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Resources & Services

Ensure you are familiar with the GM guidance on:

[Safeguarding children and young people who may be affected by gang activity](#)

[Child Criminal Exploitation](#)

[Children Missing Education](#)

6

Conclusions

Barney's journey through services highlighted the importance of early intervention. Although the escalating risk could be seen, the focus was on compliance with procedure, rather than focussing on the practice and the actions to support more impactful outcomes.

Professionals should focus on children's daily lived experiences to protect them from the true nature of risk, particularly when children are fearful of articulating where the risk is coming from.

5

Key Learning

The plan for every child at risk of exploitation should address disruption activity based on the known intelligence of the child's lived experience. Remember that **children are never responsible for their exploitation.**

School exclusion or children becoming NEET (Not in Education, Employment or Training) should be viewed as a key trigger point in escalating known safeguarding risks. Attendance is everyone's responsibility, cases should not be stepped down or closed if there are still significant attendance concerns. Attendance should be discussed at every core group and child in need meeting, with robust action plans implemented.

Bury Safeguarding Partnership

7 Minute Briefing: Learning from 'Barney'



[Bury Safeguarding Partnership](#)

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Background

This case relates to a young person who was aged 16 years and 3 months when he went missing for seven days and was involved in a serious road traffic accident that was linked to criminal exploitation. Prior to this there had been several serious incidents involving Barney as the victim and perpetrator of crime. At the time of the road traffic accident Barney had been subject to a multi-agency plan for twenty months, initially as child in need and latterly subject to child protection. The focus of this brief is the learning of the case.

2

Key Learning

To ensure that children receive the right and proportionate level of service at the right time, every child and family assessment should consider all aspects of the child's current and changing needs and the conclusion of the assessment should outline how any current and emerging needs will be best met.

3

Key Learning

The Child and Family Assessment should be considered a dynamic not static document.

If the plan for the child is not having the desired impact, then don't just continue with it – escalate it to your manager.

The plan should be updated when there are key events and changes, as well as the passage of time - and these should trigger an update to the assessment to support effective planning.

4

Key Learning

The Child Protection /Child in Need Plan should include a defined communication strategy with children, parents and family members, in particular when English is not the spoken language in the home.

Translators should be used wherever possible to ensure that accurate information is shared between practitioners and the family/young person.