

Reviews Which Analyse Exploitation in Children

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SPEAKERS

Nikki Holmes, Donna Ohdedar

D Donna Ohdedar 00:00

Welcome to the safeguarding and domestic abuse sector, for professionals working in the world of safeguarding and domestic abuse. And for anyone who believes in harnessing the power of sector led learning and improvement, the conversation unfolds week by week, season by season. In this space, expect to hear me talk about this work, which has the ability to change lives, alongside having powerful conversations with those who are taking action, and can inspire us on our learning and improvement journey. This is the safeguarding and domestic abuse sector. The episode I'm sharing with you today contains a summary of a recent powerful workshop, co hosted with myself and Nikki Holmes, independent reviewer and Chief Executive of Safer Together. What's special about what unfolded was that we as a group shared about the challenges of working in this dynamic, fast changing area of work. I recommend you listening, if any of this resonates with you, but also do listening if your work or the information you hold ever connects with or could benefit those who work to protect exploited children. Indeed, you may be a member of the review community interested in or working on a review like this, expect to hear a share about the need to constantly challenge our own assumptions, and be courageous enough to ask questions, even when we feel we're not an expert. These are some ideas to get started, we want to talk about the factors that would impede us in identifying an exploited child, we want to talk about the impact of COVID restrictions, the whole picture of that, we want to talk about the link with gender based violence, which is so interesting, because I thought that this was taking this workshop too wide. But it really isn't. We can't talk about what we need to talk about without that. And what we mean by child centred practice, shall we begin? So Nikki, the first point that we intended to discuss when we first talked about this back in the day was that if we can understand better the factors that impede us identifying an exploitative exploited child, and if we think about the new developments, the review, etc, that the National Review that we've had, can we explore what those

N Nikki Holmes 02:37

factors are? Yeah, definitely. And I think that this is something that's really important to think about critically for any person that's working within the exploitation space in any review, author that's authoring a review, based on an exploited child, because we're still not consistently

seeing the early identification of children who are at potential risk of or actively being exploited. We're seeing consistently that actually, that identification is coming in, in many cases too late. And therefore, it's really important to understand what are the different factors that prevent that early identification, of exportation. And I think there were many different factors and many different barriers. But I think one of the main barriers, and this really did come out in the national panels report is that we have a very fixed view and a very fixed perception of what cohorts of children and young people are more likely to be exploited. And I think what we know, and when we talk about COVID, let's look at this in some more depth, is that we really need to start to widen our lens when we're thinking about the types of children and the backgrounds that children come from, and then go on to be exploited. And I think that that's one of the main things, you know, we tend to be thinking that there are clear risk indicators. And I'm not suggesting that you know, that there aren't some risk indicators that really are red flags. We know that there are some factors such as exclusion from education, for example, that are clear indicators and red flags of exploitation and increased propensity of exploitation, but absolutely need to widen our lens and think about children more holistically. So for example, in review, the report from the National Panel just referenced, what that review really did find is that the majority children within the sample that they explored, was actually not in care. Were not in residential settings, but were at home with their families. So you know, that kind of assumption that we make about family dysfunction that children from families that are really kind of dysfunctional for want of a better phrase, I don't particularly like to use the term family dysfunction. I think we need to be really careful about how we use that. And what that leads us to think about, actually, its children in nurturing, loving, supportive families that are also victims of exploitation. So I definitely think these preconceived notions that we have, and often, you know, they come from research, they come from training, that takes quite a narrow view. But we definitely need to widen our lens when we're thinking about cohorts of children who could potentially be exploited. And one of the things that we as an organisation always say, is that every child is potentially a victim of exploitation, by virtue of the fact that they are children, and therefore vulnerable. All children have unmet needs, all children have the abilities to a greater or lesser degree. So I think we need to almost get into that space of recognising that potentially any child could be a victim of exploitation.

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Donna Ohdedar 05:49

Thank you, Nikki. So anybody who would like to go deeper on the vulnerabilities in the chat? What are those 21 cases that were involved in the National Review? So to me, I was reading the National Review with surprise at some of those, which, you know, it's important that I speak about that, because perhaps many of us do. And it's not reflective of cases that that I've seen, but this, we're going to add on the lens of the pandemic, which might change this as well. Would you like us to go further into vulnerabilities, we can move on to other factors, if we don't hear from you in the chat. Okay, thank you, Nikki, where else should we go with our factors?



06:37

I think another factor and I think that this is a really important factor as well. And we're talking about this when we're talking about the links between gender based violence and exploitation, which I think is a little bit we often don't acknowledge or don't really consider, but gender is another factor as well. So typically, what I see is within local areas, datasets, which highlight the fact that the majority of children that they've identified as being victims of exploitation are

predominantly male. And something that I think that we need to do is really, again, widen our lens and think about when we're looking at data, what is the data not telling us because we know that there are females who are also being exploited not just for the purpose of sexual exploitation, but criminal exploitation as well. So we're still seeing typically, young females being identified as being victims of sexual exploitation, but not criminal exploitation. And conversely, boys being identified as being victims of criminal exploitation and sexual exploitation. And what we know as well, is that there are different typologies of exploitation, I think it's a real positive now that we are seeing consistently local areas not just focused on sexual exploitation as they work in silos, but they are looking at other forms of exploitation as well. But where it intersects and I think that that is another risk factor that really impedes identification is that we're still really siloed typologies of exploitation, we're not recognising the overlap, and the inextricable links that exist between the different types of forms of exploitation. And to give an example of that, if we're thinking about what we know about child sexual exploitation, and we know, I would say, perhaps more about sexual exploitation and criminal exploitation, I still feel that this is a topic a type of exploitation that we're still grappling with. But we know that many of the female victims that have been identified as victims of sexual exploitation had also been criminally exploited. And yet that criminal exploitation was often overlooked and not recognised. And I think that gender is an absolute factor in why we're not always identifying victims of exploitation, or where we might only be in part, identifying part of the picture of exploitation for that child. So again, you know, really needs to be thinking about gender and gender bias and gender stereotypes, are we making the assumption that females are not likely to be gang gang exploited or criminally exploited, and making the assumption that sexual exploitation is less likely to impact on males?

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Donna Ohdedar 09:16


Thank you, Nikki, I think that we need to come back to this in spirals if we may, because we're going to touch on this again, later it later on, aren't we let's, should we leave it there for now and do some more factors because I think we need to come back in more depth on that.



09:33

Okay. I think another factor as well, if it's okay to move on. And then obviously, if there's anything in the chat, we can pick that up as we go. But I think we know that there is a body of evidence and research that highlight that being out of education is a red flag, you know, that children and young people who are excluded that are not accessing any education provision, the wrong real risks, they're around exploitation, but again, I think that we view this a lens that is too narrow and too prescriptive, because what does out of education mean? So if you've got a child, for example, who's maybe been electively home educated? And again, this links to the COVID picture, which are, let's say, a little bit more context, but I think we need to think about not just those children that are permanently excluded, what about those that are suspended? What about those that are extended, non attenders, so maybe only in education for a certain percentage of the time? Or what about those children that are home educated, and we've seen reviews where actually, you know that risk has been completely overlooked. But that child has been exploited within the typical school day, but they're at home, so they're not on anybody's radar. And they might be involved in county lines activity, for example, it's routed through county lines methodology that back home in time fatigue. So before parents and carers have even recognised that that child's not been present, we know that there are situations where

parents and carers feel that the only way they can support their child with their education is by opting for elective home education, because things are not working out at school. And, you know, that presents some parents and carers with a real challenge, particularly if they're trying to still maintain employment, while supporting their child, legal loopholes around elective home education. So again, another factor that I think prevents that timely identification of exploitation is recognising that mobility is not just linked to being permanently excluded. So if a child is not consistently accessing education, there are risks there as well, that needs to be considered. And saying that I always say, you know, I think this kind of links into missing as well, it's harder to have that child on the radar when maybe they're being electively home educated, for example, but typically, we only really think about risk associated with missing if that miss an episode is overnight, or if that child is absent from the family home or somebody doesn't know where that child is in the hours of darkness. But harm doesn't only happen in the dark, and you have to be missed to be missing. So if you've got a child, essentially, who their parent carer, they believe that that child is at home, within, you know, the, the hours of the typical school day, maybe they've set them some work, they're hoping they're getting them getting on with that work. But if that child is then not at home, present at home, and is being exploited, but is returning home, then typically, we might have a situation where they're not ever reported or perceived as being missing. So again, it got me thinking about the risks to being out of education is really important.

 Donna Ohdedar 12:40

So we before we move on from factors and into another area, there are many factors that are related to ourselves and the way we organise our services as well as to our service users.

 12:54

Yeah, definitely. And I think something that's really important and another factor that really impacts the ability to identify exploitation. I think it's been important to bring this to this space today. I think there's an element of desensitisation as well, for services. I think that there is almost or at least a hypothesis that I have and a real genuine fear that have is that this issue is so prevalent and so commonplace now that there's almost like a desensitisation normalisation. And I'm picking that up, actually, even in kind of media and press reporting of these issues. I think when there was a real press interest in an immediate interest in the field of exploitation, counselling, in particular gangs, serious youth violence, it was continually reported in the press, there was a real kind of shock factor, a bit of public outcry in relation to what was happening. And now you often see these stories sort of really hidden within a newspaper, or not really consistently being reported in mainstream media. And I think we have to ask why. And I think that we need to recognise as well that safeguarding systems are essentially on a daily basis now fighting Serious Organised crime. And that is not something that any safeguarding system was ever designed to do. And actually, you've got practitioners, social workers, youth workers, health professionals, that are going to work dealing with these really complex, challenging issues. crimefighting, essentially, which is again, something that they have never been trained, or went into that profession to do. And there's some real fatigue, I think around that. And I think that that's really important to recognise as well, the real challenges across the whole system. In responding to these issues. You're essentially dealing with children who are at risk of immediate harm and death on a daily basis. And I think there's a real element of trauma not

just for the child, not just for their families, their communities, but also the practitioners that work in support them as well. And I do think that that trauma sometimes gets overlooked in lost.

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Donna Ohdedar 15:11

So what we have is a complex problem often referred to as a wicked problem. And we've got more areas of discussion to, to discuss ourselves and tip to deliver content on. So shall we move on, Nikki? Because so, so many of us are really interested in the fact that we can rest on our laurels and view this in the way that we're used to viewing it because we had a case that wasn't very recent. Or we could really think about what has shifted, why this landscape is so different post pandemic. Can you speak to that?

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15:54

Yeah, definitely. I think it's a really important point to raise that this was a complex landscape pre pandemic, but I think it's an even more complex landscape. And I think that anyone who offers reviews in this field, anybody that works in the field of exploitation, one of the things that's really challenging is that exploitation always feels to me like some shifting beneath your feet, that you feel that you're getting to grips with what's happening locally or nationally. And then the ways in the techniques and the sophisticated means that exploiters exploit children, shifts and changes all the time. And that's certainly felt during the pandemic. And there's some really brilliant research, actually, that was carried out by the rights lab at the University by Dr. Grace Robinson and Dr. Ben Brewster, that focus specifically on how the pandemic and how national restrictions, local restrictions and periods of blocked down really did shift that landscape and what that translated as for children and young people, and the complexities that was associated with that. And to give some kind of insight into that research, when it kind of highlights it. And it really resonates with the findings from that much earlier National Review was that the vulnerabilities that we often perceive as being directly linked to exploitation was not always accurate predictors of exploitation. And what we saw actually, is that the demographics of children who were being exploited is significant significantly changed and shifted. So for example, we're seeing more affluent children and young people from those more affluent backgrounds being exploited, exploitation being really digitally enabled. So there was many cases where children had never met the personnel, the people that were exploiting them, because a lot of that exploitation had been facilitated online. And I think that that is really scary. And I think that that's something that's really challenging for systems that are already challenged. Because what I'm seeing across the country is a real commitment to understand contextual safeguarding, and to carry out contextual risk assessments and to try and understand that child's life and their lived experience and all of the places and spaces that they navigate in extra familial context, but I don't think it goes far enough to even think about their digital presence, their online presence in the online world at navigating. And so that I think, is a real risk factor in it. And a real complex factor that we have to unpick and explore more in with us is how well did agencies, how well did practitioners actually delve into that child's online persona are annoying. And that's something that really came through that research, and also females as well. More females being criminally exploited, again, something that I think that we are overlooking, consistently going back to the point that I made about the role of gender, and also the age of victims of exploitation as well, so younger children. And I kind of wonder whether that plays into that exploitation over online spaces, a lot of exploitation through the

means of gaming, for example. And beautiful as well, I think that it really highlighted and something that we need to be mindful of, is when we're thinking about risk factors, do we ever think about boredom and isolation as being a potential precursor to exploitation? And I would argue, probably not all inconsistently, and something that the pandemic taught us all is that, you know, isolation, loneliness, and boredom is an absolute risk factor, not just in terms of mental health, but actually for young people who are isolated away from their peer groups, who have very limited contact with the outside world, you have no routine or their routine is taken away from them, that can have a real impact in terms of their vulnerability to exploitation. And I think actually it kind of links to those young people that are excluded and marginalised education, very similar in that they are precluded from having their own peer groups, they are no longer in any kind of routine. And so I think there's some similarities that can be drawn there.

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Donna Ohdedar 20:15

So, we, we came into this under the current context and the question about the pandemic, but this is post pandemic two. And if we think about lived experience, or the reasons why the child in the centre of this doesn't choose to identify themselves doesn't choose to disclose in any way. If it's normalised externally, is there an issue that internally this is all normalised to?

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20:48

Yeah, absolutely. And I think there is a real normalisation within PE groups amongst children and young people that this is the norm. This is some form that you navigate as a child, and particularly as an adolescent. And I think that we really see that in the space of serious youth violence, you know, there's an element there of contagion. But if you are a young person, and you are living in communities that's really impacted by violence, or where you know, somebody who has been impacted by serious youth violence or exploitation for that child, you know, that that's going to have an impact on sort of their cognition around this, that they kind of feel that there's a real sense of safety. And if they feel actually that they are not understood or protected by parents or practitioners than the only means that they potentially have to protect themselves. And that's where I think you can see the real risk of gang involvement, gang affiliation. And I think that what we really need to do is a bit of an aside, I know that we're not talking specifically about co offending peer groups or gangs today. But I think that there is an element sometimes of we almost dehumanise children, who are being exposed, particularly criminally exposed and are displaying certain behaviours are involved in criminality, which is being commissioned as a result of their exploitation, we lose that we just see the criminality, we're still often just seeing the perpetrator before we see the victim. And I've seen that quite consistently, in some cases that I've been involved in that. And I think that this is why that identification is late, is because the fixation has been on the offending behaviour and the criminality. And then it's not until later down the track that those conversations about being a victim of potential exploitation, modern slavery, child trafficking, forever explored. And so what I think we need to do is absolutely reverse that. And I can see in some local areas that there's a commitment to see the child first. But I still don't think that that's consistent. And it is embedded is where we need to be so really important that we flip that narrative, and it was seeing the child first before we're seeing or exploring any criminogenic behaviour.



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Donna Ohdedar 23:16

So finally, Nikki, on this point about the rapid dynamic change, this is fast moving for all of us. We may all be confused by brand new nuances. Certainly, this is low level, certainly, you know, I have two teenage girls in my house and who don't seem at all shocked to be asked for noobs that, you know, they don't seem outraged. It seems normalised. And I don't, I don't quite know how to react to that. It's not what we saw, in our in older generations, we didn't see this. So, you know, it feels like it's so dynamic, that this should be part of our analysis of what's going on.

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Nikki Holmes 23:57

Yeah, absolutely. And I think that that's really important to understand context, the context that systems are working with. And I think any review that's focused on exploitation, as it stands in that context is really, really key. I think sometimes what we can do is think about the national picture and maybe lose some of that, that kind of local analysis and local picture, which I think really helps to understand the why, you know that why are organisations responding to these issues in that way? So I think that that's really important, because it is so dynamic. And, you know, we see, we can see certain methodology emerging in certain parts of the country that might take a while to be kind of embedded nationally. So yeah, I absolutely think that that's a pivotal when undertaking any review process focused and exploitation. Thank you.

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Donna Ohdedar 24:47

So this is broad. So I've try not to ask it in too much broad terms. When we talk about how this links with gender based violence, I think We're also in the realm of we, in earlier generations didn't understand it enough. So I think when we talk about the link with gender based violence, we might understand some of those concepts more, it's hard to understand, for instance, why going to a gang would be the feel like the safety of a gang. So can you kind of explore that, in that way for us to help to help us with that, too.

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Nikki Holmes 25:25

Yeah. And I feel really passionate about this. I know that when I sort of proposed this, it was kind of like, you might have thought I was going off on a bit of a tangent with this one, and a lot of people do. But there's a method in my madness. So often, what we see is the exploitation and gender based violence and Indian male violence against women and girls are two strategic priorities. And often you have two strategies, but there's no insect, or crossover between those strategic priorities. And I always scratch my head a little bit as to why. The reason being is that I think gender is a really important factor to consider in exploitation. And often when we think about gender based violence, we are thinking about the disproportionate violence that's committed against women and girls. And that's absolutely right to have that focus on that. But sometimes, I think that we lack that really critical and important exploration of what gender based violence means for boys as well. And, you know, for example, we think about objectification, we think about gender stereotypes, we think about gender roles, and what that means being a female, and the limitations that that has on being a female. But what about the impact on boys. And I think that if we explore that, it's absolutely linked to serious youth

violence that you often find linked to exploitation. Because, you know, consistently, those gender norms are so pervasive that you have boys growing up feeling that they need to embody that masculinity, and don't really label it as toxic masculinity, because that kind of suggests that there's something wrong with being masculine, and it isn't. But they have a notion of view and that societal expectation of what being masculine means. And being masculine means being able to protect yourself, you know, to stand up for yourself. And I think that what's really key is that we explore that when we're thinking about exploitation, because, for example, our boys potentially go around communities are attracted to being involved in gangs, for example, because or affiliated with gangs, because it embodies what they believe is masculinity, what they believe that they should be embodying what they believe they should be a stereotype of. And I think that weapon carrying is absolutely linked to that, that sometimes weapon carrying, you know, having a knife is seen as a sign of, of masculinity. And so I think that when we're thinking about educative strategies, do they go far enough to cover these issues? And actually, you know, I think as well, it's about those stereotypes, how we embody those stereotypes, how we're conditioned to accept those stereotypes as practitioners, as I've already touched upon that we tend to view females as being typically sexually exploited, but are less likely to be criminally exploited or gang gets processed. And we know that that isn't the case. That's, that's so simplistic, and that we need to really think beyond those stereotypes. But actually, internally, think about how those stereotypes shape our behaviours and our perceptions.

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Donna Ohdedar 28:27

I'm going to bring in Paul's point now and Nikki, because what Paul has been thinking about with his safeguarding partners is, what are the online life of a person would look like if that if that young person had suffered harm, and were subjected to a review, and it made me think about local looks at things national looks? I mean, I fear that we've had a national review. So it's not likely that there's going to be another one soon, even though it feels like this shifts again. So but you were talking about knife carrying, you know, cook? Would this would this look at the young person's online life think? Well, that that's, we could see that again, now we know where the knife carrying came in by looking at that young person's online life?



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Yeah, I think you absolutely have to, because, you know, what we know is these platforms that Snapchat, for example, that facilitate sale of knives, you know, that it's not uncommon for children and young people, even those that are maybe not on anybody's radar for the for exploitation or risk or vulnerability around exploitation, but the content that they're seeing, you know, they are seeing images of children literally being slain on the street, or they are seeing some horrific violent graphic images, which I believe really feeds into that desensitisation, normalisation of youth violence, and we need to think about what that feels like for the child. And I think sometimes what we can do as practitioners and as systems is we make an assumption that a child is safe, but we don't think about the child's perspective. Do they feel safe. And I think that being safe and feeling safe are two completely different concepts. And if you've got a child who's spending lots of time online being bombarded with this content, maybe they feel too frightened to talk about what they've seen, because they're worried that their phone or their tablet will be taken from them, for example, they might be in trouble for seeing certain content, or there could be reprisals for talking about what they've seen, then

they're internalising all of that fear. And that's going to play out potentially maladaptive ways. The more of it the maladaptive ways that that might play out is that they feel so unsafe, that they align themselves to peer groups and networks that they believe could afford them that sense safety when they're navigating those communities, which is where you might see that gang affiliation. And something that I talked about a lot and I feel really passionate about is not dehumanising a child, when you see that, understanding that in context, if they don't feel safe in their communities, if they feel that actually the police are there to punish them. And they're not there to protect them, if they don't have that safety network within their families. Or that they feel actually that they might be nurtured and supported by families that they would be unable to keep themselves from this type of harm, then it's completely rational and understood in context, why some young people might see gang affiliation and protection.

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Donna Ohdedar 31:27

Thank you, Nikki. And thanks, Paul for the point. And be great to see like a local thematic review that that did that wouldn't it would be sure you have many things in the work plan, but it just sounds like an excellent piece of work. That would be interesting to all of us. Thank you. This one is large Nikki, what do we mean by child centred practice? Where have where do we veer away? Where do we inadvertently miss that? And where do we do it? Well,

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Nikki Holmes 31:59

so I think child centred practice is what it says on the tin, you know, practice, it's centred on the bat, Child's lived experience on that child's world, and is really centred on gaining that child's perspective. So not making assumptions on what that childhood experience is like, making decisions with the child. And of course, there will be times when maybe statutory partners for the purpose of safeguarding reasons and child protection reasons have to make decisions that that child really doesn't like. But I think there's an element of it's laying in the rationale, how many times do we do something to a child rather than with a child? And I think actually, we're perhaps better in the adult world now of, you know, having that plenty of person centred practice. But I think we really lagging behind in terms of child centred practice, I think sometimes what we think is that we know what that child needs without really knowing the child. And that what we need to remember is when you are working with any child who has been exploited, that there have been completely disempowered. And so what we have a role and responsibility to do is actually empower that child. And to do that, I think that you have to be absolutely child centred. So thinking about what not you think the child needs, but knowing what that child's wants and needs are. And that's difficult, because potentially you have children who are completely distrustful of adults, particularly if they've been exploited at the hands of adults, or someone who's significantly older than them. And or where there's been any form of power imbalance, it may be really difficult to form those relationships where that child feels safe to talk about actually what they need and what they want. And it might be actually the child doesn't know what they want anymore, because of the place that they are nowhere. But often, I think that we do make assumptions, rather than having those child led child centred conversations.

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Donna Ohdedar 34:02

Now, what we know from reviews, which are a narrower snapshot for them practice is that, as a

review community, we're finding it hard to ask the difficult question. So for example, many, many reviews do not mention race, and many more of those reviews, even if they mentioned race, do not go further and ask about what did that mean for how services were experienced? What did that mean for that particular child?

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Nikki Holmes 34:37

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Donna Ohdedar 34:40

it's almost easy to say that what we're going to do is place the child at the centre and it all will be well, because there's a level of courage that that takes in how far we're going to probe and go deeper.

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34:57

Yeah, and also, you know, if for many reviews, unfortunately, we can't gain that child's perspective, because they're no longer here to give it. And I think that that's really important as well to recognise. So where do we get that child's perspective and their views from if suddenly they've lost their life as a result of exploitation. But I think in terms of your point about race, it's a really important point. And I always feel being completely candid and honest, know that this is a safe, reflective space, that as a, as a white woman, I sometimes feel reticent to explore and talk about these issues. But I always channel that and refuse to not have these conversations, because they are absolutely critical. And I think that my view on this is that that reticence and that reluctance is sometimes shared with systems, as you've kind of alluded to that there's a kind of trepidation around, not talking about these issues, not delving into this and in reviews, not delving into this in fear of causing more harm, particularly. But what I think is really important, is that sometimes I think we conflate issues of adult suffocation and racial prejudice with intersectionality. And so sometimes I think what we do is that we try to avoid the issues of race, because we don't want to attribute any adult suffocation bias. But by doing that, we're ignoring all of the intersectional factors that have impacted on that child's lived experience. And so for me, it's almost like a pendulum, or a seat in my head is a pendulum where you've got adult suffocation here and intersectionality there. And if you're kind of focused on avoiding adult suffocation, that doesn't mean to say that you don't look at intersectionality. That doesn't mean to say that, you know, by kind of not attributing the factor of race to that child that we're, you know, that's anti racist practice, and that we're avoiding the notification bias, because actually, race is an important factor for these children. And I can think about a review, where they've been so careful. And I've been really mindful, they've learned a lot from previous reviews where race is an issue with Delta vacations an issue, which meant that that child's experience of services had been, not as they should have been, you know, they've been in real kind of stereotype of that child, that child had clearly been viewed more as a perpetrator rather than a victim first and foremost, and race is absolutely a factor in that. And this local area was really working hard to acknowledge that and avoid any racial prejudice. But by doing that they've not even considered in sexual practice in that child's life. And I think that that's something that's really important not to conflate those two concepts.

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Donna Ohdedar 37:53

If all of this conversation is setting off the light bulbs for you, if you wanted to train and go deeper with us, within self score, we do have an entire module on analysis, and self scores about to start so I'll share these few slides. And also, if you're in the CPD team, these reviews lend themselves very well to questions that use appreciative inquiry. And you can do your Appreciative Inquiry certification with us if you are in that training space. So what do we do in subscore, we're talking about these codes. We've talked about becoming an active leader in our reviews, we look at systems methodology and undertake exercises on that. We look at how to learn from strong practice in reviews. We boost our knowledge about you know, what underpins our reviews, and we undertake action learning. So we undertake a simulated learning event from a script. And self is really coming from the point of view that lots of reviews are swamped in detail. So what we what we've lost in our focus on is the analysis sometimes. So why do I believe exploitation cases can very often lend themselves very often to an appreciative focus? I think because we've talked about the wicked nature of this problem, you know, automatically if we've got a cross boundary issue, for instance, we think that adds complexity. That alone the fact that we're often bringing in agencies who were less used to this likely to have had to try to work across agencies before and they're those important agencies, if we're talking to licencing colleagues or taxi drivers, etc. If what's happened is happened in the physical space rather than an online space. And the kinds of questions that you might use really do lend themselves to this appreciative focus. So what we use in self is these three modalities Appreciative Inquiry solution, focus And solution to focus practice and strength base. And we apply it in four different places of the review. So feels very important for cases like these come to those questions shortly, because I think they relate strongly to silo working. So what you're going to see in the chat is a link, if you want to set have yourself assessed, whether you're eligible for this training or not, might be for you, if you're involved in your reviews. Or you can see this changing focus, you want to keep making upgrades, because we do, we do stay on top of that, even though, for instance, if you're working alone, you might not have seen this type of case for a year or so. So we're sharing all the time in our community, you'll receive a six week orientation phase where I facilitate you live all the way through six core modules. And we stay in touch with q&a and internal online groups. Now, when it comes to undertaking the review itself, it feels that this one to one mentoring introduces a situation where we acknowledged that two heads are better than one. So it might be the hidden nature of what's going on in an exploitation case, it might be that we talking about these cross boundary issues or across professions who don't normally work across agencies.

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And it might be that we're tackling something like silo working, but perhaps not recognising how we turned silo working into actions. How do we turn that we're trying to do a good job that are part of the partnership who's commissioned us? But how, how on earth are we, you know, isn't that just so deeply cultural and embedded, that there's not really something implementable for an action plan? Well, this is where, you know, post course, your mentoring, and your library, your access to all of these workshops like this, because they're all in there in the library really helps. So it's when we get into the complex stuff that it comes into its own, you might want to do it because you want this network, you might want to do it because you're starting your master's degree or would like to use the credits from this towards your master's degree. So if you were to sign up and you'd come to this workshop, you would receive the reviews with an appreciative focus starter kit. Now that includes everything about the three

approaches, and where to use which approach in the four stages of your review. So if you made a purchase this week into our training, that's what's on offer that helps you with your reviews. The second one, and this is very, very pertinent to silo working, is the other guide. Now this is six solutions focused questions that convert silo working into positive actions. So the first thing I would like to say might be that Nikki wants to share about silo working as well is that I think we need to remove all notions of stigma from silo working. So we're all silo working every day. I'm sure that when Nikki and I decided to undertake this workshop, there were many ideas that came into Nikki's mind or came into my mind in the intervening time that we haven't shared with each other, that would improve the richness of this workshop. You know, we're all doing it every single day, on a micro level, or on a macro level. And the reviews that are very quick to trot out the terminology of this silo working without really thinking about the why. And the ones that aren't aren't getting us this far, in my opinion. So I asked, I asked a poll question in several places. I asked you on LinkedIn, I asked the silk trainees, I asked it in three places, also, leaders in review practice group. And I asked Do we think silo working comes because you could type in what you think now as well. So is silo working mostly resulting from number one, and the practitioner doesn't have a clearer picture of who's out there in the wider network. So you might type in a one if you think that's where you're seeing silo working come from. Number two, is that the practitioner is so overburdened by their day to day tasks that it prevents them from seeing the bigger picture. You might type in a three if you think the practitioner doesn't see themselves as critical to this bigger picture. And you might type in a four if you think it's something other than all of those, like management structures, etc. It's when we get into the why of it. We can really create, you know, some positive action plans. If we think it's a management structure. If we think that management, don't invest in practitioners understanding the bigger picture, we can create an action around that. What do you think, Nikki?

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Nikki Holmes 45:15

I have to agree with Louise. I think it is a mixture of all actually, I certainly think that there are some practitioners that they don't see themselves as part of the solution to the issue. And I think that that's something that is a really important recommendation to consider where you find that is how do we get everybody part of the exploitation agenda because everybody potentially has a role to play? And I think, you know, just seeing something here, actually, Bethan about services are reactionary. And I think the fact that we are seen as late identification with that, absolutely add weight to that. But services are reactionary, but it's about understanding why they actually, and I think a lot of services are reactionary just because of capacity. And I think that linking this to the theme of COVID that we'll start to explore and delve into today is, you know, there is a real is going to be the legacy of COVID felt for years, I think that something that I wonder whether or not you know, a lot of organisations have not gone back to their normal ways of working, there's still so much virtual work and even within teams that that really you would expect to maybe be working in kind of that face to face way. And I wonder whether that information share and potentially that kind of colocation, which we know can be so valuable between services has, in essence, been lost, or at least depleted, because of these new hybrid ways of working. So those are things to consider as well. But I absolutely agree that I think it's a bit of an amalgamation of all of those four points. But yeah, at that point about, you know, service has been reactionary, I think that's really interesting, we need to see more proactivity and I think that sometimes, you know, we need to remember that multi agency working takes time. And when you are at capacity, time is not a resource that you have. And you know, sharing multiple kind of information input form information with multiple forms, multiple processes. You know, an organisation will only receive

information for this room, but another organisation requires it on that form. It's time consuming. And so when people are really up against it, you can almost understand operationally, why that is lost.



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Thank you for listening. If this episode has been useful, or enlightening, please leave me a review on iTunes. I'm always open to feedback, and I will really appreciate your view