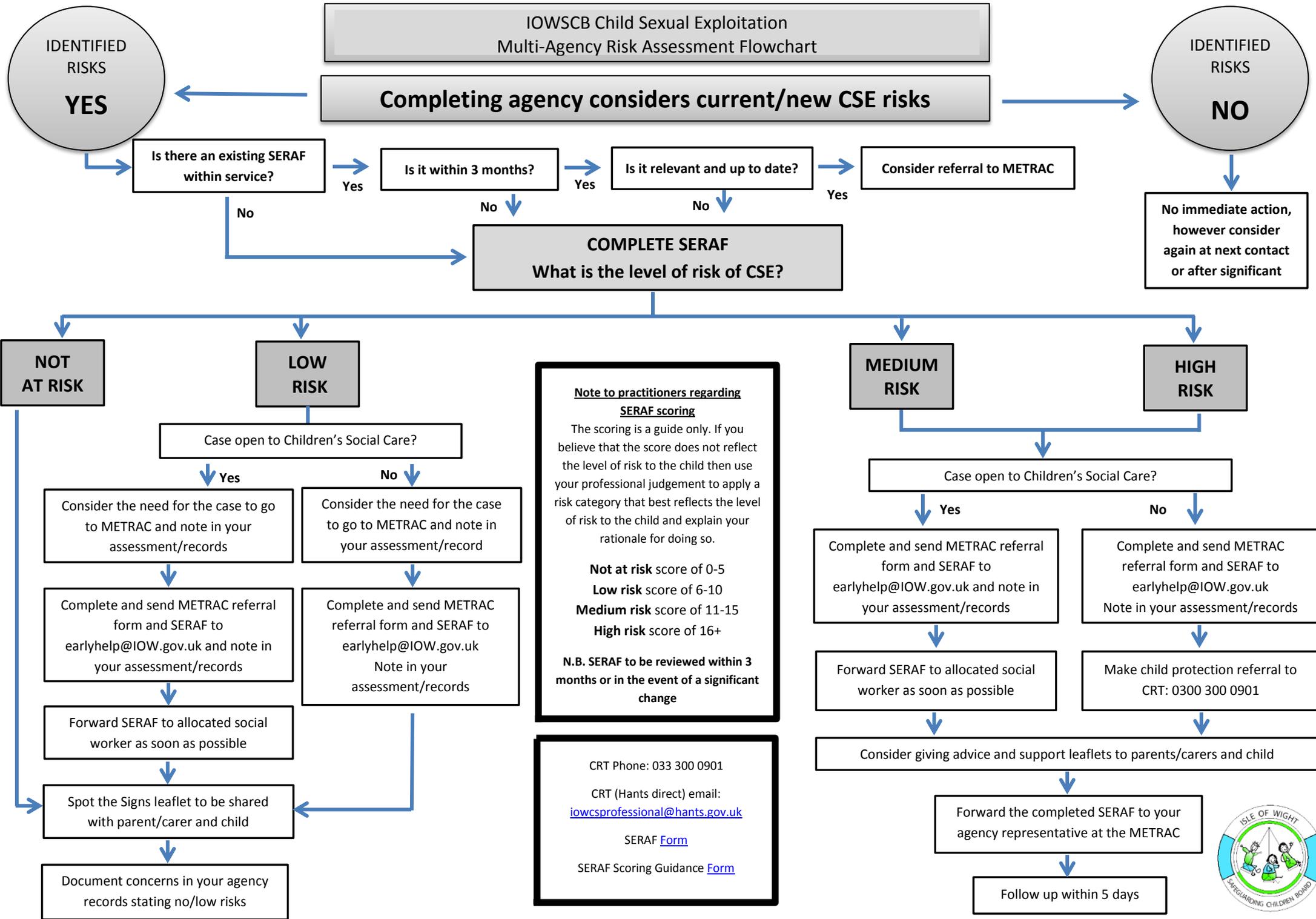


IOWSCB Child Sexual Exploitation
Multi-Agency Risk Assessment Flowchart



Note to practitioners regarding SERAF scoring
The scoring is a guide only. If you believe that the score does not reflect the level of risk to the child then use your professional judgement to apply a risk category that best reflects the level of risk to the child and explain your rationale for doing so.

Not at risk score of 0-5
Low risk score of 6-10
Medium risk score of 11-15
High risk score of 16+

N.B. SERAF to be reviewed within 3 months or in the event of a significant change

CRT Phone: 033 300 0901
CRT (Hants direct) email: lowcsprofessional@hants.gov.uk
SERAF [Form](#)
SERAF Scoring Guidance [Form](#)





Child Sexual Exploitation Risk Assessment process – Practitioner notes

The Isle of Wight Safeguarding Children Board has agreed to continue to use the Barnardo's SERAF risk assessment form which is an evidence based tool.

The Missing Exploited and Trafficked Sub Group (MET) agreed to produce some additional guidance and a flow chart to assist multi-agency professionals in completing the form and knowing what to do with it so that we can assess CSE risks to children on the Isle of Wight.

To reiterate what the Barnardo's scoring guidance says – the scoring is a guide only and it is important that you use your professional judgement, any contextual information you might have and consult with your line manager or Safeguarding lead in your organisation if you believe that the score does not reflect the level of CSE risk to the child. You should record your rationale for placing the child in a higher/lower risk category if you decide to do so.

Examples of contextual or additional information around vulnerabilities that might be significant:

- Children living in large chaotic families where a child may not be closely monitored or may be in a caring role for younger siblings - this could fall under lack of positive relationship with a protective nurturing adult or emotional neglect, but you would want to bring the specific contextual information to the risk assessment.
- Younger children living in households where they see parents /carers engaging in inappropriate behaviours that become normalised for the child, for instance parent who brings a succession of partners into the home or engage in inappropriate behaviours such as offering sexual favours in exchange for drugs - this could fall under family history of substance misuse, but you would want to bring the additional contextual information to the risk assessment.

Completing the risk assessment for a Primary School aged child:

The SERAF was primarily written with Secondary aged children in mind. Consideration needs to be given of the age of the child when completing the form and an additional 5 points is awarded where a child is under 13 and at least one significant risk indicator is present. Some of the risk indicators such as living independently will not apply to a younger child. If you are completing the form for a younger child, the contextual information will be really helpful. You might also need to write NA next to the risk indicator(s) that don't apply because of the child's age.

Completing the risk assessment for children with learning disabilities, physical disabilities, communication difficulties or autism:

The IOWSCB MET members believe that children with a disability or autism have both additional vulnerabilities and additional risks around CSE. The SERAF awards one extra point if a child has a physical or learning disability.

We believe that no child with a learning disability should be assessed as low risk if behaviours indicate involvement or risk of CSE. Not all children with a disability will be at risk of CSE, but those that are may be more vulnerable than other children. It will be important for professionals assessing risk to children with learning disabilities to record clearly the contextual information for each child and how this raises the risks and vulnerabilities for this child. Their professional judgement should be used to arrive at a risk category and a narrative should be added to clearly justify their decision.

These children may be more vulnerable or more likely to be targeted because of their disability and less able to seek help or to fully understand CSE.

Unprotected, overprotected:

Meeting the needs of young people with learning disabilities who experience, or are at risk of sexual exploitation, By Anita Franklin, Phil Raws, Emilie Smeaton

'Young people with learning disabilities share many of the same vulnerabilities to CSE that are faced by all young people, but there is evidence to suggest that they are more vulnerable to CSE than their non-disabled peers. The evidence also illustrates that this group of young people face additional barriers to their protection and to receiving support if they are at risk of, or have experienced, CSE.

There are a number of factors that play a part in the failure to recognise that young people with learning disabilities are at risk of, and subject to, sexual exploitation, including:

- The infantilisation of many young people with learning disabilities
- The social isolation of this group of young people
- Their lack of empowerment and voice
- The lack of access to information and education on sex and a relationships
- False perceptions that young people with learning disabilities do not have the same needs, wishes and desires to have a relationship as all young people, and/or that they cannot be sexually exploited