

**14<sup>th</sup> July 2022 10:00 – 12:00**

# Adolescent Safeguarding Learning Event



**Dorset**  
Council



**SWINDON**  
BOROUGH COUNCIL



**When joining please put your name and role in the chat.**

# Housekeeping

- Recording this session
- Introductions please put your name and role in the chat
- Cameras and microphones
- Questions – chat or hands up
- Confidentiality
- Comfort break
- Slides
- Evaluation form



# Education as Protection Regional Pilot



# Education as Protection – regional pilot

- Education can be a protective factor for adolescents at risk of or having been drawn into child exploitation or extra-familial harm. During the COVID-19 pandemic, the disruption of education provision and attendance has compounded vulnerability.
- How can schools and alternative provisions be supported to reduce risks and increase safety?
- A dedicated Contextual Safeguarding Advisor was recruited to lead a programme of learning and development with schools and alternative providers across Wiltshire, Swindon and Dorset, with the aim of:
  - Devising and delivering a bespoke training package around contextual safeguarding, extra-familial harm and interventions.
  - Supporting settings to undertake a self assessment using the Beyond Referrals toolkit.
  - Upskilling DSLs will support the SLT to develop a strategic response to peer-on-peer abuse and extra-familial harm within their setting and the wider community.





## Improving knowledge and responses to extra-familial harm in education settings

- 10 settings across Wiltshire, Swindon and Dorset – secondary schools and an alternative provision
- Contextual Safeguarding training
- Student, parent and staff survey
- Hotspot mapping
- Completion of self assessment toolkit
- Identifying resources to support development of response to extra-familial harm

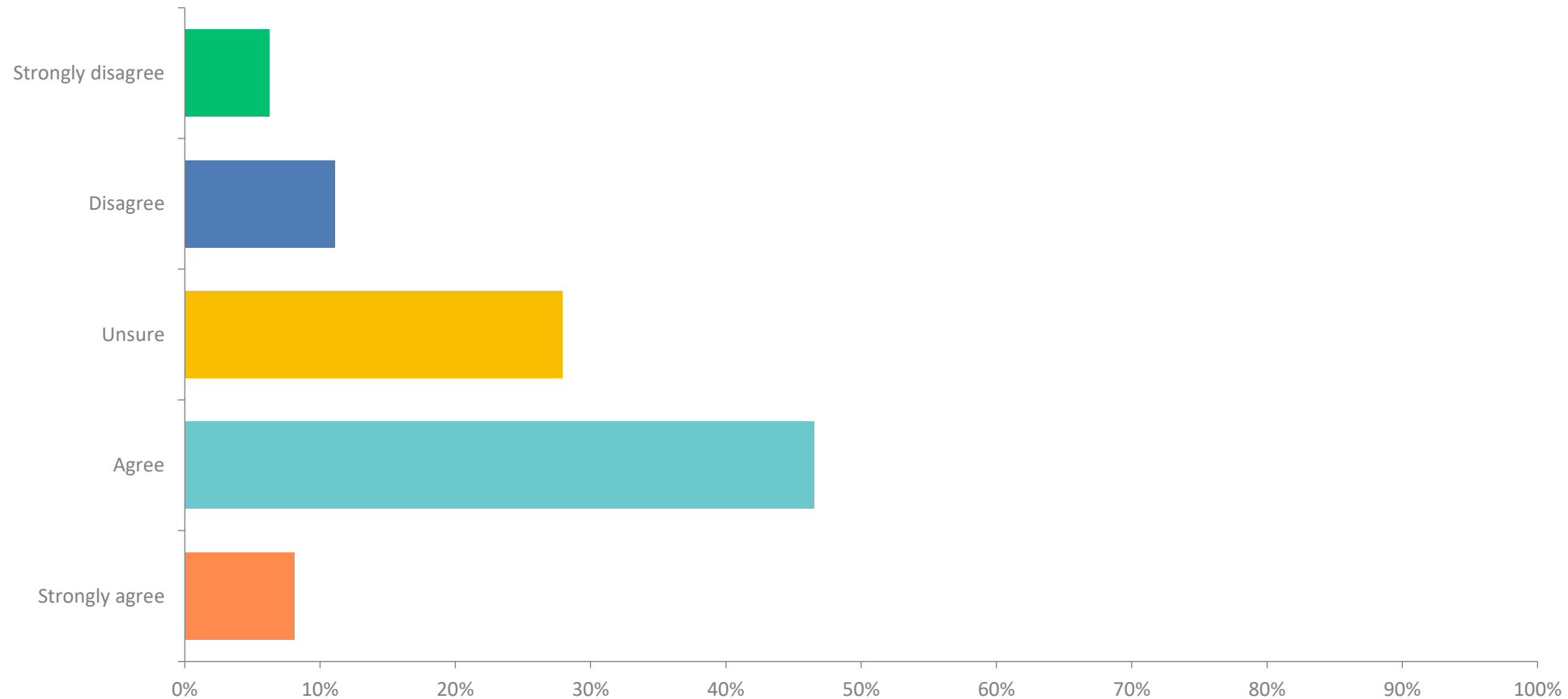


# Beyond Referrals Toolkit

- Systems and structures
- Prevention
- Identification
- Response and intervention
- School culture



# Q13: School is a place where I feel safe



Answered: 1179



# Feedback – pilot school

- **Training:** the training surrounding contextual safeguarding and extrafamilial harm was fantastic at helping the school safeguarding team evolve language and referral.
- Completed actions.
- We added locations to our 'myconcern' referral box for niche areas, in and out of school. This list is reviewed continuously.
- We adapted the training and dedicated additional time to ensure all professionals have the appropriate training and language.
- Assemblies were given to all pupils about extra familial harm, linking back to the action required from the previous audit (above); we've been able to build in a common language for pupils.
- We have launched a weekly bulletin for staff members which includes a KSiE refresher and a contextual update.





# Feedback

- **Improved multiagency communications**
- As a result of the learning we're able to use the newly recorded locations to generate data informed reports on concerning areas out of school and the associated concerns. We have been able to share this with PCSOs and in wider agency mapping sessions. The cross discipline work has yielded some excellent results for improving the safety in some local environments and support authorities with their "hotspot mapping".
- **Hotspot mapping**
- The hotspot mapping has been a useful exercise as it's targeted our energies for duties and staff behaviours and allowed us to have an open dialogue with pupils regarding their places of concern, giving them ownership of positive changes and showing to them that the school listens and responds.
- **The audit**
- Potentially the most useful exercise; the additional framework and guidance has given us a deeper understanding of best practice and further ideas to instil, evolving our practices. We approached it as a senior team with a critical hat on; It's been eye opening to reflect that, for a school which considers its self highly effective, how few areas are green. **Looking to the future, this audit is the template for moulding our provision.**



# Challenges and learning

- Ability of setting to engage fully in the self assessment and associated activities impacted by Covid – staff shortages across teaching and pastoral staff
- System wide challenges such as ability to refer peer groups into MASH
- Shared language and understanding across multi-agency partners
- Self assessment tool – freely available to all settings
- Networking
- Spotlight and focus on extra-familial harm



Wiltshire

# Adolescent Safety Learning Event

Wiltshire Council

The logo for Wiltshire Council, featuring a white horizontal line with a slight curve underneath the text.

# Contextual Safeguarding in Wiltshire

- Partnership with CS research team for 3 year scale up project
- Child Protection Risk Outside the Home pilot
- School community mapping meetings
- Contextual Safeguarding Coordinator role
- Risk Outside the Home (ROTH) pathway
- Safer Young People Context meetings and Partnership group

# Families

- Establish a peer support network for parents and families affected by extra familial harm. Investing in activities with parents/carers to build relationships within the group, and support with responses to exploitation and risk outside the home.
- **Expected outcomes**
- The creation of a peer support network which can be a model to replicate across localities where needed.
- Linked into Wiltshire's Family Advisory Board and CP ROTH pilot
- Staff within Young People's Service are trained to include and support parents/carers affected by harm outside the home – learning from this work to be shared across the region
- Parents feel confident the support they receive will be holistic and informed by knowledge and evidence based approaches to their experiences



# Wiltshire Young People's Service Parent Mentoring Scheme



Sue Nash and Holly Harwood

# What do parent mentors do?

The role of the parent mentor is to meet with the parent once a week on a one-to-one basis. This can be face to face in the community, virtually or a combination of both. It involves supporting parents by:

- Going for a coffee and a chat
- Listening to their challenges without judgement
- Providing different perspectives
- Helping parents to come up with their own solutions
- Offering positive encouragement
- Enabling development of confidence and resilience
- Giving opportunities to explore interests outside of the home
- Assisting the achievement of goals that they have identified





The Helicopter Parent



Un-plugged Parent

## What have we done?

- Recruited 10 parent mentors initially from existing volunteers
- Trained them with the help of PACE and additional training based on pitstop parenting
- Adapted our existing mentoring paperwork to work with adults
- Promoted the scheme to our service and started to receive referrals
- The first match was completed in February 2022
- To date we have had 7 matches
- Two of which are now coming to an end



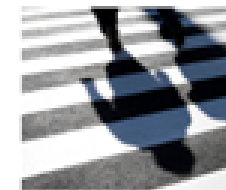
The Absent parent



The Miner Parent



The Consultant Parent



Zebra Crossing parent



# What has gone well?



- The volunteers were inspired by the training
- The parents that have been enthusiastic about having support for themselves
- Professionals are saying that parents are more confident
- Parents feel able to talk to the mentors and issues have been raised early on and we have been able to act to protect their children
- Parents wanting to set up their own support group
- Regular parent mentor support meeting where the mentors have had a say in the scheme as it develops
- Lived experienced parent wants to be a mentor
- Parents asking for mentors to attend meetings with them

# Challenges

- Slow to get started with appropriate referrals
- Matching adults can take longer than matching children due to their work commitments
- When both parents are referred and only one parent mentor available
- Adult safeguarding
- Paperwork-getting evidence of outcomes
- Meeting with parents when the children are around
- Inappropriate referrals
- Having mentors available in the right geographical area
- Setting up a new scheme within limited funding timescales
- Parents still feeling judged by professionals

## Feedback – Parent/Carers

- “I am able to offload”
- “She gives me ideas of doing things in a different way”
- “S reminds me of the positives and achievements”
- “We are at a point to put in goals”
- “It’s a safe space just for me time”
- “It’s space to empower yourself”
- “It’s the one time I don’t have to be perfect”
- “he’s easy going and I don’t have to be censored”
- “doesn’t give me answers but offers a different perspective”
- “I’m getting a lot out of it”
- “We don’t have any family near us, we don’t talk to our family about this”

# Reachable/Teachable Moments

Initial plan was to expand and upscale the reach of Wiltshire's current pilot – custody interventions. Currently, where criminal exploitation is a concern, young people are offered a short session with a YOT worker whilst in custody, with a follow up call providing an 'in the moment' intervention. We aimed to expand this offer by recruiting and training sessional workers who can complete this at any time of the day, for young people in custody for any reason, not just related to exploitation. We also aimed to provide group work intervention to groups of young people identified as being Released Under Investigation in the last 6 weeks, as a follow up to the custody intervention or support they received from their Appropriate Adult.

## Expected Outcomes

- All young people within the timeframe of the pilot who are arrested or released under investigation are offered an 'in the moment' intervention when in custody, and/or a tailored groupwork programme of at least 3 sessions where they are supported to engage with help available where required
- Rolling cohort every 5 weeks who are then tracked to monitor trajectory
- Young people are signposted to and supported to engage with relevant agencies
- Groupwork activities provide a safe space to explore reasons behind contact with the police, with YOT utilising co-working relationship with Emerald team (specialist Risk Outside the Home social work team) to follow up relevant safeguarding, either individual or contextual

# Safer Young People Context Meetings

- As part of our ROTH pathway, SYP Context meetings are initiated when concerns are raised about places or social spaces such as peer groups
  - Operational response to providing multi-agency oversight of the young people, families and contexts associated with risk outside the home in Wiltshire
  - Multi-agency meetings which facilitate information sharing, formulate analysis of concerns and strengths, and oversee context assessments and context plans
  - Includes 'non-traditional;' safeguarding partners with responsibility for/ a reach in to contexts where young people are at risk
- **Context A**
  - Two groups of young people were involved in a violent altercation in a public place
  - Criminal exploitation, drug misuse, youth violence
- **Context B**
  - Concerns around ASB in the community by a group of up to 30 young people
  - Escalating violence including an assault on an emergency worker

# What we did

- Groups of young people were discussed, and risk assessments completed for each group, considering individual risk factors and contextual risk factors
- Session plans were designed and tailored to the needs of each group, for example:

## Context A Session Plan:

### Session 1:

Introductions & Ground Rules  
YP Experience of Police Custody  
Difference between ASB & Offending Behaviour  
Criminal Justice System

### Session 2:

Exploitation and Knife Crime  
Knife Crime Activity  
Spotting the signs of Exploitation  
Fearless Videos

### Session 3:

Motiv8 Session – Substance Misuse

### Session 4:

Peer Relationships  
Peer on Peer Violence/Abuse  
Peer Influences

Celebration Session – feedback

## Context B Session Plan:

### Session 1:

Introductions & Ground Rules  
YP Experience of Custody / Police involvement  
Difference between ASB & Offending Behavior  
Criminal Justice System

### Session 2:

Exploitation and Knife Crime  
Knife Crime activity  
Spotting the signs of Exploitation  
Fearless Videos

### Session 3:

Relationships with the Police – YP views on Police – What is the role of the Police? What could improve between the Police and Young People?

### Session 4:

Peer Relationships  
Peer on Peer Violence/Abuse  
Peer Influences  
Mapping – mapping exercise of local areas YP spend time – are there any hotspots? Links with other areas or young people?

## What went well

- The group work enabled us to gain views of young people and target specific areas of concern linked to the group members
- We were able to incorporate positive activities such as go karting and graffiti workshops with the young people
- The group enabled staff members to engage young people and feed back to other agencies – improving multi agency working
  
- Feedback from the young people suggested the following:

**'It's alright'**

**'If my mates went to a group all the time I would go'**

**'Getting food is good'**

**'Learnt from the knife session you can stab someone bare in 30 seconds'**

**'Staff treating us well'**

# Challenges

- **Parents responses** to the group work being offered – Parent's initially struggled with the idea of their child completing the group work sessions as they felt it wasn't necessary – we were able to explain to them in detail the aims of the sessions, and did end up receiving good feedback from Parents in court when the group work supported an Out of Court Disposal rather than a Court Order for the young people.
- **Peer groups** – we had many the young people turning up to the group with peers unknown to YOT – we therefore had to manage the expectations of the group and put in place boundaries to safeguard the young people.
- **Involving young people in feedback** – in future sessions we will make this more interactive to gain the voice of the young people in a better way.



# Outcomes

- Young people able to talk about racist incidents they have experienced and their views on how they are treated within the criminal justice system and community generally
- Out of Court disposal outcomes for young people – Court considered the group work already completed when planning for the young people
- Reduction in ASB and young people coming to notice of the Police
- Young people engaging well and receiving early intervention support
- Good feedback from different agencies regarding group work
- Group work led to any issues with young people such as education being raised, and support being offered



## Feedback – young people

Young people felt that subjects were addressed that have never been addressed in school and feels that they should all be talked and discussed about in school on the curriculum.

Young people said that the sessions have been helpful as it gave them the chance to speak about their experiences as they wouldn't normally do this in their peer group.



Simon Fraiz-Brown – Service Manager Young and Thriving  
Tina Ironside – Strategic Commissioner  
Michael Pochin – Project and Policy Officer

14 July 2022



# Our current contextual safeguarding approach

Contextual  
safeguarding  
framework and  
training

Targeted Youth  
Workers/ Locality

Youth at risk  
meetings

Harbour

Child Exploitation  
Champions



# Project context

- Working with mainstream schools and providers of Alternative Provision (AP) to increase understanding of the risks and further **develop and embed risk assessments for schools** to make decisions about appropriate responses to individual children.
- **Development of a safeguarding self-assessment and external quality assurance approach for AP providers** to better understand and address the risks associated with Extra Familial Harm (EFH).
- **Group work interventions** from our targeted youth workers and voluntary and community sector providers to **support reengagement for those that are at risk.**



# **Risk assessments for schools, and safeguarding self-assessment and external quality assurance approach for AP providers**

Tina Ironside and Michael Pochin

# AP commissioning toolkit

## Who is it for?



Schools



Alternative Provision (AP) Providers

## What's it for?

- to increase understanding of the risks and further develop and embed risk assessments for schools to make decisions about appropriate responses to individual children placed in alternative provision (AP)
- to better understand and address the risks associated with extra familial harm (EFH)



# Developing the toolkit

## What we did:

- Undertook research and consultation; seeking to understand
- Visited and spoke to some AP providers to discuss these plans
- Drafted the toolkit
- Asked for volunteer schools to review the draft toolkit
- Asked these schools to share the resources they use when placing children with AP and added these to the toolkit
- Finalised the toolkit in response to feedback ready for launch





# Toolkit description

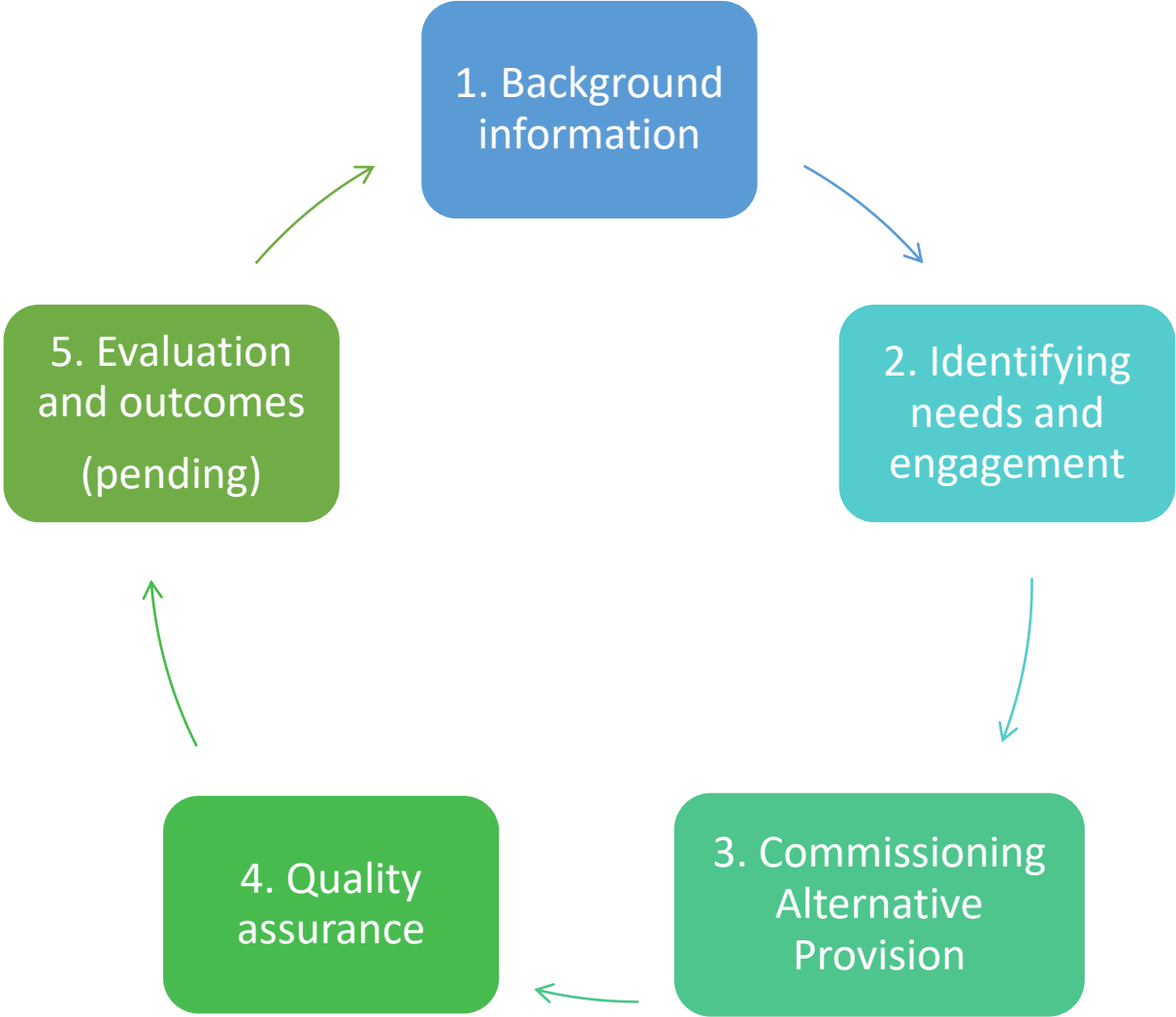
The toolkit assists schools in their commissioning of AP for pupils who are temporarily excluded from, or otherwise unable to attend, the school at which they are enrolled. In particular, where there are concerns they are at risk of harm outside the home. It is also intended to help AP providers to understand and prepare to meet schools' commissioning requirements in these circumstances.

The toolkit has three aims:

1. To **increase the safety** of children and young people who are at risk, by encouraging outcomes-based commissioning of AP.
2. To enable schools and AP providers to **engage effectively** with children and families, Children's Services and multi-agency safeguarding partners, to combat harm outside the home.
3. To **strengthen the data** framework for AP so that safeguarding intelligence is current, comprehensive and appropriately shared.



# What's in the toolkit



# 1. Background information

**This section of the toolkit includes our:**

- new AP tender specification which explains what we require from providers, including how we monitor them
- safeguarding audit and standards for AP providers
- health and safety audit for AP providers



# 2. Identifying the need and engaging the family

**This section of the toolkit includes:**

- developing child centred approaches
- Dorset's contextual safeguarding pathway



# 3. Choosing and commissioning AP

## This section of the toolkit includes:

- planning and leading the commissioning of AP
- a weblink to our list of contracted AP providers
- a document summarising Ofsted requirements
- links to report illegal schools
- contact to discuss any safeguarding concerns
- checklists and tracker that schools have shared as examples others could use for placing children in AP
- individual placement agreement template
- a weblink where schools report children missing education, including those placed in AP



# 4. Quality assurance and monitoring outcomes

**This section of the toolkit includes:**

- quality assurance framework
- quality assurance monitoring form

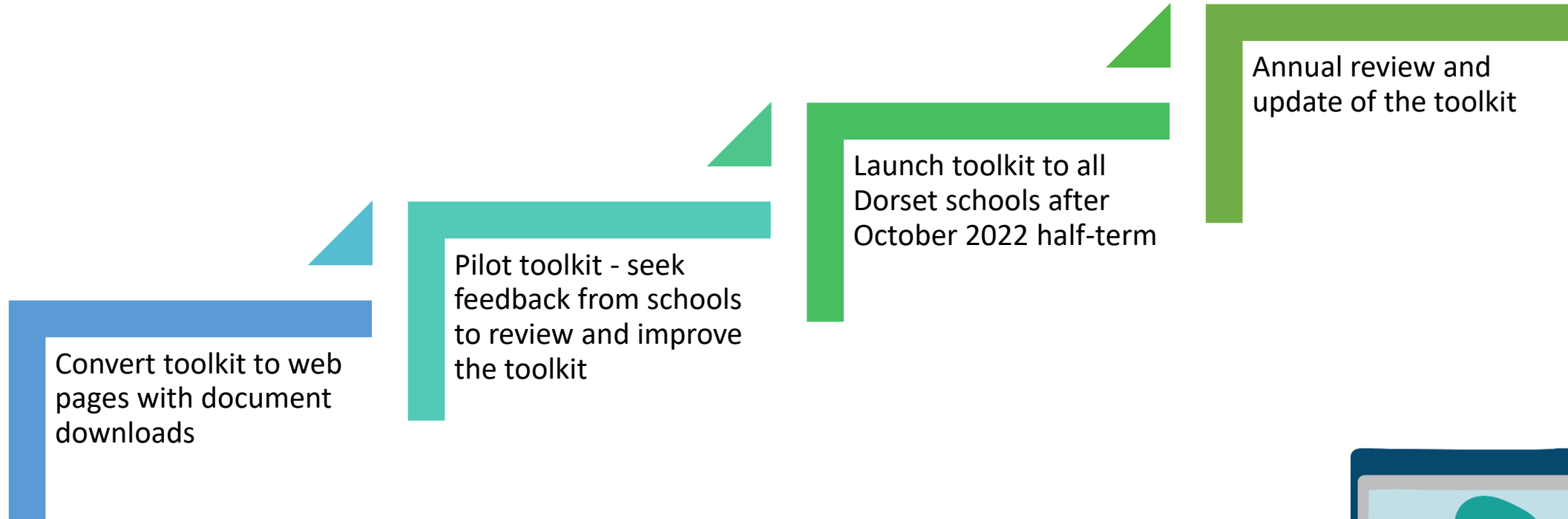


# 5. Evaluating and consolidating outcomes

This section of the toolkit will be developed in consultation with schools and AP providers after we launch the toolkit



# Next steps for the toolkit



**The Schools' Alternative Provision Commissioning toolkit is at <https://dorsetnexus.org.uk/alternative-provision-toolkit>**

**Please give us your feedback!**





# AP providers; understanding and addressing with Extra-Familial Harm (EFH) risks

From September 2022 we'll have a new Framework of alternative provision (AP).

When the new providers are confirmed, we'll be sending them our annual safeguarding audit with a link to the Dorset's contextual safeguarding pathway.

The 2022 audit has a new section for contextual safeguarding and EFH.

# AP safeguarding audit

The 2022 audit asks AP providers to rate their knowledge of EFH and what they already do to prevent risks. We'll discuss their responses at our termly contract monitoring meetings and provide further support and challenge.

It will also help us identify and share good practice.



## Alternative Provision Safeguarding Self-Assessment Audit 2022

This audit helps you to measure and improve the rigour and quality of your safeguarding policies, procedures and processes. Therefore, it is important that you self-evaluate your procedures accurately. This will then help you create an action plan to improve.

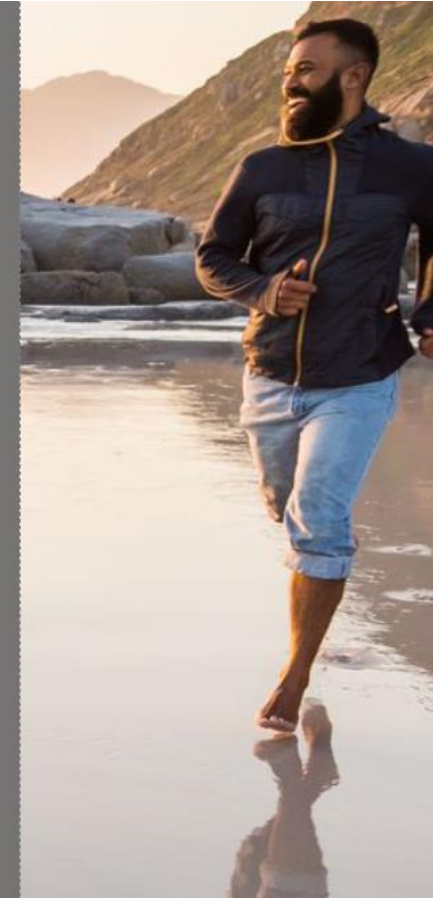
Tips on completing the form:

- you can't save the audit, so it's a good idea to refer to the PDF of questions, so you can prepare
- it's useful to complete the audit with colleagues, especially your safeguarding leads
- it will take at least 45 minutes to complete it (if you have all the information to hand)
- you'll be given the option to print and/or save your completed audit once you've submitted it

**Key:**

PDSCP = Pan-Dorset Safeguarding Children Partnership  
<https://pandorsetscb.proceduresonline.com/contents.html>

KCSiE = Keeping Children Safe in Education  
[www.gov.uk/government/publications/keeping-children-safe-in-education](http://www.gov.uk/government/publications/keeping-children-safe-in-education)



**Group work interventions** from our targeted youth workers and VCS providers to **support reengagement for those that are at risk.**

Simon Fraiz-Brown

# Delivery of group work and outcomes

Three group work projects delivered in Dorset:

1. **Chesil Hidden Girls** –Peer group of five Year 10's from one school involved in disruptive behaviour in school. Hidden girls work has been developed from wider concern around violence against young women.
2. **West Dorset** – Group of four young men with a mix of exploitation risk and involvement in anti-social behaviour.
3. **North Dorset** – Six young people, five who were not meeting statutory threshold for social care with parents unwilling to engage with early help – but willing to allow youth work support as an extension of the school pastoral offer. One subject to a child protection plan.



# Delivery of group work and outcomes

## What was done:

1. **Chesil Hidden Girls** – Residential with five young women which included: Co-produced elements of the Hidden Girls work to make Weymouth Town Centre safer for young women – including work on a survey and producing publicity materials.
2. **West Dorset** – Attended an away day at Bushcraft Forest where the young people were given responsibilities around using tools, taught survival skills, team working and prepared 'forest food' outdoors (bread making).
3. **North Dorset** - three sessions over three consecutive weeks for 6. First two delivered at school exploring feelings of risk and safety (4 of the young people had been discussed at YAR). Final session at an Outdoor Education Centre – leadership skills, team building, develop self-esteem. Relationship based practice.



# Delivery of group work and outcomes

The outcomes we've seen for **Chesil Hidden Girls**:  
The survey has increased our understanding of concerns that young women have, including:

- How many young women have experienced harm outside of home, under-reporting of this and how we might change this going forward.
- Learning on how to engage young women on this subject – more police talks in schools, changes to PSHE.



# Delivery of group work and outcomes

The outcomes we've seen for **West Dorset**:

- Group Outcomes - Increased self-confidence/ self-esteem. More resilient and able to problem solve. Improved ability to work with peers.
- Improved relationships with Targeted Youth Worker enabling discussions around reducing risk.
- Young person A was at emerging risk of exploitation, has subsequently enrolled in college and is now engaging with a maths and English tutor. No longer an exploitation risk.
- Young person B is still in education at Learning Centre (which was a significant risk at the start).
- Young person C was on Out of Court Disposal – now engaging with CAMHS and school inclusion lead on a regular basis.
- Young person D remains engaged with support services and is working toward an outdoor instruction programme after completing his school education.



# Delivery of group work and outcomes

The outcomes we've seen for **North Dorset**:

- 5 of 6 completed post programme evaluation – all stated they felt more aware of risk outside the home.
- Developed relationships in an extra-familial setting - better able to work with the young people in school and community.
- One young person has moved from child protection to early help level.
- Another young person has now engaged with Wiltshire's Swift Programme.





# Lessons learnt

## Group Work:

- Value of pre-meeting young people to explain purpose of the work - Work with schools about 'active consent' of young people so they know what they are signing up for.
- Value of one-to-one with young people as part of the offer.
- Limit age range – year 9 and 10 seem to be the age group for the young people we most need to engage.
- Avoid working with a single peer group – This created barriers for other young people joining the group – Chesil Hidden Girls programme would have benefitted from having young women from more than one school as well.

## Wider Learning:

- Need to find non-traditional partners to provide 'safe spaces' to young women. Retailers, transport providers, etc.
- Development of single gender work around unhealthy relationships and challenging young men about language and behaviours.



# Next steps



- **Chesil Hidden Girls** - Work to create community guardianship model – Chesil Hidden Girls is now part of our ongoing offer – keen to develop a podcast and possibly an app.
- Development of single gender work around unhealthy relationships and challenging young men about language and behaviours.



**West Dorset** – Peer mentoring programme is under-development so that the Bushcraft Skills programme can be used on an ongoing basis for young people at risk.



**1. North Dorset** - Young people continue to be seen monthly through school drop-ins and through detached youth work.

# Swindon Update

Jeannette Chipping

Child Exploitation and Missing Children Manager

Swindon Borough Council



**SWINDON**  
BOROUGH COUNCIL

# Fathers Mentoring Fitness Group

**Remit:** Fathers of children were being or at risk of exploitation.

Think creatively – used existing service (Iprovefit) offered free fitness training to encourage attendance/engagement.

**Learning:** really challenging to get referrals.

Fathers not actively involved in child's life so remit extended to fathers who had been exploited/involved in gangs.

Feedback from a Father:

*'He really can't praise the scheme enough. He is finding that it is helping with his mental health, not just the exercise itself but the support, openness and guidance given is having a real impact'.*



Children, Families, and Community Health



# Learning



- Insight given as to the barriers of fatherhood
- Appreciation of the fathers efforts and affirming their importance in the family dynamic (in a relationship/co-parenting or fractious parenting dynamics)
- Discussion on the improvements that can be made as a father (how to encourage, how to communicate effectively, etc.)
- The benefits of nutrition
- The impact of a balanced lifestyle on mood and energy
- Guidance on lifestyle management beyond the program
- Discussion and guidance on dealing with children who have specific needs
- Physical exercise during session
- The impact of role modelling and the importance of consistency

# Village Circle Parenting Group

## **The need:**

Parents who have children involved in criminality can feel stigmatised. Services rightly focus on the child's needs but the parents can feel very isolated.

## **Members:**

The parents who come to our group have children who are either involved with criminality or are at risk of being drawn into criminality through vulnerability or exploitation.

# How did Parents feel prior to coming to the group?



**Alone** – parents felt as though they had no one to talk to



**Judged** - Parents felt as though they were judged by everyone



**Persecuted** - Parents felt as though they were victimised for what their children had done



**Life stops** - Parents felt as though once their children had entered the Criminal Justice system that their own lives stopped and this had to take priority at the cost of everything else

# Group Benefits

- Escape from the impact on 'real life'
- Talk to people in similar situations
- No Expectations
- Away from Home
- Safe non-judgemental space to talk
- Make friends

Parents were asked how they felt about coming to the group and what impact attending had on them:

- Safe place
- Space and place to talk
- Escape from real life impact

Identified the need for a designated safe space where they can meet in a comfortable environment away from daily distractions.

**For parents to build better relationships and be confident in their ability to advocate and support themselves they must feel safe, supported and listened to.**

Children, Families, and Community Health



# Parents against child exploitation (Pace) Learning Event for Parents/Carers

**Would you like to understand more about county lines & child exploitation in Swindon?**

Join our panel of experts for a live webinar



Lindsay Dalton  
CEO  
Pace

Megan Kenzie  
Detective Inspector  
Wiltshire Police

Jeanette Chipping  
Swindon Borough Council

Sarah Pritchard  
Barnardo's

**Free webinar for parents & carers**

**21st March, 7.00 - 8.30pm**

Do you know how to keep your child safe?

Do you know about child criminal and sexual exploitation?

Are you worried someone is taking advantage of your child, making them do something illegal?

- ✓ Learn what county lines and child sexual exploitation is
- ✓ Understand the signs that your child might be at risk or involved
- ✓ Learn how offenders groom and exploit children
- ✓ Understand what is happening in Swindon

Register [swindonwebinar.eventbrite.com](https://swindonwebinar.eventbrite.com)

National County Lines Coordination Centre  
NCA NPCC

Believe in children  
Barnardo's

Swindon Safeguarding Partnership

Pace  
Parents against child exploitation

PACE were commissioned to deliver a free virtual webinar

**First session: 21<sup>st</sup> March 2022**

- 115 parents attended

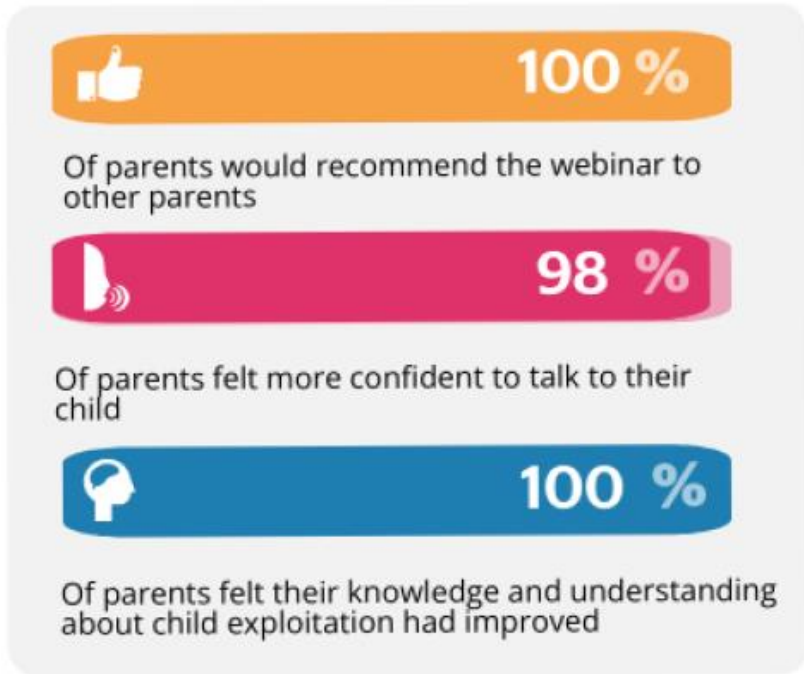
**Second session: 4<sup>th</sup> April 2022 facilitated by Kendra Houseman and Pace**

- 61 parents attended
- (15 attended other sessions)

Children, Families, and Community Health

 **SWINDON**  
BOROUGH COUNCIL

## Parent evaluation



### Parent feedback



“It’s made me think about viewing this from my child’s point of view and what is and isn’t safe not just the adult’s views.”

“I feel like something has just clicked, it feels real and not just an issue that happens to other.”

“This was such an amazing session; I have some clarity on issues I have had with my child. Thank you”

# Community Conversations



- ✓ Pilot a new community model combining Family Group Conference values with a community-led problem solving model.
- ✓ Held within communities, where child exploitation is a risk factor.
- ✓ Move from supporting individual children to supporting peer groups or incidents within the community.
- ✓ Aims to bring the community and professionals together to identify ways of making the community a safer place.
- ✓ Family members, parents, young people, professionals and community members have the opportunity to lead discussions around:
  - ✓ staying safe
  - ✓ identifying risks within their community and
  - ✓ make a plan on how they can reduce those risks
- ✓ Meetings facilitated by the Lead FGC coordinator.

## Continued

- Over six months facilitated 5 Community Conversations
- Working with a range of communities, contrast in opinions and planning

These conferences included:

- A volunteer community group
- A primary school
- A Youth Provision
- 2 Secondary schools
- Overall attendance of approximately 80 people
- Included professionals, residents, parents and some children/young people

# The Process

Range of professionals invited to raise awareness about their service and how they are supporting/responding to child exploitation.

Attendees invited to ask any questions and share any reflections.

## **Breakout circles/planning**

Smaller groups asked to consider questions:

- What do you feel are the strengths around this issue? What is working well?
- What else do you need from professionals/services to support with this issue? What support is missing?
- What can you personally offer to support this issue?
- How do you feel we can work together to increase safety for your children/young people?

Information from discussions and evaluation collated to formulate plan and shared with attendees if requested.

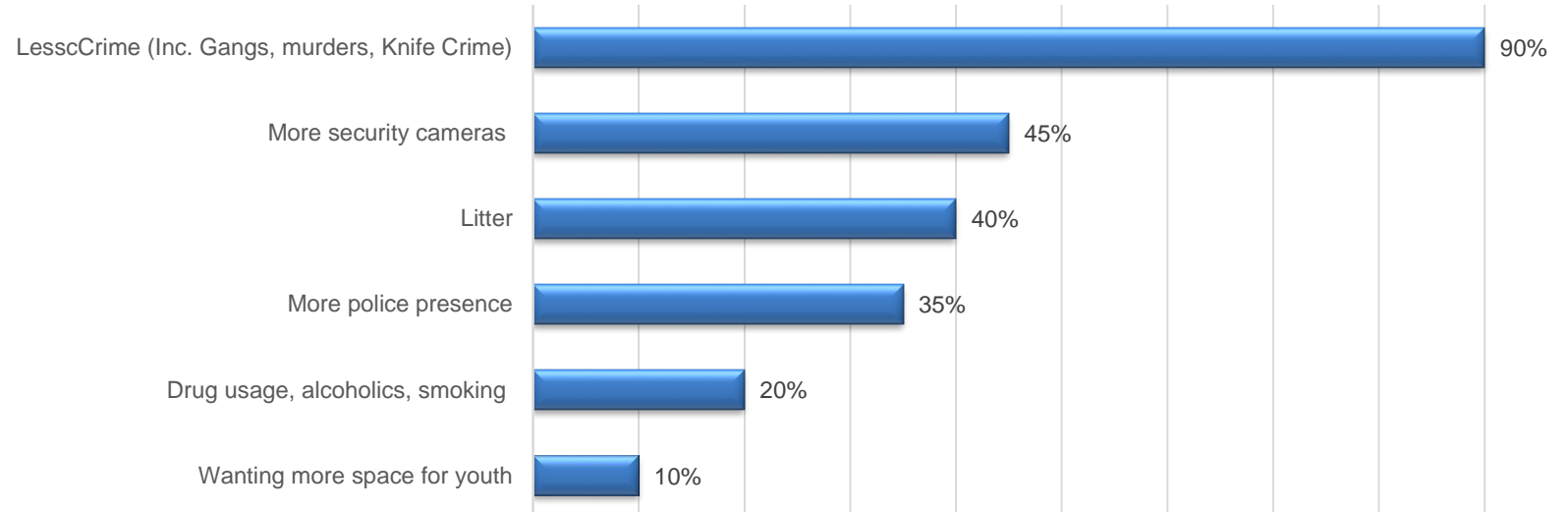
# Independent Advocate

Views of 114 children/young people from years 9 – 12 within Swindon. Consider the following:

- What is good about the area you live in?
- What would you like to change in your area, what are your worries?
- What would help you feel safer in your area?

**Strong theme: feeling unsafe within their areas.**

**Our Children's Thoughts and Concerns Within Their Community**



Children, Families, and Community Health

# Challenges

- ✓ Initially biggest challenge was sourcing provisions willing to participate.
- ✓ Attendance at some conferences was disappointing (remote/face-to-face meetings and daytime/evening) offered.
- ✓ **Promotion:** Various methods such as SBC Communications, social media, school emails, posters and flyers.
- ✓ **Secondary school provision**
  - ✓ One offered exclusively to year 9-11 parents within their school adopting an RSVP approach, numbers were lower than expected.
  - ✓ One invited all parents of year 9-11 pupils. Numbers still disappointing.
- ✓ **Junior school provision** - confident of good attendance however parents reported feeling intimidated/fearful to attend a meeting which addressed child exploitation.  
*CE/violence a concern in this area.*

# Learning

- ✓ Good attendance from volunteer group and youth provision. Already an established cohort?
- ✓ Lack of youth services accessible for all.
- ✓ Need to review community plans - to have a '*you spoke, we listened*' approach.
- ✓ Requests from several schools/other provisions requesting a community conversation.
- ✓ A positive and successful process that engaged with children/young people and communities.
- ✓ Feedback from several Social Workers reporting that children they are working with found the process to be worthwhile.
- ✓ Raised awareness around child exploitation, safety planning and better understanding of the safeguarding reporting and referral processes.



# Children in Custody/Parenting Worker Youth Court

- Youth Justice Service (YJS) assessment of children in custody to determine appropriate follow up.
- Consideration of a video recording if professional unavailable.
- Parenting worker in Youth Court sessions.
- Starting Point Mentoring.

# Achievements

- Established a point of arrest intervention called ENGAGE.
- Piloted with approximately 10 children to date.
- Engagement at teachable moments has resulted in early disclosures/ requests for help from children in this group.
- Early identification of exploitation concerns has resulted in child protection and National Referral Mechanism (NRM) procedures for children who would have otherwise just be Released Under Investigation (RUI'd).
- Intend to mainstream this approach post the DfE grant funding and develop further with Nelson's Trust and Liaison and Diversion Services.
- Established a parenting offer in the Youth Court for parents at teachable, reachable moments.
- Engagement with over 10 parents at court. 6 of whom have engaged in further parenting interventions.
- Directly impacted on the lives of 14 children effected by the YJ System.
- Success of this programme is achieving national attention with the Centre for Justice Innovation. Swindon are looking at funding routes to mainstream the model.

# Feedback from parents


*Question asked after first session parents engaging 1-2-1 support.*

***Do you think having the offer of support in person made any difference, compared to say, by telephone later that day?***

## **Parents' responses:**

- ✓ *'I think seeing a friendly face in court offering support helped greatly. Going to court is overwhelming and not a nice experience, and to catch someone in that moment is good, and helpful'.*
- ✓ *'I think that face-to-face was better. I would probably pick up the phone if you rang, but I would probably have said no – it's easier to turn it down over the phone. You (Parenting Practitioner) came across as warm and genuine, and showed that it was not just all about support for the children, but about parents too. I had to really rally myself to get there on that day, I can't even describe the emotions I was feeling, but having someone there to say 'look, I'm here to support you' was important. I think not all parents will take up the offer, but for me, it was good to have it'.*
- ✓ *'I'm not sure if it made a difference or not. I think I would probably have accepted anyway because it sounded helpful'.*

# Starting Point Mentors



**Local volunteer mentors**  
**Supporting local young people**  
**Within their local community**

Our diverse group of mentors are from different professional backgrounds, ages, and cultural groups. Each mentor journeys alongside their mentee supporting them to attain, sustain and thrive within education, employment and training.

We tailor the match to each young person, so they are supported by a trusted adult who is:

- Within a profession the young person aspires to get into.
- Has shared interests and hobbies.
- Has lived experience similar to the young person.

Our tried and tested Starting Point model has mentored over 200 young people into education, employment, or training.

There is **no waiting list** and **no time limit** to mentoring.

**How do I get started?**  
Get in touch with us:  
T: 01793 200669  
E: [startingpoint@themustardtree.org](mailto:startingpoint@themustardtree.org)



Starting Point is part of The Mustard Tree Foundation.  
Registered Charity No: 1104631

[startingpoint.org.uk](http://startingpoint.org.uk)



- Training for 15-16 year olds to be Starting Point Mentors.
- Initially offered at Education Other Than At School (EOTAS) and training for volunteers.
- Diverse group of mentors from different professional backgrounds, ages, and cultural groups.
- Each mentor journeys alongside their mentee supporting them to attain, sustain and thrive within education, employment and training.
- We tailor the match to each young person, so they are supported by a trusted adult who is:
  - Within a profession the young person aspires to get into.
  - Has shared interests and hobbies.
  - Has lived experience similar to the young person.
- Starting Point will not stop support when child leaves school (funded in Swindon to work with 18-25 year olds).

Children, Families, and Community Health



Further information [Front Page - Starting Point](#)

# Training for professionals

Two virtual sessions in May and June 2022 facilitated by Kendra Houseman.

Training provided specialist knowledge for frontline professionals, based on lived experience and covered the following:

- ✓ What is a gang and the structure of a urban street gang
- ✓ Child sexual exploitation, Child criminal exploitation and County lines
- ✓ Theories that underpin exploitation
- ✓ The role of the female in exploitation
- ✓ The language of the streets
- ✓ A real-life case study of an exploited child to analyse

Total of 103 professionals attended from a range of agencies such as:

- ✓ Childrens services including Youth Engagement Workers, Social workers, family support workers
- ✓ Education
- ✓ Health including CAMHS, CCG/GP
- ✓ Youth Justice Service
- ✓ Police – community policing, intelligence and missing and exploitation team

## Delegates' scored knowledge before attending this training



## Delegates' scored knowledge after attending this training



# Feedback from delegates

- ✓ Best training I have ever received, truly, impactful and emotive. (Police)
- ✓ Several comments that this should be mandatory for all professionals
- ✓ Working in this field everyday is a learning day and you can never fully understand what these children are going through and how to help with that (Police)
- ✓ It has assisted me on how to better support young people who are being exploited. (Social Worker)
- ✓ This was the best training I have ever done. I hope SBC will choose to invest in this kind of powerful training for staff in the future. I think it will stick with me for a very long time. This training is needed in all schools (Youth Engagement Worker)
- ✓ The fact that Kendra was able to eloquently and powerfully describe her experiences in an honest and powerful way. Unsurprisingly the most child centred training I have attended on the subject (Youth Engagement Worker)
- ✓ Kendra's lived experience. How she explained at the end that actually she had 'exploited' everyone to engage was really impactful and a brilliant demonstration of how quickly and expertly it can be done (Health)
- ✓ The way Kendra made us understand that "Through the eyes of the child things look different" (Family Service)

# Risk Outside The Home (ROTH) Coordinator Role

Part time post -18 hours

Assisted in development of ROTH webpage: [Risk outside the home \(ROTH\) - adopting a contextual safeguarding approach - Swindon Safeguarding Partnership](#)

Development of resources for professionals, such as:

- 7 minute briefs
- Practice briefs – Words Matter - exploitation and language used
- ROTH newsletter, [Risk outside the home \(ROTH\) newsletter - Issue 1 - April 2022 - Swindon Safeguarding Partnership](#)
- Toolkit for professionals
- Resources for shopping outlet and bus companies

Delivered ROTH training:

- 3 x sessions – 36 professionals within Childrens Services trained.

Coordinate and support ROTH training and regional event



# Questions



# Contact details for presenters

## **Dorset:**

[simon.fraiz-brown@dorsetcouncil.gov.uk](mailto:simon.fraiz-brown@dorsetcouncil.gov.uk)

[tina.ironside@dorsetcouncil.gov.uk](mailto:tina.ironside@dorsetcouncil.gov.uk)

[michael.pochin@dorsetcouncil.gov.uk](mailto:michael.pochin@dorsetcouncil.gov.uk)

## **Wiltshire:**

[Lisa.Colombi@wiltshire.gov.uk](mailto:Lisa.Colombi@wiltshire.gov.uk)

[holly.harwood@wiltshire.gov.uk](mailto:holly.harwood@wiltshire.gov.uk)

[sue.nash@wiltshire.gov.uk](mailto:sue.nash@wiltshire.gov.uk)

[Rachel.kay@wiltshire.gov.uk](mailto:Rachel.kay@wiltshire.gov.uk)

## **Swindon**

[JChipping@swindon.gov.uk](mailto:JChipping@swindon.gov.uk)



# Thank you for attending this event.

- Please give us your feedback
- Evaluation form link - <https://forms.office.com/r/7QZxB7sH2M>

