

The 'Experts by Experience' (EBE) project

CSE and Policing Knowledge Hub
Research Forum
Birmingham 22.11.16

Background and activities

- Recruitment of participants
- Workshops during the summer
- Residential
- Research Forum
- Moving forward

Children and young people say these things characterise **good practice** when the police are responding to safeguarding concerns

Demonstrating empathy and compassion



Due consideration to confidentiality and discretion



Respectful and non-judgemental practice



Maximising continuity and engagement



Effectively eliciting and responding to children and young people's accounts



Considering support needs



Conveying information in a timely and appropriate manner



Facilitating choice and control



Source: Beckett, H. Warrington, C. Ackerley, E and Allnock, D (2016) Children's Voices Research Report: Children and young people's perspectives on the police's role in safeguarding: a report for Her Majesty's Inspectorate of Constabularies.



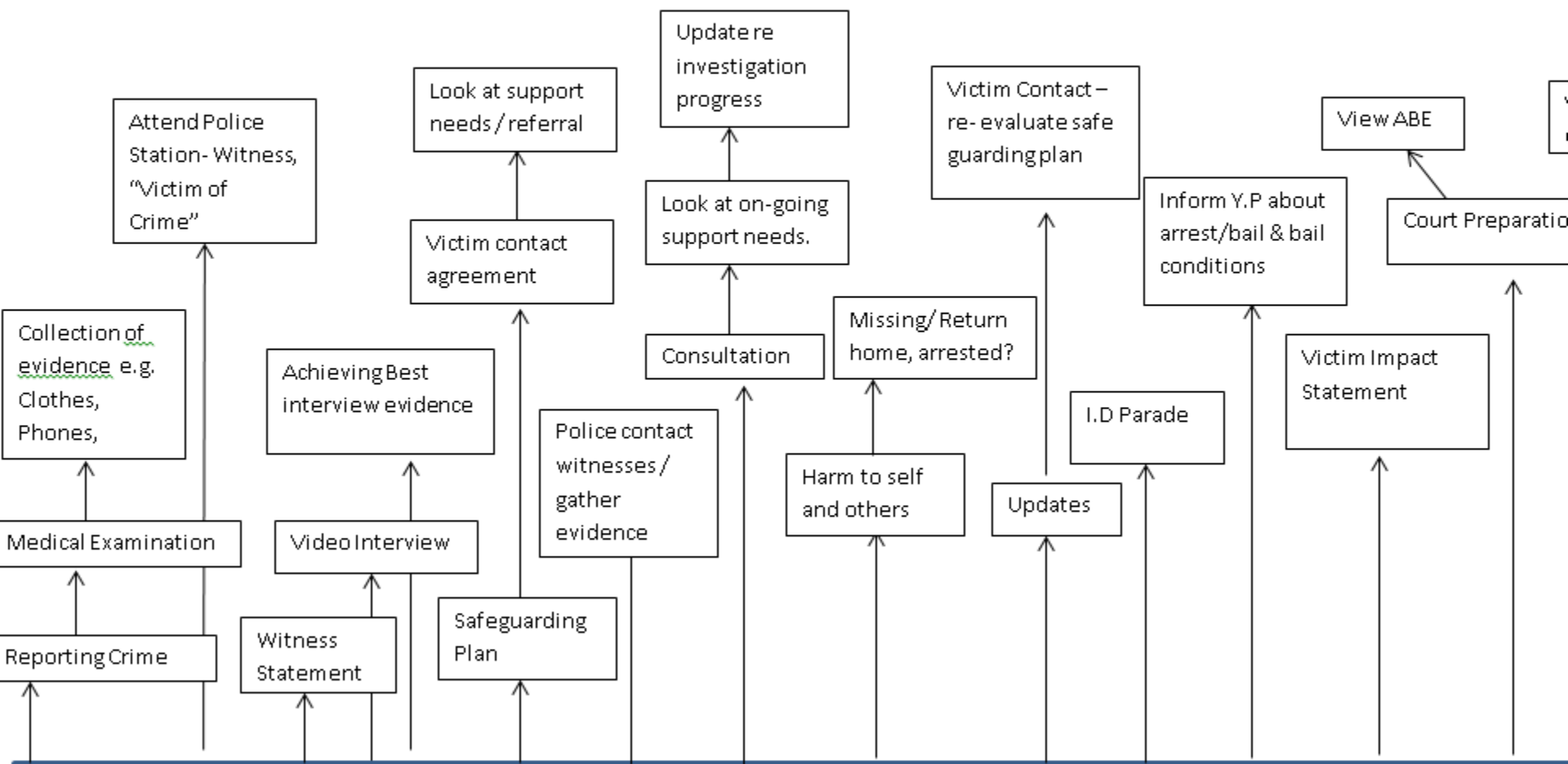
The top three themes

1. Being respectful and non-judgemental
2. Demonstrating empathy and compassion
3. Effectively eliciting and responding to young people's accounts

Points of Contact between Police and Young People

Top Priorities:

1. Being Respectful and Non-judgmental
2. Showing empathy and compassion
3. Effectively eliciting and responding to young people's accounts.



Being respectful and non-judgemental

‘The police made me feel like they were not interested in my story.

They were putting words in my mouth. They had already made up their mind about me.’

Workshop participant
August 2016

Behaviours to show being respectful and non-judgemental

Non-judgemental

- Don't stereotype and compare me with others
- Know about other cultures and experiences of different young people
- Know the area
- Treat all equally
- Be open-minded/don't assume
- Show interest
- Listen and hear what's being said

Respectful

- Polite, calm and positive
- Treat the way you'd want to be treated – imagine it's your son/daughter
- Offer support, show you care
- Talk to me, ask me what I need
- Keep me informed of what's going on or going to happen next – **COMMUNICATE**
- Keep me updated on the progress of the case

Empathy and compassion

‘Whenever they met with me they asked “have you eaten?”

The first time they took me to McDonalds’

Workshop participant
August 2016

Behaviours associated with showing empathy and compassion

- Make eye contact
- Good body language – don't intimidate, smile, friendly
- Listen and don't interrupt
- Be patient
- Offer refreshments
- Treat me like a human being, be sincere, develop trust
- Show you understand and want to help and you care
- Develop safeguarding plan/refer to specialists for support
- Put yourself in their shoes

Effectively eliciting and responding to children and young people's accounts

“They made me feel like my story wasn’t important, like it was like everyone else’s I felt no respect from them”

Workshop participant
Summer 2016

Effectively eliciting and responding to children and young people's accounts

- **Make sure young person knows what will happen and how it will be used. Who's watching etc. and why**
- **Is the 'right' person to be doing the interview?**
- **Should there be an intermediary? Can someone come in with the young person?**
- **"Interpreters should be vetted better"**
- **Make environment comfortable for young person**
- **Read back statement to young person to ensure it's accurate and nothing has been missed**
- **"Give the survivor time, don't rush"**
- **"Questioning can be confusing. Interviewer should sometimes be clearer. Asking open questions can send young people on a tangent and then you get confused".**

Points of contact

1. **First account/engagement**
2. **ABE interview**
3. **Prep for court**

A residential ?

- EBE groups keen to share learning directly with police
- Bid suggested a number of police and young people workshops
- Recognition of how productive residential experiences can be
- Put a call out to see if police would respond – there was an appetite.
- Brathay Hall, Ambleside identified as appropriate venue

The 'Experts by Experience' (EBE) residential DI Ivon Beer & Keeley

Brathay Hall, Ambleside
21-23 October 2016

Participants

- 7 police officers from the Met, GMP, and Cumbria,
- 12 Experts by Experience (EBE) from London, Birmingham, Cambridgeshire and Derby.
- 3 project workers
- 4 staff from University of Bedfordshire
- 2 outdoor education experts from Brathay

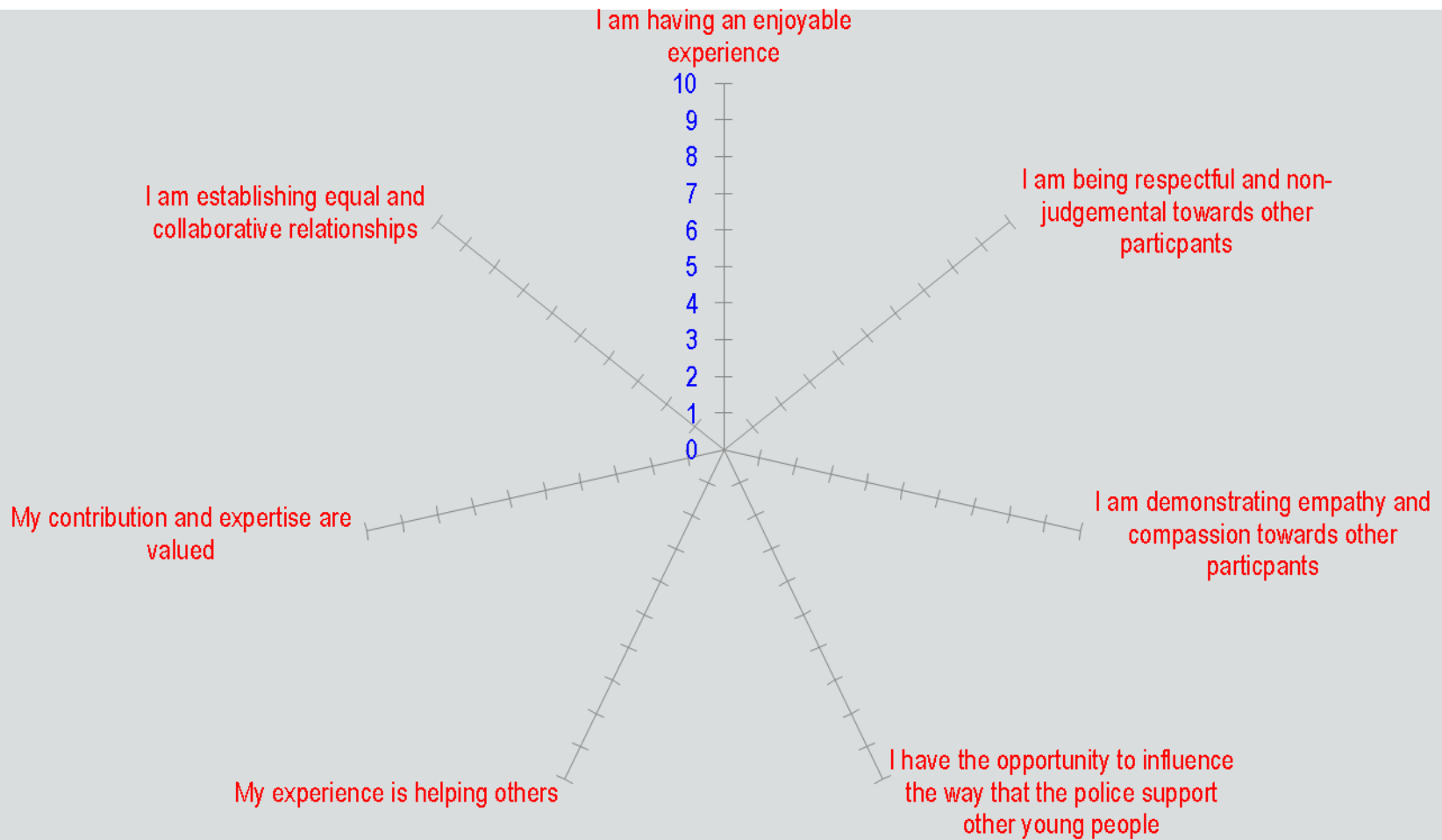
The aim of the residential

To develop practical solutions to improve police responses to young people affected by safeguarding issues

Learning outcomes:

- Developed solutions/ideas for tools the police need to respond better
- Worked together in a respectful and non-judgemental way to further EBE goals
- Made plans for the police research forum in November
- Evaluation – the outcome star

Police outcome star



Feelings about participating - Hopes:

- “To support each other”
- For the police to “change things when they go back”
- “Learning from each other’s’ experiences”
- “Hear everyone’s side- both adult and young person”
- “Good to see a police officer a bit more loose”- they’re quite scary normally
- “We are police officers, but we are also people. I want the young people to see the human aspect”
- To make a difference: That change comes as a result of the project and that young people have a better experience when in contact with police
- If we help now then it will be less bad later on: young people will know their rights; police will know law; police will talk to young people in a calm way
- Police to think about how they investigate, understand their role

Feelings about participating - Concerns:

- Hoping that “communication does not break down”
- That we are “unable to interact with each other because we have different views”
- Discrimination about how you look or talk
- Police being in control – or holding the power
- Barriers between police and young people - them v's us
- Police may not listen - that they will be judgemental.
- Young people behaving poorly – it might reflect on other young people and police view
- Police might not read what we produce or listen or change
- Only short tem change - just paying lip service

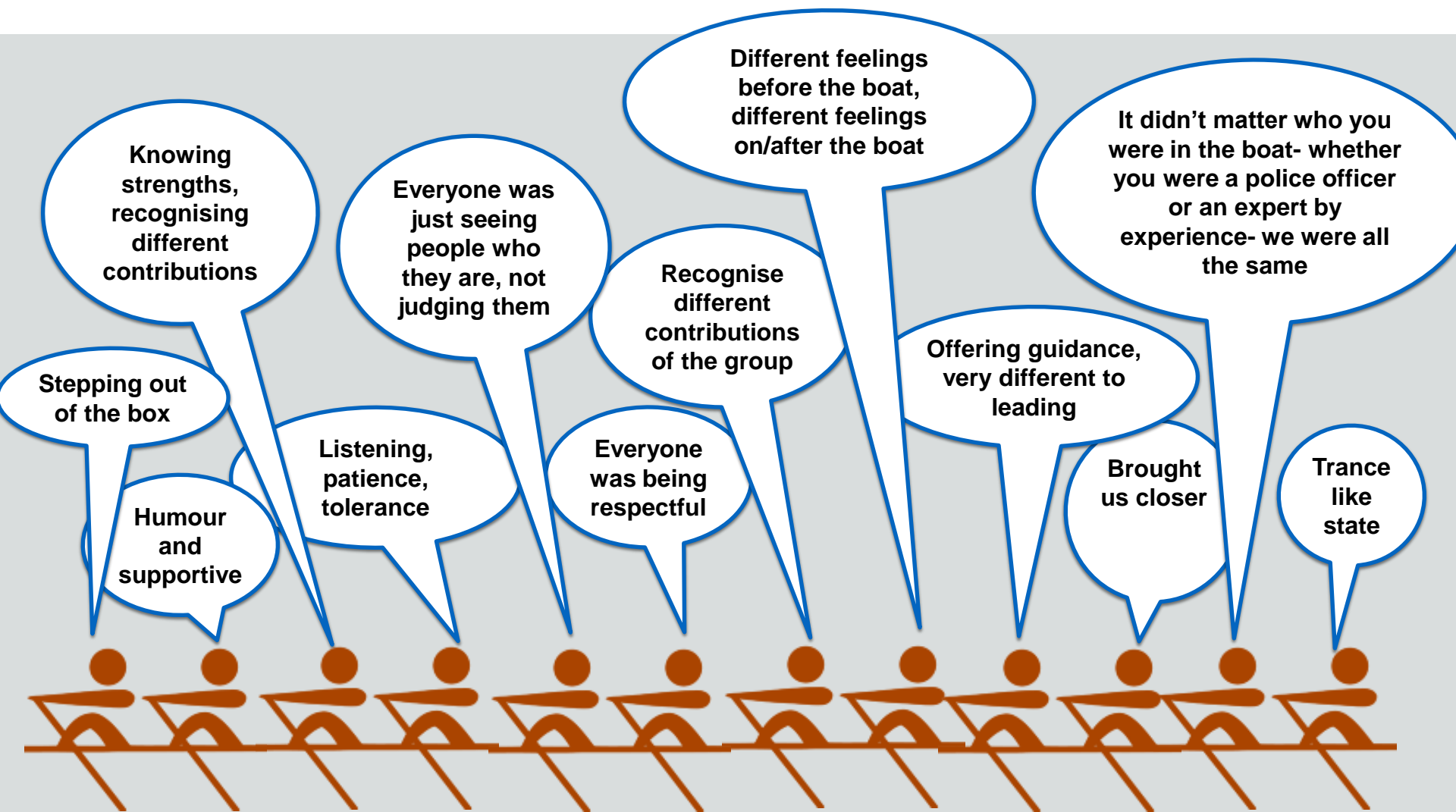
The programme - Friday night

- Introductions – names/expectations and some informal exercises to put people at ease
- Session 1 – contracting in – how we were going to work together and plans for the weekend. Feedback from the collated homework from the summer workshops
- ‘Marginal Gains’ – a new project title

The programme - Saturday morning

- Session 2 – Forum theatre - displaying the behaviours associated with the top three themes –
 1. Being respectful and non-judgemental
 2. Demonstrating empathy and compassion
 3. Effectively eliciting and responding to young people's accounts
- Session 3 – theme trees for each point of contact
 1. First account/engagement
 2. ABE interview
 3. Preparation for court

The programme – Saturday afternoon



The programme – Saturday evening

- **Session 5 – Tools shortlist**

- Leaflet or booklet - leaflets should be **facilitated** and **interactive**. “Don’t just leave a young person on their own in a room to read it”.
- Training package – created by/with young people for training police officers both face to face and by film/video
- Contract between officer and young person
- Young people to ‘take on a role’
- ‘A day in the life of’ – shadowing officers/takeover day
- Cop school (Tower Hamlets)
- App/social media
- Places – where things happen really underpins the whole experience

Sunday morning – a beautiful walk - what's surprised you about the weekend?





The final session: action planning and saying goodbye

- Action planning
- Deciding upon the key messages we needed to bring here today
 - Discussing the methods we should use
 - Considering how we could maximise impact
 - Saying goodbye and thank you

The residential

- Do you have any questions?
- We'd now like you to watch the film of the event
- Thanks for listening and please feel free to talk to us over lunch

The solutions – 3 tools

- **Tool 1 - Leaflet/booklet – Simon and Nicole**
- **Tool 2 – Training for officers – in person and by video – Sam and Sam**
- **Tool 3 – Young people taking roles - Paul and Patience**

The tools – table discussion

1. Which tools did you like and why?
2. Are there any other impacts you can imagine that were not identified?
3. How can tools be disseminated to wider police force, especially first response. What might the challenges be?
4. Do you have any ideas for taking this forward/overcoming the challenges?
5. How could your organisation support the development of the tools?

Facilitators

1. Sam and Nicole/Thu
2. Lindsey and Patience
3. Simon and Chelsea
4. Paul and Ebony/Beth
5. Ivon and Jade
6. Jennie and Sam/Keeley
7. Louise and Abi/Kelly

FINAL THOUGHTS

CHELSEA, JENNIE & LINDSEY

Key messages 1

- Mutual respect needed between police and young people
- When the barriers are removed police and young people are on the same level
- Police and young people can work well as a team
- First contact needs to be positive so that young person will respond
- Young people having choice and control within the investigative process is crucial
- “Put yourself in my shoes”

Key messages 2

- Police need to improve their method of communication with young people e.g. use of police terms/jargon
- “Keep me informed”
- Police in the audience need to listen to the police that have been on the residential – recognition that there is different practice going on throughout the country (“postcode lottery”)
- Improving first point of contact is really important
- Young people need to help identify the problem and be part of the solution
- Powerful – momentum – everyone has to keep it going
- Desire and excitement about making change- often we just do things the way they have been done without thinking”

MARGINAL GAINS

EBONY

Marginal gains

- Need for cultural change
- Huge organisation
- Different skills required
- Local context is important – not everywhere is the same
- We can create the ripple effect
- It will take time
- We all need to take responsibility

We can create change!

