

Learning from Research:
Responses to, and experiences of,
extra familial risk and harm

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Rethinking adolescent safeguarding




'I have a right to be the person I want to be
...And I have a right to live full life as the next
person...like your start doesn't determine what
your future is ... nor what your ending is, do
you get it?' I resist the fact that you are who you
are- you can always change at any point in your
life.'



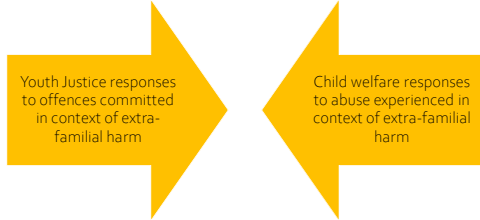
Why is this so
tricky?



Services and professional systems should address every level



Rethinking (in the context of binaries and structural assumptions about who young people are and what needs to be addressed)



Binaries and assumptions enshrined in law...

...care proceedings lumped together delinquent and naughty children with abused and neglected children. This meant that the procedure was deeply unsatisfactory. The model was based upon proceedings in respect of *delinquent or naughty children* – those who were *out of control, falling into bad associations or in moral danger* – rather than proceedings in respect of children who were suffering or at risk of suffering neglect or abuse

Hale 2019: 2



 **The Innovate Project**
Researching youth, risk and complexity



Innovate Project: Research methods

Examining the processes of change at the different stages of innovation, and the levers and barriers of innovation


- Ethnography
- Interviews, surveys and focus groups
- Case file reviews
- Data management systems
- Documentary analysis

Exploring how practitioners, young people and parents experience the new service or intervention

- Participatory interviews over time
- Staff surveys

Examining the effectiveness of the new approach for addressing EFRH







- Exploring appropriateness of outcome measures
- Examining service pattern and outcome data
- Cost-effectiveness analysis










What the project was aiming to achieve


Typology of effective or promising professional responses




Relational: draws on, or aim to build, relationships between young people and protective adults




Interagency: structures and policies to improve interagency working









Contextual: approaches which seek to change the contexts within which EFRH occurs and any associated structural drivers



EFRH-specific: Systems or interventions that address the specific dynamics of EFRH, rather than generalist adolescent, family or context work



Youth-centred: relevant for, and accessible to, young people

What does the safeguarding system have to offer young people?

- Our data suggests we need approaches to
- Push us beyond existing parameters to re-imagine:
 - service design and delivery
 - concepts such as responsibility, privacy and care as they pertain to adolescents and extra-familial contexts



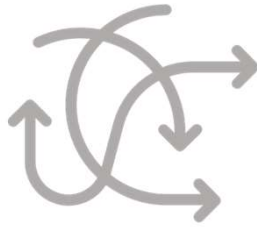
Key challenges:

Respect & privacy

Family

Responsibility/responsibilisation

Belonging: friends, community, identity



What would it look like if the 'system'...

- Focused on **collective responsibility** for the conditions in which young people exercised choice
- Prioritised friendships, **connections** to community, and romantic relationships?
- Sought to ensure young people felt their **right to privacy** was respected?

What does this look when the harm some young people face is extreme and unpredictable?

Is a 1:1 casework model perpetuating the silos of responsibility that do not seem to address EFRH?

Bare life	Safe/unsafe
	Victim/perpetrator
	Agentic/vulnerable
Full life	Belonging & mattering
	Hope
	Well-being
	Flourishing

Agamben G (1998) *Homo Sacer: Sovereign Power and Bare Life* (trans. Heller-Roazen D). Stanford, CA: Stanford University Press.



'imperfect victims' & resistance

- Responses to young survivors of sexual violence tend towards competing dynamics of paternalism or victim blaming (Hallet, 2016)
- Tensions surface when interventions reflect a 'rescue' imperative (Hayden, 1999) negating young people's desire for agency an influence or an inadequate performance of the 'victim' role (Beckett, 2019)
- Young people's actions to resist or counter diverse forms of harm (interpersonal OR institution) is misrecognized, framed as obstructive or pathologized.
- Their resistance is a problem rather than a resource

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How do we use this word in relation to young people?

Resistant to...

What body language indicates resistance?

What behaviors are resistance?

Why are they 'resisting'?



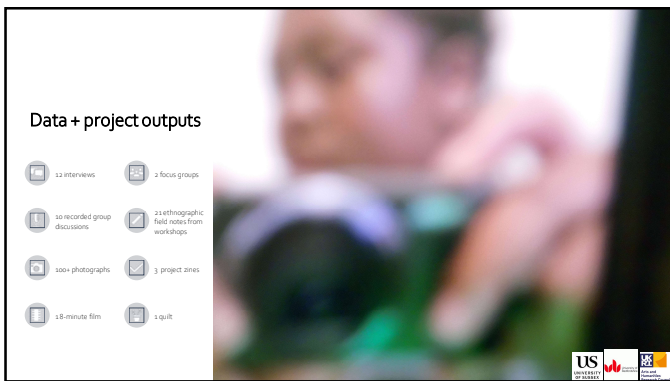
Research Questions

1. What does resistance look like and mean to young people affected by sexual abuse and exploitation?
2. How might participatory visual methods help young people represent and understand their own experience of resistance and how might they help change professional practice and shape the discourses surrounding sexual exploitation and violence?



Data + project outputs

- 12 interviews
- 2 focus groups
- 10 recorded group discussions
- 21 ethnographic field notes from workshops
- 100+ photographs
- 3 project zines
- 15-minute film
- 1 quilt



Acts/practices of resistance

Weightlessness	Power	Agency	Misdirection
Fun	Free	Relief	Defiance
Kindness	Protecting my core self	Fighting back against expectation overload	Fighting back against sensory overload

Resistance: protecting the core self

- Understanding the relationship between resistance and protection:
 - 'space for action' (Kelly, 1988)
 - Reframing terms like: 'self destructive'; 'maladaptive'; 'unhealthy coping'; 'self sabotage' 'short-sighted' to: sense of self; integrity; self-efficacy; agency

Film

'Where there is power, there is resistance'

Where there is resistance, there is power'



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Researching youth, risk and complexity
www.theinnovateproject.co.uk

Free webinar launching a new open access book published by the Policy Press
1st May 4-5pm on Zoom
Innovation in Social Care
New Approaches for Young People affected by Extra-Familial Risks and Harms

with Michelle Lefevre, Nathalie Huegler, Jenny Lloyd, Rachael Owens, Jert Damman, Gillian Ruch and Carlene Firmin
Hosted by Isobel Bainston, Commissioning Editor, Policy Press

Book in here:
<https://forms.gle/AR8gTijgN8i8N8u8>
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DEPARTMENT OF SOCIAL, HEALTH AND SOCIAL CARE
UNDERSTANDING AND ENGAGING IN TRAUMA-INFORMED PRACTICE CPD (ONLINE)
A 15 CREDIT MASTERS LEVEL MODULE

ABOUT THE COURSE

The module is taught by the University of Sheffield Department of Social, Health and Social Care and is the only CPD module of its kind to be delivered via a webinar.

The course is for practicing professionals from a range of disciplines and professional settings where interacting with vulnerable children, young people, adults, and communities is central, including social work, policing, and community practice, education, and health.

Drawing upon the most recent research and evidence from practice, the course enables those in their practice and in the responsibility to engage with adults and children through their organisations – for all adult services and children.

This course will explore the role of trauma-informed practice in the development of understanding the emotional, intellectual, and social well-being and safety of vulnerable people through:

- Identifying trauma-informed practice to better practice safety and health, wellbeing
- Applying principles of trauma-informed practice to the original of professional
- Identifying specific strategies to manage the impact of working with trauma-informed practice
- Identifying the role of trauma-informed practice in professional practice

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