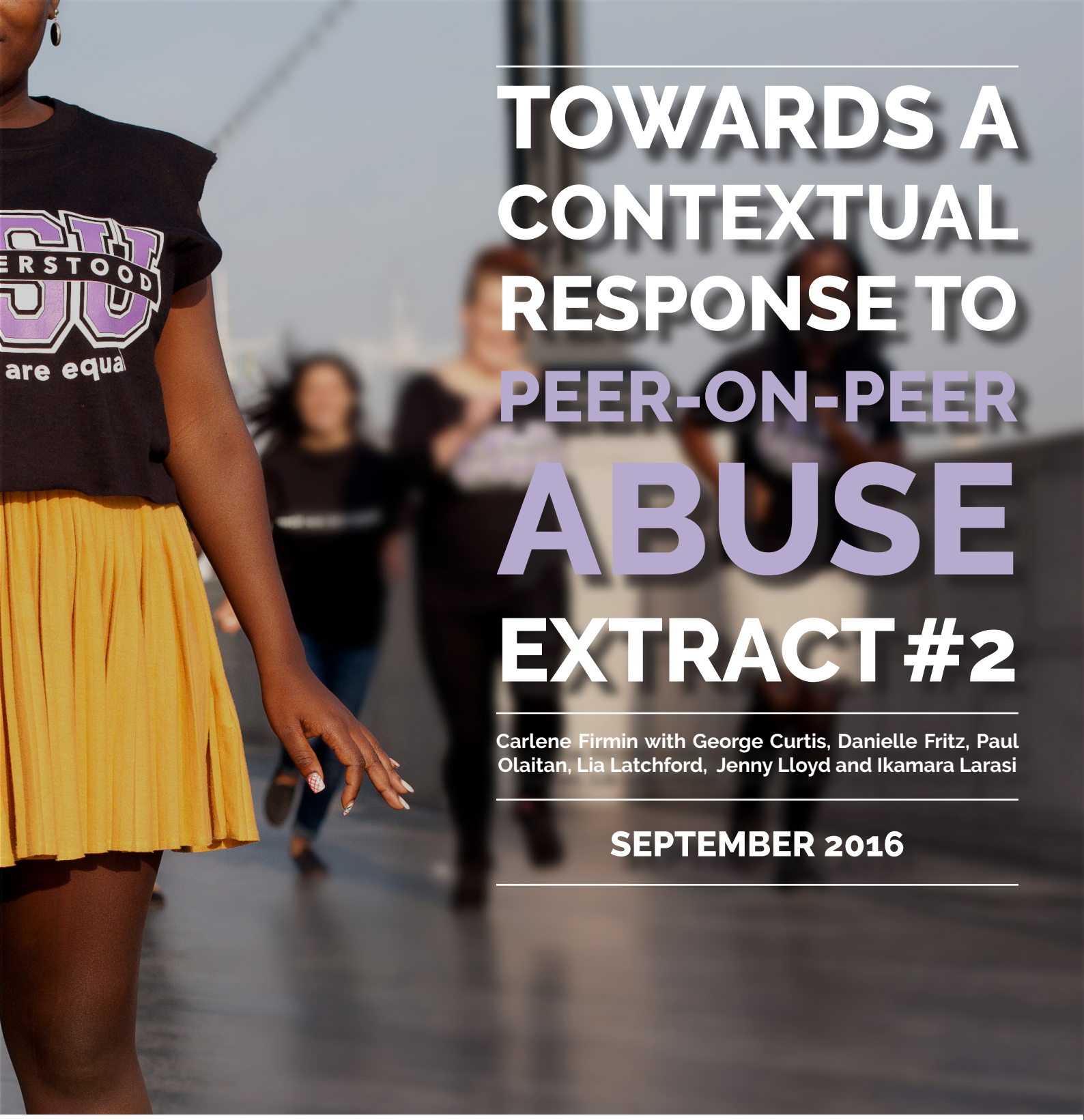

TOWARDS A CONTEXTUAL RESPONSE TO PEER-ON-PEER ABUSE

EXTRACT #2

Carlene Firmin with George Curtis, Danielle Fritz, Paul Olaitan, Lia Latchford, Jenny Lloyd and Ikamara Larasi

SEPTEMBER 2016

THE INTERNATIONAL CENTRE
RESEARCHING CHILD SEXUAL EXPLOITATION, VIOLENCE AND TRAFFICKING

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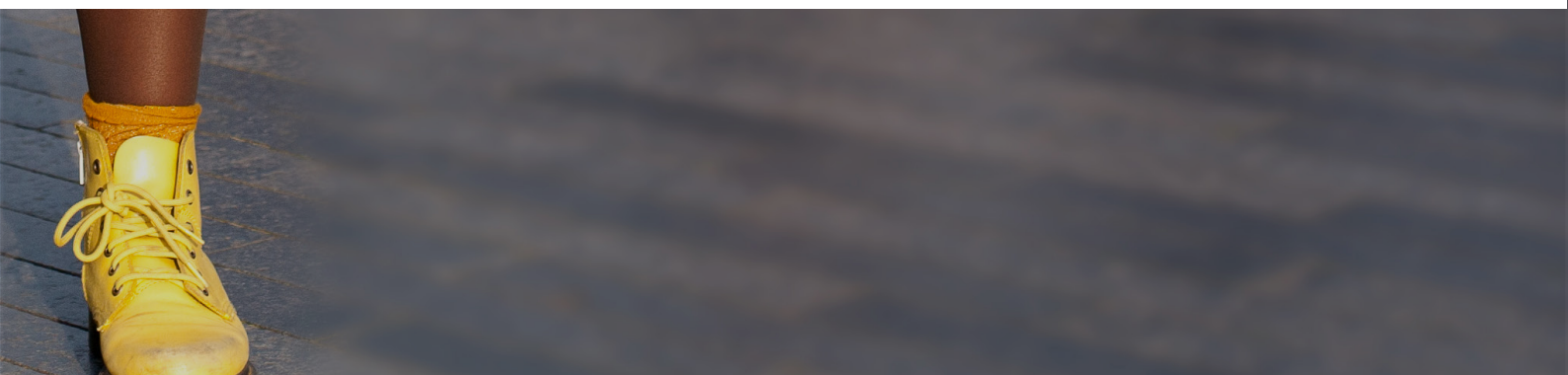

NOTE TO THE READER

This briefing comes directly from the chapter 'Local Site Work: Approaches, Findings and Resources' in the MSU report 'Towards a Contextual Response to Peer-on-Peer Abuse: Research and Resources from MsUnderstood local site work 2013-2106'. To read the briefing in context, please refer to the report, which is available on both the MSU and Contextual Safeguarding Network websites.

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Working with schools and alternative education providers

Audits across MSU sites identified the significant role of schools and other education providers in safeguarding young people from peer-on-peer abuse. In keeping with wider research on the phenomenon, some schools were identified as protective spaces in which young people were supported to build healthy and safe friendships with peers and partners. However, a number of challenges were also identified related to:

- Inconsistent engagement of schools with the multi-agency response to peer-on-peer abuse within local areas
- Inconsistent provision of sex and relationships education within schools
- Reporting rates of peer-on-peer abuse within schools and lack of clarity about referral pathways and thresholds for reporting harmful sexual behaviour
- The challenges faced by schools when responding to incidents, including the use of managed moves, lengthy police investigations and on-going bullying behaviours
- Lack of coordination in offers made to schools to provide awareness-raising and interventions for young people – leading to duplication of delivery in some provisions
- Routes to share local problem profiles and concerns with all education providers in a given local area via multi-agency processes when not all could attend meetings associated to peer-on-peer abuse

Some of our delivery within sites, while not specifically focused on school environments, sought to bolster partnerships with education providers and the wider local partnership – such as engaging schools in peer group mapping processes (Appendix F) or considering the place of education data in problem profiling activities (Appendix D). However, in two sites researchers worked with schools, students and those who support education providers within local authorities to deliver targeted activities to meet some of the challenges outlined above. In one site this was achieved via work with the Fair Access Panel and better coordinating the plan for whole school approaches in that area. In another site work focused on training with teaching staff and education safeguarding leads, in addition to consultation with students.

Engaging the Fair Access Panel

During an audit of one site researchers identified that some cases of peer-on-peer abuse within schools were being managed via referral to the local Fair Access Panel (FAP). FAPs operate across most local authorities in England, and are designed to ensure that children who do not have an education place are found one quickly, to minimise the amount of time a child is out of school. FAPs lead the education access process and it is their role to discuss each case and agree an education placement for each child. Children discussed at a FAP include those:

- at risk of permanent exclusion
- who have been permanently excluded
- subject to managed moves between schools
- who are looked after young people being moved into the local authority and require a school place
- referred by admissions who may be hard to place in a mainstream school

More information on the FAP protocols and procedures can be found here.

In a number of MSU sites researchers observed that students were being moved between schools in response to an incident of peer-on-peer abuse. In some cases, those suspected of being abusive, but in a number of cases those who had been abused, were moved to a different

school as part of a risk management strategy. The decisions about if and how to move these students were being made at the FAP. Conversations which informed these moves indicated that schools were often at the forefront of responding to cases of peer-on-peer abuse, infrequently referred to as incidents of 'sexual bullying' or 'sexual misconduct' in addition to physical assaults against other students. Some incidents occurred on school premises and others involved students but took place outside of the school environment.

By observing decision-making at FAPs, researchers identified that:

1. The FAP is often the centre of the decision making process deciding where to place the student/s when they are being moved/excluded
2. The FAP holds a lot of 'soft' information about prevalence of peer-on-peer abuse in schools and the impact it has on students' education. This includes incidents and assaults that are documented in FAP referral forms or are discussed in FAP meetings. This information is not always known to other services/agencies, particularly if incidents are identified as 'low level' sexual misconduct or 'persistent disruptive behaviour'
3. Schools often hold a lot of contextual information about peer-on-peer abuse including how peer groups of concern, safety on transport networks (particularly during school journeys), prior incidents and neighbourhood disputes, affect the safety of their students
4. Information known to and discussed at FAPs could be used to develop a greater understanding of the scale and nature of peer-on-peer abuse in schools specifically, and a local area more widely, to inform problem profiling, the targeting of interventions and measurements of success

While these observations were made during multiple audits, one site in particular appeared keen to explore the potential of FAP involvement through the delivery process. Building on this identified strength, researchers recommended a programme of work with the FAP to ensure that:

- instances of peer-on-peer abuse are consistently considered and recorded when placements are decided
- information collected through this process is shared with relevant analysts to track the prevalence and impact of peer-on-peer abuse in educational settings within the local site

In order to address this recommendation, researchers aimed to use the FAP to develop data and information on the impact of peer-on-peer abuse in schools and alternative education provisions within the identified site. Through this process it was envisaged that professionals within the site would be able to:

- Develop a process to more accurately record incidents of peer-on-peer abuse in schools and education provisions
- Collect information on the prevalence of peer-on-peer abuse in schools
- Generate data on the impact that peer-on-peer abuse has on young people's education, including exclusions and managed moves
- Generate data on how schools currently respond to concerns and incidents – in particular those identified as 'sexual bullying/sexual misconduct/inappropriate sexualised behaviour/touching'
- Identify any further contextual trends e.g. peer groups and locations of concern by education providers and use this information known to the FAP to enhance the development of the local peer-on-peer abuse profile; which was largely built upon information known to statutory agencies including children's social care and the police

Researchers implemented a staged delivery process:

In the first stage researchers observed a further two FAP meetings and met with key local authority staff. During observations, researchers were looking for particular points of discussion in order to identify opportunities for gathering data from the FAP process to develop local understandings of, and responses to, peer-on-peer abuse. These included:

- Does peer-on-peer abuse feature in the reasons given for the referral to the FAP? For example, is the young person being exploited by, or exploiting, their peers? Are they affected by, or involved in, sexual bullying, inappropriate sexual behaviour, relationship abuse or gang-related violence?
- Does the reason for the move/exclusion recorded on the referral form convey the reasons given in the FAP discussion?
- How are incidents or concerns related to sexual bullying/sexual misconduct/inappropriate sexualised behaviour/touching recorded on the referral form and discussed at the FAP?
- What information is shared at the panel in relation to the child's behaviour, family or home environment, peer-group, school and neighbourhood?
- Have any interventions been used by the school to address the behaviour/experience of concern prior to a referral to the panel?
- Is the incident or reason for move related to other incidents or concerns with other students and how has the school responded to these peer dynamics (beyond the request to move)?
- Is any support planned for the child being moved and for other students who remain in the school and were also affected by/involved in/associated with the incident in question?

In the second stage, researchers reviewed versions of the FAP referral form that had been completed by schools and admissions staff to refer young people to the panel. During the review, researchers sought to identify whether:

- The form clearly indicated why the student was being referred to FAP?
- Any concerns related to peer-on-peer abuse, particularly that of a sexual nature, had been clearly identified, and how they had been described?
- The form captured information about the individual child, their family and peer group dynamics, and the association of the incident to their school and/or neighbourhood environment.

During the third stage, findings from the observations, meetings and FAP form review were presented to representatives of the local authority including FAP co-ordinators, the inclusion team and the heads of children's social care and education. At this meeting head teachers, FAP leads/co-ordinators and analysts were able to work with the researchers to identify any additional information that the referral form could capture and how best to achieve this.

Informed by this discussion, researchers worked with members of the local authority inclusion and FAP teams to adapt the FAP referral form and considered:

- the type of information that was required and the best way to record it so that it was usable by analysts
- the extent to which quantitative or qualitative data, or a combination, would be most useful
- how the information would be analysed, used and with whom it would be shared

The annotated version of the FAP referral form in Appendix H documents the changes made by the research team in consultation with the FAP co-ordinators and key stakeholders. In addition to information already collected on it, the FAP referral form needed to document:

1. Quantitative data collection on:
    - Ethnicity, gender, year-group of the child
    - Post-code and ward where the child lived
    - Name of the child's school/provision
2. Contextual information on reasons for the FAP referral and the impact of factors beyond the individual's history of behaviour and information on the family – including information on the child's peer-groups, school environment and experiences of the local neighbourhood
3. Details on the school's response to the incident or behaviours of concern related to the child in question prior to referring to the FAP. This was to include any referrals to external agencies, and interventions offered by the school

In the final stage, the revised form was piloted for school term, its use was monitored by researchers and feedback gathered by members of the FAP and local authority staff.

The FAP coordinator for the site commented that:

> (The) FAP went well and the feedback on the form was extremely positive. The schools felt that it made them think about interventions the holistic picture of the young person

Following the trial period, a further FAP meeting was observed and 32 referral forms were reviewed by the research team. This process identified:

- A noticeable improvement on the input of contextual data on some forms, for example a park was mentioned in relation to risk experienced by one young person and a young man who was subject to a referral was identified as a 'leader' within his peer group when accounting for peer dynamics that he had experienced
- That over a third of the 32 cases referred to the FAP were related to peer-on-peer abuse
- Further support for schools was required to ensure that incidents and concerns of a sexual nature were consistently recorded on the form. For example, behaviour identified as 'inappropriate behaviour to female students' was noted on one form but no further details about the nature of the behaviour or the response of the school to manage the impact of such behaviour was recorded
- An evidenced lack of provision for young men displaying harmful sexual behaviours

This process not only provided information about the scale of peer-on-peer abuse within schools in the local site, but gave an indication of gaps in service provision and where schools required support or challenge from the wider multi-agency partnership.

The research team then worked with local analysts to establish a system for processing the data included in the FAP referral form. Data from the forms were reviewed by analysts in consultation with the research team. It was agreed that the information held in FAP referral forms could be used to:

- Identify the number and nature of peer-on-peer abuse incidents within schools and processed via the participating local authority's IT data collection system – including data to identify schools affected by peer-on-peer abuse and locations affecting students on their journeys to school
- Capture contextual information within the local site to enhance the local partnership's understanding of the interplay between particular peer groups, schools, and public spaces and the local nature of peer-on-peer abuse

Reflecting on this process the Head of Learning Access within the site commented that:

> 'The Learning Access Service has found the support and advice of the MsUnderstood project invaluable to reviewing the Fair Access Panel to ensure peer on peer abuse indicators are identified in the referral process and at the panel.
>
> Following an initial review of the Fair Access Panel referral form the following questions were added to the FAP referral form for schools to complete:
>
> - CSE
> - Serious Youth Violence
> - Gangs
> - Harmful Sexual Behaviour
> - Missing from Education
> - Children's Social Care
> - Domestic abuse/teenage relationship abuse
> - Sexual Bullying
> - Missing from Home
>
> Colleagues from MsUnderstood and the local authority have subsequently tracked responses to these questions. This has allowed LA offices to create a data matrix of need around peer on peer abuse.
>
> The Learning Access Service has revised its procedures around the use of the following interventions: Pre FAP professionals' meetings, transition meetings between schools and restorative justice techniques to support pupils who have been identified as at risk to these issues.' (The Learning Access Centre, Education, Local Authority)

Developing whole school approaches

In addition to using structures such as the FAP to explore school engagement, in two sites we worked directly with schools, and those who provide services to them, to explore opportunities for creating whole school approaches to respond to peer-on-peer abuse. Schools and other education providers manage incidents of peer-on-peer abuse and provide a context in which young people form peer relationships and friendships. As a result, the nature of educational environments will inform young peoples' exposure to, or protection from, peer-on-peer abuse. In response, schools often engage with external services who can offer them and their students support to prevent and address the impact of violence and abuse. MSU audits identified that:

- Different external services (run by voluntary sector organisations, the faith and community sector and the local authority) often deliver direct work into the same schools and education providers

- Work offered to schools is often focused on a specific manifestation of violence and abuse such as CSE, gang related violence or domestic abuse etc. rather than on the connections between these issues
- Limited capacity/funding or funder requirements result in services being offered to select groups or individuals within schools, or a one-off assembly or workshop for a larger group (such as a school year group)
- Whole school approaches were rarely delivered – some approaches that were called 'whole school' were often limited to work with young people and didn't address school policies/procedures, environmental factors (including design) and/or staff training
- Support was largely time limited i.e. two assemblies a term, or work with an identified group for one term

In order to respond to these challenges and inconsistencies, and build on the strengths identified in areas where schools were engaging with external providers, we developed two different workplans for two different sites. In one site, our work involved influencing a planned roll out of whole school approaches to CSE; so this was broadened to address all forms of violence and abuse experienced by young people. In another site, researchers engaged students, schools and the local authority in order to support the LSCB to develop a plan for including schools in all stages of their response to peer-on-peer abuse.

EXAMPLE 1: Developing holistic whole school approaches

One site had made a strategic commitment to develop whole school approaches in response to CSE. Following the audit, researchers recommended that this commitment be broadened to incorporate all forms of violence and abuse. Widening the remit of the whole school approach would create opportunities for preventing all forms of peer-on-peer abuse.

Researchers aimed to support the local authority to re-consider their original proposition which was CSE specific, and involved agencies in the process who were delivering school-based interventions targeting different forms of peer-on-peer abuse. Facilitating discussion across these services and with the local authority, researchers aimed to co-create an approach to move beyond the siloed approach to school interventions that had been in place. This aim was to be realised via a three stage engagement and influencing process.

In order to commence the work, researchers needed to identify agencies delivering work in schools of relevance to peer-on-peer abuse. Secondly, researchers needed to identify school policies and procedures of relevance to peer-on-peer abuse – to ensure a holistic structure was in place within schools in which services would be engaged. Two approaches were taken to gather the information. Initially, a researcher met with local authority education leads to identify the organisations that were delivering peer-on-peer abuse interventions in schools. A supporting document (Appendix I) was prepared in advance of this meeting to guide discussion. Evidence gathered at this meeting was supplemented through information provided by schools in their Section 11 Safeguarding Audits[1]. Researchers added three questions to this audit in consultation with professionals from the local authority:

1. Which services support your school in relation to peer-on-peer abuse?

[1] 'Section 11 of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children' (Working Together 2015, Chapter 2 – online version). While this duty does not specifically apply to schools many LSCBs around the country still use audit forms under s11 for schools as well as other services to which the duty does apply such as youth offending teams and local authorities.

2. What training has your staff received on issues including gangs and serious youth violence, child sexual exploitation, missing and teenage relationship abuse/domestic abuse?
3. What policies and procedures do you have in place to inform your response to peer-on-peer abuse?

Researchers reviewed the information that had been returned in the Section 11 Audits and used it to supplement that already provided by the local authority. The information gathered through this process was shared with wider education teams in the site, including the Fair Access team to review gaps in school provision and identify a school in the local site to trial a whole school approach to peer-on-peer abuse.

The local authority used the discussion guide (Appendix I) and the findings of the review to meet with and work alongside local providers, to develop a shared and holistic whole school approach to prevent and respond to peer-on-peer abuse in the site. The local authority reported that:

> Working with MsUnderstood made us step-back and think strategically about what we need to be doing to co-ordinate work delivered in schools.

The process, and the information gathering during it, raised questions for the research team and local professionals that others may want to consider when developing a similar approach:

1. Throughout the process, providers, the local authority and researchers questioned what role should/could the local authority play in coordinating the provision of external services – for example could they provide some form of quality assurance with regards to what is offered?
2. What approaches can services take if they want to create cross-silo partnerships for building holistic whole school approaches but are in receipt of different funding streams?
3. What policies and procedures should schools have in place in relation to peer-on-peer abuse to make best use of interventions that are offered and to ensure inputs are sustained throughout school systems and structures?
4. How does LSCB training for schools coordinate with interventions/training provided by external agencies, and how is its impact monitored?
5. Is the training that external agencies provide to schools quality assured and/or should it be and by whom?

Coordinating services offered to schools creates an opportunity to more creatively use existing resources – pulling together capacity to create structured, whole school approaches as opposed to disconnected and duplicating interventions. However, it is interesting to note that the above points of discussion arose in the process of mapping and attempting to coordinate offers being made to schools. The fact that they remained unanswered at the end of the delivery period signify both the challenge of making consistent and holistic offers to schools and the importance to striving for this goal.

By the close of the delivery period, funding had been made available which local sites could apply for, to receive whole school approaches to respond to young people's experiences of violence and abuse. Researchers informed the funder about the work that had been undertaken in this site as it now had a favourable strategic environment to support such an opportunity. This information, along with that provided by other stakeholders, resulted in the funder commissioning whole school approaches to be delivered to education provisions within that site.

EXAMPLE 2: Developing an LSCB plan for whole school approaches

The audit of one site identified an interest from the LSCB in better engaging schools with their multi-agency plans to respond to peer-on-peer abuse. In order to do this the LSCB needed to ascertain how schools and other education providers were preventing and intervening with peer-on-peer abuse and the extent to which whole school approaches to safeguarding had been developed. Researchers aimed to:

1. work with the LSCB Education sub-group to lead on the development of a borough wide response to peer-on-peer abuse
2. support schools and education providers in the site to develop an in-depth understanding of the impact that peer-on-peer abuse was having on students and the wider school environment so that they could better engage with this process

To commence this programme of work researchers developed training content on the peer-on-peer abuse evidence base – with specific reference to schools. The training was intended to support safeguarding leads to develop their response to peer-on-peer abuse incidents and concerns (slides with notes available in Appendix J). Researchers worked with the site to build the peer-on-peer abuse training content in wider CSE training that was being delivered to safeguarding leads. The site's education inclusion and safeguarding team identified professionals from schools and other education services to attend sessions.

Having raised awareness of peer-on-peer abuse amongst school professionals, researchers designed a process to explore how the issue was manifesting in schools within the sites. Working with the young women's team in MSU, researchers designed and facilitated a workshop with secondary school age young women to get their views on school safety and the impact of peer-on-peer abuse on their school experience (a guide on questions for the session available in Appendix K).

The MSU team focused on the links between attitudes and behaviours towards women and girls in school and the representation of women and girls in the media and popular culture. This approach provided an accessible route for young women to engage in a discussion about experiences of school safety and how to make schools in the site safer. Two workshops were run in the site reaching 28 young women. Participants identified that:

- the sexism and sexual harassment they experienced from other students made them feel unsafe
- students who displayed other behavioural issues also made them feel unsafe on occasions
- there were physical sites of harm within school premises including stairwells and unmonitored corridors and they sometimes felt unsafe travelling to and from school

A briefing was produced for the site LSCB outlining the views of these young women and their account was used to develop a facilitated workshop with 21 senior leaders from secondary schools and alternative education providers in the site. During the workshop researchers and professionals reflected on the impact that peer-on-peer abuse has on local students and the wider school environment – and the extent to which these experiences reflected the wider evidence base that had been shared in the initial peer-on-peer abuse training to school safeguarding leads. Workshop attendees:

- identified examples of how peer-on-peer abuse impacts students and the wider school environment
- outlined the current response to peer-on-peer abuse

- made recommendations for how the LSCB could support schools in responding to peer-on-peer abuse in the future

How peer-on-peer abuse impacts students/school environment	The current response to peer-on-peer abuse	Recommendations for the LSCB
Some students are 'self-excluding' due to fear about their safety in school or on their journeys to/from school Experiences of peer-abuse can lead to self-harm and hyper-vigilance amongst students. It can also impact their ability to form relationships and engage in education Neighbourhood-based conflicts can come into school and result in a heightened awareness/tensions amongst students Responding to incidents in school impacts staff capacity and school budgets. Some schools have provided mediation, counselling and anger management courses	There is sometimes confusion about the most appropriate way to respond to escalating incidents and behaviours, including inappropriate sexual touching/sexual misconduct. For example, knowing what to do when police involvement was not appropriate and identifying when to inform the police The majority of interventions available to schools work with individuals rather than groups of concern, including peer groups and year groups. Given peer influence and the normalisation of sexual bullying seen in wider school environments, this approach is questionable and alternative approaches would be of interest	Clear guidance for schools is required on how to prevent and respond to all forms of peer-on-peer abuse including incidents and patterns of behaviour seen as 'low-level sexual bullying/ sexual misconduct' through to allegations of serious sexual assault Specialist support is required for students that are being moved across schools through the fair access process as a result of peer-on-peer abuse. Ensuring schools have a full set of information about these experiences, and how they have been managed, when the student arrives will assist in putting a support plan in place

Figure 5: Impact of peer-on-peer abuse on students/school, response and recommendations for the LCSB

Researchers produced a second briefing paper for the LSCB following the professionals' workshop outlining the support needs identified by schools and the recommendations made for how best to develop their response to peer-on-peer abuse. Researchers worked with the LSCB education sub-group to develop an action plan based on the findings that were presented in the briefing papers which in turn were incorporated into the LSCBs wider plans to develop local responses to peer-on-peer abuse.

Professionals within the local authority commented that:

> 'A development [of the work with MsUnderstood] has been working more closely with a greater number of schools and having greater level of transparency [about the impact peer-on-peer abuse]' (Targeted Youth Support)

> 'A key aspect of addressing peer on peer abuse is to ensure gender roles are challenged [within schools] and children are supported to develop a positive identity, respect, empathy and resilience' (Interim Director of Early Help)

Workshops evidenced that both professionals and young women were aware of the negative impact that peer-on-peer abuse was having on students and school cultures/environments. Amongst professionals there was a clear need for further guidance to ensure consistent and

quality assured responses to peer-on-peer abuse in schools, and questions were raised about the roles of both LSCBs and national governments in providing this.

By involving students, school professionals, the local authority and the LSCB in this process the work of schools was integrated into the local strategic plans to respond to peer-on-peer abuse and the needs of schools could also be considered. This two-way relationship – what schools require from, and can offer, a partnership response to peer-on-peer abuse – is integral to ensuring a holistic and coordinated response to the phenomenon in question.

SUMMARY: Developing whole school approaches

As researchers were seeking sustainable solutions for sites they did not develop and offer specific interventions for schools. Instead they sought to create the appropriate environment in which whole school approaches could be achieved.

Our work in two sites demonstrated that in order to develop/enable whole school approaches to peer-on-peer abuse it was important to:

- create a favourable strategic environment with direct engagement from the LSCB and school leaders
- incorporate school involvement into the wider LSCB plans to respond to peer-on-peer abuse
- build the experiences of young people and school professionals into the planning stages of delivery
- look for opportunities to identify and bring together external providers to forge partnerships, maximise capacity and avoid duplication

imkaan University of Bedfordshire Girls Against Gangs Project

MSUNDERSTOOD until we are equal

Practitioner Briefing #6: Profiling peer-on-peer abuse

Carlene Firmin with David Hancock, Sandeep Broca, Manish Umaria, Gareth Sloane, Sepia Golding, Solenne Levesque, Farah Dadabhoy and Matthew Abbott
MsUnderstood Partnership (2016)



Background

Since 2013 the MsUnderstood Partnership (MSU), led by the University of Bedfordshire, has been working with local areas across England to develop responses to peer-on-peer abuse which are:

a) Contextual: Engage with the families, peer groups, schools and public, neighbourhood spaces associated to peer-on-peer abuse
b) Holistic: Recognise the intersecting dynamics of peer-on-peer sexual exploitation, serious youth violence, harmful sexual behaviour and teenage relationship abuse which are often subject to siloed definitions and responses

Informed by a contextual audit, MSU delivered support plans with 11 participating local safeguarding children's boards, comprising six sites. Each site received a different package of support designed to build on the strengths identified during their audit process. One site was a cluster of six London boroughs – Barnet, Camden, Enfield, Haringey, Hackney, and Islington – referred to as the North London (NL) Cluster. In the NL Cluster one area of activity focused upon building profiling capacity through the delivery of a support package to analysts. This briefing has been co-produced by the University of Bedfordshire with analysts who participated in the support programme. It aims to share lessons learnt from the process with other analysts who have been tasked with profiling the nature of peer-on-peer abuse.

Introduction and Structure

If we want to build comprehensive and effective responses to abuse between young people we need to know how the issue manifests in our local areas. Which young people are affected, in what ways and importantly where is this happening? Profiling the issue, and associated trends, is one route to answering these questions. Across the NL cluster, local authority children's services, as well as community safety teams, have invested in analytical capacity to profile the nature of, and inform local responses to, peer-on-peer abuse. Since 2014 this work has been supported by the MsUnderstood partnership, under the leadership of Dr Carlene Firmin, through a series of seminars which have explored the concept of contextual profiling and identified the datasets/data-holders that can be drawn upon when profiling peer-on-peer abuse.

This briefing shares what we, a group of CSE and gangs analysts along with Carlene, have learnt about profiling peer-on-peer abuse by:

1) Introducing the aspiration of contextual profiling and the goal we are trying to achieve
2) Sharing ideas about data sources for building contextual peer-on-peer abuse profiles
3) Sharing the ways in which we have contextually profiled to date
4) Identifying challenges to be addressed in order to advance profiling activity

5) Making recommendations for policymakers to alleviate the aforementioned challenges
6) Sharing next steps for us and our involvement in a contextual safeguarding network

Contextual Profiling: An Aspiration

Research tells us that the risk associated to peer-on-peer abuse is often located in the neighbourhoods, schools, peer groups and families associated to the young people who have been affected. Young people are abused by, and abuse their peers in parks, disused houses and garages, stairwells, high streets, schools and alternative education provisions, within friendship groups, and sometimes in their own homes. Vulnerabilities, exposure to victimisation/violence, and resilience in each of those contexts will inform young people's experiences of peer-on-peer abuse. In addition, different manifestations of peer-on-peer abuse (serious youth violence, peer-on-peer sexual exploitation, teenage relationship abuse and harmful sexual behaviour) may all affect some of the same young people and/or be occurring in the same peer groups, schools, parks etc.

As a result, in order to profile peer-on-peer abuse to best effect, our activity needs to identify:

a) The individuals affected across the different definitional siloes of peer-on-peer abuse (identifying any overlap)
b) The various social and public contexts to which those young people are associated and/or where they experience peer-on-peer abuse

Profiling in this way will enable managers, multi-agency operational/strategic groups, local safeguarding children's boards and community safety partnerships to know:

a) Whether there are 30 young people, for example, who are vulnerable to CSE in their local area and a different 30 who are vulnerable to gang-association (totalling 60 young people), or if 15 young people feature on both lists (totalling 45 young people)
b) Whether different manifestations of peer-on-peer abuse are emerging in shared, or distinct, contexts. For example, if in any given area there are two peer groups spread across five schools who are associated to peer-on-peer abuse or if young people who are affected by the issue are spread across all schools in the local area

Such knowledge should assist with risk assessments, commissioning decisions and the targeting of reactive and proactive interventions. If achieved, this aspirational model of profiling would generate knowledge in all the intersecting areas outlined in Figure 1:

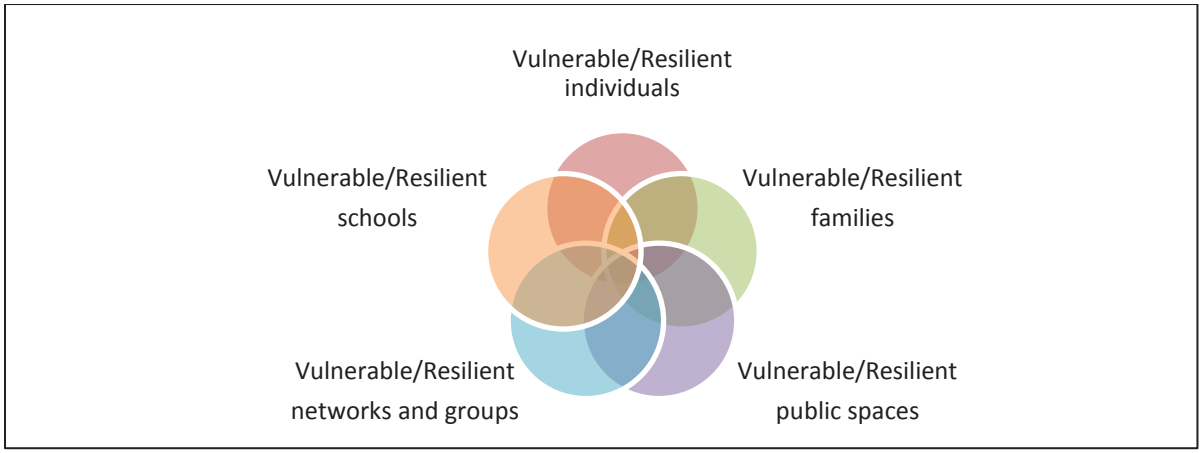

Figure 1: Contextual Profiling Categories

Potential sources of contextual data

To date, most analysts who are profiling peer-on-peer abuse draw their data from children's social care and police referrals – in some areas this data is provided via a multi-agency safeguarding hub (MASH) and in others analysts may have direct access to particular databases from which to access this information. However, these datasets, while helpful, only take us so far in profiling peer-on-peer abuse. In essence they help us profile what is already known by statutory services, and assist us in identifying trends amongst those referrals. But if we want to proactively profile vulnerability, thus providing opportunities for early intervention, as well as profile contextually, we need to consider other sources of data.

During the MSU Analysts Seminar Series we considered four broad sources of data that we could draw upon to further profiling activity:

- Education data: exclusions and children missing education
- Health data: collected in A&E, CAMHS and sexual health services
- Community safety data: anti-social behaviour, household disturbances and domestic abuse
- Transport data: driver incident reports, vulnerability and youth flags and journey data

Education data

Children go missing from school for a number of reasons, one of which can be experiences of peer-on-peer abuse (Barter, et al., 2009; Firmin, 2016, Forthcoming; Ringrose, et al., 2011). Children who are being abused by peers in school may stop attending to avoid being harmed. Others may be drawn out of school by abusive partners who are seeking to control their behaviour, or by peers whom they are offending alongside etc. As a result, identifying ways of monitoring and recording changes in young people's attendance at school, and any unusual patterns (such as specific times of the day when absence occurs) can assist in building a vulnerability profile in a local area.

Each local authority should have an identified single point of contact to access data on children who are missing from education (either as a result of truancy or longer term missing concerns). An information sharing agreement between this single point of contact and an identified analyst should assist this data collection process. In some instances the MASH will provide the access point for this dataset. Children who have been missing from education may also be discussed at a range of multi-agency panels/groups in local areas and at the monthly Fair Access Panel meeting.

In terms of more thematic profiling, data on children missing from education is collected as part of the census data three times per year.

In addition to being missing from education, children can be excluded from mainstream education as a result of them abusing peers or due to behaviours which can arise as a consequence of being abused by peers (for example a deterioration in a young person's behaviour following a sexual assault). When a young person sexually abuses a peer they may be excluded for 'sexually inappropriate behaviour' – therefore drawing upon this dataset may give an initial indication of any peer-on-peer abuse incidents associated to particular schools. However, this exclusion code is not always applied in peer-on-peer abuse cases and on its own will not give sufficient indication of prevalence rates in schools.

To access a broader dataset, and one that involves fixed term exclusions as well as those that are permanent, engagement with organisational partners and multi-agency panels are important. Youth offending team practitioners, for example, may know if some of the young people on their caseload have been subject to exclusion. Exclusions are also discussed at monthly fair access panel meetings. Being able to draw upon dynamic exclusions data is important for proactive profiling work. If professionals already have concerns about a young person and then they are excluded these concerns might escalate. Therefore on a case management level, as well as a thematic profiling level, exclusions data may prove useful.

Health data

Peer-on-peer abuse can compromise the physical, sexual and mental health of young people (Firmin & Beckett, 2014). As a result, health services may collect information of relevance to local profiling activity and should be considered partners in safeguarding young people from peer-on-peer abuse. At a case management level we recognise good relationships with health services that attend local multi-agency agency meetings and share information about specific children who are being abused by and/or who are abusing their peers.

However, in terms of broader profiling activity, different services within health hold a large number of datasets, much of which won't be of relevance (or use) for profiling activities, and as a result relationships are important. For example A&E, sexual health and CAMHS services will all capture demographic data on the young people accessing their services, and will also collect data on the nature of concerns the

young person presents, but sharing these broad datasets (in an anonymised format) will not necessarily assist with this specific profiling task.

However, if the local sexual health service is aware of the emerging peer-on-peer abuse profile being generated by an analyst they may know what warning signs to look out for and understand when sharing information may be of use. For example, there are concerns that young people are being sexually abused by peers in a local park. A group of young people then attend a sexual health service and a number of them disclose staying out in that same park overnight. If the nurse is aware of the potential concern around the park, they are in a better position to share information with an analyst and/or safeguarding partnership of which the analyst is part of. A number of local hospitals are also recruiting youth workers into A&E departments. These workers may also identify concerns related to some young people who attend with injuries that they have sustained following a physical assault from peers. The ability to share information about the nature of the assault, its location etc. with analysts, even when the young person doesn't feel able to give a statement to the police, can assist with proactive profiling activity. As a result, analysts should identify routes to proactively share redacted versions of their profiles to healthcare providers to enable the identification of trends and the sharing of that information.

Community safety data

Peer-on-peer abuse often occurs in public spaces – high streets, parks, disused garages, take-away shops etc. – and as a result is a community safety, as well as safeguarding, issue. Some analysts tasked with profiling peer-on-peer abuse are based within community safety departments. However, there are broader community safety issues which may also indicate a risk of peer-on-peer abuse and could be drawn upon to profile concerns.

Young people who are exposed to domestic abuse at home are vulnerable to being abused by, or to abusing, their peers (Barter, et al., 2009). Young people may run from home during domestic abuse incidents, placing them at risk of sexual exploitation and youth violence on the streets – as well as being exposed to harmful relationship norms within their household (Firmin, 2016, Forthcoming). As a result, domestic abuse data can assist in identifying the number of young people who may require additional support in this regard. Furthermore, when families affected by domestic abuse are discussed at the multi-agency risk assessment conference (MARAC), knowing which ones have young people in them who may be exposed to the abuse, and which ones have children who may already be of concern regarding youth violence and/or sexual exploitation, can ensure a more coordinated response. Profiling across multi-agency groups, as well as layering trends in domestic abuse over trends in sexual exploitation, youth violence, or harmful sexual behaviour, can therefore provide more holistic accounts of adolescent vulnerability within your local area.

Data on neighbour complaints or household disturbances can provide another route for accessing data on domestic abuse. However, work in local sites has told us that peer-on-peer abuse can occur in disused houses or in households where parents are working late and young people are left unsupervised after school. In these cases a group of young people can use one person's house or a disused house to engage in harmful behaviours. Complaints about noise, alcohol use or shouting/fights within such premises could indicate a safeguarding concern associated with peer-on-peer abuse.

Finally, data on anti-social behaviour is also helpful when profiling peer-on-peer abuse. Research into harmful sexual behaviour suggests that many young people who sexually abuse their peers, particularly those who do so in groups, may also be engaged in other forms of anti-social behaviour (of which sexually harmful behaviour is only a part) (Hackett, 2014). Anti-social behaviour can also escalate to serious youth violence and other forms of peer-on-peer abuse. Therefore, including trends related to anti-social behaviour when profiling peer-on-peer abuse could assist in identifying contexts or individuals to target through prevention and early intervention activity.

Transport

Young people experience peer-on-peer abuse on transport networks – whether being sexually assaulted on their way out with friends, having their mobile phone stolen, or being physically assaulted on their way to school (Firmin, 2016, Forthcoming). Furthermore, fights and disputes can spill over from school onto journeys to-and-from school, and young people can be threatened on public transport, should they have to travel through 'rival' neighbourhoods to access education (Pitts, 2008). As a result, data collected on transport networks can provide information on incidents of peer-on-peer abuse which may not be held by the police or other services (if young people/professionals have not reported them).

Across the country different transport providers collect data in a range of formats, as do the British Transport Police. However, in London, Transport for London (TfL) also collects data which may be of use to analysts who are profiling peer-on-peer abuse in the capital. Drivers on London's bus network have a red button to press if an incident occurs on their bus or if they see an incident at a stop. As well as receiving assistance, pressing the red button connects the driver to the central communications system where a driver incident report is recorded (DIR). DIRs can also be recorded for lower-level incidents of concern that do not require immediate assistance (as they would do with a red button). The call handler can apply a flag to these incidents and cause codes, include a youth flag and a newly introduced vulnerability flag. DIRs and cause codes can be used to generate hotspot maps as well as providing information related to time of incident and some incident details.

When an incident occurs on a bus but the driver doesn't need to call it through to central communications at the time, they can also complete an anti-social behaviour incident form (ASIF) at the end of their journey. These can also be submitted by station controllers regarding incidents at bus stations. These reports are all uploaded onto a system called the Transport Policing Online Mapping Application (TPOMA) which can be accessed by community safety and policing analysts.

Beyond these two incident report features, TfL's Education and Training team maintain a list associated to schools where there have been a high number of reports from members of the public or bus controllers – this data informs the work of their schools programme. Data is also held on any Zip cards (discounted travel cards for young people under 16 or young people 16-18 who are in full-time education) that have been withdrawn due to persistent behaviour concerns on the transport network.

Given this wealth of data it is critical that local CSE and gangs analysts make contact with TfL and draw upon transport-related data as part of their work to profile peer-on-peer abuse. Identifying opportunities to incorporate this data into existing activity, as well as identifying new ways to profile (for example profiling concerns on transport routes between schools rather than just static concerns associated to schools) should advance contextual approaches to identifying peer-on-peer abuse.

Towards contextual profiling: examples of our activity to date

As a small cluster of analysts we have developed a range of approaches to contextually profile peer-on-peer abuse:

Example 1: *In my borough I have begun to meet with individual schools with the highest identified number of young people i vulnerable to CSE attend. This has given me a good starting point for peer mapping within one particular school and has led to cross borough strategy meetings using the intelligence that was gathered and linking it to the intelligence that we already had. There is also work underway for me to receive data around children who are missing throughout the school day.A template has been developed by one school which is currently being reviewed before it is disseminated amongst other local schools. Once this data is received we will be able to review this against missing from home/care data and should give us a near to complete picture of all reported missing episodes for young people*.

Example 2: *Peer group mapping has been conducted by my borough, in conjunction with a neighbouring borough, encompassing intelligence and data from a wide range of partnership agencies. This has included information from Police, Community Safety, Social Care, Youth Offending Service, Children and Young People's Service and many others. This information has been brought together into two products – 1) a geographical mapping product to highlight risk by location, 2) a network association (i2) chart of females and males believed to be linked to CSE, Gangs, County Lines etc. Bringing together cross-border information for these products has allowed for significantly more extensive research and analysis to be conducted than*

has traditionally been done when focussing on single boroughs, as the issues being uncovered are not limited by administrative boundaries.

Example 3: *Our borough has seen a big increase in online exploitation in the last year, this in part due to peer exploitation online. This has led to a profile specifically around peer exploitation and online exploitation and what it looks like in our borough. Specific schools have been identified where a high volume of 'sexting' reports have been received and additional training/awareness-raising has been rolled out. We have also been able to look at the most common social media sites/apps that are being used for online exploitation and have started a dialogue with one of these pages around what steps we can take to address these issues.*

Example 4 *After going through CRIS reports I noticed that three young women had sustained a minor stab wound to the thigh. In at least 2 of those reports the suspects were young men known to the females. All three young women were part of the same of peer group. This profiling work would have benefitted from having access to data off all females u18 who had similar wounds. I could have identified more young women who belonged to this peer group, or if the young women weren't known to each another, this could have highlighted something that young men were doing as a way of punishing or branding young women across different peer networks. The data was requested, but the way the information was recorded firstly made it difficult to see whether the injuries were to the thigh and the information at that time could only be shared in an anonymised fashion.*

We will continue to share these approaches, and develop responses to these challenges, via the contextual safeguarding practitioner's network detailed below.

Challenges

As outlined earlier, this is a briefing on aspirational profiling. We have outlined opportunities for broadening profiling activity and demonstrate how we have drawn upon some of these datasets to undertake our work to date. However, we recognise that there are a number of challenges to address to ensure consistent inclusion of the aforementioned datasets in the profiles that we generate. Key challenges identified during the seminar series included:

- Inconsistent use of flags and codes. From the codes used when young people are excluded from school, through to the codes set by public health and the application of 'youth' flags within TfL, flags are inconsistently applied. As a result, it is not possible to rely on any of the above datasets to tell us a complete picture, and we continue to rely on relationships and young people themselves to fill in the gaps
- Agreement regarding information sharing: different areas apply different restrictions for sharing information. Some of us are able to access some datasets that our colleagues in neighbouring boroughs cannot. Further investigation is still required about the legality surrounding information sharing

in some contexts – for example sharing journey data from transport providers or sharing trend data from health services. Despite guidance from central government regarding information sharing further support is still required

- Agreeing the purpose of profiling: Over the past two years a number of areas have invested in analysts as a means of strengthening their local response to peer-on-peer abuse. In general people recognise the value of profiling an issue and the potential it holds for targeting interventions and the allocation of resources. However, at the moment some colleagues report that they are asked to share information for the purposes of profiling but are not clear how that information will assist with building a problem profile. It is important that multi-agency partnerships are clear on what they want from a problem profile, how it will be used, and how this objective will be shared with partners to ensure proportionate and valuable information sharing.

Recommendations

As a result of the challenges outlined we make the following recommendations to national and Pan-London policymakers to facilitate improvements in profiling activity in the future:

1. Learning from work on domestic abuse, identify means through which to consistently apply 'safeguarding', 'vulnerability' and/or 'youth' flags to key datasets concerned with peer-on-peer abuse
2. Provide more detailed guidance on the legal framework for information sharing – and the differences between sharing information for case management or profiling purposes and sharing information on families, peer groups, schools and public spaces, compared to information on individuals
3. Produce a 'why profile' information sheet or template that can be circulated to key agencies who hold data of use to particular profiling activities. This can be shared, with redacted examples of problem profiles, prior to data requests within a given local area

Next Steps

This briefing, and the seminar series that accompanied it, provided a foundation for building a contextual profile of peer-on-peer abuse. Broadening the pool from which we source data increases our opportunities for collecting data on the families, peer groups, schools and public spaces that are most associated with, or affected by, peer-on-peer abuse. This in turn provides means of targeting contexts, as well as individuals, with support and intervention. In order to continue to apply the learning from the seminars, address some of the challenges and pursue the recommendations outlined above the University of Bedfordshire will:

1. Continue to promote and support profiling activities through our Contextual Safeguarding Practitioners' Network: Launching during 2016 this network will showcase contextual profiling tools/activities undertaken by analysts across the country and provide peer-learning routes between analysts to sustain and embed learning
2. Pursue recommendations through our policy and influencing plans: We will work with Pan-London policymakers to explore the challenges and recommendations outlined above and publish updates on the MsUnderstood webpage, twitter feed and the Contextual Safeguarding Practitioners' Network hub
3. Work beyond peer-on-peer abuse: We will provide support and advice, through the practitioners' network to local areas who are seeking to apply the approaches outlined in this briefing to broader issues related to adolescent safeguarding as a means of promoting holistic responses to vulnerability and exploitation

If you have any queries on this briefing please contact carlene.firmin@beds.ac.uk

www.msunderstood.org.uk

@MsUnderstoodUK

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APPENDIX F: PEER GROUP INFORMATION CAPTURE FORM

Peer Group Mapping – a pilot to contextualise assessment processes

Introduction

Since January 2014 the MsUnderstood Partnership1 has been working with practitioners in this site to build their local response to peer-on-peer abuse. Peer-on-peer abuse includes peer-on-peer sexual exploitation, serious youth violence, teenage relationship abuse and young people who display harmful sexual behaviour. Following an audit of existing practices within this site a delivery plan was devised to build upon the current strengths of the local response. The audit process identified that both youth offending and social work practitioners were engaging in peer group mapping activity to assess the needs of those affected by peer-on-peer abuse – a unique strength in this site – but approaches required greater oversight, strategic leadership and consistency. In light of this finding the delivery plan, signed off by LSCB in November 2014, included an action to create greater consistency in the consideration of peer group dynamics when conducting assessments. This paper outlines a proposal for how to progress this action for approval by the LSCB.

Background – wider research and findings from the site case review exercise

During the past decade international and UK research has increasingly highlighted that the nature of young people's peer groups will influence the extent to which they are vulnerable to peer-on-peer abuse (Barter et al., 2009; Firmin, 2015; Letourneau and Borduin, 2008).

A review of five cases of peer-on-peer abuse in this site illustrated that such vulnerabilities exist in the county – with young people committing physical and sexual offences alongside their peers (three out of the five cases) and being encouraged by peer group norms to normalise harmful attitudes (five out of the five cases).

As noted in the introduction, the audit of this site's response to peer-on-peer abuse identified that individual youth offending and social work practitioners were mapping young people's peer groups as part of their assessment process in an ad hoc rather than consistent fashion. The fact that peer group mapping was occurring at all was a strength in the local response, and the ways in which practitioners were using such exercises enabled them to contextually consider the vulnerability of the individual young people on their caseload. The practice also enabled practitioners to link individuals with whom they were working and to, on occasion, design complementary intervention plans for young people who they knew were offending alongside one another or who were routinely exposed to risk when together.

This paper proposes an approach, to be piloted, that could enable greater consistency (in terms of quality and process) in the collection of information on peer group dynamics during the assessment of young people affected by peer-on-peer abuse in this site.

Objectives of peer group mapping

In February 2016 a workshop was held to identify, and discuss the potential for, peer group mapping in the site. The following services were represented:

- Children's social care (SWAN Unit)
- The CSE Service
- Youth service
- The Police
- Youth offending service

By discussing peer group mapping exercises currently underway in the site and the potential to quality assure and develop these approaches in the future, attendees agreed a number of

[1] MsUnderstood is a partnership led by the University of Bedfordshire that was formed in 2013 to develop local and national responses to peer-on-peer abuse www.msunderstood.org.uk

objectives for peer group mapping exercises. Attendees agreed that peer mapping exercises in the site could be used for the following three reasons:

- Concerns regarding peer groups could be shared proactively to enable early identification and intervention
- Information on peer groups and peer dynamics could be shared upon request to assist with the assessment of individual young people who were at risk of being abused by, and/or abusing, their peers
- Information on identified peer groups of concern could be shared reactively with requests for disruption activity with those agencies who are able to engage with them (such as schools, the youth services and community safety services)

Each of these approaches had slightly different primary objectives – the first being to identify concerns, the second to assess individual young people and the third to disrupt escalating issues – however each would arguably enable the other.

Meeting the identified objectives

During the workshop attendees identified range of ways in which practitioners are, or could, meet the identified objectives, and the challenges/barriers to developing peer mapping processes as they currently stand:

- A lengthy discussion took place regarding IT systems, data protection and existing pathways such as the MASH and where information sharing and mapping processes currently sit, who owns that information and the purposes for which it is shared
- Examples were given regarding how information is currently shared and mapped at present, partnership examples of schools, the CSE service and children's social care working together to map groups associated to existing cases
- The potential for engaging youth workers with identified peer groups within the detached programme of work was also identified
- A need to distinguish, and recognise the relationships, between information sharing, intelligence gathering and building an assessment was also discussed. This is critical as the processes required for intelligence gathering (in terms of police investigation) is not the same as those in place for information sharing in order to conduct an assessment of a young person, or to identify a need for early intervention from a safeguarding perspective

An overarching concern associated to all of the above was the need to improve the consistency with which peer groups were considered when identifying, assessing and responding to the risk of peer-on-peer abuse. Further discussion about this document at the April site steering group meeting highlighted the importance of quality assurance, consent and data ownership for all of the above, and the importance of communication and partnership for any further development of peer mapping exercises.

Given that the MsUnderstood partnership only operated in this site until the end of May 2016 much of this work will need be developed beyond the life of this particular programme. It is recommended that the LSCB and Community Safety Partnership consider this as part of their wider development programme in relation to exploitation and Carlene Firmin, Head of the MsUnderstood Partnership, provided some advice in regards to this matter at the close of the programme.

However, within the delivery period te second objective outlined above (ensuring the collection of peer-group information as part of the assessment process) could be pursued. This objective was not about the gathering of intelligence or the tasking of disruption activity – both of which would be relatively new to current practice in the site. Instead it is focused on developing a level of consistency, quality assurance and oversight to peer mapping exercises that are already underway (in an ad hoc fashion) in responses to peer-on-peer abuse in the site.

It is recommended that a template form (outlined later in this document) is piloted with a small number of identified practitioners in the youth offending service, children's social care and the

CSE service. They will use the template with a small number of practitioners from identified schools, alternative education providers and the youth service to:

- Capture information on young people's peer groups and peer dynamics in a consistent format as a routine part of existing assessment processes.
- Provide a baseline against which participating practitioners can consider whether peer group influence is a protective or risk factor (or neither) to be considered in any future intervention plan for that young person

The principle aim of this pilot was to advance the ability of the assessments to identify the strengths and risks within young people's peer associations and what this may mean for the plan that professionals devise for them. It is not an intelligence gathering tool. It is seeking to capture peer information in a similar fashion to information gathering on family dynamics at present, and to provide an order/framework to that which is already underway. The data gathered through this exercise therefore, should be treated in the same way as any other information that a practitioner gathers during an assessment. The information form is not a standalone document and is only to be utilised as part of a wider assessment process for a young person considered to be at risk abusing, or being abused by, their peers. As the youth service and education providers engage with young people in peer settings these seem to be the best sources of such information for the initial stage of this pilot.

Pilot timetable and participants

This paper was presented to the site Steering group on Tuesday 5th April and the LSCB on Tuesday 26th April. It was amended following initial feedback from the MSU steering group. Following the presentation to the LSCB and electronic feedback requests to the site steering group revisions were made (following recommendations) and a final template (and process) approved for a pilot by relevant members of the LSCB.

At the site steering group on the 5th April an initial discussion of pilot participants took place. It was agreed that, pending recommendation/approval from the LSCB 2-3 educational establishments (at least one mainstream) would be contacted to participate in addition to the youth service.

Managers from the CSE Service, Youth Offending Team and Children's Social Care agreed to identify members of staff to participate from their services.

Proposed participants to engage in the pilot phase are outlined in the table below:

Participants requesting information and conducting assessment (two practitioners from each)		Participants providing information and receiving feedback post assessment
Youth offending team	⟷	Education providers x 4 (two mainstream and two alternative)
Children's social care		Youth service
CSE Service		

In short, participants from YOS, the CSE service and children's social care were proposed as services that would use the form to request information on a young person's peer group when they are referred into their service with concerns related to peer-on-peer abuse (peer-on-peer CSE, teenage relationship abuse, serious youth violence, harmful sexual behaviour). This form would be sent to the youth service and relevant school (if participating in the pilot). The information that was returned would be incorporated into the existing assessments conducted by those services. Any particular concerns/actions that emerged from the peer group information form would be communicated back to the information providing practitioners (education and

youth service) with a request that should the information change the requesting organisation was notified – and their assessment updated accordingly.

Ethics approval for the University of Bedfordshire to monitor the pilot had been given by the two stage University of Bedfordshire ethics approval process (as part of the wider application for the MsUnderstood partnership work programme).

It was proposed that the pilot take place for 2-3 weeks during May for initial review and feedback to the University of Bedfordshire, prior to recommendations being made for further testing and adaptation beyond the life of the MsUnderstood process. The pilot needed to consider:

- the feasibility of the exercise
- the usefulness/outcomes of the exercise
- the extent to which the process aids the assessment process
- what quality assurance processes would need to be in place to safeguard appropriate use of the form, and information gathered, during a wider roll-out

Upon completion these questions would be answered. It would then be the decision of the LSCB as to whether further testing was required, gradual roll-out was pursued or if other approaches were taken to achieve consistency and quality assurance for peer group mapping work in the site.

Peer-Group Information Capture Form

The peer group information capture form has been developed in order **to inform existing assessment processes** of young people who have been abused by, and/or who have abused, a peer. It provides a routine and consistent format for requesting, collating and analysing this type of information as part of the assessment process, which in turn yield opportunities to quality assure activities that are already underway. For the purposes of the pilot it was recommended that:

1. A maximum of four, minimum of two, education providers were identified to participate (and individual practitioners within those agencies) in addition to identified practitioners in the youth service
2. The youth offending service, the children's social care and the CSE service also identified practitioners each who were willing to pilot the tool.
3. All participating professionals meet together with Carlene Firmin to discuss the tool and ask any questions that they may have had prior to the pilot phase
4. Participating practitioners from the youth offending service, children's social care and the CSE service send the peer group information capture form (PGI) to identified practitioners within education and youth service as part of their assessment processes upon receipt of any relevant referrals
5. Participating practitioners in education and the youth service completed the form based on the information they had and return it to the requester
6. The requesting service, having incorporated the information into the assessment, reported back to the information provider, outlining whether the information informed the assessment and whether any other actions were required to safeguard the young people discussed
7. An information sharing agreement was required to ensure that the information flow outlined above was adhered to and that information was used for the purposes of assessment alone (during the pilot phase)

Draft Form

Peer Group Information Capture Form (PGI) (as it was prepared for the site pilot – would need editing into for reuse by other sites in terms of tense and background information)

This form has been produced to pilot a more consistent way for education providers and the youth service to share information about the nature and dynamics of young people's peer groups with practitioners who are assessing their vulnerability to peer-on-peer abuse (both being abused by peers and abusing others).

This pilot:

- Has been approved by the LSCB and forms part of the MsUnderstood peer-on-peer abuse support programme that has been operating in the site since 2013
- Has been devised to explore ways to consistently record and consider information on young people's peer groups when assessing young people at risk of peer-on-peer abuse. We know such information sharing occurs in an ad hoc basis and the pilot intends to explore one way of providing quality assurance, monitoring and consistency to such activities
- Will only involve services (and practitioners within those services) who have been recruited into the pilot beforehand
- Will only be collecting information for the purposes of informing existing assessment processes
- Will hold the information collected to the same standards as any other information that is collected when a young person is subject to an assessment following a referral to either the CSE service, the youth offending service or children's social care
- Is intended to capture information which more explicitly reflects the contribution, and potential contribution, that education providers and the youth service can make to assessing the vulnerability and safety of young people affected by peer-on-peer abuse
- Will be subject to review with all participating practitioners to feedback views for development/adaptation/roll-out across other services in the future
- Is not an intelligence gathering exercise

Should you have any queries/concerns about this form or the process being followed please contact Carlene Firmin carlene.firmin@beds.ac.uk.

Information requester: (name and agency)		
Information provider: (name and agency)		
Name of young person concerned:		
Type of assessment being conducted by requesting organisation:		
Are you (the information provider) aware of any peer relationships of the young person concerned?	**Yes**	**No**
If yes please complete the remainder of this form, if no please return this form stating so		
Does the young person of concern have many peer relationships or a small number? Are they socially isolated?		
Please provide the names of the young people with whom this young person spends their time:		
Do you consider any of the above individuals to have a positive or protective influence on the young person concerned? (Please explain answer)		
Do you consider any of the above individuals to have a negative or risky influence on the young person concerned? (Please explain answer)		
Does the young person concerned appear to follow the influence of any their peers? (Please name which peer and explain your answer)		
Does the young person concerned appear to lead or influence the behaviour of any of their peers? Please name which peer/s and explain your answer)		
Is there any other information regarding the nature and quality of this young person's peer associations that you think would inform my assessment? (if so please share here)		

APPENDIX H: REVISIONS TO FAIR ACCESS PANEL FORMS

2015/2016

Secondary Referral Form to Fair Access
Pupil Placement Panel

1. Referral & Recommendations

Child Details	Name:		Other Names:		Male ☐ Female ☐
	Ethnicity:				
	UPN:		Date of Birth:		Year Group
	Current Provision/School			Preferred School/type of School	

Parent/Carer Information (1): (please indicate primary carer)

Parent/Carer Name:		Relationship:	
Tel No:		Email:	
Address:		Postcode:	

Parent/Carer Information (2):

Parent/Carer Name:		Relationship:	
Tel No:		Email:	
Address:		Postcode:	

Dates of any previous schools attended:

Name of School	From	To

Name of School	From	To

Reason for Referral and provision requested where appropriate: ***(See Page 7, Type of provision/assessment)***	Name of Lead Professional:

Additional information relating to reasons for FAP referral	Information	School response, including referrals to external agencies
Individual's strengths		
Individual's attitude to work		
Home environment Parent/carer E.g. Response to concerns, relationship with school, does the child go missing from home.		
Peer Group E.g. role within peer-group, School concerns about peers and friendship group, Bullies others or is bullied, isolated or lacks friendship groups		
School e.g. linked to other incidents or concerns within the school		
Neighbourhood E,g. impact of gangs, experience of violence/abuse outside of school including travelling to school		
Risk Assessment for placement at PRU: Please describe any intervention or adaptation that has proved effective in the past		

Comment [g1]: Moved to front page so that the reason for referral can be seen at first glance

Comment [g2]: By having two separate columns requires the referrer to think both in terms of what information is known and to also think about if any response has been implemented to respond to the concern. Therefore, start thinking about responses and interventions beyond just relocating students post-incident

Comment [g3]: Box included to capture schools response added so panel can see what support/interventions have been implemented prior to the FAP referral.

Comment [g4]: Added contextual information about peer-groups, school and neighborhoods. This information was often mentioned in the previous form but not in a place that was explicitly recorded. Researchers wanted to have a clear place to input the information and what if any interventions have been attempted. Also to identify peers who may be staying at the school but would benefit from on-going support – particularly if there are multiple incidents of concern within and affecting particular peer groups.

Comment [g5]: Researchers noted that consistent disruptive behavior was often listed as a reason for referral to FAP or that it was one final incident that resulted in the referral. This box aims to capture how the incident is related to others and identify any patterns or trends within the school

Comment [g6]: The impact of gangs and gang violence was often mentioned in the previous form. Researchers wanted to capture how safety concerns outside of school impact on education, for example some students experienced assaults travelling to and from school or some students had an escalation in disruptive behavior following an assault in the neighbourhood

2. Social Profile

Is the student open to social care?		Yes / No (if yes, please provide contact details)	
Name:		Tel No:	
Does the student have a current Early Help Assessment or CAF?		Yes / No (if no, why not, please provide reasons)	
Name:		Tel No:	
Is the student on the Child Protection Register?		Yes / No	

Known Issues	Support provided by School
Family Overview (i.e. Position of child in relation to siblings, parental details etc.)	

Peer –on-peer abuse (tick all that applies):

Child Sexual Exploitation	
Affected by Gangs and or serious youth violence	
Relationship Abuse/Domestic Abuse in own relationships	
Displays Harmful Sexual Behaviour	
Sexual bullying	
Missing from Education	
Missing from Home	

Other Agency Involvement (tick all that apply):

	Current	Expired	Contact Name	Email
YOS				
Police				
CAMHs				
Education Psychology				
Other (state) (See below)				

Current Status:

Does the student fall in to a vulnerable group? Yes / No (if yes, tick all that apply)

Children Looked After	□	Traveller Child	□	Child of asylum seeker	□
Young carer	□	Teenage parent	□	School refuser	□
Young offender	□	Eligible for FSM	□	EAL	□

Medical Needs (please provide details):

Medical:	
Known Allergies:	
Dietary Requirements:	
Accessibility Issues:	

3. Education Profile

Student's prior attainment:

CATS Scores	Verbal	
	Non-Verbal	
	Quantitative	
	Key Stage 2	Current Level
English:		
Maths:		
Science:		
Reading Age:		
Spelling Age:		
KS4 Courses:		

Attendance Information:

Current Attendance: (%)	Authorised Absence (%)	Unauthorised Absence (%)	Date of last Attendance:	Is the student expected to attend 5 days/week?
				Yes / No
If no, please provide further details:				
EWO Involvement	Yes / No (If yes, please provide contact details)			
	Name:		Tel No:	

Exclusion history:

Dates of Exclusion		Length of Exclusion (days)	Reason for Exclusion	
From	To			

Internal Exclusions History:

Dates of Exclusion		Length of Exclusion (days)	Reason for Exclusion	
From	To			

Internal Support:

Support Used	Yes / No	Comment and Impact
Adapted timetables		
1:1 Sessions		
Respite – use of AP		
Internal Learning Unit		
Internal Exclusion		
LSA Class Support		
Alternative Curriculum		
Peer Mentoring		
Use of External Mentoring		
Counselling		
Smoking Cessation		
Drugs Worker		
School Nurse		
Safeguarding		
Therapies e.g. Drama therapy		
Other		

SEND [if applicable]

Please provide details of the student's:

Primary Need	

Secondary Need	
Tertiary Need	
IEP	Yes / No (If yes, please attach)
Does the student have a specific diagnosis? (e.g. ADHD, ASD, Epilepsy, Dyslexia)	Yes / No
Does the student have a Risk Assessment in place?	Yes / No

For Office Use Only			
Referral Number			
Referred by:		Date Form Completed:	
Tel No:		Email:	

Checklist

These must be included within the referral documents: please tick to confirm

	Pastoral Support Plan		Completed referral form
	SIMS attendance record		Most recent school report
	CAF		Behaviour log

The following should be included if applicable

	Individual Education Plan (IEP)		Statement of Educational Needs
	Educational Psychologist Report		YOS Report
	Statement Review		Active PSP
	Careers Plan		Risk Assessment

Panel Decision

Which of the following issues currently affect this pupil which, in your opinion, means they fall within the Fair Access protocol? (Please rick box and attach appropriate reports). If the pupil has left a previous school, please include reasons for this if known.			
Complex Issue Cases (CIC)		Homeless	
Children with unsupportive family backgrounds		Returning from the criminal justice system	
Permanent Exclusion previously or currently attending the PRU		Children without a school place and a history of serious attendance problems	
At risk of Permanent Exclusion/Managed Move		Out of education for more than 1 school term (includes movers in and returnees from EHE)	
Traveller		Children of refugees and asylum seekers not in accommodation centres.	
Withdrawn by parents following fixed term exclusion and unable to find a school place		Changing school in Year 10 or 11	
Moved between a number of schools in Croydon and previously			

Type of provision/assessment	Please tick	Placement Agreed	Support costs Please tick	
Placement at mainstream school			PRU Support	School costs
Respite place in PRU				
Alternative Provision				
Other (please elaborate)				

Signed by Chair of panel: …… Date: ……

Please return completed form to:

APPENDIX I: BRIEFING PAPER ON WHOLE SCHOOL APPROACHES

Peer-on-peer abuse: Developing a whole school approach

Rationale

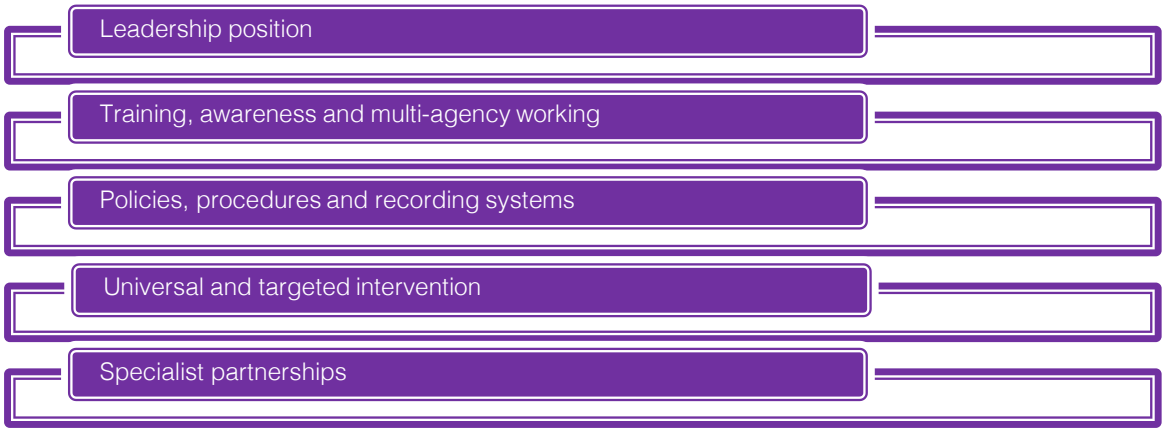
As schools and local authorities look to develop their response to peer-on-peer abuse, it is useful to consider how approaches used to tackle other issues can be adopted, for example developing a whole school approach to addressing peer-on-peer abuse.

A whole school approach is a co-ordinated response to all the issues that impact on peer-on-peer abuse and young people's experiences of it, therefore combining:

- Child sexual exploitation
- Gangs and serious youth violence
- Missing children
- Harmful sexual behaviour and sexual bullying
- Domestic abuse and teenage relationship abuse

At the moment these issues are addressed separately with individual policies and responses for each one. In the context of schools, this often means that different delivery organisations deliver training sessions for staff and support for young people on the different issues; but what if an approach could be designed that addressed all of the different forms of abuse by coordinating delivery providers and organisations?

What is a whole school approach?



Preliminary questions to consider

1. Which organsiations currently deliver support to schools and education providers on issues related to peer-on-peer abuse – includes:
    a. Teenage relationship abuse (TRA)
    b. Harmful sexual behaviour (HSB)
    c. Child sexual exploitation (CSE)
    d. Missing
    e. Serious youth violence (SYV)
2. Details of delivery – who is delivering what and where?
3. Who, if anyone, has oversight of work delivered in schools?
4. What is the process for quality assurance and ensuring consistency of messages?
5. How can this work be coordinated and partnerships formed to develop a whole school approach based on current research and evidence base? For example, young people experience multiple forms of abuse and this needs to be reflected in interventions
6. What policies, procedures and recording processes are in place within the school to respond to peer-on-peer abuse?
7. What training have senior leadership and school staff received about preventing and responding to peer-on-peer abuse?

A framework for developing MAP/ Strategy meetings for young people who display harmful sexual behaviours

Background and purpose of framework

Over the past year the International Centre[1] at the University of Bedfordshire, and the MsUnderstood partnership[2] which it manages, have received repeated requests for information regarding processes that provide oversight of responses to young people who display harmful sexual behaviours (HSB)

During the same time period the a site with whom we have been working has trialled a process of using MAP (multi-agency planning) meetings for young people identified as displaying harmful sexual behaviour (including those who are the subject to an NFA decision by the police and CPS but where concerns remain). This process has been supported by the development of a Terms of Reference, governance structure and an agreed information sharing process.

Where relevant these MAP meetings are related to the multi-agency sexual exploitation meeting where all CSE cases are thematically discussed. Themes related to peer-on-peer exploitation will then have MAP meetings for all young people involved (those identified as exploited and those identified as exploiting them).

The MsUnderstood partnership has monitored this process, and matched it against research evidence into harmful sexual behaviour, to develop a framework for developing processes which monitor responses to young people with harmful sexual behaviour.

In the site two HSB MAPs were observed, as was the multi-agency CSE meeting and complex case discussions. Minutes of all HSB MAPs conducted in the last year (15 meetings) were then subject to manual analysis using a coding framework to identify:

- Key points of consistency across all meetings
- Points of inconsistency that could be addressed through a framework
- Opportunities for contextual assessment and intervention planning for

The findings of this process were used to produce a draft framework for an oversight process – outlined in this document. The University of Bedfordshire worked with the site to further pilot and refine this method further before offering the framework to be piloted in other local authorities beyond this site through the contextual safeguarding practitioner's network[3].

[1] The International Centre is a research centre based at the University of Bedfordshire with an exclusive focus on sexual exploitation, trafficking and violence www.beds.ac.uk/ic

[2] MsUnderstood is a partnership between the University of Bedfordshire and Imkaan committed to develop responses to young people's experiences of gender inequality in general and peer abuse specifically

[3] From 2016 the International Centre will host a network for practitioners interested in developing contextual responses to adolescent safeguarding

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The Framework

The remainder of this document outlines the key components of a framework for using HSB MAPs (or an equivalent meeting) for monitoring responses to young people who display HSB – followed by a set of appendices with resources and further points of reference to aid the application of this framework into local practice

1. **Meeting objective:** agree the objective of the meeting/process that is being introduces

Introducing the consistent use of HSB MAP meetings as a means of creating consistency and oversight into response to HSB requires a clear, and multi-agency held, objective. According to the Terms of Reference developed by the site:

> *The purpose of the HSB MAP meeting is to explore the risk of a young person sexually harming others and agree an intervention plan to address this risk. HSB MAP meetings should be distinctly different from other professional or network meetings e.g. CIN Review/LAC Reviews and concentrate on the risk posed by and to a young person who demonstrates harmful sexual behaviour.*

Not all local authorities use the MAP model – however the objective above and following principles, structure and resources within this framework can be used to guide discussions related to HSB at strategy meetings and other HSB specific considerations.

2. **Underlying principles:** messages from research into HSB and the learning from the site's initial pilot process indicated some key principles that are central to the implementation of this framework

The following principles provide the foundations for HSB MAP meetings including: all decisions that are taken at such meetings; the tools that are used to guide decision-making and record actions; and any quality assurance processes that are employed to monitor implementation and maintain standards/consistency of approach:

- When young people display, or are thought to have displayed, harmful sexual behaviour this is primarily a safeguarding concern of which enforcement may, but does not have to, form a part of the response
- The choices, attitudes and behaviours displayed by young people who have sexually harmed others, or are at risk of doing so, are informed by a range of social systems upon which they are dependent for their development – HSB cannot be understood in isolation of context
- Intervention plans for young people who have displayed, or are at risk of displaying ,harmful sexual behaviour should address both the behaviours/attitudes of concern and the contextual factors that may be facilitating or challenging these behaviours/attitudes
- Associated to the above point professionals have a role to play in establishing the social conditions (within families, peer groups, schools and neighbourhoods) in which young people can engage in safe and healthy relationships

3. **Routes of referral:** identify a route for referring HSB concerns into the process that is being introduced

Routes of referral will differ for each local authority however it is recommended that they follow the same route in operation for CSE referrals albeit potentially with a different

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professional acting as a SPOC for HSB as opposed to CSE queries. Likewise if the identified HSB indicates that peer-on-peer sexual exploitation is a concern then discussions from a HSB MAP, any plan that is produced and any associated concerns should be fed into the work of the local operational partnership response to CSE.

Those piloting this framework should insert the referral route in keeping with their local structure into this section of the framework including contact details of any SPOC

4. **Key models for reference:** Draw upon research-based models for identifying the severity of the presenting behaviour, the contexts to which it is associated and the required response

- Agreeing the severity of the behaviour - Hackett's continuum of sexual behaviours (Appendix 1): Behaviours of concern should be considered with reference to this continuum and minutes consistently record the discussion and decision
- Identifying associated contextual concerns: Firmin's contextual circles of safeguarding (Appendix 2): The contexts of socialisation that should be considered in relation to the young person's behaviour. To what extent does the young person's engagement in these contexts challenge or reinforce the harmful norms that underpin the behaviour of concern
- Building and monitoring the required response: Intervention Plan table outlined in (Appendix 3)

Introducing these models into HSB meetings provides a route to build consistency into the process from the outset and guides, rather than prescribes, professional judgement

5. **Attendance and governance:** agree attendance and reporting/oversight structures

In keeping with the principles of this framework when a young person displays HSB this is safeguarding concern. As such HSB meetings should be led and coordinated by children and young people's services to ensure that it is embedded primarily within safeguarding structures

To develop some consistency during the pilot phase it is recommended that all HSB MAP meetings are chaired by the same individual – this individual should be identified at the outset of the pilot phase. Once the process is embedded it may be possible to consider a small number of chairs to share responsibility for HSB MAP meetings.

Other agencies that should be present (or considered) as a matter of routine are:

- Children's Social Care
- Police (CSE and/or HSB leads and where necessary those involved with gangs/serious youth violence)
- CSE and gangs analysts where available (community safety or performance analysts may be able to assist where there is a gap)
- Education provider of young person concerned
- Youth service provider
- Safeguarding Reviewing Service
- Key VCS providers which may be able to, or are already, engage the young person
- Youth Justice Service (manager and case holder where appropriate)
- Health: School Nurse and/or LAC Nurse where appropriate

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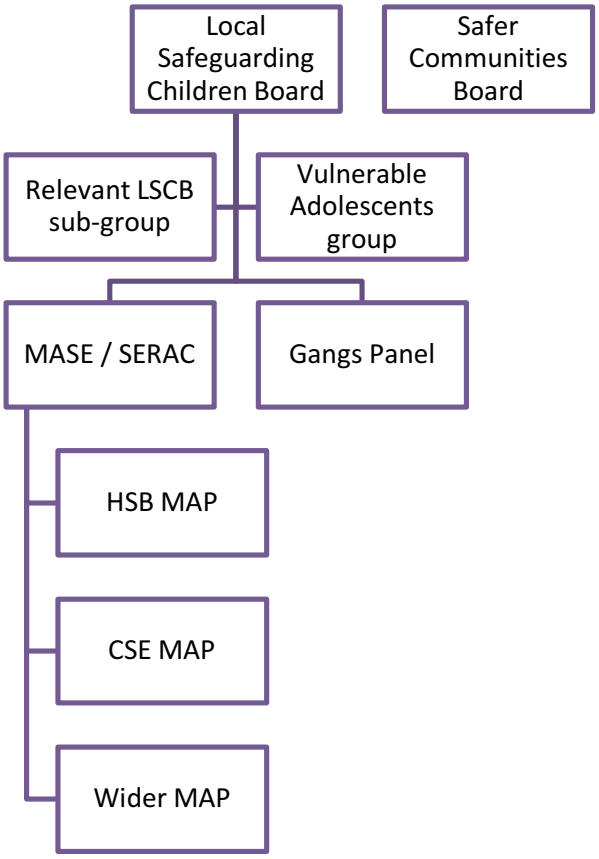
- Community safety and/or neighbourhoods team (if behaviour is occurring in public spaces)

The thematic trends identified at HSB meetings should be fed into the multi-agency operational structures for child sexual exploitation (sometimes referred to as MASE sometimes as SERAC) and where necessary or relevant the local gangs and serious youth panel. At a strategic level then these themes/actions should be fed into the LSCB (and any established vulnerable-adolescents strategic group or on occasion through a designated sub-group of the LSCB). Community-based trends/concerns can also be fed into the meeting of the Community Safety Partnership Board.



6. **HSB MAP Meeting structure:** Agree a structure which will act as a template agenda for all HSB meetings.

Below are the key headings proposed for a HSB meeting agenda:

a) Summary of young person's current situation and their background
b) Specific concerns about young person's harmful sexual behaviour
c) Identification of vulnerability, risk and resilience factors associated to the HSB (including those identified in any risk assessments already utilised) (list used by the site is built into the tool in Appendix 3)
d) Strengths
e) Current professional involvement with the young person and any associated contexts
f) Decision regarding level of risk (using Hackett continuum)

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g) Decisions regarding interventions – young person, family and broader environmental/social contexts

The proposed agenda is an adaptation from the original site pilot – informed by a review of meeting minutes. During the pilot phase contexts were considered independently of risk factors, behaviours etc. – However this framework recommends that they be considered throughout the process as displayed in Appendix 3. Therefore:

- The young person's behaviour would be summarised and then contextualised- what did they do and then in what context did this behaviour occur and/or what contexts were associated to the behaviour and how
- Vulnerability, risk and resilience factors (those used by the site are listed in Appendix 4 – although not exhaustive) – some of these are individual; others are familial or based in schools etc. Therefore as they are recorded it would help to split them out into contexts at that point as suggested in Appendix 3
- Strengths – are they contextual or individual? These can also be plotted against the relevant columns in Appendix 3
- Professional involvement – this also needs to be plotted against contexts (Appendix 3). If there are risk/resilience/vulnerability factors in the school or peer group for example has there been professional involvement to address these issues? The same questions can be asked regarding the future plans for intervention.

Developing the MAP structure in this way, assisted by the template in Appendix 3, should aid consistency in both minute-taking and consideration of contexts

7. **Quality assurance and monitoring:** identify routes to monitor actions agreed at different MAP meetings, scan trends and ensure that meetings are held in accordance with the principles and objective highlighted earlier in this framework

Reviewing the minutes of 15 HSB MAPs identified that beyond an agreed agenda other processes are required to aid a consistent level of quality in terms of the discussion at a MAP meeting and the actions that are agreed. The tool provided in appendix 3 provides a structure for recording the discussion and monitoring the actions taken at MAP meetings. It also provides a visual account of all meetings that can be used to identify trend data.

In order to achieve this it is recommended that the sheet in Appendix 3 is used:

- As part of review to meetings identify where factors/behaviours/contexts have shifted and consider implications for intervention
- To monitor agreed interventions using a traffic light tool (red, amber, green) to flag where interventions have been progressed and where they are yet to actioned
- To identify if any risk/resilience/vulnerability factor has been identified which isn't subject to any intervention at present. Mapping issues in this way creates a visual demonstration of factors, particularly those that are contextual, for which there are no plans in place

<u>Additional considerations</u>

In addition to the components of the framework, partnerships planning to implement this pilot process need to consider:

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- What information-sharing agreements are in place to facilitate open and appropriate sharing of information to meet the objective of the meeting? Who owns the data following the discussion? Ideally processes in place for existing MAP meetings (or their equivalent) should suffice
- Communications: how will these meetings be communicated to the multi-agency partnership in a way that facilitates participation and information sharing?
- How will trend data identified across multiple HSB MAP meetings be fed into the MASE, Bronze/Gangs panel and any other key multi-agency operational groups concerned with violence and abuse between young people?

Interested in piloting this approach?

For those interested in piloting this model please contact danielle.fritz@beds.ac.uk to arrange a discussion with Carlene Firmin regarding a plan for setting up a pilot and monitoring delivery

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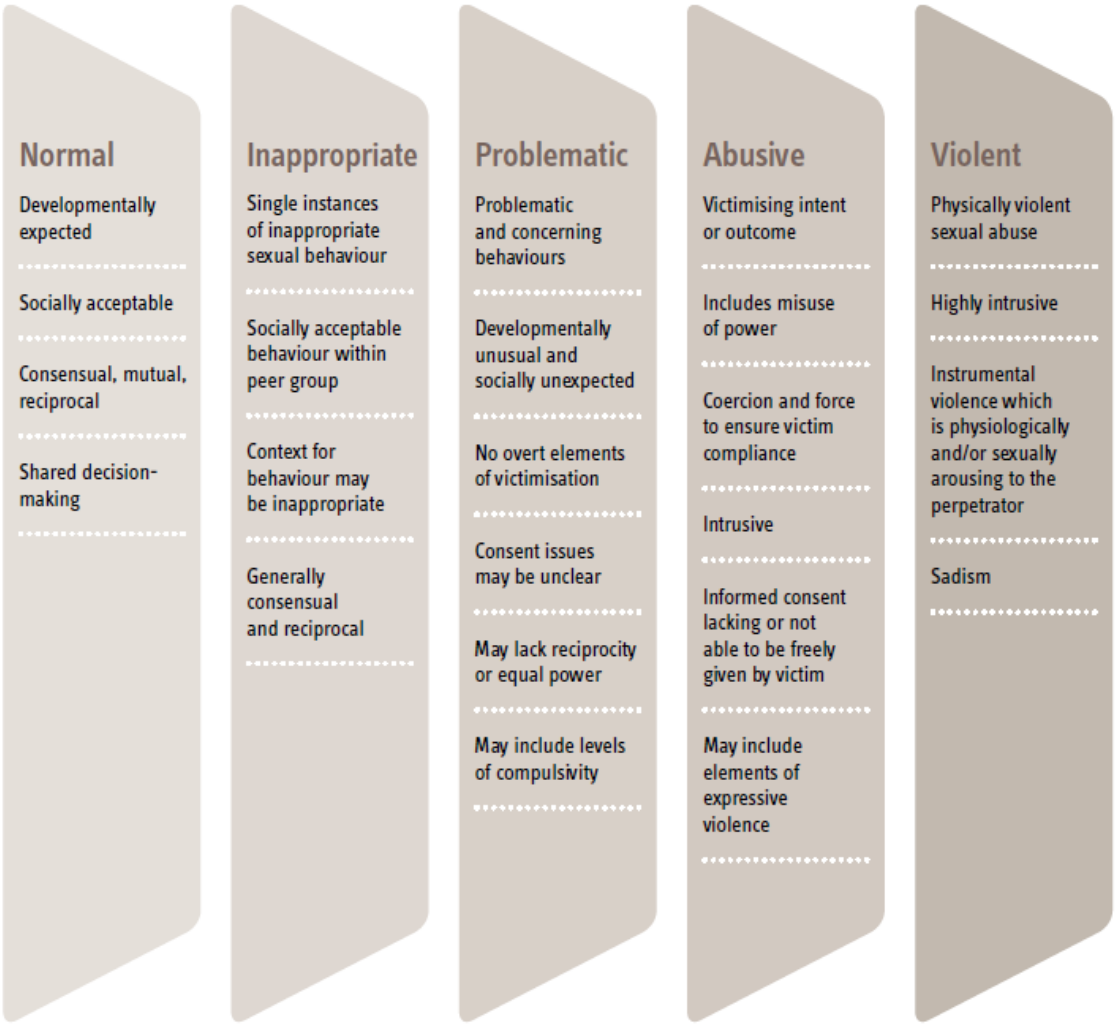
Appendix A- Hackett Continuum of Sexual Behaviours

Which point on this continuum best accounts for the young person's behaviours? When making the decision explicitly state the reason for the drawing this conclusion



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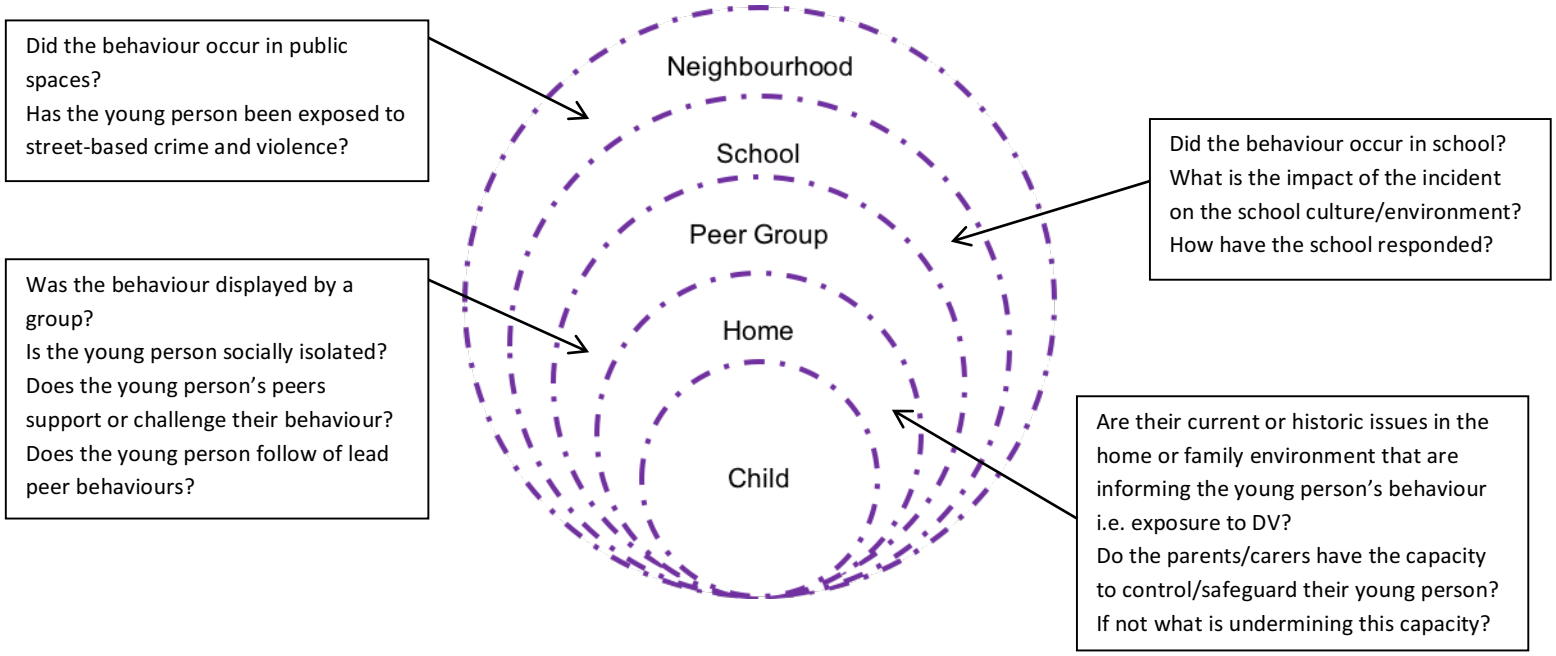
Appendix 2: Firmin's Contextual Circles of Safeguarding

- In what ways are the: identified behaviours; risk/vulnerability/resilience factors; interventions associated to these different sites of adolescent socialisation?
- In what ways do these contexts interplay with one another in relation to the young person under discussion?
- Which contexts are most strongly associated to behaviours under consideration?



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Appendix 3: University of Bedfordshire's Contextual Table for gathering information and planning (print on A3 paper for meetings)

Group or Sole Offence:		**Points for discussion / recording at HSB MAP meeting**								
		Young person's current situation	Young person's HSB	Vulnerability factors	Risk factors	Resilience factors	Strengths	Professional involvement to date	Planned actions / interventions	Challenges / barriers to intervention
Individual and contextual factors to consider	Individual young person's characteristics									
	Family / Home(s) characteristics									
	Peer group(s)									
	School(s)									
	Neighbourhood spaces (specify)									
Contexts Summary										

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Appendix 4: Risk, Resilience and Vulnerability Factors

When considering the factors below during a HSB meeting allocate them onto the table in Appendix 3 – which are factors that are part of the young person's engagement in the neighbourhood, which are peer-based factors and which for example are about their home or familial situation etc. Many are repeated in each section in the table below as some young people may, for example, encounter abuse and violence in their school whereas others may experience this at home

	Risk	**Resilience**	**Vulnerability**
Individual	• Formal diagnosis of Conduct Disorder or other formal mental health diagnosis • History of aggressive behavior • History of cruelty to animals • Socially and emotionally isolated • Disclosures made then withdrawn by subject or victim • Recruiting others into exploitative situations • Concerns raised regarding sexualised or sexually harmful behaviour during childhood Cold, callous attitude towards offending & appears to lack of empathy • Harmful/Oppressive attitudes towards young women, relationships and consent • Obsession/ pre-occupation with pornography • Evidence of sexual bullying and/or distributing sexually inappropriate images • Allegations have been made against them in respect of sexually harmful behaviour, including when NFA'd	• Abusive behaviour appears to be peer influenced rather than led by young person • Abusive behaviour ceased when victim demonstrated non-compliance or distress • Accepts responsibility for the offence • Engages in positive talents and or leisure interests • Good negotiation/ problem solving skills • Developmentally appropriate level of sexual knowledge • Makes positive use of support network	• Unsure about their sexual orientation or unable to disclose sexual orientation to their families or peers • Learning disabilities • Recent bereavement or loss • Low self-esteem or self-confidence • Experience of being bullied themselves and/ or coercion into bullying others • Alcohol and/ or substance misuse

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	Risk	Resilience	Vulnerability
Familial / Home	• Witnessed domestic violence • Disclosures made then withdrawn by subject or victim • Recruiting others into exploitative situations • Concerns raised regarding sexualised or sexually harmful behaviour within family • Harmful/Oppressive attitudes towards young women, relationships and consent	• Access to a positive relationship with at least one adult • The most significant adults in a young person's life demonstrate protective attitudes and behaviours • Makes positive use of support network	• Living in a chaotic or dysfunctional household • Experience of abuse or neglect • Gang association • Missing from home or care • Unsure about their sexual orientation or unable to disclose sexual orientation to their families or peers • Recent bereavement or loss • Bulling/ sexual bullying • Alcohol and/ or substance misuse
Peer	• History of aggressive behavior • Disclosures made then withdrawn by subject or victim • Recruiting others into exploitative situations • Concerns raised regarding sexualised or sexually harmful behaviour amongst peers • Harmful/Oppressive attitudes towards young women, relationships and consent • Obsession/ pre-occupation with pornography • Evidence of sexual bullying and/or distributing sexually inappropriate images	• Abusive behaviour challenged by some peers • Developmentally appropriate level of sexual knowledge • Makes positive use of support network	• Experience of abuse or neglect • Gang association • Attending school or are friends with young people who are involved in sexually harmful behavior/ sexually exploited • Missing from home or care • Unsure about their sexual orientation or unable to disclose sexual orientation to their families • Recent bereavement • Bulling/ sexual bullying or loss • Alcohol and/ or substance misuse
School	• Disclosures made then withdrawn by subject or victim • Recruiting others into exploitative situations • Concerns raised regarding sexualised or sexually harmful behaviour within school	• Opportunities for extra-curricular and or leisure interests • Clear messaging about consent, relationships gender • Clearly applied bullying policies and procedures • Response to corridor cultures are	• Experience of abuse or neglect • Gang association • Attending school or are friends with young people who are involved in sexually harmful behavior/ sexually exploited • Unsure about their sexual orientation or

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	Risk	Resilience	Vulnerability
	• Harmful/Oppressive attitudes towards young women, relationships and consent • Evidence of sexual bullying and/or distributing sexually inappropriate images	consistent • Access to a positive relationship with at least one adult • The most significant adults in a young person's life demonstrate protective attitudes and behaviours • Positive relationships with professionals • Makes positive use of support network – engaged in multi-agency partnerships	unable to disclose sexual orientation to their families • Absent or exclusion from education or training • Missing from home or care • Bulling/ sexual bullying • Alcohol and/ or substance misuse
Neighbourhood	• Disclosures made then withdrawn by subject or victim • Recruiting others into exploitative situations • Concerns raised regarding sexualised or sexually harmful behaviour within local areas where they spend their time • Harmful/Oppressive attitudes towards young women, relationships and consent	• Available extra-curricular and or leisure interests • Access to a consistent and positive relationship with at least one adult • The most significant adults in a young person's life demonstrate protective attitudes and behaviours • Positive relationships with professionals • Places for safe socialisation are available • Clear response to identified trends in crime and anti-social behaviour • Relevant neighbourhood partners engaged in response to emerging trends	• Experience of abuse or neglect • Gang association • Missing from home or care • Bulling/ sexual bullying • Alcohol and/ or substance misuse

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