



**BROMLEY**  
SAFEGUARDING  
CHILDREN  
BOARD

# ENHANCING MULTI- AGENCY WORKING

Learning from  
BSCB MULTI-AGENCY  
CSE AUDIT 2017

# WHAT WE WILL ACHIEVE TODAY

- ⦿ Overview of the themes from CSE audit
- ⦿ Partner agency perspectives on CSE service provision
- ⦿ CSE Practice issues from your agency's perspective - Group work

## Presenters

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# BSCB MULTI AGENCY CSE AUDIT 2017

The audit explored how the following agencies work together to identify children who are victims of CSE, intervene to reduce risk and monitor effectively the impact of interventions:

School Nurses

General Practitioners (GPs)

CAMHS

LAC Health

The Princess Royal University Hospital

Schools

Children's Social Care (CSC)

Police

Barnardos

# KEY FINDINGS - STRENGTHS

- ◉ **Extensive support** including early intervention - school
- ◉ **Skilled direct work** by social workers, school, police
- ◉ **Robust CSC responses including longer term planning** eg CP plan/ LAC
- ◉ **Effective inter agency working** eg CSC, police & school for **high risk missing young person**
- ◉ **Effective work** between GP & SW re a yp's health concern
- ◉ **Challenge from police to CSC** resulting in an effective outcome around risk management
- ◉ **CAMHS input** around parental capacity, complex mental health and safeguarding.

# KEY FINDINGS - CHALLENGES

- ◉ Limited communication and information sharing between agencies eg case developments
- ◉ **Assessing parental capacity** eg parental influence & affluence /parental resistance & social deprivation
- ◉ **Diversity** - young person with multiple adversities experiencing collective failures of process across agencies.
- ◉ **Application of thresholds** eg premature case closure
- ◉ **Case management and Supervision** Inconsistency around management oversight leading to drift & delay
- ◉ **Maximising impact of work on CYP and families through joined up working for non CP/ LAC cases**

# THE BROMLEY PICTURE OF MULTI AGENCY CSE SERVICE PROVISION

## IDENTIFICATION OF CSE

- ◉ Variable usage of key processes re identification eg chronology, screening tools & interagency communication
- ◉ **Early intervention was absent - missed opportunities re early warning signs of CSE.**

## ASSESSMENT & INTERVENTION

- ◉ Strategy discussions variable around partnership agencies, planning & timeliness
- ◉ MAP meetings - plans & risk assessment not always shared with key agencies particularly GP and schools
- ◉ Failures in CSC processes **in cross borough working**
- ◉ Limited parenting work promoting understanding & protective capacities & involvement of fathers and significant males.
- ◉ Police Intervention regularly utilises disruption tactics however no convictions
- ◉ Failures of processes across agencies for 1yp - the impact of collective failures is likely to be a contributory factor around a young person's ability to work with a criminal prosecution
- ◉ **Evidence of good work however agencies sometimes working in isolation to each other.**
- ◉ **An absence of working in partnership with children and parents through timely multi agency meetings**

# THE BROMLEY PICTURE OF MULTI AGENCY CSE SERVICE PROVISION

## VOICE OF THE CHILD

- ◉ **Aspects of diversity were identified** however their effect on the child needed more focus
- ◉ **Range of skill levels** evident in CSE work with young people ranging from episodic and ineffective to skilled and thoughtful work. There was an example of **outstanding work from a school.**

## Management & Supervision

- ◉ **Limited Reflective supervision** providing support, guidance & a focus on outcomes
- ◉ Limited evidence of challenge - **No escalation of cases** by partner agencies where concerns remained about a child

# KEY LESSONS FOR PROFESSIONALS

- ◉ Network meeting with family to co-ordinate multi agency plan & maximise impact of the work
- ◉ Exploration of cultural issues
- ◉ Reflective Supervision/ Management guidance
- ◉ Transfer of school files - (system to track transfers)
- ◉ Outcome focused plans record the impact of completed tasks on the child/ parent with next steps (if outcomes are not met.)



# GROUP WORK, INTER-AGENCY DISCUSSION & FEEDBACK

- ◎ 1/ What are the barriers around identification of CSE in your agency?
- ◎ 2/ How do you incorporate the Voice of the child ?
- ◎ 3/ How do you make decisions about sharing information ?

# 1/ WHAT ARE THE BARRIERS AROUND IDENTIFICATION OF CSE IN YOUR AGENCY?

## THE FOLLOWING MULTI AGENCY ISSUES WERE IDENTIFIED:

- ◉ Staff confidence around what CSE is -training needs
- ◉ Understanding of what CSE stands for - acronyms are confusing.
- ◉ Lack of understanding of what CSE is along with a reluctance to deal with things that crop up. Professionals can make referrals too quickly
- ◉ Making value judgements instead of reviewing or making use of history or evidence
- ◉ Minimising concerns/ unable to recognise concerns/ Disguised compliance
- ◉ Lack of professional curiosity/ critical thinking
- ◉ Staff knowledge around social media being limited & complexity of social media.
- ◉ Social workers can miss things - even things they are told by yp because of the overwhelming demands of the job.
- ◉ Turnover of staff result in discontinuity of workers for service users.
- ◉ Distant professional relationships between schools and CSC.
- ◉ Children's files are sometimes incomplete or unavailable ( which flag up safeguarding concerns).
- ◉ Role of education professionals is sometimes marginalised.
- ◉ CSE not being viewed as an issue which education professionals should be dealing with.
- ◉ Lack of services eg school nurses within schools.
- ◉ Time constraints for teachers in particular
- ◉ Child's perceptions - not recognising abuse 'loved up'
- ◉ Child fearful of repercussions to themselves and family members if disclosure are made
- ◉ Child cannot disclose because of fear of blackmail around sexual images
- ◉ Time constraints re building up relationships with children
- ◉ Wider issues - Competing needs of child which may be the central focus for a professional
- ◉ Information sharing not effective eg concerns about what information can be legally shared.
- ◉ Dilemma about confidentiality & young person's rights
- ◉ Lack of challenge when information is not shared.
- ◉ Sexual Health services- concern that child may not return to service if a referral to CSC is made.

# HOW DO YOU INCORPORATE THE VOICE OF THE CHILD ?

## THE FOLLOWING MULTI AGENCY ISSUES WERE IDENTIFIED:

- ⦿ Asking a child/ young person and listening/ Direct work
- ⦿ Speak directly to the child using appropriate methods/ direct work
- ⦿ Building a relationship with a child
- ⦿ Supporting a child to disclose by linking situations/ concerns to media eg Tv programmes
- ⦿ Specific tools for children with disabilities.
- ⦿ Accessing advocates to work with children to support them speaking with professionals
- ⦿ Peer mentors/ befrienders
- ⦿ Taking into account a child's history.
- ⦿ Views of professional network around the child's voice.
- ⦿ Find out who the child speaks to eg teacher/ youth worker/
- ⦿ Including children and young people in assessments.
- ⦿ Education and support of staff who directly work with children such as school staff
- ⦿ Make children aware of how to share concerns and who they can talk to
- ⦿ Involving the child in planning around their own needs.
- ⦿ Always give time to child/ teenagers in all consultations.
- ⦿ Training in interview/ communication skills across a range of media eg telephonic/ text messages
- ⦿ Supervision - a focus on ' voice of the child'
- ⦿ Surveys to elicit wider issues.
- ⦿ Tools & Apps especially services with no direct child contact
- ⦿ Safeguarding Risk assessment

## HOW DO YOU MAKE DECISIONS ABOUT SHARING INFORMATION ?

- ◉ Professionals meetings
- ◉ Gaining consent to share information from parent & child (when appropriate)
- ◉ Balance of harm - Does information need to be shared?
- ◉ Assessing risk in terms of age & understanding of child & nature of information.
- ◉ Impact of harm/ concern on the child and the child's level of distress.
- ◉ Considering each case on its individual merits.
- ◉ Referring to guidance on information sharing
- ◉ CSC - the level of safeguarding whether Section 17 or Section 47
- ◉ Strategy discussions & Section 47 investigations

# CSE AUDIT - HEALTH FINDINGS

- What worked well
- Early identification and prevention
- Voice of the CYP and working with families
- Information sharing

## **Next steps:**

- Ensure knowledge, skills and confidence
- Risk assessments robust, context, curiosity, challenge
- HP in Atlas Team and Sexual HP in MAP
- BSCB App and 'Take 5' videos

# ATLAS TEAM

- ◉ We also work together with social workers and partner agencies to support them to identify in their work with children and young people all areas of child exploitation and deliver targeted intervention that ensure that they are safeguarded and protected to live safely within their communities.
- ◉ This includes early identification and intervention that leads to Prevention, Protection, Disruption and Prosecution, through working across partnerships within the Children's workforce.

# ATLAS TEAM

## CHILD SEXUAL EXPLOITATION, MISSING CHILDREN, GANGS / SERIOUS YOUTH VIOLENCE

- ◉ Co-ordinator
- ◉ Data Analyst
- ◉ Snr Social Worker
- ◉ 2 x Return Home Interviewers
- ◉ Administrator

### Co-located with:

- ◉ Part time Barnardos worker
- ◉ Police CSE specific point of contact
- ◉ Police Missing persons specific point of contact
- ◉ Police serious youth violence (Gangs) specific point of contact

# RESOURCES

**A reminder! - BSCB website** for key forms, procedures, signposting to expert services and advice. Link to London CP Procedures

- ◉ [Bromley Missing Children Protocol - 2017](#)
- ◉ **Bromley Children Missing Education Policy & Procedure**
- ◉ [Bromley Child Sexual Exploitation Protocol - 2017](#)
- ◉ **CSE Disruption Tool Kit (March 2017)**
- ◉ [Information Sharing Protocol 2017](#)
- ◉ [Cross Govt Information Sharing letter and directive](#) - 2015
- ◉ [Escalation Policy](#) 2017- resolving inter-agency professional disputes.



# NEXT STEPS

- ⦿ Further CSE learning event in September 2017 with partnership agencies including Health, Police, Education & Atlas Team Wider
- ⦿ Multi agency plan in response to learning from multi agency audit.