



RUSafe Child Exploitation & Missing Service

 **Believe in
children
Barnardo's**

150 years
& always

Barnardo's R U Safe? Service



Child Exploitation Project Work –

**Designed around Barnardo's
Neuro-sequential CSE model.**

One to one interventions planned with the client including practical assistance; Multi agency approach as a framework for safeguarding; Support offered through court.

Child Criminal Exploitation

Project Work -

Dedicated CE worker

Similar model to the CSE work, but based on concerns for having been exploited into criminal activity / county lines, etc

Return Interviews

All young people aged 10-17 years old are offered a follow up discussion following a 'missing episode'. This increases the chance of identifying early warning signs for CSE or other safeguarding concerns that can then be raised.

Prevention work

We visit groups within secondary schools across the county and have now extended our reach to include Year 6 groups within our Primary schools, to support their transition.

Barnardo's R U Safe? CSE



- RUSafe works within the framework of the Bucks Multi-Agency Child Exploitation protocol (2021) – this contains vital safeguarding information for professionals in Bucks
- RUSafe works within the Exploitation Hub, at Bucks MASH (Multi-Agency Safeguarding hub)
- Decrease in referrals in lockdown but now have a significant increase in referrals

Partnership Working



Concerns are in all parts of society, all schools, all communities

- Vulnerabilities may be different between different cohorts, but all CYP are vulnerable
- RUSafe have worked with CYP in every type of school in Bucks, and some outside (if CYP live within Bucks)
- Everyone's Invited website has examples of anonymised testimonials from different schools in UK including year 5 & 6 'nudes' or sexting

Current trends and patterns

- **Mental health, including suicidal ideation / suicide attempts** – Appears to have increased significantly during lockdown, and continues to be a key concern esp. in missing cases
- **Criminal Exploitation** – Carrying/holding illegal substances / ‘plugging’, ‘squaring’, carrying weapons, drugs dealing, present in ‘Cuckooed’ properties, etc
- **Cultural differences** - recent increase in CYP stating that they went missing due to cultural differences, i.e. where family have traditional values and CYP wishes to for example spend time with friends in the evening or wear different forms of clothing.
- **Nudes** – Peer on peer

Example - TE

- Male who was exploited for involvement in criminal activity (CE)
- Groomed by males in football team and older males in school, who supplied gifts such as trainers
- Started with small offences in school, such as stealing from pupils
- Progressed to 'Squaring' (credit card fraud)
- Groomed into serious drug supply
- It's known that as part of gang culture sexual activity is utilised as a form of initiation/bonding/identity

Work in schools

- **One to one work from referrals**
 - 1:1 support around healthy relationships, grooming/exploitation, sexual health, etc
 - Liaise with school and other professionals
- **Missing** (all CYP at all schools within 72 hours of referral)
 - aimed at giving all CYP an independent voice to speak to, gathering intel re concerns, and reducing repeats by helping resolve matters/providing advice
- **Prevention work**
 - Delivering awareness of online risks, understanding healthy relationships, keeping safe, etc to years 6 and 7 in primary schools
 - Tailored as per school's request
 - Can deliver awareness raising to assemblies, smaller groups in both primary and secondary schools
 - Designed 6 week programme (Glow) for girls (secondary schools) around healthy relationships, self esteem, sexual health, consent, grooming and exploitation awareness

Example – BD (Background)

- School (specialist) contacted RU Safe re concerns for group
- Small group work undertaken – took time to build trust with CYPs
- Delivered informal sessions around grooming/ exploitation, healthy relationships, keeping safe
- Identified vulnerable student within group and referred to 1:1 support
- Worked with CYP for 15 months
- Multiple missing episodes
- Referred to MACE
- Re-referral for 1:1 support
- RU Safe liaised closely with school, CAMHS, Police and all professionals involved

- YP made several allegations of physical abuse from parents
- Multiple romantic relationships with males in school
- Alleged rape and sexual assaults by older male(s) - Police investigation
CAWN issued
- Frequent and multiple missing episodes
- Self-harm and suicidal ideation
- Arrest for assaulting a police officer
- Sporadic cannabis and alcohol use
- YP disclosed alleged sexual abuse from grandfather, this occurred from a young age
- YP placed with foster carer
- Ongoing police investigation regarding sexual abuse disclosure

Key themes for our work in schools

- Access to DSLs – we rely on DSLs for the intelligence picture and their knowledge of what is happening in the schools, and with specific CYP
- School information is vital in helping build a picture of vulnerabilities and how best to support CYP as know the CYP best
- It is understood that exploitation/abuse is happening, but what is important is how we manage this

Key messages to school leaders:

- Professional curiosity is vital
- It may seem like a basic concept, but it is essential
- The little pieces of information may not give an instant answer but builds a picture that, if recorded and shared appropriately, can lead to CYP being safeguarded

- Don't think that if you didn't ask a question in a discussion then you have missed your opportunity; reflect, conduct background research with family, peers, professionals (where appropriate) and you can always go back and ask the question at a later time
- Utilise, for example, 'Urban Dictionary' to recognise any terminology that you may not have access to for interpretation
- Sometimes a negative, or non-answer can also add to the picture when recorded and shared appropriately.

Example professional curiosity

- An example of professional curiosity – A CYP has been reported missing but found in the toilets at school alone
- In this example it would be easy to write this off with no professional curiosity, but they could have had their phone with them speaking to someone, sending nudes/explicit images, could be avoiding meeting persons, could have arranged to meet someone there, etc

Referral

- If you're not sure, refer, as a multi-agency decision will be made in the Exploitation Hub and recommendations will be made
- It is essential to put as much known information in the referral as possible, as one piece of information can highlight a different level of risk and can be key to a decision being made as to threshold. Examples are, friendship groups

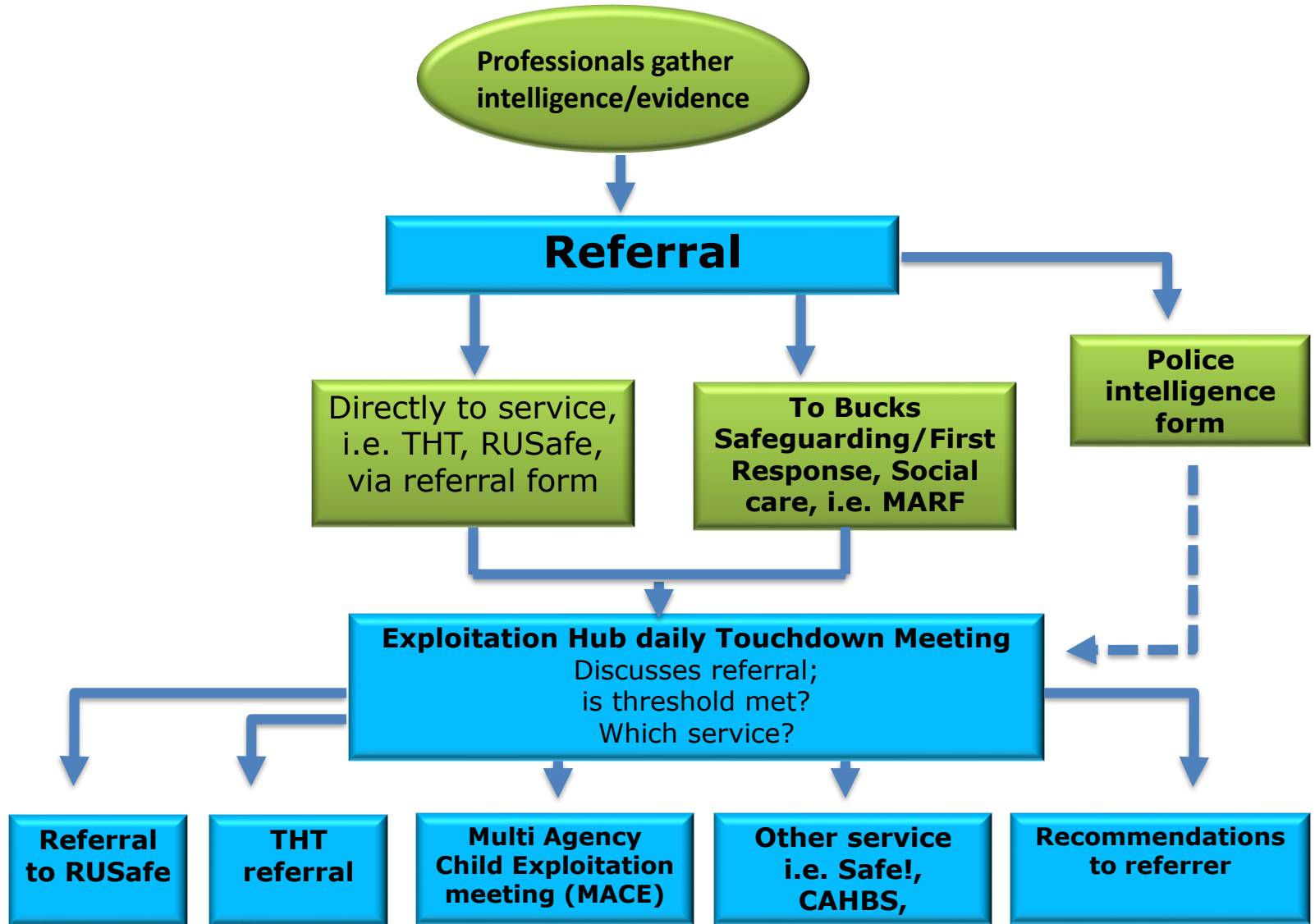
EXPLOITATION HUB / MACE

- **Multi Agency Child Exploitation Meeting**
 - Missing & Exploitation Hub, Thames Valley Police
 - Missing & Exploitation Hub, Social Care
 - R U Safe, Barnardo's
 - ORB (One Recovery Bucks) / SWITCH
 - Health (Specialist Nurse, BHT)
 - Youth Offending Service
 - Early Help / Family Support Service
 - CAMHS

Agencies / Thresholds

- **THT** — Works with CYP who are at risk of exploitation, but who would benefit from early intervention surrounding body image, online safety, sexting, etc
- **RUSafe** — Works with CYP who are at risk of or have experienced exploitation
- **CAHBS** — Works with CYP who have demonstrated sexually harmful behaviours
- **SAFE! Project** — Works with CYP who are victims of crime and/or bullying. This can include sexual assault, etc
- **Etc** — Advice will be given surrounding any appropriate services known to the multi agency team

Referral Pathway



Questions used to determine if threshold met

What are the risks?

Are these imminent or future risks?

**Who are “of concern” to professionals in terms
of associates / peers?**

What strengths exist?

**Who does the child have a meaningful
relationship with?**

What do we know about push and pull factors?

Questions used to determine if threshold met

What current plans are in place to manage the presenting risks / vulnerabilities?

What additional support / plan is needed?

What can partner do / are doing to disrupt activity?

What else might be going on we need to be mindful of? Community / police intelligence?

Example - AX

- AX, female – Reported Missing having gone to Birmingham to meet 16 Y.O male met through Instagram, and then taken to hospital having drunk vodka
- Repeated missing episodes and has reported to RUSafe mental health deterioration, inc suicide attempt, from feeling of constant professional oversight. Continues to speak to strangers of same age met online but parents have access to phone, and AX puts in place safeguards to ensure she blocks anyone who is inappropriate and does not meet people in person
- Private counselling is in place for the Mental health concerns. Referral for one-to-one work with RUSafe

- Intelligence inside school might have helped identify AX's vulnerability earlier – e.g. her use of 'Omegle' app (randomly connects users)
- Communication online – for us it may seem inappropriate for CYP to meet people online and wish to meet them in person, but for the CYP it is normal, and the importance is educating about safe ways to manage this
- It is especially important to support CYP to be honest and open with carers and professionals

Key theme for your teams

- Professional curiosity is essential
- Recording of answers, or non-answers/body language following questions
- Sharing with appropriate professionals
- Referral with as much details of intelligence, and known facts

Partnership Working



Questions

