 

Exploitation Safety Plan Practice Guidance

The exploitation safety plan focuses on the exploitation concerns and forms part of the overall safety plan for the child/young person.

Safety Plans should be actively reviewed and updated at every Multi Agency Child Exploitation (MACE) Meeting. The Safety Plan should have SMART actions and targets, agreed by the young person and parents/carers. Set small targets monthly focusing on achieving positive change. The MACE Meeting should identify a named professional (ideally named by the young person) who is their primary point of contact.

The minutes of the meeting with the updated Safety Plan should be circulated to the young person, parents/carers and relevant professionals within 5 working days of the MACE Meeting.

The level of risk should be reviewed as part of every MACE Meeting and forms part of the record of each meeting, along with the Safety Plan.

MACE Meetings should also seek to identify connections between young people, people posing a risk and locations of concern and consider referral for a Complex Strategy Meeting and/or to the Prevention & Disruption multi-agency group (MACE 2). Please contact the SAFE Co-Ordinators ([exploitationteam@herefordshire.gov.uk](mailto:exploitationteam@herefordshire.gov.uk)) for further advice and support.

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| **For the duration of this Safety Plan all agencies should:** | |
| Gather information to assist prosecution and disruption of adults suspected of being involved in violence, gang activity, drugs and/or sexual exploitation | |
| Complete and submit a police intelligence form with new information or intelligence about young people, people posing a risk or locations of concern: [**ceherefordshire@westmercia.pnn.police.uk**](mailto:ceherefordshire@westmercia.pnn.police.uk) **– in addition to safeguarding procedures** | |
| Obtain and share as much information as possible to identify associates and those who pose a risk to young people (good information includes full names, nick names, telephone numbers, addresses, car registrations, employment type and location, details of licensed bodies / properties) | |
| Record accurate, factual information on children's case records, including the date and time relating to the information, all those involved in concerns, and the professional response | |
| **Consider the following actions for each young person’s Safety Plan** | |
| **Disrupt contact with any person who poses a risk and / or is suspected of**  **being involved in violence, drugs or sexual exploitation** | * Identify who the young person is spending time with and recognise negative relationships * Implement disruption tactics (Community Protection Notices; verbal/written warnings; disruption letters for parents/carers; Child Abduction Warning Notices; Cuckooing Notices) * Consider disruption tactics employable by other agencies such as Licensing, Fire Service, Community Safety Partnership, Housing * Prevent home visits and screen telephone calls from other young people who may deliberately or unwittingly be recruiting the young person or adults suspected of abusing, grooming, or recruiting the young person * Provide additional patrols and disruption/detached outreach in named hotspots * Secure mobile phones and Sim cards, particularly if supplied by abusers and/or evidence of coercion, and pass to the Police * Consider removing mobile phones at night * Install Apps which monitor calls and text use and internet – laptop/tablet, phone and gaming consoles * Use MAPPA and MARAC and MACE processes where appropriate |
| **Raise awareness of exploitation, including relating to the young**  **person’s specific circumstances** | * 1-1 work on internet safety, sexting, consent, capacity and coercion, risk taking behaviours and consequences * Complete healthy relationships and rights work (group or individual) – reframe understanding of relationships * Provide peer articles and booklets for self-directed learning * Share online resources targeted at young people * Facilitate peer mentoring by young people who have been through similar experiences and learnt how to cope and protect themselves from exploitation * Work with school/college to raise awareness of risk * Identify a long-term key worker from any agency, ideally identified by the young person, to be their primary point of contact |
| **Empower parents and carers** | * Raise awareness with parents/carers of relevant resources about exploitation, their responsibilities and options, procedures and legal powers * Consider family support services e.g. support to implement and sustain age appropriate behaviour management strategies, family contract – involving the young person in discussions too * Maintain active support of parents, carers and foster carers and help parents/carers to identify the signs of all forms of exploitation * Engage parents/carers to ensure they act appropriately to safeguard: actively engaged in searching for the young person, share information such as observed car registration numbers, named individuals, contact details shared by the young person * Consider Family Group Conference or Family Meeting * Support parents in implementing restrictions on the usage of apps or Wi-Fi * Parents to be aware of hotspots and implement a strict age appropriate curfew and follow the 15 minute rule (if the child is not home or where they should be, ring or text them after 15 minutes - if they do not respond or phone switched off wait a further 15 minutes – try again, if still no answer ring the Police to report missing) |
| **Reduce the risk of missing episodes** | * Identify a trusted adult the young person can contact out of hours * Primary contact to text the young person even if they don’t respond to let them know they are in mind and people are worried about them * Provide 1-1 advice on risks associated with missing episodes * Consider a tracker on the young person's phone, with their consent * Place an Alert on Police MISPER system – highlight known addresses and who to contact in an emergency * Place an alert on walk-in health systems and emergency departments * Ensure there is a missing trigger plan on file * Ensure parents/carers know how to contact EDT and Police to report missing * Ensure the Missing People Helpline and Childline numbers are in the young person’s mobile phone address book or text the numbers to them * Consider informing appropriate outreach workers, Safer Neighbourhood Team Bulletins, border alerts (UKBA/UKHTC), public transport bodies, and agencies in other cities such as social care, Police and specialist services * Consider publicity in liaison with police and Council media teams * Conduct return home interviews in a way that facilitates positive change * Follow up return home interviews with active support to ensure the young person sees the return interview as a positive experience |
| **Promote physical safety** | * Identify triggers and patterns of escalating behaviour and agree how this can be de-escalated and appropriate intervention when de- escalation has not been effective * Consider whether legal advice is required in order to secure the young person’s safety * Consider use of police powers * Consider National Referral Mechanism criteria |
| **Promote sexual health and reduce the risk of STI's, pregnancy and blood borne viruses** | * Recommend a full sexual health screening with sexual health services * Provide advice and options on contraception * Place an Alert on walk-in sexual health clinics, emergency departments and school nurse files – social worker and school nurse to be notified should child present for sexual health services or with injuries * Seek consent and conduct medical investigations as appropriate * Consider referral to Purple Leaf |
| **Support emotional needs and build self- esteem, including through diversionary activities** | * Consider referrals for support to specialist services regarding sexual exploitation; rape and sexual assault; domestic abuse; mental health; counselling; youth services * Take time to explain the issues and keep the young person informed * Involve the young person in looking at alternatives and decision making * Identify and encourage positive activities and encourage the young person to make positive contributions at home, school, leisure or work * Role model assertive behaviour * Raise aspirations with positive reinforcement * Arrange work experience opportunities and / or vocational training * Consider what can each agency offer (YJS, police, social care, education providers, voluntary sector) |
| **Consider how to make home a more attractive and consistent place to be** | * Identify and address push and pull factors * Tackle any relationship problems at home * Support parents / carers with promoting stable routines for sleeping and eating together * Address any domestic violence issues and consider relevant programmes for victims and perpetrators * Tackle drug/ alcohol problems of other family members and support referrals * Consider extended stay with a family member or respite, possibly in a different location * Consider if current placement continues to be the most appropriate (level of independence and responsibility; other young people placed; placement location; specialist skills and knowledge; level of support day and night) |
| **Raise awareness of risks of alcohol and substance misuse** | * Refer to specialist services to provide advice, information and support about alcohol and substance misuse * Consider messages that can be delivered to cohorts of children through ‘Personal, Social and Health Education’ curriculum |
| **Improve school / college / training attendance** | * Tackle bullying, truancy and peer pressure * Ensure young people are protected in their educational setting from peers identified as posing a risk * Provide ‘Personal, Social and Health Education’ * Provide a mentor in school * Encourage engagement with alternative educational provision, informed by the young person’s aspirations and interests * Provide funding for after school activities * Provide educational work regardless of attendance and identify an individual who will continue to engage the young person * Education provision to contact parents/carers and social worker whenever the young person is absent |



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Consultation Log

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| Date sent for Consultation |  |
| Consultees |  |
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Approval Log

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| To be agreed by | Child Exploitation and Missing Group |
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Version Log

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| --- | --- | --- | --- | --- |
| Version | Date | Description of change | Reason for Change | Pages affected |
| V3 | June2019 | Change to Chairs  authority |  |  |
| V4 | March 2020 | Change SBU Logo / Name |  |  |
| V5 | January 2024 | Update document | Change to fit in line with GET SAFE |  |
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