

**Missing Children  
Return Home Interview Form**

NB this is an old word document of the RHI we used before the form was in mosaic, however the questions you ask the children are the same!

**1. Information Gathering**

**Missing Episode**

**Date of missing episode (s)**

(please indicate if interview is for multiple episodes)

**Where?**

(include specific area/address where available)

**Who with?**

Remember to include any information the young person gives you here – first names, nick names and write them in full, not as initials as this helps the police and practice development managers to map children that may be associating together and may help to consider if a response to a group of children is needed.

**How long?**

**Why has young person gone missing?**

What is the overriding reason they were not at home when they should have been? What do you think the reason was that you didn't come home when your mum/dad/carer were expecting you to?

**What may have contributed to missing episode(s)?**

(Push & Pull factors)

Use the push/pull cards here when you can, they will help you to then explore things that the child pulls out. If they don't seem right to use, think about what the young person has told you about why they didn't come home and explore this more with them – if they stayed out because of something that happened at school and were worried about being grounded, ask them why this would be problematic for them, you might then learn the importance of friendships or not being able to attend clubs they like etc.

**2. Young Person's Perception/View of:**

**Young Person's Views of "Position" in Family (genogram or Family Tree)**

Can you talk to me about who you live with? Who do you get on best with? Who can you rely on most? Who do you feel closest to? Why? Who do you trust most? Who is the easiest person to talk to? What kind of things do you like doing together? Do you do this together often? Scale the relationships they tell you about – on a scale of 1-10 how close do you feel to...? etc  
Maybe see if you can do a genogram or use the ideas we talked to you about in the workshop we did around genograms!

**Young Person's View of Education**

Do you like School, where do you go?. Is there a teacher that you can talk to? Have you got friends? Is there anything bothering you at School. Are you getting on ok? Have you received any exclusions or time outs? What do you want to do when you are older/leave school?

**Young Person's View of their Health - Physical, Mental, Emotional, Sexual**

Are you generally healthy, do you eat and sleep well?  
Can use wellbeing statements - is there anything stressing you out? Could use a scaling question, On a scale of 1-10 how do feel your emotional health is at the moment? Do you generally wake up feeling happy and positive? If they don't ask what stops this from happening? Do you know where to get help for your emotional health? Who can you talk to about things that are bothering you? Does this help? What do you know about sexual health, have you covered it at School. Are you sexually active? Where would you go for help if you are worried about something?

<b>Young Persons View of Relationships - Peers/Family</b>	<p>Can be covered under family section</p> <p>Tell me about the people who are important to you?</p> <p>We can ask about extended family, who is around?</p> <p>Have you a groups of friends in/out school. How did you meet them? Are they your age? If they aren't the same age ask things like 'how come you hang out with people older/younger than you?'</p>
<b>Young Person's View of their Substance Misuse</b>	<p>Do you drink alcohol, smoke cigarettes, vapes. Do you smoke cannabis or use other drugs?</p> <p>How much? how often, how do you afford it? Do they need any support with this? Could refer to YPDAS. Who would you speak to if you were worried about something in relation to substances</p> <p>Why do you use drugs – do you feel it makes you happy/forget stuff that you'd rather be reminded of etc?</p> <p>FRANK website is helpful (tell young people this is a good resource)</p> <p>Do your friends smoke/drink/use drugs? How do you feel about this?</p>
<b>Young Person's View of Risk/Offending Behaviour</b>	<p>Can you see that going missing/ being out on your own is risky? Do you understand why people were worried about you?</p> <p>What were you doing with your friends. Can discuss anti social behaviour(ASB). If they were with groups of children out in the community talk to them about how this might be perceived by other members of the community... the potential to be 'labelled' as causing ASB. Were you involved in anything criminal when you were missing?</p>
<b>Young Person's Use of Social Media</b>	<p>What social media do you use? Do you share your location on snap chat and who with. Do you know how to change it so you don't</p> <p>What would you do if you saw anything you were worried about on line? Discuss sharing things and not putting too much info on. Who would you talk to if you saw anything on line you were worried about?</p> <p>People say that social media can be dangerous if not used safely, what do you think about this?</p> <p>Explore if they do online gaming and if they understand how to keep themselves safe, maybe explore if they do, do online gaming, how much their parents might be aware of what they are doing – does this take place in their room or a family room in the house?</p>
<b>Young Person's View of their Vulnerability</b>	<p>Ask if they know what vulnerability means? Give an example, like being out in town on your own late at night. Did they feel vulnerable at any time while they were away, ask them why, or what was the scariest bit about being away from home? If they say nothing was scary, maybe ask them some things like what they would do if a drunk person approached them and they were somewhere where no one was around, or if a car pulled up to talk to them etc</p>

### 3. Other Agency Involvement- current & historic

<b>Agency/person:</b>	You are likely to know this as you are likely to be allocated to the child, but it is worth talking to them about other people who are involved and if this is helpful to them as it gives an opportunity to change their care plan
<b>Dates involved</b>	
<b>Nature of involvement:</b>	Is the support helpful, if not why not

### 4. Simultaneous assessment of parent/ carer including parenting/ unmet needs and parent/ carer's views and information where appropriate.

<b>Has YP been missing before?</b> (where possible include dates of previous episodes and any actions taken after previous incidents)	You can get this information from mosaic and detail should be noted here.
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<b>Has parent/carer always reported missing?</b>	If not why haven't they? Advise that they should be reporting?
<b>Parent/carer's main concerns about YP</b>	Ask what they are worried about
<b>Parent/carer's support networks</b>	Who support them, are they in any groups that support them. Could you suggest any. Suggest gaining support from friends and family

### **5. Strengths of YP & Family- protective & resilience factor**

What are proud of their child?  
 What does a good day look like at home?  
 Do you have family time together?  
 Does the Parent have a good insight about what's going on for their child?

### **6. What may parent/carer and YP be able to do to reduce risk and prevent further missing episodes?**

What the young person say they can do to keep themselves safe/ get them to be realistic  
 Ask if there is anything the parent can do to support their child, through something the child mentions like School issues  
 Have they the phone numbers of their friends, friends parents  
 Did they have a conversation after the young person returned home, have they made a plan  
 Have they a plan when their child is becoming overwhelmed, could they do one?  
 Suggest using apps.  
 You can add some suggestions

### **7. Any other important information not included in other sections?**

(Please include details of any difficulties in engaging a young person in the Return Interview process)

Ask the young person and parents if the RHI can be shared with the School or sections of it

Are there any comments that you would like to add that we think would be relevant (any tips that helped complete the RHI for the next worker)