

Get Safe

Worcestershire

**Guidance for professionals
working with GET SAFE risks
and/or vulnerability for young
people aged 16-25 years**

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1. Purpose and remit of the guidance

In Worcestershire our children and young people's GET SAFE agenda is 0-25 years of age. GET SAFE in Worcestershire refers to our response to and tackling of criminal exploitation of children and includes: **county lines, child sexual exploitation, children who go missing, trafficking, gangs and knife crime, female genital mutilation, forced marriage, modern day slavery and radicalisation.** We recognise that children and young people can be criminally exploited in different ways and at different points in their lives. This can be online, in their communities, by someone they know or someone they believe to know or a stranger. **This is child abuse** and whilst the Children Act 1989 recognises you as a child under the age of 18 years old, we know that criminal exploitation does not end there.

This guidance has been established from GET SAFE multi-agency discussions, case learning and national case reviews and research. We have considered the additional risks and vulnerability that emerge when young people become 16 years old, and how in Worcestershire we support both our SEND young people and care leavers, post 18 up to 25 years who are identified as vulnerable to or experiencing criminal exploitation. We have looked at our 4 P Plan approach (Prepare, Prevent, Protect, Pursue) and how we can use this to support young people through to adulthood and independence, whilst recognising the GET SAFE risks and vulnerability. We want to increase their safety and protection, whilst disrupting perpetrators or the opportunities to perpetrate and use young people in their crimes. **We recognise that this is a challenging area of protection and we need to balance the rights of our young people with their need for independence into adulthood and control over their own lives and decisions.**

1.1 Who has been involved in the creation of the guidance?

The development of this guidance has been led by Worcestershire Children's First working closely with partner agencies who are part of the GET SAFE operational and strategic groups. We have also linked in with a range of other services who work within our communities every day such as youth services, health and fitness groups, community leaders, faith groups, housing, banks, Department for Work and Pensions, sexuality and identity groups, apprenticeships, training, and employment.

We engaged young people from local youth groups in Worcestershire on the design and development of this 16-25-year agenda, which includes this guidance and the new **GET THERE website:** [Get There | Worcestershire County Council](#).

We looked holistically at our young people/ young adults needs and what support is out there already within their communities. We considered how can we all be better connected and engaged with our young people, so they have access to strong community networks of support and opportunities that takes them through those transitional periods in their lives, whilst increasing their support and protection and disrupting Child Criminal Exploitation. The harder we as professionals make it for perpetrators the safer our children and young people will be and so will our communities.

1.2 How the Guidance should be used

This professional guidance is designed to support Worcestershire practitioners working in a wide range of community, statutory, non-statutory settings to identifying ways in which:

- You can work with or support a young person 16 plus in your existing role.
- Who or what else can you link in with, introduce the young person to in their 4 P Plan?



- Approaches to GET SAFE for young people ages 16 Plus and how your agency, group, services role contributes to building safety/ disruption for young people.
- Consent for young people
- SEND young people and GET SAFE
- Care Leavers and GET SAFE
- Diversionary activities for young people across Worcestershire
- What a GET SAFE 4 P plan can look like for a young person/ young adult who has GET SAFE risks and vulnerability aged 16 -25 years.

2. What 18 – 25-year-olds are recognised as part of Worcestershire’s GET SAFE agenda?

When a young person reaches the age of 18 years old, they are no longer identified as a child in British law. Local Authorities continue to have a statutory duty to support young adults who are:

2.1 Care leavers

All children who are over 16 and leaving care fall within one of the following categories: Eligible child; relevant child; former relevant child; or other qualifying care leavers. The Children Act 1989 places duties on Local Authorities towards ‘looked after’ and previously ‘looked after’ children as they exit the care system. **Partner agencies also have a corporate parenting responsibility to children and young people. This means we all have the collective responsibility for providing the best possible care and safeguarding for the children and young people looked after by us.** In brief the cohorts of 16 plus Looked After young people that this guidance is identified for includes:

- a) **“Looked after child”** is a child who is presently being supplied accommodation by the Local Authority and includes those who have been detained through the criminal justice system or were hospitalised on their 16th Birthday. This can occur until the child is 18.
- b) **A “relevant child”** is a child who is 16 or 17 who was previously looked after. If the relevant child has returned to their parents, they cease to be a relevant child after being at home for 6 months.
- c) **Former relevant young people:** aged between 18 and up to 25 years of age and have previously been a relevant or an eligible child and have requested support from Children’s Services. Since April 2018 the law says that all former relevant children are entitled to support up to 25 years of age from the responsible Local Authority as follows: Aged 18-21 years or 18-25 years if still in full time education.
- d) **Qualifying care leaver:** Someone aged 16 and up to 25 years which includes:
 - Aged between 16 and 21 years
 - Aged 16- 25 years and still in full time education
 - Looked after by Children’s Services on or after their 16th Birthday and no longer Looked After.



2.2 Young people with Special educational needs and disability (SEND)

A child or young person has special educational needs and disabilities if they have a learning difficulty and / or a disability that means they need specialist health and education support. This is known as SEND. The SEND code of practice 2014 gives guidance to health, social care and education and local authorities to make sure that children and young people with SEND are properly supported [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#).

3. GET SAFE for 16 plus young people in Worcestershire

When we turn 16 years old in the UK, a whole host of decisions and options are available to us, these include careers, further education, claim for benefits, getting married, entering into a civil partnership, consent to lawful sexual intercourse, leave home without your parents/ guardians consent, apply for your own home through your local council, have access to banking facilities, get a national insurance number and / or identity card, change their name by deed poll, apply for legal aid, choose their own doctor etc. There is a lot to think about!!

In terms of GET SAFE and young people who are vulnerable to or experiencing Criminal Exploitation, this is all relevant because we will be supporting that young person into independence whilst managing the risk and vulnerability they are at, and their right to make decisions about their own lives where they have capacity to. We need to be very clear that whilst young people / young adults may have capacity to make decisions about their lives they **do not consent to abuse and harm. Young people may have been groomed, coerced, and threatened and therefore they will not always understand or recognise the harm or abuse they are receiving or feel they have any choices or a way out.**

It is our role as multi-agency professionals to see beyond this and use our safeguarding knowledge, skills and experience, peers, and colleagues across the Worcestershire partnership, to work together to safeguard, protect and support young people to build safety and disrupt harm and abuse. We recognise that not one single agency can do this alone, to tackle this form of harm and abuse we need to work together as a community of agencies. The Worcestershire GET SAFE approach is our county approach to tackling criminal exploitation of children, young people, and this specific cohort of young adults.

Therefore, we need to think much wider about how we build in safety, support, and prepare young people for adulthood. In developing this guidance, we have used **Maslow's hierarchy of needs and the contextual safeguarding model** to underpin the focus of this approach.

3.1 Maslow's hierarchy of needs

Maslow's hierarchy of needs helps us prepare for adulthood, build in safety and prevent opportunities for exploitation. The theory behind this approach is that by ensuring we work to fulfil a young person's basic needs it will help reduce their vulnerability and susceptibility to perpetrators, building in safety and helping them to connect to community services and networks. This in turn will raise their confidence, self-esteem and give them a sense of achievement and development of themselves. This will be unique to them and their needs. Therefore, building in for them more safety and points of contact for support whilst preparing them on their journey to adulthood.



As a humanist, Maslow believed that people have an inborn desire to be self-actualized, that is, to be all they can be. To achieve the ultimate goals, a number of more basic needs must be met, such as the need for food, safety, love and self-esteem.



Source: <https://www.verywellmind.com/what-is-maslows-hierarchy-of-needs-4136760>

Examples of the needs within each building block for young people:

- **Physiological needs:** food, water, home, clothing
- **Safety needs:** financial security, health and wellbeing, safety against accidents, injury, safety in their neighbourhood and community.
- **Love and belonging:** Friendships, sexual relationship, family, social group, a community group, faith, sports, or other group activities.
- **Esteem:** Appreciation, respect, accomplishments, personal worth, fulfilling yourself, self-development.
- **Self - Actualisation:** being the best you can be, fulfilling your potential.

Maslow's hierarchy of needs helps gives us a framework to support us talking to the young person about all these aspects of their life and to identify together who else/ what else we can engage in the young person's GET SAFE 4 P plan, with the aim of supporting them into adulthood and for some young people independence, whilst recognising and addressing the GET SAFE concerns and risks. This approach will build in safety, reducing their vulnerability and disrupting perpetrators windows of opportunity.



3.2 Contextual Safeguarding approach

This approach is embedded in Worcestershire’s GET SAFE approach to Child Criminal Exploitation and helps us to understand, identify and respond to young people’s experiences of significant harm beyond their families. We know that as young people grow and develop, they are influenced by a whole range of environments and people outside of their family network.

3.2.1 What does the new DfE guidance say about ‘Contextual Safeguarding’?

“As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school, from within peer groups, or more widely from within the local community. These threats can take a variety of different forms from online safety, exploitation, sexual, by criminal gangs and organised crime groups to the influences of extremism leading to radicalisation and trafficking. Assessments of children in such cases should consider whether wider environmental factors are present in a child’s life and are a threat to their safety and/or welfare. Interventions should focus on addressing these wider environmental factors, which are likely to be a threat to the safety and/or welfare of a number of different children and adolescents who may or may not be known to local authority children’s social care”.

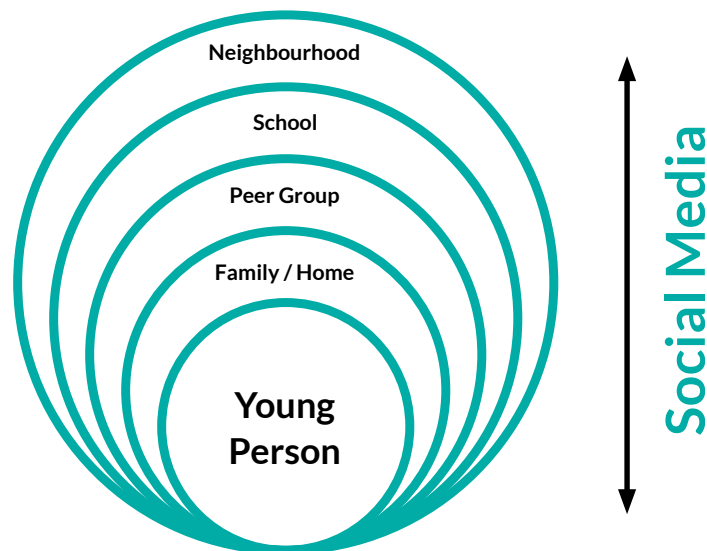
In Worcestershire we have the GET SAFE risk assessment and this should be completed for all young people open to children’s social care or young adults where there is a GET SAFE concern. This risk assessment takes us through the contextual safeguarding approach in identifying extra familiar risks, their context and any relationship between them. [GET SAFE - Worcestershire Safeguarding Boards \(safeguardingworcestershire.org.uk\)](http://safeguardingworcestershire.org.uk)

The contextual safeguarding model that we use in GET SAFE helps us see the needs of the young person now and into adulthood alongside the vulnerability and risks, but also helps us identify how we can build in support and safety using the same model. E.g.

Step 1: What are the young person’s needs/ aspirations?

Step 2: What are the risks / vulnerabilities for that young person?

Step 3: What support and safety is there and who or what can we draw on to build this?



Young people will encounter risks in any of these environments. Sometimes these are interrelated, and young people may encounter multiple risks e.g., peer group and within their neighbourhood.



3.2.2 Understanding contextual safeguarding young people with SEND

Some adolescents with SEND may be at additional risk out of the family home or professional setting due to their specific needs and abilities. Practitioners must be willing to hear the concerns of these young people. For those who are at an earlier developmental stage than their chronological age, the safeguarding concerns may be equivalent to those of younger children. Some young people with SEND are less likely than others to move their social circle beyond the home. In some senses, this keeps them safe, but practitioners need to be aware of the risks that arise for young people within a relatively closed circle where outside scrutiny is limited.

The dynamics within some peer groups may increase the risk that a young person with SEND will be marginalised or be the focus of peer-on peer abuse. This can include peers who take advantage of young people with SEND, asking them to carry out unsafe or criminal activities where they may not fully understand the risk or consequences. Homes being used as a central point for criminal activity or harbouring drugs e.g., Cuckooing. This form of abuse may be carried out by gang-affected young people or perpetrators targeting them in their communities.

4. Communication with young people aged 16 – 25 years with GET SAFE risks and vulnerability

Young people, especially those who are experiencing Child Sexual Exploitation or Child Criminal Exploitation, may not want to share information about their friends, associates or places they have been because it would put them at risk to do so. They may not recognise that the actions of that person to them is harm and abuse and that they are being exploited, due to the methods perpetrators use to groom them. Young people will therefore need time and to build trust with you to share such details. Young people with SEND may not be able to give or withhold consent for information sharing and this presents an ethical issue where there are concerns as to whether it is right to seek consent from parents. **This should not be a barrier or reason not to safeguard and protect that young person or report what is happening or believed to be happening to them. We all have a duty to safeguard and protect children and vulnerable adults.**

4.1 Listening to the voice of adolescents with SEND

All young people have a voice which deserves to be heard. Young people with SEND may face additional barriers to communicating and influencing decisions made about their lives. This may include:

- with speech, language and communication needs.
- with communication and interaction difficulties associated with severe and profound learning difficulties.
- with Autistic Spectrum Disorders (ASD).

Working effectively with young people with SEND may include using different strategies that enable to them to express themselves and understand others such as:

***Visual communication** including signs, symbols, photographs, objects can assist some young people to express themselves and understand others



***Adapting speech** to individual needs may be useful, such as simplifying grammar, using concrete terms instead of abstract or figurative language, using short, clear phrases instead of longer sentences.

***An advocate** supports young people without formal language to have their voices heard. An advocate who knows them well will be able to interpret body language and other forms of potentially communicative behaviour.

Their Education, Health and Social Care plan (EHCP) should help you in identifying the best approach for this young person and talking to their allocated case worker.

4.2 Using appropriate language as professionals

It is vital that practitioners choose accurate and neutral language to describe GET SAFE harm and abuse. There are a range of stigmatising words and phrases that reinforce the myth that young people are in control of their choices and decisions. For example, the phrase “lifestyle choices” does not describe the experience of a criminal gang affected young person or a child being raped by a gang after being plied with drugs and alcohol or a child being made to deliver drugs to avoid their family being robbed and attacked by a gang. **These phrases fail to recognise the risks and factors that have put the young person at risk or caused harm, abuse and trauma to them. They also endorse/ support the abuse of perpetrators by implying the child consented to this act/ abuse or was a willing participant with understanding and knowledge wanting to do this and was not under any fear threat or duress?**

See appendix 2 for a guide on alternative appropriate language for describing risks or incidents of GET SAFE concerns for young people.

5. Consent to making decisions 16 years and over

There are several factors we need to take into consideration when working with young people aged 16 – 25 years in relation to their understanding and capacity to give informed consent and make decisions about their lives these include:

Gillick competence

This is medical law used to decide whether a child (under 16 years of age) is able to consent to their own medical treatment, without the need for parental permission or knowledge.

Assessment of Gillick competence requires us to consider how the child deals with the process of making a decision based on an analysis of the child’s ability to understand and assess risks.

The Fraser guidelines

This applies to advice and treatment relating to contraception and sexual health. Following a ruling in 2006, Fraser guidelines can also be applied to advice and treatment for sexually transmitted infections and the termination of pregnancy. (Axton v The Secretary of State for Health, 2006).

The Mental Capacity Act, (2005), (enacted in 2007)

This Act applies to all people over the age of 16 years who live in England and Wales and who may lack the capacity (within section 2(1)) to make all or some decisions for themselves



For clarity, the following definitions apply in the Mental Capacity Act and the Code of Practice:

- An “Adult” is a person aged 18 years or over.
- A “Young Person” is a person aged 16 or 17 years old.
- A “Child” is a person under the age of 16 years old.
- This differs from the Children Act 1989 and the law more generally where the term “child” is used to refer to people aged under 18.

There are certain parts of the MCA that do not apply to young people aged 16-17 years. These are:

- Only people aged 18 and over can make a Lasting Power of Attorney, (LPA)
- Only people aged 18 and over can make an advanced decision to refuse medical treatment.
- Making a will. The law generally does not allow people under 18 to make a will and the MCA confirms that the Court of Protection has no power to make a statutory will on behalf of anyone under 18.

Parental Responsibility, (PR)

Parental responsibility refers to the “rights, duties, powers, responsibilities and authority which by law a parent has in relation to a child”, (Children Act 1989). Parental Responsibility lasts until the young person, (“child” under Children Act 1989), is 18.

- People with PR for a young person may make decisions on behalf of that young person. The decisions that a person with PR can make are those decisions that are seen to sit within the zone of parental control. The zone of parental control is a legal concept describing which decisions a parent should be able to take concerning their child’s welfare.

16th Birthday

- The moment that a young person wakes up on the morning of their 16th birthday, they are presumed to have the capacity to make their own decisions under the Mental Capacity Act.
- All those involved in supporting a young person are obliged to have regard to the MCA in all that they do in relation to that young person. If you work with young people who lack capacity and you are a professional and/or you are paid for the work you do, you have a legal duty to have regard to the MCA Code of Practice.

The five principles of the Mental Capacity Act

Principle 1: **Assume Capacity.** A young person must be assumed to have capacity until proved otherwise

Principle 2: **All Practicable Support.** A person must not be treated as unable to make a decision/without capacity unless all practicable steps to help them to do so have been taken without success

Principle 3: **Unwise Decisions.** A person must not be treated as unable to make a decision merely because they have made an unwise one.

Principle 4: **Best Interests.** If an act is done, or a decision taken, on behalf of a person who lacks capacity it must be done, or made, in their best interests.

Principle 5: **Least Restrictive.** Any act done, or a decision made, in a person’s best interests, must be the least restrictive of the person’s rights and freedom of action.



Deprivation of Liberty for 16/17-year-olds

Before a child with disabilities reaches the age of 16, we should review their living arrangements to see whether they will subsequently amount to a deprivation of liberty. If this is the case, and the young person lacks capacity in relation to this, an application to the court should be considered since the parents' consent to the deprivation of liberty will no longer be sufficient to authorise the deprivation of liberty upon the date of their 16th birthday. In the case of children subject to interim or care orders, the local authority should consider whether any children in need or Looked After Children are, (especially in foster care or residential placement), subject to restrictions amounting to a deprivation of liberty. In these circumstances an application to the court is required as the LA cannot consent to a deprivation of liberty.

6. The 4 P Plan for 16-25 year old young people with GET SAFE concerns

The aims and objectives for a GET SAFE 4 P plan for 16 – 25-year-olds include:

- 1) Talking to them about their future and what their aspirations are for themselves.
- 2) Talking to them and finding out their interests and what motivates and inspires them to engage them in the plan and activities / support proposed.
- 3) Looking at their basic human needs (Maslow) and how we can ensure we are enabling them to meet these needs now and into their future. This will reduce the influence of perpetrators.
- 4) In identifying this 4 P plan we are thinking wider than statutory agencies, we are thinking about the contextual safeguarding model and who else / what else builds in safety, prevention and prepares them for adulthood and independence in their community now and in the future? GET THERE website has some useful information for this age group. [Get There | Worcestershire County Council](#)
- 5) We continue to recognise young people will and can make decisions and choices, but they DO NOT consent to harm, abuse or exploitation. Is there child or adult abuse that needs reporting to police and social care? Are they being trafficked?
- 6) We need to build trusted relationships and safety networks for the young person now and into their future.
- 7) We want to reduce the harm or risk of harm now or in the future, be that through criminal exploitation including radicalisation, emotional harm, risks to personal health, risk of criminal prosecution and/ or imprisonment, risk of homelessness. This will be different for young people.
- 8) Young people need us to guide, inspire and most of all have faith and belief in them and step in and act to protect them when we see risks or vulnerability. We need to be proactive, working collaboratively with agencies, groups and community networks will open opportunities for young people and improve outcomes for them and our communities.



7. Worcestershire's GET SAFE safety plan for young people (Our 4 P Plan)

The signs of safety model and contextual safeguarding approach are the ways in which we work with young people in Worcestershire to identify the risks, vulnerabilities, and strengths in their life. Therefore, we can take each area of the contextual safeguarding approach: The young person/ home / family/ school/ community/ society and apply the signs of safety model to those areas of a young person's life using the three columns: What's working well? What am I concerned about? What needs to happen next? What is the danger statement for that young person and what is the safety we are trying to achieve?

In Worcestershire we have adopted the police model of action against Organised Crime. Child Criminal Exploitation is often an organised crime whether this is online in, in the community, within the family, across the UK or across continents. This approach used across all levels of a young person's needs where there is GET SAFE vulnerabilities / risks or concerns.

7.1 Prepare

Ensure a clear plan is place and the young person and their parents and carers (where appropriate) are engaged with it, know what is expected of them and how they can contribute to the plan. Avoid jargon or abbreviations. Be specific.

Ensure all agencies, services or groups have a role and know what's expected of them and can do this. e.g., see Bob in clinic face to face once a month, Bob will come to the youth centre every week and Mark with catch up with him to see how he is feeling.

Ensure information is shared with partners and is timely. Especially if parts of the plan are not working or there is a change.

Ensure all GET SAFE flags are on each agency's system, so if a young person comes to their attention their vulnerabilities and risks are known and we can all respond to them appropriately, knowing they need extra help and support from us.

Provide information on what Get Safe concerns we have, talk about the risks and indicators that something is not right with the young person or agencies involved to check these concerns out.

We need to prepare young people for transitions into independence and adult life and the potential risks they may face. Think about how best to discuss this with the young person, do they respond better to video/ YouTube info? Do they feel more comfortable doing an activity. Is information in their first language? What do they relate best to or whom do they engage and trust? Where is the best place to meet them where they feel comfortable? What's important to them? What are they interested in? What are their aspirations?

This is a critical part of the planning on how to support and engage young people. We need to try and understand the situation from the young person's perspective and think about what they want and what motivates them. What diversionary work or activities would they like? This is about engaging them to help protect them and for us as professionals to be well co-ordinated and creative in our approach for this young person. Perpetrators will already know this about this young person, so we need to be SMARTER and engaged ourselves and well-co-ordinated.



7.2 Prevent

We need to support the young person to understand and make sense of what is happening to them and that they will not be criminalised for their exploitation, despite the threats and intimidation from their perpetrator. We need to think about how we talk to young people about the tactics and grooming process that perpetrators use, so they can recognise when this is starting to happen to them or a friend. Building trust and offering reassurance is key.

We need to think about what diversionary activities we can engage the young person in. What are their interests? How do they socialise and meet other young people? What aspirations and interests do they have? What do they need to do to achieve independence and what does this look like for them? What direct work could we do with the young person? What can we do as agencies to stop them going missing or decrease the risks when they are missing or respond quickly?

Think of how we ensure the young person is well engaged with activities, education, work, training, or things that they enjoy, minimising the opportunity for perpetrators to engage them. Building their self-confidence and interactions with others. Think about their emotional wellbeing and what support they need and from whom or what supports them to stay well?

Ensure parents and carer support is in place as this is a challenge for them and they play a critical role in that young person's life. PACE is an organisation there for parents and carers.

The GET THERE website has some great ideas on who else is available for young people: [Get There | Worcestershire County Council](#)

or Our Worcestershire County Council GET SAFE website is: getsafe@worcschildrenfirst.org.uk or the Family Hub page on Worcestershire County Councils' Early Help page: [The Family Hub](#).

7.3 Protect

What can agencies do to support the young person and build in protection? An example of this maybe engaging them in community activities they enjoy, getting them back into education or training full time or a job, direct work sessions or sessions with peers. Ensure they have access to health care be it for their own personal physical health or emotional well-being. Listen to what the young person says and the language they use, understand the push and pull factors, talk to their workers, carers to see what they see / notice.

Think about contact points / opportunities / access to the young person. Do we know where the drug dealing is happening in a community or where the young person is pulled to? Can we put on extra police patrols or have high visibility in place maybe at train or bus stations - if this is known to be a location of concern for child criminal exploitation.

We know the young person maybe targeted after school/ college or work, so we need to think how we get them involved in a positive activity at school or in safe places in their community.

Disruption of the perpetrators access to the young person or decreasing their influence or hold over them will build in safety and make them too difficult or risky for the perpetrator. We know that they will try to isolate the young person from their family, peers and things they enjoy, so we need to work against this.

To protect we need to make life difficult or risky for the perpetrator, we need to build in safety for the young person and divert them into positive activities and increase our multi agency support to them through a number of avenues. One agency cannot protect a young person on their own we need to collaborate to build in safety.



We need to support and engage their parents and carers where appropriate and safe to do so, to avoid family breakdown or multiple moves for a young person, which we know only transfers risk and can in fact increase risk for the child. Moving young people out of area does not always make them or keep them safe. They can often be further isolated, lose positive support system and access to critical services that increases their vulnerability and risk. Child criminal exploitation is happening up and down the UK so moving a young person out of Worcestershire is not always building in safety – they may need to get back to Worcestershire to do what the perpetrator demands or else the pull of their family, friends and what they know and is familiar to them.

7.4 Pursue

This is around identification of perpetrators and locations where harm and abuse is happening to young people. What can we do as partner agencies, parents and carers do to identify and collate possible evidence of activity and perpetrators? E.g. physical description, ages, ethnicity, nicknames, usernames online, times they are active online, car registrations and vehicle type, locations of pickups / handovers, weapons carried, gang id's, tattoos. Methods of communicating.

What can our enforcement agencies do to help identify perpetrators, locations and networks?

What agency legislation powers can partner agencies use to help pursue but may also disrupt perpetrators? This may be police led, but could include probation, housing or licencing or consideration to other protection orders such as CAWN's, FGM protection orders, forced marriage orders. There is a wide range of powers and orders that our multi agency partner agencies have, and we can look at how we use these effectively to disrupt criminal activity and build in protection for a young person.

Appendix 3: has examples of a GET THERE 4 P Plan for young people.

Advice and support on completing a GET SAFE risk assessment or a 4 P plan is available from our Worcestershire GET SAFE team on: getsafe@worcschildrenfirst.org.uk

The GET THERE web page resource for young people: [Get There | Worcestershire County Council](#)

8. Appendix Section

Appendices 1:

[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)

Appendices 2:

<https://tce.researchinpractice.org.uk/wp-content/uploads/2020/02/Appropriate-language-Child-sexual-and-or-criminal-exploitation-guida>

Appendices 3:

[4 P Plan of Disruption, Protection and Support: professional guidance on areas of the plan](#)

