



Kingston and Richmond  
Safeguarding Children Partnership

# Kingston & Richmond Safeguarding Children Partnership

## Context Threshold Guidance

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Owner:	André Vlok
Target audience:	Multi-agency partners
Name of author:	André Vlok
Job title of author:	Adolescent Exploitation & Missing Manager/Contextual Safeguarding Lead
Contact details:	<a href="mailto:andre.vlok@achievingforchildren.org.uk">andre.vlok@achievingforchildren.org.uk</a>

## Related policies & publications

**Working Together to Safeguard Children 2018 ETC**

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## 1. Introduction

Contextual Safeguarding seeks to understand what is happening for the children within our community and provide a coordinated response to Contextual Safeguarding & Exploitation (CS&E) concerns. More specifically to address risks from an identified Context within a community setting, which can be described as a “hotspot” or “space or place.” These Contexts may be geographical areas of risk including gang ‘territories, congregation points, anti-social behaviour and crime hot spots and physically unsafe areas. These spaces and places of concern can be described as residential addresses, community spaces i.e. parks, car parks and/or virtual places including YouTube postings, sites created by children and social network links. In understanding safety for children, the Contexts where harm may occur needs to also be considered.

The guidance aims to outline how we coordinate, support and respond to the factors impacting on safety in these places, these could include but are not limited to: Youth Safety Strategy, Youth Justice Strategic Plan, Violence Reduction Plans, Serious Youth Violence and Knife Crime, MOPAC response to County Lines, KRSCP Multi-Agency Child Exploitation (MACE) Terms of Reference, VCA (Vulnerable Child & Adolescent) Strategic Oversight Document, KRSCP Joint Missing Protocol. The two overarching operational frameworks to be considered within the application of a child safeguarding approach to harm in community spaces, are the MACE Terms of Reference and the Contextual Safeguarding Framework.

In relation to information sharing, **the MACE Terms of Reference** outlines its purpose as “to safeguard children and young people from harm as a result of going missing; child sexual exploitation; or trafficking (or exploitation arising as a consequence of being the victim of trafficking including County Line drug dealing). A multi-agency focus on risk, harm and vulnerability is critical. To achieve this four key areas for activity have been identified: Understanding and Identification, Prevention, Intervention and Support, and Disruption and Justice.

In relation to ensuring child safeguarding is the focus in relation to intervening in the context, a, **Contextual Safeguarding as a Framework** is provided by the Contextual Safeguarding Network and based on research which identifies how to ensure Contextual Safeguarding is sufficiently embedded (Firmin, et al., 2016). The framework comprised four domains which outlines how to ensure “a safeguarding and child protection system would be contextual”:

1. **Target** - was designed to identify, assess and intervene with the social conditions of abuse (i.e. targeted the nature of the contexts in which abuse occurred rather than just the individuals affected by it).
2. **Legislative Framework** - drew extra-familial contexts into traditional child protection and broader child welfare and safeguarding processes (which were traditionally focused on families) as opposed to purely community safety and policing
3. **Partnerships** - built partnerships with sectors and individuals who managed or had a reach into extra-familial settings where children spent their time (such as those responsible for the management of schools, transport services, shopping centres, libraries, take-away shops)
4. **Outcomes** - measured its impact on the contexts where children were vulnerable to abuse or harm (rather than just focusing on a change in the behaviour of individuals who continued to spend time in harmful spaces).

Therefore, in an effort to streamline these areas of focus into the “how” of the response to Contexts will be framed within the four focus areas: **Identification, Assessment, Intervention and Monitoring**. This therefore ensures a holistic model which can be actioned beyond just the focus of Social Care, but has a community focus. In recent history, It considers that although adolescents are often described with synonyms like “risk taking behaviour;” children who are at risk of Contextual Safeguarding & Exploitation (CS&E) concerns are not responsible for this harm caused to them and should be protected from it. This is further understood in the various pieces of research which highlight that for adolescents (children) who have been exposed to Adverse Childhood Experiences (ACEs) such as neglect, maltreatment, domestic violence and parental substance misuse may be “push” factors and vulnerabilities leading to exploitation.

Therefore the focus of this document is to focus on the specific contexts (locations) where the harm occurs, a child who has experienced extra-familial harm should be referred and considered for assessment as per the established safeguarding procedures to the SPA (Single Point of Access) and an Adult to Adults’ Social Care and Police. There are elements of this document which can support the Social Work assessment and the use of context weighting, to establish which context requires the immediate response for the named child. Whereas this document outlines the response to the named location, to implement a child safeguarding focus into the community space to support and build community safety.

## 2. Identification of Contexts of harm

When concerns have been identified in relation to a specific Context, consideration of the threshold (Graph 1) can support identifying the severity of the concern and support next steps.

There is an important recognition that prior to the development and application of Contextual Safeguarding as a framework and the Serious Case Reviews conducted in 2012 regarding Child Sexual Exploitation (ie Rotherham, Rochdale, Derby, etc) there was limited focus from a Children Services perspective in working in the Contexts where exploitation concerns occurred outside of the home. However, partner agency colleagues in Police and other departments within the Local Authority have had a focus on addressing concerns related to anti-social behaviour and the safety of vulnerable adults. The aim of this guidance is to bring together these colleagues with a child safeguarding framework at the centre of the work being undertaken, and thus enhance rather than duplicate or replicate work already in place. Therefore when a Context is identified beyond the Level 1 threshold, typically the first meeting to take place would be a joint partnership meeting with the Community Safety and Resilience Leads for both Kingston and Richmond and Local MET Police representative, whose focus is Anti-social behaviour (please see Section 5 for more details).

This meeting is designed to consider the reporting systems already in place for community members to report in concerns either to Police or the Local Authority, and with the Contextual Safeguarding Lead in attendance consider the impact to the safety of children in and for their communities.

It is to this aim that an email address has been set up within Achieving for Children, so that Children’s Services can also be made aware of Contexts of concern, [contextualsafeguarding.exploitation@achievingforchildren.org.uk](mailto:contextualsafeguarding.exploitation@achievingforchildren.org.uk). The aim of this email is to support child safeguarding focus in community spaces which may not yet meet the criteria for Police and/or Local Authority intervention or to enhance those interventions. In addition to this, within the technology recording system Liquid Logic, which is used by AfC, changes have been made to various forms to support in the identification and analysis of contexts which correspond to specific children. Through these mechanisms identifying contexts of concern, can become more embedded in the practice of safeguarding children and vulnerable adults.

Just as there are four levels of need for children, we have developed four levels of concern in respect of the contexts, each of these levels are subdivided based on the impact to children in the environment, role of the adult in the environment, and impact of policies and procedures into the environment.

### Overview of thresholds:

<p><b>Little to no concern</b></p>	<p><b>Level 1</b></p>	<p>These contexts present little to no harm to the child; there are no identified indicators occurring within the context; there are responsible adults who maintain ownership and oversight of the space as well as appropriate safeguarding policies and procedures which support children’s safety in the context.</p>
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<b>EMERGING</b>	<b>Level 2</b>	<p>Within the context, there are emerging themes of concerns which indicate a child at risk of extra-familial harm, which may include themes or patterns linked to the responsible adult who maintains ownership or oversight of the space and indicators the policies and procedures may contribute to these emerging themes. The aim of intervention at this level is to understand what work may already be in place, through other reporting means ie Police ASB and/or Community Safety and Resilience response from the Local Authority. The purpose of the work would be to enhance and support the work in place.</p>
<b>MODERATE</b>	<b>Level 3</b>	<p>These contexts require -- in order to achieve or maintain a satisfactory level of safety for children. There are themes and patterns which identify ongoing concerns related to extra-familial harm, these locations are considered to be "hotspot" locations which are regularly identified through Police intel and/or disclosures from children. These contexts may require various types of intervention and monitoring for a prolonged period of time and various types of disruption measures are considered. These locations are likely linked to a child(ren) known to MARVE Panel, and therefore a co-chaired meeting with Police colleagues is required.</p>
<b>SIGNIFICANT</b>	<b>Level 4</b>	<p>These contexts are identified as contributing to the extra-familial harm children suffer; there are no clear adults of responsibility monitoring or taking ownership of the location and/or there is a lack of policy and procedure to support safety within the space.</p>

**Graph 1 - Threshold indicators**

Level 1	Level 2	Level 3	Level 4
<p><b>What do children say about the Context/ What happens to children in the Context:</b></p>			
<p>Children, and where present, staff and or/other appropriate adults in a context report friendship groups to be supportive and age-appropriate friends.</p> <p>Children state that they feel safe in this context.</p> <p>Children report they are exposed to a range of ideas and opportunities to give them choices about their lives.</p> <p>Children know who they can talk to if they are worried, and know that those staff have a safeguarding responsibility for them.</p> <p>Children and staff (if present) report that sexual behaviour is developmentally appropriate in context.</p> <p>Children report that relationships are socially acceptable, consensual, and reciprocal.</p>	<p>Context where multiple children congregate potentially leading to harm.</p> <p>Physical Context of harmful incidents are not assessed or intervened in following incidents.</p> <p>Context in which there is underage and problematic alcohol consumption.</p> <p>Context is one in which harmful incidents take place.</p> <p>Where relevant some design/ structural elements enable safeguarding issues to go undetected (for example low lighting and overgrown bushes).</p> <p>Multiple children can identify the context as one in which problematic behaviours occur and/or they feel unsafe</p> <p>Peer group or context is one in which a number of children repeatedly display problematic and harmful behaviours.</p> <p>Some children report concerns of sexualised behaviour, sexualised language and/or sexual harassment within the Context.</p>	<p>Context where children are aware of others carrying weapons and feel compelled to do so themselves.</p> <p>Context where children are exposed to single instances of violence.</p> <p>Children and peers normalise and accept harm and inappropriate behaviour within this Context.</p> <p>Children have experienced or displayed instances of sexually harmful behaviour and language.</p> <p>Peer bystanders in the context actively encourage or normalise highly problematic behaviours (i.e. victimisation, criminality).</p> <p>Children are exposed to physically violent, highly intrusive behaviours, which may at times appear sadistic in nature.</p> <p>Significant harm occurring due to children avoiding the context/school in order to stay safe.</p>	<p>Context where there are multiple instances of personal theft.</p> <p>Context where a young person is murdered.</p> <p>Context in which there is underage and problematic alcohol consumption, alongside other risk factors, e.g. in the presence of adults of concern/at high risk times of day.</p> <p>Serious concerns about context where children carry or are exposed to weapons e.g. knives, guns, acid.</p> <p>Serious concerns about children carrying and using drugs in this context.</p> <p>Context in which children are being repeatedly coerced into criminal or sexual exploitation.</p> <p>Context where children are exposed to adults who pose a risk of significant harm.</p> <p>Community disorder i.e. riots/uprising with implications for children or particular Contexts of risk.</p>

	<p>The behaviour displayed in the context, and the impact on children, is primarily viewed as a behavioural/ criminal issue rather than a matter for safeguarding.</p>	<p>A peer group in which serious harmful sexual behaviour takes place.</p> <p>Context where children are aware of others carrying weapons and feel compelled to do so themselves.</p> <p>Multiple or a pattern of suicide and/or significant self-harm.</p> <p>Highly problematic normalisation of illegal substances.</p> <p>Children have been intentionally victimised by peers or adults using significant grooming, coercion or force.</p> <p>Children groomed into sexual or criminal exploitation as either victim or instigator at school, through school-based networks or other contexts</p>	<p>Normalisation of criminal activity/ASB i.e. shoplifting or Public Order Offence in a group.</p> <p>Children hold victim-blaming views.</p> <p>Children involved in group sexual offences.</p> <p>Instances of sexual abuse/ violence within school or other context and/or Non-consensual harmful sharing of sexual images.</p> <p>Peer recruitment of children into criminal exploitation at school, in the local area or between students i.e. online children commit crimes together causing them imminent or significant risk of harm.</p>
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<p><b>Those Adults who have responsibility for the Context, what do they say/ how do they respond within the Context:</b></p>			
<p>Adults and/or peers take an active and consistent approach to being community guardians – and feel equipped and empowered to protect the context.</p>	<p>Adults with responsibility only challenge individual behaviours or respond inconsistently when aware of them.</p>	<p>Staff/adults have normalised the behaviour being displayed or blamed those being harmed for what has happened.</p> <p>Adults / guardians normalise and accept harmful behaviours.</p>	<p>Adult bystanders in the community actively encourage or normalise the behaviour that has been displayed.</p> <p>School has high levels of non-attendance and lateness at school</p>

<p>Children feel confident to access multiple trusted adults who provide a protective role within the community.</p> <p>School delivers Personal, Social, Health and Economic education (PSHE) and Relationships and Sex Education (RSE).</p> <p>Schools consider safeguarding in both the school site and local neighbourhood.</p> <p>School has a designated Mental Health lead.</p> <p>The School communicates through surveys, and forums provide an opportunity for key stakeholders i.e. pupils, parents, governors, staff about any concerns and these are responded to in a timely and efficient manner in a holistic manner.</p>	<p>Professionals have limited understanding of the level/ prevalence of risk due to inconsistent or unusable recording systems.</p> <p>A child or groups of children has a high rate of fixed-term exclusions or managed moves.</p> <p>Schools respond to incidents in an individualised or isolated manner.</p>	<p>School has a high rate of fixed-term exclusions or managed moves.</p> <p>School is not regularly attended by multiple individual and/or groups of children.</p>	<p>Children in schools report high levels of bullying, including online</p> <p>Children in schools are exposed to the selling or use of illegal substances</p> <p>The School has a high rate of permanent exclusion over a long-term period</p>
<p><b>Level 1</b></p>	<p><b>Level 2</b></p>	<p><b>Level 3</b></p>	<p><b>Level 4</b></p>
<p><b>Do the Policies and Procedures regarding the Context keep children safe in that Context:</b></p>			
<p>Safeguarding and referral policies (where relevant) include physical design of space and data to monitor trends.</p> <p>Placement decisions are made with relational, physical and psychological safety in mind.</p>	<p>Adults with responsibility are reluctant to engage with partner organisations to address the concerns in this context.</p> <p>Policies and procedures which govern the context insufficiently guide the response required to address the issues.</p>	<p>Place managers have failed to identify and/or challenge the behaviours or attitudes which increase risk /harm to children.</p> <p>Adults with responsibility hold victim-blaming views.</p>	<p>There is an absence of policies or procedures to guide practice responses to the context.</p> <p>There are no place managers with identified responsibility/oversight of this context.</p> <p>Where safeguarding policies exist, they are not adhered to by those responsible for their implementation.</p>



<p>For businesses, the licensing application and review process demonstrates attention to and compliance with safeguarding requirements.</p> <p>Engagement in a multi-agency approach to safeguarding.</p> <p>Appropriate guardianship and oversight is in place.</p>	<p>Placement decisions (i.e. custodial arrangements) place children at risk.</p>	<p>Adults with responsibility have failed to identify and/or challenge the behaviours or attitudes which put children at risk of harm.</p>	<p>There is an absence of effective behaviour policies.</p> <p>There is an absence of effective policies supporting emotional wellbeing, positive mental health and resilience.</p>
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*\*adapted from the Context Threshold provided by the Contextual Safeguarding Network*

The responsibility for determining the level of threshold in relation to the information provided will be of the Contextual Safeguarding Lead. Graph 2 is a tool which can visually represent how the identified risk is assessed in determining the appropriate threshold response.

**Graph 2 - Analysis of Risk Matrix**

<b>What do children say about the Context/ What happens to children in the Context:</b>	<b>No Concern</b>		<b>Emerging</b>		<b>Moderate</b>		<b>Significant</b>		<b>Total</b>
Context of Peer Group association	0		1		2		3		
Children consuming alcohol and /or substances in the context	0		1		3		5		
Sexual health / Harmful Sexual Behaviour within the context	0		1		3		5		
Weapons / Criminal Activity / ASB by children in the context	0		1		3		5		
Evidence of Serious Youth Violence	0		1		3		5		
Use of Social Media / technology	0		1		2		3		
Impact of context design	0		1		2		3		
Impact of context on child(ren)'s emotional and physical well being	0		1		2		3		
<b>Those Adults who have responsibility for the Context, what do they say/ how do they respond within the Context:</b>	<b>No Concern</b>		<b>Emerging</b>		<b>Moderate</b>		<b>Significant</b>		<b>Total</b>
The role of adult bystanders/Community Guardians	0		1		2		3		

Adult bystander/Community Guardian view of children in the context	0		1		3		5		
Access for the child(ren) to Education	0		1		3		5		
Communication by Responsible Person of the Context in communicating with family & professional network	0		1		2		3		
Impact of the physical location of accommodation/education and/or other key resources for the child	0		1		2		3		
Impact of social media on the location	0		1		2		3		
<b>Do the Policies and Procedures regarding the Context keep children safe in that Context:</b>	<b>No Concern</b>		<b>Emerging</b>		<b>Moderate</b>		<b>Significant</b>		<b>Total</b>
Impact of the policy and procedures to the context	0		1		2		3		

<b>Little to no concern</b>	<b>0</b>	<b>Level 1</b>
<b>EMERGING</b>	<b>1-15</b>	<b>Spaces and Places Meeting**</b>
<b>MODERATE</b>	<b>16-36</b>	<b>Contextual Safeguarding Complex Strategy Meeting**</b>
<b>SIGNIFICANT</b>	<b>37-57</b>	<b>Context Conference**</b>

\*\*See section 5 for meeting descriptor

### 3. The Assessment of Contexts

When conducting an Assessment of Contexts, this should be done in a similar way to assessing the needs of children. The Kingston and Richmond Safeguarding Children Partnership has published the accepted thresholds for AfC. According to the, Multi-agency threshold document - Kingston & Richmond SCP, section 2, the Assessment triangle (Graph 3) should be utilised to assess a child’s vulnerabilities in relation to intra-familial harm and are encouraged to:

- information gathering;
- professional judgement;
- analysis; and
- consideration of risk.

It further indicates “Multi-agency communication is **key** to developing a full picture of the child and their family’s circumstances, using independent interpreters if necessary. It is important that all involvement with a child and their family is recorded on your agency’s files. If there are any queries, practitioners should seek advice and support from the safeguarding leads within their own organisation.”

Graph 3

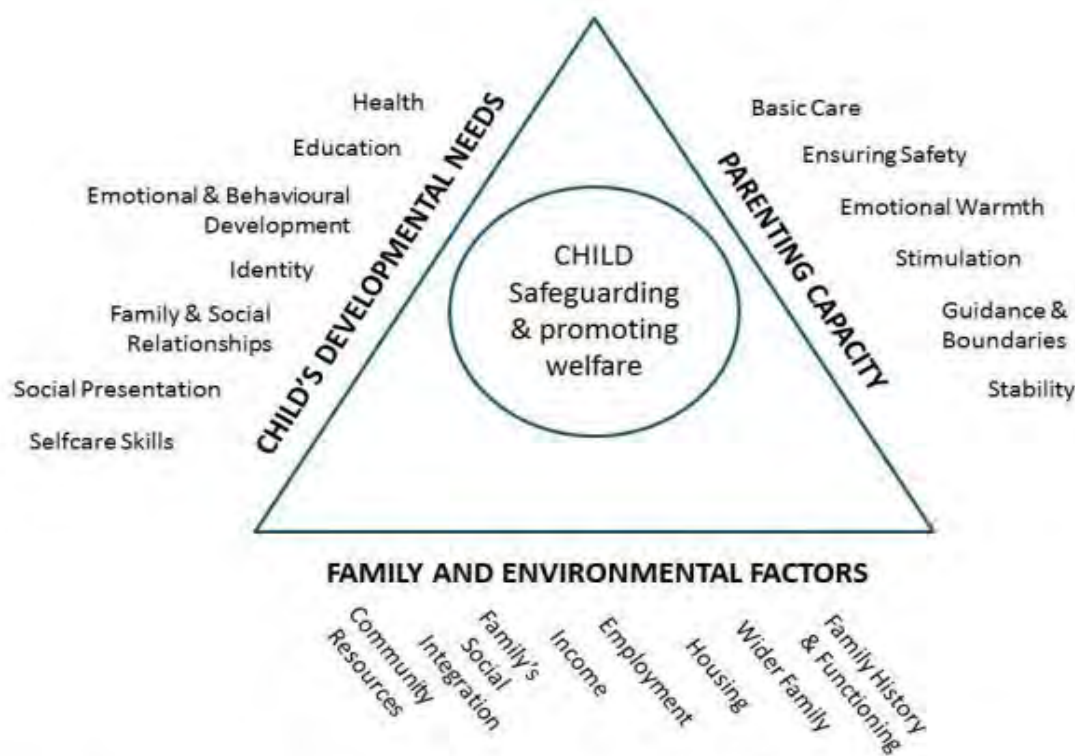


Figure One: Child and Family Assessment (Working Together, 2018)

Therefore, similarly it is important to consider this multi- agency communication and gathering of information in respect of the context which is requiring assessment. The Contextual Safeguarding Network has designed “Context Triangles” (Graph 4), which is aimed at assisting practitioners in this process of assessing the risk within various contexts. There are three identified contexts: Peer Group, Education sites, Neighbourhoods.

**Peer Group:**

It is important to highlight that implementing Contextual Safeguarding practices should not replace but enhance already in place policy, procedure and/or processes.

***Education settings:***

In respect of education settings, the Contextual Safeguarding Lead will offer Consultation to the Designated Safeguarding Lead and where appropriate conduct a site visit “walkabout” to consider which factors may be impacting on children’s safety; and these will inform the Assessment. At this time, the School Pilot with Teddington School is developing this work in a more robust way. Other schools are offered consultations, as the need arises.

***Neighbourhoods:***

These spaces are often termed community spaces and/or green spaces and can be characterised as local shops, parks, car parks, residential addresses i.e. cuckooed addresses, etc. In respect of community spaces, the neighbourhood triangle can be utilised to understand the risk factors. These will help to identify which intervention is required and guide the professional network planning and monitoring. Although the Neighbourhood triangle can facilitate conversation, planning and intervention; the Context Assessment would only be completed for those contexts highlighted at Level 4. At this time, the Contextual Safeguarding Lead, is the lead professional representing AfC, depending on the type of location this will identify the appropriate co-lead professional and agency. The Context Assessment is different to a “Design out crime” and/or “environmental audit”.

More information can be found on the [Contextual Safeguarding Network](#), regarding the various assessment tools.

Graph 4

Schools

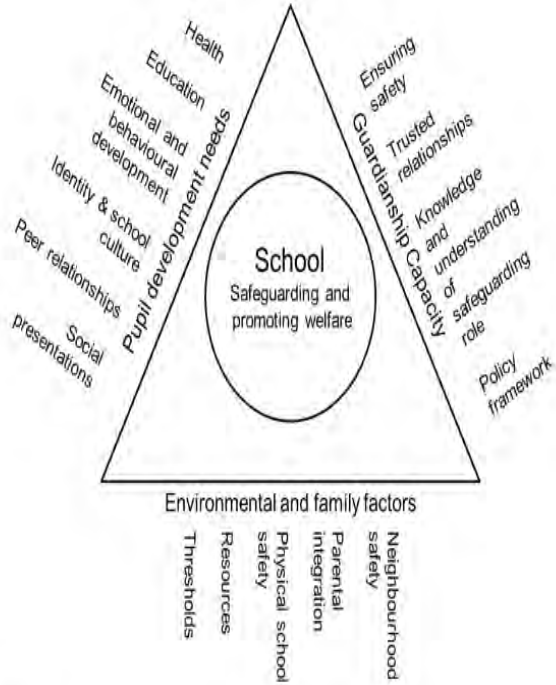


Figure Two: School assessment triangle (Lloyd, Walker & Firmin, 2018)

Neighbourhood



Figure three: Neighbourhood assessment triangle (Lloyd, Owens and Firmin, 2019)

Peers

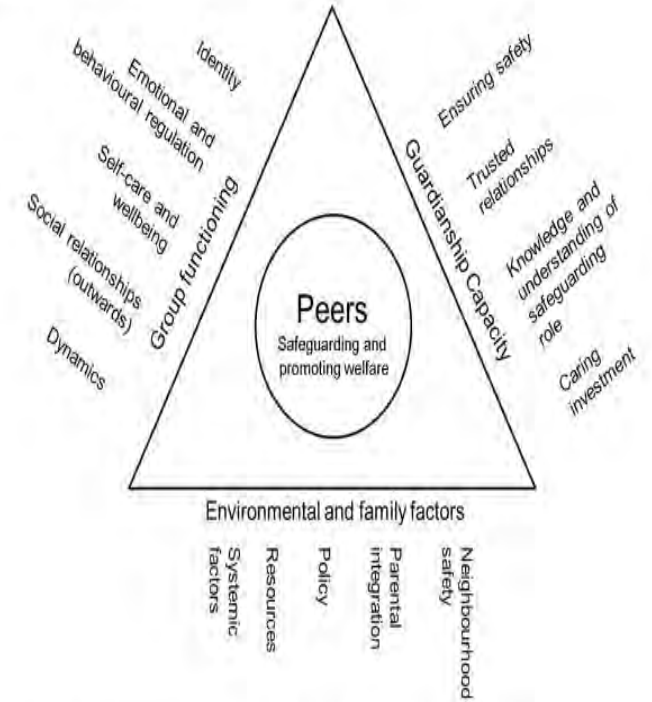


Figure three: Peer assessment triangle (Lloyd, Balci, Firmin and Owens, 2019)

## 4. Intervening in Contexts with a Child Safeguarding Focus

As in safeguarding children there being a standard of “good enough” and “good practice” this section highlights what that can look like from various professional perspectives. This can also guide intervention planning in considering impact and answering the questions “why” and “so what.” The primary aim when intervening in a Context, is the multi-agency network collectively promoting safety beyond the one child or group of children and designing safety into the Context that will benefit children and the community beyond the initial referral. Within the various contexts there are a variety of examples which highlight good practice.

The Context has a “culture of safeguarding and reporting” and recognises their responsibility to have a focus on safeguarding children and recognises that some harm to children can occur in groups or in specific areas of the context environment. The Context is able to understand contextual safeguarding, and includes this within their holistic response to children rather than seeing “problem behaviour” and responding to circumstances in isolation. The Context considers the impact of aspects Contextual Safeguarding & Exploitation, and reviews their policies and procedures to consider how to respond to both children and the environment in a holistic manner ie reframing victim blaming language in referrals to Children’s Social Care and considers implementation across the staff network and within the context environment. The Context has a “culture of reflective practice to look forward” which supports the safeguarding of not just one child, but all children within the environment. The Context has access to or is able to provide early intervention for a child or groups of children and/or seeking consultation from appropriate professional resources, related to: emotional well being, substance use, behaviour reflection, restorative practice/mediation support, family support and/or dedicated support to parents that is to the benefit of the child or group of children. The Context is able to identify and access training for staff in areas which may present as ongoing themes or patterns presented within the school environment, i.e. emotional well being, substance use.

## 5. Monitoring of Contexts

This section aims to identify and explain the specific role of each of the types of meetings which can be held regarding the monitoring within the context.

<b>Little to no concern</b>	<b>Level 1</b>	As there are no identified safeguarding concerns in relation to the context; the Context is supported as per the already in place community strategies ie Park Services, Housing Association and/or Local Authority Housing, Community Resilience Safety Lead, School policies, etc.
<b>EMERGING</b>	<b>Level 2a - Community Spaces</b>	Discussions held outside of MACE & MARVE/Pre-MACE Panels known as “spaces and places” between Contextual Safeguarding Lead and Community Safety/Resilience Leads from Richmond and Kingston and/or CSE/ART Police. One or more children linked to a specific Context, on one or more occasions. These meetings are held once monthly.
	<b>Level 2b - Education providers</b>	Discussion and support offered to the Education setting by the Contextual Safeguarding Lead. Consideration of context assessment and School Assessment, <a href="https://www.csnetwork.org.uk/en/toolkit/assessment/school-assessment-toolkit">https://www.csnetwork.org.uk/en/toolkit/assessment/school-assessment-toolkit</a> .
	<b>Level 2c - Peer group associations</b>	Reviewed through Social Care MAPPING and RMP processes.  For instance, there are processes which outline the importance of multi agency mapping of peer associations, through MAPPING meetings, and Risk Minimisation Plans. Therefore these processes can be supported within the use of the Peer Group triangle to further understand and analyse risks which can also be done within the subsection “associates” of the Contextual Safeguarding & Exploitation section of the Single Assessment.
<b>MODERATE</b>	<b>Level 3</b>	Context identified by the Contextual Safeguarding Lead, and discussed within MACE, consideration of a Contextual Safeguarding, Complex Strategy Meeting to understand links between children to a specific Context. Walkabout to be offered. Multiple children are linked to the Context on multiple occasions.  The meetings at this level will be held as required no more than fortnightly, no less than every 2-3 months. The time frame indicated will be based on the time required for interventions, disruption planning etc.
<b>SIGNIFICANT</b>	<b>Level 4</b>	In respect of contexts of community spaces and Education providers: Through the current <u>Contextual Safeguarding &amp; Exploitation Pilot</u> , Intervention C outlines the response as a Context Conference to address the risks in the space or place. This will be held when the MACE or MARVE/Pre-MACE panels identify a space or place as a risk for a group of children and a contextual safeguarding complex



		<p>strategy meeting decides that the context threshold is met. Threshold met for Context Conference. A multi-agency view has been considered and agreement from the multi-agency network that more intensive support is required and/or ongoing or increasing concerns of harm occurring in the Context.</p> <p>The timeframe of these meetings will be in line with Child Protection Conferences i.e. 3 monthly, then 6 monthly, with the interim planning being through a complex strategy meeting.</p>
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## 6. Multi Agency Network responding to Contexts

This section will aim to clarify acronyms and where appropriate define terms.

Term or acronym	Clarify/define
Community Safety and Resilience	Kingston
	Richmond
MARVE	Multi Agency Risk Vulnerability Exploitation Panel - Operational meeting which discusses children impacted by exploitation- also known as Pre-MACE
MACE	Multi Agency Child Exploitation Panel - Strategic meeting which reviews thematic concerns arising from MARVE/Pre-MACE
CSE/ART Police	Child Sexual Exploitation/ Adolescent Risk Team Police
Missing Police	Missing Police Unit
ASB Police	Anti Social Behaviour Police Unit
SNT Police	Safer Neighbourhoods Police Unit
TFL	Transport for London
BTP	British Transport Police
AfC	Achieving for Children - delivers Children's Services on behalf of London Borough of Richmond and Royal Borough of Kingston Local Authorities, operational area 1.
Housing Association	These could include but are not limited to: Richmond Housing Partnership Clarion Richmond Housing Kingston Housing Network Homes
Adult Services	Richmond

	Kingston
Crying Sons	Level 4 intervention for children who are at risk of gang affiliation, serious youth violence, criminal/drug exploitation. The children will be known to the MACE Panels (unless supported by the Leaving Care Team and are 18+).
Rescue and Response	The MOPAC organisation supports children across both boroughs in the following ways: 1. the Rescue (supporting the children from the counties to return to their home/placement in London); and, 2. the Response (providing one to one support through an offer from St Giles and/or Abianda).
Project X	Level 2 intervention for children who are vulnerable to gang affiliation, serious youth violence, criminal/drug exploitation. The children will not likely be known to Pre-MACE (MARVE) or MACE.
Phoenix Project	The Level 4 intervention offers direct work support to children age 13-17 who are at risk of exploitation, and the children are known to MACE Panels. In some cases, Phoenix Project may be able to offer support to children who do not meet all criteria.
Education Setting Lead	Designated Safeguarding Lead and/or Pastoral Support Lead, as appropriately identified by the School  Also, dedicated AfC Colleague: Education Safeguarding Adviser Achieving for Children
Health Services	School Nursing

## 7. Terminology

This section will aim to clarify and where appropriate define terms.

Term or acronym	Clarify/define
Walkabout	When a location has been identified as a place of concern, then a walk around that location is undertaken to consider how we can create safety back into that space.
CS&E	Contextual Safeguarding & Exploitation
CS	Contextual Safeguarding
extra-familial harm	harm which occurs outside of the family context in spaces and places often identified within community settings from someone who is not a family member.
intra-familial harm	harm which impacts a child inside the home by a parents or carer ie Physical Abuse, Emotional Abuse, Sexual Abuse and Neglect.
Types of Exploitation	CDE - Child Drug Exploitation County Lines CCE - Child Criminal Exploitation CSE - Child Sexual Exploitation Harmful Sexual Behaviour Serious Youth Violence Knife Crime Gang affiliation/association
CE	Child Exploitation
ASB	Anti Social Behaviour
MARVE	Multi Agency Risk Vulnerability Exploitation Panel (operational meeting to review children at risk of exploitation/extra familial harm) also known as the Pre-MACE Meeting
MACE	Multi Agency Child Exploitation Panel - Strategic meeting which reviews themes and patterns arising from MARVE including in respect of children at HIGH risk (thematically not individually).
Missing Panel	A fortnightly meeting to review the missing episodes for children reported missing from home or care.
MAPPING	A multi agency meeting led by the Allocated Social Worker for a named child to consider the links between peers, associates, and/or other person whom the child is connected to and where there may be a relevant risk/harm identified.
MAP	Multi Agency Professional meeting
RMP	Risk Minimisation Plan

Contextual Safeguarding Complex Strategy Meeting	Level 3 multi agency meeting to consider prevention and disruption within a specific context ie peer group, neighbourhood and/or school. These meetings are chaired by the Contextual Safeguarding Lead, with a co-chair from the respective Police team and/or the Community Safety and Resilience Team (Kingston/Richmond, as appropriate).
“Spaces & Places”	Level 2 meeting held between Kingston and Richmond Community Safety and Resilience Leads, ASB Police Unit and Contextual Safeguarding Lead to discuss specific locations within the community and to consider what steps may have already been undertaken through the Police Design Out crime and/or the Local Authority Environmental audits. Then to consider within that named location, a child safeguarding approach to bring safety into that location.
Victim Blaming Language & Guidance	<p>When we describe children and young people’s experiences, any language that implies that a child, young person or group of young people are complicit or responsible for the exploitation they may suffer, or crimes they may be victim to, must always be challenged. Therefore we should use language that reflects the presence of coercion and lack of control children and young people have in abusive or exploitative situations and must recognise the severity of the impact on children.</p> <p>Here is <a href="#">General Language Guidance (PDF)</a></p> <p>AfC has also established its own <a href="#">AfC Language Guidance</a> which can be used and circulated before your meetings whether Child in Need or Core Group, to Child Protection Conference and Child Looked After Review, or any other meeting you may hold with colleagues within or externally to AfC.</p>
Contexts	Identified locations and/or peer groups where children are harmed due to extra-familial harm. The locations can include: car parks; local businesses ie hotels, corner shops, fast food shops, etc; green spaces ie parks, waterside pathways or communal grounds, housing estates, education settings ie primary, secondary and tertiary sites.
“cuckooed” address	Residential properties, often the home of a vulnerable adult, which have been used to sell drugs, hold weapons and/or money; other names can include traphouse, bando.

# 8. Flowchart

