

Including Contextual Information within a Referral Form

PEACE Project Referral Form

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Preface

The PEACE team, which is located within the London Borough of Hounslow's Youth Offending Service, accepts referrals for 1:1 outreach work with individual young people who are considered to be (at risk of) experiencing exploitation.

Other safeguarding professionals complete referral forms for individual young people in order to request this service. These referrals are then screened by the PEACE team. A practitioner within the team may be allocated to work with the young person, or the team may recommend a different form of intervention instead.

To take a Contextual Safeguarding approach, the team re-designed the referral form to increase, and make explicit, the consideration of extra-familial contexts. The principal extra-familial contexts considered are:

- the young person's peer relationships
- the young person's school context
- the places the young person spends time

The re-designed form asks professionals referring and screening referrals to consider the extent to which the above extra-familial contexts are safe and protective for the young person. It also asks professionals to consider where intervention would be most effective. This is often the context within which the young person is experiencing harm, or most at risk.

To categorise information by the relevant context, the follow colour coding is used throughout the form:

Information about the individual young person	Information about peer relationships	Information about the school context [1]	Information about relevant neighbourhood locations	Information about the young person's home / family
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[1] This is should be information about the school's ability to provide safety and protection, not whether or the young person is attending school

Individual young person referral form

The PEACE project and referral guidance.

The PEACE project works to understand, assess and intervene with the social conditions of extra-familial harm for young people**. We accept referrals for individual young people (1:1 outreach), peer groups, schools, community organisations, and neighbourhood locations.

When appropriate, the PEACE project can offer one or more of the following:

Tailored work with schools to address extra-familial harm	Consultation / advice for professionals	Community Outreach	1:1 outreach / advocacy for young people at risk	Family Therapy	Support groups for parents	Work with a peer group
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To refer for any of the activities shaded **grey**, you do not need to provide personal information about any young people, parents or carers. In this case, simply email peace@hounslow.gov.uk with an outline of your reasons for contacting the project, or request a call back.

If you are referring an individual young person or peer group, please seek their and their carer's consent to refer, complete the appropriate form (individual or peer group), and return it to the same email address. **The below form is for use to refer an individual child.**

If you are referring a peer group, please discuss the group referral with the young people and their parents, to check that they are willing to be referred together.

If you do not have consent to make a referral, please consider requesting a consultation: we may be able to suggest work you can do with the young person to build understanding of their contexts (home, peer groups, school, neighbourhood, online), and it may be appropriate for PEACE to work with the young person's peer group, school or neighbourhood, without working directly with them.

**This is informed by Carlene Firmin's Contextual Safeguarding theory. For more about this, please visit www.contextualsafeguarding.org.uk.

If the young person you are referring is experiencing, or at risk of, **significant harm** then contact [Hounslow Children's Social Care](#) in the first instance. The PEACE project is a consent-based support service. Whilst we work with young people who are experiencing exploitation, we do this work alongside allocated social workers and/or youth offending officers.

1. Consent

Has the young people agreed to this referral?

Yes No. If no, please seek consent before proceeding and/or contact the team for a consultation.

Has a parent or carer for each young person agreed to this referral?

Yes No. If no, please seek consent before proceeding and/or contact the team for a consultation.

2. Your details

Name	
Contact Details	
Organisation	
Date of referral	

3. Personal details for the young person referred

Name	
Date of Birth	
Age	
Sex	
Ethnicity	
Religion	
Address	
School	
Contact details	
Why is the young person interested in working with the PEACE project? What would be a good outcome from their point of view?	

4. Adult support network for young person referred

Adult at home	Name	
	Relationship	
	Contact details	
Adult at home	Name	
	Relationship	
	Contact details	
Adult at home	Name	
	Relationship	
	Contact details	
Other significant adult / family member	Name	
	Relationship	
	Contact details	
Other significant adult / family member	Name	
	Relationship	
	Contact details	
Social Worker	Name	
	Contact details	
Youth Offending Service Worker	Name	
	Contact details	
Other professional	Name	
	Contact details	

5. What are you worried about for the young person? Please mark (x) any that apply. Please add details in the following sections. *If the young person you are referring is experiencing, or at risk of, significant harm then contact [Hounslow Children’s Social Care](#) in the first instance.*

“I am worried for [Young Person Referred] because...”

A.	Current experience	Please mark (x) any that apply	Brief note to explain why you’ve marked ‘X’
Reasons to worry for this young person (unattributed to context)	They are being exploited for sex / sexual activity		
	They are being criminally exploited		
	They are selling drugs		
	They are carrying weapons		
Peer relationships	They are in an abusive partner relationship		
	Harmful behaviours are normalised within their peer group		
	Their peer relationship / friendship / friendship group is abusive		
	Their friends / peers are involved in criminal and/or harmful behaviour		
School	They are not safe at school		
	Harmful behaviours are normalised within the school		
Neighbourhood	They experience harm within their local neighbourhood or another public space		
	The adults in the places they spend time are not protective		
Home	They are experiencing abuse or neglect within their home		
	They / their parents need more support at home		
B.	Risk: harm that could happen in the future, or could be happening now, but isn’t strongly supported by the information you have at the moment.		
What you’re worried about for the young person referred (unattributed to context)	They are at risk of exploitation for sex / sexual activity		
	They could cause harm to someone else		
	They could be physically hurt		
	They are at risk of criminal exploitation		
	They could experience sexual violence, assault or harassment		

6. Please tell us relevant information about the contexts in which the young person may be experiencing harm and/or accessing protection

	Risk of harm within this context	Reasons for your assessment
<p>Peer group(s)</p> <p><i>If easier, please complete a peer map instead</i></p> <p><i>How do the young people describe their social / romantic relationships?</i></p> <p><i>Do they have a group identity?</i></p> <p><i>What are their behaviours as a group?</i></p> <p><i>Would it be appropriate to make a referral for the peer group as a whole? (contact the team if so)</i></p> <p><i>Does the group attend the same school?</i></p>	<p>Is the young person safe when they are with their peers?</p> <p>(Please choose an option from the drop-down list below. The options are: Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree)</p> <p>Choose an item.</p>	
<p>School(s)</p> <p><i>How does the young person's experience of school relate to young people's experience of the school more generally?</i></p> <p><i>What do their teachers say about their behaviour, presentation, and their</i></p>	<p>Is the young person safe at school? (choose an option from the drop-down list below)</p> <p>Choose an item.</p>	

<p><i>relationships? What role do adults at the school play in looking out for the young people?</i></p>		
<p>Neighbourhood spaces (specify)</p> <p><i>Where does the young person spend time? What are these places like?</i></p> <p><i>Do they have access to safe spaces and/or trusted adults in these locations?</i></p> <p><i>If you have completed safety mapping with the young people, please enclose / summarise this.</i></p>	<p>Is the young person safe in the neighbourhood? (choose an option from the drop-down list below)</p> <p>Choose an item.</p>	
<p>Family / Home(s) characteristics</p> <p><i>Are you worried about harm within the home as well as extra-familial harm?</i></p> <p><i>Is the young person experiencing harm connected to their home/ family?</i></p> <p><i>Does the young person and/or their carer(s) need additional support at home?</i></p>	<p>Is the young person safe at home? (choose an option from the drop-down list below)</p> <p>Choose an item.</p>	

7. Is there anything else we should know about the young person, your reasons for being worried for them, or events that have happened in the past? Please highlight your principal concerns, any strengths or protective factors, and summarise the work already done to address the concerns. A timeline would also be really helpful.

Principal concerns:

Strengths:

Protective factors:

Response so far:

Timeline:

Final notes and acknowledgments

The work above was produced as part of an embedded research project with the PEACE project. Research Fellow Katie Latimer worked with the project 1 day a week between April 2019 and August 2020. As an embedded researcher, Katie worked alongside colleagues in the PEACE team to understand the team's work, goals and positioning, and to partake in a learning process: how can the Contextual Safeguarding approach and principles *practically* inform the work of an exploitation intervention team?

The referral form enclosed here is one way in which the team has sought to operationalise Contextual Safeguarding. It is accompanied by other resources, including a practitioner's reflections on using the redesigned form available as a podcast on the Contextual Safeguarding [website](#). It is also part of an on-going work in process: the team may make further revisions to the form, and its wider offer, in time and in response to feedback.

Section 5 (page 6 above) has been included so that the referrer and the screener can be clear about any harm the young person is currently, or is at risk of, experiencing. Screening checklists however can be problematic and should not replace professional judgment about risk and the actions required in response (Franklin, Brown and Brady, 2018) [2].

We hope this example illustrates how safeguarding interventions – including those delivered to individual young people – can actively consider extra-familial contexts. The contextual information requested in this form could be used to inform safeguarding work with young people *and* the social and physical spaces that can facilitate extra-familial abuse [3]. So far, we have found that simply asking questions above extra-familial contexts can reframe our analysis of a young person's situation and prompt further enquiry into relevant contexts.

We are always interested to hear how these documents have been used and adapted by other practitioners. Please contact us at contextual.safeguarding@beds.ac.uk or peace@hounslow.gov.uk.

[2] Franklin, A., Brown, S., & Brady, G. (2018). The Use of Tools and Checklists to Assess the Risk of Child Sexual Exploitation: Lessons From UK Practice. *Journal of Child Sexual Abuse*, 27(8), 978-997. <https://doi.org/10.1080/10538712.2018.1510453>

[3] In the Contextual Safeguarding research project, we often refer to this as Level 1 (bringing context into work with individual young people) and Level 2 (working to address contexts themselves). Further explanation of this [here](#).