



## Cornwall and Isles of Scilly Exploitation Strategy 2025-2028 - Tackling the exploitation of children\*

Strategic Outcomes	What do we want to see?		How will we do it?
<p><b>Prevent</b> We are proactive in recognising signs of exploitation with a focus on prevention</p> <p><b>Prepare</b> We have the right response in place to help people that have been exposed to or affected by exploitation</p> <p><b>Pursue</b> We find those that are exploiting people and stop them</p> <p><b>Protect</b> We ensure that families, communities and agencies are protecting and supporting people that may be affected by exploitation</p>	<p>A <b>greater understanding of the local intelligence picture</b> in relation to missing people and exploitation, including the role that electronic communication has in enabling exploitation</p> <p><b>Practitioners are confident</b> in recognising and responding to missing people and exploitation concerns</p> <p><b>Communities have an awareness</b> of missing people and exploitation issues and <b>know what to do</b> if they have concerns about themselves or someone else</p> <p>The <b>multi-agency responses to exploitation work effectively</b> to prevent exploitation and protect the most vulnerable people across our communities</p>	<p><b>Delivery</b></p>	<ul style="list-style-type: none"> <li>We have successful <b>community awareness campaigns</b> and other communication tools that help identify the signs of exploitation; provide confidence in knowing where to report concerns; and support understanding of the impacts of exploitation on individuals and the community</li> <li>We have <b>increased co-production with communities</b>, informing local outcomes and the way we design services that are needed</li> <li>There are <b>clear processes and pathways between child/adult services</b> that ensure that young adults at risk of exploitation are effectively safeguarded</li> <li>We have <b>improved multi-agency support through transition</b> from children to adult's services</li> <li><b>Schools are supported</b> to take positive action to promote a whole school approach with a reduction in exclusions and a sense of belonging</li> <li>We have a <b>compassionate, non-biased workforce</b> where staff are trained to understand exploitation and trauma to help them support those affected by exploitation</li> <li>We <b>make improvements</b> that have been recommended to us and are <b>proactive</b> in seeking to improve our systems, approach, and response to exploitation</li> <li>Professionals work together effectively <b>to ensure people receive the right response</b>, the exploitation is disrupted, and perpetrators are held to account</li> </ul>

\*Tackling the exploitation of children, those with special educational needs and young people who are care experienced