

Draft Guidance on using Spotting the Signs for Frontline Professionals

Structure of the Guidance

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Foreword *points to cover*

- Young people have been front and centre throughout the whole journey of the development of STS, the final product has been very intentional and considered based on the review of the research the feedback from frontline professionals and the engagement with young people.
- STS Developed to enhance professional skills drawing on and bringing together the skills and qualities that you already have
- Evolution of the tool - influence of the tool
- Need for a revised version
- Move SH to all

Introduction and background to the new Spotting the Signs

Spotting the Signs (STS) was first launched by Brook and BASHH in 2014. At the time of its development, STS broke new ground in supporting frontline professionals to spot the signs of CSE. This version updates and replaces the original from 2014.

This new version of Spotting the Signs is aimed at all frontline professionals working young people under the age of 18. Its purpose is to support frontline professionals to identify and assess the risk of CSE and child criminal exploitation (CCE) in order to protect and safeguard children and young people.

Purpose of the Guidance

This guidance aims to support frontline professionals to use Spotting the Signs in practice.

The Development of Spotting the Signs

Young people are at the front and centre of Spotting the Signs, and they have played a central role in ensuring that this revised version works for them, is sensitive to their needs and reflects the complexities of CSE and CCE.

Effectively protecting children and young people from the harms of sexual and criminal exploitation is a multi-agency endeavour and working collaboratively with frontline colleagues and experts in the safeguarding field was a key part of the process undertaken to update the Spotting the Signs tool.

Professionals from a wide range of disciplines and organisations shared the learning and wisdom from their experiences and the challenges they face and came together to help shape the new version.

Since its launch in 2014, the legal, policy and practice landscape has changed. How services engage with YP and our understanding of CSE and CCE has evolved. There is an increased awareness of the ways in which children and young people are sexually and criminally exploited. However it is acknowledged that the full extent of both criminal and sexual exploitation is unknown. The criminal and sexual exploitation of children involves serious and organised crime with adaptive business models which make responses and detection challenging. As a result children and young people remain at risk from serious and significant harm. The imperative to spot the signs of exploitation and safeguard children and young people remains as strong and urgent as ever.

Introducing Spotting the Signs

This revised and updated version of STS, provides a tool which supports professionals to build trust and hold structured conversations with children and young people which enable;

- the creation of safe spaces with frontline professionals where children and young people can build safe and trusting relationships
- children and young people to be at the centre of all interactions with decisions made in their best interests
- the complex layers of exploitation and the risks of exploitation to be identified within the context of children and young people's lived experience
- their needs to be explored and assessed
- an effective risk assessment of exploitation and the risk of exploitation to be completed

- the development of an action plan to support and protect children and young people

About CSE and CCE

CSE and CCE are both complex forms of abuse which can be difficult for children and young people and professionals to identify and it can be hard to assess the level of risk faced by children and young people. In addition,

CSE and CCE often occur without the victim being aware that they are being exploited and involves young people being coerced, encouraged, manipulated, deceived, or threatened to engage in sexual activity and/or to carry out various criminal acts for the benefit of others. In return they are offered something, (for example money, goods, friendship, a sense of belonging) as a reward. Young people are groomed into both sexual and criminal exploitation so that the activity that young people engage in as a result can appear consensual and that it has been entered into freely.

What young people asked for

“Early signs, where they can seek help. A lot of young people don’t realise something is an issue until they come out the other end”

Young people themselves often do not recognise or understand what is happening as exploitation and abuse. Anxiety, shame and guilt are powerful barriers to young people seeking help.

Victims of both CSE and CCE are often fearful of getting others into trouble and getting into trouble themselves– for the very actions they have been exploited into carrying out. They may also be living with the threat of harm to themselves and their families/loved ones if they speak out.

Not recognising exploitation as such and the fear of repercussions can make it extremely difficult for young people to come forward and speak to professionals about their situation.

Identifying whether and how young people are being exploited or are being groomed and at risk of being exploited is complex and layered. Young people want and need guidance and support through this process from the adults around them. It requires a relationship of trust to be built so that young people feel emotionally and physically safe enough to talk about their experiences and enter into a conversation that will enable the circumstances of their life to be sensitively and respectfully explored in order that harm and the risk of to be harm can be identified and effectively responded to.

Attention and observation on the part of professionals is important in helping to pick up concerns that may need further discussion and exploration. During the consultation process this was highlighted by young people as being

important to them when they were in situations that where they couldn't cope.

"After I was assaulted, my behaviour was really crazy. No adults or teachers noticed or if they did, no one asked me why"

We can view the nonverbal clues that we observe in children and young people as invitations to open conversations, using the questions within the tool to build trust and explore their circumstances further. Young people have have given us a clear mandate to do this.

Maintaining focus on the young person is a crucial part of building trust and will help frontline professionals follow the flow of the conversation with the young person and the questions outlined within STS provide options for further exploration.

Spotting the Signs, through it's structure and approach aims to support young people and professionals in this endeavour.

Contextual Safeguarding and Trauma Informed Approaches

Spotting the Signs is underpinned by the principles of contextual safeguarding and trauma informed approaches:

About Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to young people's experiences of significant harm beyond their families. Traditional approaches to protecting children/young people from harm have focussed on the risk of violence and abuse from inside the home and don't always address the time that children/young people spend outside the home and the influence of peers on young people's development and safety.

It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse beyond their front doors."

<https://www.contextualsafeguarding.org.uk>

Trauma Informed Approaches

Trauma-informed practice aims to increase practitioners' awareness of how trauma can negatively impact on individuals and communities, and their ability to feel safe or develop trusting relationships with health and care services and their staff.

It aims to improve the accessibility and quality of services by creating culturally sensitive, safe services that people trust and want to use. It seeks to prepare practitioners to work in collaboration and partnership with people and empower them to make choices about their health and wellbeing.

Trauma-informed practice acknowledges the need to see beyond an individual's presenting behaviours and to ask, 'What's happened?' and 'What does this person need?' rather than 'What is wrong with this person?'.

<https://www.gov.uk/government/publications/working-definition-of-trauma-informed-practice/working-definition-of-trauma-informed-practice>

Spotting the Signs The Value Base

Spotting the Signs is underpinned by the following values and embodies a commitment to ;

1. place an emphasis on the importance and necessity of the development of purposeful, collaborative and trusting relationship between young people and frontline professionals based on openness, empowerment, respect, safety and protection
2. understanding young people's lived experience and consider the links between the places and contexts in which young people experience harm and the risk of harm and how these are shaped by the wider context of young people's lives and social and health inequalities
3. considering additional needs based on anything professionals may already might know about the YP (care leaver, learning needs, neuro-diverse etc) to inform thinking /planning around communication methods, and making any reasonable adjustments.
4. being firmly rooted in and upholding children and young people's rights informed by evidence, best practice and the voice and lived experience of young people
5. being mindful that the CYP might already have experienced various childhood traumas and may been groomed and or sexually/criminally exploited and traumatised as a result
6. supporting children and young people to identify, value and build on the strengths and positives in themselves, their relationships and in their life

7. maintain a focus on children and young people by asking “what's happened to you” rather than “what's wrong with you”

Overview of the Structure of Spotting the Signs

Spotting the Signs comprises three sections:

1. The Essential Safety Questions
2. The Exploration and Assessment Questions, including The Closing Question
3. Decision making, Risk Assessment and Action Planning

1. Essential Safety Questions

These are key questions for professionals to ask all young people to spot the initial signs of exploitation or the possible risk of exploitation which require further exploration.

These questions were developed in response to what yp and frontline professionals talked about in relation to time constraints in their contact and focusses on asking the most essential questions, opening up the relationship and inviting yp to speak and for professionals to spot and take up their invitations to explore their situation further.

The questions are designed to explore physical, emotional, relational and environmental safety and structured in a way to guide us to where we need to go next if we need to go anywhere at all so that if there are concerns we can move on to the exploratory and assessment questions to explore the detail.

These questions can be incorporated as appropriate into our regular contact communication as they will help to build trust and develop a holistic understanding of what's going on for children and young people.

2. Exploration and Assessment Questions

This section comprises a set of questions to enable further explore of CYP individual circumstances to identify and assess risk of exploitation.

In order to facilitate the conversation a range of questions and styles of questions are used in this section including open/closed, reflective, strategic third person, and directive questions.

The questions cover the following areas.

1. Education
2. Family Relationships
3. Friendships

4. Sexual activity and intimate relationships
5. Substance Use including alcohol
6. Health and wellbeing
7. Closing question

Each section has 2 main questions and there is a purposeful flow to the questions

The first question which opens the topic and explores the young person's circumstances and lived experience and the second focuses more explicitly on an exploration of risk explores and facilitates the assessment of actual and potential risks of exploitation.

Within each of the 2 questions there are a series of further questions which will support the conversation between the young person and the professional during which indicators of exploitation and risk of exploitation can be identified and explored.

The Tool has been designed to move between exploration of what's going on to enable professionals to determine if there is any risk of harm. Finally professionals have the option to stay on any specific topic because that is the invitation that has been given by the young person.

Throughout STS specific questions have been intentionally designed to elicit a third party perspective. This aims to assist in the recognition of risk and also young people's understanding and perception of risk. Eg What do the people around you think of your boyfriend?

The questions can be covered in an order which follows the natural flow of the conversation, taking the lead from the young person and staying on the topics where you need to or they can be followed in the order in which they are presented.

The Closing Question

The closing question recognises that we will draw the conversation to a close at some point and acknowledges that we are offering a last opportunity to say anything else. This closing question is important as it offers CYP an opportunity to talk about or revisit anything that they haven't covered. It may also open up the need for further questions as they've built up trust in the conversation so far to enable them to share more details of their circumstances.

3. Decision making and action planning

This section provides the space for professionals to pause reflect on and make sense of what has emerged during the conversation and the observations you have made in order to assess the level of risk and harm and develop an action plan. Professionals may want to

consult the indicators of exploitation to support assessment of risk and action planning. *Links are provided.*

Using Spotting the Signs in Practice

General Principles

We recommended that professionals invest some time in familiarising themselves with the structure and purpose of Spotting the Signs and with the questions within each section. This will enable you to create the conditions for a purposeful interaction and follow the flow of the conversation with the young person, rather than just moving through each section in order. However the questions have been designed in a way that if it is helpful and relevant to follow them as they are structured there is a helpful flow to the topics and questions.

1. Where organisations do not routinely record their contacts with young people in detail we recommend that Spotting the Signs is used in its entirety.
2. Spotting the Signs can be used in its entirety, or key questions/sections can be selected and integrated into your existing relationship building and assessment procedures for working with young people. Spotting the Signs should be used as a prompt to generate a conversation around the young person's situation, rather than as a checklist of direct questions.
3. Using Spotting the Signs may increase contact/consultation time – this should be managed in a way that makes it usable within your service. It is important to ask these questions to help safeguard young people.
4. Due to the nature of exploitation, young people may be reluctant to disclose that they are being exploited. Following the flow of the conversation, asking the questions and observing non verbal indications young people give us will help you identify key indicators of CSE and CCE that you can act upon accordingly. Spotting the Signs will help you identify changes in the young person's circumstance and/or behaviours (including non-verbal indicators)
5. Confidentiality must be explained clearly to young people at the earliest opportunity, including the fact that you will need to seek advice, share information and take appropriate action if you believe they or any other young person are at risk of significant harm. You may need to reiterate and reassess confidentiality in subsequent contacts with young people depending on the specifics of the situation.
6. Spotting the Signs is most effective when it is personalised at each visit – this way, the initial risk and safety questions should be revisited each time and followed up with the exploration and

assessment questions, decision making and action planning as indicated.

7. If a young person is unable for whatever reason to answer the questions on Spotting the Signs make a note of this but don't push them. They may be prepared to respond to you or another worker or at a subsequent visit/contact.
8. Where no risk of exploitation is identified but other support/care needs have emerged it can be used as a starting point for further support for the young person.
9. Be aware that even if you have no concerns at the time of the consultation/contact, the young person's circumstances may change. Always keep contemporaneous, detailed and informed notes and complete the decision making and action planning section in Spotting the Signs.

The Essential Safety Questions

These are the 5 key questions to ask young people to support any professional to decide if further exploration of risk/harm is required.

The first 3 questions ask directly about concerns and worries the young person may have and the last 2 questions ask how young people are feeling and coping generally and if they want to talk about anything else. These questions conclude with an opportunity to identify strengths and positives.

These questions are intended to be integrated by frontline professionals into assessment/consultation procedures where they exist within a service and into conversations with young people where there are no or less formal assessment processes in place.

1. Be open and transparent with CYP about the reason why you are asking the questions and that all CYP are asked these 4 or 5 questions to ensure that they are getting the support and care they need to keep them safe. You may also want to explain that it can be difficult to answer the questions and that you are here to listen and to help. When asking each question you can add concrete examples if that would be helpful.
2. Reiterate explanations of your confidentiality policy.
3. The initial risk and safety and the exploration/assessment questions should be embedded within the way you work with young people to minimise the time associated with its use. The time required is likely to shorten as you become more familiar with the questions within each section.

4. They should be used at every contact with young people, this will enable CYP to build up trust and be more open. CYP may be unaware that they are experiencing or at risk of exploitation. Asking these questions at every contact also ensures that new and emerging risk can begin to be identified.
5. Exercise your professional judgement as to when you ask these questions during your contact with CYP. Adapt the language to fit with your professional style and the setting you work in.
6. Traditionally, many services don't question young people aged 16 and 17 about risk factors, but there is increasing evidence that young people of this age group are being exploited. Feedback from research, the young people and frontline professionals has shown that it is acceptable to ask the initial risk and safety questions to young people in this older age group.
7. Depending on the answers and how your professional curiosity is prompted you can either conclude the conversation or move on to ask the relevant questions from the exploration and assessment section.

The Exploratory and Assessment Questions

The purpose of these questions is to enable the young person and the professional to explore the lived experience and context of the young person's life in order to identify the signs and indicators of exploitation and the risk of potential exploitation.

1. Rather than work through the questions in the manner of a checklist to be fully completed, we recommend that frontline professionals familiarise themselves with the questions in each of the sections so that they can:
 - Follow the flow of the conversation with the young person
 - Avoid repetition of questions which young people have already answered
 - Select the questions that are most relevant to the young person's circumstances
2. Young people have told us that they prefer to be asked sensitive questions in a professional but conversational manner, which is effective for both you and them. You may need to rephrase questions to suit individuals, and avoid using language that may be unfamiliar to young people, such as professional jargon/shorthand.

3. CYP may answer more than one of the questions at a time so it is important to listen carefully to what CYP are saying and move around the questions in Spotting the Signs in a way that stays as close as possible to what CYP are saying. There is no need to ask all the questions in order or ask them all if CYP have already answered the questions.
4. In relation to CSE, never assume that because a young person doesn't present as being sexually active they are not at risk. Young people who don't disclose sexual activity may still be at risk of CSE or be sexually active. It's also vital to clarify what a young person's understanding of 'sex' is.
5. Always ask young people to clarify what they understand by sexual activity – for example, penetrative vaginal or anal sex, or oral sex. It's important to explain to young people whether you're referring to vaginal, oral or anal sex, and that, where there is risk of sexual exploitation, it may involve multiple partners.
6. When asking the young person about who they're having sex with, find out what term they feel comfortable using, as they may not consider that person to be a partner.
7. Be aware that a young person may perceive their situation as consensual when in fact they are being groomed, as this is the nature of sexual exploitation.

Decision making, Risk assessment and Action Planning

The purpose of this section is to enable professionals to review all the information they have in order to assess the level of risk and to make an action plan which most effectively safeguards the young person.

1. Look out for any unusual patterns within the young person's history so you can make a professional judgement about their needs and the risk they face
2. This decision must be based on your judgement if you suspect the young person is experiencing, has experienced, or is at risk of CSE and/or CCE.
3. It may be helpful to consult indicators of CSE and CCE to help identify any less obvious signs of exploitation; here are some useful links to indicators:

National Working Group

- <https://stop-ce.org/what-is-ce/spot-signs/>

NHS

- <https://www.nhs.uk/live-well/how-to-spot-child-sexual-exploitation/>

NSPCC

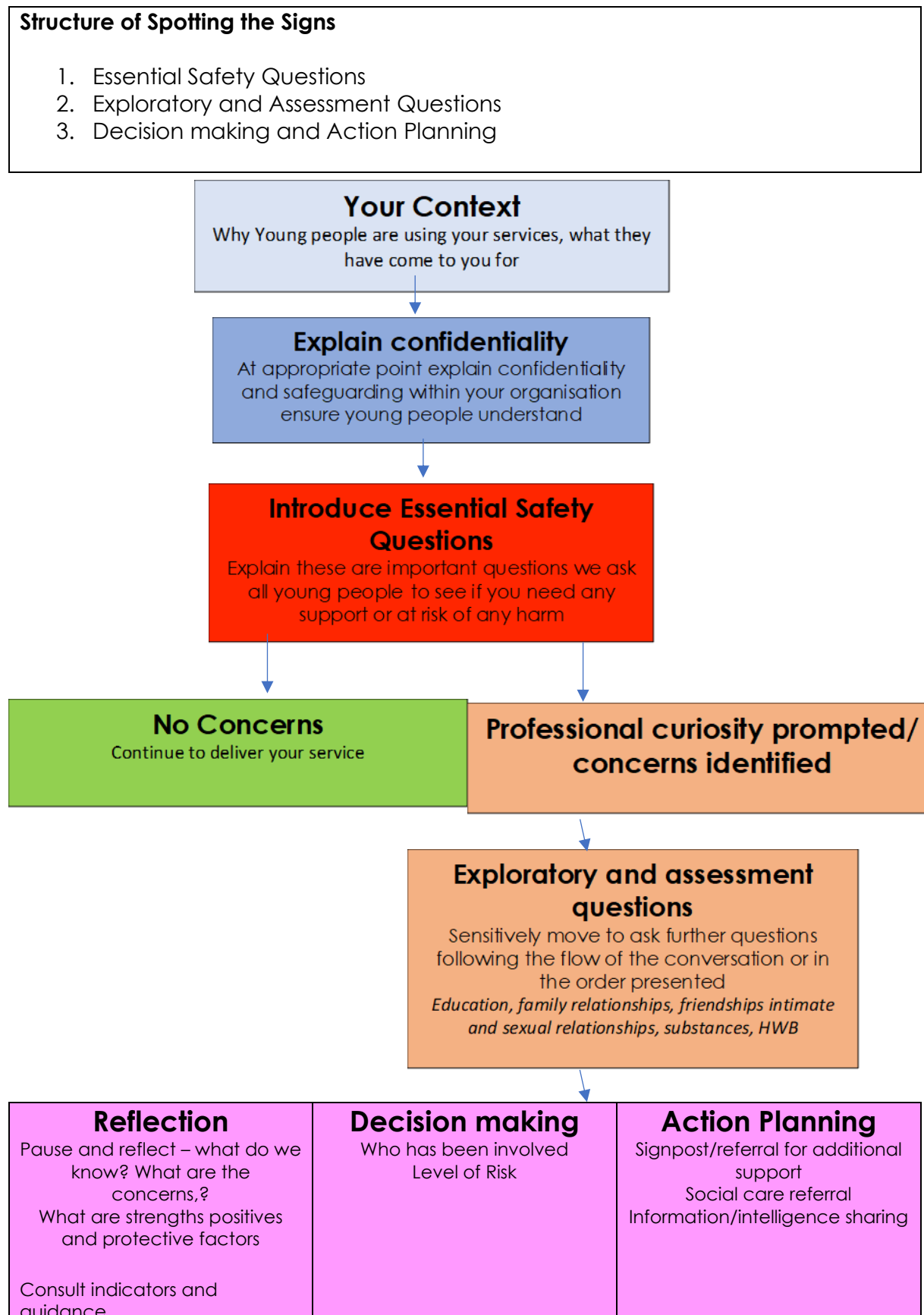
- <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-exploitation/>
- <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/>

4. If you consider a young person is at risk from their replies to the questions within Spotting the Signs, It's essential that you quickly follow up any concerns or disclosures using your organisational and Local Safeguarding Partnership procedures. This includes keeping contemporaneous records of who you referred to and when, as the young person may not disclose again.
5. You must follow your service's safeguarding policy and discuss with or inform your safeguarding lead.
6. It is important that you are aware of your organisation's safeguarding policies and procedures, and can follow local referral pathways and Department of Health and professional body guidance on confidentiality.
7. It may also be appropriate to share intelligence within appropriate multi-agency networks to help combat criminal and sexual exploitation to keep other children and young people safe and communities safe.

<https://www.contextualsafeguarding.org.uk/resources/toolkit-overview/signs-of-safety-and-contextual-safeguarding/>

FLOWCHART

Using Spotting the Signs



Applying Spotting the Signs during online contact

Communicating and working online maybe a different environment for professionals but the message we got from young people that was also highlighted in the review of existing research is that there is little distinction between 'real life' and online life the mix of the two is just how it is for the majority of young people. In that context we wanted to include some considerations when using Spotting the Signs in an online delivery context.

Overall contact online, depending whether it is audio or audio and visual, loses some of the visual and non verbal clues that would be picked up in face to face contact and relies mostly on clear verbal communication, attentive listening and setting as safe a context for the contact as possible.

You may want to consider;

- Checking where the young person is, who else is there, in the case of a visual online contact is there anyone off camera, is it safe to talk and are they free from distraction
- Explaining confidentiality clearly and reiterating boundaries as appropriate
- If the contact has a visual option e.g Zoom, consider asking the young person to agree to keep their camera on
- Preparing your response of the young person ends the call abruptly – agree how you will follow this up
- Explaining very clearly that you need to ask some questions to ensure that they are safe
- Prioritising and selecting the most pertinent and useful questions while the young person is still engaged on the call
- Paying close attention to what young people say, picking up on any audio or visual clues that may need to be explored further
- Discontinuing the call and putting alternative contact arrangements in place if you have any concerns that the young person is in an unsafe situation – that someone else is with them and directing their answers for example
- Providing additional information on where else young people can get support from your service or any other relevant service

APPENDICES

About the working group (Should we include BIOS?)

- BROOK Simone Last, ,Chris Wilkins and Helen Corteen
- BASHH Dawn Wilkinson Effi Stergiopolou and Karen Rogstad
- AYPH Jeremy Sachs and Emma Rigby

ACKNOWLEDGEMENTS

Appendix 1: Background and context to the refresh

- The Spotting the Signs toolkit has been produced by BASHH and Brook with funding from the Department of Health.
- Spotting the Signs (Spotting the Signs), developed in partnership between Brook and BASHH is widely used and trusted by a wide variety of healthcare professionals as a standalone tool or as a broad framework to support the identification of child sexual exploitation [CSE] and the potential risks of CSE.
- At the time of its development, Spotting the Signs broke new ground in supporting frontline professionals to recognise and respond to CSE.
- However, since its launch in 2014, how services engage with YP and our understanding of CSE have evolved and Spotting the Signs required an update to ensure that it continues to support professionals to recognise CSE and support effective responses to CSE and the wider risks associated with CSE in the current context.
- In addition the understanding and assessment of digital and online risks, the support of young people increasingly accessing services in an online or remote context and to address the risks and signs of criminal exploitation need to be addressed.
- This has been prompted by the rapid move to digital SRH(including abortion care) and other CYP frontline services during the Covid-19 pandemic. This is a shift in service delivery which is likely to continue in the longer term. Practitioners have expressed concerns that they lack the skills and confidence to identify and address safeguarding concerns in digital consultations.
- Young people have played a key role in ensuring that the updated tool works for them, is sensitive to their needs and reflects the complexities of CSE and CCE.
- Brook and BASHH are clear that effectively protecting children and young people from the harms of sexual and criminal exploitation is a multi-agency endeavour and working collaboratively with frontline colleagues and experts in the safeguarding field was central to the process undertaken to update the Spotting the Signs tool.

Appendix 2: The Consultation Process; Summary of key findings that informed the update from the contemporary knowledge review, young people's and frontline professional consultations

The refreshed version of Spotting the Signs has been through a lengthy consultation and development process with young people, leaders and experts in the safeguarding and exploitation fields and frontline professionals. It has been extended to reflect service and policy developments since it was first introduced in 2014 and to include criminal exploitation.

The Process

We collated a working summary of the contemporary knowledge in relation to CSE and CCE and of known gaps and issues in assessments and detection of CSE and CCE. This provided the knowledge base for the subsequent steps and support the development of key questions for the consultation and engagement groups.

Engagement of young people and frontline professionals

We sought the views and experiences of young people and those professionals who deliver services to them. A gap analysis and review of experience was undertaken through consultation and engagement with young people, practitioners and other key stakeholders. We established an Advisory group to provide 'expert' insight and guidance to the update. This comprised leaders in the safeguarding and CYP fields. *LIST*

1. X3 consultations with young people with protected characteristics and increased vulnerabilities, this included boys and young men, care experienced and unaccompanied asylum seeking children, those at risk of CSE and CCE. We conducted a survey with a wider groups of young people. Gaps in the Spotting the Signs proforma were identified along with listening to the experiences of young people. We heard what young people want and find most helpful.
2. X 2 Open consultations of hosted by Brook and BASHH (online) to present the findings from consultation with young people and asked key questions to groups of frontline professionals from a wide range of organisations including health, education, police, social care, parent support, youth support services and third sector organisations to seek additional views and recommendations. AYPH consultation with young people and survey (*Summary from JS report*)
3. EWG/Advisory group reviewed the findings from the young people and frontline professionals
4. First draft of updated toolkit produced and Hack Days held with frontline professionals to test findings and draft refresh
5. Final draft version based on outcome of Hack days
6. Clinical Trial and Final young persons consultation

Feedback and key findings from the review and consultation processes

Contemporary Knowledge Review

1. Increased awareness of the wider forms of CCE and the links to CSE – all still under recognized
2. Online and real life are not seen as separate by yp – raised in relation to levels and types of risk, access to education support and services and social media
3. Frontline professionals want support to respond to CSE/CCE in particular in the context of telemedicine and online service delivery
4. Voices and experiences of young people with protected characteristics and additional vulnerabilities are heard less frequently. Little emphasis on strengths and protective factors
5. Variety of tools and checklist in existence so identification and assessment of risk is inconsistent
6. Checklists may be less helpful in maintaining the focus on the individual YP

Voice of Young People

1. Reporting is 'horrendous' youth clubs, schools, trusted friends and family members all seen as important trust, time and choice highlighted as key . There were mixed views on online/anonymous contacts with professionals
2. Exploitation and abuse affects the way they interact with the world – not always recognized/understood and behaviour can be taken out of context – highlighted particularly by boys and young men
3. highlighted the importance but inconsistency of education – where to get help and challenging stereo types of perpetrators
4. Want early help and to be able to spot the signs and help each other, choice about what happens when they talk about exploitation, not to be rushed, someone to listen 'nicely' to their story, multiple means to get help
5. Confident professionals who they can trust and who can signpost/refer them to specialist help and get ongoing support and someone to 'take their mind off the problems '
6. Want clear explanations of confidentiality and including the difference between safeguarding and where they can 'let off emotional steam

Voice of Frontline Professionals

1. CCE : no tool, less knowledgeable, skilled and confident to raise, YP more reluctant to discuss – fear of police and repercussions from criminal/gang contacts, concern for the criminalisation of YP
2. Challenges of time constraints – practically and to build trust, apply trauma informed approaches and give YP space, recognizing 'no size fits all young people'

3. 'Holding your nerve' when to listen and when to report/act – there are no right or wrong answers 'best decisions. The importance of multi-disciplinary approaches was a strong theme
4. Talking to YP online can be more challenging and potentially involve more risks to the YP but can be all that is available and preferred by the young person – different awareness and skills are required
5. About tools; many are used, checklisting the Signs and tick boxes can be lengthy and the forms and referral processes can feel more important than the information – a range of record keeping issues were highlighted
6. Importance of both comprehensive history taking, observation and the 'casual conversation' approach there are no right or wrong answers 'best decisions

Appendix 3: Contributors : Advisory group and Hack days

Appendix 4 Additional Recommendations

The insights and feedback highlighted as being critical to recognising and responding to exploitation and abuse but outside the structure and tool itself:

- The context in which contact with young people takes place
- Issues of trust and relationship building between CYP and professionals
- Professional knowledge skill and confidence
- Multi-agency co-operation/working
- Training and reflective practice
- The understanding and application of contextual safeguarding, trauma informed approaches in practice

The working and advisory Groups would recommend that these are addressed through a national training programme and a structured approach to reflective practice and professional supervision