



Public accountability meeting

NCPI follow up



Contents



- Background and context
- Strengths – what’s going well
- Challenges – issues to be raised – can they be solved?
- Opportunities – to overcome these challenges
- Aims – which opportunities we plan to pursue
- Results – what we plan to achieve in the next 12 months

Background & Context



- The National Child Protection Inspection (HMICFRS) took place in November 2021. A draft version of the report was received in January so factual accuracy checks could be completed.
- This report generated ten recommendations.
- NYP fully accepted the findings and began work immediately on the findings.

Demonstrate how NYP has ensured Officers obtain and record children's concerns and views (including noting their behaviour and demeanour).



- Example of a public protection notice which is completed by an officer making a safeguarding referral. This demonstrates an example of the detail that can be taken.



A

W

A

R

E



QUOTE "I just wanted to say thank you and what a big difference the new PPNs are making when we are receiving them into MAST. It's really positive that the child's and parent's views are now being recorded, and how consideration has been given to the impact on the family. I feel that should a child or parent in the future wish to see their files and see this new format they will feel valued and supported by the police. Thank you for the positive changes that are being made for the families in North Yorkshire"

Recent feedback from North Yorkshire social care



Provide evidence that NYP are recording incidents involving missing children and in particular, understanding why they go missing, with appropriate risk assessment. Also provide some examples of how PPNs are being completed more robustly.

- NYP have distributed a postcard to help officers in dealing with missing children and to act as a prompt in their safeguarding investigation. (Shown on next slide.)
- A recent audit on the safeguarding referrals using the new prompts and obtaining voice of the child has shown a significant increase in the quality and content of the referrals.



Missing From Home? - think these thoughts



- Are they running away from something or running towards something? Push/Pull factors
- Is this a repeat incident? Is there a pattern to the incidents or repeated persons and places where found?
- Are they missing alone or with others? Have you recorded the details of the others? Have the others also been reported missing? If not, why not (it is appropriate to submit a PPN where you have concerns)
- Where have they been? can this be confirmed with some basic enquiries?
- What have they been doing?
- Check what they say and explore discrepancies. Does their presentation fit their account?
- Think intelligence opportunities -make any important information searchable for others by linking addresses and persons on Niche. Where there is a clear piece of intelligence make sure that it is submitted via an intelligence form, don't just leave it on an OEL or MoR (Prevention Interview).

Voice of the Child

- What is their version of events?
- What was their motivation, how do they feel?
- What do they think will prevent or reduce the likelihood of future missing episodes?

If they are unwilling to speak to you then record their attitude, appearance, and demeanour.



Include the attitude of their parents or carers and siblings etc.

- What does their home address and living space look like?
- Is it clean and appropriate or does it look like the family / placement would benefit from some help from other agencies?

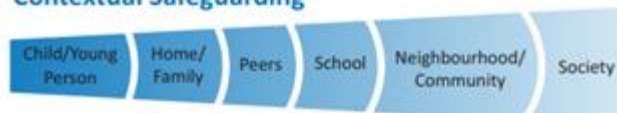
Use the MoR (Prevention Interview) to ensure that safeguarding units within NYP and Children's Social Care are made aware of the details.

Missing Overnight?

Put yourself in their shoes and think how to start talking with them on their level and how they may be frightened to tell you what's going on

- Overnight missing should be ringing alarm bells
- find out where they have been, who with and why
- does their explanation fit how they present (dirty & cold or warm & dry)
- does this episode warrant a PPN as well as MoR (Prevention Interview) due to contextual concerns?
- What are they running away from? or what are they running to?
- Are you satisfied that the account given fits with all the facts? Is there an opportunity to conduct some basic investigations to corroborate their version of events?
- Don't be afraid to raise your concerns through a PPN, your supervision or via the Safeguarding unit.

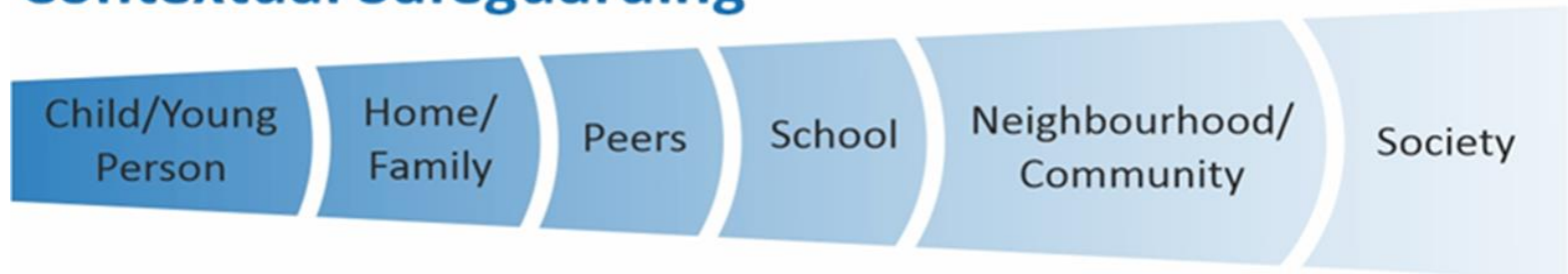
Contextual Safeguarding





Identify how learning has been applied to NYP with working more closely with its safeguarding partners, and specifically about children at risk of exploitation.

Contextual Safeguarding



North Yorkshire Police are continuing to work with its safeguarding partners around the chairing of the multi agency child exploitation meetings. Chairing of these meetings is to be rotated across local authority, health and Police until an independent chair can be appointed.

Demonstrate how NYP have progressed in allocating resources to help its CSE team improve its understanding of CSE, in particular: improving staff awareness, knowledge and skills in this area of work.



- A pilot team of dedicated child exploitation officers is being trialled in Harrogate for a six month period to explore how we can better support multi-agency working around child victims of exploitation. This team have received training around voice of the child, adverse childhood experiences as well as training from the Children's Society around child exploitation.
- The perpetrator side of exploitation is also being piloted by another team looking at disruption tactics and have also received additional training. The review of this pilot is imminent.

Provide evidence that training adjustments have been made to ensure frontline officers are increasing the amount of intelligence they are putting on Niche (in relation to RSO's).



- On our briefing site we now have a register for RSO's – this also includes integrated offender management. This allows frontline officers to access up to date information about RSO's in their area and also to receive specific taskings. This results for a more focused approach and for the profile of RSO's in the area to be raised.
- Training delivered to all student officers – specifically re RSO / IOM flags.
- Improvement in team performance through quarterly checks.
- Officers are encouraged to submit intelligence and to raise awareness within their teams of RSO's in their area.
- Communications have launched a guide for Officers on how to use the briefing models effectively and to encourage personal responsibility for this.

Present examples on what improvements have been made to ensure appropriate adults are available and promptly attend police stations.



- Previously, North Yorkshire and City of York operated differently. City of York are now aligned with NYCC in respect of the call out procedures and the on-call manager rota.
- With regards attendance times, City of York have now pledged to attendance within 1 hour.
- The figures from the last two months for how long it has taken for an appropriate adult to attend custody for a child and how long children have been kept in custody for.

Provide assurance that NYP has applied learning from this, and the recent VSA, to reflect and identify what works and does not and apply that to other safeguarding work



- All aspects of change and improvements undertaken because of the NCPI are planned in for regular audits and dip sampling to make sure those changes are improving service to victims. Where areas for improvements are identified in these audits they are discussed and any decisions made for implementation are tracked and monitored by the business insight team.

Demonstrate how NYP are working better with partner agencies, such as Children's Social Care and the Youth Offending Service to give the right support to children.



- Regular monthly meetings take place between Police, social care, youth offending service, the children's society and other linked partners to monitor and embed change. Currently the below is in action.
- Youth commission review of custody areas through the eyes of a child
- Children's society and NYP co-writing bespoke training for custody staff (voice of the child and trauma informed learning)
- AWARE and the public protection notice pro-forma is being developed as a bespoke package for custody staff jointly with all the above agencies mentioned

AWARE 4 CUSTODY

Voice of the Child: How AWARE are you?

The AWARE mnemonic can be used in any context and provides signs to look out for and be aware of to identify early intervention and safeguarding opportunities and supports both Voice of the Child & Voice of the Vulnerable Adult risk assessments within North Yorkshire Police



This concept aims to develop your professional curiosity and provide a method of reporting against those gut feelings you will have as police officers and investigators when something just doesn't feel right. While individual points of note may not in themselves be a cause for concern, several factors over time or when reviewed holistically may highlight a concern.

AWARE acts as a guiding principle of factors to consider and be aware of whilst having a consistent framework to refer to. We share your PPN with social care and other partners and this approach ensures they receive the best information and the person at risk receives the best support.

What will AWARE do?

This principle will signpost officers to consider the environment of any scene where children or vulnerable adults are present including the home, school, peer groups, online and open spaces as well as other environmental, physical, and anecdotal factors. This principle would aid in risk assessments and the early identification and documenting of concerns.

This enables 'bigger picture' thinking in a consistent and structured way.

What does AWARE stand for?

As a guide to develop professional curiosity, establish a bigger picture thinking mindset and capture that intuitive 'something doesn't feel right' information, AWARE focuses on five key areas for information gathering.

Appearance

Words

Activity

Relationships & dynamics

Environment

The below table shows what the AWARE framework is intended for and as this develops, officers and staff will develop wider thinking into what elements feed into each section. This is aimed to naturally develop professional curiosity and provide a structured way of recording all observations; to contribute to the bigger picture and intelligence gathering rather than a checklist.

Officers can utilise their powers and professional curiosity to conduct rooms checks, wake sleeping children to check on welfare and engage tactics to speak with children and carers in different settings.

A W A R E

APPEARANCE	<p>Examples of what to observe and record</p> <ul style="list-style-type: none"> Is the child wearing suitably clean clothing? Is the child appropriately dressed for age and weather? Does the child look underweight or overweight? Does the child look tired, fatigued or frightened? Does the child smile/laugh? 	<p>Other considerations</p> <p>Observe time of day and day of the week in terms of what school uniform they are wearing and is it in a good state?</p>
WORDS	<p>Examples of what to observe and record</p> <ul style="list-style-type: none"> Does the child actively engage with you? (too familiar, or distrustful?) Anecdotal recording – what has the child seen/heard? Ask the child open ended questions such as: How do you feel/How are you feeling? What makes you happy/sad? What would you like? Start questions with 'describe for me' or 'tell me' Type of language – calm, angry, swear words? Do words match body language? Do they seem guarded/anxious/secretive or open/honest/frank? 	<p>Other considerations</p> <p>If the child is asleep when present, calmly wake the child where appropriate and speak to them (They may be feigning sleep or could lose opportunity to speak). Always remember, you can suggest speaking to a child privately or in the case of older children offer to go for a walk and talk with them away from parents/guardians.</p>
ACTIVITY	<p>Examples of what to observe and record</p> <ul style="list-style-type: none"> If a volatile situation has occurred, is the child's reaction appropriate – are they too passive or highly distressed? Is the house/scene quiet or busy? How many children and are they all present? Are the children playing games/outside? Are there age-appropriate toys/belongings? Is the child hyper alert or withdrawn? Evidence of any 'attention-seeking behaviour' with strangers (i.e. child wanting to sit on officers' lap, asking for cuddles etc.) 	<p>Other considerations</p> <p>Establish location of child if expected but not present.</p> <p>Judgement of whether activities observed are considered age appropriate.</p> <p>Passivity to a volatile situation may suggest it is a usual occurrence for a child.</p>
RELATIONSHIPS & DYNAMICS	<p>Examples of what to observe and record</p> <ul style="list-style-type: none"> Parent/Adult to Child (any hiding, grabbing, aggression) Child to Parent/Adult (any hitting, yelling) Child to Child interaction – are they appropriate? Child to Officer interactions Who visits? Who comes to the house? Who lives within the property? Regarding others in the household, is their input what you'd expect? Do they have unexpected influence/power or an absence of it? 	<p>Other considerations</p> <p>A child being over friendly with a stranger is a warning sign of potential neglect/sexual abuse</p> <p>Consider pre-birth – if there is an expectant mother, is the environment considered suitable for a new-born.</p>
ENVIRONMENT	<p>Examples of what to observe and record</p> <ul style="list-style-type: none"> Is the house/scene safe? Is it very cold or very hot? Are there good levels of food in the fridge/cupboard? Is a healthy range of food available? Is the home/scene in a good state of repair? Is there any evidence of substance misuse? Are there locks on any bedroom doors? Surrounding environment – proximity to neighbours, school, amenities, main roads, known criminal hotspots 	<p>Other considerations</p> <p>This encompasses within a home in all rooms and garden areas and waste areas/bins.</p> <p>For wider context, observe if suitable lighting, toothbrushes, beds, bedding, toilet rolls etc</p>

