# Exploitation Disruption Strategies Toolkit

This toolkit identifies which disruption tactics may be used for Children Missing from home or Care and those suffering or likely to suffer harm through Exploitation. Once completed it should be used to monitor and review the plan**.**

| **Aim** | **Intervention Options** | **Responsible** |
| --- | --- | --- |
| Disrupt the young person’s relationship with other young people suspected of introducing them to adults involved in violence, gang activity and sexual exploitation. | * Identify whom the young person is spending time with and recognise negative relationships. * Prevent visits to the home by other young people who may either deliberately or unwittingly be recruiting the young person. * Screen telephone calls to the home. * ). |  |
| Disrupt the young person’s contact with adults or young people suspected of being involved in violence, drugs and sexual exploitation. | * Abduction Warnings. * Recognise and acknowledge abusive relationships. * Deny individuals suspected of abusing, grooming, or recruiting the young person access to the child’s home. * Secure mobile phones and SIM cards, particularly if supplied by abusers and pass to the Police. * Consider removing mobile phones at night for the purpose of charging the batteries and monitor internet, call and text use. |  |
| Gather information to assist prosecution and disruption of adults suspected of being involved in violence, gang activity, drugs, sexual exploitation. | * Obtain as much information as possible to identify associates and those who pose a risk to children and young people. Good information includes full names, nick names, telephone numbers, addresses and car registrations etc. * 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. * Ensure all professionals from the child in need/network meeting are updated as and when information is accessed. Be aware of specific agency responsibility and interventions re Abduction Orders, licensing remedies, checks on persons etc. |  |
| Promote positive relationships with family, friends and carers. | * Carers/parents should be actively engaged in searching for the young person to show that they care. * Promote positive relationships with family and friends. * Promote the need for carers/parents to show attention. * Encourage honesty. Reinforce the nature of the crime. * Involve parents/young person in tackling the problem and also in any child in need/ETAC meetings. * Identify suitable long-term key workers who can befriend the young person. |  |
| Physically protect the young person. | * Consider collecting and preserving clothing/underwear 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. |  |
| Maintain contact whilst absent. | * Ring the young person’s mobile phone. * There should be 24/7 contact available so that the young person does not feel isolated during evenings or at weekends. * Agree a safety word the child could use in order request help if they feel unable to speak opening for whatever reason on the phone * Ensure the number for key professionals and Out of Hours is in the young person’s mobile phone address book or text the numbers to them. * Compassion banking - send text messages to the young person. Consider using ‘text language’ that the young person 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 other Boroughs. |  |
| Enhance the return procedure to ensure it is a positive experience. | * Identify an individual that the young person respects and wants to talk to. This person should conduct the return interview on every occasion wherever possible. This will ensure consistency and facilitate a positive relationship between the young person and the interviewer. * Interviews by Police Officers that are no more than an admonishment of the young person should be avoided, as these may exacerbate the situation. Interviews should be arranged and would preferably be conducted by Staff have a good relationship with the young person. * Return interviews should be followed up by active support of the young person to ensure the return interview is seen as a positive experience. * . |  |
| Set clear boundaries to acceptable behaviour and motivate positive behaviour. | * Consult the young person and agree rewards and penalties. Consider reward schemes i.e. monetary/vouchers. * Be flexible. * Adopt a behaviour management strategy. * Give the young person more independence in response to responsible behaviour. |  |
| Empower the parent/ carer/foster carer. | * Raise the awareness of parent, carers and foster carers of relevant policies, procedures, their responsibilities, duties, legal powers, their options and restrictions upon them. . * Maintain active support of parents, carers and foster carers. * Raise the awareness of parents and carers to help them to identify the signs of exploitation * Ensure there is an up to date trigger plan which is shared with professionals and family. * Provide contact numbers to family’s including out of hours whom they can contact for support * Provide training for parents and foster carers |  |
| Build the young person’s self-esteem. | * Identify and encourage positive activities that the young person may engage in and encourage the young person to make positive contributions at home, school, leisure or work; positive activities should build self-esteem, not just entertain. * Take time to explain the issues and keep the young person informed. * Involve the young person in looking at alternatives and decision making. * Explore the young person’s ambitions and makes plans with him/her how to achieve these with the support from you and others. Remember small achievable steps initially |  |
| Raise the young person’s awareness of the dangers. | * .   Develop or identify internet sites aimed at young people to raise their awareness of the dangers of going missing. They must be young person focussed, accessible and user friendly to ensure that young people will be attracted to them and motivated to use them i.e. ‘Ask Frank’ and 'Think U Know' websites.   * Arrange input by professionals to groups or individuals explaining the dangers. * Organise individual or group discussions with adults that the young person respects. * Facilitate peer mentoring (buddies) by young people who have been through similar experiences. * Arrange personal safety training for the young person and family. |  |
| Consider the health needs of the young person. | * Sexual health and contraceptive advice. * Medical treatment if suffering neglect, injury or poor health. * Therapeutic Interventions. |  |
| Involve the young person in diversionary activities. | * Enable the young person to participate in exciting positive activities and leisure activities. Consider adrenaline activities and pursuits , activity weekends * Arrange work experience opportunities or vocational training. * Use all agencies involved such as YOT, Police, youth service and Social Care to create an attractive exciting programme of activities and diversionary strategies |  |
| Make home a more attractive place to live. | * Identify push/pull factors * Tackle relationship problems. * Address domestic violence concerns. * Tackle drug/alcohol problems of other family members. * Consider an alternative placement that gives the young person a feeling of more independence and responsibility. * Consider a placement that has continuity of staff and extra support for evening shifts. * Consider extended stay with a family member in a different city to break the cycle OR consider specialist placement options. |  |
| Achieve normality. | * Enforce bed times/waking times. * Promote attendance at school or educational provision. * Encourage young people to eat together at meal times. * Routines are important in stabilizing a young person and offer safety and security |  |
| Make school a more attractive place to go. | * Tackle bullying, truancy and peer pressure. * Provide ‘Personal, Social and Health Education’. * Encourage engagement with alternative and educational provision. * Provide funding for after school activities. * Identify a trusted ‘go to ‘person in school – young person could identify this person? |  |
| Provide specialist support through other agencies. | * Sexual, Drug and Alcohol Counselling, Therapeutic Services or other Services. * Advocacy Services/Mentoring Services. * Child and Adolescent Mental Health Services (CAMHS). * Involve Education Welfare and Youth Services. * Refer to Safe in the City or other community based project. * Positive activities with professional builds trust! * Provide self-referral systems so that young people can refer themselves. * . |  |
| Plan on positive change and set small targets to achieve monthly. | * Targets need to be agreed with young person and parents, simply recorded, copy to young person and parents. This should be reviewed frequently with the young person- small simple steps initially with in built rewards. * Aim to build a sense of achievement and provide positive attention |  |
| Where a young person 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. | * Where the police are considering criminal action against children and the final decision rests with the police, they should consult with partner agencies through a Strategy Discussion, 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. |  |