

Relationships, Risk and Restorative Approaches: Doing Things Differently for Young People



Welcome

Jenny Coles, Chair of the Association's Families,
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Remit of the ADCS Families Committee

The Families, Communities and Young People Policy Committee holds the remit for early years, safeguarding, community safety, family justice, youth justice and youth work on behalf of ADCS.

Over the last 18 months the committee has had a keen focus on vulnerable adolescents and the risks they face - particularly CSE and radicalisation - and more recently on the way children and young people in conflict with the law are both viewed and treated.



research
in practice

Risk, resilience and relationships

Dez Holmes
Director
Research in Practice

Dartington





(Thornberry et al, 2010)

...many adolescent interventions are either downward extensions of adult programs or upward extensions of child programs...

...the biggest challenge is prioritising them... we can't rush out to a sixteen year old who's perhaps sofa-surfing and perhaps experimenting with drugs and getting into crime... we can't prioritise that when we're working with 0 to 5 year olds in, you know, some pretty dire situations.

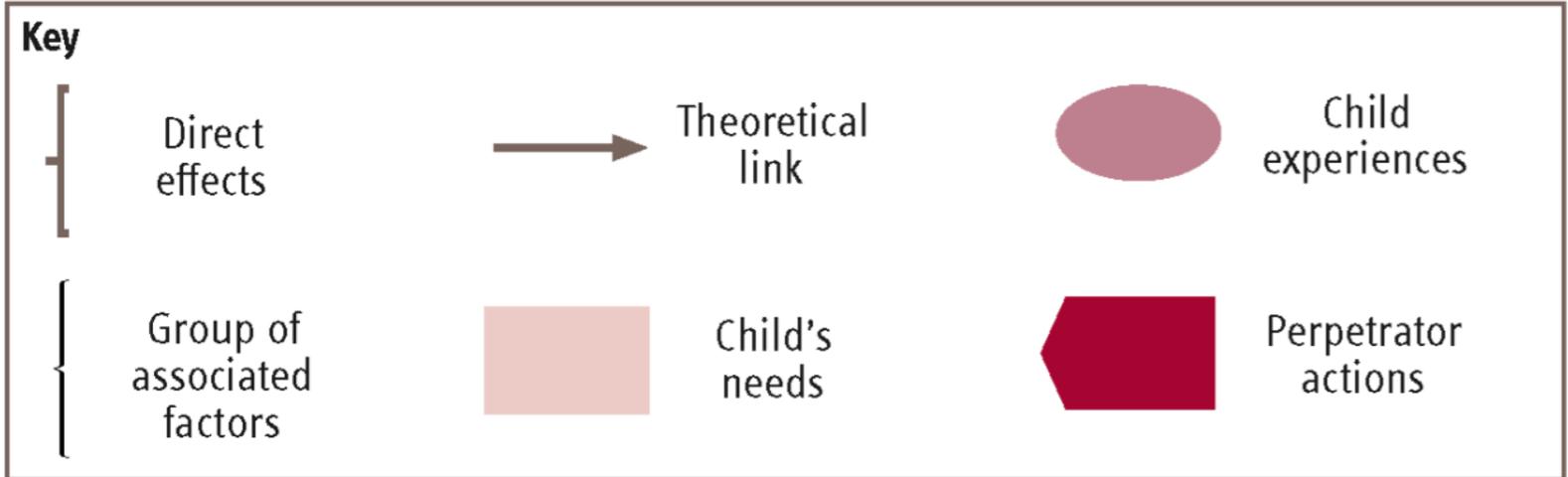
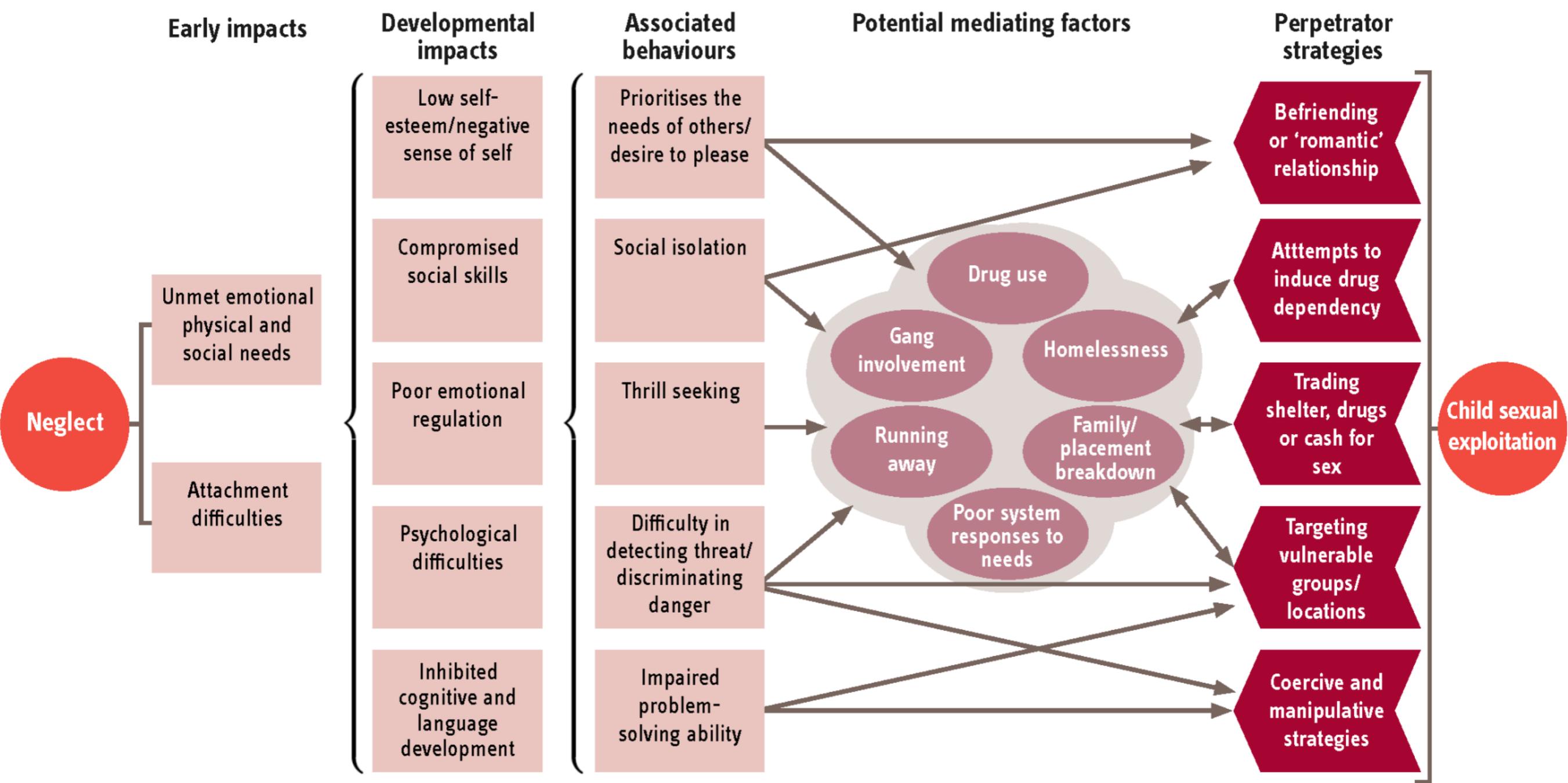
'Risk-taking' and 'choices'

- Biological, psychological and social changes all play a part in adolescent 'risk-taking' (Calkins, 2010)
- Adaptation to harm/trauma; unmet needs; 'survival strategies'; highly constrained decision-making...
 - Misinterpreted as rational informed adult 'lifestyle choices' (by professionals and parents)
 - Victims denied support; permission to give up
 - Colludes with abuse dynamic
- Managing risk but overlooking vulnerabilities
- Behaviour obscuring need
- YP's agency and parents contribution not always well-enabled in traditional CP processes

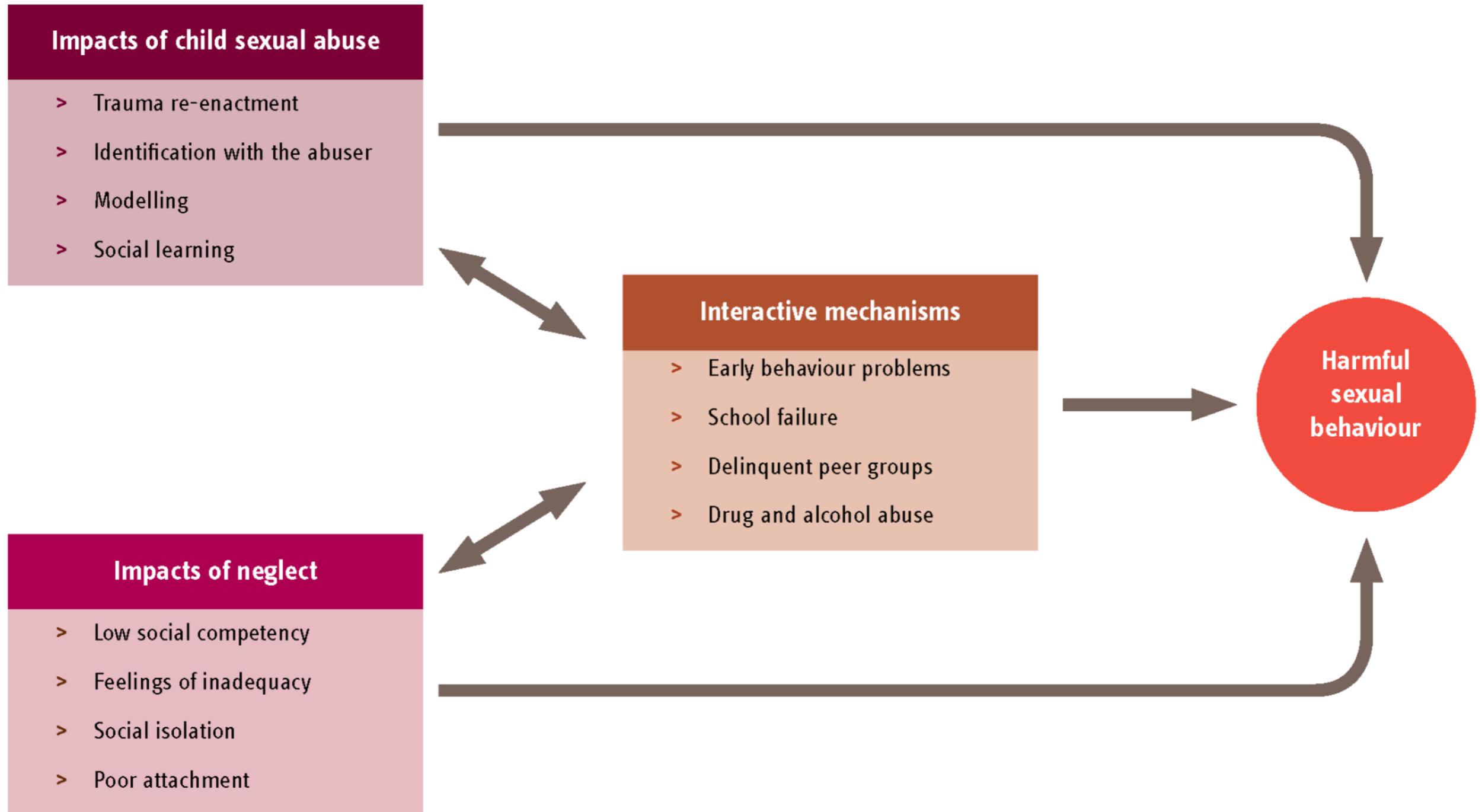
Aims of 3 Evidence Scopes

- To explore how experience of neglect may heighten vulnerability to CSE; IFCSA & HSB
- To stimulate research and reflective practice
- To explore the implications of potential links for prevention, early intervention and recovery
- To do this without:
 - contributing to parent (mother) blaming
 - suggesting all victims of sexual harm have had 'poor upbringings'
 - ignoring the contextual factors (poverty, policy)
 - downplaying the role of perpetrators

Hypothesised model of how neglect may increase vulnerability to CSE



Possible pathways to Harmful Sexual Behaviour (HSB): A hypothesised model



Understanding resilience

- Resilience is **not a character trait** (Rutter, 2006)
- Both risk and protective processes are **cumulative**
- **Managed exposure** to risk necessary for YP to learn coping mechanisms and develop resilience (Coleman, 2014)
- **High self-esteem** is important to the promotion of resilience
- Resilience **can emerge at any point** in the lifespan but early intervention offers the greatest promise
- **Self-efficacy**, positive **identity** development, **aspirations** all commonly associated with resilience.
- **Relationships are paramount** (Coleman, 2014)

Relationship-Based Practice

- Recognises **complexity** of human behaviour & **relationships**; irrationality
- Understands **anxiety as natural response** to distress and uncertainty
- **Meaningful professional relationships** = key to engagement
(Ruch, 2005, 2010; Munro, 2011)
- Communicating **respectfully**: trust, honesty and feeling safe
- **Sharing goals**: being clear about concerns & taking YP/family **with** you
- Practical assistance, balancing family's needs with YP as central focus
- Being **reliable, available** and building services around YP's/family's needs

(Mason, 2012)

To develop normally, a child requires progressively more complex joint activity with one or more adults who have an irrational emotional relationship with the child.

Somebody's got to be crazy about the kid.

***That's number one.
First, last, and always.***

(Bronfenbrenner, 1971)



A restorative approach to working with adolescents

Andy Lloyd

Head of Children's Workforce Development

Leeds Children's Services



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 [@andywlloyd](https://twitter.com/andywlloyd)

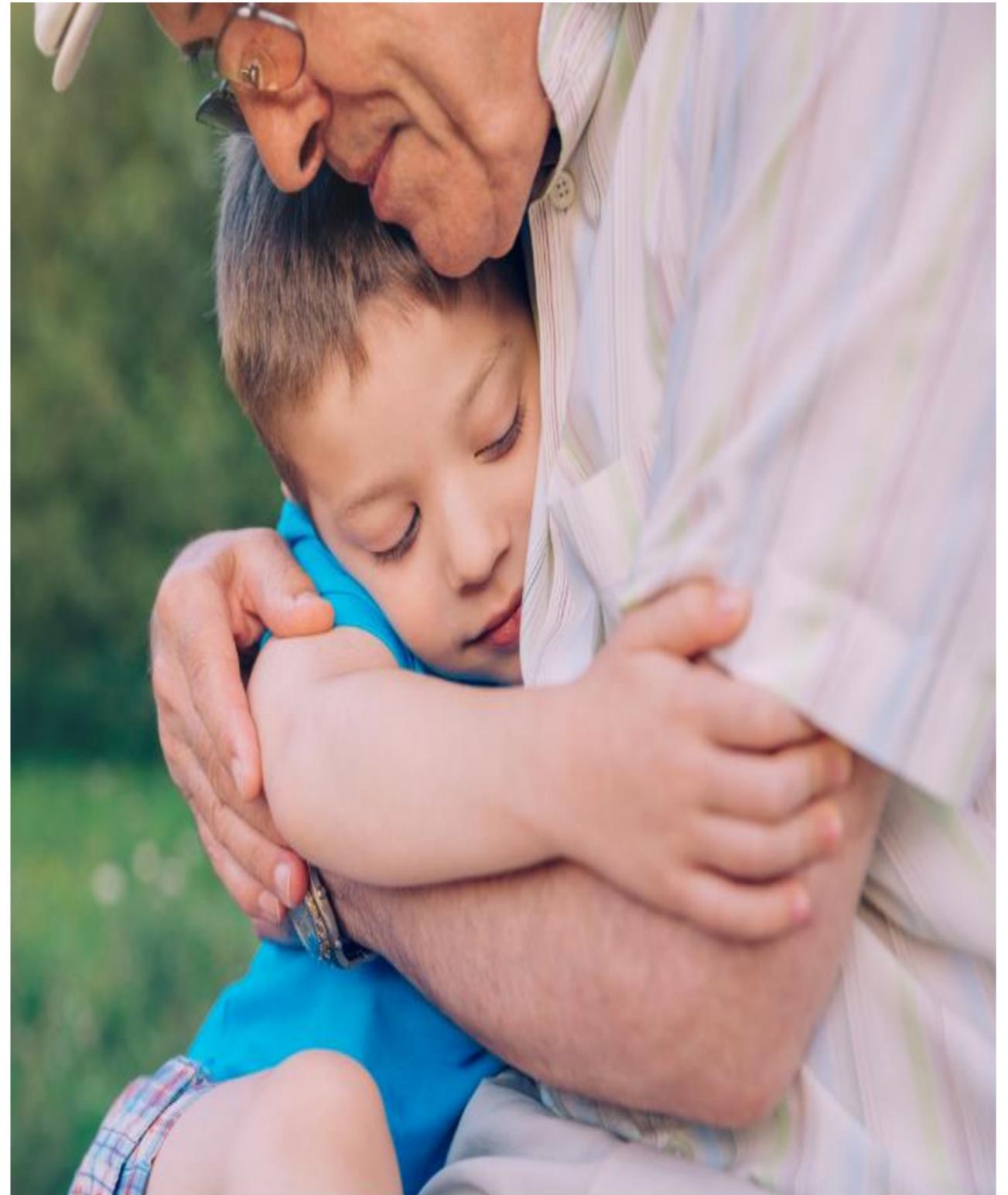
Two quotes

- A child's current behaviour is often an essentially sane response to an untenable set of life circumstances

Madge Bray

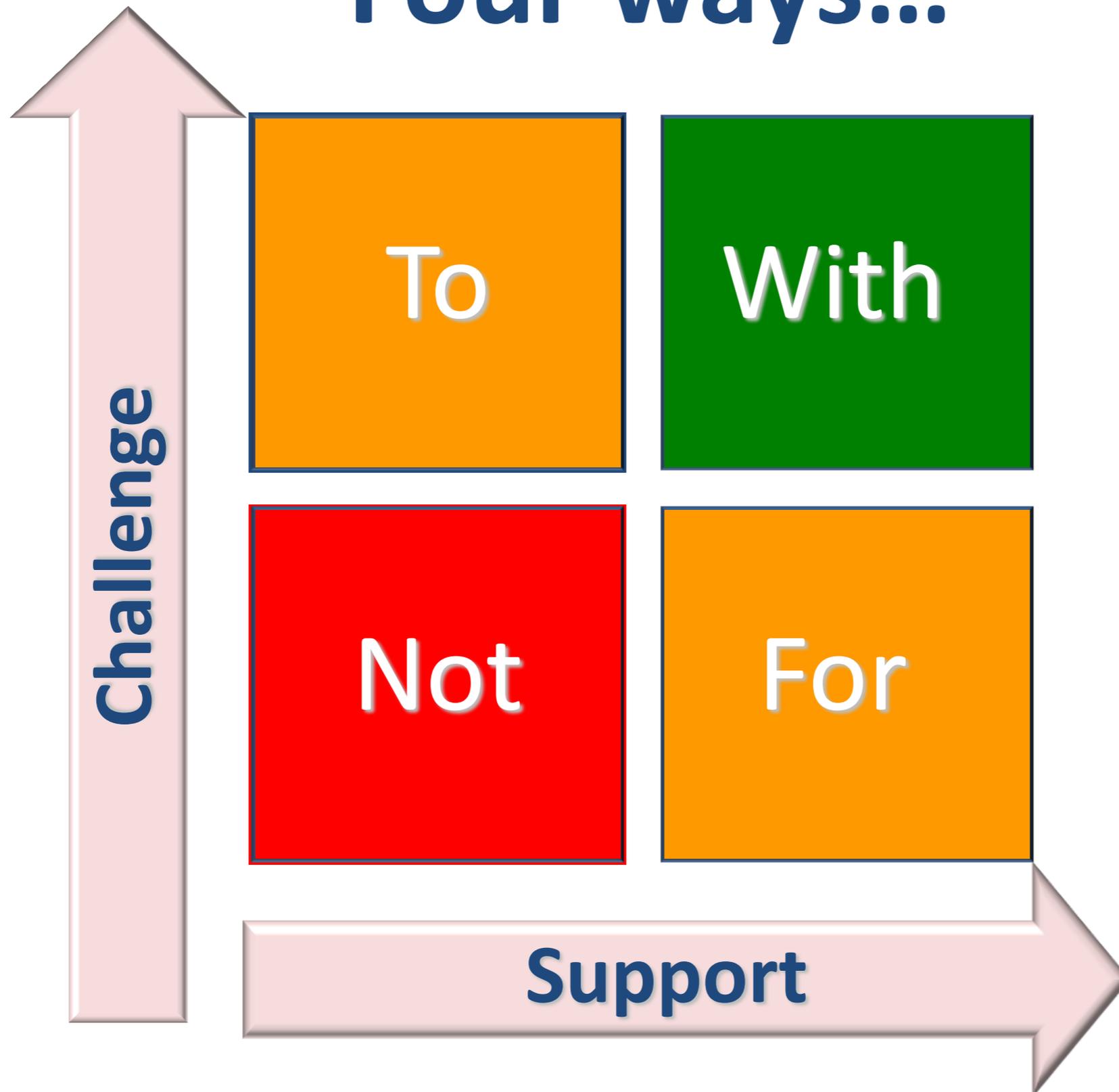
- We cannot waste our precious children. Not another one, not another day. It is long past time for us to act on their behalf.

*Nelson Mandela &
Graça Machel.*





Four ways...



Adapted from: Wachtel T & McCold P in Strang H & Braithwaite J (eds), (2001), Restorative Justice and Civil Society, Cambridge University Press, Cambridge

What is WITH?

- High support / High challenge
- Using affective statements
- About building, maintaining and restoring **relationships**.
- It is not a model or a tool, it is a **way of being**.



What do we do?

- **Family Group Conferencing** – including children & young people
- **Restorative Justice** work (Clear Approach) via the YOS
- Restorative practice **leadership training** for all residential managers – including at Adel Beck Secure Children's Home
- **Restorative practice training** throughout the directorate including social workers, family workers etc.
- Looked after children and care leavers **councils**
- Safer Schools – **restorative solutions** to bullying & disputes



The logo for Pace, featuring the word "Pace" in a bold, sans-serif font. The letters are multi-colored: 'P' is dark blue, 'a' is orange, 'c' is purple, and 'e' is light blue.

Parents against
child sexual exploitation

www.paceuk.info

What we do:

Pace works alongside parents and carers of children who are – or are at risk of being – sexually exploited by perpetrators external to the family. We offer guidance and training to professionals on how child sexual exploitation affects the whole family.

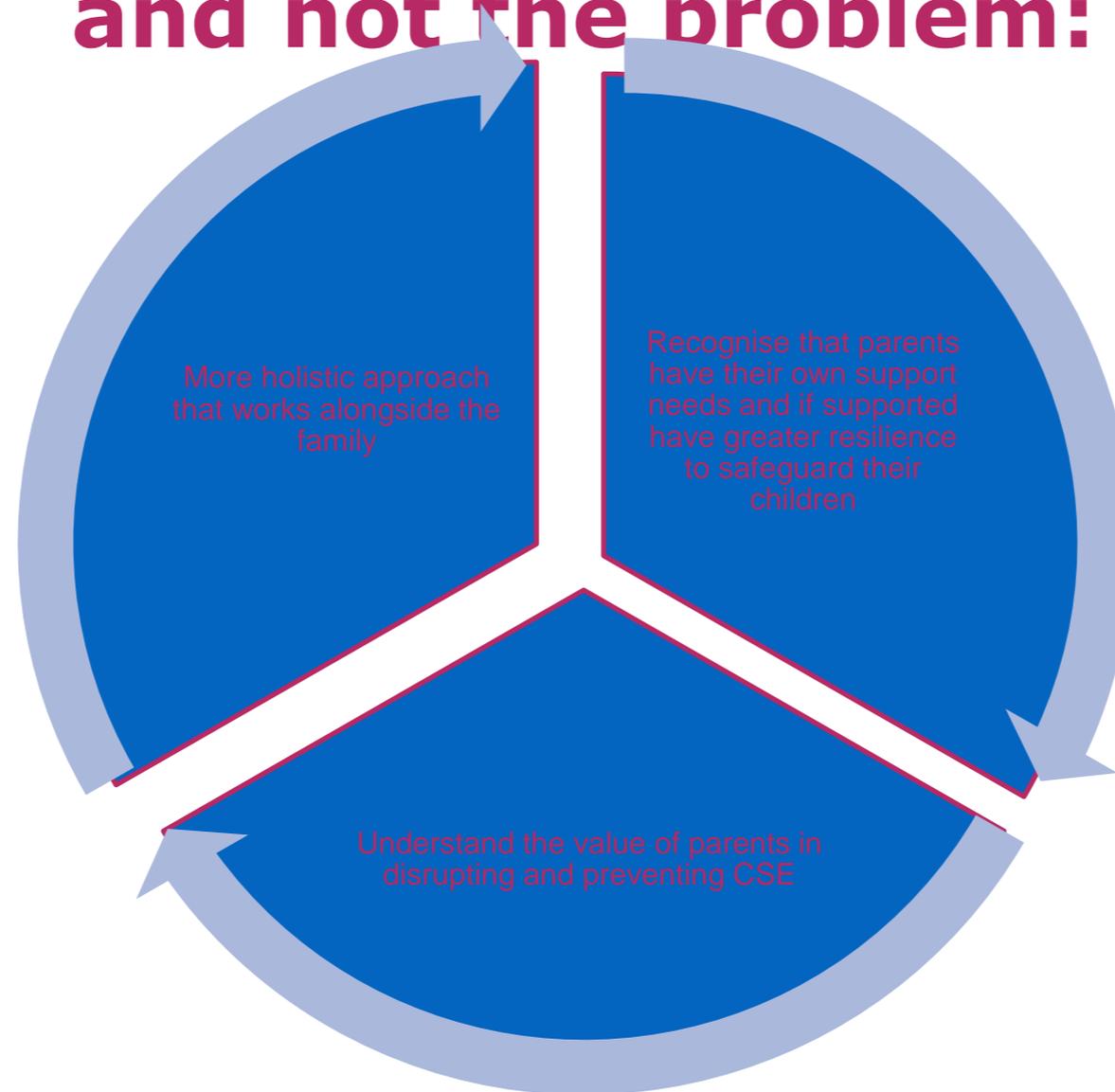
Relational Safeguarding

Partnership, support, respect.

Professionals work in partnership with parents, facilitating and supporting them, in order to **maximise** the ability and capacity of statutory agencies' and families' to safeguard a child at risk of/ being sexually exploited

The Relational Safeguarding model

Professionals work in partnership with parents seeing them as part of the solution and not the problem:



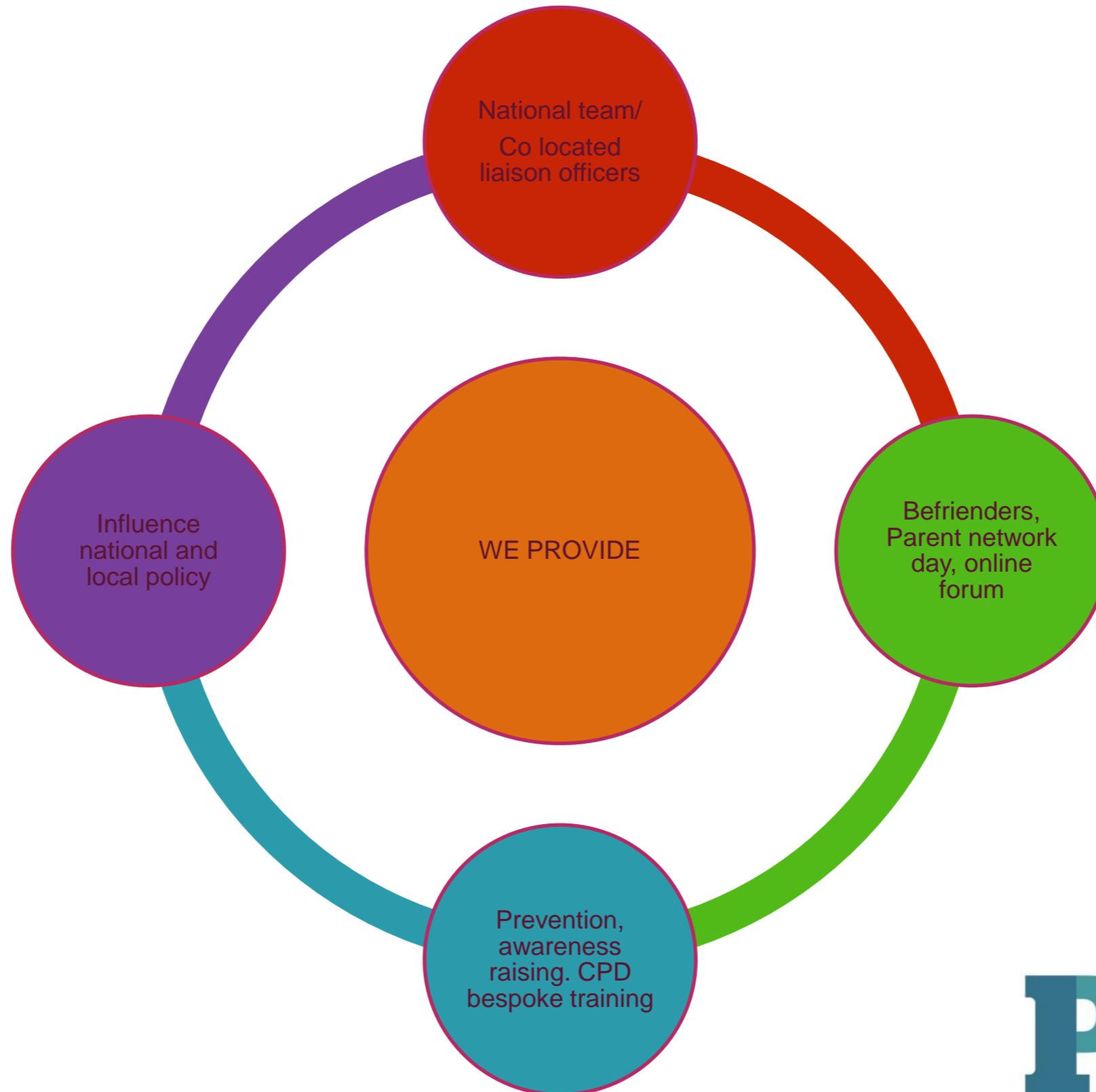
Pace

Parents against
child sexual exploitation

“Our understanding of child protection must develop from one focused on protecting younger children from abuse in the home to one incorporating the protection of older children from abuse located and experienced outside the home.”

(Pearce, 2014:125)

How Pace work to the Relational safeguarding model



Pace

Parents against
child sexual exploitation

Case study



The problem



What we do



Our impact



Support for parents



Work with us

Prevention. Protection. Prosecution. Why Parents matter.

What we do



Concerned and looking for advice?

- [Child sexual exploitation explained](#)
- [What to do next](#)
- [Get local help](#)

Looking for support?

Coming soon: a unique, secure forum for parents of sexually exploited children to exchange advice, information and support

Working with over

600 families

in England

Pace

Parents against
child sexual exploitation

Living with Child Sexual Exploitation

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If your child is missing

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Learn more about us at
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How to gather and log information

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When boys and young men are sexually exploited

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If your child is over 16 years of age

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Getting the best service from statutory agencies

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When things go wrong

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If your child gives evidence in court

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Learn more about us at
www.pace.org.uk

Referring parents to Pace-

Tel: 0113 240 3040

Or email on:

info@paceuk.info

FREE: online awareness resource

www.paceuk.info/keepthemsafe

www.paceuk.info

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Questions?

Have you considered joining the ADCS Families, Communities and Young People Policy Committee?

Visit www.adcs.org.uk/committees for further details.

