

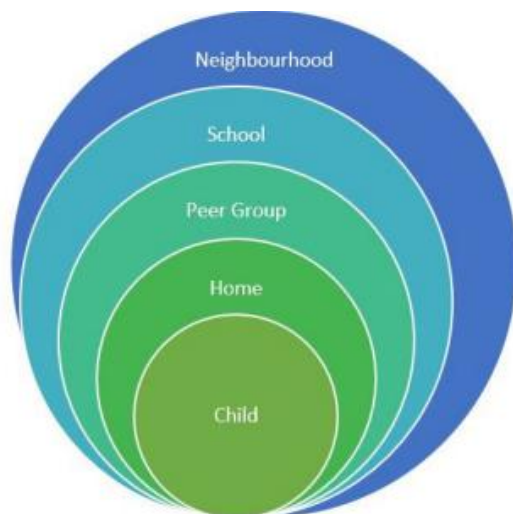
ROTH Screening Tool – recognising risks outside the home



Introduction

This screening tool is designed to help all professionals working with children and families to identify possible vulnerabilities to exploitation. It should be used when you have concerns that a child is being, or is at risk of being harmed, due to exploitation. Your observations of behaviours and any significant changes will be important as children will often deny, or be unaware, that they are being exploited.

The screening tool has been developed using the contextual safeguarding framework and domains. Contextual Safeguarding recognises and responds to vulnerability and strengths beyond individuals' families and carers. This includes their peer groups, education settings, online, neighbourhood and cultural environment. Whilst the approach is focused on risk outside the home, it is important to look at the vulnerabilities and protective factors across the individual's entire context to ensure that risk of harm within the home is also considered.



The form is an initial screening tool, not a risk assessment. When completing the tool please be specific about details. For example, names of places, people, shops, registration numbers, situations, websites and so on that can help to identify and consider harm that maybe happening to the individual.

It is important that appropriate language is used when discussing children and young people who have been exploited or are at risk of exploitation. Language implying that the child or young person is complicit in any way, or responsible for the crimes that have happened or may happen to

them, must be avoided. See: *Appropriate language in relation to vulnerable children and young people at risk of Extra Familiar Harm and who have been exploited or are at risk of exploitation, guidance for professionals.*

Understanding the child's lived experience is not just about their spoken words. A child's views can be gained via observations, written words or via pictures etc. What is important is that professionals ensure that methods of communication are appropriate to the child's needs.

A recurring message in children's Learning Reviews and other investigations is the key role adults who are in a position to speak on behalf of the child can play. This can include parents, grandparents, neighbours, and members of the public. It is essential that where adults have shared vital information, they are listened to, and their views taken seriously.

Child Exploitation Domains

The following diagram gives some examples of what to consider when you have concerns that a child is being exploited or is at risk of exploitation.

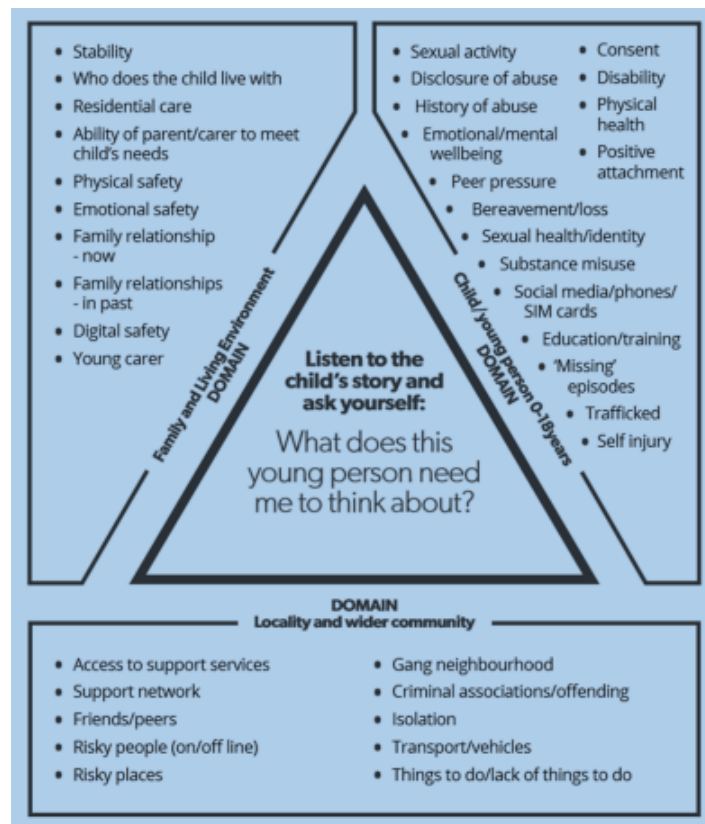


Figure 1- Courtesy of Buckingham LSCB Child Exploitation Indicator Tool

It should be noted that no list of indicators and vulnerabilities is not exhaustive. Child exploitation is complex and cannot be categorised neatly into one definition.

How to complete the tool?

It may be the decision of an Inter-agency Referral Discussion (IRD) to complete the Child Exploitation Screening Tool as part of the Interim Safety Planning, ongoing risk assessment and in order to inform an IRD Strategic Planning Meeting. Alternatively, the decision to complete further assessment tools may also take place at other parts of the Strategic Planning Meeting and Child's Planning process.

Ideally, you should first talk to the child, their carer and other professionals in order to help give a full picture for the screening tool. It is set out as a checklist. There are suggested questions to help you have these conversations. You may not be able to answer all points but set out what you can. The form is suitable for screening children aged 12-17 but could be used up to 25 years old for those with care experience, additional needs or disabilities, to help inform their assessments.

Once the Screening Tool has been carried out, the outcomes should be shared in advance with the Lead Professional and will be discussed at a further planning meeting.

Child or Young Person's Details

Child's Name:	
Date of Birth:	
Agency identifier (SWIFT/CHI):	
Child's preferred Pronouns:	
Child's Gender identity:	
Child's Address:	
Ethnicity:	
Are they in Education/Employment/Training?	Y/N
Place of Education/Employment/Training:	
Does the child have additional needs, health needs or a disability that impacts on their understanding, communication and interactions with others?	Y/N Further detail:
Does the child have care experience?	Y/N Current/previous Further detail:
Is the child resident out-with Edinburgh?	Y/N Further detail:

Screener's Details

Screener's Name:	
Screener's Role:	
Email address:	
Organisation:	
Date of initial completion:	
Review Date:	

Information Sharing and Disclosure

Is the child or young person aware that the Screening Tool has been completed?	
Y/N	If not, please provide further detail on decision making:
Did the child or young person contribute their views to the supporting questions?	
Y/N	If not, please provide further detail on decision making:
Are the child or young person's parents/carers aware that the Screening tool has been completed?	
Y/N	If not, please provide further detail on decision making:

Other agencies who are currently working with the child, young person or family and/or contributed to the screening (Please provide details):	
Education	
Health	
Youth Work	
Police	
College/Other work/training	
Emergency Services	
Other	

About the Child or Young Person

Suggested questions to help you find out more:

- How are you feeling today?
- Let's talk about your physical health – do you have any concerns about your health – if so, how are you managing them?
- Tell me about your moods – do you find they change quickly – if so, how?
- Tell me about your sexual health – have you got any concerns or worries?

Questions	Yes/No/Not known/ Suspicion	Current/ Previous	Any timescales
1. Do they have existing health conditions and how are they managed?			
2. Do they have physical disability or difficulty?			
3. Do they have a learning disability or difficulty?			
4. Are they showing changes in mood which is unusual for them? e.g., mood swings, abusive language			
5. Have there been any changes in their relationships with family members?			
6. Have they shown guarded or secretive behaviour?			
7. Do they become angry if any suspicions or concerns about their activities are raised with them?			
8. Have they had any physical injuries such as bruising or lacerations suggestive of either physical or sexual assault?			
9. Do they have poor self-image and low self-esteem?			
10. Have they self-harmed?			
11. Have they talked about thoughts of, or attempted, suicide?			
12. Do they have an eating disorder or shown any weight gain / loss?			
13. Do they or have they had any sexually transmitted infections?			
14. Have they previously been pregnant or sought a termination?			
15. Have they accessed emergency contraception or contraception outside of 'normal' amounts?			

Evidence and Analysis:



About Home Life

Suggested questions to help you find out more:

- Tell me where you're living, are you there all the time?
- Who are you living with, how is that for you?
- How is your home life?
- How do you feel about home?
- Do you look after anyone else at home - tell me about that?

Indicators	Yes/No/Not known/ Suspicion	Current/ Previous	Any timescales
1. Are they living in another family's home or sofa surfing?			
2. Are they living in a hostel, B & B or in supported accommodation?			
3. Do they have young carer responsibilities?			
4. Are there any parental difficulties such as a physical or learning difficulty or drug and alcohol misuse, mental health problems, etc?			
5. Have they suffered a recent bereavement, loss, family separation or family breakdown?			
6. Is there any conflict at home with respect to boundaries such as staying out late or not keeping in touch with parents about their whereabouts?			
7. Are there concerns of domestic abuse at home?			
8. Are there concerns of physical, sexual and or emotional abuse at home?			
9. Are there concerns of neglect? Have you considered using the Risk of Neglect Toolkit ?			
10. Are there concerns of 'child on parent' abuse?			

Evidence and Analysis:

About friends and social time

Suggested questions to help you find out more:			
<ul style="list-style-type: none"> Who do you spend your time with? What do you spend your time doing? How long have you known your current group of friends? 			
Indicators	Yes/No/Not known/ Suspicion	Current/ Previous	Any timescales
1. Do they report feeling lonely or isolated?			
2. Have they stopped doing age-appropriate activities?			
3. Are there changes in relationships with their peers or new unexplained friendships including friends of an older age group?			
4. Are they known to associate with peers or adults who may pose known or unknown risks?			
5. Is there any interpersonal violence and coercion within their relationships?			
6. Do they have concerning sexual relationships, e.g., age, imbalance of power, exploitation?			
7. Has there been a disclosure of sexual or physical assault followed by withdrawal of allegation?			
8. Is there evidence of misuse of drugs or alcohol?			
9. Is there evidence of carrying a bladed article or drugs?			
10. Have they gone missing overnight (with or without other children, young people) or frequently returned late?			
Evidence and Analysis:			

About Education/Training/Employment

Suggested questions to help you find out more:

- What school/college do you go to?
- What do you like about school/college?
- What else do you do during the day?

Indicators	Yes/No/Not known/ Suspicion	Current/ Previous	Any timescales
1. Are there concerns about their attendance at school? (Tell us more below)			
2. Does the child have an Individualised Education Plan (IEP)? Is there a Child's Plan or wellbeing concerns?			
2. Are they on a part-time timetable or activity agreement? (Tell us more below)			
4. Do they attend alternative education provision?			
5. Do they have home-schooling or flexi-schooling?			
6. Are they in college?			
7. Are they known to be working?			
Evidence and Analysis:			

About where they live?

Suggested questions to help you find out more about them:

- What do you do when you're not in school?
- Where do you go?
- Have you ever been reported missing – can you tell me about that?
- Have you ever been given gifts or rewards by other people – what kind of things have you been given?

Indicators	Yes/No/Not known/ Suspicion	Current/ Previous	Any timescales
1. Do they live in a neighbourhood known for high levels of anti-social behaviour or drug supply?			
2. Have they often been in places or locations that increase the child or young person's vulnerability? (such as pubs, clubs, shopping centres, parks)			
3. Have they been in situations involving in antisocial behaviour, crime or which have brought them to the attention of the police			
4. Is there known information or suspicion of involvement in crime and/ or anti-social behaviour? (from 'About them')			
5. Do they have unexplained money in their possession?			
6. Do they have new and expensive clothes, shoes or items or are they unkempt and dishevelled?			
7. Is there a family member or known associate working in the adult sex trade or involved in crime or drug activity?			
8. Have they shown aggression or physical harm towards people or animals?			
9. Do you know if they have been paid or coerced into criminal activity including sexual acts?			
10. Have there been reports that the child or young person has been abducted or falsely imprisoned?			

Evidence and Analysis:

About Social Media

Suggested questions to help you find out more about them:

- Tell me about your use of social media
- Do you have more than one phone – what do you use them for?
- What type of stuff do you look at online?

Indicators	Yes/No/Not known/ Suspicion	Current/ Previous	Any timescales
1. Is there unusual use of mobile phones such as multiple phones, receiving calls or texts at unusual times, secretive use, leaving as soon as receiving a text or call?			
2. Has there been a change in their online activity such as being online during the night; increased use of social media; shared gaming sites or sites of concern or receiving rewards/ credits?			
3. Are they secretive whilst online including an unwillingness to share or show online or phone contacts?			
4. Do they have an online 'relationship', or an online friendship has developed into an offline 'relationship'?			
5. Do you know if inappropriate images of the child have been circulated?			
6. Do you know if they have been coerced to provide explicit images or engage in inappropriate online activity, including sexual activity? (Tell us more below)			
Evidence and Analysis:			

Strengths/Positives/Protective Factors

(Please provide evidence and analysis of anything across the domains of a child or young person's life)

Any other relevant information

Child's Views and Opinions

Suggested questions to help you find out more about them:

- What are your views about the worries and concerns shared by others?
- What matters to you?
- What would you like to change?

Overall Assessment and Analysis

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Many thanks to the [Oxford Safeguarding Children's Board](#) for allowing us to adapt their Child Exploitation Screening Tool.