Practitioner Sheet

Community Partnership Information Form

Disruption activity is designed to reduce risks posed to young people under the age of 18 who are at risk of or being exploited. Perpetrators patterns of behaviour include coercion, violence, intimidation and the power imbalance inherent in these behaviours. To manage these risks, different approaches are needed that consider young people's circumstances: such as the age of victims; the context in which offences occur; and the risk they pose. Disruption requires a range of different tools, deployed tactically and defensibly by different agencies working together to disrupt the risks posed to them.

Target audience

This guide is aimed at front line practitioners who are supporting children at risk of or being exploited, including the police and other law enforcement agencies, social care, housing, education, the voluntary sector and related partner organisations. It is designed to help practitioners consider legislative and non-legislative disruption activity and highlights that disruption activity is the responsibility of all agencies.

Disruption activity

Reducing the risks of exploitation is a priority for the Pan Hampshire area. While criminal prosecution of child abuse perpetrators may represent the most desired outcome of law enforcement activity, it is not appropriate to leave the protection of vulnerable children and young people to the criminal justice process alone. This Practitioner Guide considers disruption methods both legislative and non-legislative.

Legislative disruption options

The Home Office have produced a [Home Office child exploitation disruption toolkit](https://www.portsmouthscp.org.uk/professionals/child-sexual-exploitation/) to help all safeguarding partners to understand and access existing legislative opportunities at their disposal and to target specific risks, ranging from warning notices to offence charges and care orders.

This toolkit is split into six areas of law enforcement and other agency activity; these are abduction and trafficking, sexual offences, victim care, behaviour, location and other options. It emphasises that effective multi-agency collaboration to disrupt child exploitation is likely to involve the use of tools from more than one area. Each area explains: legislation, when and how can it be used, impact, case study (where appropriate). In addition to the six areas, the disruption toolkit includes best practice guidance in three areas; information sharing and multi-agency working, intelligence and evidence and further links.

A second Toolkit is available from the NWG (National Working Group) and supported by Barnardo’s and again sets out the various options available to practitioners. The NWG toolkit also adds additional materials around the Children Act [NWG Toolkit](https://www.nwgnetwork.org/wp-content/uploads/2019/10/NWG-Disruption-Toolkit-3.pdf) .

The Home Office [National Enforcement Powers guide](https://www.antislaverycommissioner.co.uk/media/1579/national-enforcement-powers-guide-public-version-february-2021.pdf) aims to help facilitate a faster tactical multi-agency response and to use the appropriate legislation available to gain entry into commercial and residential premises, where intelligence has indicated that there could be a potential case of exploitation or modern slavery. The guide aims at assisting practitioners to navigate the often complex process of knowing which agencies are able to intervene in operational activity and police investigations and includes a comprehensive overview of each agency’s remit, their enforcement powers and details on how they can support multi-agency activity.

For any disruption activity in relation to a child who is looked after, agreement is needed from the Deputy Director of Children Social Care.

Non-legislative options

Enforcement action is sometimes not an option requiring alternative disruption interventions being considered and requires practitioners to consider different approaches. This could be a [Contextual Safeguarding](https://contextualsafeguarding.org.uk/) approach whereby practitioners develop an understanding, and response to, young people’s experiences of significant harm beyond their families or could require practitioners to undertake more robust engagement and diversionary strategies to influence change.

It is imperative practitioners fully understand:

* Disruption does not replace Safeguarding - Please follow your agencies Safeguarding Processes.
* The risk and protective factors for the individual young person, or the group. For individual young people these need to be bespoke to and take a holistic view of their individual circumstances; every young person is different.
* Who is the young person's most trusted adult? Who will they confide in and is best placed to understand their situation?

The Home Office has recently published a [toolkit](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/958840/6.7152_HO_Updates-SOC-Prevent-intervention-toolkit_v5_2_.pdf) to help practitioners deliver interventions to young people who are involved in, or at risk of involvement in, Serious and Organised Crime (SOC). This identifies the need for practitioners to:

* Be consistent and persistent – It is often the case that children being exploited have significant ‘Push Factors’ and may have had traumatic lives and suffered Adverse Childhood Experiences (ACEs). As such, basic or ‘normative’ tasks like getting up on time and keeping appointments may be a significant challenge for them. Please ensure that you form a trusted relationship build on transparency and honesty putting the child’s needs first. ‘Mentoring’ has shown to work well with the mentee able to imitate and benefit from the knowledge, skill, ability, or experience of the mentor. The mentor may provide practical assistance, such as with job applications, teaching or training, as well as emotional support for the mentee to help increase self-esteem and confidence
* Consider the wider peer group and map relationships where possible. Return conversations/interviews completed in time can produce important information.
* The use of reachable and teachable moments is a positive and encouraged technique that gives you the practitioner a window of opportunity to make and encourage changes. These changes be when a child is arrested, hurt, returns from missing, has a family threat or given a new exploitative opportunity and finally may already be contemplating change.
* The voice of the child is paramount and success can be found when involving the child and their parents/carers un decision making. Risk judgements should be informed by evidence but rather than making assumptions your professional knowledge of the child’s social context and opinion are vital. Don’t forget its the child’s lived experience.
* Pre-planning around risk with the child is also useful and this may include giving them options when they feel risks are increasing, using code words to support them to leave a situation and thinking of safety areas where risks might be (e.g. going to a local shop/park). Support parents and carers by giving them knowledge of the risks to the young person and sharing the child's plan with them.
* Parents can help disruption, checking bank accounts / changes in bedroom / wider family keeping oversight and sharing information (e.g. give them a police contact to report car license plate numbers).
* Use the professional network - there is a high likelihood children you work with are concerned about what is known to other professionals and are also a good source of information as well as a protective factor. Encourage the child to use their support network and keep strong communication going. Help the child to identify a trusted adult or adults and how they make contact. This can include supporting children to access constructive activities such as education, apprenticeships, work experience, youth groups etc.

Further Hampshire specific tools are:

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| NRM - National Referral mechanism | Used to report trafficked children to the Home Office | Hampshire is currently updating its policy and process and a link will be available shortly |
| C5 | The “C5” notice informs the person that the police have concerns about their sexual behaviour; it then describes a number of offences related to child sexual exploitation and the aim is said to be to educate and inform people about their behaviour. | Police Form only |
| CPI – Community Partnership Information Form | Partner agencies are asked to submit intelligence on CPI forms to ensure there is an accurate intelligence picture on perpetrators who are exploiting children, and to ensure that the Police have accurate information to safeguard children | [CPI](https://www.safe4me.co.uk/portfolio/sharing-information/) |
| Op Fortress | Branding used by Police districts in relation to operations that conduct and intervene around drug related harm. | Police Only |
| Fearless | Fearless is a site where you can access non-judgemental information and advice about crime and criminality. | Fearless.org |

Further information can be found at your Local Authorities Local Safeguarding Children’s Partnership:

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| Portsmouth | <https://www.portsmouthscp.org.uk/professionals/child-sexual-exploitation/> |
| Southampton | <https://southamptonscp.org.uk/child-exploitation/> |
| Isle of Wight | <https://www.iowscp.org.uk/child-exploitation3> |
| Hampshire | <https://www.hampshirescp.org.uk/professionals/child-exploitation/> |

The HIPS Link is also included: [HIPS Exploitation](https://hipsprocedures.org.uk/qkyyoy/children-in-specific-circumstances/children-who-are-exploited/#s4966)