

A blue and white logo

AI-generated content may be incorrect.A close-up of a sign

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The tool is suitable for triage of children and young people under 18 years of age, or up to 25 years for those with special education and disabilities.

**Harm Outside the Home is:**

¨ **Child Sexual Abuse & Exploitation  
(CSA&E)**

**¨ Child Criminal Exploitation (CCE)**

**¨ Online Exploitation**

**¨ Trafficking and Modern Slavery**

**It can feature risks associated with:**

**à Missing from home, care or education**

**à Radicalisation and Extremism**

**à Serious Youth Violence**

It is important that appropriate language is used when discussing children and young people who have been exploited or are at risk of exploitation. Language implying that the child or young person is complicit in any way, or responsible for the crimes that have happened or may happen to them, must be avoided [harm-outside-of-the-home-language-guide.pdf](https://www.teescpp.org.uk/media/1461/harm-outside-of-the-home-language-guide.pdf)

This triage tool is designed to help multi-agency practitioners recognise the risk from outside a child or young person’s home; to determine whether they are potentially being exploited or groomed for exploitation. **It should be completed together with key professionals involved and should also include input from the child and family themselves.**

The tool contains a list of indicators and vulnerabilities to help identify the contexts in which the child is more at risk, whether the risk factors are early, strong or significant and help to determine how best to target intervention and support.

The list of indicators is not exhaustive. Child exploitation is complex and cannot be   
categorised neatly into one definition. For further information on definitions and types of child exploitation go to [Child Exploitation - Tees Safeguarding Children Partnerships' Procedures](https://www.teescpp.org.uk/procedures-and-guidance-on-specific-issues-that-affect-children/child-exploitation/) . Observations of behaviours and any significant changes will be important as children will often deny, or be unaware, that they are being exploited. When completing the tool, please be specific about details; giving examples of evidence and recording your observations and professional judgement / analysis of the risk outside the home for the child or young person you are concerned about.

**Child or Young Person’s Details**

|  |  |
| --- | --- |
| **Child’s Name** |  |
| **Date of Birth** |  |
| **Ethnicity** |  |
| **Gender Identity** |  |
| **Address** |  |
| **Education provision** |  |
| **Home Local Authority** |  |
| **Legal Status** |  |

**Parent(s) / Carer(s) details:**

|  |  |
| --- | --- |
| **Name** |  |
|  |
| **Telephone Number** |  |
|  |
| **Relationship & DOB** |  |
|  |
| **Address** |  |
|  |

**Family Composition/Significant Others (Who else lives with the child or plays a significant role in their life?)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** | **DOB:** | **Relationship:** | **Address (add contact number):** |
|  |  |  |  |
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**Lead Practitioner’s Details**

|  |  |
| --- | --- |
| **Name:** |  |
| **Role:** |  |
| **Contact Details:** |  |
| **Organisation are you from?** |  |
| **Date completed:** |  |
| **Professionals that contributed to the completion of the triage:** |  |

**List of Indictors and Vulnerabilities**

|  |  |
| --- | --- |
| **Vulnerability Factors** |  |
| Social Isolation or social difficulties |  |
| Learning disabilities/additional needs or mental health issues |  |
| History of Local Authority Care |  |
| Multiple placement breakdowns |  |
| Frequent missing episodes |  |
| Family conflict/ breakdown, lack of emotional warmth/security, bereavement through death, loss, illness of a significant person in child’s life |  |
| Prior experience of neglect, emotional, physical and/or sexual abuse |  |
| Lack of a safe/stable home environment, now or in the past (domestic abuse and/or substance misuse and/or mental health difficulties or criminality, for example) |  |
| Parental difficulties; drug and alcohol misuse, mental health problems, physical or learning difficulty. Being a young carer. |  |
| Family history/current experience of sex work |  |
| Reduced capacity (due to age, education, experiences, mental health, language barriers) |  |
| Disguised compliance by family or minimisation of risks |  |
| Economic vulnerability of child and family |  |
| Homelessness or insecure accommodation status |  |
| Unclear of how to explore cultural / sexual identity safely |  |
| School exclusion |  |
| Regular school moves |  |
| Home-schooled |  |
| **Evidence:** | |
|  | |

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| --- | --- | --- | --- |
| **Significant Risk Indicators of a Child who is Exploited** | **Current or within the past 6 months**  **(tick those that apply)** | | **Prior to 6 months ago**  **(tick those that apply)** |
| **Child / Young Person - Behaviour / Presentation** | Yes Possible | |  |
| Child / Young Person displays behaviour that is sexually harmful. |  |  |  |
| Reports that the child / Young Person has drug debts or other debt |  |  |  |
| Child / Young Person uses false identities / dates of birth / addresses |  |  |  |
| Child / Young Person entering or leaving vehicles driven by adults of concern and / or in unexplained areas |  |  |  |
| Change in use of mobile phones, e.g. receiving calls/texts late at night |  |  |  |
| Phone call, texts or letters from person of concern / mobile phone being answered by person of concern |  |  |  |
| Reports that the child / young person has received threats of harm from individuals from outside of the family |  |  |  |
| Reports that the child / young person is responsible for violence or threats of violence against others |  |  |  |
| Accounts of social activities with no plausible explanation of the source of necessary funding. |  |  |  |
| Having keys to premises (such as hotel keys/cards or vehicles) other than those they should have. |  |  |  |
| Acquisition of new possessions without plausible explanation. |  |  |  |
| Having new mobile phone, several mobile phones / always having credit on their mobile phones despite having no access to money or having no credit so phone can only be used for incoming calls. |  |  |  |
| Returning after having been missing, looking well cared for in spite of having no known home base OR looking dirty, dishevelled, tired and hungry. |  |  |  |
| Possession of money with no plausible explanation. |  |  |  |
| Presence of unexplained items such as scrunched up cling film / foil, debit cards (unknown identities), lighters, train tickets, more than one mobile phone / chargers, weapons/knives, drugs. |  |  |  |
| Recruiting others into sexual and / or criminal exploitation |  |  |  |
| Leaving home/care setting in clothing unusual for the individual child (inappropriate for age, borrowing clothing from older young people). |  |  |  |
| Wearing an unusual amount of clothing (due to hiding their body or possessions). |  |  |  |
| Appearance after returning from missing episode - looking well cared for in spite of having no known home base OR looking dirty, dishevelled, tired, hungry, and thirsty |  |  |  |
| **Peers - Friendship Groups and Relationships** |  | |  |
| Associating with other young people who are known to be sexually / criminally exploited, including in school. |  |  |  |
| Unexplained ‘relationships’ with adults |  |  |  |
| Sexual / inappropriate ‘relationship’ with a person of concern (e.g. adult or harmful peer) |  |  |  |
| Inappropriate use of online platforms and / or forming relationships, particularly with adults online. (Note adults may pose as peers to entrap the child). |  |  |  |
| Accessing adult dating agencies / websites and creating profiles for themselves. |  |  |  |
| Appears to be ‘controlled’ or influenced by others (behaviour, movement, communication). |  |  |  |
| Person of concern observed outside the child/young person’s usual place of residence or school. |  |  |  |
| Located with a person of concern when missing |  |  |  |
| **Education** |  | |  |
| Truancy/disengagement with education (possibly leading to exclusion / attendance at a PRU or alternative education provision) |  |  |  |
| Child / young person has a part-time timetable for their education provision or is electively home educated |  |  |  |
| **Neighbourhood – Contexts of risk and harm; including online** |  | |  |
| Child / Young Person displays knowledge of areas with no legitimate links |  |  |  |
| Reports that the child/young person has been seen in places known to be used for sexual / criminal exploitation |  |  |  |
| Frequenting locations of concern or adult venues (pubs and clubs) to meet adults |  |  |  |
| Child / Young Person arrested and the co-accused is an adult |  |  |  |
| Concern that inappropriate images of the young person are being circulated via the internet/phones. |  |  |  |
| Receiving gifts from someone the young person does not know / person of concern |  |  |  |
| Concern that a young person is being coerced, bribed or blackmailed to provide sexually explicit images. |  |  |  |
| Concern that a young person is being bribed by someone for their inappropriate online activity. |  |  |  |
| Whilst missing have been transported or travelled out of town, have been located in another town (comment on any known travel methods) |  |  |  |
| Experienced physical or sexual harm whilst missing or being given substances whilst missing |  |  |  |
| Committed a crime or suspected of committing a crime whilst missing |  |  |  |
| Anti-social behaviour such as use of off road bikes (mechanical), congregating in community, fire-setting, bans from shopping cent, AS13s, carrying weapons |  |  |  |
| Known to have been in possession of weapon / suffered or caused injury with a weapon |  |  |  |
| **Family / Home** |  | |  |
| Child / Young Person is living in residential care, supported accommodation or unregulated setting |  |  |  |
| Child / Young Person lives in a neighbourhood known for high levels of anti-social behaviour or drug supply |  |  |  |
| Persistently missing, staying out overnight or returning late with no plausible explanation. |  |  |  |
| A family member or known associate working in the adult sex trade/drugs trade. |  |  |  |
| A family member known or suspected to be involved in exploitation of children or vulnerable adults |  |  |  |
| **Evidence: Please include names/dates/locations/perpetrators descriptions where possible** | | | |
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| **Strong Risk Indicators of a Child who may be / is Exploited** | | **Current or within the past 6 months** | | **Prior to 6 months ago** |
| **Child / Young Person – Behaviour / Presentation** | | **Yes** | **Possible** |  |
| Has the child / young person self-harmed? | |  |  |  |
| Have they had thought of or attempted suicide? | |  |  |  |
| Is there concerns of the child / young person’s misuse of drugs/alcohol? | |  |  |  |
| Volatile behaviour exhibiting extreme array of mood swings or abusive language which is unusual for the child | |  |  |  |
| Physical aggression or violence towards parents, siblings, pets, teachers or peers. | |  |  |  |
| Becoming angry, hostile if any suspicions or concerns about their activities are expressed or plans are disrupted | |  |  |  |
| Involved in Youth Justice (criminality/anti-social behaviour). | |  |  |  |
| Concerns around clothing being worn in an attempt to avoid detection from police – use of balaclavas, ski masks | |  |  |  |
| Change in appearance – smart to ‘street’ or wearing expensive/ designer labels (no explanation) | |  |  |  |
| Repeat access to emergency contraception, STI treatments and / or terminated pregnancy. | |  |  |  |
| Reports of social activities, money, phone credit, new items, clothing, jewellery, travel, takeaways with no plausible explanation of the source of necessary funding | |  |  |  |
|  | **Peers – Friendship Groups and Relationships** | | | |
| Is the young person socially isolated? | |  |  |  |
| Has there been a change in their social group; particularly change in age (older associates) or size of group (gangs). | |  |  |  |
| Is the child sexually active or believed to be? | |  |  |  |
| Concerns around power imbalances within friendship/peer group | |  |  |  |
| Concerns that young person’s online friendship has developed into an offline relationship. | |  |  |  |
|  | **Education** | | | |
| Has there been a considerable change in performance or behaviour at school? | |  |  |  |
| Is there a concern about the child’s school attendance? | |  |  |  |
|  | **Neighbourhood – Contexts of risk and harm; including online** | | | |
| Unexplained increased mobile phone/gaming credits | |  |  |  |
| Going online during the night. | |  |  |  |
| Being seen in, collected, located in vehicles / seen on bikes/quads/scooters | |  |  |  |
| Evidence of bullying and/or vulnerability through the internet or inappropriate use of online platforms sites. | |  |  |  |
|  | **Family / Home** | | | |
| Is there an increased violent / aggressive behaviour in the home towards family members? | |  |  |  |
| Significant changes in the relationship between the C/YP and their parent / caregivers /siblings | |  |  |  |
| Viewing family as enemy and associates as family | |  |  |  |
| Pattern of street homelessness or sofa surfing | |  |  |  |
| Living in temporary accommodation | |  |  |  |
| Siblings having a history of being exploited | |  |  |  |
| Frequent missing episodes | |  |  |  |
| Concerns that parent/caregiver is not always reporting missing episodes | |  |  |  |
| **Evidence: Please include names/dates/locations/perpetrators descriptions where possible** | | | | |
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| **Early Risk Indicators of a Child who may be Exploited** | | **Current or within the past 6 months** | | **Prior to 6 months ago** |
| **Child / Young Person – Behaviour / Presentation** | | **Yes** | **Possible** |  |
| Has there been a change in the Child / Young person’s eating patterns? | |  |  |  |
| Has there been a change in appearance, such as losing weight, putting on weight? | |  |  |  |
| Has there been a change in behaviour – from lack of eye contact to bravado, arrogant, squaring up, rudeness or aggression. | |  |  |  |
| Has there been a change in language / vocabulary – use of coarse and offensive language and/or terminology / unusual nicknames / sexualised language inappropriate for their age? | |  |  |  |
| Is the child starting to detach from age-appropriate activities? | |  |  |  |
| Has the child / young person started to display secretive behaviour? | |  |  |  |
| Does the child / young person have low self-image / low self-esteem? | |  |  |  |
| Has the child been involved in petty crime such as shoplifting or stealing? Or lower level ASB? | |  |  |  |
|  | **Peers – Friendship Groups and Relationships** | | | |
| Is the young person becoming isolated from usual peer groups? | |  |  |  |
| Concern that a young person is having an online relationship | |  |  |  |
| Unwilling to share/show online or phone contacts | |  |  |  |
| New contacts with people outside of town | |  |  |  |
| Spending increasing amount of time with online friends and less time with friends from school or neighbourhood | |  |  |  |
| Has the child been asked to look after an animal (such as a puppy) for an unknown friend? | |  |  |  |
|  | **Education** | | | |
| Has there been a change in the child / young person’s attendance? | |  |  |  |
| Has there been a change in the young person at school (attainment, presentation, mood, friendship groups, behaviour)? | |  |  |  |
|  | **Neighbourhood – Contexts of risk and harm; including online** | | | |
| Sharing of inappropriate images amongst friends | |  |  |  |
| Increased time on web cam, especially in bedroom | |  |  |  |
| Spending increasing amount of time on social networking sites | |  |  |  |
|  | **Family / Home** | | | |
| Has there been signs of violent / aggressive behaviour in the home towards family members? | |  |  |  |
| Has the young person begun to withdraw / detach from family or usual family activities? | |  |  |  |
| Hostility in relationship with parents/carers and other family members. | |  |  |  |
| Conflict at home around boundaries, including staying out late. | |  |  |  |
|  | **Evidence: Please include names/dates/locations/perpetrators descriptions where possible** | | | |
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| **What are you worried about? - How do you think the child is being exploited?**  **(give as much information as possible)** |
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| **What is working well? – What are the protective factors for the child / young / person? (give as much information as possible)** |
|  |

**Voice of Child / Young Person and Parent / Carer**

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| --- |
| Child Informed: Yes  / No  Date: Click here to enter a date.  **Comments / views of the Child:**  ⦁ Has the child/young person received information about resources that will enable them to make informed choices?  ⦁ Does the child have a good relationship with at least one positive adult role model? Ask the young person who they feel safest with.  ⦁ How have views been sought? Has the What’s Happening Tool been completed with the child/YP and their family? Has safety mapping been completed? |
|  |
| Parent Informed Yes  / No  Date: Click here to enter a date.  **Comments / views of the Parent Carer:**   * Do parents/carers understand the risks; do they have adequate strategies in place for them to be confident enough to monitor, gather information and take appropriate action to safeguard the child/young person? * Has the child/young person received information about resources that will enable them to make informed choices? * How have views been sought? Has the What’s Happening Tool been completed with the child/YP and their family? Has safety mapping been completed? |
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| **Please provide any additional information that is relevant:**  ⦁ What are the grey areas – What further information do we need?  ⦁ What are the gaps in our current information?  ⦁ What do we need to know to enable us to reduce the risk, or to be less worried about the risk to the child or young person?  ⦁ Do we understand the push/pull factors that increase the risk of harm to the young person?  ⦁ Who else has information that could assist?  ⦁ Do we need to contact other agencies, including agencies in neighbouring authorities?  ⦁ Have we considered who else may be at risk, such as: peers, siblings, extended family members or vulnerable adults? |
|  |

**Context Weighting / Score**

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| --- | --- | --- | --- | --- |
| **Context** | **Number of Current Indicators** | | | |
| Significant | Strong | Early | **Total** |
| **Child / Young Person** |  |  |  |  |
| **Peers** |  |  |  |  |
| **Education / School** |  |  |  |  |
| **Neighbourhood** |  |  |  |  |
| **Family / Home** |  |  |  |  |
| **Total** |  |  |  |  |

**Outcome / Actions / Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome** | | | |
|  | | | |
| **Actions**  (E.g. NRM, Exploitation Support TCS, PACE, disruption, Police powers, POC/LOC, PIS, Crime Reporting, Mapping, network, communities) | **Who will complete?** | **When by?** | **Update** |
|  |  |  |  |
|  |  |  |  |
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| --- |
| **Review date / Next Meeting Date:** |
|  |