Safeguarding young people outside the family home.

Extra Familial Risk(s) and Harm(s)

What is EFRH? (s) plural. Adolescent's face risk outside the home, this is part of their development

Joining the Dots

Child exploitation and extra-familial harm moves, shifts and constantly adapts

Working with complexity, curiosity and uncertainty

Stand back, slow down and reflect

Child exploitation and extra-familial harm splits, separates and isolates

Bridging Boundaries

Form deeper and broader partnerships

Child exploitation and extra-familial harm involves control, manipulation and coercion

Leading with Care

Focus on strengths, relationships and restorative approaches

Practice Principles.

1. Putting children and young people first.

2. Recognising and challenging inequalities, exclusion and discrimination.

3. Respecting the voice, experience and expertise of children and young people.

4. Being strengths-based and relationship-based.

5. Recognising and responding to trauma.

6. Being curious, evidence-informed and knowledgeable.

7. Approaching parents and carers as partners, wherever possible.

8. Creating safer spaces and places for children and young people.

Why is it so tricky?

Increased autonomy is normative = outside parental oversight/ control

Taking risks is developmentally normative – how risky is risky?

Extra-familial contexts may offer supports and opportunities

If we're over-protective, YP may resent privacy and agency being over-ridden and disengage

If we prioritise their voice and autonomy, we may fail to protect, and see them as responsible for bad choices

Types of EFRH's

- **CCE / CSE**

- **Serious youth violence 'high harm'**

- **Gang affiliation**

- **County lines**

- **Online harm**

- **Peer abuse**

- **Radicalisation**

- **Missing**

Clusters of Harm.

Harm via peers

Harm via sexual abuse

Harm via criminality

Harm via radicalisation

Harm via exploitation

Interventions

Disruption	Relational – trusted adult relationships	Trauma informed

Relational

Interventions and systems which draw on, or aim to build, relationships between young people and protective adults - including professionals, foster carers and family members

Relational approaches enhance engagement – how?

1. Understanding the impact of relational trauma and responding in a reparative way

2. Building trust

3. Person-centred skills: friendly, relatable, empathic, relaxed and non-judgmental, and showing unconditional positive regard

4. Emotional attunement

5. Reliability, predictability

6. Collaborative: working alliance

Youth Centred: A youth centered service ethos, that takes into account the dynamics of adolescence when tailoring the service to ensure it is both relevant for, and accessible to, young people.

Responses that build safety need to address contexts and involve relationships that **matter to young people**

Responses need to be **flexible and based on choice and collaborative practices**. This means recognising and *working with* young people's agency, voice, rights, vulnerability: attending to *both protection and to participation*.

Responses need to be **tailored to meet young people's diverse and varying needs** (e.g. linked to age, race, ethnicity, disability, gender, sexuality, faith, etc.).

Victim not criminal

The challenge:
Inconsistencies and discord, e.g. in how young people, their agency, and the nature of EFRH were seen.
Centre on welfare and well-being rather than on criminal justice. This includes young people who commit offences in the context of being victimised through EFRH

Child as victim and perpetrator – barriers to services in perception

Not seeing self as exploited

Child's perception of rewards

Parents as Partners and the community
The challenge: We are used to working with intra familiar harm in traditional ways. Broaden scope beyond parenting or behaviour and consider, peer, school and community contexts where EFRH occurs

Working with the parents to safeguard the child

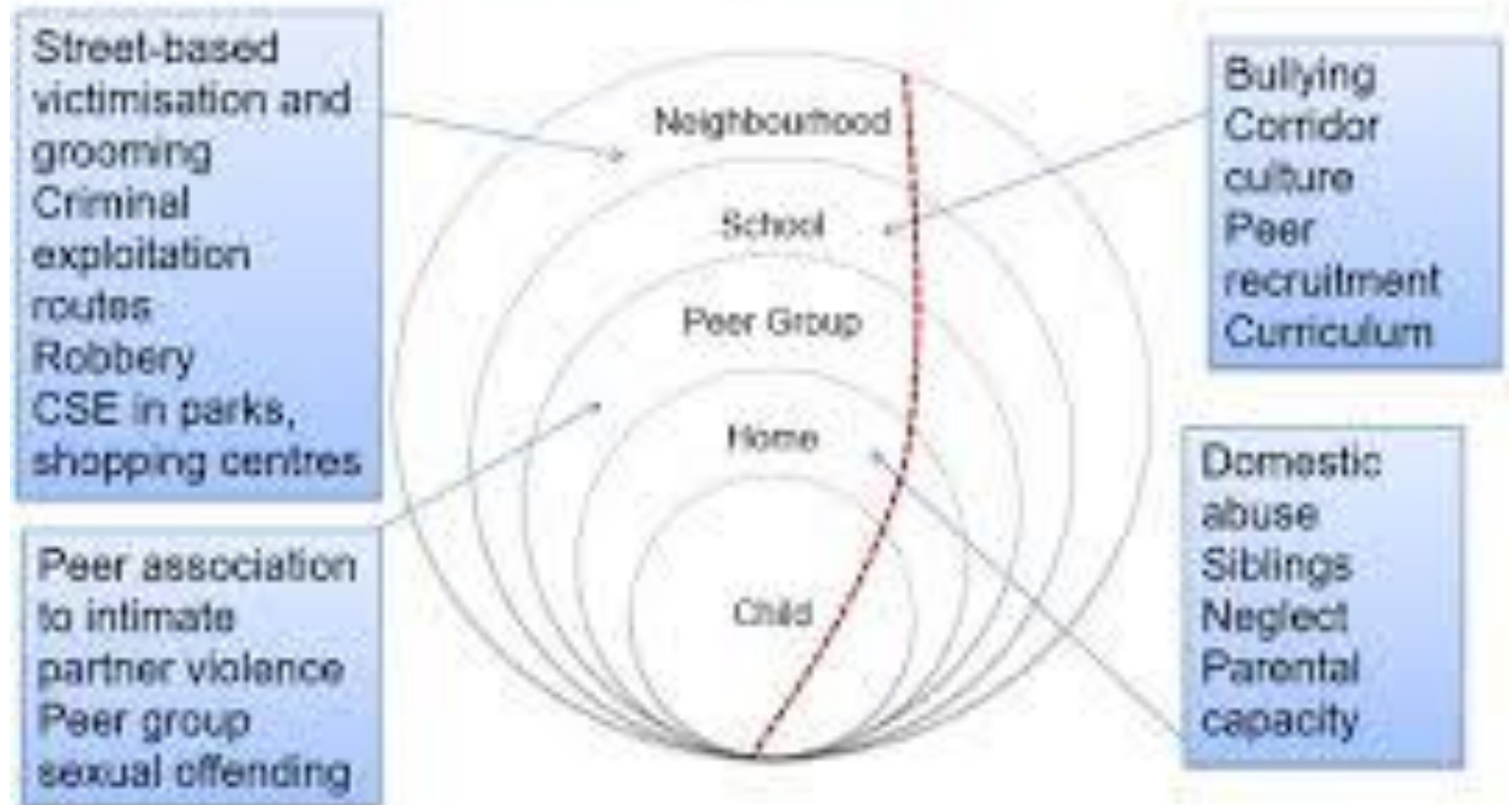Eyes and ears of the community

It takes a village to raise a child

EFRH panel

- Dorset Extra Familial Risk and Harm Panel (EFRHP) facilitates partnership safeguarding oversight and recommendations for interventions in cases where a child or young person - or a group of children / young people - meet one or more of the following categories:

  - at risk of or are experiencing harm outside their family.

  - at risk of or are causing harm to young people outside their family.

  - at risk of or are experiencing or causing harm in specific contexts such as their peer group,

- neighbourhoods/locations and/or school.

- The panel also considers locations, places and spaces which facilitate risk and harm to young people.
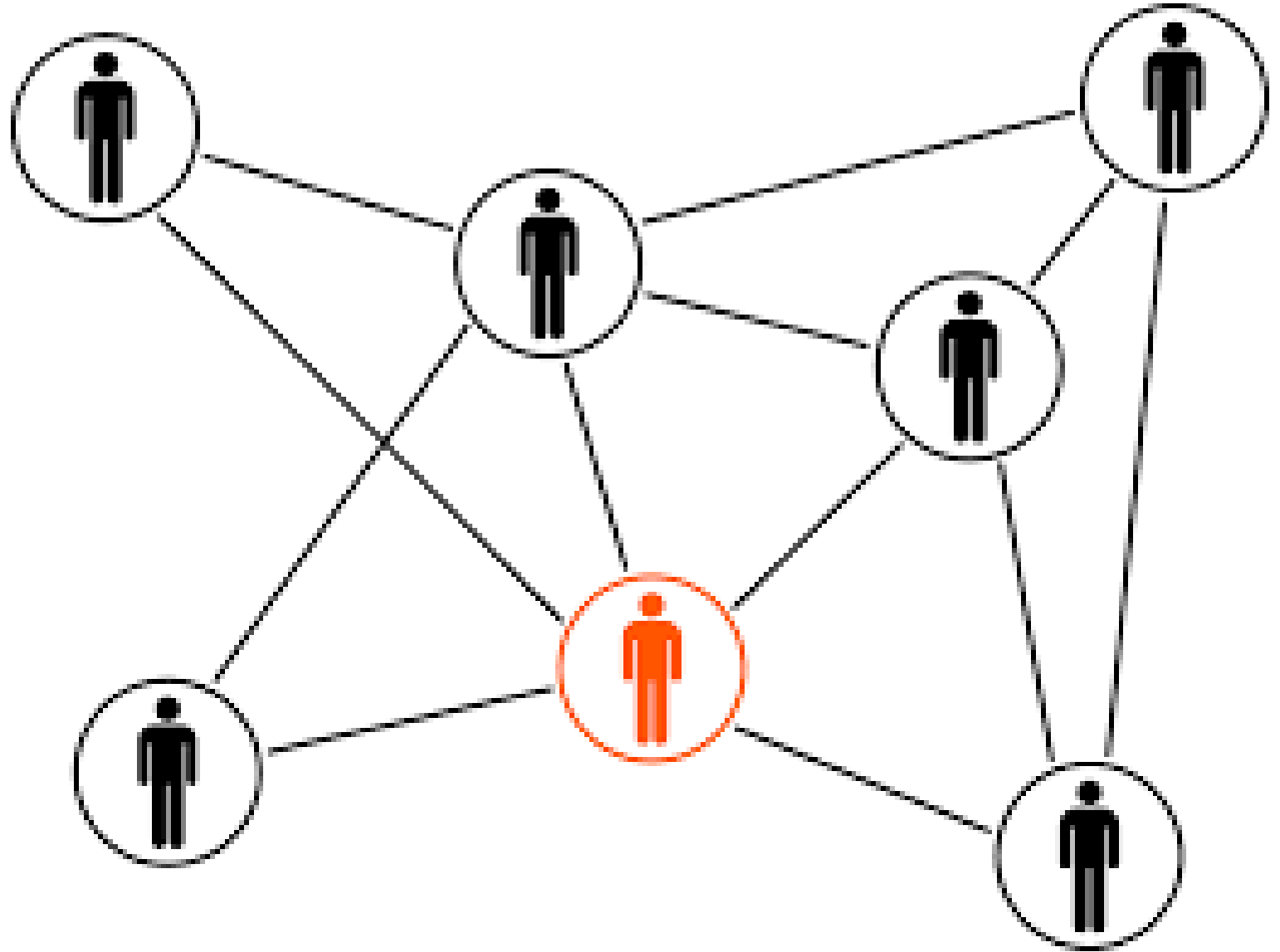
Contextual Safegaurding

To address these forms of harm, we need to look at the context of risk and vulnerability (Firmin, 2015)

Street-based victimisation and grooming
Criminal exploitation routes
Robbery
CSE in parks, shopping centres

Peer association to intimate partner violence
Peer group sexual offending

Neighbourhood
School
Peer Group
Home
Child

Bullying
Corridor culture
Peer recruitment
Curriculum

Domestic abuse
Siblings
Neglect
Parental capacity

Peer groups

Dorset's Extra Familial Risk and Harm Panel and the work undertaken with young people referred to the panel are informed by 'Contextual Safeguarding' principles:

- "**Contextual Safeguarding is an approach to understanding and responding to young people's experiences of harm beyond their families**. *It recognises that the different relationships that young people form in their neighbourhoods, schools, peer groups and online can feature violence and abuse. Therefore, children's social care practitioners need to engage with individuals and sectors who have influence over/within extra- familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices.*"

- (Firmin, C. 2017. *Contextual Safeguarding: An overview of the operational, strategic and conceptual*

- *Framework)* https://contextualsafeguarding.org.uk/assets/documents/Contextual-Safeguarding-Briefing.pdf

Re-writing the rules of Child Protection – Carlene Firmin

Transitional Safeguarding

'an approach to safeguarding adolescents and young adults fluidly across developmental stages which builds on the best available evidence, learns from both children's and adult safeguarding practice and which prepares young people for their adult lives' (Holmes & Smale, 2018)

'Transition to adulthood is a process not an event, we may need care and support without having care and support needs'

Cocker et al, 2021

Not simply transition planning for people moving from CSC to ASC. It refers to activity that often falls outside of the traditional notions of both 'transitions' and 'safeguarding', where these have sometimes been interpreted through a lens of eligibility, rather than in the wider sense of human experiences and needs.

Extends beyond statutory duties -highlights the holistic nature of effective safeguarding.

This involves engaging commissioned services in a way that allows them to work creatively and flexibly.

It is not a prescribed model.

A principles-led approach to policy and practice, being developed in different ways according to local circumstances.
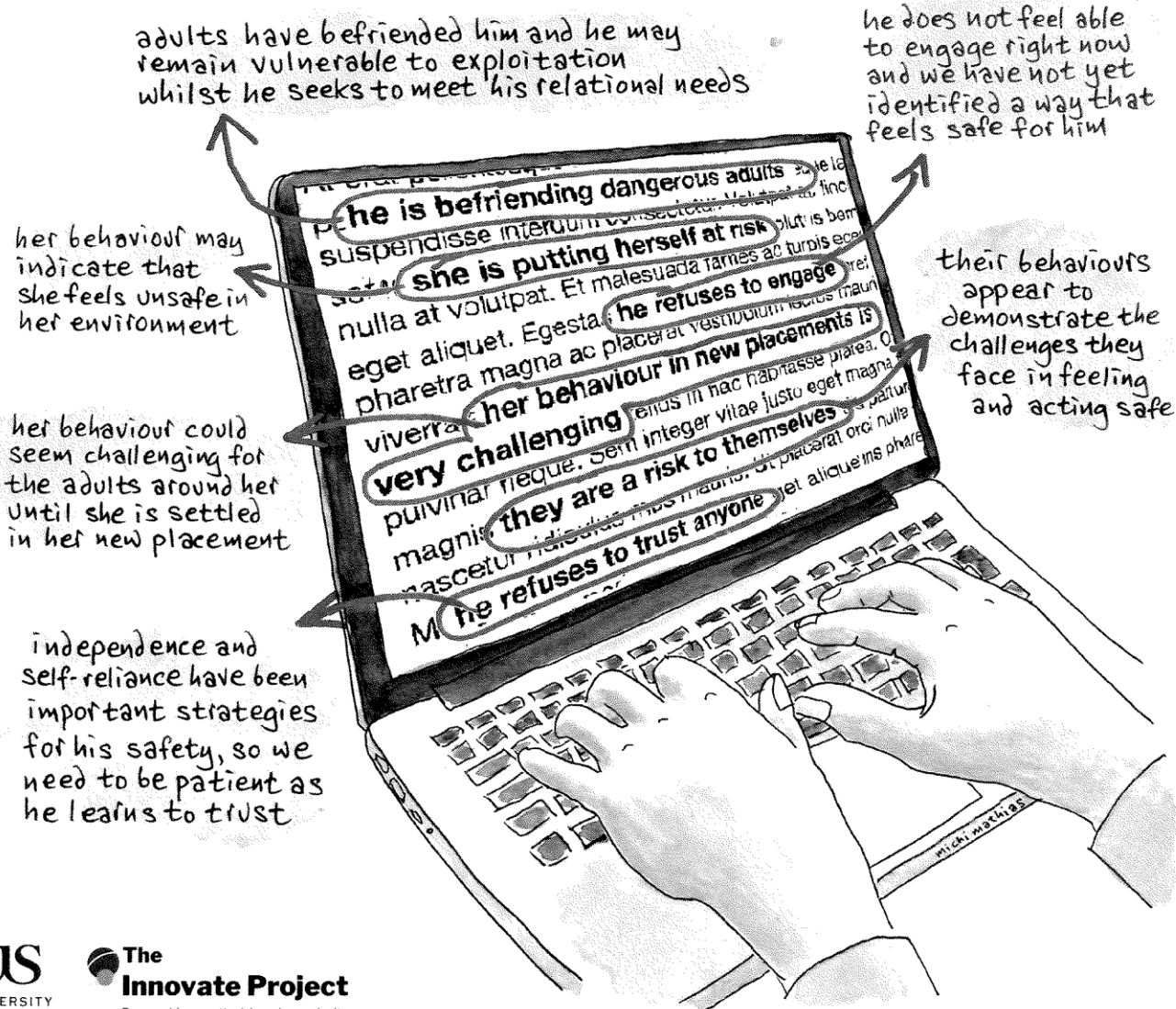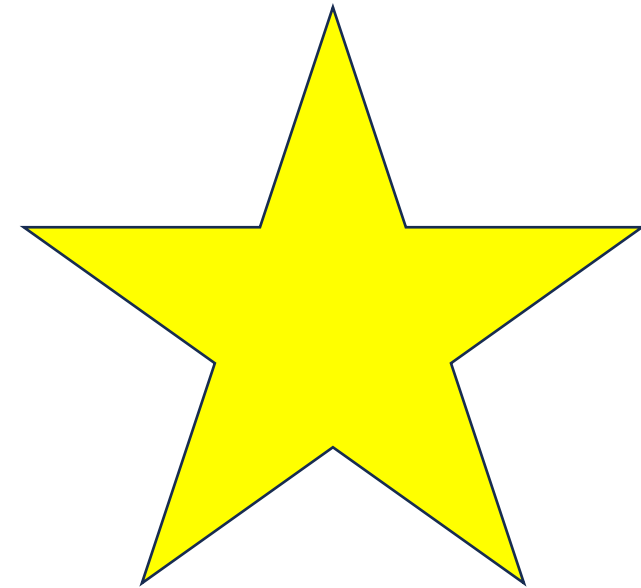
Language!! – Holding the child and family in mind
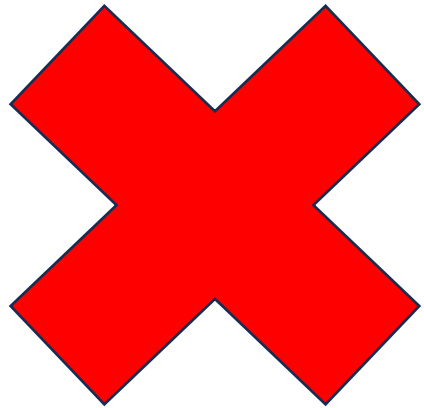
Trauma informed Language

EFRH –Risk Assessment

- The new Risk Assessment removes scoring
- It covers the clusters of harm
- It looks at trigger events
- It considers vulnerability and the interplay or intra and extra familiar harm
- It uses professional analysis
- It considers a child and a victim and potential perpetrator
- It directs to pathways for help and support

Levels of Risk

- **Significant** –**Experiencing or likelihood of significant harm** *a child or young person is experiencing exploitation or high harm outside the home. Likely to be linked with adult perpetrators or peer group with frequent weapon carry, substance use and linked to supply of drugs and quantities of drugs located. Involvement in serious youth violence. Gang affiliation, travelling to different locations. Organized violence or acquisitive crime linked to desperation for money.*
- *Known to have experienced frequent missing episodes, sexual assault, taken to and found in different locations. Unexplained money, gifts and links with older males on or offline.*
- *Prolonged peer on peer abuse or one or more serious incidents, particularly if there is a disparity of age, or significant consequences for the child, such as more serious injuries or sexual offences.*
- *A dramatic and extreme increase in secrecy around the use of mobile devices. Evidence of planning or arranging to meet in relation to criminal activity or child sexual exploitation.*
- *Actual evidence of exploitation by an adult.*

*Consider the hidden role of girls in gangs – links with male gang members, used to carry, recruit, sexual exploitation

Levels of Risk

Moderate -*A child or young person may have more regular or lengthy missing episodes with no explanation of where the child has been. Substance misuse, links with older or peer 'gang members', found in possession of weapon. Repeated contact with unknown people online. Distribution of sexualised or indecent images or having sexual contact with a peer where there is an element of coercion or aggression. Assaults by peers or being encouraged or coerced into being involved in criminal or antisocial behaviour. Multiple instances of offending or more serious offending, such as violence towards others.*

Levels of Risk

Emerging . *Late home, occasional short episodes with plausible explanation. Concerns for increasing substance use. Increased secrecy around the use of mobile devices, especially if the child is a teenager. Evidence of sexualised language being used online, either by or towards the child. Low level acquisitive crime or personal drug possession/use. Evidence of the child talking about needing to carry weapons for protection. Peripheral association with gangs or gang culture among age-appropriate peers.*