

01

Background

B19 was known to services at 4 years of age having displayed sexually harmful behaviour (SHB) towards a child the same age. Initially there was no further action due to the age of the child but after further SHB they became subject to a CiN plan which identified the need for professional support with sexualised behaviours.

02

Safeguarding concerns

There were increasing concerns from partner agencies about the lack of parental engagement in the CiN plan and the ability of Mother to meet the basic needs of B19 and Sibling 1. There were concerns of possible historic sexual offences by B19s Father and sibling. Although there was a plan for specialist intervention to be provided with regard to B19s sexualised behaviour the case was categorised as emotional abuse and the initial concerns regarding those offences and B19s SHB were not fully pursued.

03

The incident

B19 is the alleged perpetrator of a sexual offence against another 12 year child female and a 12 year old male in March 2019.

04

The review

The following themes emerged as multi-agency learning opportunities in response to sexually harmful behaviour:

- Professional identification of and response to harmful sexual behaviour demonstrated by B19
- Effectiveness of the Child Protection processes
- Professional response to the voice of the child and understanding of B19s lived experience
- Multi agency cooperation and information sharing
- Use of escalation procedures by professionals with concerns about practice
- Involvement of Fathers

B19

01

02

03

04

05

07

06

05

The findings

Using the category of emotional abuse meant that SHB was not prioritised and the focus on the needs of the child was lost

- The SHB displayed by B19 was likely be due to historic sexual abuse and unmet needs.
- Children who present with SHB should receive a response that address the root cause of their behaviour.
- A continuum of behaviours requires a continuum of responses from partners working together in a coordinated way that monitors progress and manages escalating risk.
- Practitioners need the correct understanding of, and confidence to implement, the escalation policy.
- There was no evidence that professionals worked proactively to involve B19s father in the safeguarding and assessment processes.

07

Implementing Change

Reflect on the findings and discuss the implications for your service/practice. Identify and outline the steps you and your team will take to improve practice in line with the findings and recommendations.

06

Recommendations

- Practitioners are supported by pathways and procedures to respond early and effectively to SHB and sexual abuse (where that is the likely cause of SHB) and have the knowledge and skills to use them.
- Assessments must consider historical information and parental capacity in the analysis of risks and vulnerabilities when there are concerns about young people who present with SHB.
- The voice and lived experience of children should inform assessments and interventions and all practitioners should embrace Tameside's Signs of Safety approach to help make that possible.
- The role and requirements of each practitioner should be clear to all in any multi-agency plan. Where intended outcomes are not achieved there should be appropriate professional challenge and escalation of concern to prevent drift and delay.
- TSCP identify and develop opportunities to improve multi-agency cooperation and professional relationships.
- When commissioning support from external agencies there must be clarity regarding the focus of the work, expected outcomes and timescales.

7 Minute Briefing

B19 - Action Plan



Name of Organisation

Team Manager

Name of Section & Team

Contact Details

Identify the learning or recommendations that are relevant to your team and summarise your teams' discussion on those points

1.
2.
3.

B19 - Action Plan



What actions have been agreed to improve practice?

What needs to happen?	Who will do it?	By When?	How will you know when it has been done?	How will you know if it has worked?