



# **SUFFOLK CRIMINAL EXPLOITATION PROGRAMME EVALUATION**

## **Interim Report – Year 1**

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**June 2022**

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## Acknowledgements

SODA would like to thank colleagues from across the Suffolk System for their time and input into this evaluation, we interviewed and received input from many individuals from the following organisations

- Babergh & Mid Suffolk Councils
- East Suffolk Council
- Suffolk Constabulary
- Suffolk County Council
- West Suffolk Council

Specific thanks go to Anna Crispe (Assistant Director, Knowledge & Intelligence, SCC Public Health & Communities), Kit Day (Lead Analyst, SCC Public Health & Communities), and Amy Eggleston (Policy Business Partner, West Suffolk Council Policy Projects and Performance) for reviewing a draft version of this report.

## 1. Background

- 1.1. Following on from University of Suffolk (UoS) research and consultations into gang and drug-related violence amongst vulnerable young people (YP) in Suffolk in 2017<sup>1</sup> and early 2018, key senior leaders from across Suffolk decided on a multi-agency response. It was agreed to follow a key recommendation from the UoS research to establish a “*co-located Gang Intervention Team, composed of professionals from the areas of policing, adolescent safeguarding, youth work, education, youth justice, child and adolescent mental health, peer mentoring, employment & training and housing.*” The UoS’s recommendations also included a focus on early intervention and prevention, which was included into the model of the co-located Gang Intervention Team. A two-year fixed term Gangs and County Lines Manager was recruited in March 2018 and in October 2018, the Suffolk Against Gang Exploitation (SAGE) Team was established, through a £500k Suffolk Public Sector Leaders (SPSL) fund. An [evaluation of the SAGE team](#) was conducted by the Suffolk Office of Data & Analytics (SODA); this report provides further background information and evidence around the approach chosen by the Suffolk System.
- 1.2. In 2020, a proposal was developed to continue to tackle the issues of gangs, county lines (CL) and criminal exploitation (CE). Under the umbrella term ‘criminal exploitation’ the system proposed a new work programme. The three-year CE Programme consists of 9 workstreams (see diagram 1, note workstream 9 is the wrap-around workstream delivering programme Co-ordination, Communication, etc.).
- 1.3. The programme builds on the previous efforts across the system but is delivered differently as well as providing additionality:
- 1.3.1. Relevant Services developing their own action plans - previously these were delivered centrally through the Strategic and Tactical Action Plans (SAP and TAP). [This has meant that action plans are now delivered more aligned to available capability and capacity.](#)
- 1.3.2. [Evolving the SAGE team model into an outreach model](#), with dedicated staff that would do case work but not be case holding and would have a dedicated manager.
- 1.3.3. [A dedicated training programme](#) (previously ad hoc).

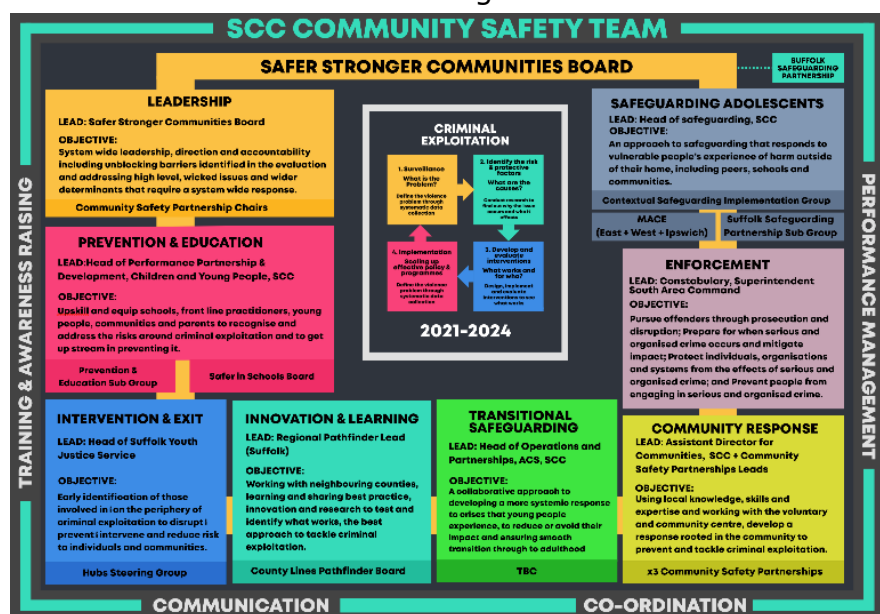


Diagram 1 – The Suffolk Criminal Exploitation Programme 2021-24

1.4. In early 2021, SPSL agreed to part fund the 3-year CE programme, by investing £1.35m. With other resources (both £ and people) being contributed as follows

What	Detail	Amount	Period	Source
<b>CE Hub in East Suffolk</b>	Need identified in May 2022, detail TBC	£210,294	2021-24	SPSL
<b>CE Hubs in Ipswich and West Suffolk</b>	1 x G7 (FTE), 2 x G5 (FTEs) and 4 x G4 (3 x FTE; 1 x 0.5 FTE).	£825,795	2021-24	SPSL
<b>Co-ordination &amp; training</b>	Staffing for training element of the plan + contribution towards time of programme co-ordinators within SCC Communities	£176,181	2021-24	SPSL
<b>Intelligence Post</b>		£139,932	2021-24	SPSL
<b>Intelligence Post</b>		£36,668	2021-24	Police
<b>Intelligence Post</b>		£6,740	2021-24	SCC Communities
<b>Contribution to YJ for additional FLATS programmes</b>	Underspend from USG&CL / SAGE work programme	£27,481	2021-24	SCC Communities
<b>CSP local delivery</b>	To support local solutions tackling CE; contribution to each CSP based on size of population	£50,000	2021-24	SCC Communities
<b>External / commissioned training</b>		£50,000		SCC Communities
<b>Aspire Project</b>	Joint project with Norfolk CC; funded through European Structural & Investment Fund £387,355.67; Match funded by SCC through staffing time (SCC Skills Team)	£457,535	2021 – Nov 23	SCC
<b>Support to Vulnerability Assessment Tracker (VAT) &amp; MACE panels</b>	Management and maintaining of VAT; attendance at MACE, etc. – 0.5 FTE of G5 officer (for illustration chosen mid-spinal point incl. on-cost)	£59,000	2021-24	SCC CYP Safeguarding Service
<b>Youth Focus Suffolk</b>		£511,500	2021-24	SCC & CCB
<b>Aspire Project</b>	Joint project with Norfolk CC; part-funded through European Structural & Investment Fund; Match funded by SCC through staffing time (SCC Skills Team)	£457,535	2021 – Nov 23	SCC Skills Team
<b>Aspire Project</b>	Joint project with Norfolk CC; funded through European Structural & Investment Fund; Match funded by SCC through	£387,355	2021 – Nov 23	European Structural & Investment Fund

	staffing time (SCC Skills Team)			
<b>CE Leads meetings</b>	4 CE Leads meetings per annum, Police, Health, Probation, SCC and D&Bs officer and manager time spent on preparing for meetings and discussions outside quarterly meetings.	£90,000	2021-24	Carried by each organisation employing CE Leads
<b>SODA Evaluation</b>	SODA Manager time: information gathering, stakeholder interviews, analysis, report writing and presentations (comparison - Traverse evaluation of Pathfinder project over 3 years was £110k)	£50,000	2021-24	SODA
<b>PATHFINDER Programme</b>	Funded by Youth Justice Board Pathfinder Programme for Eastern Region; covers all costs related to running Pathfinder in Suffolk, incl. salaries (Lead, Psychologist, etc.), external delivery partners, running group work, etc.	£227,000	2020-22	Youth Justice Board
<b>TOTAL</b>		<b>£2,738,946</b>		

**Table 1 – Total Budget for Suffolk Criminal Exploitation Programme 2021-24**

## 2. Introduction

- 2.1. Following on from the evaluation of the SAGE Team, SODA was asked to run a 3-year evaluation programme alongside the delivery to ensure learning is captured along the way.
  - 2.1.1. SODA committed to the delivery of an interim report at the end of year one (this report), with 6 monthly updates (Nov 2022, June 2023, Dec 2023) and a final report in June 2024.
  - 2.1.2. As with the previous evaluation, SODA's evaluation assesses how well the programme elements and concepts have been applied across Suffolk, what impact they have had, and whether these concepts work in the context of Suffolk. Due to the nature of the concepts being evaluated, this report is based on qualitative information and intelligence rather than quantitative data.
  - 2.1.3. The data and information was gathered through meetings with the CE Programme workstream leads and 24 interviews with key stakeholders within Suffolk's districts and borough (D&Bs), the Police and Suffolk County

Council. In many cases the CE Leads provided outputs, forms, and information for SODA to summarise and analyse.

- 2.1.4. In line with the SAGE Team evaluation, we are continuing to use the Outcome Based Accountability Approach<sup>3</sup>, a widely used evaluation process and a “...disciplined way of thinking and taking action that service planners and communities can use to design and monitor strategies to improve the lives of children, families and communities and as the basis for commissioning and improving the performance of projects, programmes and services...” asking three broad questions to gather the necessary data, information, and intelligence
- What did you do? (I.e., the quantity / effort put into the delivery to achieve desired outcomes.)
  - How well did you do this? (I.e., the quality of the effort.)
  - Is anyone better off? (I.e., the effect / impact of the efforts.)
- 2.1.5. As part of the last question, we will also look into understanding cost-benefits (CBA) and cost avoidance. However, as already noted in SODA’s previous evaluation of the SAGE Team, full CBAs / cost avoidance calculations will not be possible.
- 2.1.6. [The understanding of costs and benefits is particularly important in shaping a sustainable solution that can be implemented by the end of the current work programme.](#)
- 2.1.7. SODA developed an Information Sharing Agreement to flow together identifiable, line-level data of all children and young people included in any of the CE programme workstreams. The purpose of this is to link the information held against these children (C) / YPs in the various organisations to understand the collective impact of their behaviour and actions on the System. While also tracking if there are any changes to their behaviours and actions following the interventions of the CE Programme. As with previous efforts the Information Governance process was drawn out, despite all relevant organisations agreeing that analysis of this kind of data is valuable and proportionate. SODA is therefore unable to provide the analysis of this data until the next report. This analysis also links into the two previous points on understanding costs / benefits, which cannot be delivered without analysis of the data.

2.2. While the three-year CE Programme consists of nine workstreams (see diagram 1 above) there are overlaps in terms of the themes / areas covered by each workstream. These can be summarised as follows



**Diagram 2 – Themes / areas covered by the Suffolk Criminal Exploitation Programme 2021-24**

2.3. The following report provides:

- 2.3.1. an overarching summary by these themes, delivered through the entire CE programme.
- 2.3.2. an in-depth evaluation of some of the SPSL funded workstreams / elements and the Pathfinder Programme, as this was completed in March 2022.

2.4. A separate appendix provides the full data and information pack produced by SODA, based on the input from many key stakeholders across the wider Suffolk System.

### 3. Summary of key findings and conclusions

- 3.1. The CE Programme evaluation so far is overwhelmingly positive, SODA had to dig deep to find concerns or issues, for example, when interviewing the 24 colleagues from across the system. This is a true finding of the evaluation so far. However, speaking to a wider group of stakeholders for the next reports may uncover concerns, which can then be addressed.
  - 3.1.1. The positive feedback is corroborated by comments from external, national experts, such as the St Giles Trust, Out of the Shadows. Suffolk is seen to be at the forefront in tackling CE, being innovative, and fluid in its approach. They have praised the development of best practice within Suffolk, the CE Hubs' work, and the extensive, wide-reaching collaboration across the system, which they assure is very rare.
- 3.2. Collaboration
  - 3.2.1. This is the foundation and key success driver in the delivery of the CE programme so far.
  - 3.2.2. Overarchingly, SODA has found there to be more of an ownership within and across organisations, which has grown over the past few years, and has resulted in the feeling that this is a real partnership across the entire System.
  - 3.2.3. A key factor here is the increasing trust partners have in each other across the system - the trust that they are being listened to and that everyone is shaping the initiatives together, without duplicating efforts. For example, there is a general belief within the System that learning from the SAGE pilot has been applied successfully. Also, local partners within the D&Bs and other areas feel that the SAGE Team and CE Hubs listened and learned from them and are respecting local knowledge. This is also true of the central Co-ordination and Communication Team within the SCC Communities Team, who are well respected and trusted colleagues within the system.
  - 3.2.4. SODA has found collaboration across the system to be extensive and happening in both formal and informal ways, for example:
    - the Contextual Safeguarding (CS) Network has been set up and is growing and Anti-social Behaviour (ASB), Community Partnership (CSP) and Multi-agency Criminal Exploitation Panels (MACE) are meeting regularly.
    - the CE Hubs are working with a far-wider range of partners than the SAGE team had, for example in 30% of outreach sessions, the Hubs collaborated with external partners.
    - the Police CE Partnership Officer, who was recruited in autumn 2021 and has since made links with all relevant partners. The Partnership Officer is consistently mentioned as a central link within the system, encouraging collaboration and being key in terms of intelligence sharing and best practice and guidance.
    - the SCC Communities CE Lead has joined the Safer in Schools Board.

- the SCC Communities CE Lead is also consistently mentioned as the 'glue' within the system, a central point with a wide range of knowledge and the ability to link up individuals within the system and supporting collaboration.
- 'Youth Focus Suffolk', a programme to support local youth work delivery, enhancing and encouraging activities in the community, is working very closely with local Voluntary Community and Social Enterprise (VCSE) partners.
- co-production, e.g., YPs participated in recruitment panels for the CE Hubs and parents and communities engaged in the creation of some of the CE Hubs projects.

### 3.3. Communication & Co-ordination

- 3.3.1. Linked to Collaboration, Communication has improved overall since SODA conducted its last evaluation. There were only a few comments around further improvements needed, which focussed on meeting attendees currently not always disseminating messages into their own organisations.
- 3.3.2. The central communication from the SCC Communities Team Communication & Co-ordination workstream was positively mentioned by those that SODA interviewed. This included the
  - quarterly performance dashboard, which was developed by the team and is now being shared with the CSPs and Safer Stronger Communities Board (SSCB), and
  - the quarterly newsletter – containing updates from across the system, sent to 500 partners.
- 3.3.3. The central Communication & Co-ordination workstream has ensured that there is less duplication within the system and that communication flows as efficiently as possible, through co-ordinating:
  - the main meetings / boards, such as SSCB, CE Leads Meetings, CE Steering Group, etc.
  - that the CE programme does not duplicate other local efforts, by having standing items on the programme at all relevant meetings
  - Vulnerability Assessment Tracker (VAT) Information Governance by SODA
  - SODA's links to all relevant partners, to enable data / information collection
- 3.3.4. A concern consistently raised during SODA's interviews was around the sustainability of the CE programme beyond its three-year funding and many interviewees asked when the central co-ordination of these conversations would start.

### 3.4. Best Practice / Guidance

3.4.1. As mentioned above, this was cited by external, national experts as an exceptionally successful area, delivered by several of the workstreams, for example:

- the Safeguarding Adolescents workstream:
  - identified five champions within the CS network to bring back best practice from national meetings, etc. into Suffolk, and the CS Implementation Group (champions within wider network) meet regularly and share good practice.
  - revised and updated information and toolkits on the Suffolk Safeguarding Partnership website.
  - reviewed national learnings / recommendations and successfully implemented those that were relevant to the Suffolk landscape.
- The 'Youth Focus Suffolk' project also delivers /disseminates best practice:
  - through its portal - [www.youthfocus.suffolk.gov.uk](http://www.youthfocus.suffolk.gov.uk) - of resources for trusted adults and youth work professionals/volunteers.
  - through conferences, e.g., countywide youth work conference with 56 attendees to innovate, share best practice and strengthen collaboration.

3.4.2. The largest output in this area was delivered by the Suffolk Pathfinder Lead as part of the regional Pathfinder programme (see section 8). The products delivered were evaluated independently by a third-party, Traverse, who have concluded that they were of high quality and value to practitioners. These outputs benefited from having been assessed in real-life situations with the CE Hubs during development and one of the products around cultural competencies was successfully used when recruiting for the Hubs.

3.4.3. The Pathfinder Lead also delivers regular webinars and attends local, regional, and national events to share learning and best practice developed and gathered in Suffolk and through the wider Pathfinder programme. Limited feedback on the learning events delivered by the Pathfinder Lead highlight that these were always relevant, innovative, and delivered in an engaging way. The Pathfinder Lead is regarded as an expert by key stakeholders within the Suffolk System, but also beyond (e.g., feedback from St Giles Trust).

### 3.5. Awareness Raising

3.5.1. Delivery against the three previous themes has resulted in the shaping of the various awareness raising campaigns and efforts.

3.5.2. Internal and external awareness raising campaigns, tools and dissemination of advice have been far reaching, e.g.:

- developed a county-wide, multi-agency communication campaign targeting schools, Colleges, and Training Providers; disseminated to all schools, all Education Leaders, Suffolk Primary Head Association, Suffolk Association of Secondary Heads and Multi-Academy Trust (MAT) CEO Network; resulted in 'Prevention in Education' item added to the SCC New Headteacher Induction Programme.
  - developed #LookCloser campaign and programme of learning
  - the Police School Liaison Team delivered the One Stop Cop (OSC) 'training' to a large number of pupils between Sep 2021 and Mar 2022.
  - Suffolk Constabulary Website's external link to SG & CL and the First Principle (prevention of crime)
  - CE and CL literature dissemination, links into various stakeholders such as schools, CSP's, Town & Parish Councils, D&B Licensing Team, Taxis / Private Hire Vehicle providers, Landlords, etc.
- 3.5.3. SODA did not conduct an in-depth evaluation of the impact of the awareness raising efforts. However, based on over 15 years of Communication, PR and Advertising evaluation expertise, SODA knows that the cumulative impact of
- the consistent messaging employed throughout all the campaigns / efforts,
  - the delivery through different voices / organisations, and
  - the use of different media
- will have resulted in high levels of awareness around relevant issues.

### 3.6. Upskilling

- 3.6.1. Upskilling is a key area of focus for the CE programme, with a dedicated central resource being funded by the SPSL budget. Training was done on an adhoc basis during the SAGE pilot and SODA has found that stakeholders value the central resource, believing that there is now a better identification of knowledge gaps which can be more efficiently plugged through the central delivery. However, some also questioned the sustainability of this resource.
- 3.6.2. The CE Lead designed and delivered a comprehensive training programme. Key here is that through partnership work these courses were often delivered for free, but also always tailored to the specific audience / and or Suffolk in general. In some cases, the CE Lead co-delivered courses and then adapted parts for internal use.
- 3.6.3. Over 40 sessions had been delivered by the end of March 22 – half of which were done by the CE Lead herself – attended by around 1,460 colleagues from across the System at all levels.
- 3.6.4. Youth Focus Suffolk provided locality-based community training to 123 colleagues from grass root organisations and trained 45 practitioners to NOCN Level 2 Theory of Youth work.

- 3.6.5. Other upskilling opportunities around CE were also provided for within individual organisations. For example, SODA found a best practice case in West Suffolk, which will be explored further with regards to sustainability. West Suffolk have a dedicated resource in their Localities Team, delivering CE and wider Safeguarding training to the workforce within the council but also external partners (schools, college, VCSEs, Police, etc.).

### 3.7. Intelligence

- 3.7.1. The SAGE evaluation highlighted that Intelligence flow was a real issue and of high concern. SODA has found that Intelligence is flowing better now, and stakeholders believe is used to better effect as well. One issue still mentioned though is around the mechanisms of how intelligence is shared, which could be more consistent.
- 3.7.2. Enhanced collaboration and communication have supported better intelligence sharing through more formalised intelligence meetings now taking place, and with much higher frequency.
- For example, a twice-weekly intelligence sharing meeting is now taking place between Police, Make A Change Team (MAC), SCC CE Co-ordinator, Youth Justice, CE Hubs, MASH and CS representatives.
  - The VAT, the CE Partnership Officer, CE Hubs, the MACE and CSP panels were cited as a successful foundation for intelligence sharing throughout the interviews SODA conducted.
- 3.7.3. Successful Intelligence sharing has resulted in, for example
- over 130 C/YPs cases being discussed at MACE panels (between July 21 and April 22)
  - over 50 C/YPs being assessed through the VAT (between July 21 and April 22).
  - the choice of locations for the CE Hubs outreach work being based on intelligence from multiple sources within the community, such as the Police Partnership Officer, PCOs, Localities / Families & Community Teams with the D&Bs, CSPs, ASB panels, local schools.

### 3.8. Prevention / Intervention / Diversion

- 3.8.1. Is being delivered in large parts through the CE Hubs, but other workstreams are also contributing.
- 3.8.2. The CE Hubs in the West and South were set up in the summer of 2021, with the CE Hubs Manager and her six strong team having conducted 111 outreach sessions and engaging with 780 11+ year olds by the end of March 22. They also held 63 individual, face-to-face sessions with 23 C/YPs – identified through outreach sessions, or by referral from local partners.
- SODA has found that the CE Hubs provide additional local resources rather than duplicating and that stakeholders believe that their key success factor is being embedded in spaces and places. They have developed trusted relationships with Suffolk system partners, including VCSEs and businesses to raise awareness and develop community intelligence.

- The hubs have developed an innovative and assertive approach to both the outreach as well as individual, face-to-face sessions with C, YPs, families and communities. This has been achieved through elevated levels of contact with at risk YPs who do not usually engage with services by being in their locations and having the cultural competencies to engage. This is evidenced by the positive feedback from those engaging with the teams and SODA has found when interviewing the CE Hubs staff that the cultural competencies are very consistent and strong amongst all.
- There were two comments around the lack of cultural diversity of the West team.

3.8.3. A further diversion was delivered as part of the Pathfinder programme. The Family Learning About Thinking Skills (FLATS), which was a large part of the SAGE Team pilot, was adapted for CL and CE. The reworked programme was delivered online as a pilot and then face-to-face with 9 YP between August and November 2021.

- Engagement at group sessions was generally very high, although engaging young people in 1:1 sessions and engaging caregivers was variable and more challenging.
- A mixture of outcomes was seen, but on the whole improvements in the areas of problem solving, emotional regulation and emotional wellbeing were noted, though an overall increase in pro-aggression attitudes was also seen.

3.8.4. Another intervention and diversion effort now sees that 100% of children who are booked into custody within Suffolk are referred into Liaison and Diversion and monitored through the CYP Delivery Board. This means that, when a child is booked into custody, contact is made with CYPs who will inform custody of any concerns around the child, addresses that they cannot be released to and whether the nominated appropriate adult is suitable.

3.8.5. The Youth Focus Suffolk project is funding 18 youth provisions / projects / services, which will aide prevention.

### 3.9. Disruption

- 3.9.1. Disruption sits mostly with the police – and by the end of March 22, several CL had been removed, a considerable number of persons had been arrested in relation to drug / CI offences, and a large number of warrants were executed under the misuse of drugs act and over £2m worth of drugs had been seized. (Note – due to confidentiality SODA cannot list the exact numbers.)
- 3.9.2. The Police Youth Engagement Team has piloted using Modern Day Slavery legislation as an enforcement tool and Suffolk secured its first Slavery and Trafficking Risk Order in West Area to prevent an adult male exploiting an under-age female.

## 4. Intervention & Exit Workstream

- 4.1. One deliverable of this workstream was to review and update the Suffolk Safeguarding Partnership information and toolkits on Gangs, CE, and CL, as well as the Parent & Carer section to reflect the latest information and provide up-to-date advice and tools.
- 4.2. The main deliverable of this workstream however was to set up and run the CE Hubs, a continuation of the previous SAGE Team. The CE Hubs are based in Bury St Edmunds (West) and Ipswich (South), with the South Hub also covering Felixstowe and Woodbridge.
- 4.3. A ringfenced fund was set up for a CE Hub in the East of the county if a need were to be identified. While there was no such need at the time of the proposal, this has since been raised and the funds were released in early May 2022 to set up a hub in Lowestoft.
- 4.4. The CE Hubs are attached to the existing Suffolk Youth Justice Service (SYJS) Diversion Programme, which is a bespoke programme for children at risk of child criminal exploitation, offending and antisocial behaviour. The rationale for basing the CE Hubs within this programme was centred around the ready access to:
  - 4.4.1. an established multi-agency team with good knowledge of and experience of working with YP who are either on the periphery of, or involved in, criminal activity, and
  - 4.4.2. a wider range of SYJS resources such as substance misuse workers, youth justice workers, mental health workers and educational psychologists.
- 4.5. However, other key learnings from the SAGE pilot also shaped the CE Hubs model, these include:
  - 4.5.1. SAGE was managed by the Gangs and County Lines Manager, who had other Suffolk-wide responsibilities, such as training, awareness raising, development of best practice, co-ordination and partnership working (e.g., through the County-lines Panels). It became clear that this role was too thinly stretched, and the [CE Hubs are now led by a dedicated manager](#).
  - 4.5.2. One of the most valuable resources mentioned during the SAGE team evaluation was the access to a [clinical psychologist](#). This resource is again available to the Hubs and wider front-line staff working in this space, e.g., through the FLATS programme.
  - 4.5.3. Another key finding was that while the trauma-informed approach worked and was valued by the YP, their families / carers and Youth Justice Team (YJT) professionals, it needed more time and collaborative working across the wider system than was possible. The SAGE team were case holding and found that this limited them in their efforts to deliver the trauma-informed interventions within a contextual safeguarding framework and complete the related partnership work. There was also some overlap between the cases worked on by the SAGE team and the YJT, i.e., multiple case holders. Therefore, the [CE Hubs staff are working on cases but are not case holding](#).
  - 4.5.4. Based on the feedback around partnership working, the CE Hubs are now closely linked in with other key groups, such as the Suffolk County Council Make a Change Team (MAC), SCC Regional Pathfinder lead, SCC Youth Justice Service, SCC Safeguarding (inc. CCG's and the Suffolk Safeguarding

Partnership), CSPs, Alliances & Integrated Neighbourhood Teams (INTs), Police Youth Engagement Team (YET) and Area Intelligence Units (AIU). There is also much more engagement and collaboration with other partner organisations and the Voluntary and Community Sector to work with specific individuals and/or in places and spaces.

- 4.5.5. **Contextual safeguarding** (see box 1) was only done for **individuals** and in isolation by organisations. The CE Hubs are working in an outreach model to engage with C and YPs as well as their communities in their spaces and places. This means contextual safeguarding mapping is now also applied to **places and spaces** and there is an effort to conduct this with all relevant agencies involved.

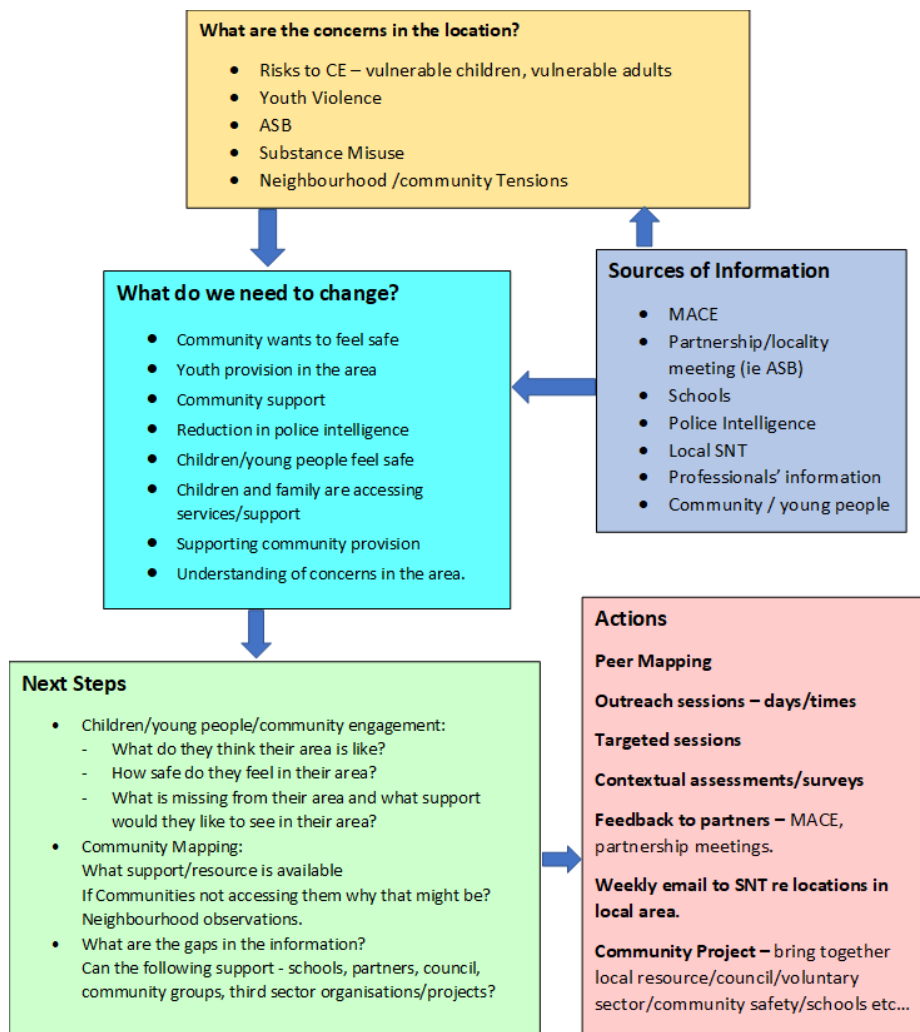
Contextual Safeguarding; *"an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Therefore, children's social care practitioners, child protection systems and wider safeguarding partnerships need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse beyond their front doors."*

**Box 1 – Definition of Contextual Safeguarding** ([Contextual Safeguarding Network, 2020](#))

- 4.5.6. A key role identified by the system during the SAGE pilot was that of the Police Partnership officer. A full-time post was established within the Police, with close links to the CE Hubs and the CE Hubs Manager, working together to direct activity to places and individuals where there is a need for targeted intervention and disruption.

#### 4.6. Effort – What has the Intervention & Exit Workstream done in Year 1?

- 4.6.1. By Q2 2021/22 the workstream had published revised and updated information and toolkits on the Suffolk Safeguarding Partnership website relating to two sections: [Safeguarding Topics](#) and [Parents & Carers](#).
- 4.6.2. In April 2021, the CE Hubs manager was appointed (this was delayed due to COVID), who then lead the recruitment of six outreach and case workers as well as the development of processes (see diagram 3 below) and information capture system to support both outreach and case-level work. By October 2021, the two hubs were fully staffed (see table 1 above for detail on staffing).



**Diagram 3 – Example of a CE Hubs process: planning support & intervention in a location**

4.6.3. All team members of the hubs have attended, co-delivered and/or delivered training and information sessions, including those organised by the Education & Prevention workstream. They pro-actively explored training opportunities and then sought to bring resources to each community. For example, these included:

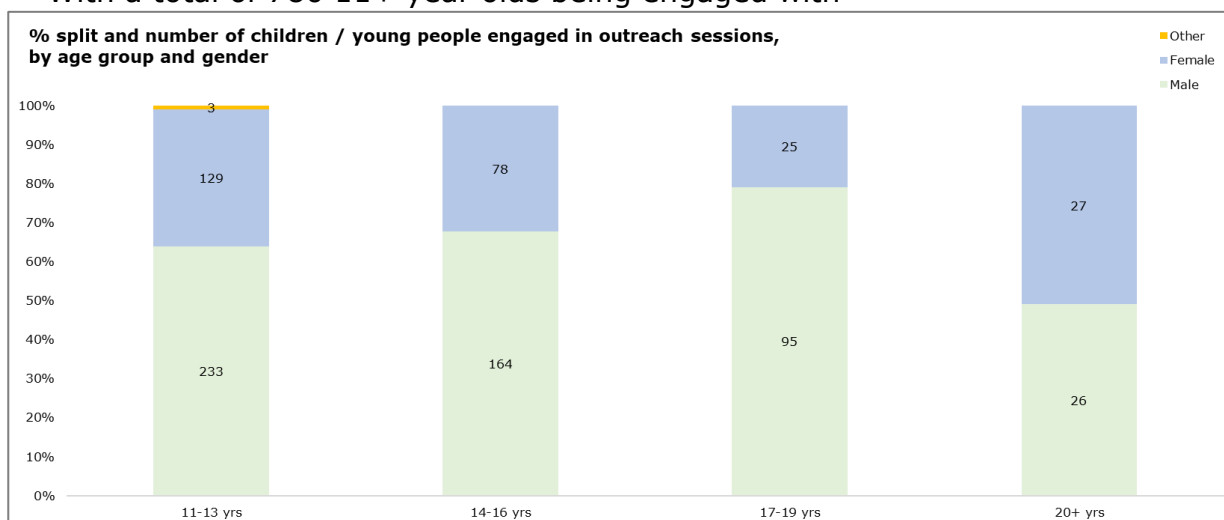
- supporting Family and Social Care with family network meetings and advocating for YP wishes in the meeting.
- supporting the delivery of workshops, etc., such as the Ormiston Academy workshop, workshops at Felixstowe Enrichment Day, SOS St Giles Webinar.
- supporting development of some of the County Lines Pathfinder outputs (see section 8), such as the Parent Webinar, Cultural Competency tool (including testing the cultural competency interview questions for CE Hubs staff), Safety Planning Tool, Risk Assessment Tool for groupwork and provided feedback on the effective practice and safe exit papers. Allowing the Pathfinder to 'test' resources in real time.
- supporting Pathfinder Showcase event.

- delivering workshops in schools, e.g. All Saints Primary & Howard Primary in Bury St Edmunds.
  - shaping the new adolescent safeguarding training.
- 4.6.4. They have also co-delivered the FLATS programme (see detail on FLATS in section 8).
- 4.6.5. [Between July 2021 and April 2022, the two hubs held 111 outreach sessions across Suffolk.](#)

Babergh	East Suffolk	Ipswich	Mid Suffolk	West Suffolk
3	2	64	3	39

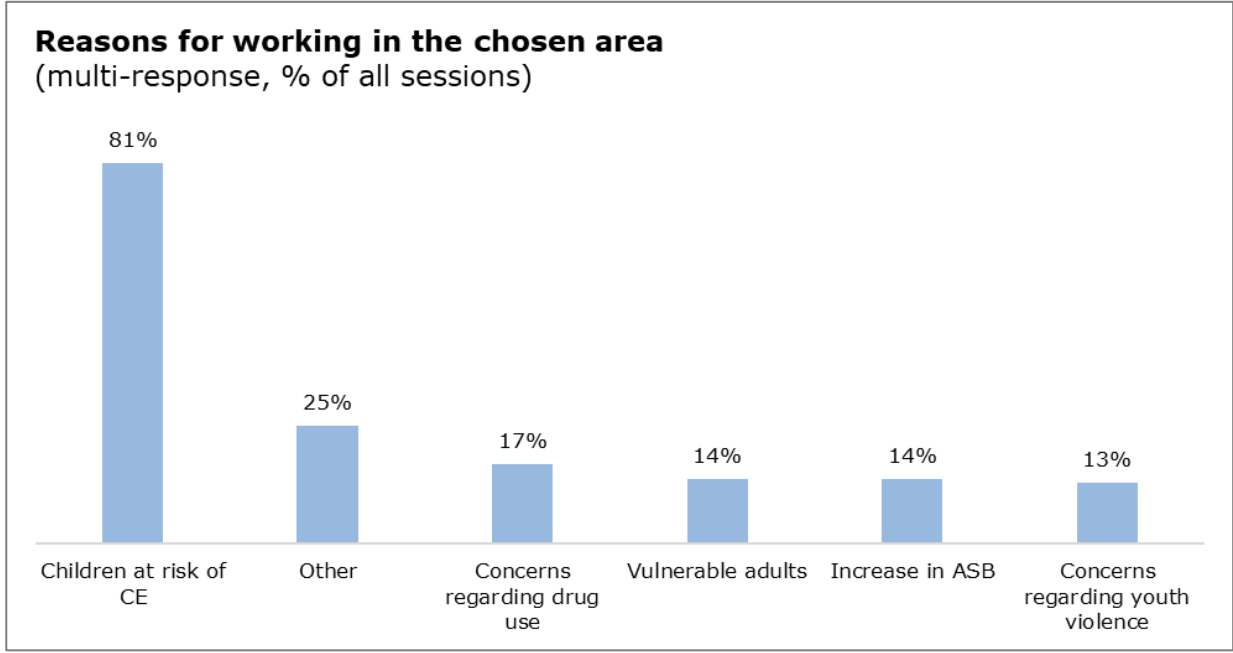
**Table 2 - Number of CE Hubs Outreach Sessions by District**

- With a total of 780 11+ year olds being engaged with



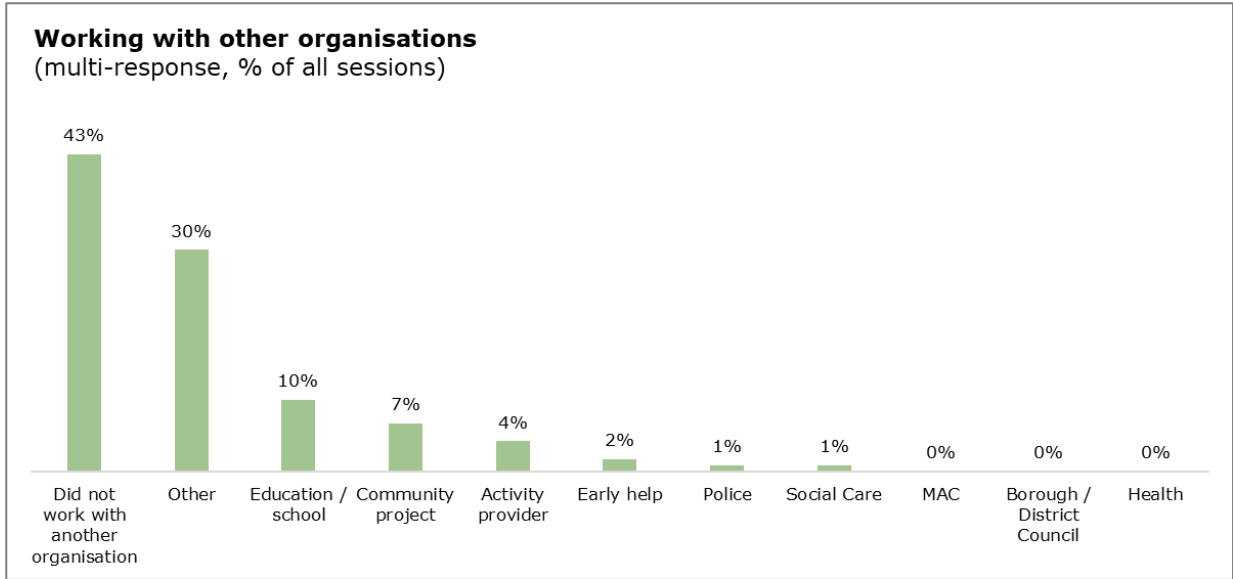
**Chart 1 - Number of C/YPs engaged during outreach sessions**

- The choice of locations for the CE Hubs outreach work are based on intelligence and information from multiple sources with the community such as, the Police Partnership Officer, PCOs, Localities / Families & Community Teams with the D&Bs, CSPs, ASB panels, local schools. The chosen locations tend to be where C and YP congregate, such as the BSE Skate Park and/or where intelligence has identified places and neighbourhoods identified at risk. The main reason for the chosen locations was the actual threat of CE (in 81% of cases).



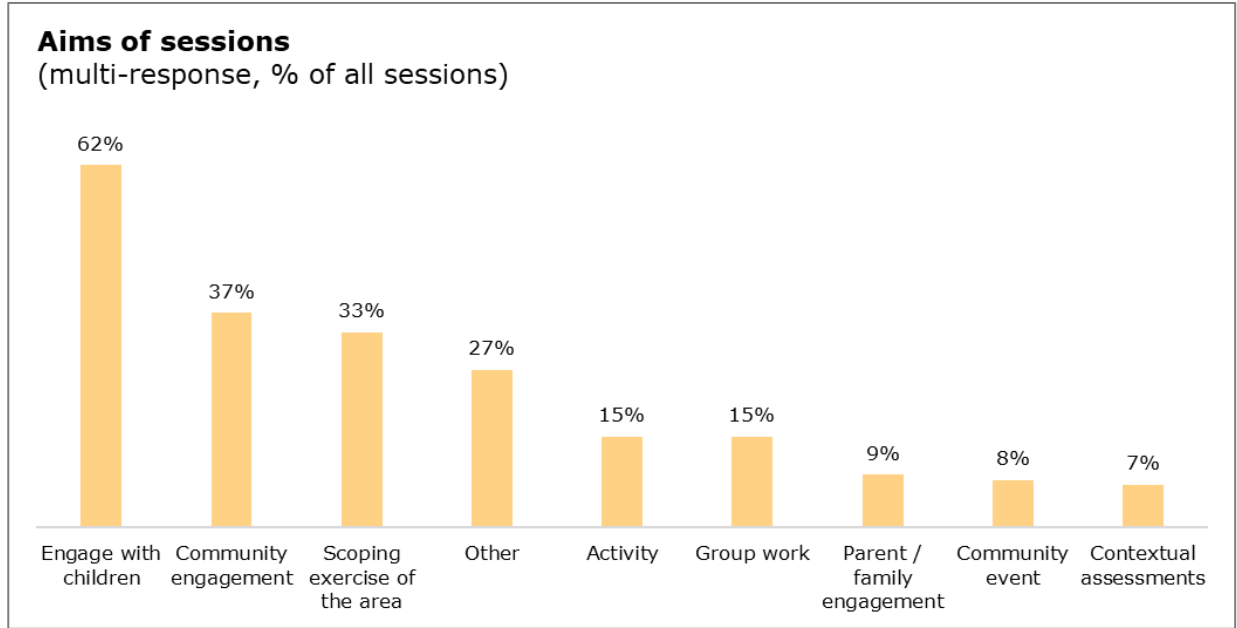
**Chart 2 – Reasons for location choice**

- In the majority of cases the CE Hubs conducted and/or planned the outreach sessions with partners. For example, in 30% of cases, partners from local churches, VCSEs, FARS, CSPs, Housing Agencies, etc. were involved.



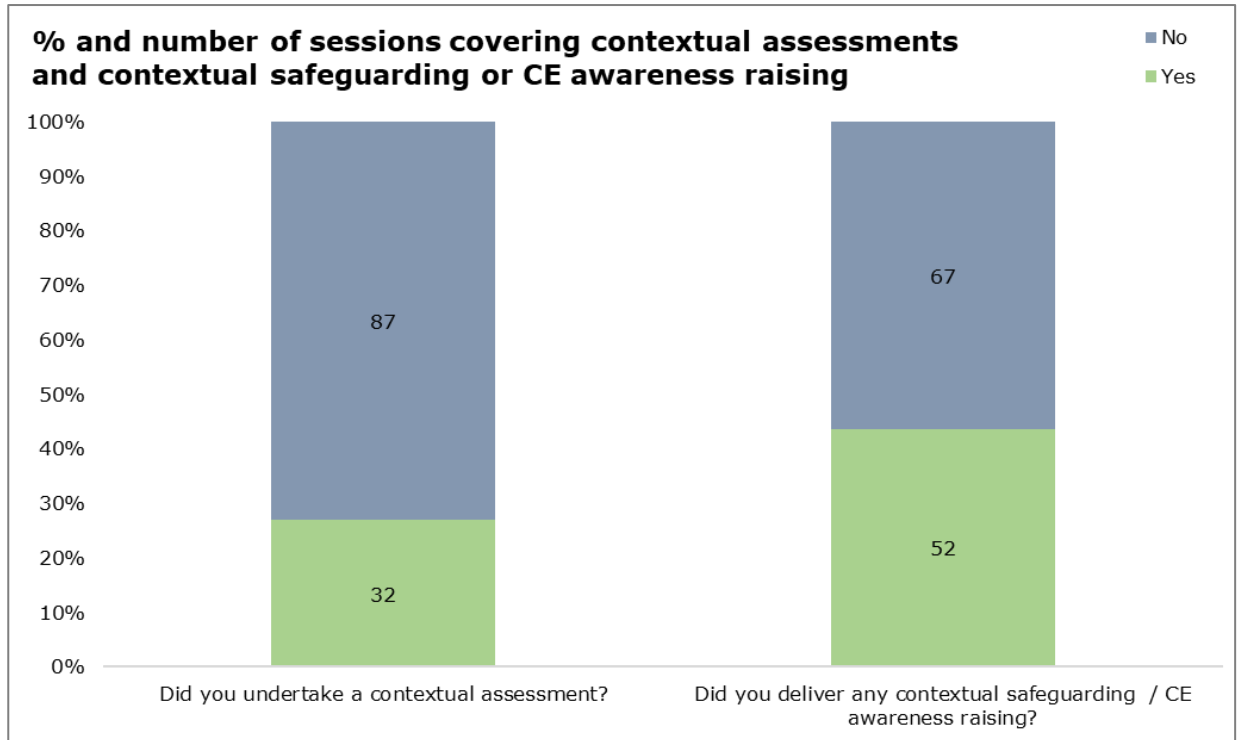
**Chart 3 – Partnership working on outreach sessions**

- An outreach session can last anything from one to several hours spent in a specific location. It depends on the day, how many C/YPs, businesses, other community members are around to engage with the CE Hubs Team and what the original aims of the visit were.

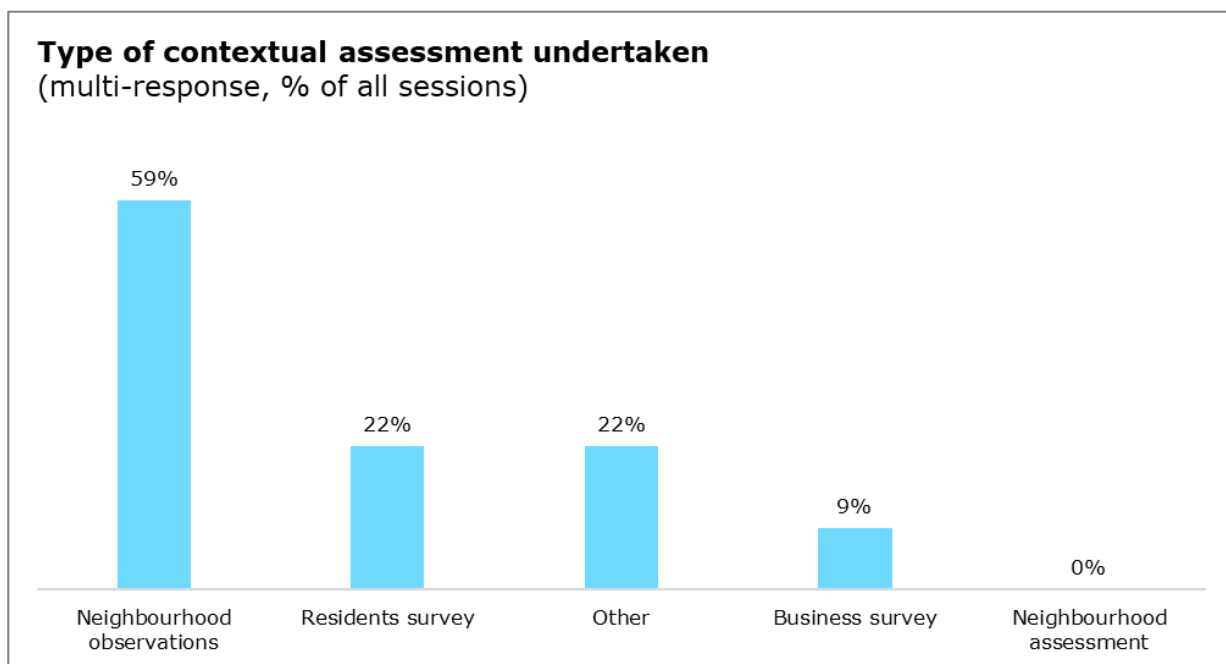


**Chart 4 – Aims of outreach sessions**

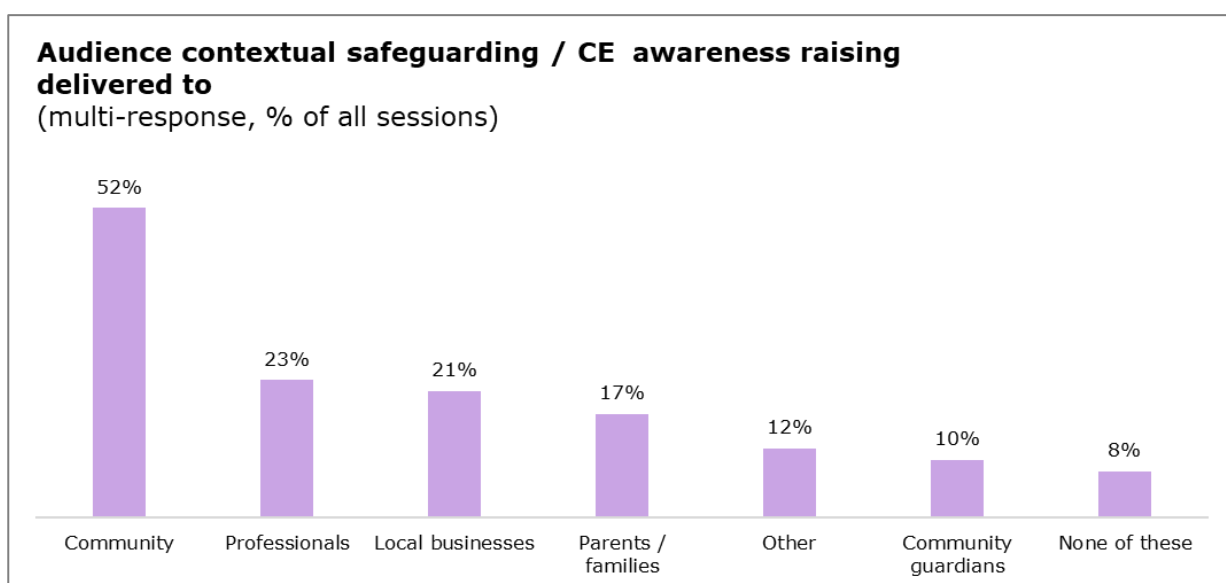
- The CE Hubs teams always conduct outreach sessions in twos to provide security and engage with a wide range of community members, delivering a multitude of messages as well as using the visits to conduct contextual assessments of the places.



**Chart 5 – Contextual assessments and CS / CE awareness raising conducted during outreach sessions**



**Chart 6 – Type of contextual assessments conducted during outreach sessions**



**Chart 7 – CE awareness raising audiences during outreach sessions**

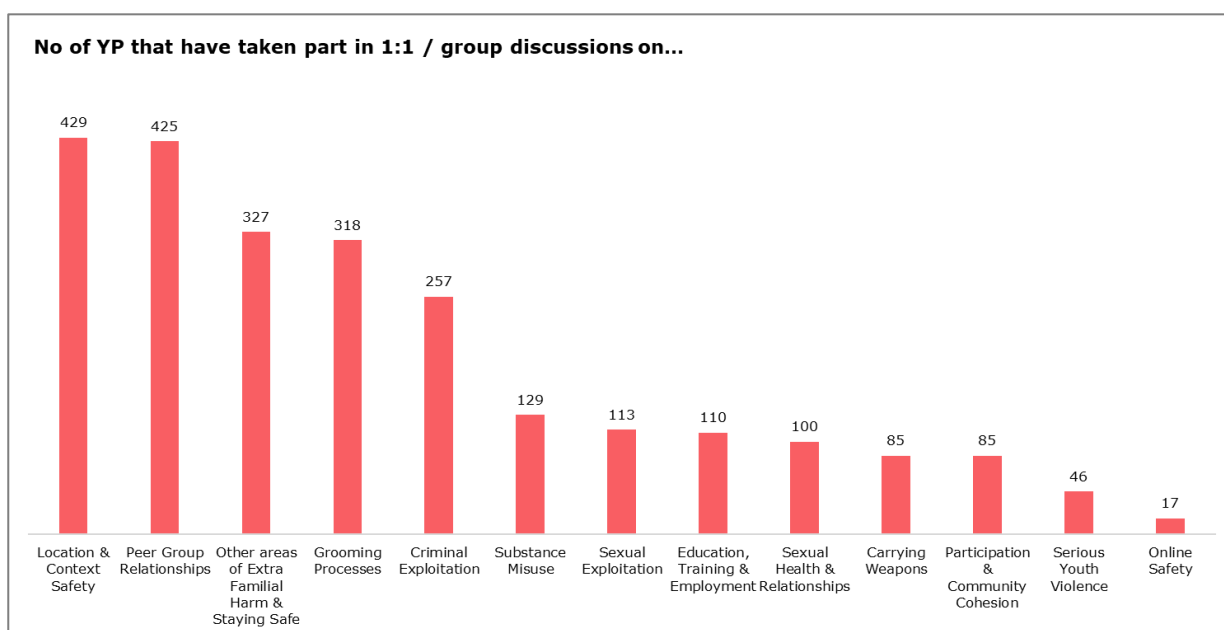
4.6.6. [The CE Hubs teams also engaged with 23 C/YPs across 63 individual, face-to-face sessions between July 2021 and April 2022.](#)

- These C/YPs are particularly hard to reach and/or most at risk. They are identified either through the outreach sessions or referred into the Hubs by local partners, including schools, the Police Partnership officer, ASB / CSP panels, etc.
- The teams also look for 'reachable, teachable moments,' which are points where YP may feel vulnerable and, where it is known to be easier to influence them to make change; these moments include after admission to

Accident & Emergency, following a school exclusion or an arrest/period in custody.

- The teams tend to work with these individuals at an early stage before referring them into existing services.
- The sessions with individuals are based on a trauma-informed approach and aim to gain trust, understand the wider contextual safeguarding situation, and to provide understanding around specific topics, such as peer-group relationships, grooming processes, substance misuse, sexual / criminal exploitation, etc.
- They can last anything from a quick 30-minute chat to spending several hours together doing activities such as cooking, shopping, bowling, visiting a driving range, eating out, etc.
- The CE Hubs Teams' hours of work include weekends and evenings to ensure that they are making the most of 'reachable' moments with any given individual, community, or location.

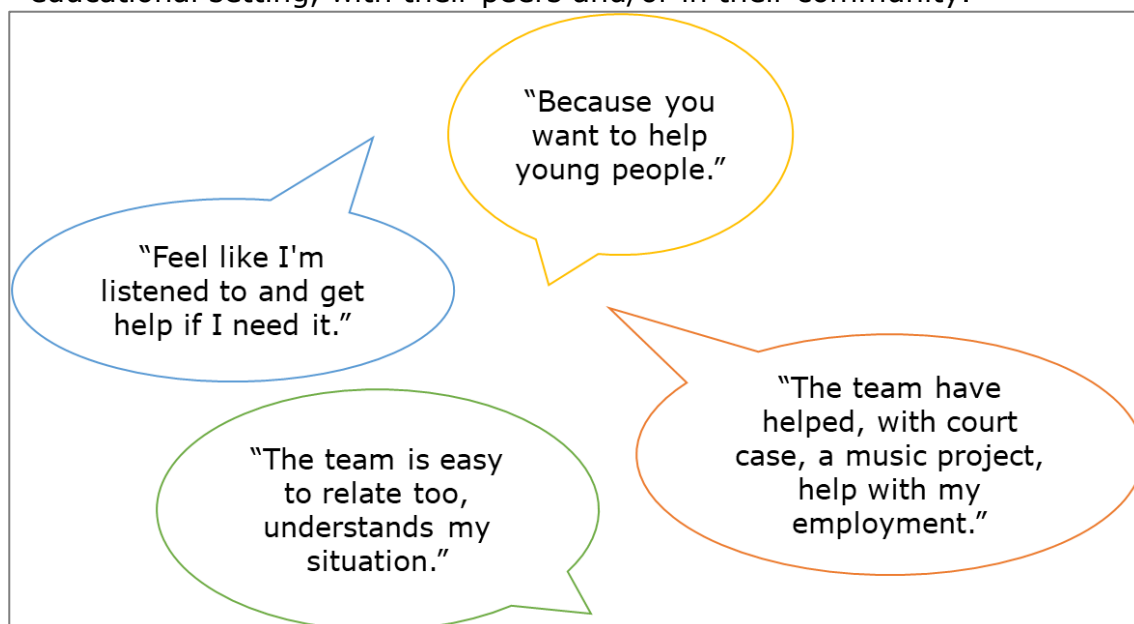
4.6.7. **Across all the outreach and individual sessions, a wide range of themes were covered**



**Chart 8 – Themes covered during CE Hubs work (number of C/YPs engaged in each)**

#### 4.7. Effort – How well has the Intervention & Exit Workstream delivered?

- 4.7.1. The limited feedback gathered from the C and YPs that have had interactions with the CE Hubs have been positive. All of them would recommend a friend or another C/YP needing the same kind of support or help as them, to come to the CE Hubs Teams. In all cases they also said that things have either stayed the same or improved at home, at their educational setting, with their peers and/or in their community.



**Picture 1 – Examples of reasons for recommending others to engage with CE Hubs**

- 4.7.2. YP were part of a recruitment panel for the hubs.
- 4.7.3. In some cases, the teams have been able to gain the trust of very disengaged YP, who approached the teams proactively following outreach sessions.
- 4.7.4. Especially in the West there is a feeling that the council's Locality Team was able to shape the hub and that the relationship is therefore a close one, resulting in collaboration around specific focus projects such as in the Howard Estate (Bury St Edmunds) and "Kick off at three".

- 4.7.5. Feedback from the wider system also focused on the individuals within the Hubs, all of whom have had several mentions as being



**Picture 2 – Words used by stakeholders to describe CE Hubs team members**

#### 4.8. Effect – What is impact of Intervention & Exit Workstream?

- 4.8.1. There is a general belief by key stakeholders that having a team rooted in the community, CE can be identified early, disrupted and support offered to those that need it.
- 4.8.2. Most of those interviewed by SODA stated that the CE Hubs provided an additional resource rather than duplicating existing services.
- 4.8.3. An important feature of the hubs is the close relationship to the Police Partnership role which is embedded with the teams and works closely with the team manager. This close partnership has resulted in targeted activity to places / individuals where direct intervention and disruption is needed.
- 4.8.4. Outreach and the individual sessions with YP have led to links into other services and offerings, such as
- West Suffolk's "Kick off at 3".
  - linked activities with ASPIRE, e.g., workshops and activity sessions with children's homes (e.g., Alexandra House, Bury St Edmunds), weekly basketball sessions in Nacton (Ipswich).
  - outreach work On the Triangle Estate (Ipswich) – which is linked to a community project and involved in the development of the youth club.
  - into supported accommodation, e.g., through links with YMCA and Blossom Living (several locations), Portland House (Newmarket).

#### 4.9. Conclusion on Year 1 of Intervention & Exit Workstream

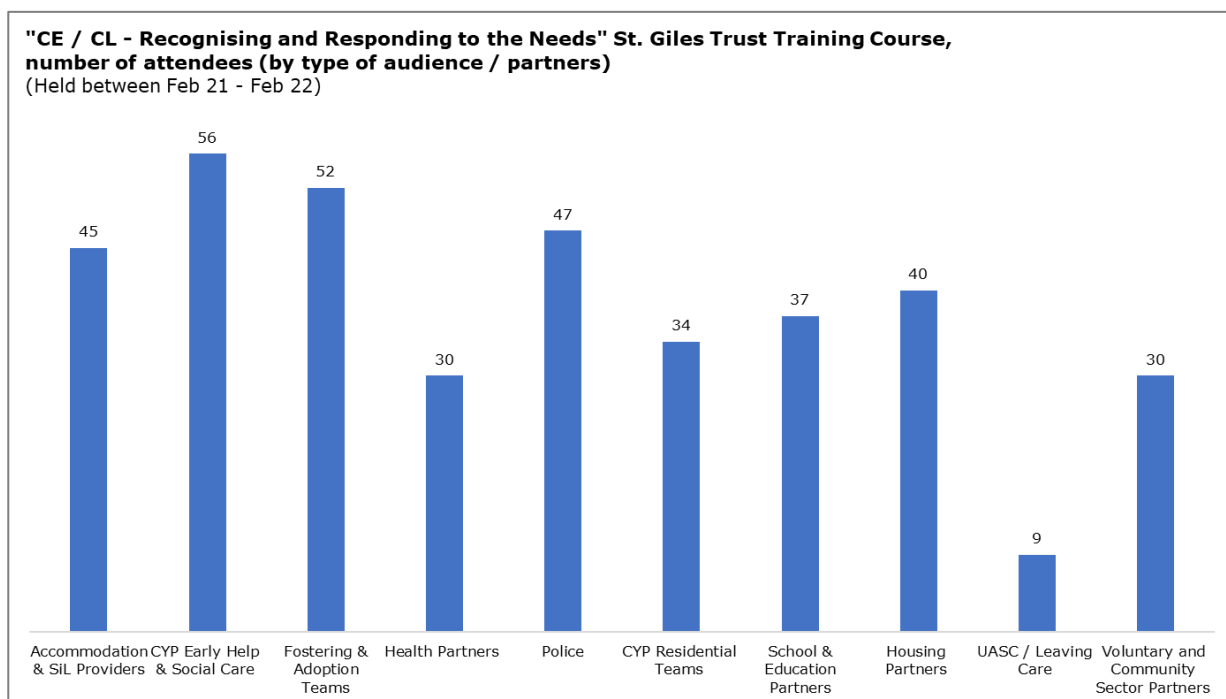
- 4.9.1. The CE Hubs have developed an innovative and assertive approach to both the outreach as well as individual, face-to-face sessions with C, YP, families and communities.
- 4.9.2. This has been achieved through elevated levels of contact with at risk YP who do not usually engage with services by being in their locations and having the cultural competencies to engage. This is evidenced by the positive feedback from those engaging with the teams.
- 4.9.3. However, they have also been able to gather information and intelligence of “not-at-risk YP” who were present at chosen outreach locations, and who have been happy to talk about what is happening in their communities.
- 4.9.4. The CE Hubs provide additional local resources rather than duplicating existing services / programmes. With the additional benefit of being embedded in spaces and places. They have developed trusted relationships with Suffolk system partners, including VCSEs and business to raise awareness and develop community intelligence.
- 4.9.5. The teams have contributed capacity, skills, and expertise to both local as well as countywide training offerings and have raised awareness with vulnerable groups, individuals, and communities of signs of grooming and CE.
- 4.9.6. Several deliverables were outlined in the original proposal for the development of the CE Hubs. SODA has been unable to provide analysis on these yet (see points 2.1.5 – 2.1.7 above), which we will aim to include in our next report.
  - Fewer police intelligence reports (indicating less activity).
  - Reduction in safeguarding interventions (complex strategy meetings).
  - Reduction in criminality (reduced costs associated with Criminal Justice System).
  - No/less incidents of serious youth violence (reduced impact on individual victims and on the wider community).
  - Reduction in young people involved in CE going into care (residential care costs).
  - No/fewer missing episodes (Reduced costs/demand on police and social care).
  - Improved school attendance (better educational outcomes).
  - Reduction in school exclusions (increased safety).

## 5. Prevention & Education Workstream

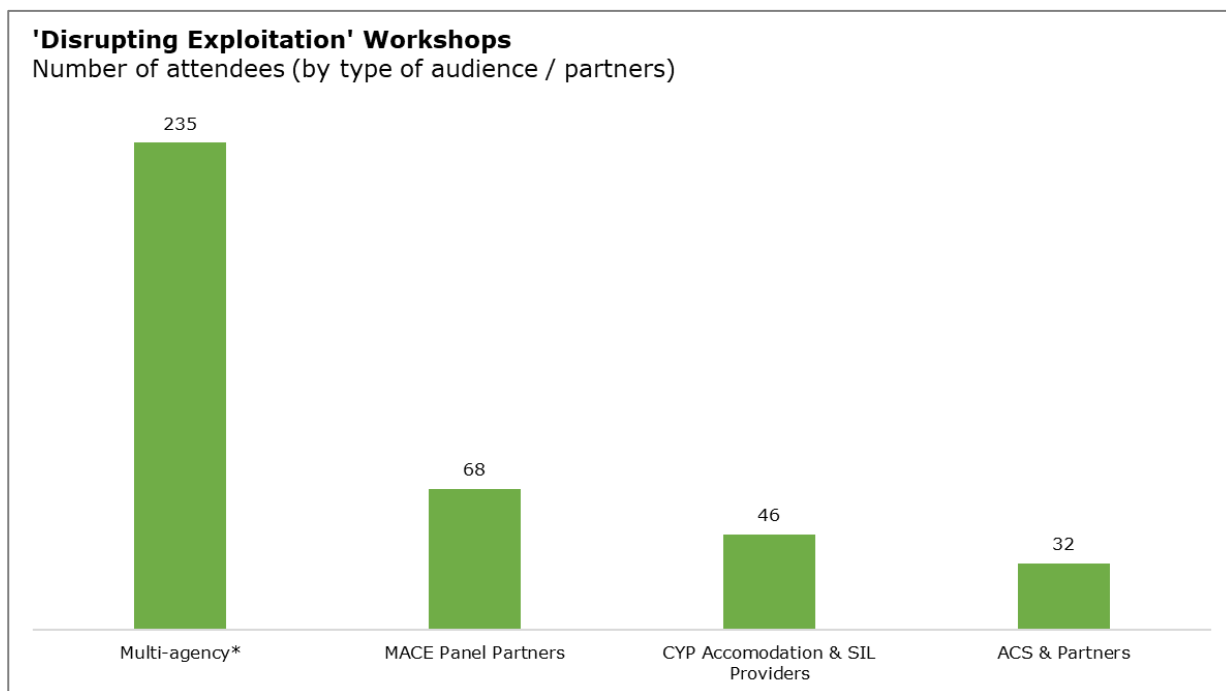
- 5.1. A new element to the CE Programme is the dedicated, central [training and awareness raising resource](#), which sits within the SCC Communities team and is delivered by the CE Lead.
- 5.2. A key success of the SAGE pilot was the volume and reach of training and awareness raising activities, delivered and co-ordinated by the Gangs and County Lines Manager (see point 4.1.1 above). During the pilot over 23,000 front line practitioners, parents, YP, and community groups had some type of tailored input. However, it was found that the provision and training offer needed a central co-ordination to ensure all training needs across the System would be met, without duplication and gaps.
- 5.3. Traverse found in its evaluation of the Pathfinder Programme (see section 8) that a focus on raising awareness of the indicators and risks of CE *"...is necessary among all practitioners across services working directly or indirectly with (potentially) exploited children...."* They found that some practitioners consulted for Traverse's evaluation reported an unfamiliarity with both risks and responses and hence recommended that raising awareness of these issues as well as local and national responses need to be a priority, to allow for more effective partnership working to identify and disrupt CE. Suffolk's training offer as well as the awareness raising campaigns and efforts are focussed in large parts on raising awareness of the indicators and risks of CE.
- 5.4. This workstream is funded to
  - 5.4.1. develop an overarching, System-wide understanding of training needs.
  - 5.4.2. co-ordinate and support partner organisations to deliver targeted training in their area to avoid duplication (risk assess/prioritise/directed by intelligence).
  - 5.4.3. map and communicate complete / planned / gaps in training to inform future activity and unblock barriers.
  - 5.4.4. source, tailor and develop a comprehensive training offer to meet identified needs.
  - 5.4.5. design and deliver quality assured, bespoke training packages suitable for virtual learning as well as physical arenas.
  - 5.4.6. ensure that the training materials and offer remains relevant, innovative, and up to date.
  - 5.4.7. ensure that those schools in need of training are provided for, e.g., through working closely with the Police One Stop Cop initiative and Community Safety Partnerships.
  - 5.4.8. create sustainable capacity by refreshing the train the trainer model to ensure that those who attend have the capacity and skills to go on and impart/train others in the system and by bringing together trainers to share knowledge & intelligence, update information as the issues change and develop the confidence and skills of trainers to continue to deliver.
  - 5.4.9. further develop relationships with local, regional, and national organisations for learning, knowledge sharing, best practice and awareness raising efforts; and disseminate learning to the System.

## 5.5. Effort – What has the Prevention & Education Workstream delivered against the [training / upskilling objectives](#)?

- 5.5.1. The workstream has delivered a comprehensive training programme consisting of 10 courses, with various additional ad hoc training and knowledge sharing sessions being added when needs arose. (Main training brochure: <https://www.beautiful.ai/player/-N06SIfurte3O7dwXZeH>)
- 5.5.2. These were either delivered by external partners, co-delivered between external trainers and the SCC Communities CE Lead, or by the CE Lead alone.
- 5.5.3. Over 40 sessions, webinars, workshops, and training courses have been provided, of which half have been delivered by the SCC Communities CE Lead funded through SPSL.
- 5.5.4. Across these sessions, SODA recorded around 1,460 attendees in total. These came from:
  - all levels, including managers, practitioners, front-line staff, volunteers, etc.
  - across the Suffolk system, including all local authorities, Suffolk Constabulary, CCGs, NHS, VCSEs, Schools, etc. – also including parents and carers.



**Chart 9 – Example 1: attendee numbers by type of audience / organisation**

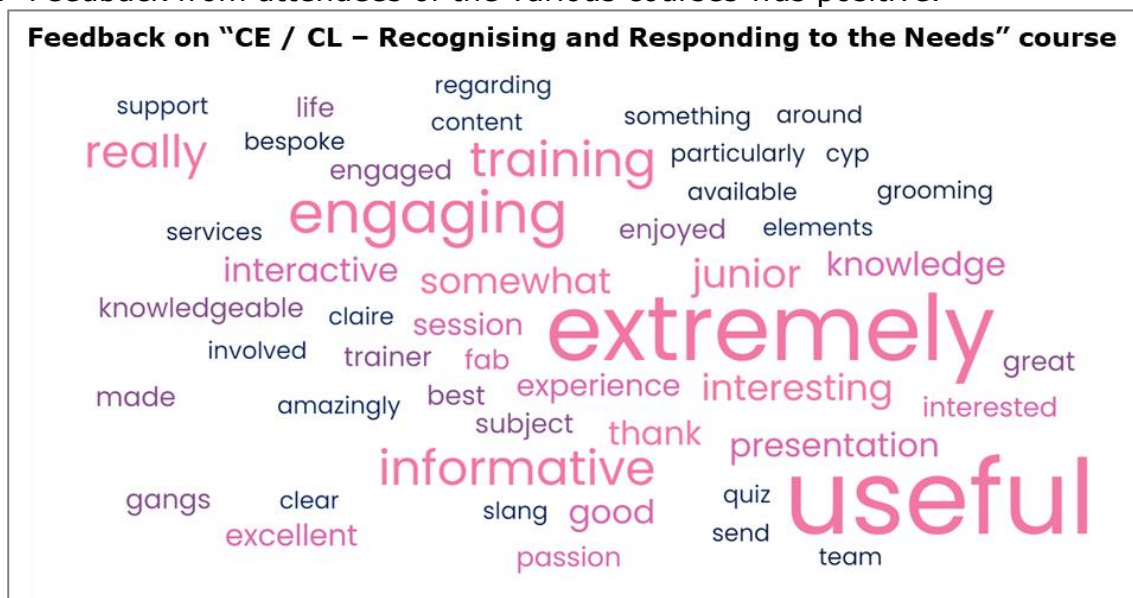


**Chart 10 – Example 2: attendee numbers by type of audience / organisation**

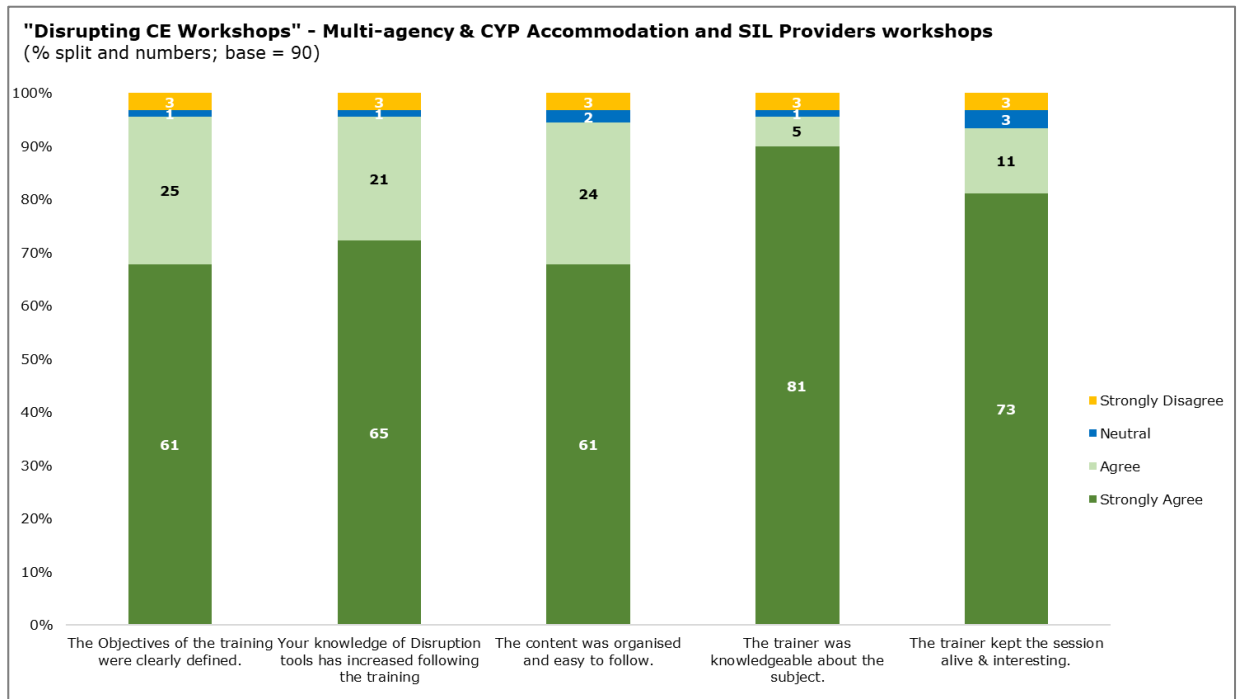
<b>Organisations attending 'Disrupting Exploitation' workshops</b>
ACS
Babergh & Mid Suffolk Councils
catch22
CYP
East Coast Community Healthcare
East Suffolk Council
Fostering Changes for Children Team
High Trees
iCaSH Norfolk Breydon Clinic
Ipswich Borough Council
National Probation Service
Sixteen Plus
Suffolk CCG
Suffolk Constabulary
Suffolk County Council

**Table 3 – Example of organisations attending 'Disrupting Exploitation' workshops**

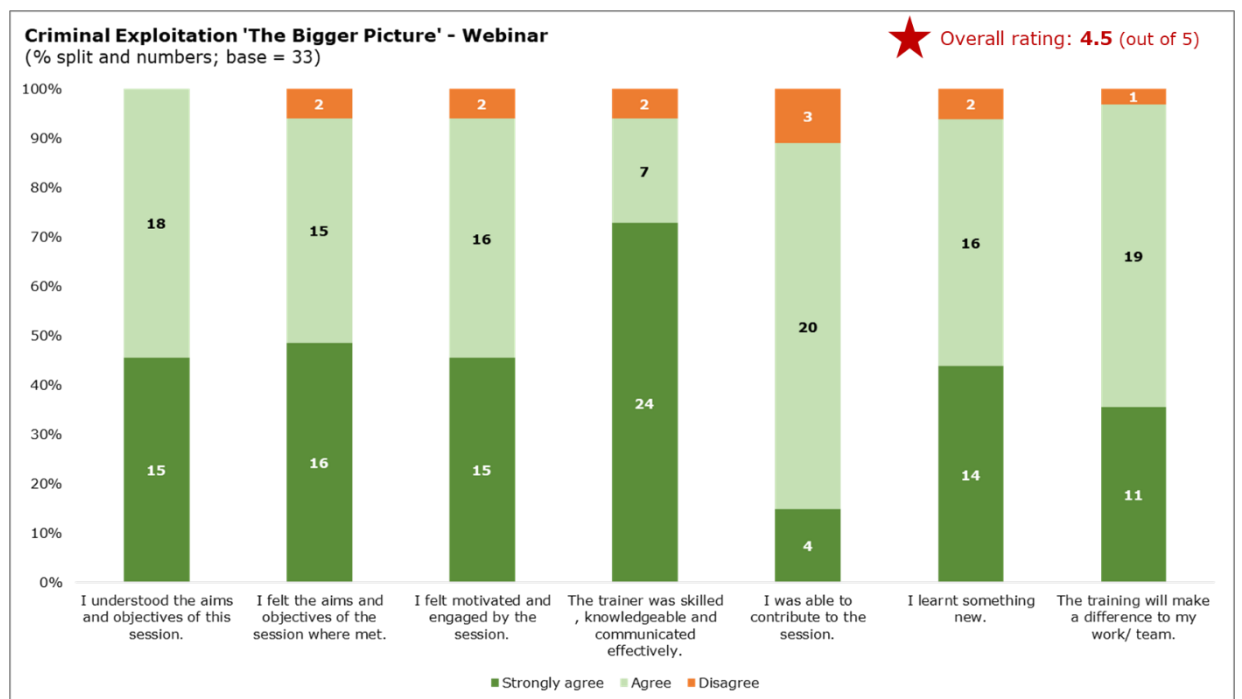
- 5.5.5. Delivery was in various formats, which included online, through videos, training materials, webinars etc. – with formats being kept fluid, to enable response to the changing COVID restrictions.
- 5.5.6. Themes covered, amongst others include:
  - practical understanding of all aspects of exploitation and the 'social fields' that C/YPs must cover.
  - wider contextual safeguarding issues.
  - approaches to address CE of vulnerable individuals.
  - drug awareness, including knowing the signs, experimental use in YP, paraphernalia, street/slang names, use of media platforms to obtain drugs.
  - how to disrupt exploitation – understanding the tools and powers available to enable interventions.
  - gaming & gambling - why do C/YP gamble / game; recognising signs of related harm; finding support, etc.
  - CCE through sport & physical activity.
- 5.6. Effort – How well has the Prevention & Education Workstream delivered against the **training / upskilling objectives**?
  - 5.6.1. A key USP to all the sessions delivered, was the fact the CE Lead was able to have them tailored to Suffolk and each specific audience to ensure relevancy.
  - 5.6.2. She also secured many of the external courses for free, through building mutual partnerships with organisations such as the St Giles Trust, Out of the Shadows, etc.
  - 5.6.3. Feedback from attendees of the various courses was positive.



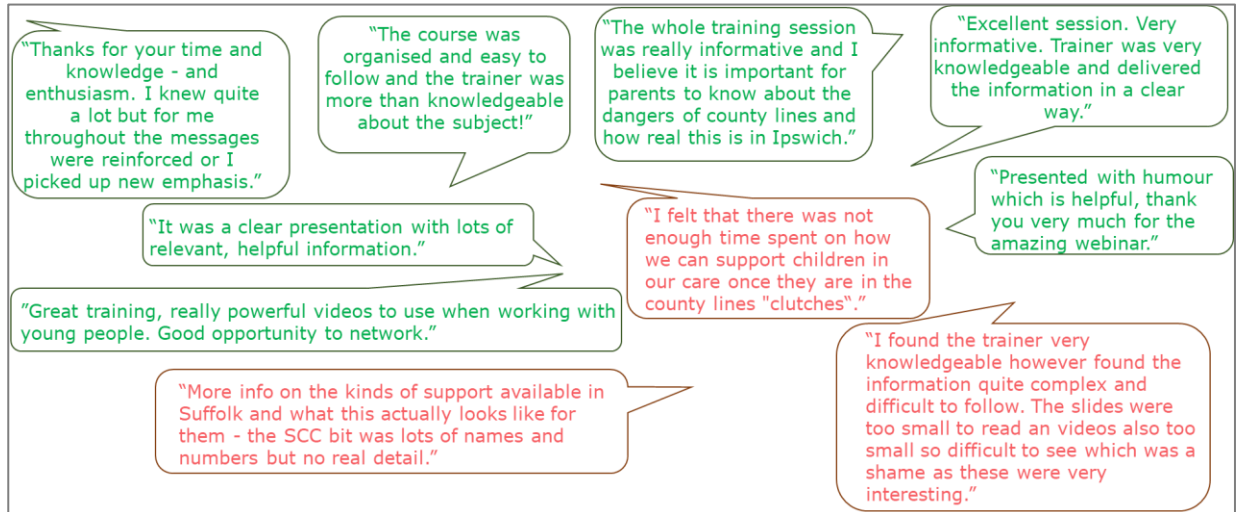
**Picture 3 – Words used by attendees to describe 'CE / CL – Recognising & Responding to the Needs' course by St Giles Trust**



**Chart 11 – Example 1: feedback on quality of workshop delivery**



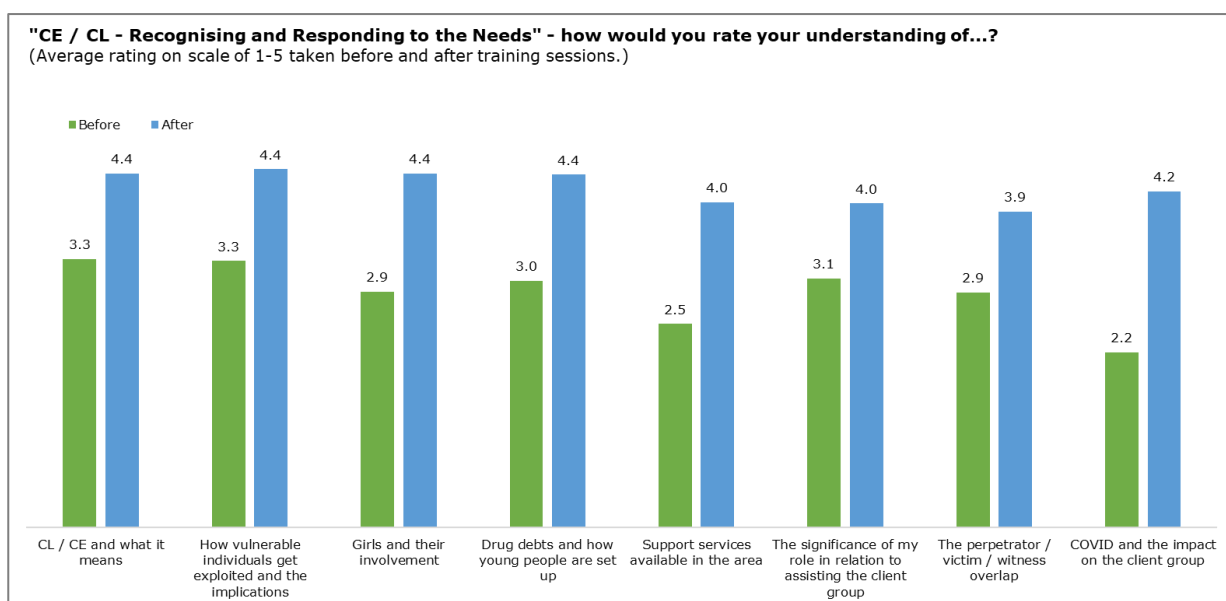
**Chart 12 – Example 2: feedback on quality of workshop delivery**



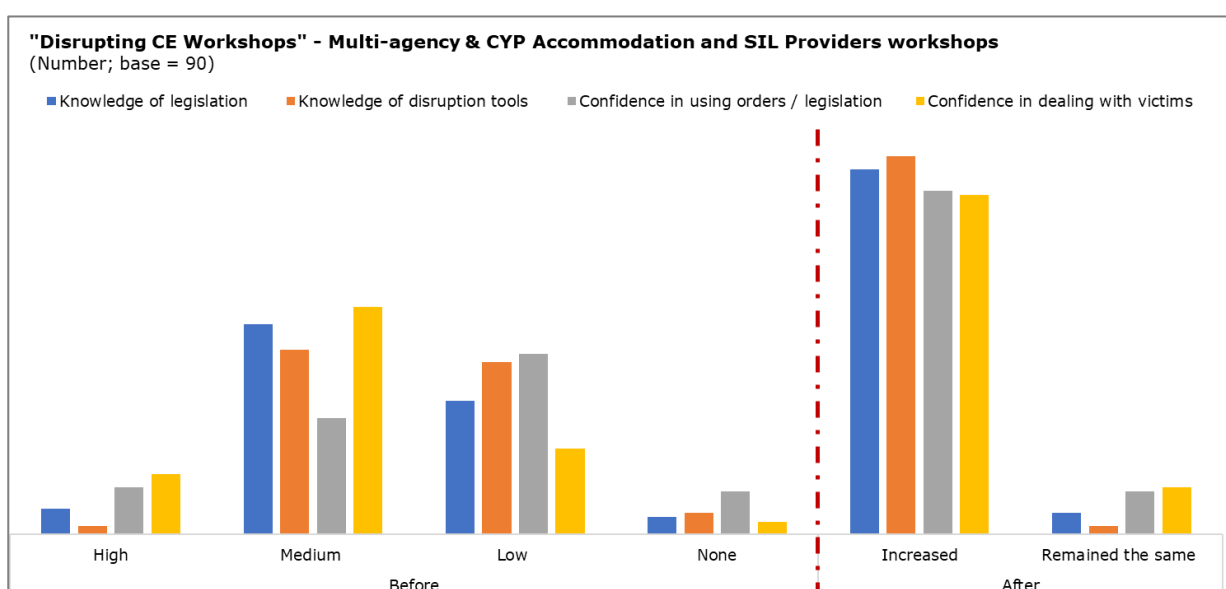
**Picture 4 – Open feedback from some of the courses delivered through the Prevention & Education workstream**

## 5.7. Effect – What is impact of Prevention & Education Workstream [training / upskilling efforts](#)?

- 5.7.1. The development of specific training and resources around CE and CL was a key element of the Eastern Region Pathfinder Programme (see below section 8). Traverse, who evaluated the entire programme, found that the *"...availability of such tools...contributed to a better understanding among practitioners of the indicators of, and risks associated with, child exploitation. Furthermore, training and resources aimed at increasing awareness of CE and CL were found to be particularly effective when they drew heavily on the lived experience of exploited children."* Through the Prevention & Education workstream, these kinds of training and resources have been made available to the entire Suffolk system. In addition, some of the courses that formed part of the central training programme of the Suffolk CE Programme were delivered by those with lived experiences, which contributed to the positive impact these courses had on attendees.
- 5.7.2. Feedback gathered as part of the training programme shows that the courses elevated understanding of the key issues around CE



**Chart 13 – Example 1: Self-reported understanding of key issues related to CE before and after the "CE / CL – Recognising & Responding to the Needs" training**



**Chart 14 – Example 2: Self-reported understanding of key issues related to CE before and after the "Disrupting CE" training**

- 5.7.3. Some feedback was also gathered one-year on from attending "CE / CL – Recognising & Responding to the Needs", which highlights how (if at all) attendees have applied the learnings to their work / organisations.

**Feedback on how attendees have applied the learnings from "CE / CL – Recognising & Responding to the Needs" – one year on**

- Able to look at incidents with greater knowledge of the subject
- Assume nothing and check everything, challenge processes and language, offer the support to other organisations, VCSE to help them understand also
- Easier for me to review documents submitted to me by colleagues as I am more aware and understanding of the topic.

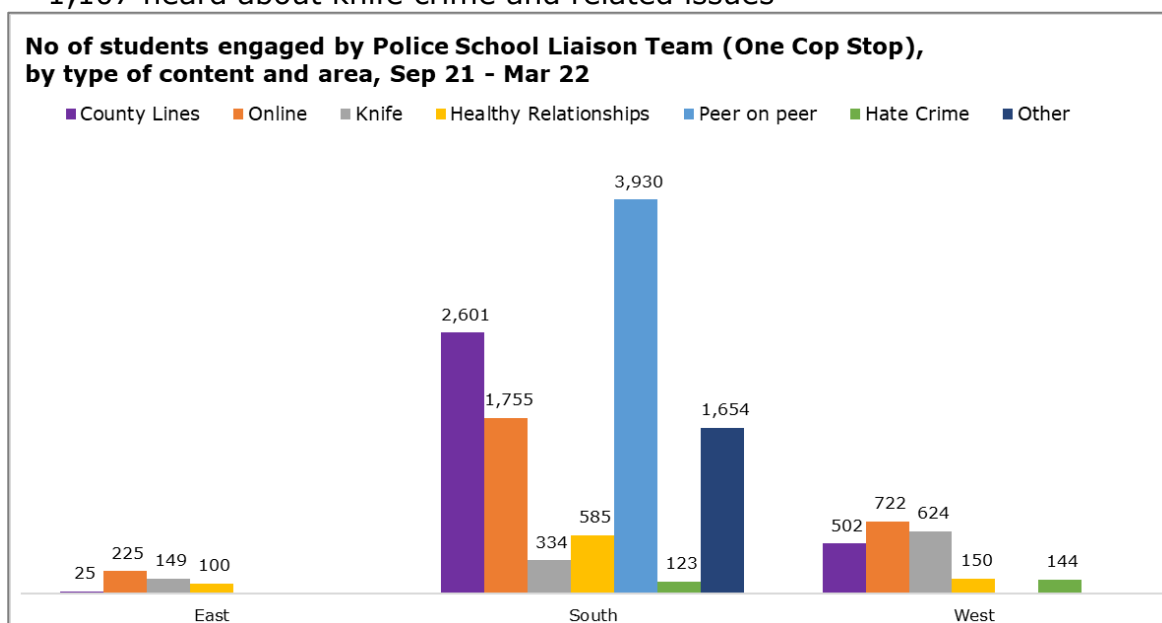
<ul style="list-style-type: none"> <li>▪ Being more vigilant when out in the field.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Children and young person police officer, giving inputs to 16- to 24-year-old.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Trying to get support in place for a family who believe their son is a vulnerable young person and they want to help him before there actually is a problem.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Looking at NEET and risk of CE and how we can support and empower YP's for have a different future and goals.</li> </ul>
<ul style="list-style-type: none"> <li>▪ I deliver parenting programmes to parents of teens. In the past I have had parents attending sessions, whose teens are involved with gangs and drugs, and I did not feel competent to comment or advise.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Increased my own knowledge which I have been able to share with others.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Working in the TA team, alongside the ASB team, its useful for me again to pick up signs of this maybe parents don't.</li> </ul>
<ul style="list-style-type: none"> <li>▪ This is something that comes up in my day-to-day work so I can apply what I have learnt on a regular basis.</li> </ul>
<ul style="list-style-type: none"> <li>▪ By being more aware, thinking about the circumstances and how they present, and more direct questions to gain information.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Having a better understanding of why young people become involved in County Lines and the signs to look out for. How best we can support these young people and what services they can access.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Shared learning and expanded whole staff knowledge thus improving the safety of our students.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Talking to parents to give them the information and knowledge to talk to their children.</li> </ul>
<ul style="list-style-type: none"> <li>▪ It has enabled me to educate parents, teachers, and students on the dangers of CL. Our community is safer because of this training. It has also helped develop partnerships with key stake holders.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Vulnerability to county lines has been flagged more as a result.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Supporting schools to recognise signs of possible CE and know how to report this.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Raised awareness when out and about on estates. Team know signs to look out for and I can give them the right advice on what we can do as a landlord to support the tenant.</li> </ul>
<ul style="list-style-type: none"> <li>▪ I am more confident in advising schools of the signs to spot. More vigilant in the community.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Sharing awareness of such a problem for clinicians to investigate further if they see a patient of concern.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Raised awareness with a high school linked to pupil's unexplained persistent lateness and concerns about what pupils are doing when on reduced timetables or exclusions.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Delivered further safeguarding training and applied my knowledge to key areas when talking to staff.</li> </ul>

**Table 4– Examples of how attendees have applied learnings from “CE / CL – Recognising & Responding to the Needs”**

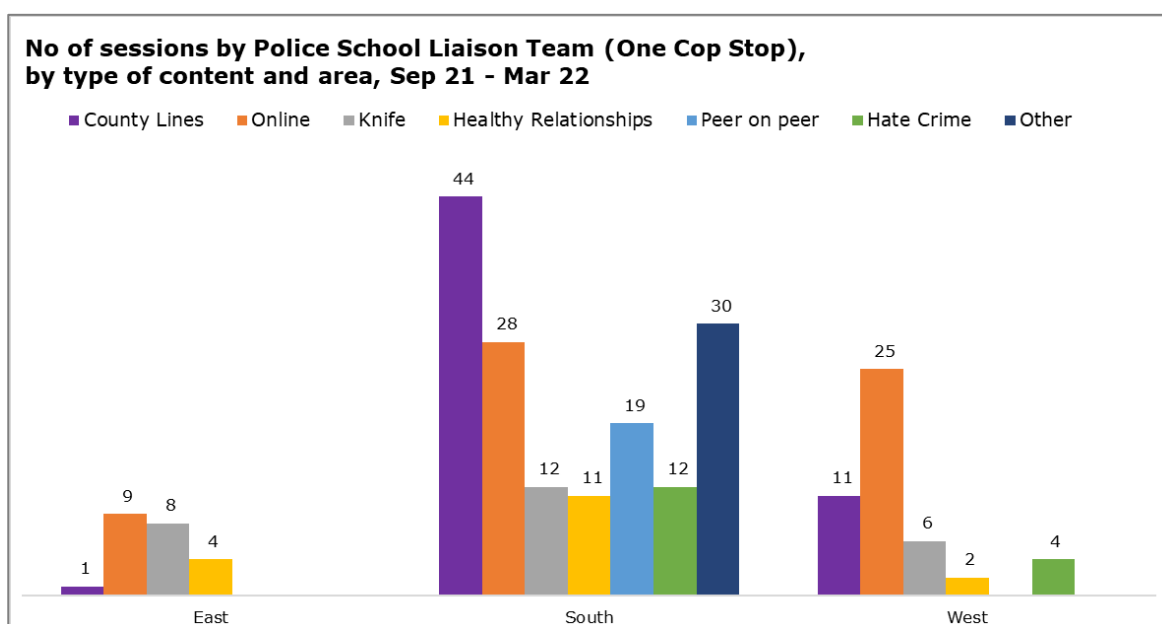
## 5.8. Effort - What has the Prevention & Education Workstream delivered against the awareness raising objectives?

5.8.1. The SCC Communities CE Lead also worked closely with the Police School Liaison Team on the delivery of 'One Stop Cop' into schools. Between Sep 21 and Mar 22

- 3,930 pupils were taught about peer-to-peer relationships and potential related crime issues.
- 3,128 pupils were educated about County Lines across Suffolk.
- 2,702 were taught about online safety.
- 1,107 heard about knife crime and related issues



**Chart 15– One Stop Cop delivery, number of students by type of content and area**



**Chart 16– One Stop Cop delivery, number of sessions by type of content and area**

5.8.2. The Prevention & Education workstream also developed and co-ordinated a number of awareness campaigns, for example

- the #LookCloser campaign and programme of Learning, which



- involved two weeks of learning sessions based on work that the Prevention Programme, The Children's Society, and partners do to tackle child exploitation and harm.

- was linked to #LookCloser awareness

week, CE Awareness Day, and CL Intensification week

- used #SuffolkLooksCloser #LookCloser #CEADay22 via Twitter / Facebook to disseminate a series of three posts throughout CE Awareness Day raising awareness of the signs of criminal exploitation, support services in Suffolk and heightening awareness of the "Report, Remove app" where explicit images can be removed
- disseminated #Look Closer stickers, business cards & posters to various groups, such as taxi operators / drivers.
- a county-wide, multi-agency communication campaign targeting schools, Colleges, and Training Providers. This was disseminated to all schools, all Education Leaders, Suffolk Primary Head Association, Suffolk Association of Secondary Heads and MAT CEO Network and resulted in the 'Prevention in Education' item added to the SCC New Headteacher Induction Programme.

5.8.3. A key objective for the workstream was to work with the SCC Safer in Schools Board, specifically around its focus on the protective factors of good school attendance. This was achieved by the CE Lead joining the Board and linking the CE programme to the work of the board.

## 5.9. Effect – What is impact of Prevention & Education Workstream [awareness raising efforts](#)?

5.9.1. On CE Awareness Day, SCC disseminated #SuffolkLooksCloser #LookCloser #CEADay22 across Twitter and Facebook.

- The total number of impressions across Twitter was 2,547 with 23 engagements.
- As a Suffolk system the #SuffolkLooksCloser had 135,780 potential impressions with a potential reach of 64,581.
- Facebook posts had a total reach of 6,721 with 112 link clicks.

5.9.2. The multi-agency communication campaign targeting schools resulted in the 'Prevention in Education' item being added to the SCC New Headteacher Induction Programme.

5.9.3. The work with the Safer in Schools Board resulted in

- the Lead Officer Children Missing Education (CME) proposing CME referrals to include specific questions regarding any CE or gang related concerns.
- introduction of mandatory questions into SCC CYP's case management system to capture situation, assist reporting, and enable earlier identification of factors affecting CYP accessing education or maintaining school place as part of Social Care and Early Help assessments.

#### 5.10. Conclusion on Year 1 of Prevention & Education Workstream

- 5.10.1. The feedback from those colleagues that SODA interviewed, highlights that the workstream has developed an overarching, System-wide understanding of training needs and has implemented a comprehensive, tailored training programme to answer these.
- 5.10.2. It is encouraging that Suffolk is ahead of the curve (based on the finding by Traverse as part of their Eastern Region Pathfinder Programme evaluation), having recognised that consistent training and awareness raising is key in cross-system working and having this delivered centrally.
- 5.10.3. Training attendance and reach in 2021/22 has been high, and the quality of training is also rated consistently as very high. Where available, there are positive indications around impact.
- 5.10.4. A key success factor in the delivery of this workstream is the SCC Communities Team CE Lead, who is mentioned consistently (and unprompted) by almost all interviewed stakeholders as the glue in the system, a point of reference for all areas around CE, (Contextual) Safeguarding, etc.
- 5.10.5. SODA will focus in its next report on understanding whether and how the training and awareness raising efforts have translated into changes in behaviours within the partnership.

## 6. Coordination, Communication and Performance Management Workstream

- 6.1. This is another new element to the CE Programme, which also sits within the SCC Communities team. This workstream is funded to
  - 6.1.1. provide performance management capacity for the 2020-23 action plans / work programme including collation, interpretation, and presentation at appropriate places in the governance structure.
  - 6.1.2. produce quarterly news bulletins to share success and cascade relevant information.
  - 6.1.3. budget management and oversight of any centrally held resources.
  - 6.1.4. support/co-ordinate the Safer Stronger Communities Board governance structure (and associated workstreams of which this is one), providing a central point of contact and strategic oversight.
  - 6.1.5. in partnership with relevant agencies, produce a new, streamlines action plan with SMART actions and oversee delivery.
  - 6.1.6. support CSP's to develop and deliver at a local level.
  - 6.1.7. continue to update and manage the Knowledge hub as a repository for all information relating to the work programme so all partners have timely and up to date information/resources.
  - 6.1.8. co-ordinate external funding bids, collating input from partners spotting duplication and linkages.
  - 6.1.9. commission, lever external funds and harness national, regional, and local expertise as appropriate.
- 6.2. Effort – What has the Coordination, Communication and Performance Management Workstream delivered?
  - 6.2.1. A quarterly performance dashboard, containing data and information from all partners, has been developed and is shared with the CSPs and SSCB. The dashboard is under constant review and data sources are added when they become available.
  - 6.2.2. A quarterly newsletter, containing updates from across the system, has been sent to 500 partners across the system since the start of 2020/21.
  - 6.2.3. The workstream co-ordinates the SSCB, CE Leads Meetings, CE Steering Group, etc.
  - 6.2.4. Through collaboration and standing agenda items at various meetings, the workstream has managed to streamline activity between the CE programme and other areas, such as the Suffolk Safeguarding Partnership.
  - 6.2.5. The workstream provided central co-ordination of Vulnerability Assessment Tracker Information Governance through SODA and of SODA's CE Programme Evaluation.
  - 6.2.6. The workstream holds a central repository of all CE programme related budgets as well as managing the overall delivery plan.
  - 6.2.7. The SCC Communities Team has supported the CSPs by providing additional funds (£50k in total) supporting local delivery around CE.

- 6.2.8. The SCC Communities team contributed to the Aspire Project funding bid.
- 6.2.9. They are currently involved in developing Suffolk's Serious Violence Duty Strategy and associated Action Plan.
- 6.3. Effect – What is impact of Prevention & Education Workstream Coordination, Communication and Performance Management Workstream?
  - 6.3.1. Stakeholders said that the efforts of this central workstream ensure that there is less duplication within the system. This has been achieved through both the co-ordination and communication elements, which have been cited as relevant and effective.
  - 6.3.2. Partners also feel that the SCC Communities Team leading this workstream, are not only supportive, but are listening to all partners and respect local knowledge. Therefore, the team is well respected and trusted and often mentioned as being a first port of call when information, introductions and guidance is needed.

## **7. Enforcement workstream – Police CE Partnership Officer**

- 7.1. As mentioned above, a key role identified by the system during the SAGE pilot was that of the Police Partnership officer. As part of the CE Programme a full-time post was established within the Police, partly funded through SPSL, with additional contributions by the Police and the SCC Communities Team (see table 1 above). This post is funded to
  - 7.1.1. work with Suffolk System partners, including 3<sup>rd</sup> sector partners and business to raise awareness and develop community intelligence.
  - 7.1.2. research and develop intelligence linked to county lines activity to direct the activity of the CE Hubs, community safety partnerships and the wider programme.
  - 7.1.3. develop sensitive intelligence with due regard to the protection of the source.
  - 7.1.4. work with other forces to identify emerging trends, tactics or change in dynamics to ensure relevant partners are aware of these developments and have plans in place to tackle.
  - 7.1.5. quarterly supervision with the 'Hub manager post/regional pathfinder role.
  - 7.1.6. expectation/need to work cross border (neighbouring counties/MPS)
  - 7.1.7. supporting the early identification of children and young people and onward referral to SYJS diversion programme.
  - 7.1.8. assessing risk, a) ensuring public sector staff are made aware (if necessary); b) working with young people and families to ensure public protection issues are managed.
  - 7.1.9. central point of contact for the work programme in terms of risk/threat/harm and general intelligence (that can be legitimately shared) with relevant partners.
  - 7.1.10. co-location with Suffolk Youth Justice (Ipswich, BSE, and Lowestoft)

7.1.11. engagement with key stakeholders inc. MASH, CYP, SYJ, AIU, CSP's and the CE Steering group.

## 7.2. Effort – What has the Police CE Partnership Officer delivered?

7.2.1. The Partnership officer was appointed in autumn 2021. Given this was a new role, the appointed officer was able to shape it herself. She reached out to key stakeholders from Safeguarding, CE Hubs, the SCC Communities Team, Health, Education and Housing, to gain input into what her role should look like and how stakeholders would like to engage with her.

7.2.2. The CE Partnership Officer now attends twice-weekly intelligence sharing meeting with other Police colleagues, Make A Change Team (MAC), SCC CE Co-ordinator, Youth Justice, CE Hubs, MASH and CS representatives.

7.2.3. Close links with the CE Hubs Manager and staff have resulted in, for example

- the choice of locations for the CE Hubs outreach work being based on her intelligence.
- identification of individual C/YPs who are particularly hard to reach and/or most at risk – who subsequently have been referred into either the CE Hubs or other relevant services.
- intelligence gathered by the CE Hubs through both their outreach and 1-2-1 work being fed back into the wider system through the Partnership Officer.

7.2.4. The Officer is also a link between partners when C/YPs are taken into custody, for example linking into the intervention and diversion effort that ensures that 100% of children who are booked into custody within Suffolk are referred into Liaison and Diversion (L & D) and monitored through CYP Delivery Board. This means the Partnership officer also works closely with SCC CYP.

7.2.5. Wider regional, e.g., with Norfolk and national links, e.g., CL National Board, etc., have also been made by the Partnership Officer to ensure that best practice and guidance are taken from the Enforcement side and brought back into the Suffolk system.

7.2.6. The Police has also benefitted from the close links the Partnership Officer has established with the SCC Communities CE Leads, ensuring that the central training offer is disseminated throughout Suffolk Constabulary.

## 7.3. Effect – What is impact of Police CE Partnership Officer?

7.3.1. The CE Partnership Officer was cited as a successful foundation for intelligence sharing throughout the interviews SODA conducted. She is consistently mentioned as a central link within the system, encouraging collaboration and being key in terms of intelligence sharing and best practice and guidance.

7.3.2. The objective of using the intelligence gathered by this Officer and to direct activity to places and individuals where there is a need for targeted intervention and disruption has been achieved.

7.3.3. Training and awareness raising have also been delivered through the Partnership Officer, when engaging with local schools, CSPs, ASBs and

other partners. While she also ensured that her colleagues within the Suffolk Constabulary benefited from the central offer.

## **8. Innovation & Learning Workstream**

- 8.1. The majority of deliverables for this workstream are linked to the Regional Pathfinder Programme and were delivered by the Suffolk Pathfinder Lead, guided by the County Lines Pathfinder Board.
  - 8.1.1. The Youth Justice Board provided Pathfinder funding to support Cambridgeshire, Essex, Norfolk, and Suffolk to identify and disseminate emerging good practice in preventing, identifying, and disrupting CL activity<sup>3</sup>.
  - 8.1.2. There were two parts to the Pathfinder:
    - each county council area focused on a number of themes - sharing, researching, testing, and identifying emerging good practice, and
    - once identified, these findings were then disseminated widely across England and Wales.
    - The Pathfinder programme completed in early 2022 and several reports were published between 2020 and 2022
    - <sup>4,5,6</sup>, documenting the actions, outputs, and outcomes of the entire programme.
  - 8.1.3. In addition, the Pathfinder Lead also shares learning and best practice across the Suffolk system and nationally, by providing bespoke seminars or joining conferences.
- 8.2. Effort – What has Innovation & Learning Workstream delivered and how well was this delivered?
  - 8.2.1. The Suffolk Pathfinder Lead shared learning and best practice at bespoke or national events over the past 18 months, for example
    - workshop to SCC CYP.
    - YJB webinar delivered in December 2020 [YJB Live County Lines - YouTube].
    - two Youth Justice Board Webinars.
    - joint Pathfinder / St Giles webinar.
    - updates provided to: Youth Justice Effective Practice Group, Youth Justice Management Group, Exploitation and Online Group and CE Theme leads.
    - Serious Youth Violence conference.
    - National Pathfinder Learning.
    - Manchester Pathfinder Learning.
  - 8.2.2. One of the overarching Pathfinder Programme deliverables was a 'Minimum dataset' which was developed by all parties within the project, including the Suffolk Lead. The final 'Recommended Minimum Dataset' contains 43 data measures across Youth Justice, Children's Services, Police, Health, and

other services, and can be used to develop understanding of risk, comparison, and data-sharing. The dataset is currently discussed within the CE Leads and other relevant forums to decide on roll-out across Suffolk.

- 8.2.3. As part of the overarching Pathfinder programme, Suffolk focused on 'direct practice' and delivered several 'Approaches' (A) and 'Products' (P). These were evaluated by Traverse, who were engaged as the main evaluation partner of the overall CL Pathfinder programme. The below table provides a high-level summary of the workstream and evaluation.

Deliverable	Objective	Activity & output	Feedback / Outcomes
Emerging and Promising Practice (A)	Develop principles on how to work with C/YPs at risk of CE.	<p>Conducted literature review of over 30 research reports, serious case reviews and evaluations.</p> <p>Collated the main practice points into a resource for practitioners and managers to respond to criminally exploited C/YPs.</p>	<p>The paper was reviewed by the team members of the CE Hubs (includes staff with varied levels of experience and knowledge). They fed back that:</p> <ul style="list-style-type: none"> <li>▪ The paper was easy to read (50% scored 9/10; the other 50% 10/10)</li> <li>▪ All strongly agreed that "It was helpful to have the information contained in one document"</li> <li>▪ 75% agreed that they "learnt something new from reading the paper"</li> <li>▪ 75% also agreed that the paper will improve their practice.</li> <li>▪ And all agreed that this paper made them want to look at other work from the County Lines Pathfinder programme.</li> </ul> <p><i>"As a relatively new starter this document is extremely helpful. The variety of information all in one place will allow me to return to it as and when needed as a refresher. The case reviews included were extremely useful to add further context to the information I had read earlier in the document. "</i></p> <p><i>"I found this really insightful, and although a lot of the information was stuff I had covered due to my previous role, I thought it was presented really well and in a way that was easy to understand. Even though I had seen and understood some of it, it was good to have a refresher as it reminded me of things I had forgotten about. Practitioners who are new to this way of working would find this really good in terms of helping with their approach."</i></p>

Safe and Effective Exit (A)	Develop principles on how to stop the exploitation of C/YP.	<p>Conducted literature review of over 50 research and evaluation reports.</p> <p>Collated the main practice points into a resource to</p> <ul style="list-style-type: none"> <li>▪ Raise awareness for professionals new to the area of practice.</li> <li>▪ Provide a refresher to more experienced professionals.</li> <li>▪ Consider the learning and reflect on current practice and individual children and families.</li> </ul>	<p>The paper was reviewed by the team members of the CE Hubs (includes staff with varied levels of experience and knowledge). They fed back that:</p> <ul style="list-style-type: none"> <li>▪ The paper was easy to read (20% scored 9/10; the other 80% 10/10)</li> <li>▪ All strongly agreed that "It was helpful to have the information contained in one document"</li> <li>▪ 80% agreed that they "learnt something new from reading the paper"</li> <li>▪ 80% also agreed that the paper will improve their practice.</li> <li>▪ And all agreed that this paper made them want to look at other work from the County Lines Pathfinder programme.</li> </ul> <p><i>"I found this really easy to read, and not too wordy. Sometimes work like this can come across as too academic, making it difficult to understand. This was not the case with this. I also liked how the emphasis was on realistic expectations, rather than idealistic. It helps us to understand families and other professionals' ways of thinking and insight, and to work with it as opposed to against it."</i></p>
Safety Planning (P)	Design a tool to support managers who supervise staff to take a harm minimisation approach.	<p>Collated information and summarised dangerous situations or scenarios a C/YP might find themselves in / are exposed to – from the start of exploitation through to being trapped and compelled into drug supply.</p> <p>Includes a guide to practitioners on how to take a harm minimisation</p>	<p>Feedback was gathered through interviews:</p> <p>"The whole Youth Justice safety planning has been a big eye opener for me. As a Social Worker, safety planning was much more focused on home life and parents being protective in the home, broadly speaking.</p> <p>The planning document is like a new framework for working and for me, needs practice and effort. Luckily, I've been</p>

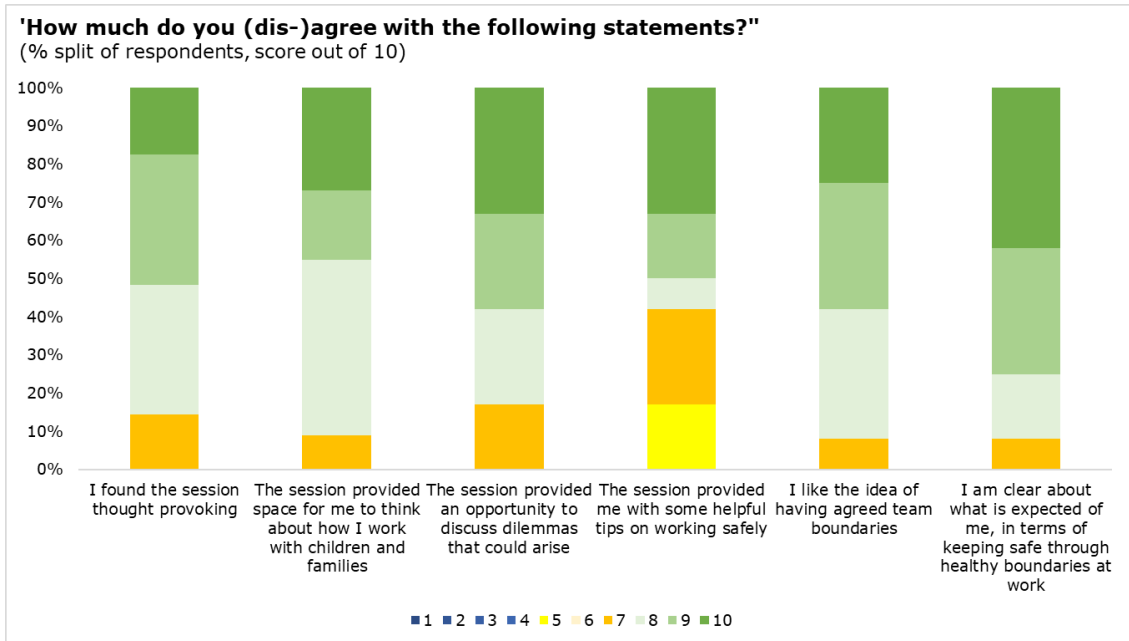
		<p>approach by considering, for example,</p> <ul style="list-style-type: none"> <li>▪ Trauma within the context of safety planning for children.</li> <li>▪ Principles and skills required to approach this area of practice.</li> <li>▪ Some safety planning ideas that may be helpful both online and, in the community.</li> <li>▪ The importance of enforcement and disruption.</li> </ul>	<p>working with an experienced colleague, so while my cogs are whirling round, I can see it is clearly second nature to her. When we do joint visits, I can see her enquiries building around safety and risk from angles I don't use but in a way that YP really seem to respond to. She has set a very high bar for us.</p> <p>As well as working with my colleagues, the safety document is an important learning resource that is helping me to adjust and check my practice. It helps me think about whether I'm asking the right questions and correctly assessing the risk. It helped me realise that safety planning is ongoing and much more complicated than I realised."</p> <p>"I used some of these with a young person - walking facing the traffic, using a different route, catching the train at different times. He would send a symbol on his phone to his mum if in danger. He was also given a personal safety alarm. I have found it useful and a good way to open conversations."</p> <p>"I think it will be invaluable to teams to have this toolkit, and it also relieves the pressure of some practitioners who are delivering consultations on their own. The fact that managers hold responsibility for this I think is also a great idea, as it takes away the sole responsibility from practitioners and helps workers to have a better understanding of certain cases in more depth, which they may not have done without it."</p>
Keeping Staff Safe (P)	<p>Develop a tool to</p> <ul style="list-style-type: none"> <li>▪ support conversations with professionals working with children</li> </ul>	Through a workshop designed by a Clinical Psychologist and the Suffolk Pathfinder Lead several themes were explored with teams working with	The product was piloted with two teams in Suffolk - a Youth Justice Team and an Outreach CE Team. Practitioners were asked to read several statements and mark them out of 10 (1 being the lowest

	<p>who are experiencing exploitation.</p> <ul style="list-style-type: none"> <li>▪ provide opportunities to consider what professional boundaries should look like</li> <li>▪ be used by teams to develop shared set of boundaries.</li> </ul> <p>-</p>	<p>criminally exploited children; these included</p> <ul style="list-style-type: none"> <li>▪ Boundaries &amp; professional ethics</li> <li>▪ Why boundaries are important</li> <li>▪ Types of boundary violations</li> <li>▪ Self-awareness &amp; reflective practice: auditing our professional relationships</li> <li>▪ What makes professionals vulnerable</li> <li>▪ Factors about the C/YP which increase professionals' vulnerabilities</li> <li>▪ Creating safer relationships</li> <li>▪ Managing out of work situations</li> </ul> <p>The tool</p> <ul style="list-style-type: none"> <li>▪ outlines the key findings from the workshops,</li> <li>▪ provides tips on working safely,</li> <li>▪ includes reflective questions which can be used in individual supervision,</li> <li>▪ provides a risk assessment and plan to support practitioners and managers to think about what could be put in place to ensure staff are safe.</li> </ul>	<p>and 10 the highest mark). (See Chart 17 below)</p>
Cultural Competence (P)	<p>Develop a product that sets out cultural competence knowledge, skills and values for practitioners working with C/YP / families who are criminally exploited.</p>	<p>Due to limited research on cultural competency in this specific field, the Pathfinder Lead reviewed and drew on learning from other areas, considering child criminal exploitation, child sexual exploitation and domestic abuse across a range of disciplines including social work, psychology, and youth work.</p> <p>Collated the main themes from these areas together and split them into knowledge, skills, and values.</p>	<p>The product was used in Suffolk to recruit for the CE Hubs and SODA found when interviewing the individuals in the teams that there was a coherent set of values displayed across the two hubs. Given the positive feedback on the work of the CE Hubs and on the individuals (see section 4) there seems to be value in ensuring that practitioners display the identified cultural competencies.</p> <p>Traverse's evaluation of the Cultural Competence product and the associated</p>

		<p>Gathered the reflections of professionals to ensure the literature reflects what is happening in the field. Discussed the skills, knowledge and values children and caregivers' find important in a practitioner.</p> <p>Output:</p> <ul style="list-style-type: none"> <li>▪ Summary of the findings.</li> <li>▪ Number of audio and video clips of insights from professionals discussing how to work with C/YPs and families.</li> <li>▪ 40 min webinar from Dr Kate Budge speaking on trauma and child criminal exploitation (safety planning).</li> <li>▪ Links to further information and resources.</li> </ul> <p>The team acknowledges that this product is a starting point, as further research is required to substantiate what makes a culturally competent practitioner in this field.</p>	<p>training aimed to understand how helpful the final product had been for practitioners, and for managers leading teams of practitioners. (See chart 18 below for feedback.)</p> <p>Traverse also found that:</p> <ul style="list-style-type: none"> <li>▪ <i>"Practitioners were extremely positive about the cultural competence product, particularly in its structure and content. They reflected that the way the toolkit had been structured around knowledge, skills, and values, with a section on trauma at the beginning, was especially valuable."</i></li> <li>▪ <i>"With regards to content, practitioners agreed that the focus on trauma and trauma-informed approaches was critically important and was an underpinning factor in the success of this training product. They added that this focus on trauma is timely and was well-constructed."</i></li> <li>▪ <i>"Practitioners were keen to emphasise the impact that the training product had on their practice.... They felt that as a result, they had been able to embed cultural competency into their practice, which has also allowed them to challenge other professionals. Some practitioners also commented that the training had helped to validate their own practice."</i></li> <li>▪ <i>"Practitioners were also keen to stress that whilst the final product is great, and works well in Suffolk, it should be adapted to be more reflective of the areas in which it is used, so as not to perpetuate racist stereotypes. They also added that it is imperative that the product be regularly updated so that it remains relevant, particularly with</i></li> </ul>
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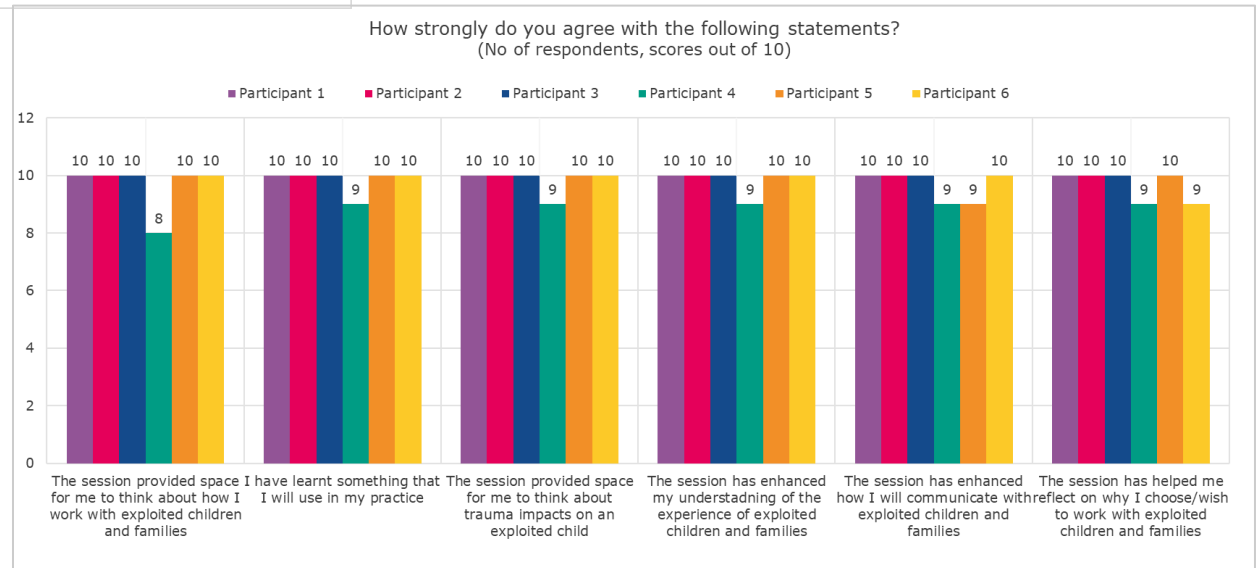
			<i>regards to slang and the language used by children."</i>
Parent Webinar (P)	Develop a webinar to provide a space for parents to learn about exploitation, at a time and place that works for them.	<p>Recognised that it can be difficult for some parents / carers to access support.</p> <p>Collaborated with parents who have lived experience to co-produce a parent webinar based on what they wished they had known at the start of their child's exploitation. Produced an hour-long webinar, covering areas, including</p> <ul style="list-style-type: none"> <li>▪ What is child criminal exploitation and how county lines operate</li> <li>▪ The methods that can be used to groom children</li> <li>▪ What to do if your child goes missing</li> <li>▪ The words of parents with lived experience, sharing the changes they noticed in their child and advice for parents who may be experiencing exploitation.</li> <li>▪ Steps a parent can take (including capturing intelligence / evidence)</li> <li>▪ How to work with Services</li> <li>▪ Looking after yourself, family, and home.</li> <li>▪ Further information / signposting</li> </ul>	<i>No peer parent groups have been held yet to gather feedback.</i>
Family Learning About Thinking Skills (FLATS) Groupwork Programme (P)	Adapt the FLATS intervention initially developed for those at risk of exploitation through urban street gangs into a programme for a cohort at risk of CL exploitation, with	The initial FLATS programme was developed in Suffolk by a clinical psychologist as part of the SAGE Team pilot. Two cohorts of YP in / around street gangs in Ipswich were taken through the programme as part of that pilot. A description and evaluation of the FLATS programme	<p>Traverse evaluated the outputs and programme delivery. It was found that</p> <ul style="list-style-type: none"> <li>▪ whilst it was felt that face-to-face delivery had more to offer than online delivery, practitioners found that engaging caregivers and managing challenging behaviours in group</li> </ul>

	<p>additional focus on coercion and control.</p>	<p>can be found in SODA's Evaluation of the SAGE Team<sup>2</sup>.</p> <p>The clinical psychologist adapted the original FLATS programme for use with YP potentially affected by criminal exploitation, including through CL. She used a range of established psychotherapeutic approaches and designed the programme to target the needs and difficulties underlying YPs risks and needs.</p> <p>The modified programme was delivered online as a pilot and then face-to-face with nine YP between August and November 2021.</p> <p>Developed a risk assessment, which can be used to assess risk in any groupwork programme or activity. It combines risk assessment and control measures for each child taking part, group dynamics, the venue(s), transport, and group activity.</p>	<p>sessions was harder with a face-to-face delivery format.</p> <ul style="list-style-type: none"> <li>▪ in the initial stages of embedding FLATS within a service, it would be helpful for the Clinical Psychologist to co-facilitate at least some of the group sessions to aid in the practitioner's development.</li> <li>▪ reduction in practitioner caseload for the duration of the programme is needed: it is estimated that an average group size of six YP, assuming two practitioners are responsible for half of these 1:1's and parent / caregiver sessions will incur a time demand of approximately 11 hours each week.</li> <li>▪ Engagement at group sessions was generally very high, although engaging young people in 1:1 sessions and engaging caregivers was variable and more challenging.</li> <li>▪ A mixture of outcomes was seen, but on the whole improvements in the areas of problem solving, emotional regulation and emotional wellbeing were noted. However, an overall increase in pro-aggression attitudes was also noted.</li> </ul>
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**Chart 17 – Feedback from Keeping Staff Safe Tool Pilot**

**Chart 18 – Cultural Competence Product and Training; six members of Suffolk's CE Hubs who underwent the Cultural Competence training provided feedback through a post-training survey. Attendees indicated their agreement with six statements on a scale of 1 to 10. (Source: Traverse)**



### 8.3. Conclusion on Year 1 of Innovation & Learning Workstream

- 8.3.1. The Suffolk Pathfinder Lead has successfully delivered high-quality approaches, products, templates, guides, learning materials that can be used and/or adapted by other practitioners across the country working with C/YPs that are criminally exploited.
- 8.3.2. The benefit of having access to the Suffolk CE Hubs meant that the tools and products could be assessed and improved in real-time, ensuring that they meet practitioners needs.
- 8.3.3. Limited feedback on the learning events delivered by the Pathfinder Lead highlight that these were always relevant, innovative, and delivered in an engaging way. The Pathfinder Lead is regarded as an expert by key stakeholders within the Suffolk system, but also beyond (e.g., feedback from St Giles Trust).

## 9. References

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4. CL Pathfinder Progress Report - <https://yjresourcehub.uk/images/County%20Lines%20Pathfinder/County%20Lines%20Pathfinder%20Progress%20Report%2020-21.pdf>
5. June 2021; linked Policy Review <https://yjresourcehub.uk/images/County%20Lines%20Pathfinder/Policy%20Review%202022%20FINAL%20v2.pdf>
6. CL Pathfinder Programme Final Report – available on request, to be published summer 2022.