

## Partnership Reflective Tool

A resource to support multi-agency partnerships to reflect locally on the Practice Principles and consider how they are reflected within their multi-agency responses to child exploitation and extra-familial harm



- To encourage and support partnerships to have open, respectful and honest conversations.
- To enable conversations which identify the local strengths and challenges that impact upon a partnership's ability to tackle child exploitation and extra-familial harm.
- To underpin meaningful improvement activity at all levels.



Designed for local safeguarding partnerships including but not limited to:

- Senior leaders and Representatives across Safeguarding Partnerships
- Children's / Adult's / Community Safeguarding Partnerships, social care, health, police, education, youth work, youth justice, residential care, early help and family support, housing and community organisations, and commissioners.



## Introduction

The Partnership Reflective Tool is a resource that enables local multi-agency partnerships, in particular children’s safeguarding partnerships, to reflect on the eight Practice Principles and consider the extent to which these are already present within local responses to child exploitation and extra-familial harm. It aims to support multi-agency partnerships at senior operational and strategic levels to hold constructive and honest conversations about behaviours and culture, with a view to strengthening responses and multi-agency relationships. The tool allows partnerships to:

- **reflect on the eight Practice Principles, and the extent to which these are apparent and evident in local safeguarding arrangements, and identify areas for development and improvement;**
- **explore the partnership behaviours that underpin an effective multi-agency response to child exploitation and extra-familial harm; and**
- **consider the culture of organisations that can promote embedding the Practice Principles in day-to-day activities and behaviours.**

**The format of the tool is modular, aligned to each of the eight Practice Principles, and accompanied by:**

- **a self-assessment exercise to help partnerships agree what is working well and areas for further development; and**
- **an action plan to allow for short and longer-term planning to support partnerships in improvement activities across all levels.**

Child exploitation and extra-familial harm are complex and ever-evolving areas of work, as are the challenges partnerships face in responding to these harms. Local areas are therefore encouraged to start small, start somewhere, working through one Practice Principle at a time: what is the one thing your partnership can commit to today?

To enable effective conversations, you can watch the animation video as part of the preliminary discussions, then read the corresponding Principle. The partnership should then complete the reflective exercises and action plan collectively as part of the reflective discussions. The Partnership Reflective Tool may involve meetings over the course of a year for meaningful engagement. To understand where you are as a partnership, the evidence you examine when completing this tool should be both operational and strategic.

Where partnerships feel there is additional work required to prepare to undertake this tool, they’re encouraged to develop a plan that enables their readiness through the preliminary discussion questions set out below.

### Suggested preliminary discussions

The reflective questions below are for partnerships to develop a shared understanding of what these discussions will achieve and what, as a partnership, they want to get out of using this tool. A brief chat can help outline how a partnership will undertake the reflective discussions and agree to a mutual goal.

The core approaches that should underpin these conversations must be:

- **strengths-based;**
- **relationship-based; and**
- **restorative (high support, high challenge).**

**To explore your shared objective for these reflective discussions, ask yourselves:**

- **What is the value in having these discussions?**
- **What do we want to achieve as part of our discussions?**
- **What do strengths-based, relationship-based and restorative mean to us?**
- **How will we manage diverging views from across the partnership (with particular attention paid to the differences in perceived power and authority across partners)?**
- **How do we create reflective learning space that gives partners the permission to take the necessary time to reflect?**
- **Who might be missing from these conversations that need to be included?**
  - When and how might we want to open up the conversation to include perspectives from children, young people, families and practitioners?
- **Which conversations do we, as a partnership, seem to find more challenging?**
  - What does this make us think about our partnership dynamics and confidence?
  - How can we, as leaders, take a strengths-based approach to unblock these conversations?



### Common themes

There are four common themes to hold in mind as you complete the self-assessment exercise:

- **effective communication;**
- **critical thinking;**
- **collaboration; and**
- **high-quality learning and development.**

See the description in the Practice Principles document for a full breakdown of what these themes mean, ideally before you start to work through the tool. The Practice Principles cannot offer a simple ‘one size fits all’ solution to an array of complex problems. Instead, they aim to provide all professionals with a starting point to counter what can feel like an overwhelming set of challenges: ‘start small, start somewhere’. For those already working in this way, the Principles aim to provide an opportunity for reflection.

The Principles do this by focusing on the ‘how’ - achievable and actionable ways of working - rather than dictating ‘what’ to do in every specific situation. By offering a steer on how to work - with children and young people, parents and carers, communities, and colleagues across the multi-agency partnership - the Principles aim to support coherent, collaborative and creative responses to child exploitation and extra-familial harm.



The response to child exploitation and extra-familial harm must...  
**put children and young people first**

ACTION				
<p><b>Where we are now:</b></p> <p>“Our local strategy, policies and practises for child exploitation and extra-familial harm make it explicitly clear that anyone under 18 facing these harms, or causing harm to others, must be seen and treated as children and young people first and foremost. All partners understand this and our success in tackling child exploitation and extra-familial harm is evaluated against this foundational Principle.”</p> <p><b>As a Partnership we:</b></p>				
Strongly agree	Agree	Neither agree / disagree	Disagree	Strongly disagree

Partnership Reflections		
<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• What are we already doing that reflects this statement?</li> <li>• What evidence are we using to understand whether what is happening is effective?</li> <li>• What gaps in knowledge do we need to address?</li> </ul>	<p><b>Building on this locally</b></p> <ul style="list-style-type: none"> <li>• What do we want to do more of / differently to reflect this statement?</li> <li>• Is there anyone else we need to include in this work?</li> </ul>	<p><b>Bringing in expertise from experience</b></p> <ul style="list-style-type: none"> <li>• How can children, young people and families offer feedback on whether our partnership reflects this statement?</li> <li>• Are feedback approaches inclusive and equitable, and reflective of our local population and demographic?</li> </ul>
Key points from discussions:	Key points from discussions:	Key points from discussions:



BEHAVIOUR				
<p><b>Where we are now:</b></p> <p>“We are confident that the child and young person-centred approach is implemented and practised in a consistent way across our partnership. Leaders and staff in all agencies ensure children and young people are not blamed or held responsible for the harm they face. Children and young people are seen holistically.”</p> <p><b>As a Partnership we:</b></p>				
Strongly agree	Agree	Neither agree / disagree	Disagree	Strongly disagree

Partnership Reflections		
<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• What are we already doing that reflects this statement?</li> <li>• What evidence are we using to understand whether what is happening is effective?</li> <li>• What gaps in knowledge do we need to address?</li> </ul>	<p><b>Building on this locally</b></p> <ul style="list-style-type: none"> <li>• What do we want to do more of / differently to reflect this statement?</li> <li>• Is there anyone else we need to include in this work?</li> </ul>	<p><b>Bringing in expertise from experience</b></p> <ul style="list-style-type: none"> <li>• How can children, young people and families offer feedback on whether our partnership reflects this statement?</li> <li>• Are feedback approaches inclusive and equitable, and reflective of our local population and demographic?</li> </ul>
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## CULTURE

### Where we are now:

“Any language that could contribute to labelling or victim-blaming is robustly challenged in our local partnership, and we continuously reflect on how our use of language is interlinked with our perception of children and young people, and how this impacts on the services and support children and young people receive.”

### As a Partnership we:

Strongly agree      Agree      Neither agree / disagree      Disagree      Strongly disagree

## Partnership Reflections

### Evidence

- What are we already doing that reflects this statement?
- What evidence are we using to understand whether what is happening is effective?
- What gaps in knowledge do we need to address?

Key points from discussions:

### Building on this locally

- What do we want to do more of / differently to reflect this statement?
- Is there anyone else we need to include in this work?

Key points from discussions:

### Bringing in expertise from experience

- How can children, young people and families offer feedback on whether our partnership reflects this statement?
- Are feedback approaches inclusive and equitable, and reflective of our local population and demographic?

Key points from discussions:



## Making Progress

### How this should feel to children / young people:

“I feel understood, believed, and treated like a human being. I feel my worker is interested in me and on my side. I know they don’t judge or blame me.”

### Immediate actions

‘Start Small, Start Somewhere’:  
What swift and meaningful progress can we make for children and young people:

Actions, owners and timescales:

How will we measure progress?

### Longer term actions

We will work to realise these goals for children and young people:

Actions, owners and timescales:

How will we measure progress?



The response to child exploitation and extra-familial harm must...  
**recognise and challenge inequalities, exclusion and discrimination**



ACTION				
<p><b>Where we are now:</b></p> <p>“Our local strategy for child exploitation and extra-familial harm has clear expectations for anti-discriminatory practice and all partners are committed to this. Agencies across the partnership actively seek to understand all aspects of a child or young person’s multifaceted identity. Our local response acknowledges that not all minority identities are visible (for example, sexual identity, gender identity, disability, faith, learning and behavioural needs) and can change over time. We continuously strive to be inclusive, accessible, and equitable.”</p> <p><b>As a Partnership we:</b></p>				
Strongly agree	Agree	Neither agree / disagree	Disagree	Strongly disagree

Partnership Reflections		
<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• What are we already doing that reflects this statement?</li> <li>• What evidence are we using to understand whether what is happening is effective?</li> <li>• What gaps in knowledge do we need to address?</li> </ul>	<p><b>Building on this locally</b></p> <ul style="list-style-type: none"> <li>• What do we want to do more of / differently to reflect this statement?</li> <li>• Is there anyone else we need to include in this work?</li> </ul>	<p><b>Bringing in expertise from experience</b></p> <ul style="list-style-type: none"> <li>• How can children, young people and families offer feedback on whether our partnership reflects this statement?</li> <li>• Are feedback approaches inclusive and equitable, and reflective of our local population and demographic?</li> </ul>
Key points from discussions:	Key points from discussions:	Key points from discussions:

BEHAVIOUR				
<p><b>Where we are now:</b></p> <p>“We are confident that practice across all partners is culturally sensitive, informed, and respectful. Leaders and staff across agencies demonstrate confidence and commitment to robustly challenge racism, discrimination and negative stereotypes wherever they are found. Responses to child exploitation and extra-familial harm are tailored to meet the multifaceted needs of children and young people.”</p> <p><b>As a Partnership we:</b></p>				
Strongly agree	Agree	Neither agree / disagree	Disagree	Strongly disagree

Partnership Reflections		
<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• What are we already doing that reflects this statement?</li> <li>• What evidence are we using to understand whether what is happening is effective?</li> <li>• What gaps in knowledge do we need to address?</li> </ul>	<p><b>Building on this locally</b></p> <ul style="list-style-type: none"> <li>• What do we want to do more of / differently to reflect this statement?</li> <li>• Is there anyone else we need to include in this work?</li> </ul>	<p><b>Bringing in expertise from experience</b></p> <ul style="list-style-type: none"> <li>• How can children, young people and families offer feedback on whether our partnership reflects this statement?</li> <li>• Are feedback approaches inclusive and equitable, and reflective of our local population and demographic?</li> </ul>
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## CULTURE

### Where we are now:

“Our partnership models courageous leadership and anti-discriminatory practice at every level. We act collectively and decisively to redress the exclusion and inequality that some children, young people, families, communities and professionals face. All partners understand that leadership groups do not always reflect the diversity of the communities they serve, and are proactive in seeking the views of others to better understand the impact of discrimination, to challenge assumptions and negative stereotypes, and to ensure that a collective effort is made by all to fully understand and address issues relating to inequality and inclusion.”

### As a Partnership we:

Strongly agree      Agree      Neither agree / disagree      Disagree      Strongly disagree

## Partnership Reflections

### Evidence

- What are we already doing that reflects this statement?
- What evidence are we using to understand whether what is happening is effective?
- What gaps in knowledge do we need to address?

Key points from discussions:

### Building on this locally

- What do we want to do more of / differently to reflect this statement?
- Is there anyone else we need to include in this work?

Key points from discussions:

### Bringing in expertise from experience

- How can children, young people and families offer feedback on whether our partnership reflects this statement?
- Are feedback approaches inclusive and equitable, and reflective of our local population and demographic?

Key points from discussions:



## Making Progress

### How this should feel to children / young people:

“I am seen, respected and accepted for who I am. Professionals can relate to me, and challenge any discrimination I face.”

### Immediate actions

‘Start Small, Start Somewhere’:  
What swift and meaningful progress can we make for children and young people:

Actions, owners and timescales:

How will we measure progress?

### Longer term actions

We will work to realise these goals for children and young people:

Actions, owners and timescales:

How will we measure progress?



The response to child exploitation and extra-familial harm must...  
**respect the voice, experiences and expertise of children and young people**

ACTION				
<p><b>Where we are now:</b></p> <p>“Our local strategies for child exploitation and extra familial harm recognise the legal necessity and importance of meaningful participative practice. They encourage children and young people’s engagement with professionals to yield important protective benefits. This is reflected in local policies and protocols, and all partners are committed to actively seeking and incorporating the voices, experiences and expertise of children and young people, particularly those who are less heard, in local responses to child exploitation and extra familial harm.”</p> <p><b>As a Partnership we:</b></p>				
Strongly agree	Agree	Neither agree / disagree	Disagree	Strongly disagree

Partnership Reflections		
<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• What are we already doing that reflects this statement?</li> <li>• What evidence are we using to understand whether what is happening is effective?</li> <li>• What gaps in knowledge do we need to address?</li> </ul>	<p><b>Building on this locally</b></p> <ul style="list-style-type: none"> <li>• What do we want to do more of / differently to reflect this statement?</li> <li>• Is there anyone else we need to include in this work?</li> </ul>	<p><b>Bringing in expertise from experience</b></p> <ul style="list-style-type: none"> <li>• How can children, young people and families offer feedback on whether our partnership reflects this statement?</li> <li>• Are feedback approaches inclusive and equitable, and reflective of our local population and demographic?</li> </ul>
Key points from discussions:	Key points from discussions:	Key points from discussions:

BEHAVIOUR				
<p><b>Where we are now:</b></p> <p>“We are confident that participative practice in our local area is inclusive, accessible, meaningful and ethical across all partners. Leaders and staff value, respect and act on children and young people’s voices, and communicate decisions restoratively. This is evidenced by leaders and staff deeply listening, offering children and young people a degree of safe control and choice, being transparent about how their information is being used, and seeking to listen to those less heard.”</p> <p><b>As a Partnership we:</b></p>				
Strongly agree	Agree	Neither agree / disagree	Disagree	Strongly disagree

Partnership Reflections		
<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• What are we already doing that reflects this statement?</li> <li>• What evidence are we using to understand whether what is happening is effective?</li> <li>• What gaps in knowledge do we need to address?</li> </ul>	<p><b>Building on this locally</b></p> <ul style="list-style-type: none"> <li>• What do we want to do more of / differently to reflect this statement?</li> <li>• Is there anyone else we need to include in this work?</li> </ul>	<p><b>Bringing in expertise from experience</b></p> <ul style="list-style-type: none"> <li>• How can children, young people and families offer feedback on whether our partnership reflects this statement?</li> <li>• Are feedback approaches inclusive and equitable, and reflective of our local population and demographic?</li> </ul>
Key points from discussions:	Key points from discussions:	Key points from discussions:



## CULTURE

### Where we are now:

“Our partnership models meaningful participatory approaches, which improve practice and ensure responses to child exploitation and extra-familial harm are effective. We have multiple mechanisms in place to ensure that the voices, experiences and expertise of children and young people (in particular minority voices) feed into strategic planning, service delivery, multi-agency learning, and improvement activity.”

### As a Partnership we:

Strongly agree      Agree      Neither agree / disagree      Disagree      Strongly disagree

## Partnership Reflections

### Evidence

- What are we already doing that reflects this statement?
- What evidence are we using to understand whether what is happening is effective?
- What gaps in knowledge do we need to address?

Key points from discussions:

### Building on this locally

- What do we want to do more of / differently to reflect this statement?
- Is there anyone else we need to include in this work?

Key points from discussions:

### Bringing in expertise from experience

- How can children, young people and families offer feedback on whether our partnership reflects this statement?
- Are feedback approaches inclusive and equitable, and reflective of our local population and demographic?

Key points from discussions:



## Making Progress

### How this should feel to children / young people:

“I feel heard, acknowledged, and validated because my views and opinions are sought and included. This matters to me and makes me want to talk to them.”

### Immediate actions

‘Start Small, Start Somewhere’:  
What swift and meaningful progress can we make for children and young people:

Actions, owners and timescales:

How will we measure progress?

### Longer term actions

We will work to realise these goals for children and young people:

Actions, owners and timescales:

How will we measure progress?





**The response to child exploitation and extra-familial harm must...  
be strengths-based and relationship-based**

ACTION				
<p><b>Where we are now:</b></p> <p>“Our local strategy explicitly states that strengths-based and relationship-based working with children and young people, families and communities, and within the partnership, are fundamental to an effective response to child exploitation and extra familial harm. This is evidenced at all points of contact with children, young people and their families.”</p> <p><b>As a Partnership we:</b></p>				
Strongly agree	Agree	Neither agree / disagree	Disagree	Strongly disagree

Partnership Reflections		
<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• What are we already doing that reflects this statement?</li> <li>• What evidence are we using to understand whether what is happening is effective?</li> <li>• What gaps in knowledge do we need to address?</li> </ul>	<p><b>Building on this locally</b></p> <ul style="list-style-type: none"> <li>• What do we want to do more of / differently to reflect this statement?</li> <li>• Is there anyone else we need to include in this work?</li> </ul>	<p><b>Bringing in expertise from experience</b></p> <ul style="list-style-type: none"> <li>• How can children, young people and families offer feedback on whether our partnership reflects this statement?</li> <li>• Are feedback approaches inclusive and equitable, and reflective of our local population and demographic?</li> </ul>
Key points from discussions:	Key points from discussions:	Key points from discussions:

BEHAVIOUR				
<p><b>Where we are now:</b></p> <p>“We are confident that meaningful strengths-based and relationship-based working is embedded in a consistent way across all partners. This is evidenced through decision-making about children, young people and their families, which seeks to build on their skills, protective factors and strengths. Managers across our partnership model this approach and challenge language and attitudes that are deficit or problem-focused.”</p> <p><b>As a Partnership we:</b></p>				
Strongly agree	Agree	Neither agree / disagree	Disagree	Strongly disagree

Partnership Reflections		
<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• What are we already doing that reflects this statement?</li> <li>• What evidence are we using to understand whether what is happening is effective?</li> <li>• What gaps in knowledge do we need to address?</li> </ul>	<p><b>Building on this locally</b></p> <ul style="list-style-type: none"> <li>• What do we want to do more of / differently to reflect this statement?</li> <li>• Is there anyone else we need to include in this work?</li> </ul>	<p><b>Bringing in expertise from experience</b></p> <ul style="list-style-type: none"> <li>• How can children, young people and families offer feedback on whether our partnership reflects this statement?</li> <li>• Are feedback approaches inclusive and equitable, and reflective of our local population and demographic?</li> </ul>
Key points from discussions:	Key points from discussions:	Key points from discussions:

## CULTURE

### Where we are now:

“As leaders, we role model strengths-based and relationship-based ways of working from our positions of influence within our respective organisations and within our partnership. Our commitment to collective problem-solving and ownership of this agenda is set out in the terms of reference for all our work, with clear expectations around how to work in a strengths-based and relational way. Our strategic partnership recognises the importance of - and commits to investing in - commissioning services that allow for long-term relationship building and multi-agency learning to support these approaches.”

### As a Partnership we:

Strongly agree      Agree      Neither agree / disagree      Disagree      Strongly disagree

## Partnership Reflections

### Evidence

- What are we already doing that reflects this statement?
- What evidence are we using to understand whether what is happening is effective?
- What gaps in knowledge do we need to address?

Key points from discussions:

### Building on this locally

- What do we want to do more of / differently to reflect this statement?
- Is there anyone else we need to include in this work?

Key points from discussions:

### Bringing in expertise from experience

- How can children, young people and families offer feedback on whether our partnership reflects this statement?
- Are feedback approaches inclusive and equitable, and reflective of our local population and demographic?

Key points from discussions:

## Making Progress

### How this should feel to children / young people:

“I have someone to go to who genuinely cares about me and my future. They do things to actually help me. I feel safe with them and can trust them.”

### Immediate actions

‘Start Small, Start Somewhere’:  
What swift and meaningful progress can we make for children and young people:

Actions, owners and timescales:

How will we measure progress?

### Longer term actions

We will work to realise these goals for children and young people:

Actions, owners and timescales:

How will we measure progress?



The response to child exploitation and extra-familial harm must...  
**recognise and respond to trauma**

**ACTION**

**Where we are now:**

“Our local strategies, policies and protocols are underpinned by a trauma-informed approach, which considers the impact of direct trauma, trauma stemming from shared experiences and vicarious trauma. We actively address the multiple ways trauma can present in children and young people, and how this affects the way they are able to engage with services and professionals.”

**As a Partnership we:**

Strongly agree      Agree      Neither agree / disagree      Disagree      Strongly disagree

**Partnership Reflections**

**Evidence**

- What are we already doing that reflects this statement?
- What evidence are we using to understand whether what is happening is effective?
- What gaps in knowledge do we need to address?

**Building on this locally**

- What do we want to do more of / differently to reflect this statement?
- Is there anyone else we need to include in this work?

**Bringing in expertise from experience**

- How can children, young people and families offer feedback on whether our partnership reflects this statement?
- Are feedback approaches inclusive and equitable, and reflective of our local population and demographic?

Key points from discussions:

Key points from discussions:

Key points from discussions:



**BEHAVIOUR**

**Where we are now:**

“We are confident that practice across all partners shows empathy and curiosity about behavioural communication that indicates a reluctance to engage; that professional language, which implies a child is being non-compliant or ‘difficult’, is challenged and that practice and interactions are adapted to better respond to trauma where necessary. We evidence this through our persistence in finding flexible and thoughtful ways to support our young people - especially those who are not yet engaging. These approaches consider the context of children and young people’s lives, their past experiences, and sees them holistically.”

**As a Partnership we:**

Strongly agree      Agree      Neither agree / disagree      Disagree      Strongly disagree

**Partnership Reflections**

**Evidence**

- What are we already doing that reflects this statement?
- What evidence are we using to understand whether what is happening is effective?
- What gaps in knowledge do we need to address?

**Building on this locally**

- What do we want to do more of / differently to reflect this statement?
- Is there anyone else we need to include in this work?

**Bringing in expertise from experience**

- How can children, young people and families offer feedback on whether our partnership reflects this statement?
- Are feedback approaches inclusive and equitable, and reflective of our local population and demographic?

Key points from discussions:

Key points from discussions:

Key points from discussions:



## CULTURE

### Where we are now:

“All partners are working to a shared understanding of, and responsibility to respond to, trauma. They are alert to the potential to compound the effects of trauma in service design, i.e. how this can mirror or invert the dynamics of child exploitation and extra familial harm that leads to trauma. This is evidenced by senior leaders modelling trauma-informed and compassionate leadership approaches within partnership activity, with clear protocols to ensure all contact and work with children is ethically and sensitively undertaken. This is also reflected in the way we as leaders respond to the wellbeing of our staff.”

### As a Partnership we:

Strongly agree      Agree      Neither agree / disagree      Disagree      Strongly disagree

## Partnership Reflections

### Evidence

- What are we already doing that reflects this statement?
- What evidence are we using to understand whether what is happening is effective?
- What gaps in knowledge do we need to address?

Key points from discussions:

### Building on this locally

- What do we want to do more of / differently to reflect this statement?
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Key points from discussions:

### Bringing in expertise from experience

- How can children, young people and families offer feedback on whether our partnership reflects this statement?
- Are feedback approaches inclusive and equitable, and reflective of our local population and demographic?

Key points from discussions:



## Making Progress

### How this should feel to children / young people:

“People understand how I have been affected by what has happened to me and they show that in the way they help me. I feel like I matter.”

### Immediate actions

‘Start Small, Start Somewhere’:  
What swift and meaningful progress can we make for children and young people:

Actions, owners and timescales:

How will we measure progress?

### Longer term actions

We will work to realise these goals for children and young people:

Actions, owners and timescales:

How will we measure progress?



The response to child exploitation and extra-familial harm must...  
**be curious, evidence-informed and knowledgeable**

**ACTION**

**Where we are now:**

“Our partnership recognises the complexity of child exploitation and extra-familial harm, and that risk cannot be eliminated. We have developed processes and protocols that recognise this complexity and collectively apply this shared understanding and approach to multi-agency risk management. Our policies and procedures underpin responses that encourage curiosity, critical analysis and creative decision-making. This is demonstrated by our commitment to multi-agency reflection and learning, and our use of evidence at all levels.”

**As a Partnership we:**

Strongly agree      Agree      Neither agree / disagree      Disagree      Strongly disagree

**Partnership Reflections**

<b>Evidence</b>	<b>Building on this locally</b>	<b>Bringing in expertise from experience</b>
<ul style="list-style-type: none"> <li>• What are we already doing that reflects this statement?</li> <li>• What evidence are we using to understand whether what is happening is effective?</li> <li>• What gaps in knowledge do we need to address?</li> </ul>	<ul style="list-style-type: none"> <li>• What do we want to do more of / differently to reflect this statement?</li> <li>• Is there anyone else we need to include in this work?</li> </ul>	<ul style="list-style-type: none"> <li>• How can children, young people and families offer feedback on whether our partnership reflects this statement?</li> <li>• Are feedback approaches inclusive and equitable, and reflective of our local population and demographic?</li> </ul>
Key points from discussions:	Key points from discussions:	Key points from discussions:

**BEHAVIOUR**

**Where we are now:**

“We use and share data to encourage conversation and curiosity whilst being conscious not to overly focus on performance management. We understand that data only provides part of the picture and our partnership uses data to challenge assumptions. We use multiple sources of information to build an accurate picture of child exploitation and extra-familial harm in our local area. We ask ourselves challenging questions about those who are over or under-represented in local data, and use this to inform improvement activity.”

**As a Partnership we:**

Strongly agree      Agree      Neither agree / disagree      Disagree      Strongly disagree

**Partnership Reflections**

<b>Evidence</b>	<b>Building on this locally</b>	<b>Bringing in expertise from experience</b>
<ul style="list-style-type: none"> <li>• What are we already doing that reflects this statement?</li> <li>• What evidence are we using to understand whether what is happening is effective?</li> <li>• What gaps in knowledge do we need to address?</li> </ul>	<ul style="list-style-type: none"> <li>• What do we want to do more of / differently to reflect this statement?</li> <li>• Is there anyone else we need to include in this work?</li> </ul>	<ul style="list-style-type: none"> <li>• How can children, young people and families offer feedback on whether our partnership reflects this statement?</li> <li>• Are feedback approaches inclusive and equitable, and reflective of our local population and demographic?</li> </ul>
Key points from discussions:	Key points from discussions:	Key points from discussions:



## CULTURE

### Where we are now:

“All partners demonstrate courageous and adaptive leadership that creates the conditions for professionals to navigate complexity and uncertainty. Leaders set clear expectations that the work of all partners is evidence-informed, by drawing on robust research, professional expertise and lived experience. This is evidenced in our willingness to collectively hold risk, ask challenging questions and try new approaches, and in our commitment to continuous improvement.”

### As a Partnership we:

Strongly agree      Agree      Neither agree / disagree      Disagree      Strongly disagree

## Partnership Reflections

### Evidence

- What are we already doing that reflects this statement?
- What evidence are we using to understand whether what is happening is effective?
- What gaps in knowledge do we need to address?

Key points from discussions:

### Building on this locally

- What do we want to do more of / differently to reflect this statement?
- Is there anyone else we need to include in this work?

Key points from discussions:

### Bringing in expertise from experience

- How can children, young people and families offer feedback on whether our partnership reflects this statement?
- Are feedback approaches inclusive and equitable, and reflective of our local population and demographic?

Key points from discussions:



## Making Progress

### How this should feel to children / young people:

“I feel properly seen, because the people who are there to help me put in the effort to understand me and my life. They are knowledgeable, and are always learning about how to help me feel safer.”

### Immediate actions

‘Start Small, Start Somewhere’:  
What swift and meaningful progress can we make for children and young people:

Actions, owners and timescales:

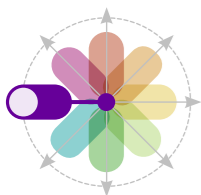
How will we measure progress?

### Longer term actions

We will work to realise these goals for children and young people:

Actions, owners and timescales:

How will we measure progress?



The response to child exploitation and extra-familial harm must...  
**approach parents and carers as partners wherever possible**



ACTION				
<p><b>Where we are now:</b></p> <p>“Our local strategy for addressing child exploitation and extra-familial harm makes it explicitly clear that treating parents and carers as safeguarding partners must always be the starting point. All partners have implemented proactive strategies to use the voice, experience and expertise of parents and carers wherever possible, and our success is evaluated using parent and carer feedback.”</p> <p><b>As a Partnership we:</b></p>				
Strongly agree	Agree	Neither agree / disagree	Disagree	Strongly disagree

Partnership Reflections		
<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• What are we already doing that reflects this statement?</li> <li>• What evidence are we using to understand whether what is happening is effective?</li> <li>• What gaps in knowledge do we need to address?</li> </ul>	<p><b>Building on this locally</b></p> <ul style="list-style-type: none"> <li>• What do we want to do more of / differently to reflect this statement?</li> <li>• Is there anyone else we need to include in this work?</li> </ul>	<p><b>Bringing in expertise from experience</b></p> <ul style="list-style-type: none"> <li>• How can children, young people and families offer feedback on whether our partnership reflects this statement?</li> <li>• Are feedback approaches inclusive and equitable, and reflective of our local population and demographic?</li> </ul>
Key points from discussions:	Key points from discussions:	Key points from discussions:

BEHAVIOUR				
<p><b>Where we are now:</b></p> <p>“Any process, terminology, structures or practice norms which exclude or stigmatise parents and carers are robustly challenged across our partnership. Leaders and staff in all agencies actively seek out opportunities to listen to, involve and respect the expertise of parents and carers and create the conditions for practice that treats them as protective partners in their child’s safeguarding.”</p> <p><b>As a Partnership we:</b></p>				
Strongly agree	Agree	Neither agree / disagree	Disagree	Strongly disagree

Partnership Reflections		
<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• What are we already doing that reflects this statement?</li> <li>• What evidence are we using to understand whether what is happening is effective?</li> <li>• What gaps in knowledge do we need to address?</li> </ul>	<p><b>Building on this locally</b></p> <ul style="list-style-type: none"> <li>• What do we want to do more of / differently to reflect this statement?</li> <li>• Is there anyone else we need to include in this work?</li> </ul>	<p><b>Bringing in expertise from experience</b></p> <ul style="list-style-type: none"> <li>• How can children, young people and families offer feedback on whether our partnership reflects this statement?</li> <li>• Are feedback approaches inclusive and equitable, and reflective of our local population and demographic?</li> </ul>
Key points from discussions:	Key points from discussions:	Key points from discussions:



## CULTURE

### Where we are now:

“All partners acknowledge the child protection system was not originally designed to respond to these types of harm, and this can leave parents and carers feeling blamed and hurt by the system. We have listened to how parents and carers experience our local response and have invested in initiatives that promote collaboration which harnesses their protective capacity in a way that treats them as protective partners.”

### As a Partnership we:

Strongly agree      Agree      Neither agree / disagree      Disagree      Strongly disagree

## Partnership Reflections

### Evidence

- What are we already doing that reflects this statement?
- What evidence are we using to understand whether what is happening is effective?
- What gaps in knowledge do we need to address?

Key points from discussions:

### Building on this locally

- What do we want to do more of / differently to reflect this statement?
- Is there anyone else we need to include in this work?

Key points from discussions:

### Bringing in expertise from experience

- How can children, young people and families offer feedback on whether our partnership reflects this statement?
- Are feedback approaches inclusive and equitable, and reflective of our local population and demographic?

Key points from discussions:



## Making Progress

### How this should feel to children / young people:

“I am included in decisions about / involving my parents and carers. Supporting my parents and carers to understand what has happened to me can help improve family relationships and the support I receive.”

### Immediate actions

‘Start Small, Start Somewhere’:  
What swift and meaningful progress can we make for children and young people:

Actions, owners and timescales:

How will we measure progress?

### Longer term actions

We will work to realise these goals for children and young people:

Actions, owners and timescales:

How will we measure progress?





The response to child exploitation and extra-familial harm must...  
**create safer spaces and places for children and young people**

ACTION				
<p><b>Where we are now:</b></p> <p>“Our local strategy and commissioning priorities ensure that child exploitation and extra-familial harm are understood contextually and promote a welfare response across all partners. Partnership responsibilities for creating safer spaces and places are fully understood and clearly set out in policies, protocols and processes.”</p> <p><b>As a Partnership we:</b></p>				
Strongly agree	Agree	Neither agree / disagree	Disagree	Strongly disagree

Partnership Reflections		
<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• What are we already doing that reflects this statement?</li> <li>• What evidence are we using to understand whether what is happening is effective?</li> <li>• What gaps in knowledge do we need to address?</li> </ul>	<p><b>Building on this locally</b></p> <ul style="list-style-type: none"> <li>• What do we want to do more of / differently to reflect this statement?</li> <li>• Is there anyone else we need to include in this work?</li> </ul>	<p><b>Bringing in expertise from experience</b></p> <ul style="list-style-type: none"> <li>• How can children, young people and families offer feedback on whether our partnership reflects this statement?</li> <li>• Are feedback approaches inclusive and equitable, and reflective of our local population and demographic?</li> </ul>
Key points from discussions:	Key points from discussions:	Key points from discussions:

BEHAVIOUR				
<p><b>Where we are now:</b></p> <p>“Practice across all partners is informed by a sound knowledge of our local area and an in-depth understanding of the contexts in which children and young people feel more or less safe. This is evidenced in proactive disruption activity, and we adapt our approaches to focus interventions on the spaces and places where harm happens. Our response effectively engages the expertise of wider partners in efforts to make the community safer (including educational settings, the voluntary sector, local businesses, faith-based organisations, the night-time economy, community groups, stewards of public spaces and community safety) and we ensure these wider partners feel supported.”</p> <p><b>As a Partnership we:</b></p>				
Strongly agree	Agree	Neither agree / disagree	Disagree	Strongly disagree

Partnership Reflections		
<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• What are we already doing that reflects this statement?</li> <li>• What evidence are we using to understand whether what is happening is effective?</li> <li>• What gaps in knowledge do we need to address?</li> </ul>	<p><b>Building on this locally</b></p> <ul style="list-style-type: none"> <li>• What do we want to do more of / differently to reflect this statement?</li> <li>• Is there anyone else we need to include in this work?</li> </ul>	<p><b>Bringing in expertise from experience</b></p> <ul style="list-style-type: none"> <li>• How can children, young people and families offer feedback on whether our partnership reflects this statement?</li> <li>• Are feedback approaches inclusive and equitable, and reflective of our local population and demographic?</li> </ul>
Key points from discussions:	Key points from discussions:	Key points from discussions:

## CULTURE

### Where we are now:

“All partners model collective ownership for making spaces and places safer, demonstrating that everyone has a role to play. We are committed to embedding preventative work within our wider response to child exploitation and extra-familial harm and we seek out ways to make spaces safer in order to prevent escalation of risk and harm to children and young people. We support all agencies to ensure children and young people are not held responsible for the harms they face, focusing instead on perpetrator actions and protective factors.”

### As a Partnership we:

Strongly agree      Agree      Neither agree / disagree      Disagree      Strongly disagree

## Partnership Reflections

### Evidence

- What are we already doing that reflects this statement?
- What evidence are we using to understand whether what is happening is effective?
- What gaps in knowledge do we need to address?

Key points from discussions:

### Building on this locally

- What do we want to do more of / differently to reflect this statement?
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- How can children, young people and families offer feedback on whether our partnership reflects this statement?
- Are feedback approaches inclusive and equitable, and reflective of our local population and demographic?

Key points from discussions:

## Making Progress

### How this should feel to children / young people:

“In my community I have opportunities to do activities and make new friends. The spaces and places where I spend my time feel safe, and give me a sense of belonging.”

### Immediate actions

‘Start Small, Start Somewhere’:  
What swift and meaningful progress can we make for children and young people:

### Longer term actions

We will work to realise these goals for children and young people:

Actions, owners and timescales:

Actions, owners and timescales:

How will we measure progress?

How will we measure progress?



## Annex

What is meant by:	
<b>Strongly agree</b>	All partners can demonstrate and evidence the statement is consistently embedded within partnership working.
<b>Agree</b>	All partners are broadly able to demonstrate and evidence some of the statement, which is consistently embedded within partnership working.
<b>Neither agree nor disagree</b>	Partners are unclear if they can evidence whether or not the statement is consistently embedded within partnership working.
<b>Disagree</b>	At the current time, there is limited evidence that the statement is consistently embedded within partnership working.
<b>Strongly disagree</b>	At the current time, there are significant areas of development before the statement can be consistently embedded within partnership working.

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