



COMPILED  
PRACTICES  
FOR THE **SAFE**  
ACCOMMODATION  
OF CHILD  
VICTIMS OF  
TRAFFICKING,  
COVERING  
THEIR **ARRIVAL**  
AND **INITIAL**  
**PLACEMENT**,  
THE **RULES** AND  
**RESPONSES TO**  
**VIOLATIONS** AND  
**SAFETY**

# ABOUT THE KOUTCHA PROJECT

The KOUTCHA Project is a joint initiative run by the French associations ECPAT France and KOUTCHA, and the Belgian association Esperanto. The project is co-funded by the European Commission and aims to ensure that child victims of all forms of human trafficking in Europe are provided with safe and secure accommodation that assists them in integrating into the host community.

The project offers two workshops for European professionals, enabling participants to discuss practices and situations they may have come across, both during and after the workshops. The first workshop took place in Paris on 14 and 15 November 2019, and was led by Aurélie Jeannerod from ECPAT France and Magali Poirier from the Association Foyer Jorbalan.

**This document provides an overview of the discussions that took place between professional participants from eight European countries:**

- ▶ CASCO Caroline, Swedish Civil platform against THB (Sweden)
  - ▶ SCHNEIDER Sulamith, Habibi (Sweden)
- ▶ DURAN Laura, ECPAT UK (United Kingdom)
  - ▶ CHITTY Lynne, LOVE146 UK (United Kingdom)
- ▶ KELDER Rob, FIER (The Netherlands)
  - ▶ VAN VIJFEIJKEN Nicole, Centraal Orgaan Opvang Asielzoekers (The Netherlands)
- ▶ RITTER Dominik, Vienna Child and Youth Protection Services (Austria)
  - ▶ HAIDER Maria, SOS Kinderdorf Innsbruck (Austria)
- ▶ PUGLISI Maria Luisa, Foundation Amaranta (Spain)
  - ▶ DIVERTITO Deborah, Cooperativa Sociale Sepofà (Italy)
- ▶ MALAISE Charline, ESPERANTO (Belgium)
  - ▶ BIAUELLE Sébastien, ESPERANTO (Belgium)
- ▶ COLIN Thomas, ESPERANTO (Belgium)
  - ▶ FRANCOIS Sandrine, ESPERANTO (Belgium)
- ▶ LE BRIS Yann, KOUTCHA (France)
  - ▶ CISTERNE Clémentine, KOUTCHA (France)

**Participants were invited to share their experiences in three areas:**

1. The child's arrival in the placement
2. Overseeing rules and responses to violations
3. Safety versus freedom

These compiled practices are not intended to serve as a summary report of the workshop. Rather, the document is designed to share with a wider audience the ideas that were discussed on several issues involved when providing care to children victims of trafficking. It does not reflect the workshop's methods, nor is it an exhaustive account of all the exchanges that took place.

ECPAT France is solely responsible for these compiled practices. The latter do not reflect the views held by the workshop leaders or their organisations, and have not been reviewed by the organisations in question.

# PRIOR CONSIDERATIONS

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The legal context underpinning the support for child victims of trafficking impacts on the provisions implemented to protect the children in question. The professionals who were invited to share their experiences during the workshop work in eight different European countries, meaning they operate within different contexts and settings. Acknowledgement of trafficking as an issue varies according to national legislation, as does the protection afforded the victims. In the United Kingdom, for example, the national referral system allows trafficking victims to be identified and their status recognised independently from any potential legal proceedings against their traffickers.

This means (suspected) victims of human trafficking have access to different services depending on each European country. The workshop's professional participants have all had experience of handling child victims of trafficking, albeit within the contexts of their own settings: a secure centre for child victims of trafficking, a scheme of foster carers for child victims of trafficking, shelters providing care to child victims of violence, centres for female victims of trafficking that admit minors over the age of sixteen, and centres that provide care to unaccompanied minors, including suspected victims of trafficking. The workshop opened up discussions in a bid to examine practices across common issues to all types of placement (initial placement, discipline, security/freedoms), without seeking to draw up a set of operational standards.



“A child should be given access to a range of psychological, educational, health, social, legal, economic and language support that ‘brings safety to the child’ and helps them recover.”<sup>1</sup>

Irrespective of the type of placement for children victims of trafficking, it should involve multi-disciplinary teams trained in human trafficking issues, and have agreements in place with trained external professionals (interpreters, doctors, etc.). Where the skill-sets needed are not available or not implemented in an appropriate manner for accommodating and supporting child victims of trafficking, the children's needs will not be fully met (safety, mental health, etc.), which may perpetuate high-risk or destructive behaviours. For the professionals involved, the impact of unsuccessfully caring these minors can be significant, leaving them burnt out and with a sense of having failed. In these cases, the management find itself forced to manage high staff turnover, too. The quality of the accommodation for child victims of trafficking requires specialist continuous training for the professionals involved (knowledge of trafficking networks, safety protocols, trauma-informed care, etc.). The crucial importance of training was a recurring theme across all topics covered by the workshop.

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1. Principle 8: "On the safe side, principles for the accommodation of child victims of trafficking" (See annex 1)

# TOPIC 1: ARRIVAL OF A NEW CHILD


Arriving at a placement for the first time is a stressful situation for the child, particularly when the child is placed in a centre. Children often have negative received ideas regarding institutions: their traffickers teach them to be wary of them in order to keep them away from the institutions, because they associate them with prisons, and/or because in the case of foreign children, “children’s centres” have a poor reputation. The first contact is therefore a crucial moment that all establishments of all types should improve. This time should be considered as ‘lost time’ in which the child is given the space to recover, rather than trying to maximise this time.

It should be noted that most cases of children ‘running away’ from placements occur within the first 24 hours.

## A WARM WELCOME


Children need to feel their arrival is expected (foster carers and centres alike), and should see and feel that their arrival has been planned for. Before a child arrives, the entire team/family is advised to make themselves aware of who the child is, get their room/bed ready and lay out clothing for them. These children’s experiences have often been characterised by a lack of intimacy and individualisation: Providing them with a wardrobe/locker and giving them a key upon arrival is a powerful symbolic gesture, as is welcoming them with a greeting in their mother tongue, any kind of nod to their country of origin, a first meal that feels like home, etc.

Carers are advised to provide them with a tour of the centre/home, and to offer them food, drink and a shower. They should be given access to the facilities needed to pray/practice their faith if so desired. The initial priority is to meet the child’s primary needs, and to give them the time to feel comfortable in the place and safe. A welcome booklet in the child’s language is recommended. Ensuring the other children are there to welcome them is crucial to reassuring the child.

 “As soon as the child arrives, we take a warm, natural approach to interacting with them and the other children, to make them feel home,” explained one participant.

Upon arriving, it is recommended to allow the child sufficient time to put down and unpack their ‘emotional baggage’ - a process that takes time. During this period, the priority is answering the child’s questions and listening to their needs. The child must be given the power to make the first steps towards initiating a relationship.

The first few days are when the risk of the child vanishing is at its highest.

 “Safety measures should be implemented to reduce a child’s risk of going missing, especially within 24 to 72 hours after first contact with the child.”<sup>2</sup>

Carers are advised to have a mini schedule in place, featuring 'events' lined up throughout the day for the child (medical care, etc.). Laundering a young person's clothing, for example, is a gesture they may appreciate, and may also prevent them from running away while they wait for their clothes to dry.

### RECOMMENDATIONS:

- ▶ Allow "lost time" as part of the accommodation process.
- ▶ Create a "welcome ceremony/ritual" that includes "symbolic welcome gestures and messages".
- ▶ Have specific procedures in place to safeguard the child's safety in the first 24 to 48 hours, and review them regularly.

## INTRODUCTIONS

Particular care must be paid to introducing the centre or programme's team, drawing on the services of an in-person interpreter (avoid the phone) for children with a foreign-language mother tongue. It is important that each person explains who they are, and what their job is. Take care to dissolve any stereotypes that may be associated with a particular profession, in particular psychologists and lawyers.

Adopt a welcoming, empathetic approach and energy. It is important to take a non-judgemental approach to accepting the reality of the child's lived experience. During the first contact period, adults must facilitate these introductions by "introducing themselves" as a person who is there to look after them. Transparency and trustworthiness are absolutely crucial: take care to explain what you do, and to do what you say.

Teamwork is essential here, and a dysfunctional team will not succeed in building trust. Sufficient procedures and meetings must be in place to ensure coherence and cohesiveness in practices and positions.

Experience with these children leads to a finely tuned understanding of different experiences and attitudes. The organisation must therefore put the emphasis on experience, and include an initial and continuous training strategy for its teams. Experienced professionals must nevertheless take care not to bring along their "demons" with them, and not allow their past experiences to colour their judgement. Supervision is an imperative:



"Everyone working with child victims of trafficking should be trained to recognise and respond appropriately to their needs."<sup>3</sup>

### RECOMMENDATIONS:

- ▶ Lock down a first contact procedure that is well-structured and introduces the child to the team.
- ▶ Schedule initial and continuous training for the professionals involved in accommodating and caring for child victims of trafficking.

## TOPIC 2: RULES AND RESPONSES TO “VIOLATIONS”

Child victims of trafficking are children first and foremost: rejecting authority and violating rules are a normal part of growing up, standard milestones throughout childhood and adolescence. However, some children will have assimilated behaviours that are diametrically opposed to “standard” social codes as we know them, in a bid to survive and gain approval in the situations they found themselves in prior to their placement. Some inappropriate behaviour can be a result of their past exploitation. These behaviours are symptoms of their experiences. In these cases, professionals will need to distinguish between standard violations common to all children, and those linked specifically to the experience of child trafficking. Punishment is not acceptable where the behaviour in question is linked to the child’s vulnerability as a result of their exploitation. However, all violations must result in a conversation, and serve as a way of teaching the child about standard internal rules and social codes. Some children may also have grown up in countries with different social codes. This inter-cultural aspect is central to assessing the violation in question.

It is important to start by seeking to understand “what parts are in play”, and to work with the child on developing alternative behavioural strategies. Understanding and subscribing to new codes can take time.



“Safe accommodation should be understood as multi-faceted, involving physical and psychological elements, with particular recognition of the impact of trauma on a child’s perceptions and behaviour.”<sup>4</sup>

Poor disciplinary strategies can have significant negative consequences on a child. Children who have suffered from exploitation may have been conditioned to believe that “disobedience/failure ➔ punishment”. Very often, these punishments will have been synonymous with some form of deprivation: having their phone removed, or being put in isolation, for example. Never replicate the strategies employed by their abusers. The consequences on the child are a loss of self-esteem and a loss of confidence in their capacity to take action. Deprivation as a technique is to be avoided, and incentives used instead.

Learning to comply with rules designed to ensure community cohesion is part of the learning process for the child or young person. These are life skills they need to develop, which they will go on to find useful in the future (at school, in the workplace, etc.). The rules must be clearly

explained beforehand. It is important to explain the reasoning behind why the rules exist for a given group, organisation or community. It may be helpful to discuss the idea of making amends, and understanding how to make amends for any wrongdoing towards a group or another child. Draw up a scale to help them learn: reminder of the rules, a first warning, etc. The child or young person can be involved in identifying appropriate amends.

If the child does not comply with their safety plan, and if their safety (and/or that of the other children or the placement itself) has been compromised, their risk analysis and the measures implemented will need to be reviewed with them and the team.

Responses to violations must therefore be personalised and tailored to each child's past (in particular their history of being exploited) and capacities. These responses must be discussed with the team, in order to pool opinions and assessments of the young person's capacities. All responses must have a time limit.

### RECOMMENDATIONS:

- ▶ Use positive reinforcement of life skills and integration capacities rather than punishment.
- ▶ Draw on trauma-informed responses that are tailored to each child's past and capacities.
- ▶ Discuss incidents and responses with your team (to pool opinions, thoughts and knowledge of the child's past and capacities, as well as to remain cohesive).



## TOPIC 3: SAFETY VERSUS FREEDOM


Providing a safe environment is a crucial factor in accommodating child victims of trafficking, either because the child's traffickers may potentially be looking for them, or because they require protection from themselves (failure to adhere to protection measures, for example). Young people may not see themselves as being at risk or as having been exploited, and could see security measures as a form of punishment. The goal is to strike a balance between independence/freedom and safety for each child.

 "A child should not feel punished or overly restricted by measures taken to help keep them safe in accommodation."<sup>5</sup>

A child's request for more freedom should be considered as a step in empowering the child.

## RISK ANALYSIS AND SECURITY PLAN

An assessment of the child's vulnerabilities must be conducted to evaluate the risks and map out how the child will need to be accommodated and supported. This analysis should result in action, including in terms of reviewing the child's safety plan. The child's opinion is to be taken into consideration in drawing up their individual safety plan.

 "Children must be asked about what makes them feel safe and secure."<sup>6</sup>

 "A child's accommodation and safety needs will change over time and should be regularly assessed."<sup>7</sup>

Assessing vulnerabilities and risks is a process that must be carried out on a regular basis. [Annex 2](#) gives an example of a periodic vulnerabilities and risks analysis for a case study, drawn up by the association Love 146. The assessment may also examine how suitable the child's placement is in light of their needs. It is important that any safety plan come with a time limit (one month, for example), along with clear review processes for the child.

Personal safety plans should set out measures for mitigation and responding to the assessed risks. The plan may include the rules for leaving the premises, use of phones and social media, rules for communicating with family/friends, using "trusted third parties", etc. [Annex 3](#) features Love 146's guide to drawing up a safety plan. Children need to understand why their freedoms are being curtailed, and they must be actively involved in executing their own safety plan.

 "Efforts to keep children safe should involve the wider community in ways that help create an environment that is difficult for traffickers to operate in."<sup>8</sup>

5. Principle 7, "On the safe side: principles for the accommodation of child victims of trafficking" ([see annex 1](#))

6. Principle 2, "On the safe side: principles for the accommodation of child victims of trafficking" ([see annex 1](#))

7. Principle 6, "On the safe side: principles for the accommodation of child victims of trafficking" ([see annex 1](#))

8. Principle 10, "On the safe side: principles for the accommodation of child victims of trafficking" ([see annex 1](#))



## ANONYMITY, ISOLATION, SEPARATION, SURVEILLANCE

In “Dedicated anonymous centres” set up specifically for child victims of trafficking, children’s safety is directly incorporated into the underlying structure of the centres themselves. Their locations are meticulously chosen, addresses and phone numbers are not available, they are not named on placement rulings/decisions. Entering and leaving the premises is monitored.

Geographic isolation is an alternative, particularly in countries with large surface areas. The idea here is for victims to be isolated from the location where they were exploited. The distances make it difficult for abusers to track down the child, and reduce the risk of them accidentally bumping into them. For similar reasons, children with a connection to the same network must not be placed together, unless they have a blood tie. In situations where multiple young people are referred together, particularly when one seems older (despite being a minor), the older child may have links with the traffickers and may be being used to groom younger children.

Professionals involved in taking care of these children must be made aware of, and given training in, identifying the risks in the environment: unknown cars displaying suspicious behaviour, strangers approaching children, etc.

## SOS DEVICES

Technological tools also exist, such as panic buttons and emergency phones, which children can use to quickly alert teams to impending danger. Love 146 uses three-button phones children can use to: call their social worker, call the police, or trigger an SOS emergency call with GPS tracking of the device.

## ACCESS TO PHONES, SOCIAL MEDIA AND VENTURING OUTDOORS

The issue of phones is a delicate one. Trafficking networks use phones to maintain their hold over their victims. Teams are therefore advised to ask the child (or the police) to get rid of their SIM card. At the same time, phones are also the only way a child has to communicate with their friends and family. “Supervised” calls may be a temporary solution.

The same question arises when it comes to venturing outdoors, whether there is a risk of kidnapping or the child running away. “Chaperoned” trips, again, may be a temporary solution.

### RECOMMENDATIONS:

- ▶ Have specific procedures in place to safeguard the child’s safety and security in the first 24 to 48 hours, and review them regularly (removing SIM cards from phones, supervised trips outdoors, etc.).
- ▶ Each child must have a personal safety plan that is regularly reviewed, taking into account the elements needed for each individual child to feel safe.
- ▶ Children must be included and involved in drawing up and managing their safety plan.
- ▶ Technology (SOS button phones, panic buttons) can strike a balance between safety and freedom/independence.

# CONCLUSION

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The discussions between professionals over the course of this workshop demonstrated that irrespective of the type of placement, the issues surrounding safe accommodation and care are comparable. The range of different approaches that were shared formed an invaluable compendium of new ideas, and allowed participants to reflect on their own practices. The [“On the safe side: principles for the safe accommodation of children victims of trafficking” \(annex 1\)](#) guide lists the ten principles that must be considered when reflecting on practices.

In conclusion, it should be noted that decisions that affect a child must always be taken with the child's interests at heart, and that when it comes to care, concerted decisions must be made after having listened to the child and taken their point of view into consideration.



“The best interests of the child should be at the centre of all decisions regarding the provision of safe accommodation and related support.”<sup>9</sup>

Although no mention of it is made in the topic report, the idea of a “relationship of trust” (mutual trust between two parties) emerged as absolutely central to the participants' everyday work and in contributing to the child's successful recovery and integration. Another recurring topic was the presence of minors from a wide range of different countries in placement centres and structures, as well as the significant impact of children's socio-cultural identities in interpreting a given situation. This inter-cultural aspect must also form an integral part of the safe accommodation process and training of staff.

Extract from the "[On the safe side: principles for the safe accommodation of children victims of trafficking](#)" guide.

## PRINCIPLES FOR THE SAFE ACCOMMODATION OF CHILD VICTIMS OF TRAFFICKING

**Principle 1.** The best interests of the child should be at the centre of all decisions regarding the provision of safe accommodation and related support.

**Principle 2.** Children should be asked about what makes them feel safe.

**Principle 3.** Children should be given sufficient information to help them make informed decisions about their accommodation and care.

**Principle 4.** Safety measures should be implemented to reduce a child's risk of going missing, especially within 24 to 72 hours after first contact with the child.

**Principle 5.** Safe accommodation should be understood as multi-faceted, involving physical and psychological elements, with particular recognition of the impact of trauma on a child's perceptions and behaviour.

**Principle 6.** A child's accommodation and safety needs will change over time and should be regularly assessed.

**Principle 7.** A child should not feel punished or overly restricted by measures taken to help keep them safe in accommodation.

**Principle 8.** A child should be given access to a range of psychological, educational, health, social, legal, economic and language support that 'brings safety to the child' and helps them recover.

**Principle 9.** Everyone working with child victims of trafficking should be trained to recognise and respond appropriately to their needs.

**Principle 10.** Efforts to keep children safe should involve the wider community in ways that help create an environment that is difficult for traffickers to operate in.



## CHILD TRAFFICKING – RISK ASSESSMENT MATRIX FOCUSING ON:

Known risks

Suspected risks

Current risks

Current suspected risks

Historical

NAME: \*\*\*\*\*

DOB: \*\*.\*\*.\*\*\*\*

### A) CHILD DEVELOPMENT

Indicator	Known	Suspected	Current	Current suspected	Historical
<b>Exploitation</b>					
Child/young person exploited through:					
▶ Sexual exploitation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▶ Criminality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▶ Labour exploitation,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▶ Domestic service	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▶ Forced marriage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▶ Illegal adoption,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▶ Drug dealing by another person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical symptoms of exploitative abuse (physical, sexual etc) / working (e.g. overly tired, signs of manual labour)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Underage marriage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexually transmitted infection	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unwanted pregnancy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Story very similar to those given by others, perhaps hinting they have been coached	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Significantly older boyfriend	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Movement into, within or out of the UK</b>					
Returning after missing, looking well cared for despite no known base	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Claims to have been in the UK for years but hasn't learnt language or local culture	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other risk factors</b>					
Withdrawn and refuses to talk / appears afraid to talk to a person in authority	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harbours excessive fears/anxieties (e.g. about an individual, of deportation, disclosing information etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Shows signs of physical neglect – basic care, malnourishment, lack of attention to health needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows signs of emotional neglect	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Socially isolated – lack of positive, meaningful relationships in child's life	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behavioural – poor concentration or memory, irritable / unsociable / aggressive behaviour in school or placement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychological – indications of trauma or numbing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Exhibits self-assurance, maturity and self-confidence not expected in a child of such age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of drug, alcohol or substance misuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▶ Low self-image</li> <li>▶ Low self esteem</li> <li>▶ Self harming behaviour</li> <li>▶ Overdosing</li> <li>▶ Eating disorder</li> <li>▶ Promiscuity</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Sexually active	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not registered with or attended at GP practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not enrolled in school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has money, expensive clothes, mobile phones or other possessions without plausible explanation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## B) PARENTING CAPACITY

Indicator	Known	Suspected	Current	Current suspected	Historical
<b>Exploitation</b>					
Required to earn a minimum amount of money every day	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involved in criminality highlighting involvement of adults (e.g. recovered from cannabis farm / factory, street crime, petty theft, pick pocketing, begging etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performs excessive housework chores and rarely leaves the residence	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reports from reliable sources suggest likelihood of sexual exploitation, including being seen in places known to be used for sexual exploitation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unusual hours/regular pattern of child leaving or returning to placement which indicates probable working	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accompanied by an adult who may not be the legal guardian and insists on remaining with the child at all times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Limited freedom of movement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Movement into, within or out of the UK</b>					
Gone missing from local authority care	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unable to confirm name or address of person meeting them on arrival	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accompanying adult/agent previously made multiple visa applications for other children/acted as guarantor for other children's visa applications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Accompanying adult/agent known to have acted as guarantor on visa applications for other visitors who have not returned to their countries of origin on visa expiry	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History with missing links or unexplained moves	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pattern of street homelessness	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other risk factors</b>					
Unregistered private fostering arrangement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cared for by adult/s who are not their parents and quality of relationship is not good	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placement breakdown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Persistently missing, staying out overnight or returning late with no plausible explanation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Truancy/disengagement with education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate adult is not an immediate family member (parent/sibling)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## C) FAMILY/ENVIRONNEMENT

Indicator	Known	Suspected	Current	Current suspected	Historical
<b>Exploitation</b>					
Located / recovered from a place of exploitation (brothel, cannabis farm, involved in criminality etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deprived of earnings by another person	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Claims to be in debt bondage or "owes" money to other persons (e.g. for travel costs, before having control over own earnings)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receives unexplained / unidentified phone calls whilst in placement / temporary accommodation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No passport or other means of identity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unable or reluctant to give accommodation or other personal details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
False documentation or genuine documentation that has been altered or fraudulently obtained; of the child claims that their details (name, DOB) on the documentation are incorrect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Entered country illegally	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Journey or visa arranged by someone other than themselves or their family	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Registered at multiple addresses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other risk factors</b>					
Possible inappropriate use of the internet and forming online relationships, particularly with adults	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accounts of social activities with no plausible explanation of the source of necessary funding	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Entering or leaving vehicles driven by unknown adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adults loitering outside the child's usual place of residence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leaving home / care setting in clothing unusual for the individual child (inappropriate for age, borrowing clothing from older people etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Works in various locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One among a number of unrelated children found at one address	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having keys to premises other than those known about	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Going missing and being found in areas where they have no known links	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## D) TRAFFICKING ASSESSMENT INTERVIEW

\*\*\*\* stated that she has two older brothers and the family all live in \*\*\*\*. She said she lived with her parents and older brother and his wife.

\*\*\*\* stated that when she was aged 16 she met a man – H\*\*\*\* T\*\*\*\*, he is aged 23 years. She said they met on online and soon became boyfriend and girlfriend. She said he was from \*\*\*\*\* and he would travel to \*\*\*\*\* to see her. \*\*\*\* stated that after a short time he started to treat her badly. She said they argued a lot and he also physically abused her. \*\*\*\* stated that when she told her parents they were not happy about the relationship. \*\*\*\* said she told H\*\*\*\* that she did not want to go out with him any longer. She said he started threatening her. She stated he told her he would kill her and that he also knew where her family live. \*\*\*\* said she was scared for her family.

\*\*\*\* stated that she did not tell her parents about the threats as they would have gone to the Police and she said this would have made things a lot worse for them.

\*\*\*\* stated she was talking with friends at school about her problem. She said when she was talking a person named T\*\*\* D\*\*\* (aged 25 years) he always hung around with the younger students overheard the conversation. She said T\*\*\* asked her why she had not run away. She said he told her she would be safe in another country. \*\*\*\* said she was feeling very sad but thought it would be for the best.

\*\*\*\* stated T\*\*\* told her he could get her onto a lorry and the driver would not know she was on the lorry. She said she told him that she did not have any money. \*\*\*\* stated he told her this was not a problem and she should not worry about it. She said he arranged for her to leave in a lorry that was going England. \*\*\*\* stated T\*\*\* told her not to tell her family she was leaving. \*\*\*\* said she had already decided that she would not tell them.

She said that there was a man and lady on the lorry with her. \*\*\*\* stated they all had food and drinks. She said they left at night and travelled all night and all the next day. \*\*\*\* said the lorry went onto a boat. \*\*\*\* stated she arrived in the UK sometime in June 2016. She said she thought she would be able to get a job in the UK. \*\*\*\* stated T\*\*\* told her you will be able to find a place to live and a job and that it would be very easy to do this. She said she believed him and this is why she agreed to go to the UK. She said she believed she would be safe in the UK.

\*\*\*\* stated that she did not know where she was when she got out of the lorry. She said she just began to walk. She stated she slept on the streets for a week. She said she had food from the lorry. \*\*\*\* said she later she was able to sleep in the stairwell of a block of flats, and this made her feel safer as she was inside.

She said she was approached by a group of young people wearing mask, there were five boys and one girl. She said they spoke to her in English and she did not understand. She said they used their phone so she could understand what they were saying. She stated they told her they would get her a job and somewhere to live and she should go with them. \*\*\*\* stated she was very frightened. She said she had run out of food and felt she had no choice but to go with them.

She said she got into a car and they drove for two hours. She stated she was feeling very scared. She said they arrived at a house and when they got inside the girl from the group told she would work as a prostitute. She said she was told you will be working to live. \*\*\*\* said she could not remember or describe any of the streets or the outside of the house.

\*\*\*\* said the group that found her also lived in the house. She said she thought there were around seven other rooms. She said there were other people in the house and other girls. She said she believed they were also being forced to work as prostitutes. \*\*\*\* stated she was not aloud to leave her room. She said she had a bathroom in the room and was also fed there.

\*\*\*\* stated the group hit her when she said she did not want to work as a prostitute. She said she was never given any money and did not know who had the money. \*\*\*\* said the men who she was forced to have sex with spoke all different languages. She said safe sex was never practised.

\*\*\*\* stated that after around ten months she began to feel unwell. She said she knew there was something wrong. She said she asked one of the boys from the group to get her a pregnancy test, which was positive. \*\*\*\* said the boy was feeling sorry because she was unable to earn them any more money. She said he told her to go, to run away. \*\*\*\* said it was night-time when she left the house. She said she just started walking. She said she walked all night until the morning.



She stated she went into a shop and heard men speaking \*\*\*\*\*. She said she asked them if they could help her. \*\*\*\* stated the men told her they could help her and could also find her a job. \*\*\*\* stated that the men took her to a house. She said when they went inside the men told her she would work in the house. She said she was told she would do all the housework.

\*\*\*\* stated that the family were \*\*\*\*\*. She said a lady was in the house and her name is G\*\*\*\* K\*\*\*\*\* and she was on her own. She stated that the men did not know the lady.

\*\*\*\* said the lady told her that her husband had travelled to \*\*\*\*\*. She said her work was doing all the domestic work in the house and helped with cooking.

\*\*\*\* stated she told the lady she was pregnant. She said the lady told her that she would not need her when her husband returned and he would be home in two to four weeks time. \*\*\*\* said she had to start thinking about finding another job and another place to live.

\*\*\*\* said it was at this time the Police came to the house. \*\*\*\* said she felt safe with the lady but was worried about the husband coming back and having to leave.

\*\*\*\* said she would like to go back and see the lady. She said she wanted to contact her parents. She said she did not know what they would think about her being pregnant and she became very tearful.

## E) FURTHER ACTION

	Low risk	Medium risk	High risk
1) Risk of **** making contact with suspected abusers.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2) Continues to harbour fears/anxieties of deportation, and disclosing information.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3) Potential risk of re- trafficking due to her vulnerability. Educating **** on what trafficking is and different types of exploitation will provide her with knowledge to avoid future exploitative situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4) Unaware of what trafficking is and shows no indication of self-protection. Easily trusting strangers and going with them. **** will benefit from learning about healthy and unhealthy relationships, which will provide her with knowledge to avoid further exploitative situations in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5) Counselling and emotional support will be useful in the future addressing her trauma and assist her in learning coping mechanisms.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6) Unwanted pregnancy	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The assessment indicates the on-going need for multi agency working. The current and on-going risks will continually be assessed.			
Repeat risk assessment in 6 months time or if new information comes to light.			
<b>Completed by</b>	Lynne Chitty UK Care Director Love146 UK		
<b>Date:</b>	06.06.17		



Through:

Survivor  
care

Prevention  
work

Professional  
Training

Empowering  
Movement

## SAFE ACCOMMODATION / SAFETY PLAN FOR TRAFFICKED CHILDREN

Lynne Chitty has developed a good practice guide/model. The good practice guide is based on the most effective safety actions to take when first contact has been made with a child who is potentially trafficked, with immediate effect they have to be safeguarded in a Foster Placement. This plan is reviewed regularly and a reduction plan will be put in place when agreed by all agencies working with the child.

A multi-agency approach is essential to ensure that attempts to "bring safety to the child" are comprehensive and integrated. A child's safety plan should also risk-assess all service provision outside the placement, including all vulnerable points of access that a potential trafficker could have to the child.

### Photo, mobile phone, sim card money and Fingerprinting

- ▶ A photo must be taken of the child/young person as soon as possible. This photo can be held electronically by agencies that are working with the child/young person. A copy should be given to the carer. The photo will be passed to the Police in the event the child/young person goes missing.
- ▶ The child/ young person should be fingerprinted at the earliest opportunity.
- ▶ If the child/young person has a mobile phone, sim card or any numbers or money on their person these need to be removed and used to gather intelligence.

### Care and Supervision

- ▶ The child/ young person must be supervised at all times.
- ▶ All reasonable precautions must be taken to ensure 24 hour supervision.
- ▶ The carers must be aware of the need for 24 hour supervision. The carers must be aware that the child/young person must not leave the placement unaccompanied even for short periods of time. When the child/young person is in the house the carer must be aware at all times of the child/young person's movements around the house.
- ▶ The carer must be able to identify social and cultural context of both victim and perpetrator.
- ▶ Carers need to have an understanding of the potential threats exercised by organised traffickers
- ▶ The local Police need to be informed that a trafficked child/young person is living in their area.
- ▶ The Police need to raise a serial number on the address.

### No access to Money

- ▶ The child/young person must not be given any money.
- ▶ The child/young person's pocket money could be managed through the carer.
- ▶ The carer must support the child/young person to purchase clothes and any other items needed.

### No access to Phones

- ▶ The child/young person must not be given a mobile phone.
- ▶ They must not use the house phone.
- ▶ All mobiles in the house must be monitored and not left unattended.
- ▶ If an unknown person phones the house try to record the conversation and report the incident to all agencies.

- ▶ Should the child/young person make a call the numbers must be recorded and the information must be passed to all appropriate agencies working with that child/young person.

### No access to the Internet

- ▶ The child/young person must not have access to the internet.
- ▶ The child/ young person can be supervised on the internet to listen to cultural music.

### Adress

- ▶ All reasonable precautions must be taken to ensure the child/young person does not know their address.
- ▶ The child/ young person's address must be on a need to know basis with other agencies.
- ▶ The address must be flagged with the Police for an immediate response if needed.
- ▶ In the placement letters should be put away and notice boards to be cleared of address notes.
- ▶ No UK map should be on display or shown to the young person.

### Education

- ▶ Home resources must be provided before the child/ young person starts attending school or college.
- ▶ A named member of staff to be part of the safety plan.
- ▶ Being in education is a protective factor that can also help a child/young person become a child/young person again. This benefits their recovery in several ways: it builds self esteem, a sense of stability and purpose, and provides a daily routine, access to social opportunities, peer group relationships, healthy relationships with adults, and the opportunity to play.
- ▶ Schools must be included in safety planning to reduce the risk of traffickers accessing children while at school.
- ▶ Education establishments need to observe and act on early warning signs that the child might go missing. Education establishments need to build knowledge of early warning indicators and feed these into the future development of safety plans and 'golden hour' safety measures.

### Going missing – The Golden Hour

- ▶ As soon as it is recognised that the child/young person's whereabouts is unknown a phone call must be made to the Police the cereal number will be given and the child/young person is reported as a High Risk Trafficked Young Person.
- ▶ The Social Worker or duty Social Worker must be informed immediately, or the Out of Hours Team.
- ▶ The child/young person's photo must be given to the Police.

### Reduction Safety Plan

- ▶ We will regularly review the use of safety measures as part of a 'reducing safety net' built into a child's safety plan that responds to a reduction in risk, this must be a multi agency decision.
- ▶ The Reduction Safety Plan can be used as a tool for the Child/young person to see the timeline and how they will progress through the reduction plan.
- ▶ As part of reducing the risk around the internet it should be agreed which agency will undertake internet safety work with the child/young person. The education establishment may be the appropriate place to undertake this safety work.

*Lynne Chitty Care, Director Love146 UK*

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