

Pan Dorset CSE Outcome Framework Indicators

The Pan-Dorset CSE, Missing and Trafficked Children's Sub-group have worked with Barnardos to identify a set of outcome measures to track progress for children identified as experiencing CSE or vulnerable to being groomed and targeted by perpetrators.

The following outcomes will be used wherever feasible across the Pan-Dorset Multi Agency workforce and individual partners will need to consider the best way in which they can be implemented into assessment, planning and review processes.

The seven outcome measures are set out below and on subsequent pages there are grade descriptors to support practitioners in using outcome measures consistently.

1. Level of risk/harm of exploitation
2. Ability to identify abusive/exploitative behaviour
3. Ability to recognise exploitative behaviour on the internet or mobile phones
4. Parent/carer/adult-child relationships
5. Understanding the child's experience and quality of life
6. Mental health & well-being
7. Episodes of missing from home/care

1. Level of risk/harm of exploitation

1	2	3	4	5
No risk	Low risk	Medium risk	High risk	Very high risk
<p>Not involved in exploitative relationships</p> <p>Can assert own rights, recognise risks and potential risks</p> <p>Exhibits no indication of being at risk and/or harm</p> <p>Factors include:</p> <ul style="list-style-type: none"> • Sense of ownership of own body • Understands consent • Choosing positive consensual relationships 	<p>Can recognise own rights and risks in self and others. Has some understanding of appropriate relationships</p> <p>Shows few indications that he/she may be at risk and/or harm</p> <p>The level of risk is low</p> <p>Has some understanding of appropriate relationships and consent and is willing to explore further</p>	<p>Some sense of own and other's rights. Has some understanding of risk that they are involved in.</p> <p>Young person is known to the service to be at risk and/or harm.</p> <p>Beginning to recognise and trust own instincts and judgements and starting to understand consent</p>	<p>No awareness of own rights, some sense of other's rights.</p> <p>The level of risk/harm is very high.</p> <p>Can recognise risks and rights for others but not self.</p> <p>Has limited understanding of consent</p>	<p>Involved in exploitative relationships on a regular basis.</p> <p>No awareness or assertion of rights, young person does not recognise the way they are being treated.</p> <p>The level of risk is extremely high.</p> <p>Multiagency action is needed to protect the young person.</p> <p>No sense of rights or how they are entitled to be treated and respected.</p> <p>No understanding of consent</p>

2. Ability to identify abusive/exploitative behaviour

1	2	3	4	5
Good understanding of exploitative/abusive behaviour	Reasonable understanding of abusive / exploitative behaviour	Some understanding of abusive / exploitative behaviour	Limited recognition of abusive / exploitative behaviour	No recognition of abusive / exploitative behaviour
Young person is able to recognise the differences between loving and abusive relationships and exercises positive choice towards the former in their own lives	Young person has a recognition of abusive / exploitative behaviour in relationships in the context of their own life	Young person understands abusive/exploitative behaviour in relationships but fails to recognise this in relation to their own lives	Young person is beginning to understand that there are different types of relationship / behaviour including loving vs abusive/exploitative.	Young person does not recognise the way they are being treated. They have no sense of rights or of how they are entitled to be treated in a relationship.

3. Ability to recognise exploitative behaviour on the internet or mobile phones

1	2	3	4	5
Demonstrating an understanding and awareness of the dangers and risks of exploitative behaviour/grooming on the internet/mobile handsets, and using strategies to protect self	Engaging with strategies and steps to protect oneself online and through mobile handsets.	Young person is beginning to recognise signs of exploitative behaviour/grooming on the internet / via mobile phone.	Minimal understanding or recognition of signs of exploitative behaviour/grooming on the internet/via mobile phone.	No understanding or recognition of exploitative behaviour/grooming on the internet/via mobile phone.
<p>Actively taking steps to protect self online e.g. using adequate privacy settings etc.</p> <p>Able to recognise signs of signs of grooming on the internet or mobile phone.</p> <p>Able to recognise signs of unsafe behaviour online among friends</p>	<p>Taking some measures to protect self online/on his/her phone.</p> <p>Showing increased awareness of the risks and signs of grooming on the internet or mobile phone.</p>	<p>Beginning to take steps to protect self online / on phones.</p> <p>Displays a growing awareness of the signs of grooming on the internet or mobile phone.</p>	<p>Young person is not protected online / on his/her mobile phone, and at risk of exploitation or manipulation.</p> <p>Shows very limited awareness of the signs of grooming on the internet or mobile phone.</p>	<p>Young person is not protected online or on his/her mobile phone, and at risk of exploitation or manipulation.</p> <p>Shows very limited awareness of the signs of grooming on the internet or mobile phone.</p>

4. Parent/carer/adult - child relationships

1	2	3	4	5
Significant understanding and good communication.	Some mutual understanding and positive communication.	Some mutual understanding. Poor communication.	Poor and negative communication, some warmth.	Poor communication, low warmth, attachment or trust.
Young person can speak to parents /carers; there are limited arguments and strong attachments to parents / carers.	Generally good relationship with parents /carers. Parents /carers have some empathy with young person and there are times when they communicate well with each other.	Some attachment to parents/carers, rarely express feelings to parents/carers.	Some attachment and warmth towards carers. Does not communicate well with carers and has frequent arguments.	Young person talks about running away from home/care. Communication is mainly negative. Does not appear to be a bond between young person and carers.

5. Understanding the child's experience and quality of life

1	2	3	4	5
<p>Significant understanding and good communication.</p>	<p>Some understanding and positive communication.</p>	<p>Little understanding of self within action. Disguised Compliance.</p>	<p>Poor and negative communication, Little Compliance.</p>	<p>Poor engagement, low warmth, Lack of trust.</p>
<p>Young person is confident/comfortable in engaging with parents/Carers or professionals and can articulate their experience.</p> <p>Young person is no longer at risk or engaging in CSE.</p> <p>They are able to reflect on their experience and the negative impact this had had on them and their family/wider network.</p> <p>They are able identify the risks associated with CSE and do put in prevent strategies to stop it occurring again.</p> <p>They are able to identify their support network and access this as well as have knowledge of who to report to should further risk be apparent.</p>	<p>Young person is able to engage with family/Carers or professionals and can articulate their experience.</p> <p>They are able to recognise the negatives when engaging in CSE.</p> <p>They have access to a varied support network should they wish to seek support.</p>	<p>Young person has some attachment or relationship with parents/Carers.</p> <p>They are known to Services to be at risk of CSE.</p> <p>Young person is able to articulate the risks associated with CSE but not able to recognise this in relation to their own experience/lives.</p> <p>They have limited, positive support network.</p> <p>They are reluctant to engage with professionals to address the issue of CSE.</p>	<p>They have little relationship or attachment to parents/Carers.</p> <p>They are still known to be involved in CSE.</p> <p>School attendance - attainment decline, they have 'new' friends, stay out late.</p> <p>They are withdrawn/secretive about activities or relationships - friendships.</p> <p>Little understanding or awareness of 'staying safe' and the risks associated with CSE.</p> <p>No or limited engagement with professionals or services.</p>	<p>Young person has no relationship or attachment with parents/Carers.</p> <p>They have no relationship with a positive wider support network.</p> <p>Refusal to engage with professionals/services.</p> <p>Withdrawn, secretive and often missing from school and home.</p> <p>They do not recognise the harm CSE poses to them and have no knowledge, understanding or desire on how to withdraw from it or report it.</p> <p>Young person has no understanding or awareness of the risks to self or others associated with CSE.</p>

6. Mental health and wellbeing

1	2	3	4	5
Emotional health stable	Emotional health improving	Emotional health stabilising	Emotional health deteriorating	Emotional health of very serious concern
<p>Young person has no significant worries or troubles</p> <p>Can make own mind up about how to deal with problems</p> <p>Good awareness or use of stress management and self-help techniques (e.g. exercise, adopting a regular sleep pattern)</p>	<p>Able to manage thoughts and feelings and responds to stress appropriately</p> <p>Putting in place steps/self-help strategies to try to deal with difficult emotions, feelings, or past experience of trauma</p>	<p>Has occasional low moods and/or anxiety, and struggles with managing thoughts and feelings</p> <p>Young person is beginning to recognise his/her own emotional health and beginning to open up and express self</p> <p>Stabilisation or decrease in observed or reported trauma-related symptoms</p>	<p>Displays low mood and struggles to express themselves</p> <p>Has lots of worries and is not coping well</p> <p>Observed or reported trauma-related symptoms</p> <p>May display some self or experience intrusive and/or persistent thoughts of suicide</p> <p>Reports or displays 'blunted' effect</p> <p>Little awareness or use of self-care strategies</p>	<p>Experiences low mood, depression, anxiety or panic attacks, and has lots of worries and troubles. Often down-hearted, unhappy and tearful</p> <p>Observed or reported experiences of trauma-related symptoms</p> <p>Self harming behaviours may be prevalent. Expressions of planned suicide and/or suicide attempts</p> <p>Reports or displays 'flat' effect</p>

7. Episodes of missing from home/care

1	2	3	4	5
No missing episodes.	Stays out late, no missing.	Occasionally goes missing, prolonged episodes or Occasionally goes missing, short episodes.	Frequent and short missing episodes	Frequent and prolonged missing episodes.
No longer concerns about young person going missing.	Young person stays out beyond agreed time, but carers know where young person is.	Goes missing for over 24 hours, but less than 3 times a month. Missing for 24 hours or under, but less than 3 times a month.	Missing for 24 hours or less, goes missing most weeks i.e. 3 times a month or more.	Goes missing for over 24 hours, goes missing most weeks i.e. 3 times a month or more.