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## **Scrutiny Report: Adolescent Safeguarding Strategy and Education Strategic Partnership (July 2022)**

**Jenny Pearce: Havering Local Safeguarding Children Partnership (HSCP) Independent Scrutineer**

### **Role of the Independent Scrutineer**

Jenny Pearce is the Independent Scrutineer (IS) for Havering Local Safeguarding Children Partnership (LSCP). Working Together to Safeguard Children (2018) requires LSCPs to ensure that LSCP activity is independently scrutinised. This report covers scrutiny work carried out between March 2021 and June 2022.

### **This scrutiny task**

The Havering LSCP requested Independent Scrutiny of its Adolescent Safeguarding Strategy (ASS), its Integrated Adolescent Safeguarding service (IASS) and its Education Strategic Partnership (ESP). The work followed an agreed action plan which included scrutiny on four areas, including Leadership and ownership; School exclusions, managed moves and alternative provision; Questions of Disproportionality; Engagement with children and young people as safeguarding advocates or scrutineers.

Findings from each area have been collated below with summary recommendations are collated at the end of the report.

### **Methods**

Scrutiny was undertaken through

- an on line visit to KORU, a Havering Alternative Education Provision (AP),
- one to one interviews and small group interviews with key staff from the IASS and ESP,
- attendance at relevant meetings,
- receipt of relevant reports and minutes of meetings,
- email correspondence.

### **Context**

The findings and recommendations below may be linked to existing ongoing work tackling issues identified. It is possible that there may be some misunderstanding or misrepresentation of specific details in this report, all of which can be discussed in follow up activity.

It is important to acknowledge that many staff are currently working under particular pressures managing staff shortages, the covid pandemic and current concerns about the cost of living impacting on them, children, young people and their families. It is helpful to consider the findings, recommendations and implications for priority setting and resource management with awareness of these pressures. Findings are presented with due sensitivity and recognition of the hard work from committed staff working through very challenging times. Thanks are extended to all who provided time and input to this scrutiny activity.



## Scrutiny Results

### Leadership and oversight

1. The ESP, ASS and related IASS each have strong leadership actively engaging with key safeguarding partners and relevant agencies. There are clear lines of accountability into and from the leadership roles and post holders. Within these bodies of work, the leadership of work on school inclusion, including the individual School based activities, Fair Access Panel, Alternative provision (specifically KORU) and data control and management is effective and consistent.
2. The structure facilitating joint working between the ESP and the ASS and their related strands of work helps to identify and support young people, particularly those facing familial and extra familial problems impacting on their wellbeing, behaviours, school attendance and engagement with serious youth violence (SYV). There is strategic planning in place for identifying schools that have higher fixed term exclusion rates and managed moves. These schools receive targeted work on school inclusion activities. The Virtual school heads work closely with other strategic leads.
3. There is evidence of the ESP and ASS embedded in everyday working across the partnerships, with relevant partner engagement such as health, police and youth service leaders. Placing the Youth Justice Service (YJS) within the IASS provides continuity of care and the positioning of two CAMHs workers in the YJS along with a speech and language service doing joint screening of young people as they come into the YJS ensures that links between communication problems, mental health problems and offending behaviours are made.
4. The ESP have good connections with the head and deputy head teachers of Havering secondary schools and have recently been working on achieving improved primary school leadership representation.
5. The Designated Safeguarding Leads (DSL) network is effective and proactive, with a range of activities in and outside schools working to advance school inclusion. This includes working with school managers and providing training and workforce development of themed issues and individual cases. Primary and secondary school head teachers are informed and engaged with the DSL network and the IASS are invited to join Havering secondary head teacher meetings. There is evidence of primary school family liaison officers working well with families providing information and support. The ESP is addressing how to build this provision further across all secondary schools, including KORU.
6. These supports, the active school inclusion activities and targeted work with young people in school is resulting in lower than national average number of permanent school exclusions. This is to be congratulated along with all of the school inclusion and background work with adolescents facing difficulties that take place across the IASS. **Recommendation 1**
7. The MacAlister Independent Review of Children Social Care notes that 'the contribution and voice of education is missing from partnership arrangements, and schools should be included as a statutory partner' (Executive Summary, MacAlister 2022). The Havering ESP and IASS is ensuring that issues facing school engagement and work with adolescents do inform the work of the HSCP, with ESP leadership attending executive meetings. This could be further



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consolidated by the HSCP formally naming education as a strategic partner in the HSCP executive. **Recommendation 2**

8. As is the case across the country, many important provisions supporting early intervention with adolescents facing difficulties are reliant on time limited funding awards. It was noted that this can be an 'own goal' when funding supports good preventive work resulting in perceived less need. Gathering evidence for successful bidding takes time from senior managers, as does asking for the important feedback about why a bid may not be successful.

**Recommendation 3**

#### **HSCP website**

9. Information about the IASS is available on the Havering Safeguarding Children Partnership (HSCP) website page, and information about the ESP can be found through a search on the Havering Website. The HSCP website is newly forming, following the creation of HSCP from the tri-borough partnership arrangements. In these new developments, it would be helpful for a link to information about the ASP, IASS and the ESP to be clearly positioned under 'safeguarding children information for professionals'. This information could also be available on information page(s) for children, parents and carers. **Recommendation 4 (and 11).**

#### **Fair access panel**

10. The fair access panel is well developed and provides an excellent overview of actions for children experiencing problems in school. There is good cross referencing between the Community Safety Panel and the Chair of the Fair Access Panel with a focus on information sharing on individual cases. The panel provides the meeting point for professionals to consider all options available to enhance school inclusion for young people. It may be helpful to consider if reoccurring themes about these individual cases, their respective schools and/or the locations they frequent can be extracted. This would help inform contextual safeguarding approaches to IASS activity. **Recommendation 5 (and 12)**

#### **School Academies**

11. There are some concerns about the active and full engagement of head teachers and leaders from some school Academies. These concerns include
  - Worry that some academies are employing their own school nurses without ensuring that this additional service is integrated with other health provision available through ESP and ASP. This can cause concern as some children, including those with special needs and/or complex health problems and challenging behaviours and may not be fully integrated into other health service provision available. Records of child health concerns can then become dissipated, undermining good information sharing across HSCP.
  - Some academies are facilitating their own 'managed moves' of children between schools without referral to the Fair Access Panel and without due consultation to local authority staff overseeing school inclusion activity. This can result in children being 'lost' from records of where they are placed and also can undermine the cross



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referencing of information about multi agency safeguarding issues that might relate to the individual child and their family/carers. This can undermine appropriate safeguarding measures being implemented to support the young person and their family. **Recommendation 6**

### **Early help**

12. The majority of schools in Havering are working well with HSCP early help services. It was noted that the success of this work is based on schools building relationships not only with children and young people but with their parents, carers and families. Examples were given of schools facilitating families' access to food banks and proving support for child welfare including provision of washing and feeding facilities. There is a good relationship identified between schools and early help services when children are undergoing a managed move. A recent task group focused on
- 'managed moves' of children who were unable to benefit further from school inclusion activity and deemed unable to remain with an existing school;
  - the integration of, and support for, children who either live in Havering and are attending school outside the borough, or children who live outside the borough and are moving into Havering schools.

This task and finish group noted learning from a recent rapid review. It confirmed that information sharing between multi agency partners (LA, police and health) was essential in ensuring early help to minimise the disruption caused to child and family and to identify specific problems and appropriate resource allocation to meet the concerns. The need to include School Academies in this process was identified **Recommendation 6**.

13. The task group recognised that successful information sharing is facilitated through good relationships between leaders from different partner agencies. The structures to embed these good relationships exists within the ESP, ASS and IAAS but can be undermined by rapid staff changes or post vacancies, issues that resonate as a national concern. Police leads are working across the BCU to try to maintain consistency in staffing. NELFT health leads recognise these problems and are working with solutions, such as staff workforce development and mentoring activities. The national shortage of clinical psychologists does have an impact on IAASS provision, although steps, such as regrading of the posts, are taking place to try to attract candidates. **Recommendation 7**
14. Sect 175 and Sect 11 audits have been undertaken by almost 100% of local schools and the 2021-2022 round of findings will be presented to the Quality and Effectiveness Working Group in October 2022. There are questions about which staff complete the audits and if this actually captures the full workforce knowledge and expertise. There are moves to create and review qualitative as well as quantitative data. This could facilitate sharing of information about the challenges facing current staff and safeguarding issues that are of main areas concern. The recent work on Independent Scrutiny published by The Association of Safeguarding Partners ([www.theasp.org.uk](http://www.theasp.org.uk)) includes suggestions about this work. **Recommendation 8**.
15. It was noted that, as is reflected in the national context, there is an increasing demand for access to early help for children with mental health problems, particularly following the covid



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pandemic. There is also national research identifying the impact of poverty, discrimination and disadvantage on the mental health of children and young people including those experiencing problems with school attendance, criminal and/or sexual exploitation (<https://tce.researchinpractice.org.uk>). The national problem of (a) long waiting lists for CAMHS services and (b) the reduction in the number of School Nurses is evident locally. In response

- (a) Some schools are working with health colleagues to provide mental health interventions in individual schools and providing extra 'time out' for student wellbeing activities. The NELFT primary mental health team are available to see children presenting with moderate concerns, running a rolling programme of 6 week groups for children experiencing anxiety and low mood. The 5 and 10 day direction programmes in schools are working effectively and two mental health school teams (who started work in January 22) are working in a small but developing number of schools. There are plans for a third team to be ready next calendar year. Once consolidated and reviewed, this 'in school' service would be rolled out to special schools and to alternative provision (KORU). These mental health activities in schools are welcomed and contribute to the school inclusion activities. Alongside the 'in school' activity, health colleagues are working to change the 'front door' to focus more on easy access and on immediate assessment of urgent cases. This is supported by a drive to engage more senior staff in the service ensuring that it is available for children with more complicated and complex mental health problems.
- (b) The school nurse provision to Havering schools is limited to 8 school nurses who run themed sessions in schools on identified topics, including sexual health and relationships. The school nurses are distributed so that each school has a named school nurse with whom children and young people can request a virtual or face to face appointment. This includes children in alternative provision (KORU) although feedback suggests that the information about this allocation may not have been received.. Following an appointment, referral onto health or other services is recorded so that regular reporting can be provided to Public Health England. Some schools have linked with health colleagues to provide health focused 'Drop in' sessions in schools where children and young people can attend without a referral. Some of these have been themed, with topics of concern identified by children and young people and/or school staff. One-off consultations have also been made available for staff to discuss concerns about particular young people. A successful tender made by the NELFT 0 – 19 team resulted in two additional nursing posts for the Looked After Children Team, providing further scope for relationship building between LAC and health providers, and providing additional support in to LAC health assessments. It was not clear that all schools, including KORU, are fully aware of these provisions. **Recommendation 9**

16. Early help targeted at children facing sexual health problems and those who have experiences of using accident and emergency (A&E) health services could be further considered. This should ensure that information about SYV and abuse is identified and is passing back into the ESP and IAAS. Information of young people attending A&E services is sent to the NELFT health visitor, nursing teams and the 0-19 service so that safeguarding



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concerns can be picked up. The multi-agency data set informing the Quality and Effectiveness working group helpfully includes this data on ages and reasons for A&E attendance. It would be helpful to have an understanding about repeat visits to A&E to identify those who are most at risk of harm through SYV and abuse. Similarly, it is not clear that information about repeat use by Havering young people of sexual health services (particularly Axe Street in Barking) is conveyed back into ESP and IASS. Many London boroughs either work with the charity 'Red Thread' to provide support to young people in A & E because of serious youth violence and/or allocate detached youth workers to be aligned to hospitals, GP surgeries and sexual health clinics. It might, if not already done, be possible to consider such initiatives can be commissioned in Havering SCP. **Recommendation 10 (and 12)**

#### **Alternative provision**

17. As an alternative provision to mainstream school, KORU is working with children and young people with a variety of complex needs. Historically the number of young people both sustaining regular attendance at KORU and returning to mainstream schooling has been impressive. The Covid Pandemic has had a recent impact on numbers returning to mainstream schools but this is now being addressed.
18. KORU alternative school provision is well managed with a relationship based approach dominating partnership work and service delivery with children, young people and their families. The service is appropriately linked into Havering school inclusion work and the IASS, with a youth worker visiting each week to maintain contact with young people. The current police safer schools officer allocated to KORU is very effective and engages well with the young people. This helps the good structural and relationship based links between KORU, police and community safety staff, building relationships and information sharing between young people and professionals. KORU staff has access to clinical supervisors to help them understand and manage the emotional burden of working with families and children with complex needs. This process looks at lessons learnt and how to make sure mistakes are not repeated. KORU is currently offering a social work training placement which facilitates learning with and between social work staff, alternative education providers and young people themselves. This all means that alternative school provision is part of an overall service for children experiencing school attendance problems.
19. The majority of young People at KORU have dual registration: registered with the mainstream school and KORU. This needs managing to ensure that information about the YP is communicated to and from KORU. There is a KORU 'Transition and engagement manager' and mentors are allocated to young people to support them back to mainstream schooling when possible. If a child attending KORU is on a child protection plan, staff from KORU will attend relevant care planning and review meetings.
20. There were concerns that while intensive work is taking place with individual young people attending KORU, some referrals into MASH or attempts to contact allocated social workers from Children Services about the child's welfare within the family home, and the related need for support for carers and surrounding family, may not be picked up despite escalation of the need for support. **Recommendation 11**





### **Serious youth violence and 'missing' children**

21. The IASS is currently establishing a multi-agency group to support strategic planning to reduce youth violence. It is recognised that the high volume of cases of serious youth violence can create reactive rather than proactive approaches to managing associated problems. This group will focus on early intervention as well as efforts to reduce repeat incidents of sexually harmful behaviours, missing from home, criminal and other forms of exploitation. This will helpfully review the relationship between early help, including the provision of detached youth workers and the locations they work in. This should be informed by, and share knowledge with, housing providers and local private sector businesses. It will gather and share data on serious youth violence across the partnership, including pursuing ways to ensure that relevant data from health (specifically A&E, GP surgeries and mental and sexual health services) is available and linking into intervention plans. It will also require information from police about reoccurring themes from police Merlins and from identified offender circumstances, locations and contexts. Police leads are working together locally to gain improved access to police data that is currently governed centrally. While data can be made available on individual cases, it is challenging to gain summary information about emerging themes regarding serious youth violence. This is being worked on across London.
22. This work on violence reduction will require summary information of reoccurring themes, as opposed to individual incidences, about young people experiencing problems about serious youth violence in and around schools. This will be identified by schools themselves, the fair access panel and rapid reviews from serious incidents. In addition, a desired proactive initiative would be for single agency based risk and need assessments to be replaced by multi agency assessments. The Child sexual abuse Centre of expertise ([www.csacentre.org.uk](http://www.csacentre.org.uk)) and the Tackling Child Exploitation support programme (<https://tce.researchinpractice.org.uk>) have both undertaken reviews of risk assessments, noting concern about creating 'static' assessments that focus only on individual cases as opposed to including contexts and environments. **Recommendation 12**
23. Operation Encompass is working effectively, with evidence that Havering schools are receiving information from the police about police knowledge of children witnessing domestic abuse within the home. Schools are then able to check that appropriate support is offered to the child(ren) concerned. It has been suggested that a similar initiative might be developed to facilitate rapid information sharing between police and schools about police knowledge of young perpetrators or victims (or both) of serious youth violence, including knowledge of children carrying knives. Although this information should already be known by MASH and other early help services, a fast track line into schools with immediate support provision to both the young person (people) and the school might help to improve awareness and safety inside and out of schools. **Recommendation 13.**
24. The police BCU have, under Public Protection, undertaken an internal audit on missing children and young people, including information from return home interviews. This identified that while the strategic oversight of missing children was good, improvements could be made at the point of engagement with individual young people. It is suggested that more work could be done training police in methods of engaging with young people in return home interviews. This would include ensuring that information sharing takes place between



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police and IASS about the outcome of the return home interview, including information about reoccurring incidents of missing from home and resulting emerging themes of reasons and locations.

25. Mechanisms need to be in place for ensuring that police can access information about which school missing young people are attending and ensure that schools are informed of missing incidents and outcomes from return home interviews. **Recommendation 12**
26. Concern has been expressed about some children, particularly those with complex learning difficulties and special needs potentially 'falling out or missing from the system' if they become recorded as 'home educated'. **Recommendation 12**
27. The 'Beyond referrals' toolkit <https://www.contextualsafeguarding.org.uk/toolkits/beyond-referrals-toolkit-schools> is being encouraged for use in Havering schools to identify and respond to children demonstrating sexually harmful behaviours and Barnardos is offering school staff training on SHB and one to one support with individual children referred. Further links between findings from the work taking place in early intervention to prevent sexually harmful behaviours and the training offer for all schools could be made, so that themes specific to individual schools or local areas can be identified, and links between SHB and other local dynamics about youth violence can be made. **Recommendation 12.**
28. There is a nationally recognised shortage of emergency respite accommodation for children and young people with complex needs, including those who go missing and those at risk of being placed in police cells overnight. This can be mitigated against through the provision of trained and supported specialist respite foster carers, who understand the nature of adolescence, serious youth violence and exploitation and are supported to manage individual complex cases when emergency accommodation is needed. These carers would be given a direct line into named police support and have access to specific social workers allocated to support adolescents **Recommendation 14**
29. The Transitional Safeguarding Panel is working well considering transition issues for the 14 to 25 age group. This work is helpfully looking at how to ensure a timely response for young people who have experienced, or are still experiencing sexual exploitation, gang affiliation, domestic abuse and/or mental health problems as they transition from children to adult services. **Recommendation 12**

### **Disproportionality**

30. Concern has been raised about a reported disproportionately high number of Black African and Caribbean children receiving fixed term exclusions and managed moves. It is also reported that the gangs' matrix includes a disproportionately high number of black males compared to the local demography. Data about the use of 'stop and search' shows high numbers of white young men searched for suspected drug related offences. **Recommendation 15 and 12**
31. It was suggested that one of the current big challenges is to address the impact of poverty on the Havering communities, including its disproportionate impact on the offending behaviours of young men who appear 'stuck' and 'left behind'. The need to target support to young people impacted by poverty, exploring its relationship with school attendance and





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achievement, with gang affiliation and/or serious youth violence was stressed.

**Recommendation 12**

**Data and related information sharing**

32. The London Metropolitan police (MET) and the Majors Office for Policing and Crime (MOPAC) are in discussion about local and London wide differences in what police data can be shared and in what format. Recommendation 12 supports continuation of these discussions to better facilitate police data sharing, aiming to improve identification of and access to emerging themes regarding young people in Havering.
33. The ongoing provision of data collated and shared via the Quality and Effectiveness Group is a strong asset to the ESP and IASS. Service leaders can request and receive new data as required. The fact that there is a staff member in IASS responsible for collection and analysis of data pertaining to adolescence is constructive. The IASS places due attention to data about problem profiling, the changing nature of Serious Youth Violence (SYV) and contextual safeguarding. The links between the work of this IASS analyst, particularly around risk and vulnerability indices, and work of the Quality and Effectiveness LSCP sub-group is extremely positive.
34. Data is recorded by safeguarding partners (LA, Integrated Care Services (ICS) and Police) in different formats. This is a regional and national problem and can create difficulty in ensuring immediate comparison and cross referencing of data regarding specific cases, groups of cases or emerging themes from reoccurring problems. The structures are in place in Havering to try to address these problems as staff time is invested in seeking out and cross-referencing data for different partners and agencies. This requires continued investment in data analyst time

**Recommendation 12.**

**Youth Participation: safeguarding children advocates**

35. The HSCP is investing in staff time to develop methods for accessing and supporting young people to work with the partnership as safeguarding children advocates. Ongoing scrutiny of the development of this activity has taken place and the excellent staff input has ensured that processes are now in place. There are a minority of LSCPs across the country doing this work and learning is being collated for sharing across the sector, particularly in terms of developing child centred and young person informed safeguarding outcomes for children (see [www.theasp.org.uk](http://www.theasp.org.uk)). It will be important for HSCP to continue its innovative role in supporting this activity into the future and to further engage with young people directly affected by safeguarding concerns. This will include linking with the young people currently involved in the work of the IASS steering group. **Recommendation 16**

**Learning loops and workforce development**

36. It is expected that the current onus on relationship building and related information sharing within and between the IASS and the ESP will be further facilitated through the work activities of the Learning and Development and the developing Case Review strands of work (HSCP Sub-groups). There is enthusiasm for regular multi agency HSCP learning events to take place drawing on recent local and national research, case reviews and practice initiatives.



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There was recognition that important learning takes place through JTAs and the rapid review process, and that this could be replicated through the developing Case Review strand of work. This would help to ensure ongoing learning as opposed to learning prompted by serious incidents.

37. The activities facilitated through the HSCP Safeguarding week were widely welcomed, with encouragement for safeguarding week to be maintained and for similar, shorter learning events to be replicated throughout the year. The work of the social work academy reading group is valued and the model could be extended to include multi agency partners. The benefits include relationship building between multi-agency partners as well as enhanced information sharing and learning about policies and practices. It was suggested that some of these activities could include specific focus on multi agency understanding and use of 'practice approaches' such as the use of 'think family', 'signs of safety', 'contextual safeguarding', 'listening to and engaging with the voice of the child' and of tools for practice such as The Neglect Toolkit. **Recommendation 17**

### Recommendations

NB: as noted at the start of this report, recommendations may reflect existing ongoing work. A mapping of the suggestions below could align them against ongoing work activity and help to identify who might be able to take specific tasks forward if required.

1. HSCP could consider creating a 7 minute briefing explaining the relationship between the ESP and the ASP/IASS. This would showcase how permanent school exclusions are kept low. This would be timely as HSCP has good practice others could benefit from accessing.
2. HSCP could consider formally including Education as a fourth statutory partner.
3. HSCP could undertake a brief audit of who has access to staff experienced in bidding for funding and identify any infrastructure support that partners have for this process. This could include identification of lessons about what makes a bid successful and how to build this into future bidding.
4. Activities' updating the HSCP website need to ensure that information about the ESP and the IASS is clearly accessible and that information about the HSCP personnel, sub groups and referral routes into specific services is available. The mechanisms for escalating reoccurring problems also need to be clearly identified (also see recommendation 11). Consideration about including a page on the HSCP website for children and young people could take place, particularly once young people are working as safeguarding advocates (see recommendation 16).
5. The Fair access panel could undertake a quarterly review of cases to identify any reoccurring themes about young people, their families, schools and locations. Information from these quarterly reviews could be communicated into the ESP and ASP and be used to inform specific strands of work, including contextual safeguarding activity (see recommendation 12).
6. An audit engaging leaders of local academies should be undertaken to
  - a) Ensure academy leadership is embedded within ESP activities,



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- b) Review academies policies and procedures around managed moves to ensure that they are fully engaged with the work of the Fair Access Panel and related processes safeguarding children processes
  - c) Ensure that school nurses and/or other health support staff are linking with NEFLT child health and safeguarding processes.
7. It may be helpful for the leads of IASS and ESP to undertake a short review with lead colleagues from police and health about unfilled vacancies and consider any multi-agency support that could be put in place to either make the posts more attractive and/or consider contributions to workforce development activities to enhance career development.
  8. HSCP independent scrutineer could ensure that HSCP is fully aware of the learning from the recent review of Independent scrutiny regarding undertaking and extracting learning from local audits.
  9. A targeted piece of work could take place to ensure that all schools, including KORU, are aware of and accessing support for early help for children and young people experiencing mental health problems.
  10. HSCP could consider if the commissioning of Red Thread or a similar detached youth work intervention might be helpful in further supporting children and young people impacted by serious youth violence, exploitation and other forms of abuse. This could also consider the deployment of detached youth work into A&E, GPs surgeries, sexual health clinics, building on the existing links in place between detached youth work and schools, including KORU.
  11. KORU could, with HSCP, be supported to undertake an audit of its current and new cases to clarify if information sharing between KORU and the mainstream school where the child is on roll is taking place effectively. The audit could also identify any young people where family support is needed but not deemed to be available. In addition, it has been suggested that Children's services could consider the possibility of allocating one or two social workers to 'wrap around' KORU cases, ensuring that family safeguarding support needs are identified and worked with.
  12. The ongoing work on serious youth violence could undertake regular reviews of reoccurring themes based on summary data from the full range of partner agencies. This work could assess learning from evaluations of risk assessments to explore the scope for creating 'fluid' as opposed to 'static' multi-agency (as opposed to single agency) assessments of individuals and locations. This work could refer to the London Child Exploitation Operating Protocol (<https://cscp.org.uk/wp-content/uploads/2021/03/The-London-Child-Exploitation-Operating-Protocol-2021-MPS.pdf>) and findings from the Tackling Child Exploitation Support programme (<https://tce.researchinpractice.org.uk>)
  13. ESP and ASP could consider working with police leads to learn from the successes of operation Encompass and create a similar process of informing schools of feedback from return home interviews following missing from home episodes.
  14. The possibility of supporting and training specialist foster carers to work with adolescents with complex needs requiring respite accommodation could be explored.
  15. An audit of the representation of back African and Caribbean young people undergoing managed moves and fixed term exclusions could be undertaken, with resulting strategies to address disproportionality produced. A similar exercise could be undertaken for 'stop and



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search' to identify if specific interventions targeted at white young men carrying knives are needed. Information from these audits could feed into the review of reoccurring themes as noted in recommendation 12.

16. HSCP should continue to support its innovative work in recruiting youth safeguarding advocates and ensure that learning is extracted to be shared across the sector with The Association of safeguarding Partners ([www.theasp.org.uk](http://www.theasp.org.uk))
17. The current HSCP development of an infrastructure to ensure that learning from local and national reviews and research sharing and enhancing is to be encouraged, with opportunities for promoting practice approaches across the full partnership included.