



Sutton LSCP
Local Safeguarding
Children Partnership

SUTTON LSCP

MULTI-AGENCY PROTOCOL

***for* SAFEGUARDING ADOLESCENTS**

Owner: Sutton LSCP

Version: 1

Issued: October 2020

Contact: suttonlscb@sutton.gov.uk

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1. INTRODUCTION

The purpose of this protocol is to support professionals and volunteers across agencies in Sutton to effectively safeguard adolescents. It should be read in conjunction with the [LSCP Multi-Agency Missing Children and Young People Protocol](#).

The Child Safeguarding Practice Review Panel recently completed their first national review on the theme of safeguarding children at risk of criminal exploitation.¹ This review, alongside the independent inquiry into child sexual abuse and exploitation, and serious case reviews for exploitation, highlight a growing body of evidence that, as well as the traditional intra-familial risks, risks to adolescents can be increasingly extra-familial and contextual which requires a different, but complementary, response to the child protection framework.

The overall aim of this protocol is to minimise the risk of extra-familial harm and improve outcomes for adolescents at risk of all forms of exploitation.

This protocol provides brief practice guidance to all professionals and volunteers working in the London Borough of Sutton to safeguard adolescents at risk of harm including all forms of exploitation. It includes indicators that an adolescent is being groomed or exploited, different approaches to safeguarding adolescents, and sets out roles and responsibilities of the agencies and services Sutton to safeguard adolescents. The reference section lists documents that should be read to gain a fuller understanding about practice requirements.

For the purpose of this document children and young people will be referred to as adolescents (10-24 years), however risks of grooming and exploitation can also relate to younger children. A glossary of definitions for terms used within this protocol can be found in Appendix A.

2. BACKGROUND

Safeguarding adolescents from exploitation and extra-familial harm has always been taken seriously in Sutton.

The LSCP Missing and Sexual Exploitation (MASE) Strategic Subgroup was formed in 2015 to have oversight of the implementation of the CSE Strategy 2015.

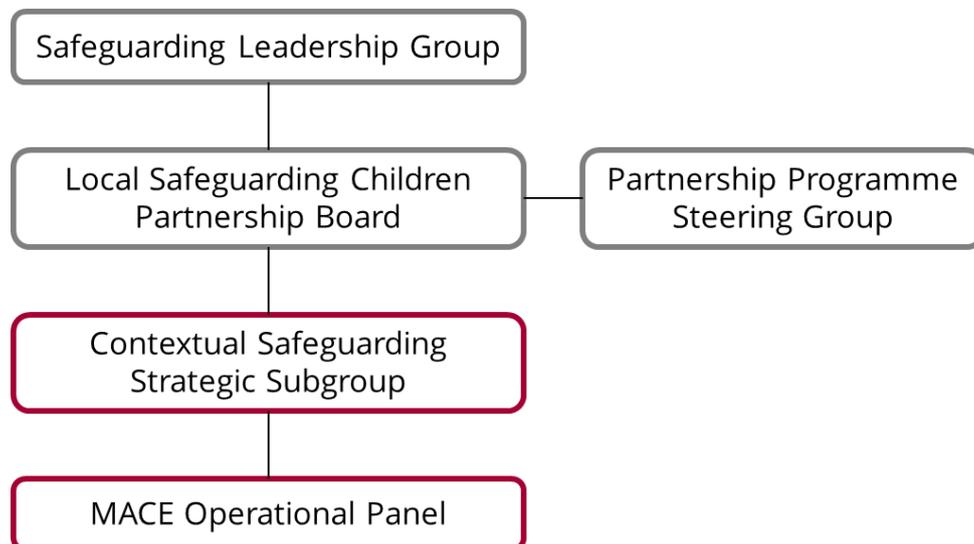
¹ Child Safeguarding Practice Review Panel 'It was hard to escape: Safeguarding Children at risk of criminal exploitation' (2020).

The MASE Strategic Subgroup became known as the Missing and Child Exploitation (MACE) Strategic Subgroup in 2018 to reflect its broader remit of seeking assurance on work undertaken to protect adolescents from all forms of exploitation in Sutton.

Contextual Safeguarding became a priority of the LSCP in its new local arrangements and the LSCP commenced its Contextual Safeguarding Scale-Up Project with support from the Contextual Safeguarding Network in 2019. The MACE Strategic Subgroup has responsibility for oversight of the project and is now known as the Contextual Safeguarding Strategic Subgroup.

3. GOVERNANCE

The governance arrangements for safeguarding adolescents are below.



The LSCP Escalation Policy should be used to resolve any significant professional differences within the partnership: suttonlscp.org.uk/lscp-governance.php.

4. SCOPE

The scope of this protocol is extra-familial and contextual risks to adolescents (including young people up to the age of 25 who have been in care). This protocol provides guidance for when there is a concern that an adolescent is suffering harm or at risk of suffering harm due to one or more of the following:

- Child sexual exploitation (CSE);
- Harmful sexual behaviour (HSB);
- Criminal exploitation;

- County Lines;
- Gangs;
- Radicalisation;
- Modern slavery and child trafficking; and
- Online exploitation.

Going missing is briefly covered within this protocol, however, for full procedures and information on how to respond when a child or young person goes missing please refer to the [LSCP Multi-Agency Missing Children and Young People Protocol](#).

This protocol does not include intra-familial abuse and neglect which can be found in the [LSCP Threshold Guidance](#).

5. LEGAL AND POLICY CONTEXT

Working Together to Safeguard Children (2018) outlines the importance of professional collaboration to keep children safe.

“Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child’s needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.”²

The Children Act 2004 places duties on key agencies in a local area.

“(1) The safeguarding partners for a local authority area in England must make arrangements for—

- the safeguarding partners, and
- any relevant agencies that they consider appropriate,

to work together in exercising their functions, so far as the functions are exercised for the purpose of safeguarding and promoting the welfare of children in the area.”³

The Police, Clinical Commissioning Groups (CCGs) and Local Authorities have a duty to make arrangements to work together, and with other partners locally to safeguard and promote the welfare of all children in their area.

² HM Government, ‘Working Together to Safeguard Children’ (2018), pg 11.

³ Section 16E, Children Act 2004.

Working Together (2018) advises that assessments should ensure risks and threats outside of the family home are taken into consideration. This is known as a contextual safeguarding approach.

“Assessments of children in such cases should consider whether wider environmental factors are present in a child’s life and are a threat to their safety and/or welfare. Children who may be alleged perpetrators should also be assessed to understand the impact of contextual issues on their safety and welfare. Interventions should focus on addressing these wider environmental factors, which are likely to be a threat to the safety and welfare of a number of different children who may or may not be known to local authority children’s social care. Assessments of children in such cases should consider the individual needs and vulnerabilities of each child. They should look at the parental capacity to support the child, including helping the parents and carers to understand any risks and support them to keep children safe and assess potential risk to child.”⁴

6. PATHWAYS FOR REFERRAL, ASSESSMENT AND SUPPORT

All adolescent safeguarding concerns should be referred to Children’s First Contact Service (CFCS).

CFCS can be contacted via the following routes:

- Referral form: [sutton.gov.uk/cfcs](https://www.sutton.gov.uk/cfcs)
- Telephone (9:00-17:00): 0208 770 6001
- Email: childrensfirstcontactservice@sutton.gov.uk
- Address: 1st Floor, Civic Offices, St Nicholas Way, Sutton, SM1 1EA

For out of hours contact the Emergency Duty Team (EDT):

- Telephone: 0208 770 5000
- Email: childrens.edt@sutton.gov.uk

Once a referral has been received CFCS will establish whether the adolescent is known to Children’s Services, at which point the referral will be passed over to the allocated social worker.

CFCS or the allocated social worker will then use the information in the referral form and information from multi-agency checks to conduct a screening using the

⁴ HM Government, ‘Working Together to Safeguard Children’ (2018), pg 22.

child exploitation risk screening tool and consider threshold for further intervention.

MACE OPERATIONAL PANEL

Cases that meet the required score in the Child Exploitation Screening Tool are referred to the MACE Operational Panel for discussion.

The Panel is co-chaired by Averil Kathan, Head of Service for Referral, Assessment and Intervention in Children's Services and Acting Detective Inspector Paul Smith from the Police.

It is the key forum for information sharing across agencies to ensure that the multi-agency partnership is working together to safeguard and promote the welfare of children and young people to effectively tackle exploitation, vulnerability and risk.

The Panel considers disruption activity/ plans and where there is evidence of modern slavery and/or county lines, agree referrals to the National Referral Mechanism (NRM) and Response & Rescue (County Lines).

PREVENT/ CHANNEL PANEL

Concerns that an adolescent may be at risk of radicalisation or involvement in terrorism, should be raised with the individual agency safeguarding lead and/or consult with the Prevent practice lead, if available. A referral should be made to the Police and to CFCS where the contact will be assessed and then referred on to the Channel Panel for intervention, if appropriate.

RESCUE & RESPONSE

Rescue & Response is the MOPAC (Mayor's Office for Policing and Crime) funded pan-London response to County Lines. Sutton Children's Services can refer directly to Rescue & Response and the Rescue & Response Partnership Coordinator is a member of the MACE Panel. Rescue & Response provide the following services:

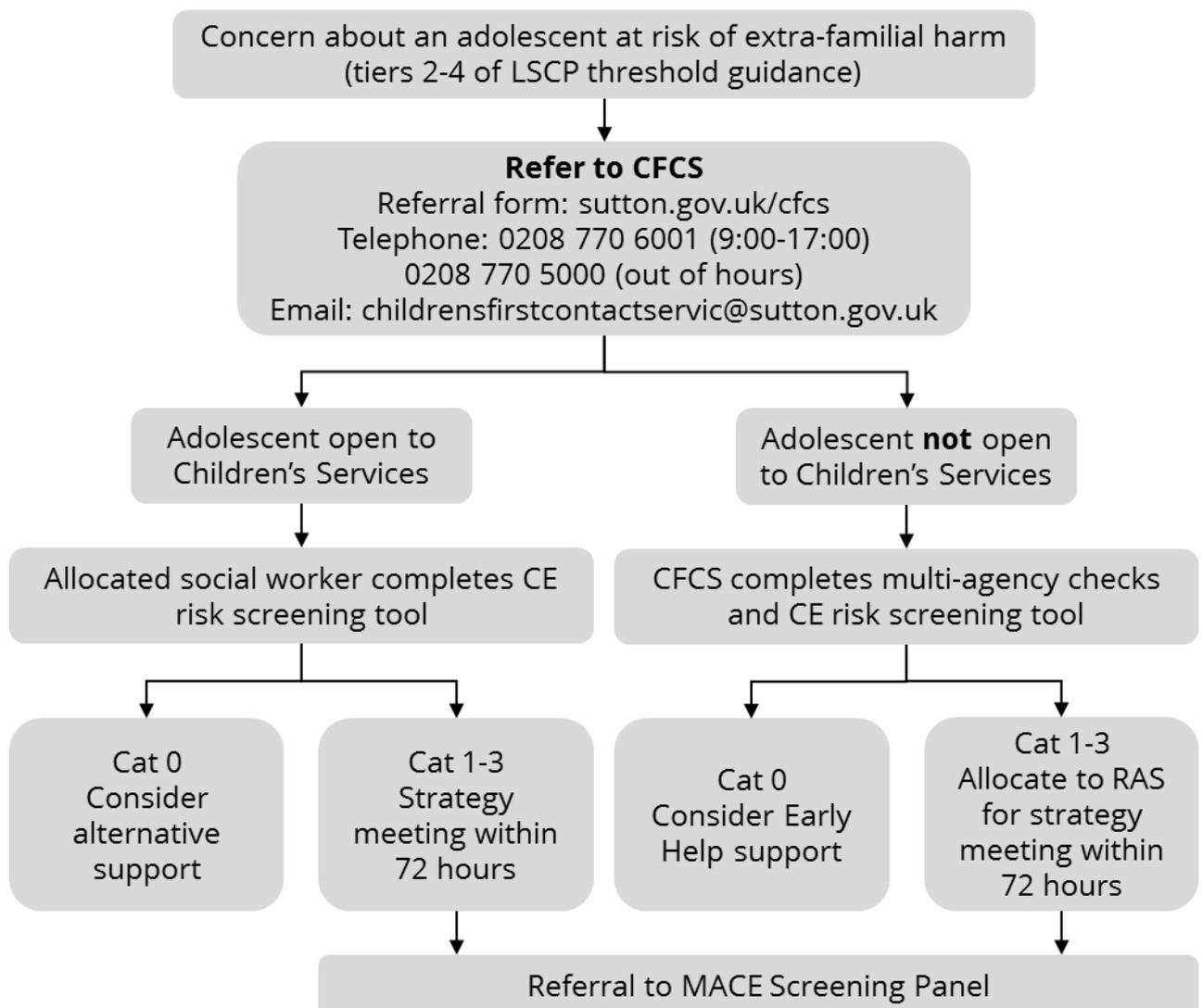
Intelligence gathering: Gathering intelligence about County Lines from researching Police databases and receiving reports from local authorities and key partners.

Intervention: Children and vulnerable adults up to 25 years of age who are suspected of involvement in County Lines or who have been exploited can be referred for 1:1 support and intervention via three main providers: St Giles Trust, Abianda and London Gang Exit.

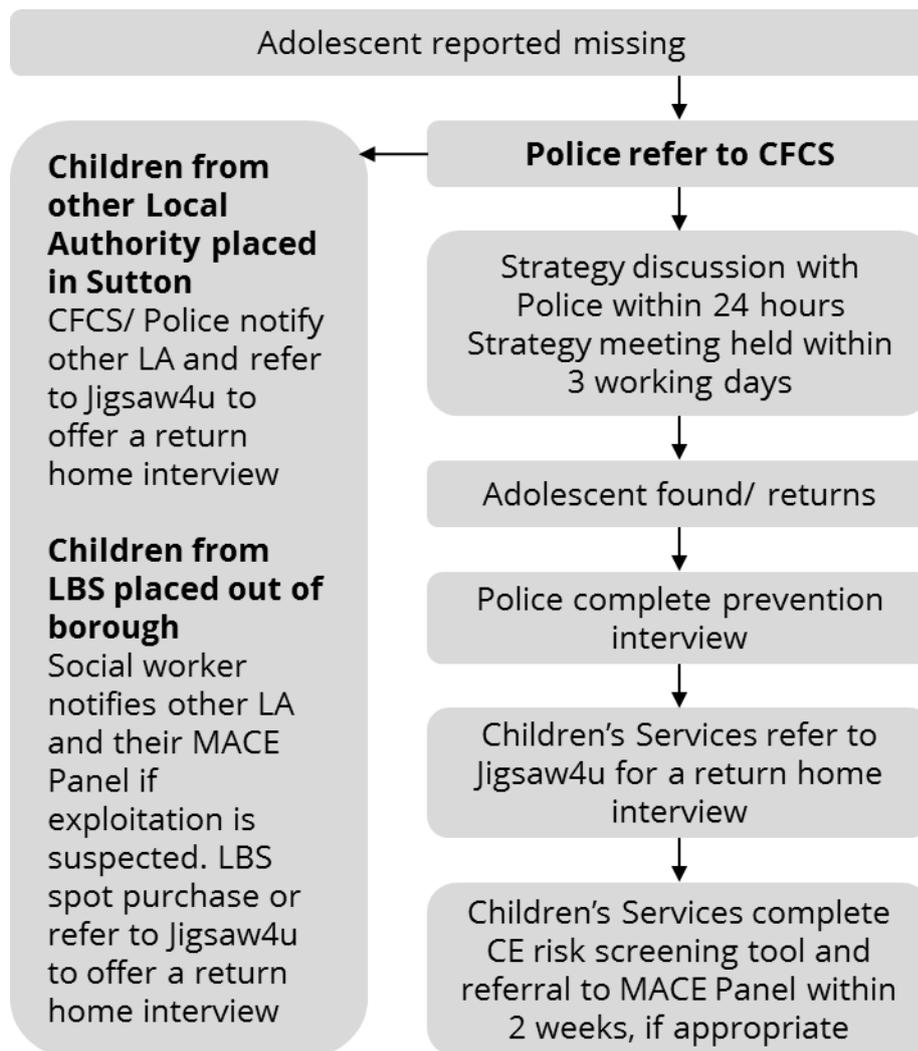
Out of Hours Service: This service can provide an immediate response and ‘rescue’ young Londoners arrested in regional and coastal towns and escort them back to a safe place. This intervention provides practical support to young people in crisis and can provide safety plans, 1:1 mentoring, referrals for longer term intervention and ongoing risk management. There is also a phone service which offers specialist advice and case consultations to professionals outside of working hours.

FLOWCHARTS

Risk of extra-familial harm flowchart



Missing flowchart



7. OUR APPROACH TO SAFEGUARDING ADOLESCENTS

The range and nature of risks that adolescents face differ from those which younger children and older groups experience. Much of this can be attributed to the adolescent stage of development. Adolescents are far more likely to engage in risk-taking behaviour, be sensitive to peer influence and are undergoing emotional, social and neurobiological changes which can impact on their decision-making ability and behaviour. These factors can contribute to young people's vulnerability to safeguarding issues such as exploitation, gang involvement and engagement in violence.

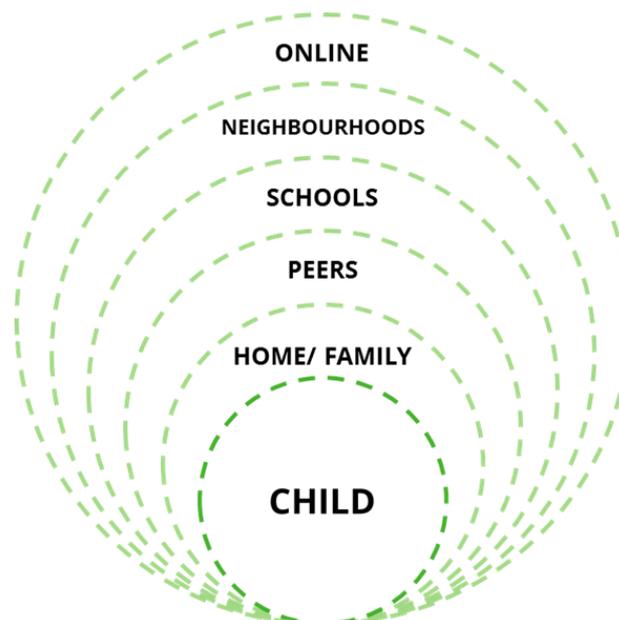
EARLY HELP

Providing help early to adolescents and their families is an important part of the practice within Sutton. Early intervention can reduce the chance of situations escalating and an adolescent experiencing harm.

Early Help work in Sutton is underpinned by the [LSCP Helping Early Strategy 2020-23](#) and is overseen by the LSCP Early Help Subgroup.

CONTEXTUAL SAFEGUARDING

A key consideration when working with adolescents, visualised in the figure⁵ below, is that they are influenced by more than just their home and family; they are also shaped by their peers, schools, and neighbourhood, in both online and offline contexts. Therefore, support provided to an adolescent needs to consider these extra-familial contexts; contextual safeguarding is an approach to assessing and intervening in these contexts.



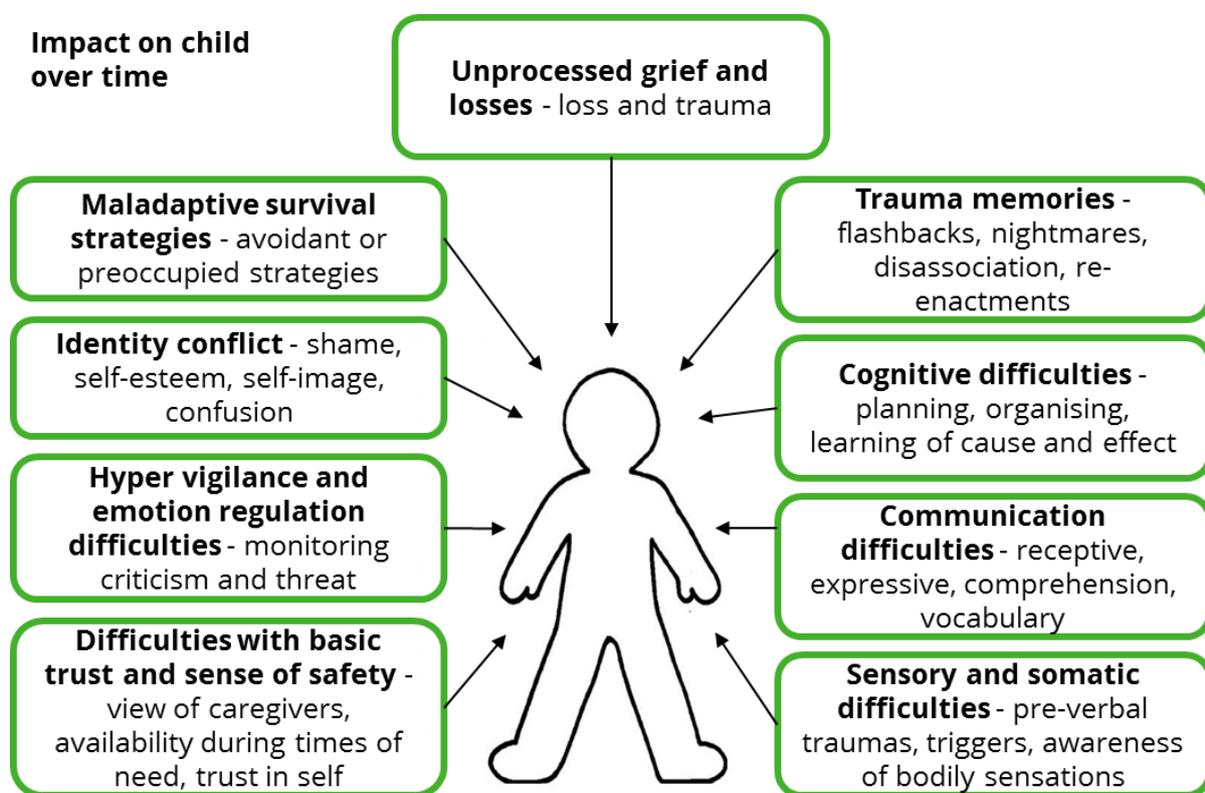
The [LSCP Threshold Guidance](#) contains indicators of harm from extra-familial contexts that should be considered in conjunction with the traditional indicators of harm.

⁵ Carlene Firmin, 'Contextual Safeguarding, an overview of the operational, strategic and conceptual framework' (November 2017).

TRAUMA-INFORMED

Exposure to adverse experiences in childhood and adolescence can have a traumatic impact on their development, physical and mental health, and behaviour. Adverse experiences can include: bereavement and survivorship, maltreatment, adjustment, prejudice, household or family adversity, inhuman treatment, adult responsibilities, and violence and coercion.⁶ Therefore, some adolescents may have a traumatic response to extra-familial risk and/or harm that they have experienced.

The diagram below shows some of the impacts trauma can have on a child or adolescent over time.⁷



An understanding of trauma and how it can present in an individual helps professionals to understand that adolescents who experience difficulties with trust, consequential thinking and self-esteem, or who are avoidant and have difficulties managing their emotions, may be feeling or behaving in this way because of a traumatic adverse experience.

⁶ Rebecca Brennan, Dr Marc Bush and David Trickey, with Charlotte Levene and Joanna Watson, 'Adversity and Trauma-Informed Practice' (June 2019).

⁷ Sandra L Bloom and Brian Farragher, 'Restoring Sanctuary: A New Operating System for Trauma-Informed Systems of Care' (2013).

Applying a trauma-informed approach considers trauma in a holistic way. Rather than viewing trauma as a clinical label or a condition, it is understood as a common, expected outcome of exposure to adverse and threatening circumstances.

Our response, therefore, should be as follows:

1 RECOGNISE
Understand the child/family history and when trauma may have occurred.

2 ACKNOWLEDGE
Identify the impact trauma has on behaviour, cognition, emotions, relationships, physical and mental health.

3 ENGAGE
Use a restorative and strengths-based approach that supports healing.

4 PROMOTE
Encourage the development of trust, safety, choice, collaboration and empowerment.

STRENGTHS BASED AND RESTORATIVE

Children's Services has adopted the restorative practice model and the strengths based approach is well established with early help partners and across statutory services. Sutton LSCP promotes the restorative practice approach through awareness raising and training which is available to all professionals and volunteers who work with children in Sutton.

A strengths-based approach allows professionals to gain an understanding of the adolescent's experiences, wishes and feelings, the family environment, the adolescent's life outside the family, and any other agencies involved. Conversations are based on acknowledging what is already being done well and building on strengths instead of focusing on what is not being done or what should be done.

A restorative approach aims to empower adolescents to develop their own problem solving skills to achieve successful outcomes. Engaging and empowering adolescents to make decisions and plans for their own wellbeing leads to better outcomes, less conflict with professionals, more informal support and improved functioning.

8. RECOGNISING THE SIGNS

Indicators that a child or young person is suffering, or is at risk of suffering, from harm can be found in the [LSCP Threshold Guidance](#). In addition, below are indicators that may suggest an adolescent is at risk of extra-familial harm.

Indicators that an adolescent may be being **groomed** (further indicators for being radicalised can be found in the Channel Duty Guidance⁸):

- Being secretive about who they are talking to and where they are going;
- Often returning home late or staying out all night;
- Sudden changes in their appearance and wearing more revealing clothes;
- Becoming involved in drugs or alcohol, particularly if you suspect they are being supplied by older men or women;
- Becoming emotionally volatile (mood swings are common in all young people, but more severe changes could indicate that something is wrong);
- Using sexual language that you wouldn't expect them to know;
- Engaging less with their usual friends;
- Appearing controlled by their phone;
- Switching to a new screen when you come near the computer.

Indicators that an adolescent may be being **exploited**:

- Persistently going missing from school or home and/or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones;
- Excessive receipt of texts/ phone calls and/or having multiple handsets;
- Relationships with controlling/ older individuals or groups;
- Leaving home/ care without explanation;
- Suspicion of physical assault/ unexplained injuries including bruising;
- Suffering from sexually transmitted infections/ pregnancy;

⁸ HM Government, 'Channel Duty Guidance Protecting, vulnerable people from being drawn into terrorism'

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907614/Channel_Duty_Guidance_April_2015.pdf.

- Parental concerns;
- Carrying weapons;
- Significant decline in school results/ performance;
- Gang association or isolation from peers or social networks;
- Becoming estranged from family;
- Self-harm or significant changes in emotional well-being;
- Volatility in mood/ mood swings.

It is not always easy to identify **harmful sexual behaviour**, indicators include sexualised behaviours that are inappropriate for the adolescent's age or development. The NSPCC provides information on stages of healthy sexual behaviour that should be considered.⁹

Questions to ask when considering if an adolescent is displaying harmful sexual behaviour include:¹⁰

- Is the behaviour unusual for that particular child or young person?
- Have all the children or young people involved freely given consent?
- Are the other children or young people distressed?
- Is there an imbalance of power?
- Is the behaviour excessive, degrading or threatening?
- Is the behaviour occurring in a public or private space?

The Brook Traffic Light Tool should be used to help identify harmful sexual behaviour: bflscb.org.uk/wp-content/uploads/sexual-behaviours-traffic-light-tool.pdf

9. OUR RESPONSE TO SAFEGUARD ADOLESCENTS

LANGUAGE

The language professionals use when engaging with adolescents who might be exposed to extra-familial harm is really important in order to avoid victim-blaming or suggesting that they may be complicit in the abuse. Inappropriate language may make the adolescent less likely to disclose abuse through fear of being

⁹ NSPCC Learning, 'Healthy sexual development of children and young people' (July 2020) <learning.nspcc.org.uk/child-health-development/healthy-sexual-development-children-young-people>.

¹⁰ NSPCC Learning, 'Guidance on HSB for health practitioners' (July 2020) <learning.nspcc.org.uk/health-safeguarding-child-protection/harmful-sexual-behaviour-guidance-health>.

blamed, it may also normalise and minimise the adolescent's experiences resulting in a lack of appropriate response.

Below are some examples of inappropriate language and alternative wording that can be used instead, for further information please refer to 'Appropriate Language: Child Sexual and/or Criminal Exploitation'.¹¹

Inappropriate term	Suggested alternatives
Putting themselves at risk	<ul style="list-style-type: none"> • The child may have been groomed; • The child is at an increased vulnerability of being abused and/or exploited; • The child is not in a protective environment; • There are concerns regarding other influences on the child.
Sexual activity with...; sexually active since [age under 13]	<ul style="list-style-type: none"> • The child has been sexually abused; • The child has been raped.
Has been contacting adult males/ females via phone or internet	<ul style="list-style-type: none"> • Adult males/ females may have been contacting the child; • The child is vulnerable to online perpetrators.
Offering him/ her drugs seemingly in return for sex	<ul style="list-style-type: none"> • The child is being sexually exploited; • The child's vulnerability regarding drug use is being used by others to abuse them.
Boyfriend/ girlfriend; in a relationship with...	<ul style="list-style-type: none"> • The young person has been/ is being groomed, exploited and controlled.
Involved in CSE; promiscuous; prostituting themselves	<ul style="list-style-type: none"> • The child is vulnerable to being sexually exploited; • The child is being sexually exploited.
Drug running - he/ she is drug running; recruit/ run/ work	<ul style="list-style-type: none"> • The child is being criminally exploited; • The child is being trafficked for the purpose of criminal exploitation.
He/ she is choosing this lifestyle	<ul style="list-style-type: none"> • The child is being criminally exploited; • The child is being sexually exploited.
Spending time/ associating with 'elders'	<ul style="list-style-type: none"> • The young person has been/ is being groomed, exploited and controlled.

¹¹ The Children's Society, Victim Support and NPCC, 'Appropriate Language: Child Sexual and/or Criminal Exploitation'.

TRUSTED RELATIONSHIPS

Research shows that trust is very important in building relationships with adolescents, “Too often children say that agencies are not able to protect them. Agencies have to earn the trust of children if they wish to succeed in protecting them.”¹²

The development of trusted relationships between adolescents and professionals are key to support effective communication and risk management.

Adolescents who might be caught up in extra-familial harm will be wary and anxious about sharing information with professionals either due to a lack of trust or due to fear of reprisals against them or their family members. These fears will be often very real.

Some agencies will have long relationships with an adolescent, such as education and Children’s Services, and some agencies will only have short interactions with adolescents, such as a nurse in an emergency department or a police officer. **There is a need to identify one key lead professional who has the time and skills to build up a trusted relationship with the adolescent. All other involved professionals should work together to support the relationship, recognising that there is still a responsibility to share risk management across the professional network.**

CONVERSATIONS WITH ADOLESCENTS

As above, some agencies will have long relationships with an adolescent and some agencies will only have short interactions with adolescents, but every interaction a professional has with an adolescent has the potential to help them.

The following provides some broad guidelines that can be used to support effective engagement with an adolescent:¹³

- **Listen** – above all, professionals should listen to what an adolescent is saying;
- **Acknowledge** – by acknowledging what an adolescent is saying, they are more likely to feel listened to;
- **Be open and receptive** – listen without judgement, being shocked, commenting, or advising (in the first instance);

¹² Child Safeguarding Practice Review Panel ‘It was hard to escape: Safeguarding Children at risk of criminal exploitation’ (2020) pg 28.

¹³ This is adapted from Waltham Forest Safeguarding Children Board, ‘Safeguarding Adolescents: A Practice Guide’, pg 27.

- **Ask for their views** – seek the adolescent’s perception of their behaviour rather than talking about your perceptions;
- **Start neutral** – do not discuss the consequences of an adolescent’s behaviour during early stages of engagement, unless there are clear and immediate child protection concerns;
- **What’s their motivation?** – listen out for motivation and to gain an understanding of what the adolescent wants;
- **Be solution-focused** – ask questions that lead to solutions, rather than remaining on problems, issues, and mistakes;
- **Identify strengths** – identify and acknowledge when the adolescent did something good and what their strengths are;
- **Be sensitive** – describe behaviours of concern sensitively, consider the pace and number of questions;
- **Adapt communication** – adolescents with SEND may need a different communication style or an advocate present who knows them well;
- **Have a thoughtful approach** – consider how to ask intrusive, probing or challenging questions;
- **Offer a way out** – let the adolescent know they can end the discussion at any point (if applicable);
- **Consider readiness to change** – approach early engagements with curiosity and look for signs of readiness to change;
- **Consider the behaviour not the person** – there is much more to an adolescent than their behaviour. Be aware of your own emotional responses;
- **Do not be judgemental** – do not use judgemental phrases, i.e. “I am disappointed in you”;
- **Avoid correcting** – instead of questioning an adolescent’s decision, question how they arrived at the thinking;
- **Follow up** – make sure that the plans put in place actually happen through regular communication (if possible).

PARTNERSHIP WITH PARENTS/ CARERS

When adolescents are exposed to extra-familial risk, often parents/ carers will feel very worried and concerned but also sometimes powerless to stop this risk. In these instances some parents might feel blamed or responsible for their child’s behaviour and this can result in parents feeling alienated by services.

It’s important to recognise that parents/ carers are an important protective factor in safeguarding adolescents and should be viewed from this asset-based

approach. The Child Safeguarding Practice Review Panel noted “When parents are active in safety planning and implementation there appears to be a greater chance of success... Parents need skilled help in knowing how best to respond to and protect their children in the challenging circumstances they face.”¹⁴

- Parents/ carers can be supported to be key safeguarding partners by:
- Accessing adolescent parenting courses;
- Being encouraged to communicate with each other about their child’s whereabouts; and
- Engaging family members in safety planning.

10. SAFEGUARDING ADOLESCENTS WITH SEND

All children are potentially vulnerable to extra-familial harm and it’s important not to just focus on specific groups to avoid professionals minimising risk to certain groups, however it is worth recognising that some adolescents with SEND may be at additional risk outside of the family home or professional setting due to their specific needs and abilities.

For those who are more developmentally immature or socially isolated, the safeguarding concerns may be equivalent to those of younger children in some instances.

Some adolescents with SEND might have social circles around their home. In some senses, this keeps them safe, but practitioners need to be aware of the risks that arise for adolescents within a relatively closed circle where outside scrutiny is limited.

The dynamics within some peer groups may increase the risk that an adolescent with SEND will be marginalised or be the focus of peer-on-peer abuse. This can include peers who take advantage of adolescents with SEND, asking them to carry out unsafe or criminal activities where they may not fully understand the risk of consequences. A report produced in 2018 by the four inspectorates (Ofsted, CQC, HMIP and HMICFRS) found that adolescents with special educational needs were particularly vulnerable to being groomed into county lines drug dealing.¹⁵

¹⁴ Child Safeguarding Practice Review Panel ‘It was hard to escape: Safeguarding Children at risk of criminal exploitation (2020).

¹⁵ Protecting children from criminal exploitation, human trafficking and modern slavery: an addendum (November 2018)

Some adolescents with SEND may also be at risk of overprotection, which may lead to an adolescent not fulfilling their potential as an adult, including a lack of awareness and understanding of wider contexts.

11. ROLES AND RESPONSIBILITIES

INFORMATION SHARING

Good information sharing across partner agencies is vital to safeguarding vulnerable children effectively, however this should be done in line with requirements for consent which can be found in the [LSCP Threshold Guidance](#). Professionals should never underestimate how important information they know about an adolescent can be when pieced together with information known by other professionals to build a full picture of risk to an adolescent's safety and wellbeing.

Effective early information sharing and intelligence gathering can:

- Help build a coherent picture of risk sources and potential targets for abuse;
- Identify and support a child's needs at the earliest opportunity, reducing the duration of harm and escalation to more serious abuse;
- Help identify and understand links between different forms of exploitation and hidden, or related, crimes;
- Identify locations being used for the purposes of exploitation;
- Identify networks or individuals who pose a risk to children;
- Provide evidence in applications to the court for civil and criminal orders;
- Enable quicker risk assessment of a potential victim of trafficking and development of an effective safety plan.

Examples of important information may include:

- Vehicle details including registration, make, model or colour;
- Train tickets or other travel documentation;
- Full descriptions including names or nicknames of suspected perpetrators;
- Details and descriptions of unusual or regular callers to children's homes;
- Phone numbers of suspected perpetrators or their associates;
- Email addresses and usernames where known;
- Address details of suspected perpetrators;
- Details of addresses or localities that children at risk or being exploited may be being taken or where there has been suspicious activity;

- Areas where children associate out of sight;
- Unexplained gifts received by children;
- Reported missing episodes and any absence from school;
- Names of other children and young people they are friends with who could also be at risk of exploitation.

All partners of the LSCP Contextual Safeguarding Strategic Subgroup are signed up to an information sharing agreement that supports multi-agency sharing of information.

THE ROLE OF THE LOCAL SAFEGUARDING CHILDREN PARTNERSHIP (LSCP)

The LSCP has a responsibility to seek assurance that local organisations and agencies work together effectively to safeguard adolescents and promote their welfare. The LSCP also has a responsibility to publish the [LSCP Threshold Guidance](#) to set out the local criteria for safeguarding children.

The LSCP also offers a learning and development programme¹⁶ that delivers courses on child exploitation and missing to professionals which help communicate local procedures and support available to adolescents.

THE ROLE OF THE CHILDREN'S FIRST CONTACT SERVICE (CFCS)

CFCS receives referrals from professionals and the public about concerns for the safety and wellbeing of adolescents.

CFCS have a responsibility to conduct multi-agency checks for information about the referral and adolescent which then informs decision-making and future assessments.

Where the referral indicates concerns in relation to extra-familial harm, CFCS will use the Child Exploitation Risk Screening Tool to assess the level of concern. This information will allow CFCS to make a determination in regards to the level of need, in accordance with the [LSCP Threshold Guidance](#).

¹⁶ LSCP learning and development courses can be accessed here: suttontraining.event-booking.org.

THE ROLE OF CHILDREN'S SERVICES

Children's Services have specific roles and responsibilities to lead the statutory assessment of children in need (section 17, Children Act 1989) and to lead child protection enquiries (section 47, Children Act 1989) where there are concerns that a child has suffered or is likely to have suffered significant harm.

When a case meets the threshold of actual or likely significant harm it is referred from CFCS to Children's Services. Children's Services will convene a strategy discussion, in order to determine whether child protection enquiries must be made. The strategy meeting will confirm the need for a referral to the Multi-Agency Child Exploitation (MACE) Panel.

The Specialist Safeguarding Leads and Contextual Safeguarding Lead in Children's Services take the lead on advising social care staff of best practice in reducing extra-familial harm and the coordination of referrals to the MACE Panel.

Children's Services have an obligation to refer victims to the National Referral Mechanism (NRM) where there is evidence of human trafficking, such as in the case of victims of County Lines. The online referral form can be accessed here: modernslavery.gov.uk/start.

THE ROLE OF THE POLICE

Working Together (2018) outlines that Police have responsibilities towards:

- Identification of children who might be at risk from abuse and neglect;
- The investigation of alleged offences against children;
- Working with other agencies, particularly the requirement to share information that is relevant to child protection issues; and
- The exercise of emergency powers to protect children.

In cases where there is insufficient evidence to prosecute an offender or where it might not be in the public interest to do so, the police may still use their powers to prevent an offence or further offending. These powers include issuing warning notices against suspects, monitoring bail or other conditions such as prohibitions against going to certain places or contacting children, and the closure of premises known to be used for child exploitation. The Child Exploitation Disruption Toolkit outlines the various orders and notices that can be applied for by the police to disrupt contact between potential victims and perpetrators, such as Child Abuse Warning Notices. The Police, like Children's Social Care, also have an obligation to refer victims to the National Referral Mechanism (NRM) where there is evidence

of human trafficking, such as in the case of victims of county lines. The online referral form can be accessed here: modernslavery.gov.uk/start.

The Police have a dual role in contributing to the S.47 child protection investigation whilst also gathering evidence for the prosecution of offenders who have been perpetrated child abuse or exploitation. The South Area BCU (Borough Command Unit) has a dedicated Safeguarding Team. This team investigates missing and child exploitation cases and the Sergeant of this team is co-chair of the borough's MACE Panel. This in addition to the CAIT team who will respond to child abuse concerns.

The representation of Police staff in the Children's First Contact Service helps to ensure that relevant information is shared and coordinated to take the most appropriate response for each case to identify and disrupt offenders and identify those who pose the greatest risk.

All interviews with the child as an actual or potential victim must be conducted, as far as possible, in accordance with the achieving best evidence interview (ABE). However, flexibility needs to be applied, as it may take a number of interviews before the child is able to make, or complete a statement. If the child has made a statement and/or is a potential witness, witness protection and witness support must be considered as early as possible.

THE ROLE OF COGNUS, SCHOOLS, FURTHER EDUCATION COLLEGES AND OTHER EDUCATION SETTINGS

Staff in Cognus, schools, further education colleges and other education settings must be alert and competent to identify and act upon concerns that a child is at risk of or experiencing abuse through exploitation.

Cognus has a remit to ensure that all staff in Sutton education settings (except further education) are compliant with their duties under S.175 of the Education Act 2002. Cognus also provides direct training to schools and students for e-safety alongside a wider suite of courses.

Being absent and excluded from school are risk factors which are known to increase vulnerability to exploitation and those with SEND may also be more vulnerable because of their needs. The Child Safeguarding Practice Review Panel noted that, "permanent exclusion was identified by practitioners and family members as a trigger for a significant escalation of risk. Exclusion has a major impact on children's lives and if it is unavoidable then there needs to be immediate wrap-around support to compensate for the lack of structure, sense

of belonging and rejection that exclusion from mainstream school can cause.” As such schools and education providers have a key role in reducing risk of harm to adolescents by working with partners to ensure that adolescents are listened to, understood and have appropriate structures in place in their education setting.

Education settings have a role in identifying concerns about children and young people through early help assessment processes and in schools, Designated Safeguarding Leads as well as other school staff, are expected to have undertaken training to identify the risks to adolescents of exploitation.

Education settings should also deliver education programmes in schools. For example, Personal, Social and Health Education (PSHE) programmes can help children make informed and healthy choices about issues such as sexual activity, grooming techniques, online safety, substance misuse, self-harm, and keeping them safe. Embedding sensitive issues into the curriculum in an age appropriate way, from primary school through to secondary school, is of paramount importance in raising the awareness of risk to pupils, staff and family members.

Schools have a key role in contributing towards contextual safeguarding assessments. Whether it be the completion of school’s assessments or contributing to peer group mapping as part of a peer group assessment, the knowledge that school staff have regarding potential safeguarding risks that their students may be exposed to is critical to the development of a contextual safeguarding system.

Safeguarding representatives from schools and Cognus are represented on the MACE Panel.

THE ROLE OF THE SWL CLINICAL COMMISSIONING GROUP (CCG)

The CCG is responsible for assuring themselves and the LSCP that providers of health services which they commission are executing their Section 11 (Children Act 2004) responsibilities.

THE ROLE OF HEALTH SERVICES

Health professionals have a crucial role in providing support for the physical and mental health of children who are at risk of exploitation. The named safeguarding lead in each health service has a duty to contribute to multi agency discussions about risk management and as such are well represented on the MACE Panel, with School Nursing, CLA Nurses and the Check it Out team all current members.

Where health professionals have immediate concerns about a child or young person suffering likely or actual harm as a result of a child being exploited, they must follow the standard London Child Protection Procedures to make a referral to CFCS. Where the concerns are not immediate or are unclear, staff must discuss the case with their named safeguarding lead and consult with the CFCS team as required.

If a multi-agency meeting is convened the following health professionals must attend or contribute with a report:

- All current health professionals involved with the child, including school nurses, nurses working with children in care, GP's, practice nurses, health workers involved with outreach clinics, sexual health and family planning resources;
- Any previously involved health professionals (recent past) who would have a useful contribution to make to the meeting (i.e. most recent health reports and knowledge of child while at school);
- Health professionals involved in any screening or medicals involving the child who is the subject of the meeting (e.g. Clinical Medical Officer, GP); or
- When no other health person is involved, current or past, the trust's designated or named professional must attend in an advisory capacity.

THE ROLE OF THE HOME OFFICE ON-SITE IMMIGRATION OFFICIAL (OSIO)

Sutton Children's Services has an On-Site Immigration Official (OSIO) from the Home Office, who can assist with carrying out safeguarding checks when there are concerns that:

- A child or young person (under 18 years) has been moved into or out of the UK and there are concerns for exploitation for trafficking / modern day slavery; or
- A child or young person (under 18 years) has been or is at risk of, being moved into or out of the UK and there are safeguarding concerns.

Safeguarding concerns might include:

- Where a family indicates plans to move a child across borders but it is unclear as to why they might be doing this;
- Lack of clarification as to who has or will have legal parental responsibility for the child/young person outside the UK;
- The child might be currently on a child protection plan; or

- Lack of clarification as whether authorities in a country where a child will be moving to have been alerted.

For Trafficking / Modern Day Slavery concerns - follow the usual referral process for child exploitation.

A referral can be made to Sutton's OSIO by emailing: murshed.choudhury@homeoffice.gov.uk using the forms below if it is felt that there is a role for the officer in assisting with the safeguarding checks by utilising their agencies systems for information or placing border alerts on relevant systems.

- [IECAS Status Check Form](#)
- [IE Status Check Form Guidance](#)

THE ROLE OF COMMISSIONED SERVICES

Foster carers, residential placements and semi-independent providers

When an adolescent is not where they should be, the carer (foster carer or residential staff) must take action to try to locate them and return them home.

A decision will need to be made as to whether the adolescent is away from placement without authorisation, absent or missing. This may be decided by the residential staff or the foster carer (if the adolescent is looked after) and if there is uncertainty consultation can be had with either the adolescent's social worker, supervising social worker or the Emergency Duty Team (EDT) if out of hours.

The carers, residential or semi-independent provider staff do not need to report an adolescent absent or away from placement without authorisation to EDT or Police, but should update the social worker daily during working hours until the adolescent is deemed to be missing. However, if the adolescent is absent or away from placement and is at significant risk of harm to themselves or others Police should be notified immediately.

When it is decided that an adolescent is absent or away from placement without authorisation but is not technically 'missing' the following steps must be taken:

- The carers (including residential staff and foster carers) should take action to try to locate the adolescent and return them home;
- The carers should keep records of what has happened, the details of the adolescent not being where they should be and the steps taken to locate them;

- The carers should review the situation every 6 hours as a minimum and again at 11pm and 8am and decide if still absent or away from placement without authorisation or whether the adolescent is now missing;
- If it is decided that the adolescent is still absent or away from placement without authorisation, the carers should continue to try to locate the adolescent and return them home. They should continue to share information and keep records of what has happened;
- If an adolescent's whereabouts are unknown or they have not been in contact for a maximum of 24 hours, then carers should treat the adolescent as missing;
- If an adolescent's whereabouts are known but they have not returned home, carers should wait no longer than 72 hours before deciding to treat the adolescent as missing.

For those adolescents who are frequently absent due to coming home past curfew or where their whereabouts are known, a plan should be agreed between the social worker and carers on how to manage those incidents. This plan should be clearly documented and a return home interview should be offered to the adolescent upon their return home to placement.

Residential providers and semi-independent placements also have a responsibility to risk assess any potential new residents who might move into their property. This is particularly crucial where residents may have gang associations or offending histories. Consideration needs to be given to the mix of young people in the placement, including mixing those with these risks with those who are potentially vulnerable to exploitation.

Jigsaw4u

In Sutton, Jigsaw4u are commissioned to undertake return home interviews when adolescents return from going missing.

Time Out Youth Centre Outreach youth service

Time Out Youth Centre is commissioned by Safer Sutton Partnership to support the completion of neighbourhood/ location contextual safeguarding assessments.

THE ROLE OF COMMUNITY AND VOLUNTARY ORGANISATIONS

Statutory guidelines on children being exploited recognise the role the voluntary sector, as well as youth workers working in both statutory and voluntary services, have in building trusted relationships with children and young people.

Where a professional or volunteer in a voluntary or community organisation has concerns for an adolescents safety and wellbeing they should refer to CFCs.

12. REFERENCES

- Child Safeguarding Practice Review Panel 'It was hard to escape: Safeguarding Children at risk of criminal exploitation' (2020)
- HM Government, 'Working Together to Safeguard Children' (2018)
- Children Act 2004
- Sutton LSCP, 'Sutton's Helping Early Strategy 2020-2023' (2020)
- Carlene Firmin, 'Contextual Safeguarding, an overview of the operational, strategic and conceptual framework' (November 2017)
- LSCP Threshold Guidance
- LSCP Multi-Agency Missing Children and Young People Protocol
- Rebecca Brennan, Dr Marc Bush and David Trickey, with Charlotte Levene and Joanna Watson, 'Adversity and Trauma-Informed Practice' (June 2019)
- Sandra L Bloom and Brian Farragher, 'Restoring Sanctuary: A New Operating System for Trauma-Informed Systems of Care' (2013)
- HM Government, 'Channel Duty Guidance Protecting, vulnerable people from being drawn into terrorism'
- NSPCC Learning, 'Healthy sexual development of children and young people' (July 2020)
- NSPCC Learning, 'Guidance on HSB for health practitioners' (July 2020)
- Brook Traffic Light Tool
- The Children's Society, Victim Support and NPCC, 'Appropriate Language: Child Sexual and/or Criminal Exploitation'
- Waltham Forest Safeguarding Children Board, 'Safeguarding Adolescents: A Practice Guide'
- Protecting children from criminal exploitation, human trafficking and modern slavery: an addendum (November 2018)

APPENDIX A. DEFINITIONS

<p>Adolescence</p>	<p>“An expanded and more inclusive definition of adolescence is essential for developmentally appropriate framing of laws, social policies, and service systems. Rather than age 10–19 years, a definition of 10–24 years corresponds more closely to adolescent growth and popular understandings of this life phase”¹⁷</p> <p>Sutton LSCP recognises the importance of this definition including individuals aged 18–24 years who are accessing Local Authority services. This protocol considers adults who are supported by the Leaving Care Team (LCT) as part of Sutton Children’s Services.</p>
<p>Contextual Safeguarding</p>	<p>Sutton LSCP’s definition of contextual safeguarding is in line with the definition given by Dr Carlene Firmin, who developed the framework along with her team at the University of Bedfordshire.</p> <p>“Contextual Safeguarding is an approach to understanding, and responding to, young people’s experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people’s experiences of extra-familial abuse can undermine parent-child relationships. Therefore children’s social care practitioners need to engage with individuals and sectors who do have influence over/within extrafamilial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.”¹⁸</p>

¹⁷ Susan M Sawyer, Peter S Azzopardi, Dakshitha Wickremarathne, George C Patton, ‘The age of adolescence’.

¹⁸ Carlene Firmin, ‘Contextual Safeguarding, An overview of the operational, strategic and conceptual framework’ November 2017

<p>Extra-familial Risk</p>	<p>Sutton LSCP defines extra-familial risk as any risk or harm to a child or young person originating from contexts outside of the family home. These risks could be present in school, the community or neighbourhood, online or within a peer group.</p> <p>Working Together (2018) advises that:</p> <p>“extra-familial threats [include] radicalisation and sexual or criminal exploitation”¹⁹</p> <p>And</p> <p>“threats can take a variety of different forms and children can be vulnerable to multiple threats, including: exploitation by criminal gangs and organised crime groups such as county lines; trafficking, online abuse; sexual exploitation and the influences of extremism leading to radicalisation.”²⁰</p>
<p>Missing</p>	<p>The Police in Sutton are the lead agency for investigating and finding missing children, they follow the definition of a missing person as defined by ACPO (Association of Chief Police Officers).</p> <p>“Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be the subject of crime or at risk of harm to themselves or another.”²¹</p>
<p>Child Sexual Exploitation (CSE)</p>	<p>The Department of Education define CSE as:</p> <p>“Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual.</p>

¹⁹ HM Government, ‘Working Together to Safeguard Children’ (2018), pg 20.

²⁰ HM Government, ‘Working Together to Safeguard Children’ (2018), pg 22.

²¹ ACPO, ‘interim guidance on management, recording and investigation of missing persons’ (2013).

	Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology." ²²
Harmful Sexual Behaviour (HSB)	The NSPCC harmful sexual behaviour framework describes HSB as: "Sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, may be harmful towards self or others, or to be abusive towards another child, young person or adults." ²³
Criminal Exploitation	Criminal exploitation is defined by the Home Office as: "Child Criminal Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology." ²⁴
County Lines	County Lines is a type of criminal exploitation and is defined by the Home Office as: "County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move [and store] the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons." ²⁵

²² Department of Education, 'Child Sexual Exploitation' February 2017.

²³ NSPCC, 'Harmful sexual behaviour framework' (2016).

²⁴ HM Government, 'Serious Violence Strategy' April 2018, pg 48.

²⁵ HM Government, 'Serious Violence Strategy' April 2018, pg 48.

Gangs	<p>The Serious Crime Act 2015 revised the legal definition of a gang:</p> <p>“the key features of a gang to be a group which:</p> <ul style="list-style-type: none"> • Consists of at least three people; • Has one or more characteristics that enable its members to be identified by others as a group; and • Engages in gang-related violence or is involved in the illegal drug market. <p>The identifying characteristics of a gang may, but need not, relate to any of the following:</p> <ul style="list-style-type: none"> • The use by the group of a common name, emblem or colour; • The group’s leadership or command structure; • The group’s association with a particular area; • The group’s involvement with a particular unlawful activity.”
Radicalisation	<p>The Home Office definition of radicalisation, adopted by the Prevent Strategy, is:</p> <p>“‘Radicalisation’ refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.”²⁶</p> <p>Extremism is defined as:</p> <p>“‘Extremism’ is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.”²⁷</p>
Modern Slavery And Child Trafficking	<p>Modern slavery is an umbrella term that encompasses the offences of human trafficking and slavery, servitude, forced or compulsory labour.</p>

²⁶ Home Office, ‘Statutory guidance, Revised Prevent duty guidance: for England and Wales’ April 2019, Glossary of terms.

²⁷ Home Office, ‘Statutory guidance, Revised Prevent duty guidance: for England and Wales’ April 2019, Glossary of terms.

	<p>Article 3 of the Palermo Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, Supplementing the United Nations Convention against Transnational Organised Crime defines child trafficking as:</p> <p>“a. “Trafficking of persons” shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, or deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs;</p> <p>b. The consent of a victim of trafficking in persons to the intended exploitation set forth in sub-paragraph (a) of this article shall be irrelevant where any of the means set forth in sub-paragraph (a) have been used;</p> <p>c. The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered “trafficking in persons” even if this does not involve any of the means set forth in sub-paragraph (a) of this article;</p> <p>d. “Child” shall mean any person under eighteen years of age.”²⁸</p>
<p>Online Exploitation</p>	<p>The London Child Protection Procedures describe online exploitation as:</p> <p>“Grooming of children online is a faster process than usual grooming, and totally anonymous. The abuser develops a 'special' relationship with the child online (often adopting a false identity), which remains a secret to enable an offline meeting to occur in order for the abuser to sexually harm</p>

²⁸ Palermo Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, Supplementing the United Nations Convention against Transnational Organised Crime (ratified by the UK in February 2006).

	<p>the child. The abuser grooms online by finding out as much as they can about their potential victim, establishes the risk and likelihood of the child telling, finds out about the child's family and social networks and, if safe enough, will isolate their victim, usually through bribes or threats, and gain control."²⁹</p>
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APPENDIX B. STRATEGY MEETINGS AND SAFETY PLANNING

A Strategy meeting/ discussion is used to:

- Share available information;
- Agree the conduct and timing of any criminal investigation;
- Decide whether an assessment under S.47 of the Children Act 1989 should be initiated, or continued if it has already begun;
- Consider the assessment and the action points, if already in place;
- Plan how the S.47 enquiry should be undertaken (if one is initiated), including the need for medical treatment, and who will carry out what actions, by when and for what purpose;
- Agree what action is required immediately to safeguard and promote the welfare of the child, and/or provide interim services and support. This includes developing a safety plan and if the child is in hospital, decisions should also be made about how to secure the safe discharge of the child;
- Determine what information from the strategy meeting/ discussion will be shared with the family, unless such information sharing may place a child at increased risk of significant harm or jeopardise police investigations into any alleged offence/s;
- Determine if legal action is required.

Safety planning should consider the following areas:

- **Physical safety**
 - Safety plan around where adolescent is living and how to stabilise living arrangements;
 - Push/pull factors;
 - Intervention with the adolescent to address the risks and what they can do to help keep themselves safe;

²⁹ London Safeguarding Children Partnership, 'London Child Protection Procedures' (2017), 8.9.1.

- Work with parents/carers around guidance and boundaries and what they can do to help reduce risk;
- Out of hours safety planning;
- Return Home Interviews and whether a grab bag is prepared for missing episodes;
- **Emotional/ social safety**
 - Therapeutic support (e.g. CAMHS);
 - Support from youth services;
 - Intervention focused on peer relationship;
 - Diversionary recreational activities;
- **Sexual safety**
 - Sexual health needs (contraception, STIs, pregnancy)'
 - Intervention on healthy relationships;
- **Educational safety**
 - School Attendance and plans if NEET;
 - Risk of exclusion and how this can be reduced;
 - SEN support;
- **Online safety**
 - Phone tracking.

APPENDIX C. RECOVERY ORDERS

A Recovery Order application can be made when a child is being withheld from Local Authority care, is staying away from their responsible person, or is missing. The RO directs any person harbouring to produce the child or who has knowledge of the child's whereabouts to share this information with authorities. Additionally, it authorises the removal of the child by any authorised person, as well as authorises a constable to enter any premises that is specified on the order, using reasonable force if necessary. An RO is granted when there are reasonable grounds for believing a child is with a particular person or at a particular address, and attempts to recover the child have been obstructed.

An RO should be agreed between Children's Services and Police as part of a strategy discussion. The following must be undertaken prior to an application being made:

- Recent evidence of where or who the child is likely to be with;
- Names and addresses have been shared with police for intelligence checks;

- Evidence of attempts made to recover the child having been obstructed; and
- Police agree with children's services a Recovery Order is needed to assist in the recovery of the child.

The execution of the Recovery Order should be agreed at the time of the strategy discussion, as part of the safety plan. The following should be considered: secure transport, EDT alert, confirmed placement address, and by whom and when the RO will be executed. In some cases, it might be in the best interest of the child for the social worker to attend an address with police to support the recovery of the child. However, there may be times this may not be practical or the risks are such that the RO is executed by police alone. This should be agreed with police prior to the RO being applied for and considered on a case-by-case basis. If an RO is agreed as part of a strategy discussion, your Head of Service needs to agree as part of a Legal Planning Meeting (LPM) that the legal threshold has been met.

Heads of Service should check as part of the LPM that the following has been completed prior to agreeing an application for an RO:

- A strategy discussion has taken place with police;
- Names and addresses have been shared with police and intelligence checks have been undertaken; and
- Views of police have been sought & are in agreement with the RO application.

APPENDIX D. LIST OF SERVICES

SUTTON SERVICES

- **Jigsaw4u** – Provides an independent service for all young people reported as missing in Sutton as well as support for children and families in Sutton around loss and bereavement; parenting; disabilities; and, general therapeutic support for young people; telephone: 0208 687 1384, website: jigsaw4u.org.uk
- **Off the Record Sutton** – Free counselling for Sutton young people aged 11-25 and support for parents; telephone: 0208 251 0251, email: info@talkofftherecord.org, website: talkofftherecord.org/sutton

- **Switch Sutton** – A young person’s alcohol and drug service for anyone up to the age of 18 living in Sutton; telephone: 0208 773 9393, email: info@cranstoun.org.uk, website: cranstoun.org/services/young-people/switch-sutton
- **Getting it on** – Information for 13-19 year olds in Sutton on sexual and mental health issues, drugs and alcohol and relationship problems; website: gettingiton.org.uk
- **Sutton Young Carers Service** – Support for young people aged 8-25 with caring responsibilities at home; telephone: 0208 296 5611, website: suttoncarerscentre.org/young-carers-services
- **Sutton Uplift** – Community based mental health and wellbeing service for adults aged 18+ in Sutton; telephone: 0800 032 1411, website: suttonuplift.co.uk
- **Rape Crisis South London** – Counselling for women aged 13 and above, who live and/or work in any of the South London boroughs; website: rasasc.org.uk

NATIONAL SERVICES

- **NWG** – National Working Group Network, provides information, resources, and advice about CSE to professionals, parents/ carers, and young people; telephone: 01332 585371, email: network@nwgnetwork.org, website: nwgnetwork.org
- **Childline** – Free confidential support, 24 hours a day for anyone under 19, online or on the phone; telephone: 0800 1111, website: childline.org.uk
- **The Mix** – Confidential information and support for young people under 25 on a wide range of issues via online and a free confidential helpline; telephone: 0808 808 4994, website: themix.org.uk
- **Centrepoint** – Support for ages 16-25 who are homeless, sofa surfing or at risk; helpline: 0845 466 3400, website: centrepoint.org.uk
- **Young Minds** – Information for young people, parents, and professionals around the wellbeing and mental health of children and young people; parent’s helpline: 0808 802 5544, website: youngminds.org.uk

APPENDIX E. KEY CONTACTS

REFERRALS

- **Children's First Contact Service (CFCS)**
Referral form: sutton.gov.uk/cfcs
Telephone: 0208 770 6001 (9:00-17:00), 0208 770 5000 (out of hours)
Email: childrensfirstcontactservice@sutton.gov.uk
- **For immediate risk to safety call the Police on 999**

LOCAL AUTHORITY

- **Strategic Lead for Missing Children and Child Exploitation**
Jonathan Williams, Assistant Director for Children's Services and Safeguarding
Telephone: 0208 770 6534
Email: jonathan.williams@sutton.gov.uk
- **Averil Kathan**, Head of Service for Referral, Assessment and Intervention (Co-Chair of MACE Panel)
Telephone: 0208 770 4326
Email: averil.kathan@sutton.gov.uk
- **Complex Safeguarding & Practice Support Team**
Email: complexsafeguarding@sutton.gov.uk
- **Raquel Vieth**, Specialist Safeguarding Practice Lead
Telephone: 0208 770 6516/ 07889 403761
Email: raquel.vieth@sutton.gov.uk
- **Sara Ward**, Specialist Safeguarding Practice Lead
Telephone: 0208 770 5674/ 07725 673517
Email: sara.ward@sutton.gov.uk
- **Mandy John-Baptiste**, Specialist Safeguarding Practice Lead
Telephone: 0208 770 6777/ 07395 374606
Email: mandy.john-baptiste@sutton.gov.uk

POLICE

- **Strategic Lead for Safeguarding**
DCI Dan O'Sullivan, South Area BCU (Chair of LSCP Contextual Safeguarding Subgroup)
Telephone: 07584 657991

Email: daniel.m.osullivan@met.police.uk

- DI Paul Smith, CSE Police SPOC, South Area BCU (Co-Chair of MACE Panel)

Telephone: 0208 649 0145

Email: paul.r.smith@met.pnn.police.uk

SWL CCG

- Sarah Galvin, Designated Safeguarding Nurse of Child Protection and Looked After Children

Telephone: 07342 058212

Email: sarah.galvin@swlondon.nhs.net

COGNUS

- Hayley Cameron, Education Safeguarding Manager

Telephone: 07736 338180

Email: hayley.cameron@cognus.org.uk

JIGSAW4U

- Sharon McCann, Missing and CSE Team Manager

Telephone: 0208 687 1384/ 07932 911993

Email: sharonmccann@jigsaw4u.org.uk