

Contextual Safeguarding in Practice

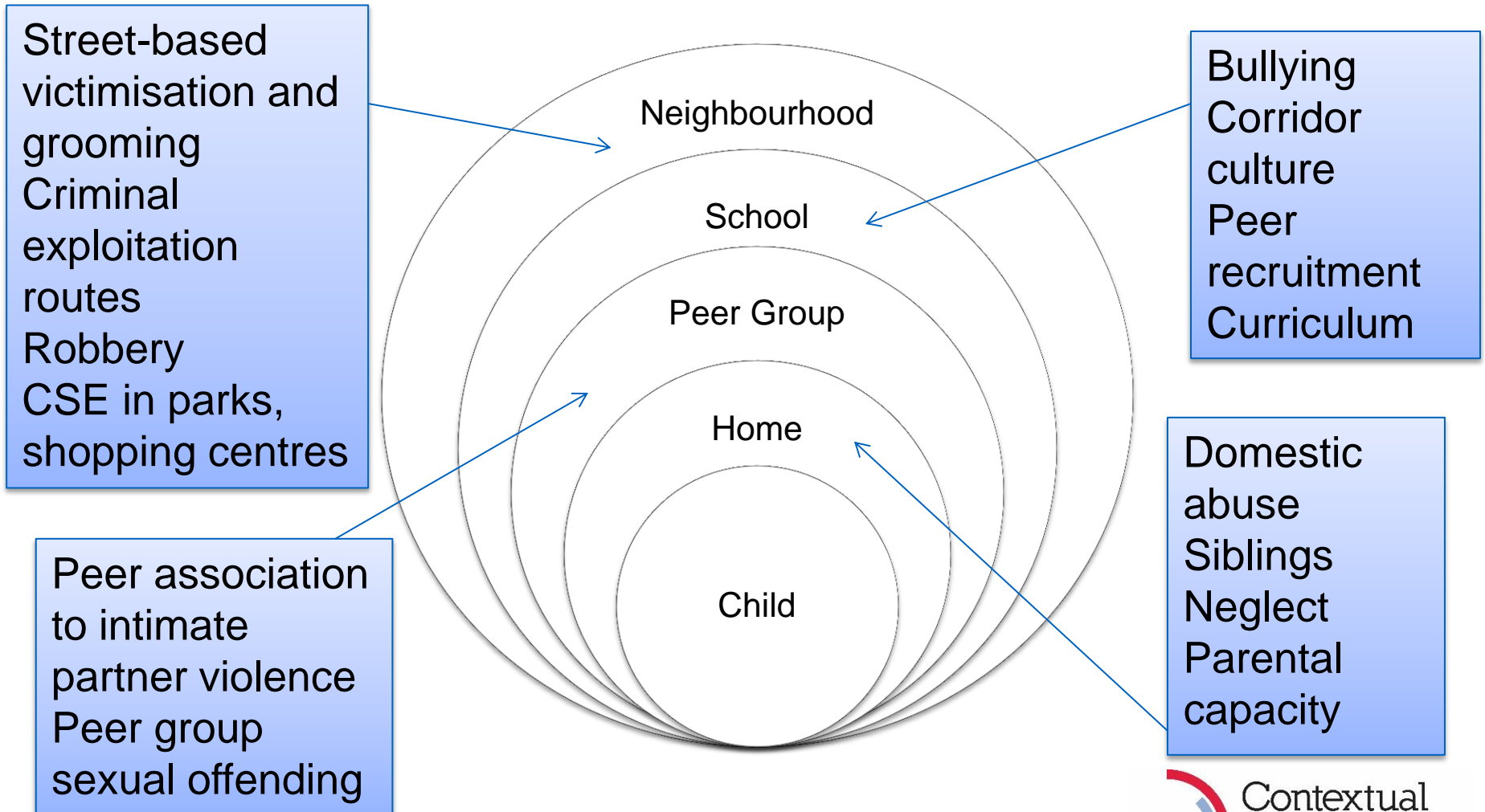
Dr Jenny Lloyd, University of Bedfordshire

#ContextualSafeguarding
@jennyalloyd

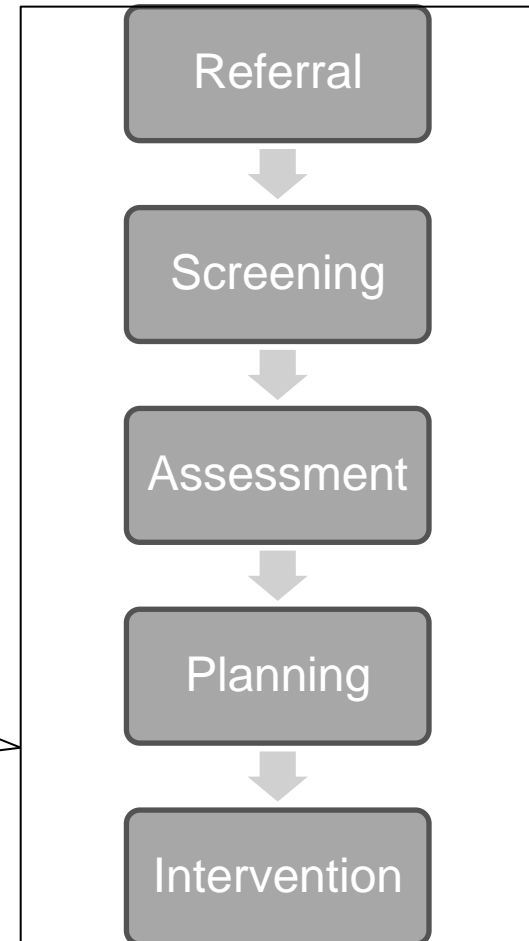
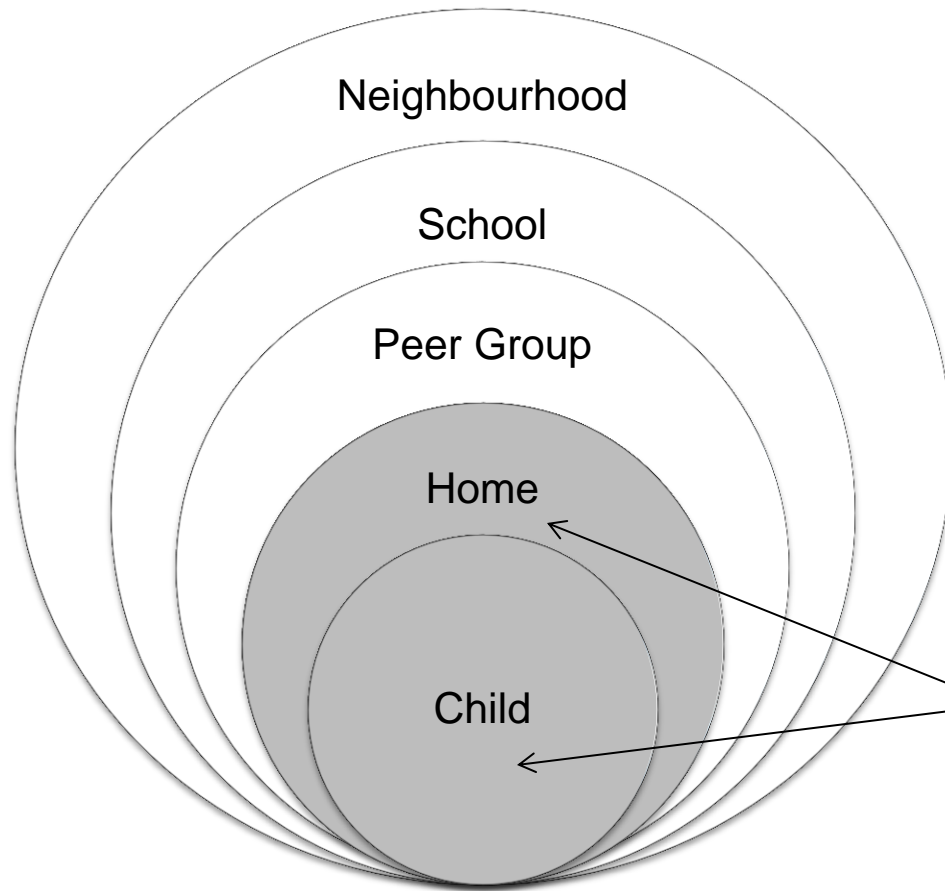
Presentation Overview

- 🌀 Contextual Safeguarding – what and why
- 🌀 The Four Domains of a Contextual Safeguarding Approach
- 🌀 Current implementation in national policy frameworks
- 🌀 Implementation progress
- 🌀 Practice Case Studies
- 🌀 Take away activities

Contextual nature of abuse in adolescence (Firmin, 2015)

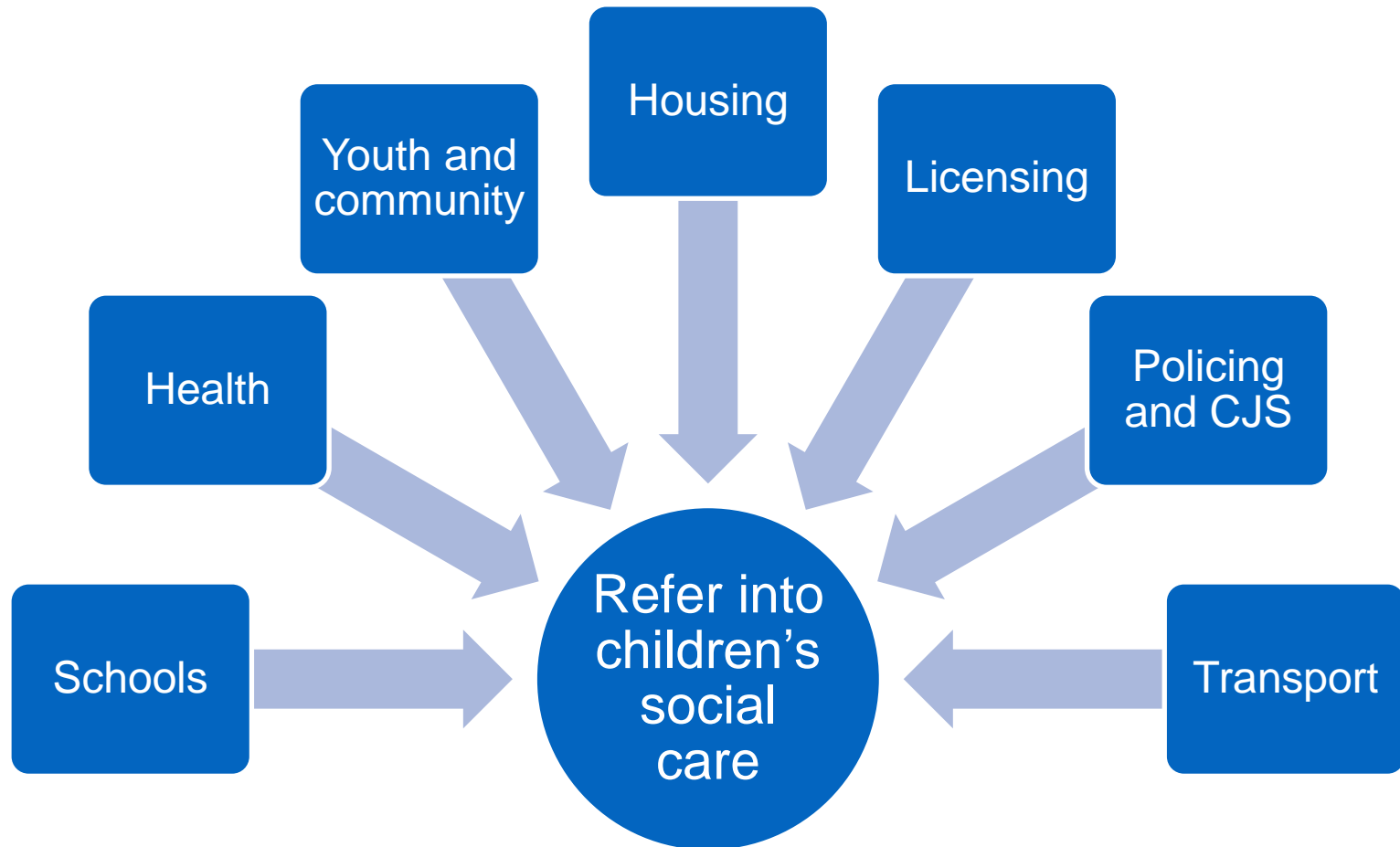


Traditional reach of child protection

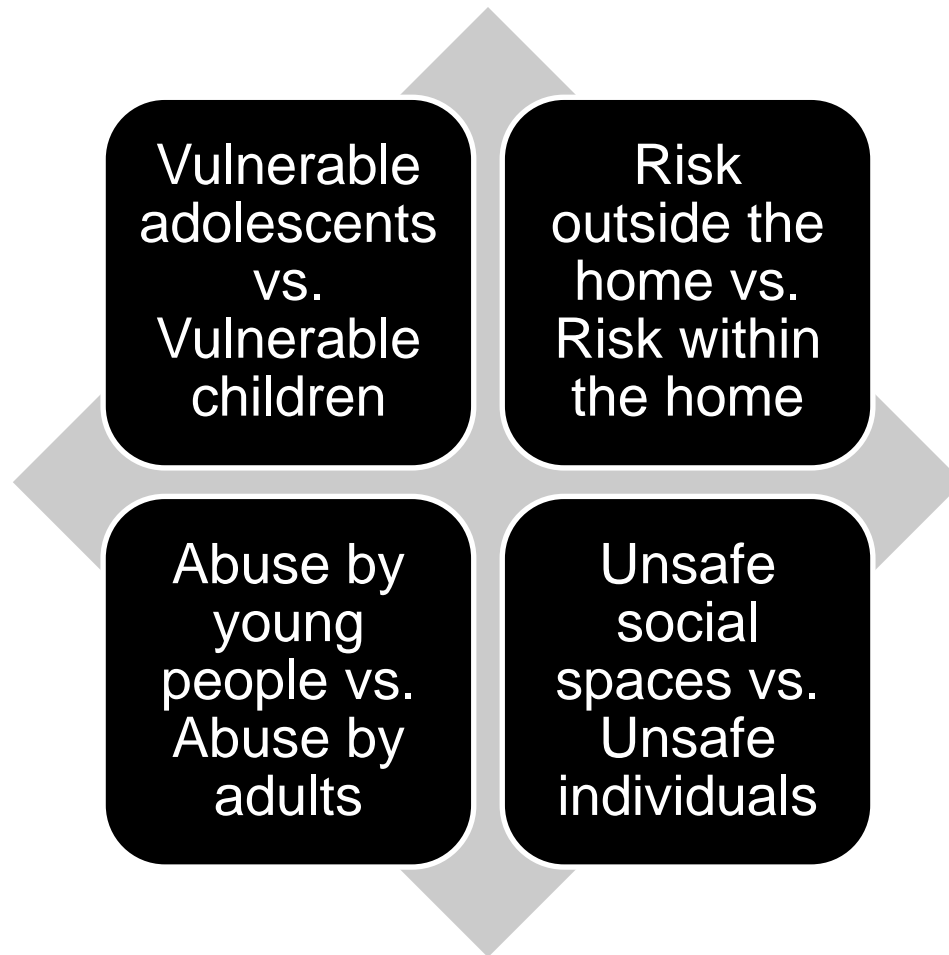


#ContextualSafeguarding

Safeguarding is 'Everyone's business' = referral and information



'It hasn't reached a threshold'



Definition of Contextual Safeguarding (Firmin, 2017)

*Contextual Safeguarding is an approach to **understanding, and responding to, young people's experiences of significant harm beyond their families.** It recognises that the different relationships that young people form in their **neighbourhoods, schools and online** can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of **extra-familial abuse can undermine parent-child relationships.** Therefore children's social care practitioners need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that **assessment of, and intervention with, these spaces are a critical part of safeguarding practices.** Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.*

Contextual Safeguarding



Domain 1: Target

Seeks to prevent, identify, assess and intervene with the social conditions of abuse



Domain 2: Legislative framework

Incorporate extra-familial contexts into child protection frameworks



Domain 3: Partnerships

Develop partnerships with sectors/individuals who are responsible for the nature of extra-familial contexts



Domain 4: Outcomes measurement

Monitor outcomes of success in relation to contextual, as well as individual, change

(Firmin et al, 2016)

Inclusion in Working Together (2018) (1)

Contextual Safeguarding (Chapter 1 – Paras 33-34)

- Explained in paragraph 34 – recognition that extra-familial risks such as sexual and criminal exploitation are forms of abuse requiring safeguarding response
- ‘interventions should focus on addressing...wider environmental factors’
- It is important to address the contextual risks faced by young people who have instigated or perpetrated harm as well as those who they have abused

Inclusion in Working Together (2018) (2)

Five detailed changes

- 🌀 early help services will typically include ... *responses to emerging thematic concerns in extra-familial contexts* (Chp 1, para 12)
- 🌀 ‘information sharing is also essential for the ... *when multiple children appear associated to the same contexts or locations of risk* (Chp1, para 25)
- 🌀 Social workers...understand the level of need and risk in, *or faced by*, a family from the child’s perspective (Chp 1, para 56):
- 🌀 YOTs...are therefore well placed to identify children ... *and the contexts in which they may be vulnerable to abuse*’. (Chp 2, parah 41-9)
- 🌀 [organisations] should have arrangements in place for: ‘*creating a culture of safety, equality and protection within the services that they provide*’. (Chp2 Para 3)

Inclusion in schools' safeguarding guidance

Advice

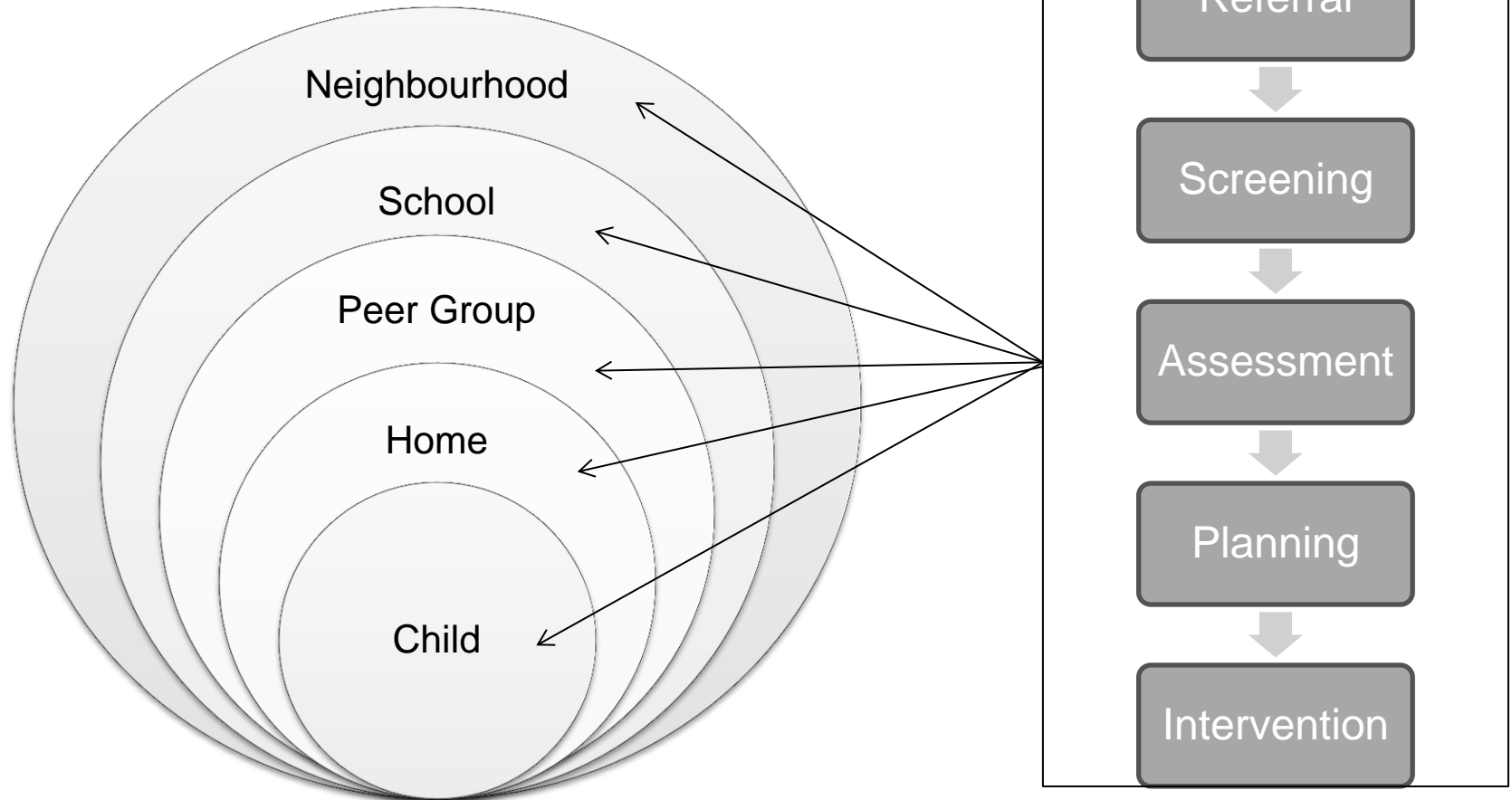
- Reference to **Contextual Safeguarding as informing a whole-school approach (embedded in paragraphs 81-82)**
- A **culture** that makes clear that sexual violence and sexual harassment is always unacceptable
- strong preventative education programme will help **create an environment** in which all children at the school or college are **supportive and respectful of their peers** when reports of sexual violence or sexual harassment are made.
- Policies, processes and curriculum under constant review to protect all their children.
- Reports of sexual violence and/or harassment (especially where there is evidence of patterns of behaviour) **may point to environmental and or systemic problems**

KCSIE

- New Chapter on peer-on-peer abuse – particularly peer-sexual abuse
- Reference to Contextual Safeguarding – particularly with an emphasis on an interplay between risks outside of schools and student welfare

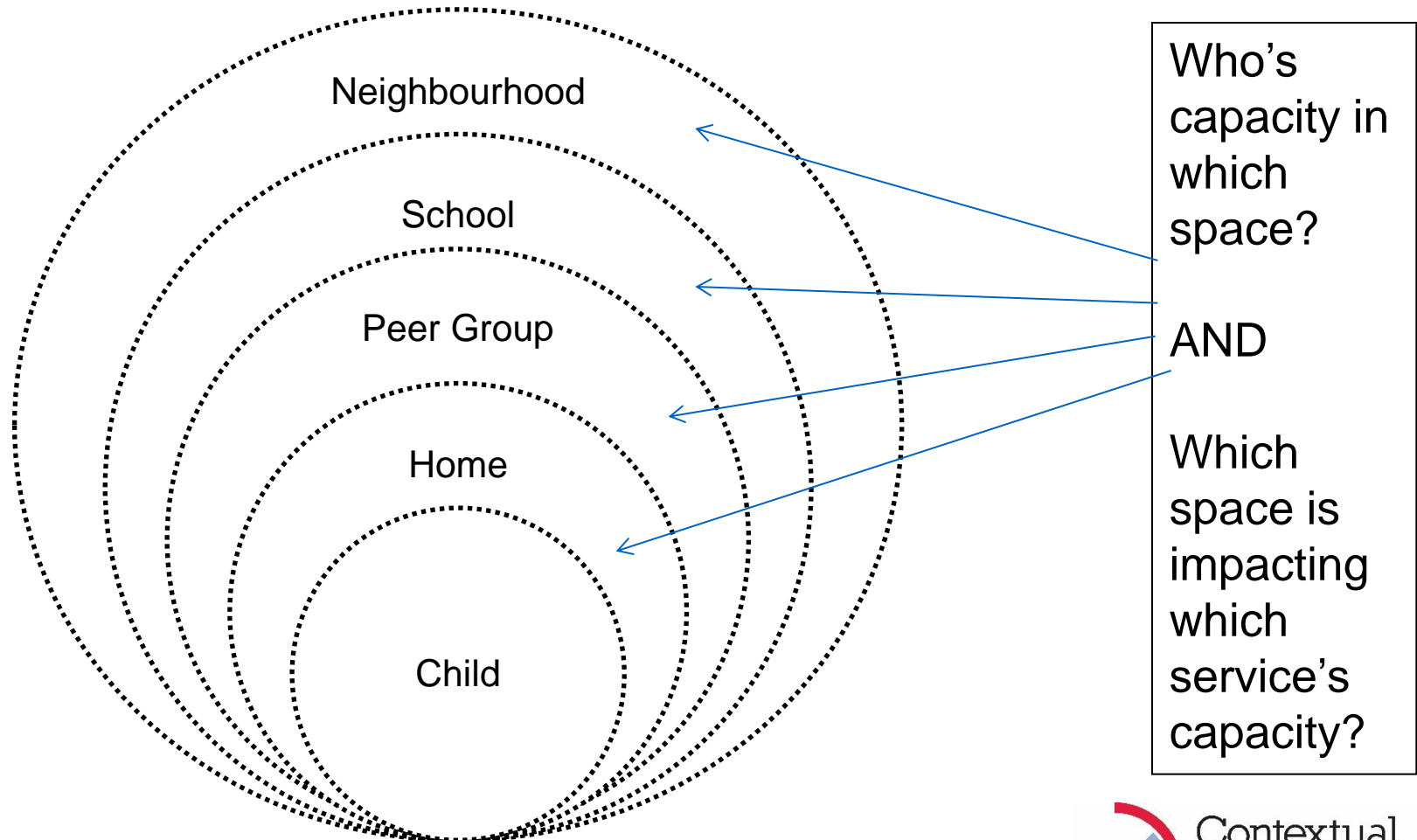
Implications for safeguarding

Creating a Contextual protection, welfare and safeguarding system



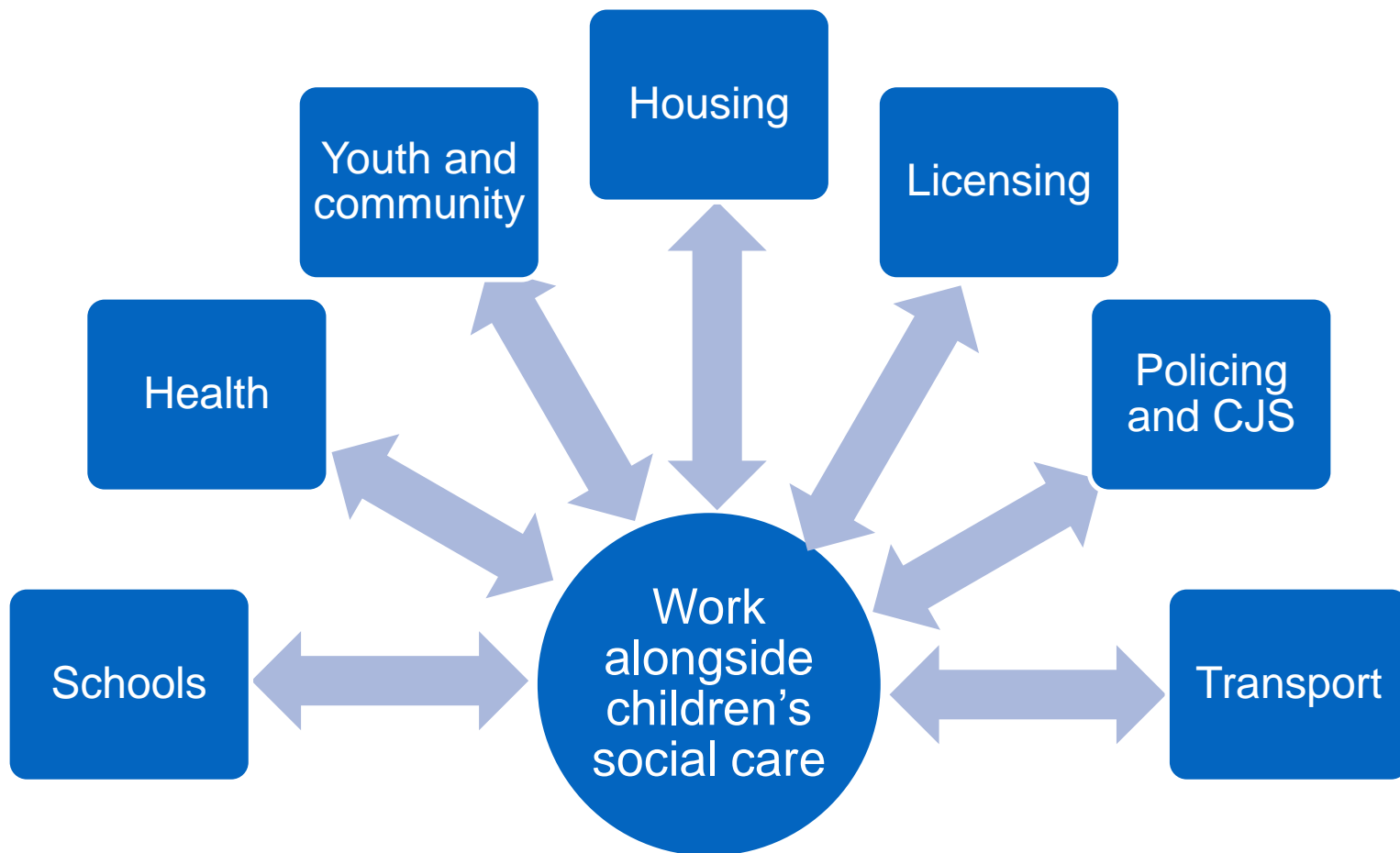
(Firmin et al. 2016)

Expanding 'Capacity to Safeguard'

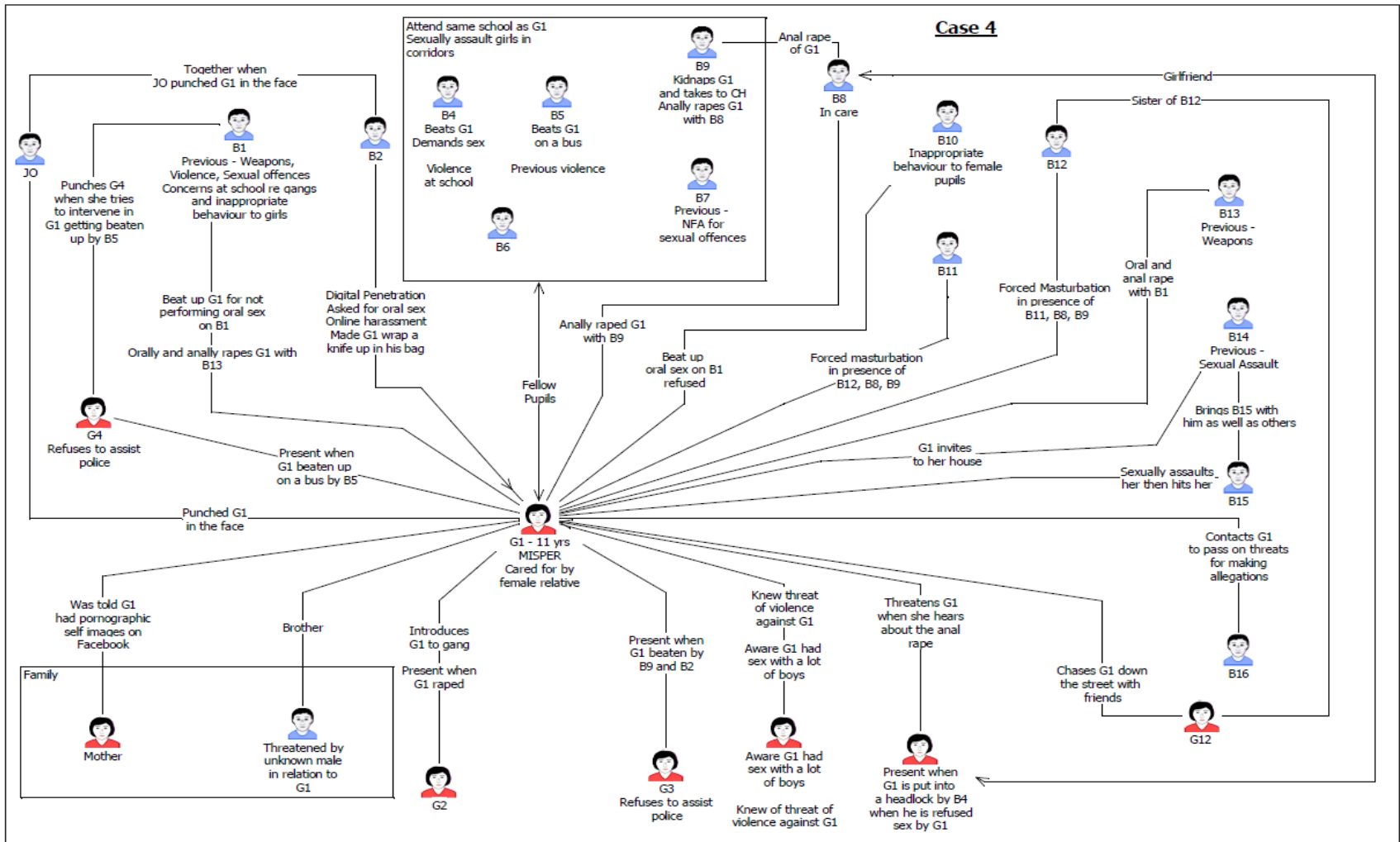


(Firmin et al, 2016)

To: 'Everyone's business' = creating safe spaces



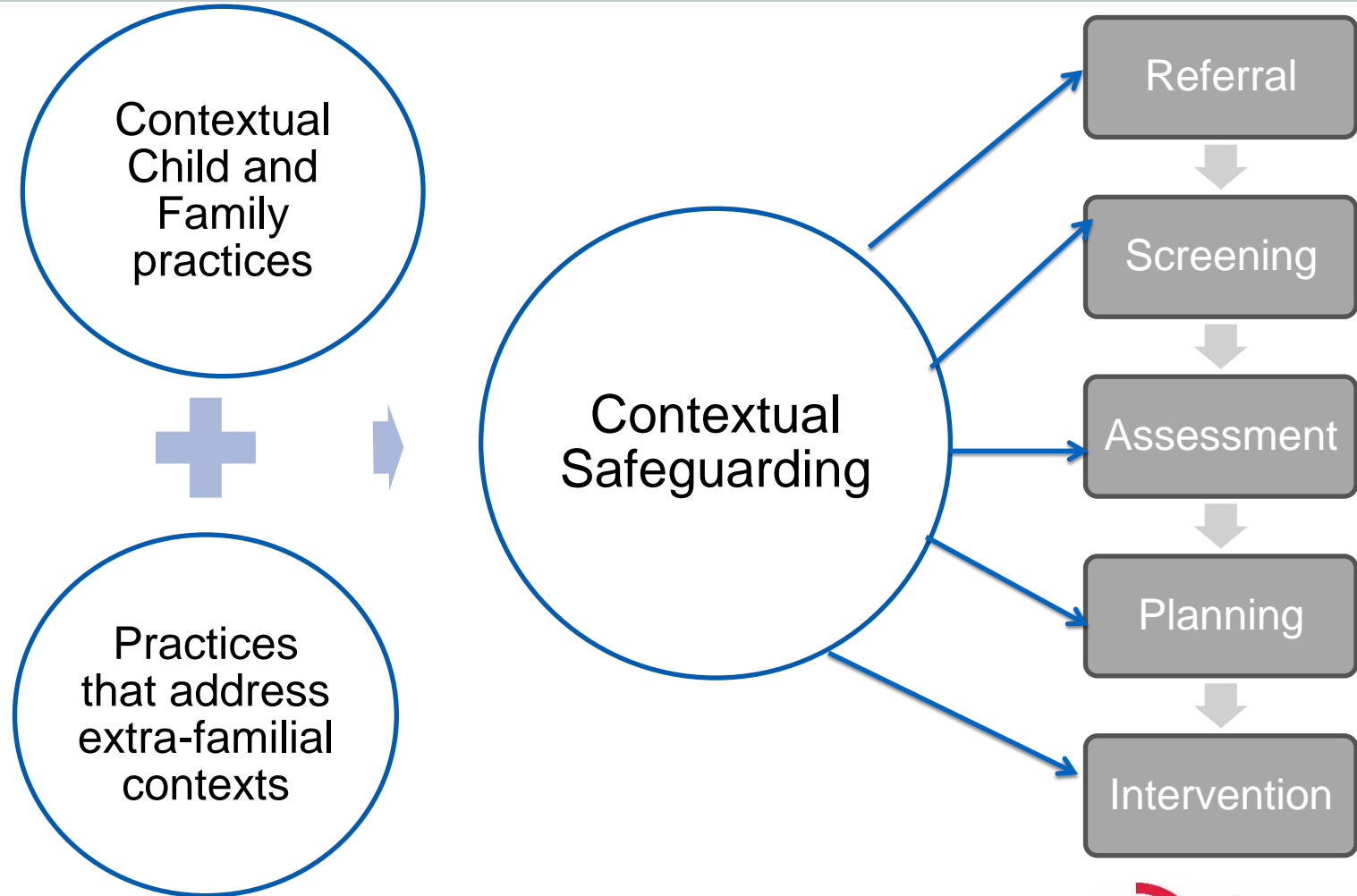
Mapping and assessing peer relationships



(Firmin, 2017)

Implementation to date

Beyond Assessment: Staged options for embedding



Baseline questions: Implementing across the system

Referral and screening

Tier 1: Is information about peer, school and neighbourhood collected at point of referral?

Tier 2: Can a peer group, school or location be subject of a referral?

Assessment

Tier 1: Does the assessment of children and families – and in particular capacity to parent – consider extra-familial contexts?

Tier 2: Can you assess extra-familial contexts?

FOR BOTH Do assessment methods capture this info?

Planning

Tier 1: Do the plans for the young person and family consider location of interventions?

Tier 2: Are you able to build *safeguarding* plans to increase safety in extra-familial contexts?

FOR BOTH – how are these embedded into meetings?

Baseline questions (2)

Interventions

Tier 1: Do interventions with young people help them to consider contextual safety?

Tier 2: Are community guardians identified in contexts? Are peer group dynamics changed? Is physical design or policy considered in intervention?

Policies

Tier 1: Threshold decisions on significant harm or location of harm?

Tier 2: What is the threshold for a context to be subject to assessment

BOTH – are all procedures equipped to recognise and address extra-familial risk?

Resource development

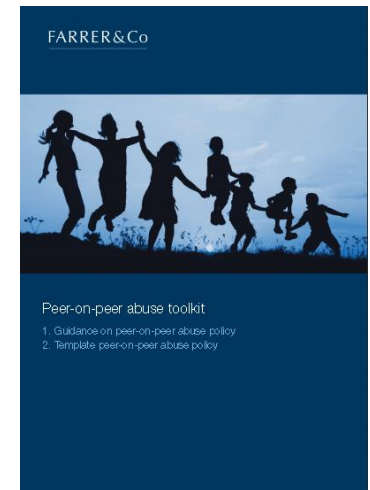
- MASH Package of resources – *coming soon*
- PODCAST – case management systems
- Assessment – schools package available; neighbourhoods, peer groups and child and family assessment *coming soon*
- Planning – guidance on context safeguarding conference and associated resources *coming soon*
- Intervention and engagement – safety mapping tool, surveys (parents, students, residents, businesses) peer group intervention, community guardianship
- Policy development: thresholds, audits, safeguarding



Contextual Safeguarding:
Student Wellbeing Survey

May 2018

Michela Notarianni (Practitioner) and the Hackney
Contextual Safeguarding Team



Intervention examples (2)

Community Guardians

- Australia – urban and rural neighbourhoods
- Community Guardians – Daily reports from litter collectors and police engagement
- Changing landscape – rat runs and increasing visibility
- Changing perception of roles towards recognised guardianship

Protecting vulnerable homes

- Home identified where peer-on-peer abuse occurring
- Lived in by mother with physical and learning disability
- Lighting and CCTV improved
- Engagement with schools officer
- Peer group engaged through youth service and policing
- Home no longer used for abuse

Business Engagement

A chicken shop owner negotiated with the local secondary school to allow students to enter his shop at lunchtime on the understanding that he would liaise with staff responsible for lunch duty, whose number he was given. The shop owner reported positive relations with young people and said that on the rare occasions when tensions arise, he gives free chicken wings which costs him little but keeps his younger customers happy.

Practice Example: Peer Group Assessment

High school teachers are told by a student that a group of their peers is sharing a sexually indecent image of their peers on a snapchat group. Following initial inquiries the school refers these young people into children's services – in addition to school sanctions. Outside of Contextual Safeguarding children's service would have closed all referrals in this case as all parents were protective and there were no concerns at home. Instead, children's services accepted this referral as a peer group referral and initiated a group assessment to understand group dynamic, risk, vulnerability and strengths. Through that process it emerged that this group was one of many at the school who had shared images previously, and that were this group at another school it wasn't clear if the incident would have occurred at all. The social rules at play within the school had normalised image sharing and it was the school therefore that became subject to assessment and intervention – via whole-year bystander programmes, staff training and a review of policies and procedures to better include the school position on image sharing. This approach was intended to prevent future incidents and re-referrals by addressing the contextual dynamics of the HSB.

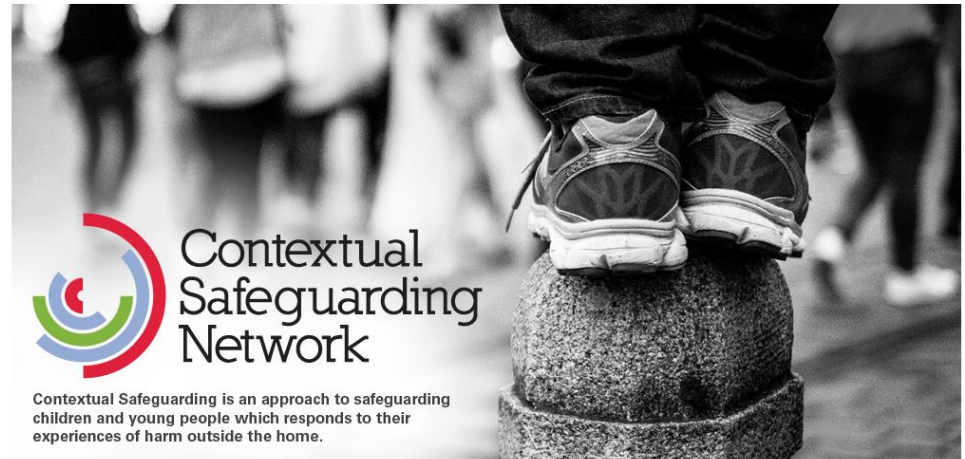
First steps

Join the network!

- FREE TO JOIN 2,200 members and growing
- Recruiting network champions
- Train-the-trainer opportunities in 2019



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Quality Assuring Language

- Promiscuous
- Manipulative
- Streetwise
- Risky choices
- Risky behaviour
- Placing themselves at risk / lifestyle choices
- Absconder
- Sexually aware / experienced
- Aggressive
- Liar
- Boys being boys
- Glamour
- **Will not engage**

Questions, contact, feedback

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@C_S_Network

#ContextualSafeguarding

For more information and resources visit our the Contextual Safeguarding website: <https://www.contextualsafeguarding.org.uk/>