

WARWICKSHIRE SAFEGUARDING

Strategic Thematic Review

on

‘The Exploitation of Children and Adults’

November 2019 – February 2020

(Full Report)

Version:	v2.0
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Approved by WSEB:	22.04.2020



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Background

Warwickshire Safeguarding's new partnership arrangements published in June 2019 set out proposals for the scrutiny and assurance of safeguarding practice throughout Warwickshire. These arrangements consider successes and challenges, identify learning, make suggestions and recommendations for improvement and monitor the progress of these improvements to ensure they are embedded into future practice across partner agencies. Warwickshire Safeguarding Executive Board (WSEB) determined that the focus of the first thematic review would be 'The Exploitation of Children and Adults' and, as such, the first thematic review has been completed, with the report below detailing the findings. An 'Executive Summary' will also be made available.

Methodology & Purpose

The review process followed a triangulation approach, which is used to prepare and gather evidence during quality assurance processes (*Figure 1*). It helps ensure that we can be confident that we have investigated any areas of interest from multiple angles and any decisions we take about areas for development are robust and evidence based.

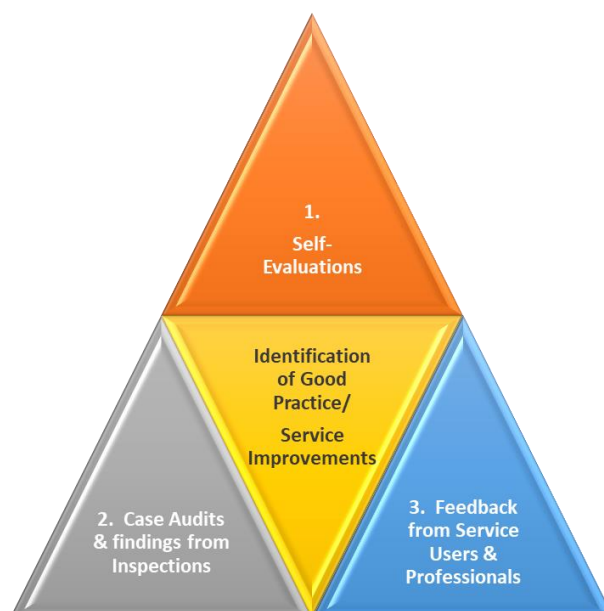


Figure 1: Scrutiny and Assurance Framework

Self-Evaluations

The purpose of the tool is to provide an overview of the arrangements that are in place within partner agencies across the county in respect of the exploitation of children and adults; with agencies being asked to reflect upon their current position and score themselves as to how well they are meeting the required standards. At the end of the self-evaluation there is provision for agencies to consider where improvements can be made and to identify how they will achieve this.

Self-evaluations were sent to 23 agencies with 15 agencies providing a completed return; which is a return rate of 56%. (*Figure 2*). Agencies that were asked to complete the self-evaluation included partners from statutory and voluntary organisations and well as early years settings; in addition, the Section 11 Schools Audit for the academic year 2018 – 2019 was scrutinised as part of the evaluations.

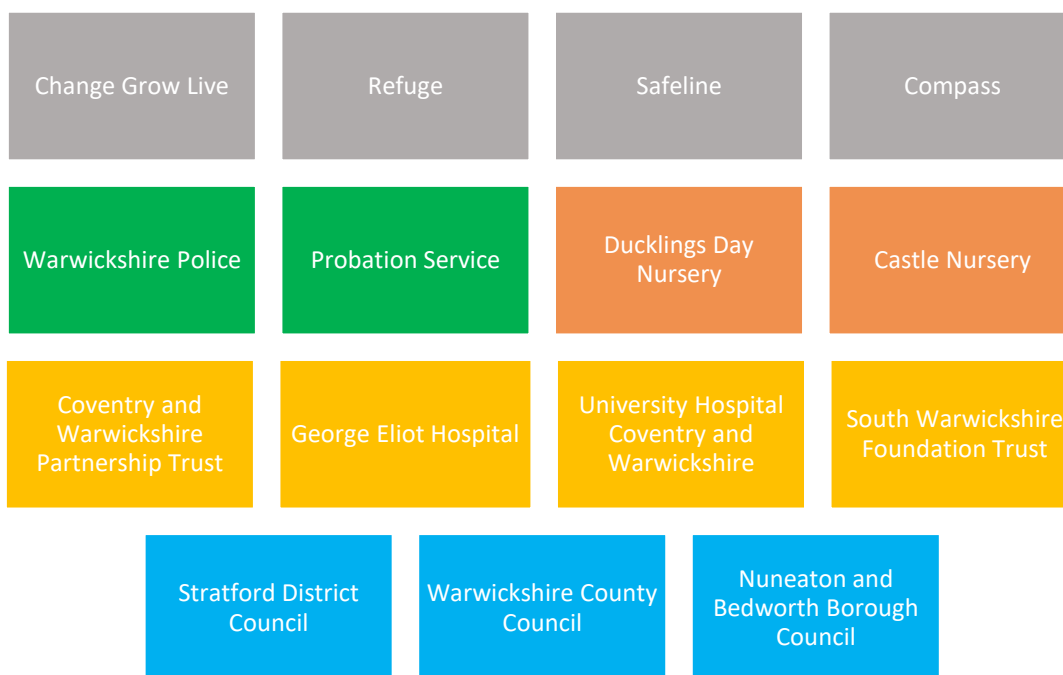


Figure 2: Agencies that completed the Self- Evaluation

Case File Audits and Lessons from Inspections

Case files, and case file audits that have previously been completed, were provided as part of this review from both Warwickshire Children’s Services and Warwickshire Adult Social Care. It is acknowledged that the audits provided by Children’s Services are not current cases and therefore developments and improvements in practice are likely to have taken place. It is also acknowledged that the cases provided by Warwickshire Adult Social Care were specifically cases being managed by the Safeguarding Adults Team, and we would wish to note that these were of a particularly high standard. Future reviews may wish to consider using cases from other teams and disciplines to determine whether this standard of practice is consistent throughout the service.

Information from the most recent full published OFSTED inspection* of Warwickshire Children’s Services has been scrutinised where exploitation has been identified, however it is again noted that this inspection dates back to 2017, with the most recent inspection suspended due to the Coronavirus outbreak in 2020 which may have identified developments and improvements in practice.

Feedback from Professionals/Service Users

A range of methodologies were utilised to obtain feedback from professionals and service users. An online survey was created that staff were able to complete anonymously. All agencies that had been approached to complete the self-evaluation were asked to request that their staff complete the survey; 185 returns were completed by staff from a range of organisations including both statutory and voluntary organisations, schools and early years settings (Figure 3). In addition, 21 members of staff were spoken to for a more in-depth consultation, via the telephone and face to face interviews. Again, this involved staff from a range of agencies including a school.

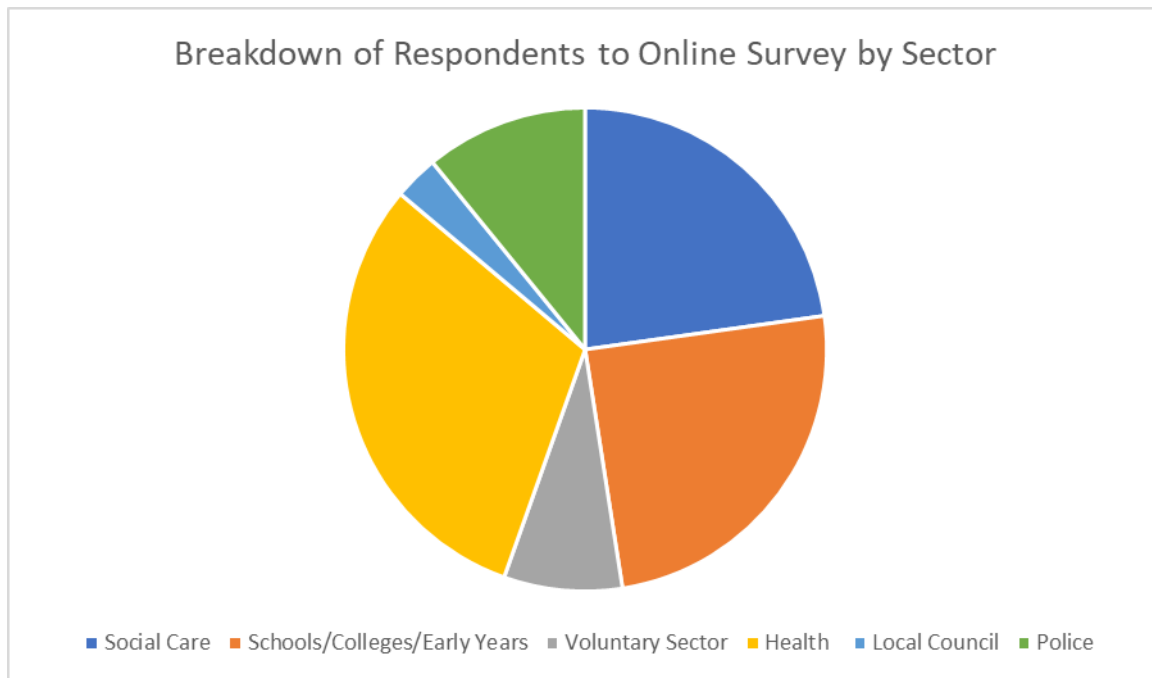


Figure 3: Breakdown of respondents to online survey by sector

We also had the opportunity to speak with 6 students from years 10 and 11 to ascertain their views.

Areas for Improvement and Action Plans

The initial findings of the review were presented to the wider Warwickshire Safeguarding Partnership Groups (Children and Adults), with the opportunity being provided for professionals to consider the areas for improvement identified and make recommendations for actions. These include actions that professionals felt needed to be addressed as part of this work, even though they may not have been directly identified from within the review work conducted through the single agency self-evaluations, audits, surveys and conversations with service users and professionals i.e. mapping and understanding the prevalence of exploitation or hotspots.

The Exploitation Subgroup will be responsible for further developing the details around each of the summary actions and overseeing their delivery and reporting progress to WSEB and the wider partnership. Actions identified within individual agency self-evaluations remain the responsibility of each respective organisation to progress.

This rest of this report will now detail the key findings, examples of good practice and areas for improvement and subsequent action plans.



Key Findings: Governance, Policies and Procedures

1. Self-Evaluations

The self-evaluations received from partners generally presented a very positive picture in respect of how the processes agencies have in place ensure that staff have a good understanding of the risks of exploitation, the impact this may have on a child or adult and the ways in which they can offer support and information.

Within the self-evaluation, agencies were asked to evidence that they have a named lead for exploitation and that the lead has a clear line of accountability in respect of exploitation towards the safeguarding of children and adults. The figure below (*Figure 4*) displays that 92% of responses indicated that they have a named lead for exploitation; however, at closer analysis this figure was not fully reflective of the true picture. The results indicated that 58% of agencies could evidence that their organisation have a named safeguarding lead who has specific responsibilities for exploitation; to meet this requirement these professionals had completed training in a range of specific areas of exploitation including county lines, cuckooing, C.S.E and hate crime. However, it was notable that 35% of agencies which indicated that they have a named lead for exploitation did not have this in place; these staff are safeguarding leads and have no specific responsibility or training in the field of exploitation.

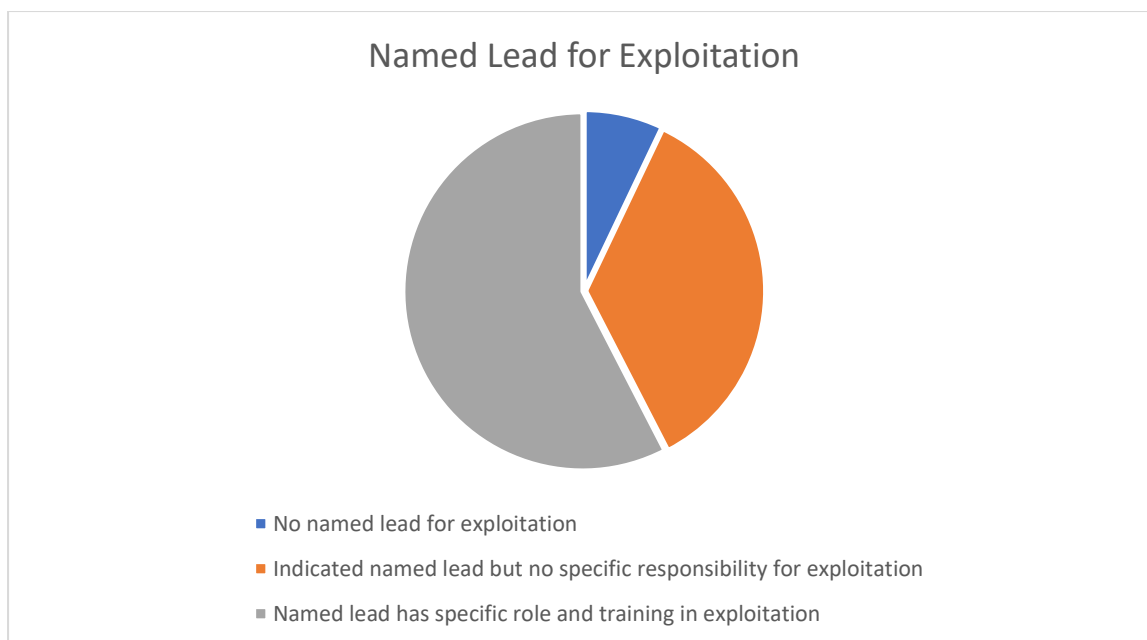


Figure 4: Percentage of agencies that stated they have a named lead for Exploitation

Similarly, the same percentage indicated that they have policies and procedures in place in respect of the specific areas of exploitation, such as cuckooing, CSE, county lines and hate crime. However, when analysed more carefully, these figures may be inaccurate and do not reflect the true picture of specialist policies and procedures. Some agencies have specific policies in one or two areas of exploitation, others have an overarching safeguarding policy which they believe covers exploitation. It was evident that some agencies that may benefit from having specific policies and procedures, due to the client group that they work with, do not have these in place.

The Section 11 schools audit presented a positive picture in respect of the provision of specialist policy and procedure with 94% of primary schools and 89% of secondary schools indicating that their child protection policy refers to Child Criminal Exploitation, and 77% of secondary schools indicating that their child protection policy refers to CSE.

2. Case File Audits and Lessons from Inspections

The case file audits provided offered limited information as to the governance, policies and procedures that are in place for the agencies involved; which is not necessarily something you would expect to see in a case file. However, it was clear in a large number of cases, that practitioners are fully aware of the legislation in which they were working and often stated this within their recordings. Where capacity may have been an area of concern this was fully considered, appropriately assessed, with advocates being arranged if necessary.

The most recent published OFSTED inspection * of Warwickshire Children's Services acknowledged that progress had been made within areas of exploitation, for example identifying that children at risk of female genital mutilation are protected by the authority, and that the 'Prevent' duty message has been widely shared across the county.

3. Feedback from Service Users/Professionals

The online staff survey asked staff if they had an awareness of specific policies and procedures within their organisations in respect of exploitation. The figure below (*Figure 5*) shows the breakdown of responses by specific policy and client group

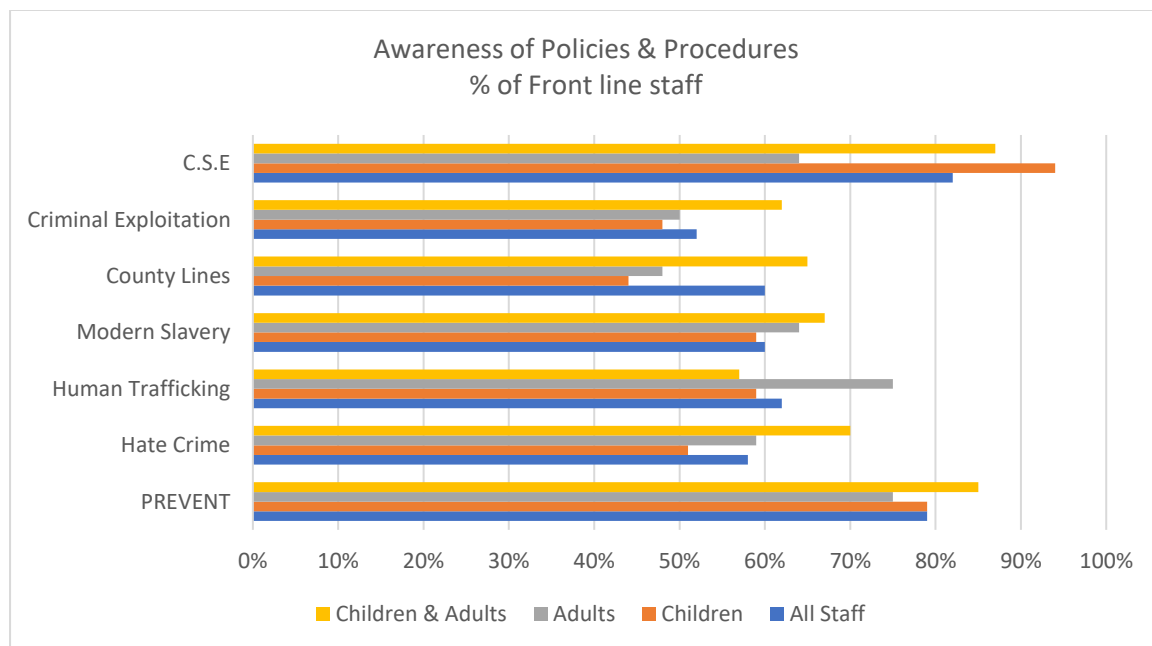


Figure 5: % of front-line staff reporting an awareness of policies and procedures

The responses from staff via the online survey indicates a range of awareness of policies dependent on job role. A very high number of staff have an awareness of C.S.E policies: 82% of all front line staff and 94% of staff working specifically with children. However, much fewer, less than 50% of staff working specifically with children, are aware of policies relating to Criminal Exploitation and County Lines. This is reflected when broken down further as the survey indicates that 81% of staff, who stated that they work on the front line within a school, have an awareness of their schools CSE policy, whereas only 49% stated they have an awareness of their schools criminal exploitation policy



and 51% have an awareness of a county lines policy. This finding is in contrast with the information from the schools' audit that indicated a high majority of schools have policies available to staff in respect of child criminal exploitation.

Through conversations with staff it was clear that there was a good understanding of who their leads are for safeguarding, with the majority citing these leads as the lead for exploitation. It was also clear that staff knew where to look for policies and procedures if required, many stating that their organisations have intranet systems that they can access. Smaller organisations told us that they were given information about policies and procedures within team meetings and via newsletters.

4. Examples of Good Practice

Stratford District Council

Stratford District Council staff are issued with Z Cards which provide a range of information, including identifying who their safeguarding leads are (*Figure 6*), in addition the community safety team have established a number of operational groups to monitor cuckooing, rough sleeper activity and vulnerable individuals who come into contact with the police.

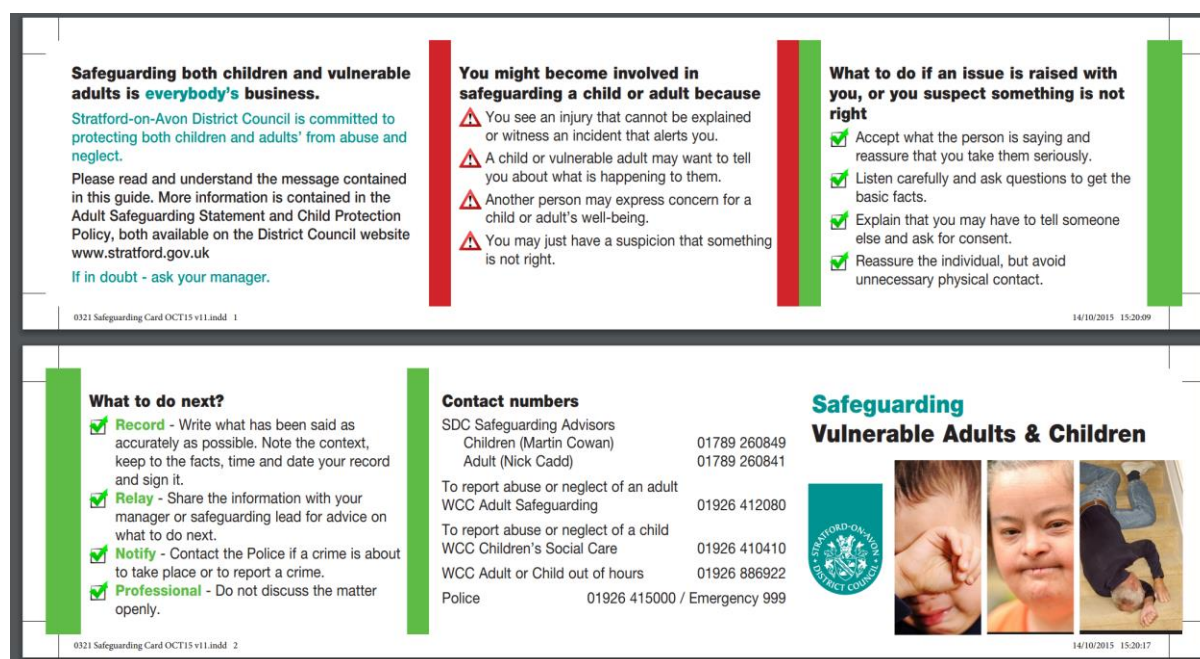


Figure 6: Information cards issued to all staff at Stratford District Council

George Elliot Hospital

A case study of sexual exploitation involving adult and child safeguarding was presented at the George Elliott Hospital Trust board meeting on 07/01/2020. The staff involved in the incident were fully de-briefed and future learning was captured.

Warwickshire Police

New posts/roles are being developed and recruited to with specific responsibilities for exploitation. In addition, the new Student Officers training programme includes inputs in relation to a variety of exploitation types and includes guidance regarding the associated legislation. New officers are required to complete several digital learning packages regarding vulnerability and exploitation.



5. Areas for Improvement and Action Plan

Desired Outcome	Recommendations
There is a named lead for Exploitation, and a clear line of accountability in Exploitation towards safeguarding children and adults	<ol style="list-style-type: none">1. Named lead to have had specific training in the areas of Exploitation2. Any training/developments provided to be evidenced based3. Development of policies in specific areas of exploitation.4. Training and skill development for DSL's to be consistent

Key Findings: Identification and Early Intervention

1. Self-Evaluations

100% of self-evaluations indicated that they have suitably trained staff to enable them to work with children or adults who may be experiencing exploitation. At closer review, a large number of agencies cited that their staff had completed safeguarding training, rather than completing specific training in the areas of exploitation, and offered limited evidence that staff may have knowledge of the indicators and risk factors that may contribute to someone experiencing or being at risk of exploitation. The evaluations were clear, however, that processes are in place to ensure that high quality management oversight exists, and also indicated that their staff have good knowledge of the referral processes to raise concerns about children or adults who may be at risk of or experiencing exploitation, and also indicated that there was good awareness of specific referral processes for PREVENT and C.S.E concerns. Where organisations have responsibilities for children who may go missing from home, the self-evaluations were also clear that processes are in place and staff have a good understating of this. The schools' section 11 audit indicated that 88% of primary schools and 78% of secondary schools had indicated that staff have been trained in 'Children Missing from Education.'

In respect of escalation processes this was less clear. Whilst 79% of responses indicated that they have a clear escalation policy, only 29% of responses indicated that they are aware of the Warwickshire Safeguarding escalation procedure. (Figure 7)

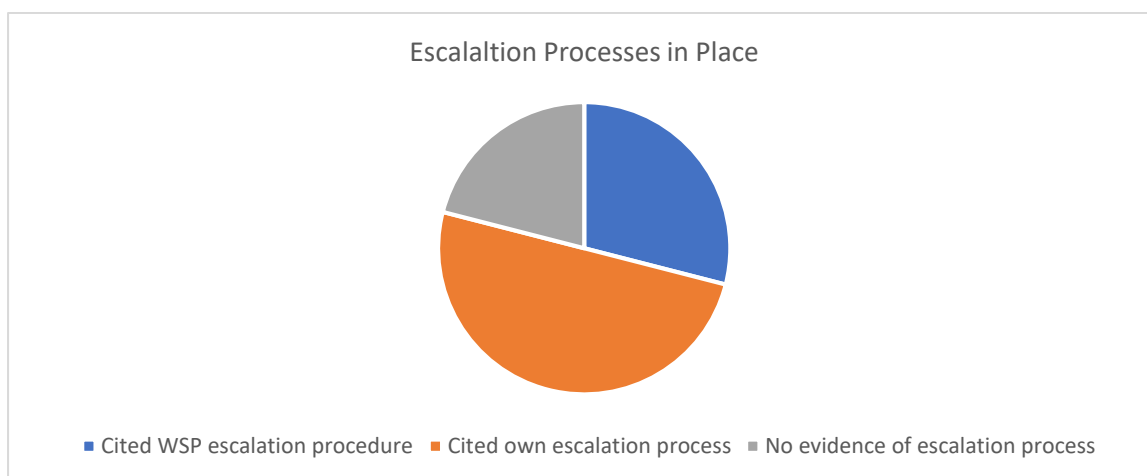


Figure 7: Organisations with Escalation Processes in Place

Responses also indicated that “thinking the unthinkable” and professional curiosity is something that is encouraged within organisations with 71% of responses indicating that this is considered within training and/or supervision.

2. Case File Audits and Lessons from Inspections

Of the case files audited it was clear that staff were able to identify indicators that people were experiencing exploitation, in a number of cases CSE screening tools were effectively utilised and appropriate involvement of specialist teams such as the missing team. There was also evidence that appropriate referrals were made in a timely fashion and recorded effectively. There were, however, some concerns that there was some delay in CSE referrals being made and the CSE screening tool was not always used as effectively as it could be. There was also evidence, in a high number of cases audited, that supervision was not consistent, or was not being recorded consistently, and where supervision did take place, it is described as task orientated with no opportunities for reflection. In addition, a number of audits indicated that strategy meetings were delayed, however there was no evidence that this had been escalated as a concern by the partner agencies involved.

The most recent OFSTED inspection* of Warwickshire Children’s Services acknowledged that the identification of children experiencing sexual exploitation was of a good standard but did comment that these developments were not as robust in other areas. Children who are missing are offered timely and coordinated return home interviews, and specialist staff have been recruited to support with C.S.E. It also acknowledged that progress has been made in the creation of an effective Multi-Agency Safeguarding Hub (MASH) and in a robust multi-agency response to children at risk of sexual exploitation. However, progress in other areas has been slow, although improvements have now started. The report did, however, acknowledge that although Warwickshire is not a priority area for the ‘Prevent’ duty - education providers, social workers and other professionals have made a number of referrals, which evidences that staff have an awareness of identifying and referring where necessary.

3. Feedback from Service Users/Professionals

The online survey indicated a range of experience of the training of front-line staff; which reflects the findings of the self-evaluations in respect of the focus being very much on safeguarding training rather than specific training in the various fields of exploitation. For example, 92% of staff that work specifically with children, and 70% of those working with both children and adults have completed face to face Safeguarding Children training in the last 2 years. Similarly, 61% of staff working specifically with adults have completed Safeguarding Adults training. CSE training is clearly an area that organisations feel is important that staff receive training in as 73% of front-line staff working with children, 55% of those working with children and adults and 72% of front-line school staff have received training in CSE. However, less priority is placed on other fields of exploitation with 22% of staff working with children, 25% working with adults and children, 11% of those working with adults and 38% of front-line school staff having completed training in County Lines in the last 2 years. The chart below (*Figure 8*) provides additional information about training completed by the respondents



of the survey.

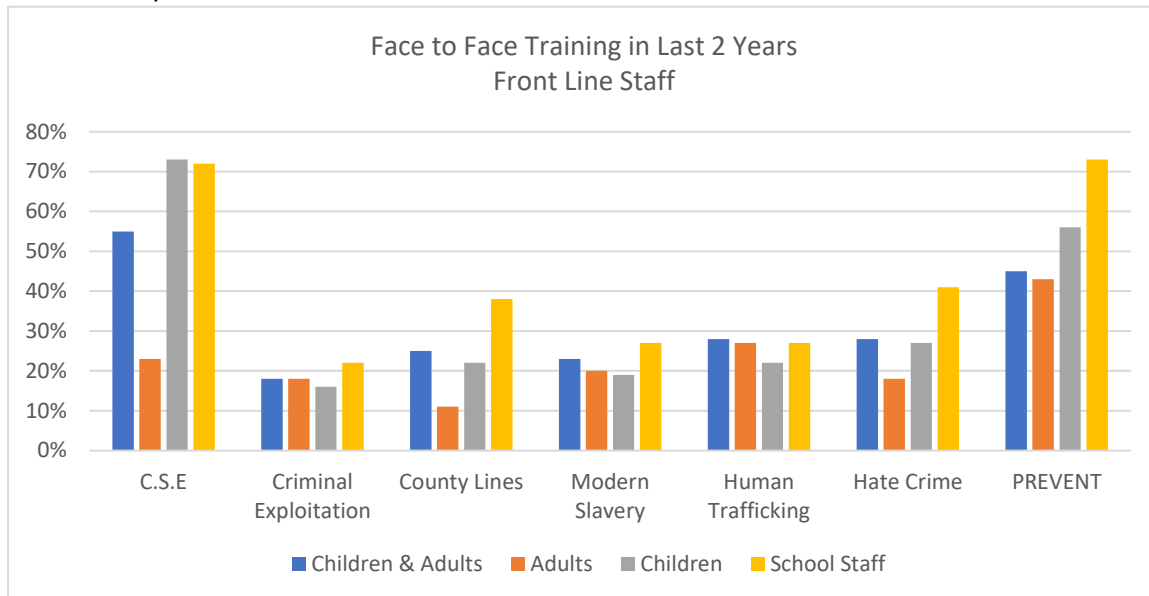


Figure 8: Face to Face training completed in last 2 years by front line staff

The conversations with staff also confirmed a difference in experience of training, with C.S.E training being offered widely and a noticeable lack of training in other fields of exploitation. Staff from a number of organisations that worked on the front line with drug and alcohol users, for example, had no training in County Lines or Cuckooing, and many staff explaining that whilst they have previously received training in exploitation this is not something that they can fully recall. (Figure 9)

Training and Identification
<i>"I have received no specific exploitation training, but I have received safeguarding training"</i>
<i>"yes, I have received training, but it was a while ago now"</i>
<i>"I have been on training which was all around exploitation, modern slavery and everything that goes hand in hand"</i>
<i>"we have had quite a bit, but I can't remember what it was called"</i>
<i>"no understanding of prevent, never received any training"</i>
<i>"I have received training and feel I am aware of the indicators; I would complete an NRM referral form and make a referral to the MASH"</i>
<i>"I am concerned that people are offering CSE training that don't have the necessary skills or knowledge to do so"</i>
<i>"I work with drug users, but I have received no specific training on cuckooing or county lines"</i>
<i>"We have got some in-depth training coming up – about CSE and criminal exploitation"</i>

Figure 9: Quotes from staff in respect of training and identification

The staff survey indicated that there is a good awareness of how to make appropriate referrals if staff are concerned that children and adults may be at risk of, or experiencing, exploitation with 96% of all front line staff stating that they are aware of an internal referral process and 78% aware of external referral processes to report concerns. Additionally, 60% indicated they are aware of PREVENT referral processes and 74% aware of how to make a referral if they have concerns out of normal office hours.

The consultations with staff reflected this awareness, however it was noticeable that a number of staff did not know what their responsibilities are in respect of checking that a referral has been received and remaining aware of the outcome of the referral. (Figure 10)



Referrals and Referrals Monitoring	
	<i>"we have clear policies in place that where exploitation is identified, a referral should be made via the safeguarding route"</i>
	<i>"I would have a conversation with the person and then contact adult safeguarding to seek their advice and then send a referral form in. It is quite difficult to monitor any referrals, but I make sure I always try to put something in my diary"</i>
	<i>"DSL would say to us that the matter is in hand and she will deal with it. If we wanted to know more, we can go to the DSL and she will inform us"</i>
	<i>"I know there is a form about how to make a referral, I am just not sure where it is"</i>
	<i>"I would report it to the safeguarding lead, but I don't know if they would follow this up with me"</i>
	<i>"I would check referral had been received, but not my responsibility to ensure it has been processed"</i>
	<i>"Receipt of confirmation email"</i>
-	<i>I would fill in the green form of concern and take to DSL and then onto Social Services if required</i>

Figure 10: Quotes from staff in respect of referrals and referrals monitoring

The staff survey indicated that whilst staff are clear about their internal escalation policy, with 71% of all staff stating they are familiar with these policies, only 41% of staff stated they have an awareness of external escalation policies. Additionally, 30% of front-line school staff, 36% of staff working directly with adults and 15% of staff working directly with children stated they do not know the process to escalate concerns if they have them. The staff consultations further reflected this, indicating a lack of awareness of processes and a reliance on other colleagues completing escalations without a clear monitoring process in place. (Figure 11)

Escalation and Escalation Monitoring	
	<i>"I am aware of the escalation process and have had to use this on a number of occasions"</i>
	<i>"I am not aware of an escalation policy; I would probably speak to my manager"</i>
	<i>"I think (name) would deal with this – I'm not sure"</i>
	<i>"I think I am probably aware of the escalation policy"</i>
	<i>"I would go to my manager who would escalate via the ops manager, I would expect feedback, but I am not sure how the escalations are recorded"</i>
	<i>"Not quite sure externally"</i>
	<i>if I felt the concern had not been deal with appropriately there are steps i can follow to bring it to either the heads attention or higher should the need arise</i>
	<i>"After DSL, I will escalate to the head or deputy. I would approach either of these and I would be confident to do so. If I'm worried, I also know I can contact the Education Safeguarding Manager at the County Council"</i>
	<i>"I don't know the escalation process"</i>

Figure 11: Quotes from staff in respect of referrals and referrals monitoring

4. Examples of Good Practice

Early Years Settings

One of the early years setting involved has a description of types of abuse and who to report concerns to if staff have them on the reverse of staff badges.



UHCW

The Warwickshire Partnership Escalation Process Policy is accessible through the organisations intranet making it easily available for all employees.

Warwickshire Police

There is comprehensive PREVENT guidance/information on the police intranet. The materials include instructional videos, guidance documents (both basic and more detailed), posters and other marketing and links to online training resources. (Figure 12)



Figure 12: Warwickshire Police Prevent Basic Guide

5. Areas for Improvement and Action Plan

Desired Outcome	Recommendations
<p>The organisation has suitably qualified and skilled staff working with children or adults who are at risk of exploitation</p> <p>All staff are aware of the potential indicators that may be displayed by a child or adult with who is experiencing exploitation</p>	<ol style="list-style-type: none"> 1. An improvement in the knowledge and skills off all staff in the specific areas of the exploitation of children and adults 2. Any training/development of this nature to be evidenced based and systems in place to ensure staff continue to retain knowledge and skills
<p>All staff are aware of the referral pathways to report concerns in all areas of exploitation within their own organisation and externally</p>	<ol style="list-style-type: none"> 1. To ensure that all staff have an awareness of their responsibilities when making a referral. 2. To ensure consistency in the quality of referrals 3. To ensure that all referrals are fed back to referrer in an agreed timely fashion and system in place to monitor this



A clear escalation process is in place to support agencies to resolve disagreement

1. To ensure that all staff have an awareness of the escalation process and monitoring system that is in place

Key Findings: The Lived Experience

1. Self-Evaluations

The self-evaluations indicated that a number of agencies use a range of methods to raise awareness of exploitation including displays, using digital platforms and awareness raising activities. However, it was not clear from the evaluations what agencies were doing to raise awareness with children and adults on an individual basis to help them understand the risks of exploitation. When considering the voice of the child or adult, agencies indicated that this was recorded within assessments and risk analysis; with some agencies having specific sections within their documents that ensure the voice of the child or adult is captured. A number of agencies were also able to evidence that opportunities are created to ensure that children and adults experiencing exploitation are seen alone, with agencies having alert flags to support this. Some agencies did acknowledge that these opportunities are routinely created but may not be recorded as effectively as they could be to evidence that this practice is happening. 71% of agencies advised that they have systems in place to seek the views of their service users, however the evaluations did not provide consistent evidence in respect of what impact this was having on service development and delivery.

2. Case File Audits and Lessons from Inspections

The case files provided evidenced some good practice in respect of the identification of adults who may be experiencing abuse and attempts to educate and support the customer through this. Multi-agency practice was utilised to help raise awareness and to develop plans to reduce risks. Adults voices were heard throughout all cases, and their wishes and feelings were recorded appropriately, often with the words of the customer being documented within the file. The audits of children's cases that were provided indicated some evidence that the child's voice was not routinely recorded within case files, with some assessments being completed without the child being seen, but instead being completed using multi agency information. In addition, recordings did not provide evidence that the children were routinely being seen alone – if this was taking place, the recordings did not reflect this.

The most recent OFSTED inspection* of Warwickshire Children's Services acknowledged that the voice of the child is not consistently recorded well. Although social workers reported that they undertake direct work with children and were able to give examples, the report indicates that this too is poorly recorded and, as a result, the work undertaken by staff is not always well evidenced. It also went on to comment that the Children in Care Council (CiCC) is a vibrant and active group. It described a well-designed system of elections to the CiCC which helps to ensure that children looked after and care leavers of various ages are involved. CiCC members feel a real sense of responsibility to, and representation of, all children looked after and care leavers. The report goes on to state that the CiCC has instigated and been involved in some positive pieces of work, including designing new age-banded booklets for annual foster carer reviews and working with IROs on a pilot project for children looked after and care leavers to chair their own review and pathway plan meetings.



3. Feedback from Service Users/Professionals

The online survey indicated that front line staff utilise a range of skills to ensure the voice of the child/adult is heard and recorded (Figure 13) Some staff did indicate, however, that the systems they have in place do not always support this effectively.

The ways in which the voice of the child/adult is heard and recorded
<i>"A separate interview with the child without parent and document what child says without any leading questions"</i>
<i>"If there is not a box within a form to record this specifically, then I set a sub heading so this recording is highlighted from other text."</i>
<i>"Giving the child time to speak, not putting words into their mouth nor asking direct questions. Make sure the environment is a safe environment for the child to share information. Record words that was said as soon as possible, without making the child worry."</i>
<i>"I attempt to talk to all household members and provide contact details for their use. I complete the records in the family home but with the new computer system this is generally a matter of ticking the appropriate boxes because by the time the programme has loaded the client is wishing I'd not bothered"</i>

Figure 13: Quotes from staff in respect of obtaining and recording the voice of the child/adult

The consultations with staff also reflected this, with staff offering information about a range of the methods used to ensure the voice of the child/adult is captured. The consultations also indicated a range of staff awareness of the type of information that agencies provide to raise awareness of exploitation and help children and adults understand that they may be at risk of exploitation. When asked about the information they provide and support available, there was limited evidence that information is being offered consistently, with county wide campaigns, such as the 'Something's Not Right' not being referred to within either the Self-Evaluations, staff surveys or staff consultations. (Figure 14)

How does your organisation educate children and adults about exploitation?
<i>"I don't think we do anything if I'm honest"</i>
<i>"We run the WINGS programme, which has a section on exploitation. This is a group course, but we can offer it on a 1:1 basis if the client doesn't like group environments. It would be good if we had some information that we could hand out when needed."</i>
<i>"No specific workshops or information is provided as far as I am aware."</i>
<i>"This is an area of concern for me. I am aware that some staff are providing training in areas that they are not skilled/trained to do so. It is something we need to address within our organisation"</i>
<i>"We have some literature from the CSE team which we give out during training in respect of domestic abuse"</i>
<i>"We've got PREVENT leaflets and lots of domestic violence information, but I'm not sure how this is used. I don't think we have enough information."</i>
<i>"I think there are leaflets on display bit not sure what they are about"</i>
<i>"We celebrate the fact girls are woman - in doing this, you raise awareness and what this means to you as a woman. We have a huge emphasis on successful females."</i>

Figure 14: Quotes from staff in respect of information provided by their organisations

The staff consultations also indicated that there is a range of experience of consulting with children and adults. Some agencies are doing this and have processes to support this to feed into service delivery and development, whilst other agencies are either not actively consulting, or, where this is taking place, it is not clear what the outcome of these consultations are. (Figure 15)



How does your organisation seek feedback and consult with children/adult who have experienced exploitation?
<i>"I'm not sure that we do this"</i>
<i>"Again, this is part of an ongoing discussion, how to capture the children's views. In our work it is very difficult, but we need to address this"</i>
<i>"Not something that I've seen happen in Warwickshire"</i>
<i>"We have lots of mechanisms for feedback, feedback boxes, website tools and information in one to one rooms. Once a month this is taken to our service users forums and managers discuss what improvements need to be made."</i>
<i>"Every service user is asked for feedback, which we always get unless the service user has stopped engaging. Where we hold group support, we get feedback after each session. All the feedback we receive is reviewed in house"</i>
<i>"Children can see that changes are being made due to their voice being heard"</i>
<i>"I think there was a friends/family feedback form but not sure whether this led to any changes"</i>
<i>"The self-assessment tool has a review stage and a closure self-assessment to ask how things went. I'm constantly checking with the young person. Its critical to show that you are listening."</i>

Figure 15: Quotes from staff in respect of feedback sought by their organisations

During the review we had the opportunity to meet with a group of students aged from 15 to 17. They confirmed that they regularly receive information about the risks of exploitation and consider ways to keep safe. Whilst they indicated that they felt their school supports them a great deal they did suggest that information could be offered in a greater variety of methods and on a more regular basis. The students were asked about what they would do if they had any worries and they were very clear about the different ways they could access support. When asked about their main worries the students all agreed that 'Cat Calling', or street harassment, was something that they faced on a regular basis on their journeys to and from school. They confirmed that this is something that is addressed by the school as much as possible, with systems in place to support students when travelling. (Figure 16)

Feedback from pupils
<i>"We have had quite a few year group assemblies where external people come in to talk about it"</i>
<i>"I think on the PHSE curriculum school does really well at making it relevant to us. However, information does not go into detail, could be good to have more awareness of things."</i>
<i>"I feel comfortable speaking to someone in the school about friends, if it was quite serious, we would go to The DSL or the head of sixth form. There is a lot of pastoral figures throughout the school. "</i>
<i>"My form tutor was talking about Prevent. It is not on the curriculum, but something came up on the news, so we discussed it."</i>
<i>"We don't walk by ourselves; we wait for each other and we have a buddy system on the train"</i>

Figure 16; Quotes from pupils in respect of information and support

4. Examples of Good Practice

Voluntary Agencies

A number of voluntary agencies indicated that they have peer mentor and support projects in which service users are trained to offer support to clients as well as sit on recruitment panels for staff.



School

The school visited has developed a Wellbeing programme that includes recruiting and training pupils to become Wellbeing Ambassadors who offer information and support to the school and the wider community. They have also set up buddy systems to help keep pupils safe when travelling to and from school.

Stratford District Council

Awareness events specifically focussing on exploitation have been arranged by the Community Safety Team. (Figure 17)

Awareness Event - Exploitation

on Tuesday 10th Mar, 2020 at 10:00am

The event is FREE and is ideal for professionals working in Warwickshire and for community leaders/groups/members.

Tuesday, 10th March 2020, 2 sessions 10.00am or 6.00pm, Stratford Play House, 14 Rother Street, Stratford-upon-Avon CV37 6LU

County Lines is the term used to describe a criminal business model were gangs or criminal networks move drugs into one or more supply areas within the UK and using dedicated mobile phone lines to take orders. The model relies on the targeting and exploitation of children and vulnerable adults to facilitate drug supply. The event will teach you about what is happening locally and the signs of County Lines exploitation in this 2-hour session which features:

- A talk from Warwickshire Police on local issues relating to county lines and cuckooing
- Theatre production by Loudmouth Education & Training, helping you to spot the signs of grooming and how you can help protect and support vulnerable people
- A range of information stalls for attendees to take away useful resources regarding exploitation

Figure 17: Stratford District Council Exploitation Event

SWFT

The Trust has a variety of models to capture the voices of patients including 'Friends and Families' tests which are carried out across all divisions of the organisation. This includes age appropriate versions for children and young people.

5. Areas for Improvement and Action Plan

Desired Outcome	Recommendations
Children and adults are made aware of the different types of exploitation and the support systems that are in place.	<ol style="list-style-type: none"> 1. To ensure that children and adults have the opportunity to increase their knowledge and understanding in respect of the risks of exploitation 2. To ensure that any information in respect of all forms of exploitation available that is accessible for children, adults with care and support needs and staff 3. To ensure that this information is widely publicised, with it usage monitored 4. To ensure that parents of children who are experiencing exploitation are made aware of the support available to them

Key Findings: Partnership and Information Sharing

1. Self-Evaluations

The self-evaluations indicated that agencies have systems in place to support partnership working and information sharing with 87% of responses indicating that they have policies and procedures in

place in respect of information sharing within safeguarding processes; with this being part of training that is offered to key staff. A number of agencies referred to the MASH information sharing agreement as well as indicating that they have signed up to the Warwickshire Safeguarding Partnership Information Protocol. Where appropriate, agencies state that they attend multi agency meetings and case conferences.

2. Case File Audits and Lessons from Inspections

The adult cases provided evidenced good sharing of information and partnership working. Multi-agency meetings were held, which included the service users, and were recorded appropriately. Where it had been identified that a service user was at risk of exploitation, there is evidence that there was strong multi-agency working and ongoing communication. For example, one case indicated that Adult Social Care, the police, housing, banks and advocacy services were fully involved throughout the intervention.

The majority of children's case audits provided also reflected this with evidence that agency procedure was followed in the most part, including information sharing with other local authorities. Information sharing between agencies is timely and there is evidence of good internal working across Warwickshire County Council (WCC) services and good interagency working with education and police. There was, however, in a number of audits a lack of evidence of the level of inter-agency activity, for example it was not always clear that minutes of meetings had been shared and that agencies had been involved in developing the history of the child and family.

The most recent OFSTED inspection* of Warwickshire Children's Services advised that when children are at risk of sexual exploitation, the partnership response is effective and coordinated. It advised that risk assessments are detailed and thorough and inform the multi-agency child sexual exploitation (MASE) process to ensure intelligence sharing and planning to keep children safe.

3. Feedback from Service Users/Professionals

The online survey indicated an awareness of the importance of partnership working and appropriate information sharing. Staff told us that they are aware of the importance of sharing concerns with partners, and the documentation of this, as well as the priority of partnership working to ensure appropriate services and support is accessed. A number of staff did, however, indicate that they did not always receive feedback if they had made a referral to an external agency, which would help them to understand that the work was being progressed appropriately.

The conversations held with staff also reinforced this. Staff told us that they are aware of information sharing policies and the importance of partnership working. Multi-agency teams are in place to support this practice and work together to consider and reduce risks.

4. Examples of Good Practice

All Agencies

The majority of agencies involved in the review have signed up to the Warwickshire Safeguarding Information Sharing Agreement. This provides a framework to facilitate the appropriate sharing of information between the Warwickshire Safeguarding Partner Agencies in order to safeguard and promote the welfare of children and adults in Warwickshire and to protect them from harm.



5. Areas for Improvement and Action Plan

Desired Outcome	Recommendations
Your organisation has a policy/procedure/protocol in respect of information sharing within safeguarding processes, to which all staff are aware of and work to key principles	<ol style="list-style-type: none"><li data-bbox="619 327 1428 394">1. To ensure that all referrals are fed back to referrer in an agreed timely fashion and system in place to monitor this

Summary Multi-Agency Action Plan

As a result of the review the following action plan has been developed

Desired Outcomes	Recommendations	Actions
<p>There is a named lead for Exploitation, and a clear line of accountability in Exploitation towards safeguarding children and adults</p>	<ol style="list-style-type: none"> 1. Named lead to have had specific training in the areas of Exploitation 2. Any training/developments provided to be evidenced based 3. Development of policies in specific areas of exploitation. 4. Training and skill development for DSL's to be consistent 	<ul style="list-style-type: none"> • To create a register of DSL's to share knowledge and experience • To create partnership exploitation policies and procedures • To develop a partnership standard for DSL job descriptions • To develop a partnership training standard for DSL's
<p>The organisation has suitably qualified and skilled staff working with children or adults who are at risk of exploitation</p> <p>All staff are aware of the potential indicators that may be displayed by a child or adult with who is experiencing exploitation</p>	<ol style="list-style-type: none"> 1. An improvement in the knowledge and skills of all staff in the specific areas of the exploitation of children and adults 2. Any training/development of this nature to be evidenced based and systems in place to ensure staff continue to retain knowledge and skills 	<ul style="list-style-type: none"> • To develop a partnership training standard for exploitation
<p>All staff are aware of the referral pathways to report concerns in all areas of exploitation within their own organisation and externally</p>	<ol style="list-style-type: none"> 1. To ensure that all staff have an awareness of their responsibilities when making a referral. 2. To ensure consistency in the quality of referrals 3. To ensure that all referrals are feedback to referrer in an agreed timely fashion and system in place to monitor this 	<ul style="list-style-type: none"> • To ensure referral process is clear and widely understood • To provide clarity on what is a good referral and the referral process



<p>A clear escalation process is in place to support agencies to resolve disagreement</p>	<ol style="list-style-type: none"> 1. To ensure that all staff have an awareness of the escalation process and monitoring system that is in place 	<ul style="list-style-type: none"> • To promote the escalation protocol widely throughout the partnership
<p>Children and adults are made aware of the different types of exploitation and the support systems that are in place.</p>	<ol style="list-style-type: none"> 1. To ensure that children and adults have the opportunity to increase their knowledge and understanding in respect of the risks of exploitation 2. To ensure that any information in respect of all forms of exploitation available that is accessible for children, adults with care and support needs and staff 3. To ensure that this information is widely publicised, with it usage monitored 4. To ensure that parents of children who are experiencing exploitation are made aware of the support available to them 	<ul style="list-style-type: none"> • To provide a coordinated programme of awareness raising events • To provide a coordinated package of information using videos, posters, leaflets, z cards and online material • To complete a mapping exercise to identify 'hot spots' and develop specific projects to raise awareness in these areas • To raise awareness of support available to parents of children who are experiencing exploitation
<p>Your organisation has a policy/procedure/protocol in respect of information sharing within safeguarding processes, to which all staff are aware of and work to key principles</p>	<ol style="list-style-type: none"> 1. To ensure that all referrals are feedback to referrer in an agreed timely fashion and system in place to monitor this 	<ul style="list-style-type: none"> • To develop a feedback loop for referrals to clarify responsibilities



Next Steps

Following on from the completion of the review there are key next steps that will be progressed over the coming months, these include:

- The Exploitation Subgroup will continue to develop the actions, assign actions to agencies, agree timescales and monitor progress.
- The development of a 'Lessons Learned' document which will consider what has been learnt from the various processes of the review to inform future thematic reviews.
- An Executive Summary will also be made available to all agencies involved in the review for dissemination to their staff, as well as the wider membership of the Warwickshire Safeguarding Partnership.

Acknowledgements

Acknowledgements and thanks go to all those that have supported the review, including all staff who took time to complete the self-evaluations, the online survey and those who were involved in practitioner and pupil conversations.

Specific thanks go to the Project Sponsor: Alison Walsh and the Project Team: Sally Nash, Gill Fowler, Lisa Spears, Bernie Bell, Tom Kittendorf, Beth Sharpe and Lisa Challinor; and to Adrian Over for his support and assistance.