OF SCILLY SAFEGUARDING CHILDREN BOARD (SCB), CHILDREN ABUSED THROUGH SEXUAL EXPLOITATION - RISK ASSESSMENT TOOLKIT, 2014

RISK LEVEL	NUMBER OF INDICATORS	BEHAVIOURS	✔	REQUIRED ACTION (BRIEF POINTS) CONSIDERATIONS
Medium Risk As indicated above, the indicators are a guide to assisting the exercise of professional judgement. In relation to the medium level indicators, should professional judgement determine that there is reasonable cause to suspect that the child is suffering or likely to suffer significant harm requiring investigation under S47 of the	**Any of the above AND ONE OR MORE INDICATORS IDENTIFIED**	Getting into cars with unknown or known CSE adults		Discuss with Line Manager and contact CSE Manager for advice if required. Consideration to convene Strategy discussion regarding S47 investigation. Consideration to be given to convene a CSE Meeting. If Strategy discussion not required, assessment to be completed within 10 working days. The completed assessment should be sent to the Principal Officer 3 working days prior to the CSE meeting. Employ immediate disruption tactics; see disruption toolkit Consider if the offending is symptomatic, coerced or criminal Inform the Missing &CSE Forum by completing the CSE Information Forum Ensure information is recorded.
		Regularly coming home late or going missing		
		Associating with known CSE adults		
		Being groomed on internet		
		Clipping i.e. offering to have sex for money or other payment and then running before sex takes place		
		Disclosure of physical assault with no substantiating evidence to warrant a S47 enquiry, then refusing to make or withdrawing a complaint		
		Being involved in CSE through being seen in hot spots i.e. known houses or recruiting grounds		
		Older boy/girlfriend		
		Non school attendance or excluded		
		Staying out overnight with no explanation		

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DOCUMENT 3

IDENTIFYING AND ASSESSING RISKS

CORNWALL AND THE ISLES OF SCILLY SAFEGUARDING CHILDREN BOARD (SCB), CHILDREN ABUSED THROUGH SEXUAL EXPLOITATION - RISK ASSESSMENT TOOLKIT, 2014

RISK LEVEL	NUMBER OF INDICATORS	BEHAVIOURS	✔	REQUIRED ACTION (BRIEF POINTS) CONSIDERATIONS
Children Act, then the procedures detailed under the higher level of risk should be followed.		Breakdown of placements due to behaviour		
		Unaccounted money or goods i.e. mobiles, drugs, alcohol, clothing		
		Multiple sexually transmitted infections		
		Self harming requiring medical assistance		
		Repeat offending		
		Gang association or membership		

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IDENTIFYING AND ASSESSING RISKS

CORNWALL AND THE ISLES OF SCILLY SAFEGUARDING CHILDREN BOARD (SCB), CHILDREN ABUSED THROUGH SEXUAL EXPLOITATION - RISK ASSESSMENT TOOLKIT, 2014

RISK LEVEL	NUMBER OF INDICATORS	BEHAVIOURS	✔	REQUIRED ACTION (BRIEF POINTS) CONSIDERATIONS
High Risk It is envisaged that the use of an Initial Child Protection Conference (ICPC) in cases of sexual exploitation will be relatively rare, but will take place where there are a number of other concerns in as well as concerns around sexual exploitation; in particular neglectful or collusive parenting. Where sexual exploitation remains the critical	Any of the above and ONE OR MORE OF THESE INDICATORS	Child under 13 engaging in sexual activity		A referral to the MARU for a S47 enquiry. Discuss with CSE Manager. Joint investigation with the Police and Social Care. Initiate of update social work assessment and use the CSE risk assessment toolkit to guide or update assessment. Use key disruption tactics. Abduction Notice. Health, Police and Children's Social Care alerts. UKHTC/UKBA. Cross reference with Teenage Pregnancy and Domestic Violence strategies. Harm reduction/detox programmes.
		Pattern of street homelessness and staying with an adult believed to be sexually exploiting them		
		Child under 16 meeting different adults and exchanging or selling sexual activity		
		Being taken to clubs/hotels for sexual activity with adults		
		Disclosure of sexual assault and then withdrawal of statement		
		Abduction and forced imprisonment		
		Being moved around for sexual activity		
		Disappearing from the "system" with no contact with support		
		Being bought/sold/ trafficked		
		Under 16 with multiple miscarriages or terminations		

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DOCUMENT 3

IDENTIFYING AND ASSESSING RISKS

CORNWALL AND THE ISLES OF SCILLY SAFEGUARDING CHILDREN BOARD (SCB), CHILDREN ABUSED THROUGH SEXUAL EXPLOITATION - RISK ASSESSMENT TOOLKIT, 2014

RISK LEVEL	NUMBER OF INDICATORS	BEHAVIOURS	✔	REQUIRED ACTION (BRIEF POINTS) CONSIDERATIONS
issue and there is no evidence of parental abuse or neglect, a Principal Officer for Child Protection and Review (POCP&R) will chair a CSE Meeting.		Indicators of CSE in conjunction with chronic alcohol and drug use		Psychiatric assessment/intensive support.
		Indicators of CSE alongside serious self harming		Reinforce criminality of offender; gather information for Police and Social Care.
		Receiving rewards of money or goods for recruiting peers into CSE		Ensure information is recorded.

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DOCUMENT 4

INTERVENTION AND DISRUPTION STRATEGIES

CORNWALL AND THE ISLES OF SCILLY SAFEGUARDING CHILDREN BOARD (SCB), CHILDREN ABUSED THROUGH SEXUAL EXPLOITATION - RISK ASSESSMENT TOOLKIT, 2014

Intervention Strategies

Common strategies are outlined below:

1)	Disrupting the young person's relationship with other young people suspected of introducing them to adults involved in violence, gang activity, drugs and sexual exploitation.
2)	Disrupting the young person's contact with adults suspected of being involved in violence, drugs and sexual exploitation.
3)	Gather and record information to assist prosecution and disruption of adults or other young people suspected of being involved in violence, gang activity, drugs and sexual exploitation. Corroboration of evidence is very important to prevent reliance on the young person's statement.
4)	Promote positive relationships with family, friends and carers.
5)	Physically protect the young person. Emergency Protection Order or Police Protection if required and at the discretion of the relevant authority.
6)	Maintain contact whilst absent; 'compassion banking'.
7)	Enhance the return procedure to ensure it is a positive experience.
8)	Set clear boundaries to acceptable behaviour and motivate positive behaviour through reward.
9)	Empower the parent/carer/ foster carer, remember they are a key partner in protecting the child or young person and gathering information to disrupt perpetrators.
10)	Build the young person's self-esteem.
11)	Raise the young person's awareness of CSE and the dangers of risk taking behaviours.
12)	Consider health needs of young person.
13)	Involve the young person in diversionary activities.
14)	Make home a more attractive place to live.
15)	Achieve normality.
16)	Make school a more attractive place to go.
17)	Provide specialist support through other agencies.
18)	Plan on positive change for the future and set small targets to achieve monthly.
19)	Where a young person is refusing or reluctant to engage, and is involved in soliciting or grooming peers discuss with the Police.

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DOCUMENT 4

INTERVENTION AND DISRUPTION STRATEGIES

CORNWALL AND THE ISLES OF SCILLY SAFEGUARDING CHILDREN BOARD (SCB), CHILDREN ABUSED THROUGH SEXUAL EXPLOITATION - RISK ASSESSMENT TOOLKIT, 2014

Disruption Strategies

This tool identifies which disruption tactics may be used for the individual child, who is responsible and can monitor the progress.

Strategic Aim	Intervention Options	Responsible	R	A	G
Disrupt the young person's relationship with other young people suspected of introducing them to adults involved in violence, gang activity and sexual exploitation.	• Identify whom the young person is spending time with and recognise negative relationships. • Prevent visits to the home by other young people who may either deliberately or unwittingly be recruiting the young person. • Screen telephone calls to the home. • Complete information report forms on known associates and any risk they pose.				
Disrupt the young person's contact with adults or young people suspected of being involved in violence, drugs and sexual exploitation.	• Implement the Abduction Warnings and Orders strategy. • Recognise and acknowledge abusive relationships. • Deny individuals suspected of abusing, grooming, or recruiting the young person access to the child's home. • Secure mobile phones and Sim cards, particularly if supplied by abusers and pass to the Police. • Consider removing mobile phones at night for the purpose of charging the batteries and monitor internet, call and text use.				
Gather information to assist prosecution and disruption of adults suspected of being involved in violence, gang activity, drugs, sexual exploitation.	• Obtain as much information as possible to identify associates and those who pose a risk to children and young people. Good information includes full names, nick names, telephone numbers, addresses and car registrations etc. • Keep accurate records and retain the information on children's personal files; it is important to date and time the information and note who is involved in incidents and any interventions. • Send information to the MARU and CSE Manager.				

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INTERVENTION AND DISRUPTION STRATEGIES

CORNWALL AND THE ISLES OF SCILLY SAFEGUARDING CHILDREN BOARD (SCB), CHILDREN ABUSED THROUGH SEXUAL EXPLOITATION - RISK ASSESSMENT TOOLKIT, 2014

Strategic Aim	Intervention Options	Responsible	R	A	G
	• Note down any licensed body or property and send information to CSE Manager. • Ensure all network group members are updated at meetings and as and when information is accessed. • Be aware of specific agency responsibility and interventions re Abduction Orders, licensing remedies, checks on persons etc.				
Promote positive relationships with family, friends and carers.	• Carers/parents should be actively engaged in searching for the young person to show that they care. • Promote positive relationships with family and friends. • Promote the need for carers/parents to show attention. • Encourage honesty. Reinforce the nature of the crime. • Involve parents/young person in tackling the problem and in Network and CSE Meetings. • Identify suitable long-term key workers who can befriend the young person.				
Physically protect the young person.	• It is permissible to physically intervene to prevent a young person running from care as an emergency intervention. • However, physical intervention does not offer a long-term risk management strategy and if the only way to prevent the young person repeatedly running away is by physically restraining the young person on a regular basis, an alternative placement should be considered. • Consider removing and preserving clothing and passing it to the Police if it will aid the Police in an investigation • Police and Social Care Protection Powers to be used as appropriate.				
Maintain contact whilst absent.	• Ring the young person's mobile phone. • There must be 24/7 contact available so that the young person does not feel isolated during evenings or at weekends.				

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INTERVENTION AND DISRUPTION STRATEGIES

CORNWALL AND THE ISLES OF SCILLY SAFEGUARDING CHILDREN BOARD (SCB), CHILDREN ABUSED THROUGH SEXUAL EXPLOITATION - RISK ASSESSMENT TOOLKIT, 2014

Strategic Aim	Intervention Options	Responsible	R	A	G
	• Ensure the number of the Missing People Helpline and Childline is in the young person's mobile phone address book or text the numbers to them. • Compassion banking - send text messages to the young person. Consider using 'text language' that the young person relates to, tell them you are worried and care about their safety and encourage them to contact you or another adult. • Consider informing appropriate outreach workers, Safer Neighbourhood Teams, border alerts (UKBA/UKHTC) and agencies in other cities such as Social Care, Police and specialist services. • If whereabouts are unknown consider publicity and posters; their design should be young person centred.				
Enhance the return procedure to ensure it is a positive experience.	• Identify an individual that the young person respects and wants to talk to. This person should conduct the return interview on every occasion wherever possible. This will ensure consistency and facilitate a positive relationship between the young person and the interviewer. • Interviews by Police Officers that are no more than an admonishment of the young person should be avoided, as these may exacerbate the situation. Threats to prosecute for wasting Police time or threats to take out an ASBO are rarely effective at engaging young people who regularly go missing, and are unlikely to positively change their behaviour. • Independent interviews should be arranged and would preferably be conducted by Staff who have received specialist training and have a good relationship with the young person.				

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DOCUMENT 4

INTERVENTION AND DISRUPTION STRATEGIES

CORNWALL AND THE ISLES OF SCILLY SAFEGUARDING CHILDREN BOARD (SCB), CHILDREN ABUSED THROUGH SEXUAL EXPLOITATION - RISK ASSESSMENT TOOLKIT, 2014

Strategic Aim	Intervention Options	Responsible	R	A	G
	• Return home interviews should be followed up by active support of the young person to ensure the return interview is seen as a positive experience. • Where child or young person is involved in petty offending consider Restorative Justice Solutions as the offending could be symptomatic of abuse; particularly recognised in young males.				
Set clear boundaries to acceptable behaviour and motivate positive behaviour.	• Consult the young person and agree rewards and penalties. • Consider reward schemes i.e. monetary/ vouchers. • Be flexible. • Adopt a behaviour management strategy. • Give the young person more independence in response to responsible behaviour.				
Empower the parent/ carer/ foster carer.	• Raise the awareness of parent, carers and foster carers of relevant policies, procedures, their responsibilities, duties, legal powers, their options and restrictions upon them. • Consider family support services. • Maintain active support of parents, carers and foster carers. • Raise the awareness of parents and carers to help them to identify the signs of child sexual exploitation and encourage use of the information report forms. • Consider Parenting Orders. • Provide training in self-protection.				
Build the young person's self-esteem.	• Identify and encourage positive activities that the young person may engage in and encourage the young person to make positive contributions at home, school, leisure or work; positive activities should build self-esteem, not just entertain.				

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DOCUMENT 4

INTERVENTION AND DISRUPTION STRATEGIES

CORNWALL AND THE ISLES OF SCILLY SAFEGUARDING CHILDREN BOARD (SCB), CHILDREN ABUSED THROUGH SEXUAL EXPLOITATION - RISK ASSESSMENT TOOLKIT, 2014

Strategic Aim	Intervention Options	Responsible	R	A	G
	• Assist the young person to look at the consequences of their behaviour. • Take time to explain the issues and keep the young person informed. • Involve the young person in looking at alternatives and decision making.				
Raise the young person's awareness of the dangers.	• Work with schools to raise awareness of risk. • Develop or identify internet sites aimed at young people to raise their awareness of the dangers of going missing. They must be young person focussed, accessible and user friendly to ensure that young people will be attracted to them and motivated to use them i.e. 'Think U Know' websites. • Arrange input by professionals to groups or individuals explaining the dangers. • Organise individual or group discussions with adults that the young person respects. • Facilitate peer mentoring (buddies) by young people who have been through similar experiences and learnt how to cope and protect themselves from exploitation. • Arrange personal safety training for the young person and family.				
Consider the health needs of the young person.	• Sexual health and contraceptive advice. • Medical treatment if suffering neglect, injury or poor health. • Therapeutic Interventions.				
Involve the young person in diversionary activities.	• Enable the young person to participate in exciting positive activities and leisure activities such as drama or dance. • Activity weekends or team building exercises through multi agency provision. • Arrange work experience opportunities or vocational				

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DOCUMENT 4

INTERVENTION AND DISRUPTION STRATEGIES

CORNWALL AND THE ISLES OF SCILLY SAFEGUARDING CHILDREN BOARD (SCB), CHILDREN
ABUSED THROUGH SEXUAL EXPLOITATION - RISK ASSESSMENT TOOLKIT, 2014

Strategic Aim	Intervention Options	Responsible	R	A	G
	training. • Use all agencies involved such as YOS, Police, Voluntary Sector and Social Care.				
Make home a more attractive place to live.	• Identify push/pull factors and deal with them. • Tackle relationship problems. • Address domestic violence issues. • Tackle drug/ alcohol problems of other family members. • Consider an alternative placement that gives the young person a feeling of more independence and responsibility. • Consider a placement that has continuity of staff and extra support for evening shifts. • Consider extended stay with a family member in a different city to break the cycle. • Consider specialist placement options.				
Achieve normality.	• Enforce bed times. • Enforce waking times. • Promote attendance at school. • Encourage young people to eat together at meal times.				
Make school a more attractive place to go.	• Tackle bullying, truancy and peer pressure. • Provide 'Personal, Social and Health Education'. • Encourage engagement with alternative and educational provision. • Provide funding for after school activities.				
Provide specialist support through other agencies.	• Sexual, Drug and Alcohol Counselling and other Services. • Therapeutic Services. • Advocacy Services. • Mentoring Services. • Child and Adolescent Mental Health Services (CAMHS). • Involve Education Welfare. • Involve Youth Services.				

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DOCUMENT 4

INTERVENTION AND DISRUPTION STRATEGIES

CORNWALL AND THE ISLES OF SCILLY SAFEGUARDING CHILDREN BOARD (SCB), CHILDREN ABUSED THROUGH SEXUAL EXPLOITATION - RISK ASSESSMENT TOOLKIT, 2014

Strategic Aim	Intervention Options	Responsible	R	A	G
	• Raise awareness of "drop in" support groups. • Refer to Voluntary Sector for support. • Positive activities. • Provide self-referral systems so that young people can refer themselves. • Provide parent-referral systems that deal with parent's concerns that their young people will be taken into care if they report abuse.				
Plan on positive change and set small targets to achieve monthly	• Targets need to be agreed with young person and parents.				
Where a young person is refusing or reluctant to engage, and is involved in soliciting or grooming peers, ensure all engagement and disruption activities detailed above have been considered.	• Where the police are considering criminal action against children and the final decision rests with the police, they should consult with partner agencies through the CSE meetings to ensure that all alternatives and appropriate actions have been considered for that child, in line with ACPO guidance in relation to not criminalising young people where possible.				

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DOCUMENT 5

SEXUAL EXPLOITATION RISK ASSESSMENT TOOL

NOTTINGHAMSHIRE SAFEGUARDING CHILDREN BOARD / NOTTINGHAM CITY SAFEGUARDING CHILDREN BOARD, MULTI AGENCY SEXUAL EXPLOITATION RISK ASSESSMENT TOOL, NO DATE

MULTI AGENCY Sexual Exploitation Risk Assessment Tool

Child details				
Name		Name also known as		
Date of birth		Age		
Gender		Sexual orientation		
Ethnicity		Religion		
Address		Post code		
Telephone number		First language		
Child has a disability				
Specify disability				
Communication needs				
Is the child Looked After?				
Child's legal status if accommodated				
Is the child subject to a child protection plan?				
Is the child currently missing/ regularly going missing?				
Did the child participate in completing tool?				
Date risk assessment tool completed				

Professional(s) details completing the assessment		
Name		Telephone number	
		E-mail	

Placement information for Looked After Child	
Placement type	
Placement address & details	
Other Professionals involved	

DOCUMENT 5

SEXUAL EXPLOITATION RISK ASSESSMENT TOOL

NOTTINGHAMSHIRE SAFEGUARDING CHILDREN BOARD / NOTTINGHAM CITY SAFEGUARDING CHILDREN BOARD, MULTI AGENCY SEXUAL EXPLOITATION RISK ASSESSMENT TOOL, NO DATE

MULTI AGENCY Sexual Exploitation Risk Assessment Tool

Vulnerability Factors		Early Indicators of CSE/LOW	
Live in a chaotic or dysfunctional family	☐	Early experimenting with drugs or alcohol	☐
History of domestic abuse within the family or own relationship	☐	Absent/truanting from school	☐
History of sexual abuse within the family	☐	Lack of interest in education	☐
History of physical abuse, emotional abuse or neglect		Frequent poor behaviour	☐
Parents with mental health problems	☐	Returning home late	☐
Parents with drugs or alcohol abuse	☐	Becoming estranged from family	☐
Bereavement or loss including loss of sibling	☐	Hostility towards other family members or friends	☐
Lack of protective factors within family unit including love and security	☐	Physically aggressive to other family members	☐
Social or learning difficulties	☐	Mood swings	☐
Low self-esteem or confidence	☐	Detached from age related activities	☐
Unsure of their sexual orientation	☐	Secretive behaviour	☐
Unsure of gender identity	☐	Change in appearance	☐
Drugs or alcohol misuse by child	☐	Secretive relationships	☐
Looked after child	☐	Secretive about internet use	☐
Sexually active	☐		
Homeless including sofa surfing	☐		
Migrant, refugee or asylum seeker	☐	**N.B. No child under 13 or with learning difficulties can be categorised as low risk**	
Previous victim of CSE by child or a sibling	☐		
Under 13 years of age	☐		
Significant physical health issues or learning disability for parent/carer	☐		
Financially unsupported	☐		
Parent/care involved in prostitution	☐		
Subject of bullying	☐		
Mental health problems			

Additional detail/evidence regarding vulnerabilities	Additional detail/evidence regarding indicators

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MULTI AGENCY Sexual Exploitation Risk Assessment Tool

Strong Indicators of CSE/MEDIUM		Serious indicators of CSE/HIGH	
Considerable change in school performance	☐	Recruiting others into exploitative situations	☐
Exclusion from school due to behaviour	☐	Meeting unknown adults	☐
Association with other victims of CSE	☐	Previous victim of CSE	☐
Sexually active under 13 yrs.	☐	Chronic alcohol or drug misuse	
Pregnancy, miscarriage and/or termination including if under 13 yrs.	☐	Unexplained gifts: clothes, phones, money, jewellery, drugs, cigarettes	☐
Multiple or recurring STI's	☐	Over sexualised appearance	☐
Missing or absent from home or care	☐	Being groomed to meet via the internet	☐
Found in areas with no known connection	☐	Engaging in sexual activity with adults	☐
Involvement in exploitative relationships	☐	Presence or frequenting red light areas	☐
Association with risky adults	☐	Visiting nightclubs with adults	☐
Unexplained relationships with adults	☐	Visiting hotels with adults	☐
Receiving calls/texts from unknown persons	☐	Transported from town to town for sexual activity with adults.	☐
Multiple boyfriends/girlfriends	☐	Associating with known CSE perpetrators	☐
Clipping – offering sex for money with intention to rob and run away	☐	Linked to hotspot CSE areas i.e. taxi ranks, bus stations, off licences and take-aways	☐
Change in physical appearance – weight loss or eating disorder	☐	Information of direct involvement in CSE from reliable sources.	☐
Forming relationships via the internet	☐	Serious self-harming	☐
Older boyfriend/girlfriend	☐	Sexual assault disclosure then withdrawal	☐
Entering or leaving unknown vehicles	☐		
Self-harming and/or suicidality/suicide ideation	☐		
Over sexualised behaviour for age	☐		
Sexualised risk taking (including internet)	☐		
Gang involvement	☐		
Multiple callers to address	☐		
Unexplained physical injuries	☐		
Involvement in crime	☐		
Poor self-image	☐		
Breakdown of LAC placement due to behaviour	☐		
Additional detail/evidence regarding indicators		Additional detail/evidence regarding indicators	

Page | 4 Sexual Exploitation Risk Assessment Tool

DOCUMENT 5

SEXUAL EXPLOITATION RISK ASSESSMENT TOOL

NOTTINGHAMSHIRE SAFEGUARDING CHILDREN BOARD / NOTTINGHAM CITY SAFEGUARDING CHILDREN BOARD, MULTI AGENCY SEXUAL EXPLOITATION RISK ASSESSMENT TOOL, NO DATE

MULTI AGENCY Sexual Exploitation Risk Assessment Tool

No. of indicators:	LOW		MED		HIGH		

Professional's analysis :

Using the guidance and considering your personal analyses in each area, give your final view regarding risk. Please include in this section any locations of concern and/or any persons of concern (including nicknames).

The child is assessed as		LOW	MED	HIGH
Professional's name and signature				
Manager's name and signature				

DOCUMENT 5

SEXUAL EXPLOITATION RISK ASSESSMENT TOOL

NOTTINGHAMSHIRE SAFEGUARDING CHILDREN BOARD / NOTTINGHAM CITY SAFEGUARDING CHILDREN BOARD, MULTI AGENCY SEXUAL EXPLOITATION RISK ASSESSMENT TOOL, NO DATE

MULTI AGENCY Sexual Exploitation Risk Assessment Tool

Manager's comments and view :	
Date	

For ALL agencies other than children's social care this form does not replace a referral.

County: All agencies please send a copy of the completed form to
cse.riskassessment@nottscc.gcsx.gov.uk FOR INFO

City: CHILDREN'S SOCIAL CARE ONLY please ALWAYS send a copy of the completed form to
racheal.osborne@nottinghamcity.gcsx.gov.uk and evelyn.hailwood@nottinghamcity.gcsx.gov.uk

TOOLKITS

This is a summary of the eight toolkits

digna
PSEA/PEAS

A ## EXAMPLES OF CODES OF CONDUCT - POLICY PROGRAMS

This toolkit contains eleven documents, which are samples of principles, guidelines and codes of conduct, and might be used as examples for each organization to develop their own recommendations regarding PSEA.

B ## EXAMPLES OF RISK ASSESSMENT AND MANAGEMENT

This toolkit contains five documents, which are samples of useful tools to identify risk indicators and strategies to manage them, and might be used as examples for each organization to develop their own risk management systems.

C ## EXAMPLES OF REPORT FORMS

This toolkit contains four documents, which are samples of report and referral forms, and instructions on how to proceed while processing a disclosure. They could be used as examples for each organization to develop their own forms regarding PSEA.

D ## EXAMPLES OF FLOWCHARTS

This toolkit contains six documents, which are samples of visually-friendly diagrams. They could be used as examples for each organization to develop their own pathways regarding the procedures on PSEA.

E ## EXAMPLES OF PSEA AUDIT AND SELF-ASSESSMENT - CONTACTS WITHIN THE ORGANIZATIONS AND PARTNERS

This toolkit contains seven documents, which are samples of contact lists and check-lists. They could be used as examples for each organization to produce their own call trees and self-assessment forms regarding PSEA.

F ## EXAMPLES OF FEEDBACK FORMS

This toolkit contains two documents, which are samples of feedback forms. They could be used as examples for each organization to develop their own feedback materials on PSEA.

G ## EXAMPLES OF MONITORING SURVEYS- EVALUATION TOOLS

This toolkit contains five documents, which are samples of monitoring surveys and evaluation tools. They could be used as examples for each organization to develop their own evaluation materials regarding PSEA.

H ## EXAMPLES OF VISUALS

This toolkit contains four documents, which are samples of visual information materials. They could be used as examples for each organization to develop their own visually-friendly documents regarding PSEA.