

Role: Teacher
Agency: Secondary Education

Background

Adnan*, aged 14, was subject to a Child Protection Plan, having been identified as being at high risk of child criminal and sexual exploitation, and spending time with older young people and adults of concern in the community.

Concerns had also been raised regarding Adnan's mother's ability to keep him safe, maintain appropriate boundaries and consequences and respond to him in a consistent and emotionally available manner.

Adnan's school was contacted by Adnan's social worker because of his refusal to engage with any professionals since the implementation of his Child Protection Plan. As a result, professionals were unable to obtain Adnan's views or assess how he was. It was felt that Adnan's class teacher, who knew Adnan very well, might be in a better position to speak with him.

Action taken

Adnan's teacher found time to meet with Adnan individually.

Adnan told his teacher that he did not wish to be visited by social workers and did not want to talk to anyone, because in his opinion, he was safe. He shared his reluctance to engage with professionals because of his mother's continuous comments that social workers would put him into care if he did not behave. Adnan also felt that his mother was "only doing what she is told because she has to", and that the improvements at home would not continue once Children's Services and the other professionals were no longer involved.

Adnan told his teacher that his allocated social worker had not come to see him face to face. This provided his teacher with an opportunity to talk about and explore ways to help build Adnan's relationship with his social worker. During this conversation, Adnan's teacher was able to explain to Adnan about what he understood his Child Protection Plan to be, why professionals working with him felt this support was required and what needed to happen in order for his case to close to Children's Services.

Through choice, Adnan had not seen a copy of his Child Protection Plan and had not attended any Child Protection Conferences, Core Group Meetings or any other meetings about him. Although Adnan felt that he did not want to attend any meetings, the conversation provided an opportunity to help Adnan feel more informed about what was happening in his life. Through hearing Adnan's views directly from him, his teacher was able to explain and reassure Adnan to help reduce his frustration and anxiety.

SAFEGUARDING ADOLESCENTS CASE STUDY: ADNAN

Adnan's teacher thanked Adnan for speaking so openly and reiterated to him that he was always available to talk with him, should he need to.

Outcome

Following the conversation with his teacher, Adnan contacted his social worker and agreed to meet them in school. This positive step was a turning point for Adnan and he has started to open up to his support network so that his views can be better understood.

An offer has also been extended to Adnan's mother to share her views. This will provide the opportunity to discuss her comments to Adnan and the impact that these comments have on his ability to engage and share his views with professionals. It is hoped that a conversation with Adnan's mother will also begin to make it possible for her to develop her parenting abilities.



**Pseudonym*