



# PROTECTIVE PARENTING ASSESSMENT

Halton Borough Council

People Directorate

### **Protective Parent Assessment Template (Sexual Abuse)**

Name:

Address:

DOB:

#### Reason for Assessment (Assessment Agreement)

##### **See Appendix A**

Give brief reasons why we are assessing the partner as a protector. Does the person we are assessing want their children to have contact with a child sex offender / family reunification?

Does the person who potentially poses a risk to children have an allegation/arrest/charge/caution against a child/young person? What is the age and gender of the alleged victim?

Does the potentially protective parent understand the reason for the assessment?

##### **See Appendix B**

#### Details of Allegations or Conviction

These should be information received from the Police or victim. Consider viewing ABE interview if appropriate.

If not charged/interviewed what is the allegation or witness account?

Include age, gender, circumstances of victim and perpetrator.

Consider previous cautions / allegations.

How does the perpetrator's account to the potentially protective parent differ from the allegation / conviction?

Make sure the potentially protective parent is aware of all the details.

What is the potentially protective parent's view about the allegation/conviction. What does she/he think about how the victim felt and what is her/his view of the perpetrator?

##### **See Appendix C and D**

### Potential Perpetrator Timeline – History of Relationships

#### **See Appendix E**

Family, partners, children, friends, teachers.

Say whether positive or negative relationships, consider attachment history.

Include significant life events such as births, deaths, periods in care, abusive relationships, sexual abuse, social services involvement.

Consider the power and control issues in past relationships and with the perpetrator.

You need to consider the potentially protective parent's vulnerabilities and self-esteem.

Consider how they may have been groomed and any resilience factors.

### Session on Spiral of Sexual Abuse

Cover spiral. How abusers pick their victims and families. How they groom.

What is the potentially protective parent's understanding of how perpetrators of sexual abuse function?

Can they relate this to their partner? Do they recognise any grooming behaviours?

#### **See Appendix F**

### Sexual Relationship with Partner

Does the perpetrator use pornography, chat lines, internet, animals, sex toys etc.?

Sexual boundaries and risk taking behaviours.

Sexual abuse with the family, peers, siblings, friends, associates, sex tourism.

### Protective Factors

How does the potentially protective partner feel that they can protect the child / children?

Discuss practicalities: No personal care, no unsupervised contacts. How will parent manage if more than one child, if they wish to go toilet / bedtime? Are they prepared to tell parents of their children's friends about the conviction, so no sleep overs/ children at the house to play?

Partner will be unable to attend sports day or school activities without Risk Assessment.

Need to consider boyfriend's/girlfriend's grandchildren and how perpetrator's contact with all children can be managed.

How will you explain this to the child, neighbour's child, boyfriend/girlfriend?

Who else in the family knows? Can they also assist in protecting the children?

Consider how over time parent may not be as protective and forget about the risk, take more chances, tests out. Can potentially protective parent still protect if unwell, using alcohol/drugs, mentally ill etc.

**See Appendix G**

### Risk Assessment

Risk assessment tool

**See Appendix H**

## APPENDIX A

### Assessment agreement

- Anything said in the course of the assessment may be included in the final report. Including any new disclosures of sexual abuse.
- Acknowledgement that it is MFS policy to video record all sessions and retain sole ownership of the recordings.
- On completion the reports will only be sent to the referrer.
- The report should only be used for the commissioned purpose
- MFS give consent for the report to be shown to the Subject.
- If there is any dispute the accuracy of the report of the Subject's may review the relevant disputed section of the video recording.
- Understand that detailed discussions regarding social and sexual history will take place throughout assessment/intervention.

## APPENDIX B

### Preliminary planning

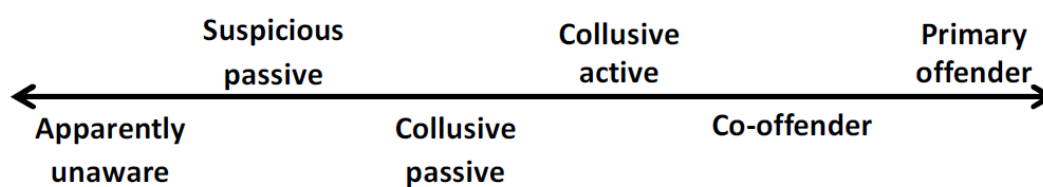
- Produce a profile of both partner and potentially dangerous person based on the information provided – (Mentor Interview technique)
- Identify from the paperwork the key points to explore – varies considerably from case to case
- Create an interview strategy based on the profile and the key points to explore

## APPENDIX C

© www.mentorforensics.com	Evaluation of levels of denial		
	Categorical Supportive denial	Superficial Acceptance	Sustained acceptance and internalised understanding
Perception of PDPs account			
Perception of PDPs risk			
Perception of victim			
Insight into Relationship /Grooming			
Need for external help or support			

## APPENDIX D

### *Levels of Awareness*



## APPENDIX E

# Life History Timeline

© New Ways Safeguarding: Protective Partner Assessment

### **Family**

Mother (63) – retired clerical worker (degenerative spinal problem)

~~Father (58)~~ – no contact since three now dead

No siblings

23.08.79	Born Midland - Now 34
xx.xx.82 (3)	Father violent leaves the family don't see him again – contact with nan (paternal)
xx.09.83 (4)	Riverside primary
xx.09.90 (11)	Secondary School – GCSE 3 in Eng
xx.xx.93 (14)	Working at Local radio as a volunteer
xx.09.95 (16)	College BTec performing arts
xx.06.96 (17)	Leaves College
xx.06.96 (17)	Sets up Mobile disco company
xx.xx.96 (17)	Moved out of parents home.
21.10.97 (18)	Moved out to live with Lindsey (18) for 2 years rented house

## APPENDIX F

### **Grooming**

Child grooming refers to actions deliberately undertaken with the aim of befriending and establishing an emotional connection with a child, in order to lower the child's inhibitions in preparation for abuse or exploitation.

The Home Office has defined grooming as: 'A course of conduct enacted by a suspected paedophile which would give a reasonable person cause for concern that any meeting with a child arising from the conduct would be for unlawful purposes.'

Adult grooming is the adult equivalent to child grooming and applies to any behaviour where an adult is prepared so they unwittingly allow abusive behaviour or exploitation to occur later.

The abuser typically befriends or builds a relationship with the victim in order to establish a relationship of trust.

Although it is a common belief that grooming is most relevant to children, the same or similar psychological processes are used to exploit adults. As with child grooming, adult grooming typically involves:

- **Positive Reinforcement:** includes praise, superficial charm, superficial sympathy (crocodile tears), excessive apologizing; money, approval, gifts; attention, facial expressions such as a forced laugh or smile; public recognition.
- **Negative Reinforcement:** includes nagging, yelling, the silent treatment (sulking), intimidation, threats, swearing, emotional blackmail, the guilt trap, sulking, crying, and playing the victim.
- **Intermittent or Partial Reinforcement:** Partial or intermittent negative reinforcement can create an effective climate of fear and doubt, for example in terrorist attacks. Partial or intermittent positive reinforcement can encourage the victim to persist, for example in most forms of gambling, the gambler is likely to win now and again but still lose money overall.
- **Punishment.**
- **Traumatic One-Trial Learning:** using verbal abuse, explosive anger, or other intimidating behavior to establish dominance or superiority; even one incident of such behavior can condition or train victims to avoid upsetting, confronting or contradicting the manipulator.
- **Normalisation of Behaviour.**

As survivors of abuse, we have all been victims of grooming whether we believe it or not. Its part of the reason why we believe it's our fault (which its not). Its part of the reason why we feel guilty (which we're not). Its part of the reason why we feel shame (which we shouldn't as its not ours). And its part of the reason why we find it difficult to talk about as boys and men, because the belief is that male don't get groomed, or to use another word – tricked. Well that belief is wrong!



Perpetrators of abuse and rape are clever. They have one goal in mind and that is to get away with their crime, so they need to make their victim somehow believe they had a part in the act and to remain silent about it. Grooming will sort that out!!

## **The Six Stages of Grooming**

Grooming is the process by which an offender draws a victim into a sexual relationship and maintains that relationship in secrecy. The shrouding of the relationship is an essential feature of grooming. Forensic psychiatrist Dr. Michael Welner explains the six stages that can lead up to sexual molestation.

The grooming sex offender works to separate the victim from peers, typically by engendering in the child a sense that they are special to the child and giving a kind of love to the child that the child needs.

Different law enforcement officers and academics have proposed models of the “stages” of grooming. Since there are a variety of these models, it’s best to think of the grooming by sex offenders as a gradual, calculated process that ensnares children into a world in which they are ultimately a willing part of the sex abuse.

### **Stage 1: Targeting the victim**

The offender targets a victim by sizing up the child’s vulnerability, emotional neediness, isolation and lower self-confidence. Children with less parental oversight are more desirable prey.

### **Stage 2: Gaining the victim’s trust**

The sex offender gains trust by watching and gathering information about the child, getting to know his needs and how to fill them. In this regard, sex offenders mix effortlessly with responsible caretakers because they generate warm and calibrated attention. Only more awkward and overly personal attention, or a gooeey intrusiveness, provokes the suspicion of parents. Otherwise, a more suave sex offender is better disciplined for how to push and poke, without revealing themselves. Think of the grooming sex offender on the prowl as akin to a spy and just as stealthy.

### **Stage 3: Filling a need**

Once the sex offender begins to fill the child’s needs, that adult may assume noticeably more importance in the child’s life and may become idealized. Gifts, extra attention, affection may distinguish one adult in particular and should raise concern and greater vigilance to be accountable for that adult.

### **Stage 4: Isolating the child**

The grooming sex offender uses the developing special relationship with the child to create situations in which they are alone together. This isolation further reinforces a special connection. Babysitting, tutoring, coaching and special trips all enable this isolation.

A special relationship can be even more reinforced when an offender cultivates a sense in the child that he is loved or appreciated in a way that others, not even parents, provide. Parents may unwittingly feed into this through their own appreciation for the unique relationship.

### Stage 5: Sexualizing the relationship

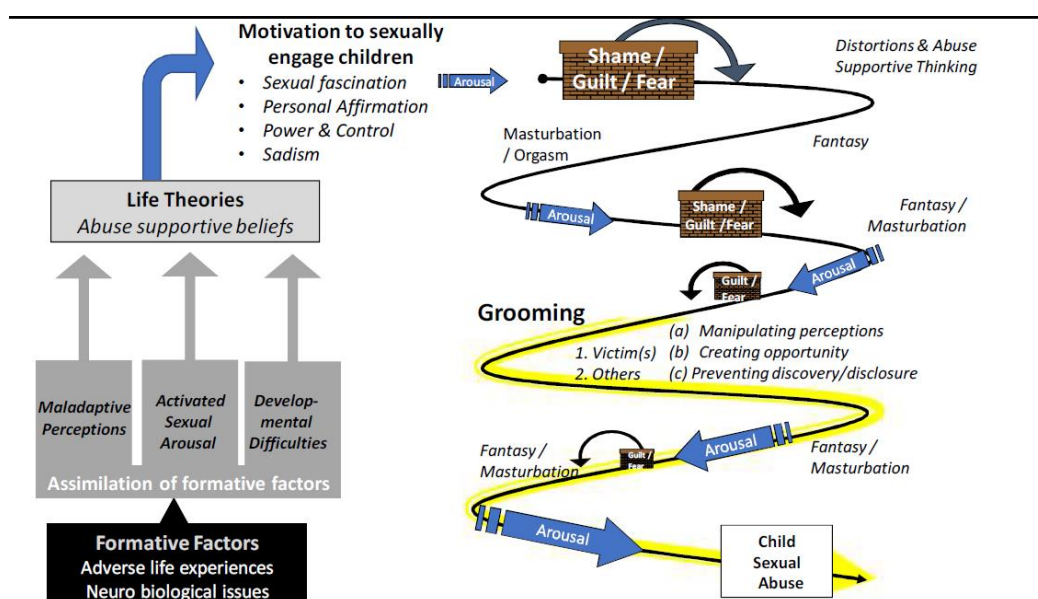
At a stage of sufficient emotional dependence and trust, the offender progressively sexualizes the relationship. Desensitisation occurs through talking, pictures, even creating situations (like going swimming) in which both offender and victim are naked. At that point, the adult exploits a child’s natural curiosity, using feelings of stimulation to advance the sexuality of the relationship.

When teaching a child, the grooming sex offender has the opportunity to shape the child’s sexual preferences and can manipulate what a child finds exciting and extend the relationship in this way. The child comes to see himself as a more sexual being and to define the relationship with the offender in more sexual and special terms.

### Stage 6: Maintaining control

Once the sex abuse is occurring, offenders commonly use secrecy and blame to maintain the child’s continued participation and silence, particularly because the sexual activity may cause the child to withdraw from the relationship.

Children in these entangled relationships, and at this point they are entangled, confront threats to blame them, to end the relationship and to end the emotional and material needs they associate with the relationship, whether it be the dirt bikes the child gets to ride, the coaching one receives, special outings or other gifts. The child may feel that the loss of the relationship and the consequences of exposing it will humiliate and render them even more unwanted.



APPENDIX G

## Core Skills Evaluation

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	Weak	Moderate	Strong
Understanding of risk issues	<input type="radio"/> 1 2 3 4 5	<u>1 2 3 4 5</u>	<u>1 2 3 4 5</u>
Knowledge of offending behaviour	<input type="radio"/> 1 2 3 4 5	<u>1 2 3 4 5</u>	<u>1 2 3 4 5</u>
Self-awareness	<input type="radio"/> 1 2 3 4 5	<u>1 2 3 4 5</u>	<u>1 2 3 4 5</u>
Balanced attachment w/children	<input type="radio"/> 1 2 3 4 5	<u>1 2 3 4 5</u>	<u>1 2 3 4 5</u>
Assertiveness	<input type="radio"/> 1 2 3 4 5	<u>1 2 3 4 5</u>	<u>1 2 3 4 5</u>
Self-esteem	<input type="radio"/> 1 2 3 4 5	<u>1 2 3 4 5</u>	<u>1 2 3 4 5</u>
Lifestyle stability	<input type="radio"/> 1 2 3 4 5	<u>1 2 3 4 5</u>	<u>1 2 3 4 5</u>
Capable of independent parenting	<input type="radio"/> 1 2 3 4 5	<u>1 2 3 4 5</u>	<u>1 2 3 4 5</u>

APPENDIX H

<b>Partners Risk Assessment Tool – Key Statements</b>	
Perception of PDP's Account	
Perception of PDP's Risk	
Perception of Victim	
Insight into Relationship / Grooming	
Analysis and recommendation of help or support, including summary of Risk Assessment	