



*A school where every child can* 

# Kirk Langley CE Primary School

## Child at Risk of Exploitation Toolkit and Guidance

Version History	
Date	Detail
Autumn 2022	Agreed by staff Approved by Governors
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Kirk Langley is a Church of England Primary School and our family believe that 'Every Child Can Shine.' Our visions and values, built on the living Gospel of Christ within daily life, are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils in being respectful, confident, thriving citizens.

*Daniel 12:3*

*'Those who have insight will shine brightly like the brightness of the expanse of heaven, and those who lead the many to righteousness, like the stars forever and ever.'*

We aim to provide a thriving, inspiring and stimulating learning environment where children achieve the very best they are capable of because all the staff value their different learning styles. Kirk Langley Church of England Primary School is committed to Christian values where children, parents/carers and our community know us by our actions.

**Within a Christian ethos we aim to:**

- Promote a positive attitude to life-long learning, nurturing the development of self-esteem; leading to aspirational, independent learners that are prepared to be challenged and take risks in a diverse and ever changing world.
- Provide the children with valuable experiences and opportunities, through a broad, balanced and exciting curriculum, where learning is purposeful and engaging.
- Use a variety of teaching strategies and resources effectively and creatively; encouraging each child to progress and attain to the highest possible standards, in relation to their age and ability.
- Strongly believe in the partnership of parental involvement in the education of our pupils.
- Demonstrate and foster respect for ourselves and others within the school, local community and the global community.
- Respect the belief of others and celebrate cultural diversity.
- Encourage spiritual and moral values.
- Explicitly promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs through a 'living' curriculum.
- Value each child as an individual within the school and respect personal beliefs.

# Derby and Derbyshire Child at Risk of Exploitation (CRE) Risk Assessment Toolkit

Joint Version  
September 2020

Please note this joint document replaces all previously published Derby or Derbyshire CSE Toolkits.					
Version	Author	Amendments	Signed off by	Date	Review date
1	Child Protection Managers, Derby and Derbyshire City Councils Health Adviser Derbyshire CCG's. Police Inspector and Sergeant Derbyshire Constabulary MAT Managers Derby City Council, Child Protection Manager, Education Lead Derbyshire Council and Service Manager Safe and Sound Derby	-	DSCBs P&P Group	May 2019	March 2020
1a		Slight amendments to DDSCP and Early Help Terminology		Sep 2020	February 2021

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## Introduction

The purpose of this toolkit is to enable practitioners to assess a child's level of risk to all forms of exploitation in a quick and consistent manner.

A child is anyone under the age of 18 (Children Act 1989) and young people up to the age of 25 for children who have Special Educational Needs and Disability (SEND) who are therefore considered under the scope of this toolkit.

The toolkit should be read in conjunction with local safeguarding policy and procedures, including:

- Children At Risk of Exploitation (CRE)
- Safeguarding Children Who May be Victims of Modern Slavery (have been Trafficked)
- Children who present a risk of harm to others
- Runaway and Missing from Home or Care (RMFHC) Protocol
- Online Safety and Internet Abuse
- Investigating Complex (Organised or Multiple) Abuse
- Derby Protocol for the transfer of young adults from Children's Social Care to Adult Safeguarding Services where Sexual Exploitation, Female Genital Mutilation, Honour Based Violence, Forced Marriage and Criminal Exploitation is an identified on-going risk
- DDSCP's Information Sharing Guidance for Practitioners

The DDSCP's Safeguarding Children Procedures which can be accessed via;  
<https://derbyshirescbs.proceduresonline.com/index.htm>

The toolkit will support agencies to:

- Identify and plan to protect those at risk of being exploited at the earliest opportunity.
- Take action to promote the welfare of children who are being or may be exploited.
- Develop safety plans and local prevention strategies.
- Take action against those intent on abusing and exploiting children in this way.

It should be used flexibly to take account of each child's individuality, culture and diversity, the uniqueness of their circumstances and the changes that may occur for them over time.

All agencies and practitioners should also be aware of the DDSCP's Children at Risk of Exploitation Strategy which outlines how the Derby and Derbyshire Safeguarding Partnership and partner agencies will work together to reduce the level of, and harm from CRE; see page 4 for the key elements of the strategy. The strategy document can be found in the [document library](#) of the DDSCP's safeguarding children procedures or via the Partnership website.

## What is Child Exploitation?

Current guidance defines children at risk of exploitation (CRE) as:

Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity; (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the offender or facilitator. The victim may have been sexually or criminally exploited even if the activity appears consensual. Child exploitation does not always involve physical contact; it can also occur through the use of technology.

A cross cutting theme of exploitation is modern slavery and human trafficking of children from one place to another, and the [Modern Slavery and Human Trafficking Act](#) (2015), provides updated legislation and government guidance on this issue.

**CRE** can happen in a number of contexts involving contact and non-contact abuse, via 1-1 (i.e. peer on peer or adult on child), constrained choices or an organised abuse (group) basis such as gang association or membership.

Exploitation may be evident through a range of behaviours;

- Child sexual exploitation
- Child criminal exploitation, including county lines
- Modern slavery
- Extremism and radicalisation
- Internet based exploitation - contact and non-contact offences, including Youth Produced Sexual Imagery (Sexting)
- Female genital mutilation (FGM)
- Honour based abuse and violence
- Forced marriage
- Serious violence, including gang violence
- Financial exploitation
- Exploitation of individuals with mental health issues or disabilities (Cuckooing)
- Children missing from home, care or education

**Children and young people who are sexually or criminally exploited or at risk of it are victims of child abuse. As such they must be referred to Children's Social Care and the Police to implement safeguarding processes.** See [Making a Referral to Social Care procedure](#).

Derby and Derbyshire Safeguarding Children Partnership will work with partner agencies to reduce the level of harm to children at risk of exploitation under the 5 P's Agenda: Pursue, Partnership, Prevent, Protection and Provide ([Serious Violence Strategy](#), 2018) and [Protecting children from criminal exploitation, human trafficking and modern slavery: an addendum](#) (2018).

## Key Issues when working with CRE

There are a number of important points to remember when assessing the risk of CRE:

- CRE is professional terminology and should not be used directly with children or their families; they do not relate to this language.
- Any child can be affected (male or female) under the age of 18 years, **including** 16 and 17 year olds who can legally consent to sexual relationships and make informed decisions.
- CRE can still be abuse even if the activity appears consensual.
- Sexual exploitation can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and can take place in person or via technology, or a combination of both. See [Working Together to Safeguard Children](#) (2018), page 103.
- CRE can involve force and/or enticement-based methods of compliance and may or may not be accompanied by violence or threats of violence.
- It may occur without the child immediate knowledge through others copying videos or images they have created and posting on social media.
- CRE can be perpetrated by individuals or groups, by any gender, and by children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.
- CRE is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.
- Parents/carers may be complicit in the exploitation of their children, or fail to prevent/protect from it.
- **No child under 13 years** or with Special Educational Needs and Disabilities (SEND) issues can be assessed as Low Risk if behaviours indicate they are abused or at risk of CRE. However, after thorough assessment if protective factors suggest they are low risk then they can be recorded as such.
- Children with additional needs require special consideration up to the age of 24 years. Note: The Police Child Exploitation Team only works with children under 18, children over 18 years would be dealt with as adult victims
- **Be aware:** disclosure of information by the young person may take time and evident risks may only emerge during on-going assessment, support and interventions with the young person and/or their family.

**Exploitation is never the victim's fault, even if there is some form of exchange:** All children under the age of 18 have a right to be safe and should be protected from harm.

## Who is vulnerable to exploitation?

**Any child, in any community:** Child exploitation is occurring across the country but is often hidden. However, the data on exploitation has improved which has allowed for further analysis and further developments in our response to exploitation. All practitioners should be open to the possibility that the children they work with might be affected.

**Age:** Children aged 12-15 years of age are most at risk of child exploitation although younger victims have been identified, particularly in relation to online concerns. Equally, those aged 16 and 17 or above can also be at increased risk as they can be more independent and experience less oversight of their lives. The [Office of National Statistics](#) (2017) reported that those aged 16 and over are at increased risk of sexual and criminal exploitation, compared to other age groups. It is important that such abuse is not overlooked due to assumed consent. Structural inequalities such as children and families living in poverty are vulnerabilities that place victims at heightened risk of exploitation, particularly those without adequate systemic support.

**Gender:** Though child sexual exploitation may be most frequently reported amongst young females, males are frequently reported in context of criminal exploitation however all children are at risk of all forms of exploitation. Children who identify as transgender can also be at increased risk of exploitation. Practitioners should be alert to the fact that males may be less likely than females to disclose experiences of child exploitation and less likely to be identified by others and they may not relate aspects of criminal or cultural exploitation as child abuse.

**Sexuality:** There are some groups that are more at risk through gay cultures and by virtue of presenting with difference or due to isolation.

**Ethnicity:** Child exploitation affects children from all ethnic groups.

**Heightened vulnerability factors:** [Working Together to Safeguard Children](#) (2018) makes clear the requirements for holistic assessments and a need for contextual safeguarding<sup>1</sup> of children. That means we need to keep children safe in all aspects of their life and in all environments for example, within peer and family relationships, within school, the community, online and home. This also considers broader cultural and identity factors that might place the child at risk and historic factors that make them vulnerable to abuse.

Exploitation is often linked to other issues in the life of a child, or in the wider community context. Practitioners should be alert to the fact that child exploitation is complex and rarely presents in isolation of other needs and risks of harm (although this may not always be the case), particularly in relation to online abuse. Child exploitation may be linked to other crimes and practitioners should be mindful that a child who may present as being involved in criminal activity is actually being exploited.

Good practice when working with children affected by CRE includes:

- Early sharing of information to ensure that effective help is provided where there are emerging problems.

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<sup>1</sup> See Firmin (2013) and University of Bedfordshire Contextual Safeguarding Team; Misunderstood Project. September 2020



- Holistic assessment of vulnerability, examining risk and protective factors.
- Child-centred approach and intensive support around the child, their family and peers.
- Equal focus on the five pronged governmental and local approach to CRE; Pursue, Partnership, Prevent, Protect and Provide. See [Serious Violence Strategy](#).
- Awareness raising with any professional, family or community.
- Note and disrupt areas of concern for example houses, hotels, car parks and shopping centres and report information to licensing bodies where appropriate.

**The earlier the intervention, the better the chances of success and it is likely to be far more effective than intervention at a later stage, when the impact on the child's health and emotional development is likely to have escalated or constrained choices become entrenched.**

It is important to incorporate national good practice in our work and previous strategies that have successfully addressed exploitation these principles include;

- The child's best interest must be top priority;
- There must be participation of children and parents/family;
- Enduring relationships and support to be provided;
- Multi-agency mapping and problem profiling;
- Effective information sharing within and between agencies;
- Supervision, support and training;
- Evaluation of interventions and reflection and review.

## Guidance notes for completion of the CRE Risk Assessment

These indicators are a guide and should assist the exercise of professional judgment.

Completion of the CRE Risk Assessment by the practitioner identifying the concerns should involve liaison with other agencies, at a minimum Social Care, Police, Health and Education and Specialist Exploitation Services, to ensure that there is multi-agency information sharing and support.

Please note: the lists provided within this guide are not exhaustive, the indicators and vulnerability factors are simply the most common indicators of CRE. Practitioners must expand on any indicators and provide the narrative of concern and analysis of risk based on all relevant information. It is rarely one concern that brings a child's vulnerability to our notice it is more likely to be a combination of factors, so all factors have to be considered in your response to this abuse.

A full risk assessment should be used to assess **any** risk of CRE to a child, this includes:

1. Evidenced risk indicators
2. Cultural, identity and additional vulnerability factors
3. Risk assessment analysis and summary

The analysis should include;

- Identification of current level of risk, primary risk/type of exploitation and immediate concerns
- Action already taken against person/s or places or risk
- Protective and resilience factors of the child
- Contextual safeguarding analysis
- Immediate actions taken to safeguard and protect the child
- Information sharing
- Information on how, where and when this referral has been shared

The level of intervention required depends on the presenting information. Practitioners should seek advice from an appropriate person within their agency, their designated safeguarding lead or from a CRE Champion/Point of Contact, if available.

In Derby referrals should be made to the Initial Response Team. Advice and support can also be sought from a Child Protection Manager.

In Derbyshire all new cases should be referred to Starting Point. All open cases that are considered as high risk should be referred to the Child Protection Manager for Vulnerable Children (CPM-VC).

Reference must be made to the DDSCPs' child protection procedures, [Children At Risk of Exploitation \(CRE\)](#) procedure, for the appropriate actions to be taken.

A record must be kept of case discussions, decision making and interventions in the child's case file. In all cases in order to facilitate the systematic collation of information in respect of children considered to be at risk of exploitation, the practitioner should also complete the **CRE Information Report Operation Liberty Form** (within this document) if they have

identified individuals or places that pose a risk to children. This should be forwarded to the Police Referral Unit via [RiskandReferralUnit@Derbyshire.PNN.Police.UK](mailto:RiskandReferralUnit@Derbyshire.PNN.Police.UK).

In Derby a new risk assessment should be completed after any significant incident and every team around the family, network or core group meeting. The level of risk recorded at the meeting will remain on file regardless of new assessments until there is further multi-agency CRE review meeting to formally agree the level with all relevant partners. Any planned meeting date can be brought forward (if a manager contacts the chair of the conference) if there are serious concerns about the safety of a child, but the normal safeguarding procedures must also be followed.

In Derbyshire the risk assessment toolkit should be completed and if deemed high discussed with the Child Protection Manager for Vulnerable Children (CPM-VC) for Derbyshire immediately. If medium this is to be discussed with a Team Manager. All high risk cases will require a high risk strategy meeting chaired by the CPM-VC and reviews undertaken by the CPM-VC every three months. Interim reviews will be undertaken by the Team Manager at 4 week intervals. All medium risk cases will require a medium risk strategy meeting and reviews undertaken by a Team Manager.

High risk cases should be reviewed every 4 weeks and medium risk cases should be reviewed every 6 weeks, unless a significant incident has happened and an updated CRE Risk Assessment to reflect this should be completed. Children can move very quickly between the risk indicators and therefore there should be a regular review of the risk assessment and any action plan.

**Any outside agency to Social Care who has identified risks of exploitation should refer immediately to Children's Social Care as outlined in the [DDSCPs' Safeguarding Children procedures](#) and record in the child's file.**

It is common for children in the Medium and High Risk CRE categories to be reluctant to work with practitioners, particularly if they believe that they are in love, have misplaced loyalties to others or are embarrassed and have financial needs met by the exploiter. They may also be at an early stage of the grooming process and be excited by the attention/activities and enjoying the financial and material rewards. The fear of the offender may be stronger than the wish to engage with practitioners as such the level of coercion used to groom and abuse a child should never be underestimated.

Where reluctance to engage is an issue, the person with the best relationship with the child should lead the work with them. There should also be a strong focus on the disruption and prosecution of offenders to prevent their contact with the child. Medium and High risk exploitation cases are also monitored through monthly police and partner agency tasking meetings and there may be requests through that forum to complete work with the child and information can be shared with the forum through the relevant CRE leads.

### **Children with a disability; learning difficulty/disability or Special Educational Needs and Disabilities (SEND)**

- Children with disabilities are three times more likely to be abused than children without a disability.

- Children with behaviours or conduct disorders are particularly vulnerable to exploitation.
- Other high-risk groups include children with learning difficulties/disabilities, children with speech and language difficulties, children with health-related conditions and deaf children.
- Children with disabilities are often over-protected and not informed about sex and relationships.
- Children who use technology as a means of communication are also more vulnerable to online grooming and abuse.
- Children in transition from children's to adult services and independent living are particularly vulnerable.
- Learning difficulties or delayed development may be a consequence of trauma or sexual abuse.
- A lack of diagnosis and assessment for learning disabilities can result in a child's behaviour being misunderstood, and exclusion from school. This can lead to the child being vulnerable to CRE.
- Attitudes and assumptions about children with a disability and the reluctance to believe disabled children are abused increases vulnerability.
- Barriers to provision of support services may lead to isolation of the child and their family.
- Dependency of a number of carers for personal assistance, impaired capacity to resist/avoid abuse, communication difficulties and inability to understand what is happening or how to seek help increases vulnerability.

### **The CRE Risk Assessment**

The CRE Risk Assessment should be completed where there are CRE concerns about a child. The assessment should be kept on the child's file with any relevant action taken to protect.

It is vital that the CRE Risk Assessment is thorough and has a good narrative and analysis to ensure the protection of the child/family and that the offenders can be dealt with swiftly. Any case recorded with a medium or high risk outcome should be referred immediately to a manager and;

- For new referrals not already open to Social Care – send to Initial Response Team (Derby) or Starting Point (Derbyshire) for a Single Assessment and referral to the Exploitation Strategy.
- For open cases to Social Care
  - Derby – send to the Social Worker and Team Manager for a threshold discussion and if a referral is required to the Exploitation Strategy.
  - Derbyshire - the Child Protection Manager for Vulnerable Children (CPM-VC) should be contacted immediately to agree the level of risk and will convene and chair a High Risk Strategy Meeting. In the absence of the CPM-VC, the Locality CPM will undertake this work. Please follow the Derbyshire CRE Operational Work Flow.
- CRE is not a child protection status, so if a child is on a child protection plan then the issues must be incorporated into the child protection and child in need meetings. However, you may also wish to have a professional meeting to bring together the required information before any conference, exploitation or high risk strategy meeting.

- If a child is looked after then a discussion regarding the need for a CRE meeting should be held between the Child Protection Manager Derby / CPM-VC Derbyshire and the LAC Team Manager.

The CRE Risk Assessment should be sent to Social Care as soon as it is completed and at a minimum within 24 hours of completion. **All immediate risks will require an immediate telephone referral to both Social Care and the Police.**

### CRE Risk Assessment Examples

The CRE Risk Assessment asks the referrer to review the level of risk in context of Low, Medium or High risk to further CRE. Below are some examples of CRE are provided to assist the risk analysis.

Risk Level	Examples
	<b>Coming home late or going missing</b>
<b>Low</b>	Occasional, short episodes with a plausible explanation of what has occurred.
<b>Medium</b>	More regular or lengthy missing episodes, particularly if there is no explanation of where the child has been and / or if the child returns from an episode with new belongings or clothing.
<b>High</b>	Lengthy missing episodes overnight, particularly in very bad weather. Regularly returning with new and unexplained items, especially if they are valuable. Actively hiding or lying about where they have been, after any significant incident such as a missing episode.
	<b>Concern re: online activity</b>
<b>Low</b>	Increased secrecy around the use of mobile devices, especially if the child is a teenager.
<b>Medium</b>	Evidence of sexualised language being used online, either by or towards the child. Repeated contact with unknown people online.
<b>High</b>	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.
	<b>Being abused on or off line by an adult /or targeted for abuse</b>
<b>Low</b>	A child being targeted or abused by an adult is very unlikely to be low concern.
<b>Medium</b>	Repeated contact by adults, whether reciprocated or not.
<b>High</b>	Evidence of actual abuse taking place by an adult.
	<b>Peer on peer abuse, including sexualised bullying and revenge pornography</b>
<b>Low</b>	Distribution of indecent images to a person of similar age (or similar developmental age), or minor bullying by age appropriate peers.
<b>Medium</b>	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.

Risk Level	Examples
<b>High</b>	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.
	<b>Offending, for example drugs, violence or theft</b>
<b>Low</b>	Low level acquisitive crime or personal drug possession/use.
<b>Medium</b>	Multiple instances of offending or more serious offending, such as violence towards others.
<b>High</b>	Supplying of drugs, especially if in association with others, organised violence or acquisitive crime linked to desperation for money.
	<b>Gang member or association with gangs or extremist thinking</b>
<b>Low</b>	Peripheral association with gangs or gang culture among age appropriate peers.
<b>Medium</b>	Association with older gang members, particularly if no age appropriate peers involved (isolated through age), or criminal activity linked to gang members.
<b>High</b>	Clear indoctrination into gang culture, coupled with association with older gang members and a breakdown of relationships that are not with gang members. Physical harm being caused to the child, particularly if significant.
	<b>Coerced into sexual activity</b>
<b>Low</b>	Where the child is persuaded to engage in low level sexual activity e.g. sending of indecent images (unless extreme) by an age appropriate peer.
<b>Medium</b>	Where the child is coerced/forced into contact sexual activity by a peer.
<b>High</b>	Contact sexual activity with an adult, or very extreme or dangerous sexual activity with a peer.
	<b>Evidence of grooming</b>
<b>Low</b>	Prolonged contact with a groomer but without the intention to meet.
<b>Medium</b>	Arranging to meet a person following being groomed.
<b>High</b>	Meeting with an adult following being groomed.
	<b>Abduction and forced imprisonment</b>
<b>Low</b>	A child being abducted or falsely imprisoned is very unlikely to be low concern.
<b>Medium</b>	A child being abducted or falsely imprisoned is very unlikely to be medium concern.
<b>High</b>	A child being abducted or falsely imprisoned.
	<b>Indicators of Modern Slavery/Trafficking</b>
<b>Low</b>	A child appearing to find transport easily available despite having limited access to funds.

Risk Level	Examples
<b>Medium</b>	Evidence of the child being transported by an adult.
<b>High</b>	Evidence of the child being transported by an adult with additional evidence of an exploitative intention (by the adult), such as sexualised communication or communication about drugs.
<b>Low</b>	<p style="text-align: center;"><b>Carrying Weapons/Feeling the need for protection</b></p> Evidence of the child talking about needing to carry weapons for protection.
<b>Medium</b>	A child being found to be in possession of a weapon (not necessarily by the police).
<b>High</b>	A child repeatedly carrying weapons despite being dealt with by the police and exhibiting fear if not in possession of a weapon. <p style="text-align: center;"><b>Knowledge of other areas or found out of area, with no legitimate links</b></p>
<b>Low</b>	Talking about locations that are out of area despite no known experience of that area.
<b>Medium</b>	Being found in other areas with no explanation of how they got there, or repeatedly talking about having visited locations that they should not be able to reach.
<b>High</b>	Repeatedly returning to a specific area despite no known links to that area, or being found living/staying in a dwelling they have no links to.

## CRE Risk Assessment

### Professional Assessment of Child's Risk of Exploitation

Name of Child:

Age/DOB:

Address:

Which Local Authority has responsibility for this Child?

- Name of allocated Social Worker/MAT/Early Help Worker, if known:
- Contact details:

Has this Child previously had a CSE/CRE Risk Assessment undertaken?

Does the Child have any disabilities?

### Section 1: CRE Risk Indicators

**Remember:** if indicators suggest they are at risk of CRE, **no child under 13 years or with Special Educational Needs and Disabilities (SEND) issues** can be assessed as Low Risk. CCE = child criminally exploited, CSE = child sexually exploited. Risk = Low (L), Medium (M) or High (H).

Indicators	CCE	CSE	Risk L/M/H
<b>One or more indicators identified requires input</b>			
Concern re: online activity			
Regularly missing from home, care or education			
Being abused on or off line by an adult /or targeted by an adult			
Change of contact with family and friends and other support networks			
Experimenting with drugs and/or alcohol (dependent on age)			
Noticeable change of self-image/appearance or dress			
Peer on peer abuse, including sexualised bullying and revenge pornography			
Getting into cars with adult(s)			
Associating with peers or adults with a known risk of exploitation			
Arranging to meet for sexual activity			
Making and then withdrawing a complaint/s			
Unexplained injuries			
Going to unsafe places i.e. known houses or places identified as a risk			
Knowledge of other areas or located out of area, with no legitimate links to that area			



Indicators	CCE	CSE	Risk L/M/H
One or more indicators identified requires input			
Unaccounted for money or goods including mobile phones, drugs and alcohol			
Increased interest in making money or need for money			
Self-harming			
Offending e.g. violence, theft and drug dealing			
Gang member or association with gangs or extremist thinking including 'normalisation' of gang violence and criminality. Consideration to be given to:			
<ul style="list-style-type: none"> <li>Graffiti style 'tags' on possessions</li> <li>Starting to adopt certain types of groups behaviours e.g. ways of talking, hand signs and abbreviated text</li> <li>New nicknames</li> </ul>			
Coerced into sexual activity			
Evidence of grooming			
Abduction and forced imprisonment			
Indicators of modern slavery/trafficking			
Miscarriages or terminations/presenting for pregnancy or sexually transmitted infection (STI) testing			
Carrying weapons/feeling the need for protection			
Forced marriage or marriage of convenience or preparations for such			
Suspected Female Genital Mutilation (FGM) or known culture of this within the family			
Child shows/family interest in radicalisation or extremism			
Other:			
Please expand on any indicator above (external agencies only)			

Summary of CRE Risk Indicators	
Level of Risk (low / medium / high):	
Related to Thresholds: emerging concerns (Early Help)/ complex or serious needs (Section 17 Child In Need) or child protection concerns (Section 47):	

<b>Offender/Location/Environments of Concern</b> - give as much information as possible about those locations, environments and persons who pose a risk to the child
<b>Locations:</b>
<b>Environments:</b>
<b>Person/s who pose a risk:</b>
<b>Other:</b> e.g. does child pose a risk to themselves?

## Section 2: Cultural, Identity or Additional Vulnerability Factors

In this section please note the current concerns and consider in your commentary whether the child is at risk as a result of these factors.

Factors	Historic	Current	Commentary
Looked after child / fostered / private fostering / child leaving care or living independently			
Some form of family conflict / break down of relationships			
Witnessing or experiencing abuse and / or neglect			
Young carer			
Homelessness / sofa surfing			
Emotional or mental health issues of child, parent or carer			
Substance or alcohol misuse by parents / carers / wider family			
Capacity issue, learning needs, disability of child or their parent / carer			
Subjected to discrimination i.e. homophobia / racism			
Criminality within family			
Death or loss or illness of a significant person			
Financially unsupported			
Lack of love and security			
New arrival / refugee / asylum seeker			
Social exclusion / isolation/ disappearing from the system			
Previous history of exploitation			

### Other Important Information

### Section 3: Risk Assessment Analysis and Summary

What is the current level of risk? Low, Medium or High?		What is the primary risk / type of exploitation?	
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Immediate concerns:

--

Action already taken against person/s or places of risk

--

Protective Factors/Resilience of child

--

Contextual Safeguarding Analysis (Are there other impacts of this abuse i.e. bullying / isolation / stigma)

--

Immediate actions to safeguard child:

Action	Responsible	Timescale

Are the child and family aware of referral?	
Are there any barriers to engagement with professionals?	
Are there any risks to practitioners?	
Threshold met related to safeguarding thresholds: i.e. emerging concerns (Early Help), complex or serious needs (Child In Need) or child protection concerns (Section 47) or complex (organised or multiple) abuse	

Date CRE Risk Assessment completed:	
Date of referral to Children's Social Care:	
Date of referral to the Police:	

Name of Practitioner completing CRE Risk Assessment:		Date:	
Agency and contact Details:			

## **Guidance on Completing the CRE Information Report Operation Liberty**

The Information Report Operation Liberty Form offers a multi-agency system of sharing information with Derbyshire Police to aid keeping children safe.

This form should be used to provide details of any concerns about people who pose a risk to a child, any known location where children are at risk of exploitation and any concerns about a child's circumstances, that makes them vulnerable to exploitation. The form should be used primarily to share information about the person/s or place/s that poses a risk to the child/ren, not to discuss the child's behaviours. The information can also include low level, soft 'whisperings' and 'gut feelings', something that does not sit well with you or your co-workers but has nowhere else to go.

Prior to completing the form, practitioners should seek advice and support from their agency CRE champion (Derby), Single Point of Contact (Derbyshire), Senior Practitioner or Manager. Advice and support can also be sought from in Derby a Child Protection Manager telephone 01332 642376 (Derby) or in Derbyshire the Child Protection Manager for Vulnerable Children (CPM-VC) telephone 01629 532834.

Please refer to the CRE Risk Assessment and for the types of exploitation covered in the CRE Strategy e.g. sexual exploitation, criminal exploitation, county lines, debt and trafficking.

You must also share it with any other practitioner's involved with the child. If they are known to Children's Service's you must send a copy of the form to the child's Social Worker or Children's Practitioner who will analyse your data and upload onto the child's file.

**If the information is about serious/complex needs or child protection concerns about a child, a referral must also be made to Children's Social Care.** Please see DSCBs' Safeguarding Children procedures, [Making a Referral to Social Care](#).

Please ensure that the information is accurate, current and that it is factual and not opinions.

Also ensure that full names and details of victims and where alleged perpetrators are provided. If you are unsure of the information then make checks before completing the form and sending it to the Police Referral Unit. If the information is unreliable or you are uncertain about the content, you may wish to arrange a multi-agency meeting before completing and submission of the Information Report Form.

**NEVER assume someone else has passed on the information you have.  
Duplicate information is better than none.**

## CRE Information Report Operation Liberty

(Note which form of Exploitation you are reporting)

Date/Time of report:

Name:				
Post/Job Title:				
Agency:				
Contact details:				
Witnessed Incident?		Member of Public?		Practitioner?

Are you reporting the information as a third party?

If so, details of witness, if known:

Would they be willing to engage with the Police?

**Please provide information about specific events/incidents. Include as much detail as possible (where known) regarding name's / descriptions / nicknames / vehicle details / addresses / risks i.e. weapons. Do not use abbreviations.**

**Date/time/location and details of incident:**

**Alleged offender(s)(if known):**

**Details of other persons present at incident (if known):**

(Please use one form for each victim) Note: Use this space to report an incident even if this **does not** relate to a victim.

**Victim (if known):**

**DOB:**

**Name(s) and contact details of persons/professionals this information has been shared with:**

Send all referrals to the Police Referral Unit:

[RiskandReferralUnit@Derbyshire.PNN.Police.UK](mailto:RiskandReferralUnit@Derbyshire.PNN.Police.UK)

and North or South Division Neighbourhood Safeguarding Team

[NDNST@Derbyshire.PNN.Police.UK](mailto:NDNST@Derbyshire.PNN.Police.UK) or

[SouthDivisionNeighbourhoodSafeguardingTeam@Derbyshire.PNN.Police.UK](mailto:SouthDivisionNeighbourhoodSafeguardingTeam@Derbyshire.PNN.Police.UK)

**PLEASE NOTE THIS IS NOT A REFERRAL FORM TO CHILDREN'S SOCIAL CARE**

If you believe there are serious/complex needs or child protection concerns you must make a referral to Children's Social Care as per DSCBs' [safeguarding procedures](#). If the child is already known to Social Care you **must** also send a copy to their Social Worker or MAT/Early Help Worker.

## Intervention Strategies

Common strategies are outlined below:

- Disrupting the child's relationship with other children suspected of introducing them to adults involved in violence, gang activity, drugs and sexual exploitation.
- Disrupting the child's contact with adults suspected of being involved in violence, drugs and exploitation.
- Gather, record and share information (via CRE Information Report Operation Liberty) to assist prosecution and disruption of adults or other children suspected of being involved in violence, gang activity, drugs and exploitation.
- Corroboration of evidence is very important to prevent reliance on the child's statement.
- Promote positive relationships with family, friends and carers, communities.
- Physically protect the child for example Emergency Protection Order, Police Protection Order harbourers notice if required and at the discretion of the relevant authority.
- Maintain contact whilst absent; 'compassion banking' i.e. text, email, letter, card.
- Enhance the return procedure to ensure it is a positive experience.
- Set clear boundaries of acceptable behaviour and motivate positive behaviour through reward.
- Empower the child/parent/carer/ foster carer, remember they are a key partner in protecting the child and gathering information to disrupt perpetrators.
- Build the child's self-esteem.
- Raise the child's awareness of CRE and the dangers of risk taking behaviours.
- Consider physical, sexual and emotional health needs of the child and family.
- Involve the child in diversionary activities.
- Make home a more attractive place to live.
- Achieve normality.
- Make school a more attractive place to go.
- Provide specialist support through other agencies.
- Plan on positive change for the future and set small targets to achieve monthly.
- Where a child is refusing or reluctant to engage and is involved in selling or exchanging sex or grooming peers discuss this with the Police or your CRE Lead. If they are a persistent offender the case should be referred to a Police and Child Protection Manager for a high risk strategy meeting.
- When considering commissioning specialised support please provide a rationale for using one service over and above another.

In addition to the above practitioners should refer to the [Child Exploitation Disruption Toolkit; disruption tactics](#) (2019) which:

- Sets out many of the tools useful for police and other safeguarding professionals to disrupt the sexual and criminal exploitation of children and young people, break the cycle of abuse and send a signal to perpetrators about the consequences of their actions.
- Helps safeguarding partners know how their knowledge, expertise and information sharing could contribute to the protection of victims, evidence for further action, arrest and potential prosecution of offenders.
- Provide useful guidance about technological options available to support interventions.

## Disruption Strategies Interventions Options Tool

This tool identifies which disruption tactics may be used for the individual child to support the development of an effective intervention plan.

Aim	Intervention Options	
<b>Disrupt the child's relationship with other people suspected of introducing them to adults involved in violence, gang activity and sexual exploitation</b>	<ul style="list-style-type: none"> <li>Identify who the child is spending time with and recognise negative relationships.</li> </ul>	
	<ul style="list-style-type: none"> <li>Prevent visits to the home by other children who may either deliberately or unwittingly be recruiting the child.</li> </ul>	
	<ul style="list-style-type: none"> <li>Screen telephone calls to the home.</li> </ul>	
	<ul style="list-style-type: none"> <li>Complete CRE Information Report Operation Liberty on known associates and any risk they pose.</li> </ul>	
<b>Disrupt the child's contact with adults or children suspected of being involved in violence, drugs and exploitation</b>	<ul style="list-style-type: none"> <li>Implement the Abduction Warnings and Orders strategy.</li> </ul>	
	<ul style="list-style-type: none"> <li>Recognise and acknowledge abusive relationships.</li> </ul>	
	<ul style="list-style-type: none"> <li>Deny individuals suspected of abusing, grooming, or recruiting the child access to the child's home.</li> </ul>	
	<ul style="list-style-type: none"> <li>Secure mobile phones and SIM cards, particularly if supplied by abusers and pass to the Police.</li> </ul>	
<b>Gather information to assist prosecution and disruption of adults suspected of being involved in violence, gang activity, drugs, exploitation</b>	<ul style="list-style-type: none"> <li>Obtain as much information as possible to identify associates and those who pose a risk to children. Good information includes full names, nick names, telephone numbers, addresses and car registrations etc.</li> </ul>	
	<ul style="list-style-type: none"> <li>Keep accurate records and retain the information on children's personal files; it is important to date and time the information and note who is involved in incidents and any interventions.</li> </ul>	
	<ul style="list-style-type: none"> <li>Complete CRE Information Reports Form Operation Liberty and send to the City or County Police Referral Unit.</li> </ul>	
	<ul style="list-style-type: none"> <li>Note down any licensed body or property and send information to the <a href="#">Derby</a> or <a href="#">Derbyshire</a> Licensing Teams.</li> </ul>	
	<ul style="list-style-type: none"> <li>Ensure all network group members are updated at meetings and as and when information is accessed.</li> </ul>	
	<ul style="list-style-type: none"> <li>Be aware of specific agency responsibility and interventions i.e. Abduction Orders, licensing remedies, checks on persons.</li> </ul>	
<b>Promote positive relationships with family, friends and carers</b>	<ul style="list-style-type: none"> <li>Parents/carers should be actively engaged in searching for child to evidence a level of concern and care.</li> </ul>	
	<ul style="list-style-type: none"> <li>Promote positive relationships with family and friends.</li> </ul>	

Aim	Intervention Options	□
	• Promote the need for parents/carer to show attention.	
	• Encourage honesty; reinforce the nature of the crime.	
	• Involve parents/child in tackling the problem and in CRE and other relevant meetings.	
	• Identify suitable long-term key workers who can “befriend” the child.	
<b>Physically protect the child</b>	• It is permissible to physically intervene to prevent a child running from care as an emergency intervention.	
	• Physical intervention does not offer a long-term risk management strategy and if the only way to prevent the child repeatedly running away is by physically restraining child on a regular basis, an alternative or reciprocal placement should be considered.	
	• Consider removing and preserving clothing and passing it to the Police if it will aid the Police in an investigation.	
	• Police and Social Care Protection Powers to be used as appropriate.	
<b>Maintain contact whilst absent</b>	• See <a href="#">Derby and Derbyshire Runaway and Missing from Home or Care (RMFHC) Protocol</a>	
	• Ring the child’s mobile phone.	
	• There must be 24/7 contact available so that the child does not feel isolated during evenings or at weekends.	
	• Ensure the number of the Missing People Helpline and Childline is in the child’s mobile phone address book or text the numbers to them including local service helplines.	
	• Compassion banking - send text messages to the child. Consider using ‘text language’ that the child relates to, tell them you are worried and care about their safety and encourage them to contact you or another adult.	
	• Consider informing appropriate outreach workers, Safer Neighbourhood Team Bulletins, border alerts (UKBA/UKHTC) and agencies in other cities such as Social Care, Police and specialist services.	
	• If whereabouts are unknown consider publicity and posters; their design should child-centred.	
	• If still missing after 3 days or earlier if deemed appropriate, a missing strategy meeting should be held.	
<b>Enhance the return procedure to ensure it is a positive experience</b>	<ul style="list-style-type: none"> <li>• See <a href="#">RMFHC Protocol</a>.</li> <li>• Identify an individual that the child respects and wants to talk to. This person should conduct the return interview within 72 hours of the child’s return on <b>every occasion</b> wherever possible and be alert of CRE indicators. This will support consistency and facilitate a positive relationship between the child and the interviewer.</li> </ul>	



Aim	Intervention Options	□
	<ul style="list-style-type: none"> <li>• Safe and well checks or interviews by Police Officers that are no more than an admonishment of the child should be avoided, as these may exacerbate the situation. Threats to prosecute for wasting Police time or threats to take out an ASBO are rarely effective at engaging child who regularly go missing, and are unlikely to positively change their behaviour.</li> <li>• Independent interviews should be arranged and would preferably be conducted by practitioners who have received specialist training and have a good relationship with the child.</li> <li>• Return interviews should be followed up by active support of the child to ensure the return interview is seen as a positive experience.</li> <li>• Where the child is involved in petty offending consider Restorative Justice Solutions as the offending could be symptomatic of abuse; particularly recognised in young males.</li> <li>• Child who are persistently missing should have a missing behaviour strategy or multi-agency plan to address future missing reoccurrence and to reduce the risks to that the child should they go missing again.</li> <li>• The child's situation should also be discussed at the Derby Missing Children Monitoring Group or Derbyshire Tactical Missing Person Group.</li> </ul>	
<b>Set clear boundaries to acceptable behaviour and motivate positive behaviour</b>	<ul style="list-style-type: none"> <li>• Consult the child and agree rewards and penalties.</li> <li>• Consider appropriate reward and penalty schemes.</li> <li>• Adopt a behaviour management strategy.</li> <li>• Give the child more independence in response to responsible behaviour.</li> </ul>	
<b>Empower the parent/ carer/ foster carer</b>	<ul style="list-style-type: none"> <li>• Raise the awareness of parent, carers and foster carers of relevant policies, procedures, their responsibilities, duties, legal powers, their options and restrictions upon them.</li> <li>• Consider family support services.</li> <li>• Maintain active support of parents, carers and foster carers.</li> <li>• Raise the awareness of parents and carers to help them to identify the signs of child exploitation and encourage use of the CRE Information Report Operation Liberty.</li> <li>• Consider parenting programs, contract or where appropriate Parenting Orders.</li> <li>• Provide training in self-protection.</li> </ul>	
<b>Build the child's self-esteem</b>	<ul style="list-style-type: none"> <li>• Identify and encourage positive activities that the child may engage in and encourage the child to make positive contributions at home, school, leisure or work; positive activities should build self-esteem, not just entertain.</li> <li>• Assist the child to look at the consequences of their behaviour.</li> </ul>	

Aim	Intervention Options	□
	<ul style="list-style-type: none"> <li>• Take time to explain the issues and keep the child informed.</li> <li>• Involve the child in looking at alternatives and decision making.</li> </ul>	
<b>Raise the child's awareness of the dangers</b>	<ul style="list-style-type: none"> <li>• Work with schools to raise awareness of risk.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Develop or identify internet sites aimed at children to raise their awareness of the dangers of going missing. They must be child focused, accessible and user friendly to ensure that children will be attracted to them and motivated to use them.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Arrange inputs by professionals to groups or individuals explaining the dangers.</li> <li>• Organise individual or group discussions with adults the child respects.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Facilitate peer mentoring (buddies) by children who have been through similar experiences and learnt how to cope and protect themselves from exploitation.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Arrange personal safety training for the child and family.</li> </ul>	
<b>Consider the health needs of the child</b>	<ul style="list-style-type: none"> <li>• Sexual health and contraceptive advice.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Medical treatment if suffering neglect, injury or poor health.</li> <li>• Therapeutic Interventions.</li> </ul>	
<b>Involve the child in diversionary activities</b>	<ul style="list-style-type: none"> <li>• Enable the child to participate in exciting positive activities and leisure activities such as drama or dance.</li> <li>• Activity weekends or team building exercises through multi-agency provision.</li> <li>• Arrange work experience opportunities or vocational training.</li> <li>• Use all agencies involved such as YOT, Police, Social Care and any other services most appropriate for the child.</li> </ul>	
<b>Make home a more attractive place to live</b>	<ul style="list-style-type: none"> <li>• Identify push / pull factors and deal with them.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Tackle relationship problems.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Consider specialist placement options.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Address domestic violence issues.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Tackle drug / alcohol problems of other family members.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Consider an alternative placement that gives the child a feeling of more independence and responsibility.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Consider a placement that has continuity of staff and extra support for evening shifts.</li> </ul>	
<b>Achieve normality</b>	<ul style="list-style-type: none"> <li>• Consider extended stay with a family member in a different city to break the cycle.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Enforce bed and waking times.</li> <li>• Promote attendance at school.</li> </ul>	

Aim	Intervention Options	
<b>Make school a more attractive place to go</b>	<ul style="list-style-type: none"> <li>• Encourage child to eat together with parents / carers / siblings at meal times.</li> <li>• Tackle bullying, truancy and peer pressure.</li> <li>• Provide 'Personal, Social and Health Education'.</li> <li>• Encourage engagement with alternative and educational provision.</li> <li>• Consider provide of funding for after school activities.</li> </ul>	
<b>Provide specialist support through other agencies</b>	<ul style="list-style-type: none"> <li>• Therapeutic Services i.e. sexual, drugs and alcohol, counselling and other services.</li> <li>• Provide parent-referral systems that deal with parent's concerns that their child will be taken into care if they report abuse</li> <li>• Advocacy Services.</li> <li>• Mentoring Services.</li> <li>• Child and Adolescent Mental Health Services (CAMHS), consider Mental Capacity Act 2005 to care of over 16 year olds.</li> <li>• Involve Education Welfare.</li> <li>• Involve Youth Services.</li> <li>• Raise awareness of "drop in" support groups.</li> <li>• Refer to a MAT Connexions Advisor.</li> <li>• Refer to Voluntary Sector for support.</li> <li>• Refer to Safe and Sound.</li> <li>• Consider Barnardo's 4 A's Model (Access, Advocacy, Assertive outreach and Affection).</li> <li>• Provide self-referral systems so that young people can refer themselves.</li> <li>• Provide parent-referral systems that deal with parent's concerns that their young people will be taken into care if they report abuse.</li> </ul>	
<b>Plan on positive change and set small targets to achieve monthly</b>	<ul style="list-style-type: none"> <li>• Targets need to be agreed with the child and parents.</li> </ul>	
<b>Where a child is refusing or reluctant to engage, and is involved in soliciting or grooming peers, ensure all engagement and disruption activities detailed above have been considered</b>	<ul style="list-style-type: none"> <li>• Where the police are considering criminal action against children and the final decision rests with the police, they should consult with partner agencies through the CRE meetings to ensure that all alternatives and appropriate actions have been considered for that child, in line with ACPO guidance in relation to not criminalising young people where possible.</li> </ul>	

## Disruption Letter to Known or Alleged Perpetrator/s

Issues to consider when using this template letter. Disruption Letters are not to be sent without legal advice and in Derby Deputy Head of Service and in Derbyshire Locality Head of Service agreement.

- This letter applies when the local authority does **NOT** have parental responsibility.
- There should be written and informed consent from the person(s) with parental responsibility and from the child, taking into account their capacity to give consent (Fraser Competence).
- Should a decision be made to send the letter without the consent of the child, there will need to be a clear assessment of risk and what issues have been balanced in deciding to send the letter without obtaining the child's consent?
- We cannot require/order people to do any actions if we are not able to enforce this, hence the language of request. If we do have evidence that the person does present an immediate risk (i.e. has a risk to children status) we should be looking to other legal actions; for example Emergency Protection Order or Police Protection to ensure the child is removed.
- We have to be clear what we can enforce through our civil and legal responsibilities and what the Police can enforce through criminal action; hence stating we will refer to the Police and the act under which they will consider any action.
- Where we have put that the person should contact the Police, we need to be confident that the Police will act appropriately on that contact.

Where the child is subject to a Care Order, then again different legal actions can be applied, in terms of Recovery Orders ([Sections 49-50 Children Act, 2004](#)).

### To Whom It May Concern:

The child named above is under 16 years of age and s/he and their family are being supported by the Derby City Council People's Services (Early Help and Children's Safeguarding) /Derbyshire Children's Services. We are working closely with the family to reduce any episodes of running away and prevent any risk to him/her from known or unknown persons.

His/her parent(s)/carers do not wish him/her to have contact with you; this position is supported by the agencies working with the family. The purpose of this letter is to request that you do not contact or associate with (*name of child*) again. If s/he turns up at your address we would request that you ask him/her to leave and if s/he refuses, please call the Police on 101 to report the situation.

If you do not comply with this request, we will refer the matter to the Police who will consider taking action against you under Section 2, Child Abduction Act 1984.

Yours sincerely,

## Key Contacts, Resources and Local Agencies

- Derby Children's Social Care: Initial Response Team 01332 641172, Careline (out of hours, weekends and bank holidays) 01332 956606
- Derbyshire Children's Social Care: Starting Point 01629 533190
- Derby Child Protection Managers: 01332 642376
- Derbyshire CRE Child Protection Manager Vulnerable Young People: 01629 532834
- Police: non-urgent 101 or in an emergency 999
- Derby and Derbyshire Safeguarding Children Partnership safeguarding children procedures, includes specific chapters on CRE and trafficking, and other safeguarding information see [www.ddscp.org.uk](http://www.ddscp.org.uk)

## Key National Agencies and Resources

- PACE (parents against child sexual exploitation): [www.paceuk.info](http://www.paceuk.info) Safe and Sound: 01332 362120: [www.safeandsoundgroup.org.uk](http://www.safeandsoundgroup.org.uk)
- NSPCC Child Trafficking Advice Centre: 0808 800 5000 [www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-trafficking/](http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-trafficking/)
- UK Safer Internet Centre: Helpline 0844 3814722, [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk) [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- [Modern Slavery and Human Trafficking Hub](#) (part of National Crime Agency):
- [Contextual Safeguarding Network](#), [University](#) of Bedfordshire
- [Serious Violence Strategy](#) (2018) Home Office
- [Keeping Children Safe in Education](#) Department for Education
- [Child Sexual Exploitation: definition and a guide for practitioners](#) (2017) Department for Education
- [Child Sexual Exploitation: Practice Tool](#) (2017) Research in Practice (open access)
- [Criminal exploitation of children and vulnerable adults: county lines](#) (2018) Home Office
- [Protecting children from criminal exploitation, human trafficking and modern slavery: an addendum](#) (2018)
- [Disruption checklist for child criminal exploitation \(related to 'county lines'\)](#) (2018) The Children's Society
- [Child Exploitation Disruption Toolkit: disruption tactics](#) (2019) Home Office
- [National protocol on reducing criminalisation of looked-after children](#) (2018) Department of Education