

Transitional Safeguarding Workshops 2021 London Borough of Brent

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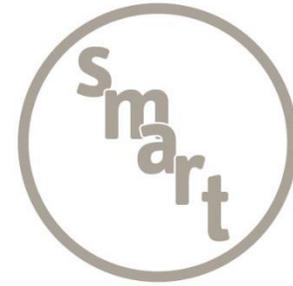
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Welcome and Introductions

- > Please put your name, where you work and your role in the chat while we are waiting for everyone to arrive.

Agenda

Morning Session	Afternoon Session	Programme of the day
9:30	14:00	Introductions and Icebreaker (15 mins)
9:45	14:15	Context and background to Transitional Safeguarding plus Learning from SARs and SCRs (30 mins)
10:15	14:45	Reflection exercise (20 mins) and feedback (10 mins)
10.45	15:15	Break
11.00	15:30	Presentation on Blocks and Barriers (30 mins)
11.30	16:00	Exercise: what does this mean for Brent? (20 mins) <ul style="list-style-type: none">• What can I do?• What do I want senior leaders to do?
11.50	16:20	Feedback (10 mins) and Next Steps
12.00	16.30	END



Objectives

- › To raise awareness of Transitional Safeguarding;
- › To communicate messages from Safeguarding Adult Reviews;
- › To understand the tensions, blocks and barriers to developing a Transitional Safeguarding approach;
- › To identify next steps, including messages for senior leaders in the Safeguarding Adult Board and the Children's Forum regarding what system changes are needed, to promote innovation in this area.

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Icebreaker Activity

- › What 3 words would young people aged between 15-25 use to describe your service?
- › Please put this in the chat

Context and background for Transitional Safeguarding

**Safeguarding is
Everyone's
Responsibility**

The case for change

- › Adolescents may have **distinct** safeguarding needs, harms - and routes to protection - are often 'contextual' / extra-familial and are underpinned by complex social and biological drivers
- › Harm and its effects do not abruptly end at 18; support may do
- › **Transition** to adulthood is a particularly challenging and vulnerable time, we may need care and support without having Care & Support needs™
- › Need to consider promoting **resilience** and their changing **developmental** needs
- › There are **moral** and **economic** drivers for a reimagined safeguarding system which is contextual, transitional and relational.
- › P.S. It is not a prescribed model

(Credit: Dez Holmes)

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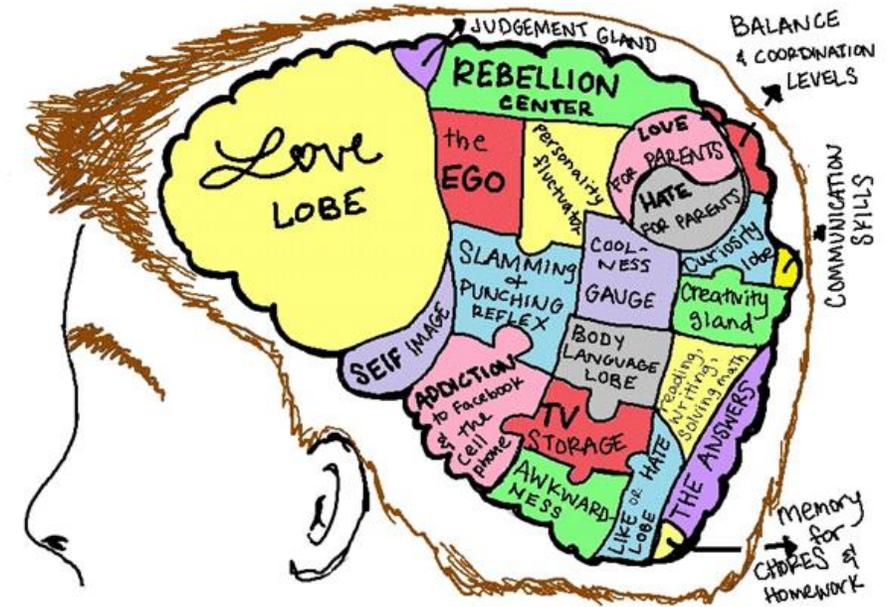
Acknowledging Covid

- > Many precursors for extra familial harm are amplified
 - > Impact on drug supply lines
 - > Violence manifests in different ways
 - > Separation works both ways
 - > Adaptation in exploitation
 - > “Referrals are down” ... BUT it’s a complex picture
 - > More work needed to critically appraise anecdote, intel and data
 - > Accepted wisdom re schools as surveillance...?
 - > Adaptation in service delivery
- > (Credit: Dez Holmes)

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Redefining adolescence and transition

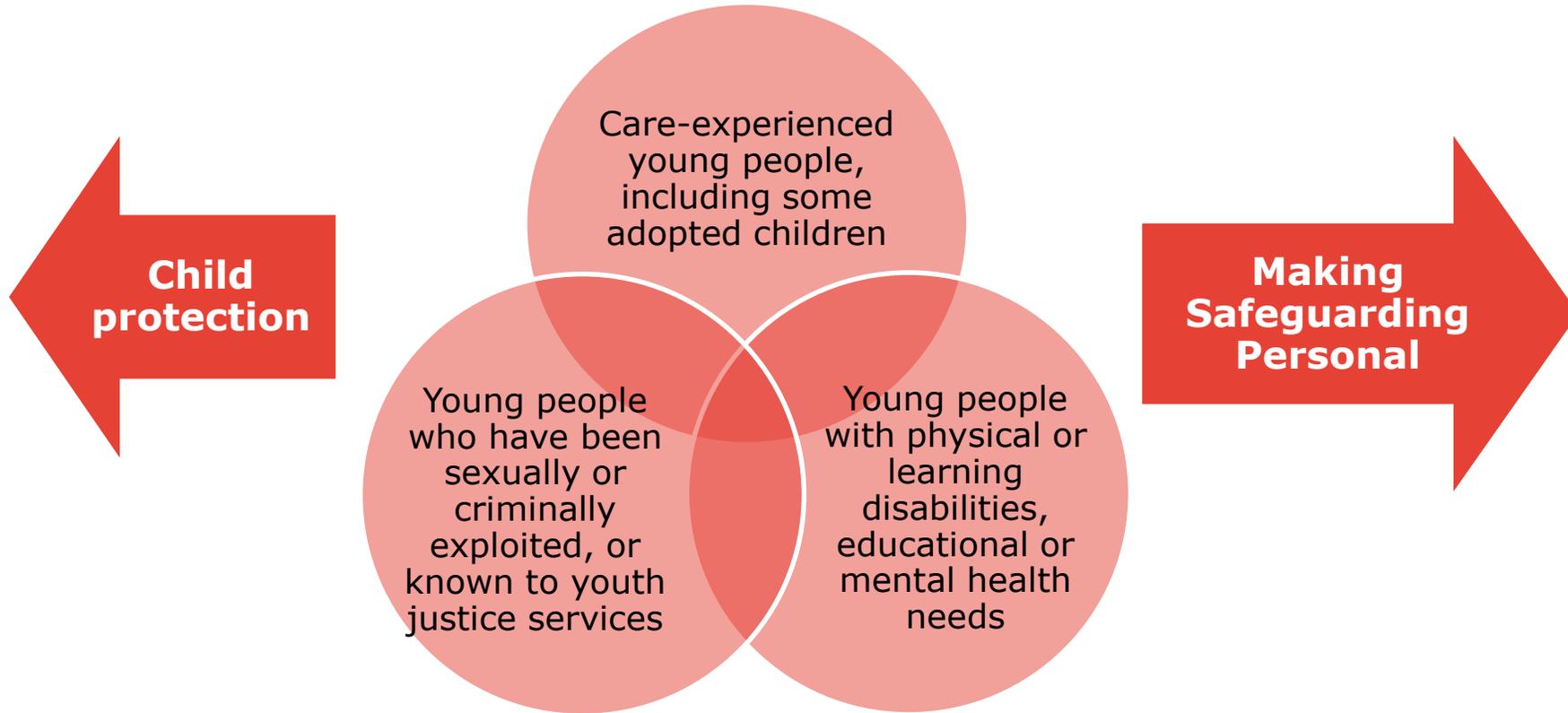
- > Some studies into brain development and effects on behaviour show some elements of brain growth – eg development to more mature affect regulation, social relationships and executive functioning - continue into the 20s. (Sawyer *et al*, 2018)
- > “An expanded and more inclusive definition of adolescence is essential for developmentally appropriate framing of laws, social policies, and service systems. Rather than age 10–19 years, a definition of 10–24 years corresponds more closely to adolescent growth and popular understandings of this life phase”. (Sawyer *et al*, 2018)
- > BUT biological studies to define capabilities of adolescents should be treated with caution, not misinterpreted in reductionist ways. (Moshman, 1999).



(Credit: Dez Holmes)

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Mind the gap...



These are the young people we know, but we need to consider those we don't already know too

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Divergence

- › Neither system specifically designed with adolescents' developmental needs/behaviours in mind, nor do existing approaches reflect evidence that adolescence = 10-24.
- › Systems have developed in accordance with different legislative and policy frameworks and arguably divergent conceptual frameworks.
- › Child's consent is not required to initiate a safeguarding response; broadly considered essential that an adult's consent is sought before making a safeguarding referral unless they are found to lack capacity.
- › Has implications where a young adult is facing a high degree of coercion and control, and may not be able to make free informed choices about their safeguarding needs but does not lack capacity in the formal sense.

(Holmes and Smale, 2018)



(Credit: Dez Holmes)

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Transitional Safeguarding: Current system context

- › Complex, contemporary risk – and ever-evolving
- › Emerging agency and our conflicted notion of choice / autonomy makes teenagers ‘imperfect victims’. (Rees and Stein, 1999)
- › Working within a child protection system that is designed primarily to meet the needs of younger children maltreated within the family. (Bilston, 2006)
- › Recognised (healthy?) tension re adults’ autonomy / capacity and the societal imperative to enable people to be safe whatever their ‘entitlements’.



Legal frameworks and statutory guidance

- › These underpin multi-agency roles and define responsibilities.
- › Social Services Departments came from the same roots in the 1970s, but branches have grown in different ways at different times. Divergent legal frameworks from Children Act 1989 and NHS and Community Care Act 1990.
- › Public enquiries, investigations, case law and ‘scandals’ affect policy Differences between inspection, regulation and sector led improvement and these have had a differential impact on public services.
- › Differences between the Department for Education, the Department of Health and Social Care, Home Office, Department of Justice: approaches; priorities; resources; affecting different sectors.
- › Different approaches to safeguarding adults and safeguarding children.

Legal frameworks - Age

Age	15	16	17	18	19	20	21	22	23	24	25
CA1989 (looked after children)	Dark Purple	Dark Purple	Dark Purple	Light Orange							
CA1989 (CP)	Dark Purple	Dark Purple	Dark Purple	Light Grey							
CSWA2017 (looked after children)	Dark Purple										
MCA2005	Light Orange	Dark Purple									
MHA2007	Dark Purple										
Care Act 2014	Light Orange	Light Orange	Light Orange	Dark Purple							
C&FA2014 C&SA2014 (SEND)	Dark Purple										

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Who are we talking about?

> Learning from SARs

- Disability (Learning disability – Colin)
- Mental Health (Richmond and Wandsworth – Sophie)
- Youth justice
- Care experienced person (Havering – Ms A; Portsmouth - Mr D)
- Previously unknown (e.g. Tower Hamlets Ms A)



Emerging messages from – SCRs and SARs

- > The importance of early planning and preparation for transitions / independence. A recurring theme was a lack of clarity for YP re their future living situation due to upcoming move or transition to adult services.
- > Lack of inclusion of young person's voice when planning.
- > Poor multi-agency planning and communication (including organisations, regulators, providers and commissioners), in particular around:
 - safeguarding concerns and disclosures
 - communication when young people are placed out of area/ working across borders
 - support for young people with multiple and complex needs.
- > Inappropriate responses in times of crisis.
- > Not understanding and utilising the YP's support system, including peers, extended family and professional support.
- > Lack of understanding about complex safeguarding needs, which can be perceived as 'lifestyle choices' (e.g. substance misuse, alcohol misuse, CCE, CSE)

(Cocker, Allen and Holmes, forthcoming)

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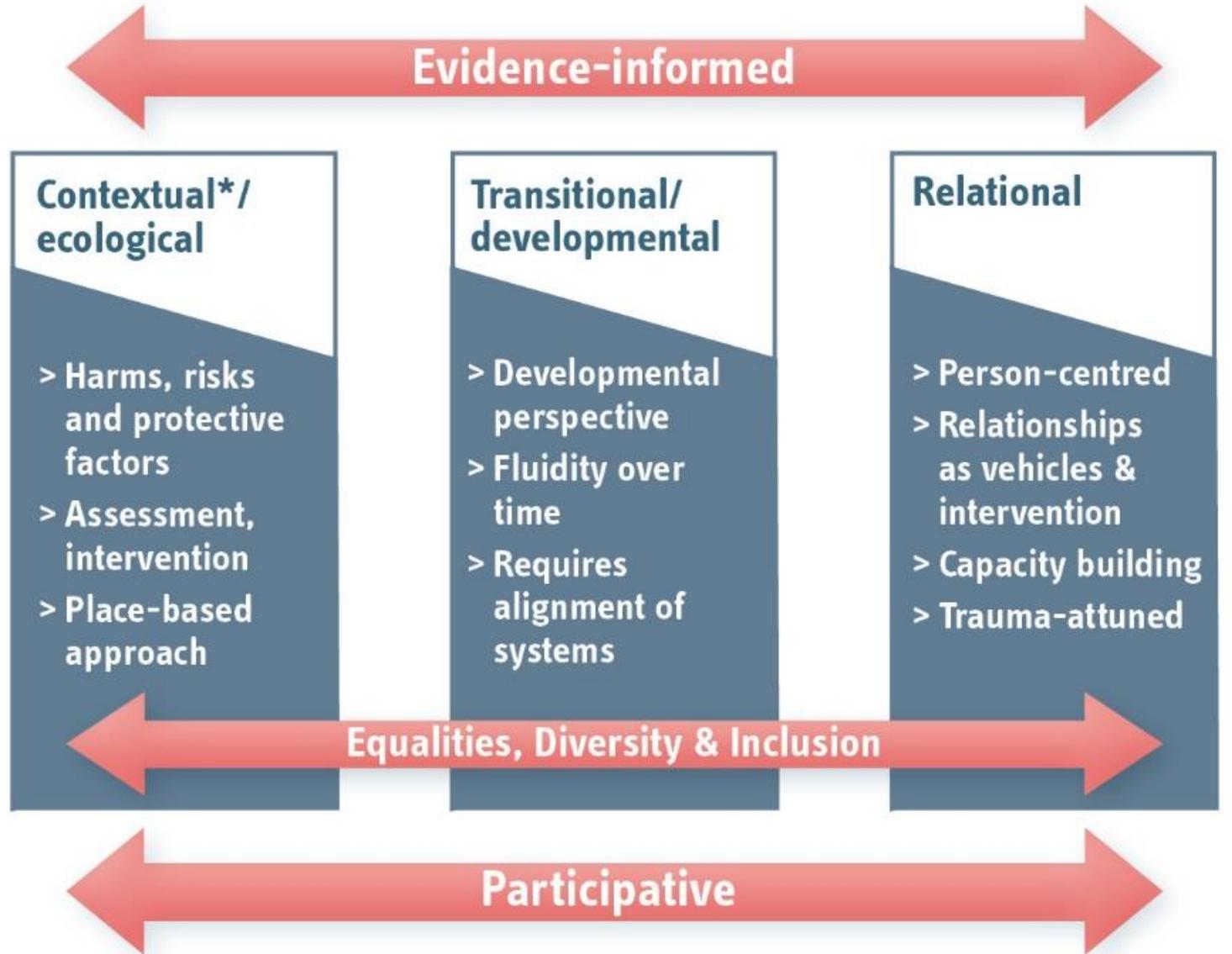
Structural factors require connected systems



Interconnectedness of harms and adversities requires a highly integrated system of support, whereby attention is paid to childhood/adolescent experiences. Commissioning may be a key lever for change

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A possible framework?



Questions for you to discuss in small groups

What strikes you from this overview?

Which messages chime (or conflict) with your experience as a professional?

What are the implications for improving how you work together across different boundaries? (20 mins)

(Each group will feed back one point from your group's discussion)

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BREAK!



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Blocks and Barriers to Safeguarding Young People

**Safeguarding is
Everyone's
Responsibility**

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Money matters

- > Sounds expensive... But the current approach isn't great value...
- > Investing in preventative & recovery-oriented work to promote safety and wellbeing makes economic sense.
- > Evidence suggests that failing to help young people recover from harm / trauma can mean problems persist and/or worsen in adulthood, creating higher costs for the public purse. (Chowdry and Fitzsimons, 2016; Kezelman *et al*, 2015)
- > Maternal wellbeing (and early motherhood) connected with infants entering care. (Griffiths *et al*, 2020) Care experienced people over-represented in prison population. (HMIP, 2011; Redmond, 2015)
- > 3/4 mental health problems start <24 yrs (Kessler *et al*, 2019). Est annual costs of mental health problems in England = £105.2 bn (Centre for Mental Health, 2010)
- > Disrupted / fragile family relationships contribute to homelessness. 26% of YP 16-24 have had to sleep in an "unsafe place" in 2013/14; 90% of those who had 'sofa-surfed' had previous CSC involvement. (Clarke *et al*, 2015)

What gets in the way of treating people as partners?

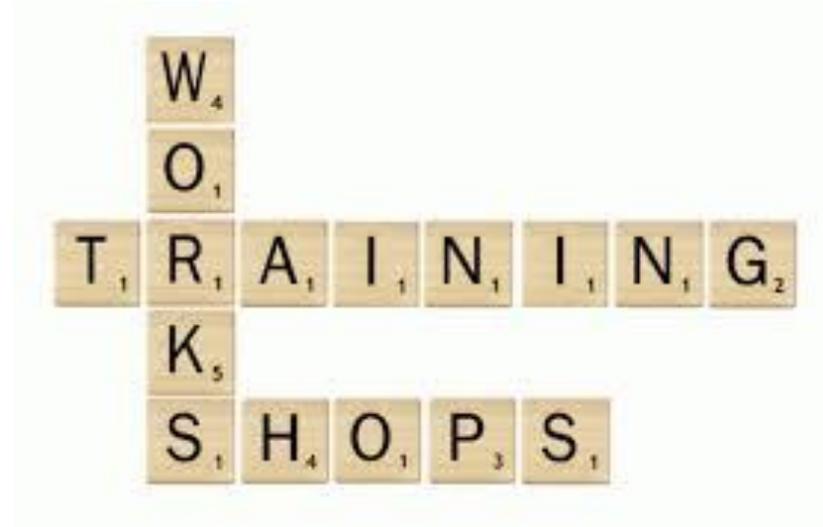
- › In policy / procedure (perhaps less nuanced than practice) young people (and parents) are often categorised in binary terms - as victims or villains?
- › Have agency – blamed, or have no agency – helpless and passive.
- › Problematising / individualistic constructs of safeguarding stop us seeing the systems and complexity.
- › Professional power paradigm?
- › Structural inequality, racism and other barriers to inclusion.
- › It's emotional.

What could we do?

- › Deliberative learning from other services and parts of the wider system where transitional approaches are more embedded.
- › ‘Drawing down’ best practice from safeguarding adults into safeguarding adolescents: rights-based approaches, MSP, wellbeing focus.
- › Considering how Contextual Safeguarding and Complex Safeguarding and other innovations in children’s safeguarding might inform safeguarding of young adults: place-based, partnership approach.
- › Reflect on how safeguarding responses can overlook – even exacerbate – vulnerability...iatrogenic interventions?
- › Build local capacity for system redesign, analysis, cost-benefit.

What do we know? National Workshops

- > Four national workshops held in 2019:
- > Participants - middle and senior managers with a specific remit for developing and leading safeguarding practice in Adult and Children's services in Local Authorities in England.
- > Participants attended from 52 out of 152 Local Authorities.
- > 33 matched pairs of Children and Adult services representatives
- > 19 Local Authorities were represented by either someone from Adults or Children's social services.



Key messages from four national workshops 2019

- › We want to do this.
- › We want to innovate, and we want to be able to work better across children and adults services to minimise the 'gap(s)'.
- › We recognise that as children become adults, some young people have particular support needs due to the risks in their lives, that continue during their transition into adulthood and we want to be able to support them.
- › Give us permission and trust us to do this.
- › We need you as leaders to lead us through the challenges that will arise from addressing this (e.g. please deal with the organisational and institutional barriers).
- › We need you to create a joint vision across the local authority, communicate it to all the staff working in that local authority, and support us to work together so we can be more effective and achieve better outcomes for these young people.

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Key messages from four national workshops 2019

Children's services to Adult services

- > How can we develop a shared culture and shared values that meet the legislative and regulatory requirements for both agencies?
- > If moving to a 15-25 integrated service, can we pool budgets?
- > How can we help you develop early help for adults/adolescents?

Adult services to Children's services

- > Identify young people in transition – tell us who is coming through.
- > Joint work cases.
- > Information about adolescent development – tell us what you know, share your knowledge and listen to us about positive risk taking approaches.
- > You need better mental health literacy – we can help with this.

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Results of workshops: Reimagining safeguarding with young people – four themes

- › 1. Transitional Safeguarding as an emergent system/approach
- › 2. Learning from children’s safeguarding
- › 3. Learning from adult safeguarding
- › 4. Sector-led improvement supporting whole system change
- › (see: Cocker, Cooper and Holmes, 2021)



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1. Transitional Safeguarding as an emergent system/approach

- Emergent systems refer to dynamic practices between different organisational partners as opposed to work undertaken within set organisational structures (Dunsmuir et al., 2020).
- They may involve informal and formal networks
- changes shouldn't always be located in or led by Children's Services



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2. Learning from children's safeguarding

- > Contextual Safeguarding (Firmin, 2017). Taking into account the developmental changes in adolescence can lead to innovation in redesigning safeguarding services for adolescents, focusing on 'place' and 'space' in ways that recognise life span development and the extra-familial safeguarding risks for this population group.
- > Innovative work has developed across the 18 years-of-age 'boundary' regarding CCE and CSE services. However, these projects often received additional government funding, such as the expansion of the Sexual Exploitation Hub in 2015. This was developed following Newcastle's 'Operation Sanctuary', a police investigation into the grooming of girls and young women in the city (Rogers, 2018).



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3. Learning from adult safeguarding

> Six key principles:

- **Empowerment:** People being supported and encouraged to make their own decisions and informed consent.
- **Prevention:** It is better to take action before harm occurs.
- **Proportionality:** The least intrusive response appropriate to the risk presented.
- **Protection:** Support and representation for those in greatest need.
- **Partnership:** Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse.
- **Accountability:** Accountability and transparency in safeguarding practice.



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Comparing key principles in children and adult safeguarding (Cocker, Cooper and Holmes, 2021)

Safeguarding Principles for Adults (14.13 Care Act Guidance 2014)	Safeguarding Principles for Children (Children Act 1989)
<p>Proportionality: The least intrusive response appropriate to the risk presented.</p>	<p>Three overarching principles:</p> <ul style="list-style-type: none"> • paramourcy of the welfare of the child; • 'no order' principle – there is some cross-over with proportionality principle in adult safeguarding principles; • 'no delay' principle. <p>Human Rights Act 1998 requires a proportional approach when Article 8 right to private and family life is qualified. For children as well as adults, one must intervene only just as much as is necessary to achieve a safeguarding goal.</p>
<p>Protection: Support and representation for those in greatest need.</p>	<p>Protection: from serious harm (s47);</p>
<p>Prevention: It is better to take action before harm occurs.</p>	<p>Preservation: every effort should be made to preserve the child's home and family links; a duty for and provision of services to children in need (s17)).</p>
<p>Empowerment: People being supported and encouraged to make their own decisions and informed consent.</p>	<p>Participation: the views of children should be sought according to their age and understanding;</p>
<p>Accountability: Accountability and transparency in delivering safeguarding.</p>	<p>Accountability: occurs at a strategic level through Children's Partnership arrangements</p>
<p>Partnership: Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse.</p>	<p>Partnership: services should work in partnership with parents and others with PR</p>

Making Safeguarding Personal

- > An 'approach' to safeguarding adults which is personalised and outcome focused, improves quality of life, achieves both wellbeing and safety.
- > The safeguarding process is driven by the person's wishes and feelings about what they want to happen and how to keep themselves safe, aiming for resolution and recovery.
- > It was 'best practice' before the *Care Act 2014*, and became part of the formal guidance under the *Care Act 2014*.

'No Decision
About Me,
Without Me'

4. Sector-led improvement supporting whole system change

- › Change must be considered within the context of each local authority's setting
- › Regulation in children and adult services is different with children – OFSTED influences how children's safeguarding develops, whilst in adults safeguarding is not subject to inspection by CQC.
- › This approach enables authorities to learn from each other, particularly from examples of good practice.
- › This approach, used in the workshops, can support the system changes necessary for further developing and embedding a Transitional Safeguarding approach that will address the current cliff-edge between children and adult safeguarding.



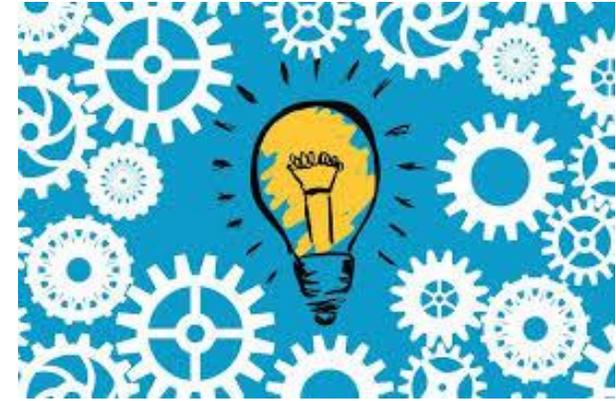
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What's helping / hindering local areas

- › Boundary spanning perspective (Children & Adults; Safeguarding & Justice; Stat & VCS; professional and personal)
- › Its' a system, not simply a service
- › Clear, credible, explicitly owned local leadership of the agenda
- › Expansive definition of 'partnership'
- › Meaningful engagement with communities
- › Culture of innovation ('the soft stuff is the hard stuff')
- › Evidence-informed practice; practice informed strategy
- › Collective, place-based problem solving (rather than problem displacement)
- › Building the local case – data, inc people's lived experience

Examples of Innovation

- › Some people are doing some things but no-one is doing everything
- › Already mentioned Contextual Safeguarding and CCE/CSE initiatives e.g. Newcastle.
- › Complex Safeguarding (Greater Manchester)
- › Special Issue – Practice Journal due out in 2021
 - Havering – Transitions Panel, a new multi-agency planning forum; and The Cocoon, a new ‘one-stop shop’ onsite multi-agency service provision for care-experienced people
 - Bristol – development of the ‘pathways to independence’ team and the Bristol ‘offer’
 - Norfolk – ‘Preparing for Adult Life’ service
 - Hackney – setting up adolescent safeguarding service
 - Bath and North East Somerset – merged governance arrangements for LSCB, SAB and CSP



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Activity

- > What does this mean for you in Brent?
 1. What could be done differently to safeguard young people in Brent across organisational boundaries?
 2. What one thing needs to change - in order for Brent to offer a Transitional Safeguarding response at a practice level?
 3. What would you want to say to senior managers and leaders, if they were here today, about what would support you to improve Transitional Safeguarding arrangements for adolescents and young adults?

- Please feed back your responses to these 3 questions in the chat when you return to the larger group



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Next steps

- › What can I do differently?
 - What can I stop
 - What can I start
 - What can I strengthen
- › What can I do with others?
- › Please put your ideas in the chat





Further reading

- › Cocker, C., Cooper, A., and Holmes, D. (2021) Transitional safeguarding: Transforming how adolescents and young adults are safeguarded. *British Journal of Social Work*
- › Cocker, C., Cooper, A, Holmes D, and Bateman F. (2021) Transitional Safeguarding: Presenting the case for developing Making Safeguarding Personal for Young People in England. *Journal of Adult Protection*
- › Firmin, C, Horan, J, Holmes, D and Hopper, G. (2019) *Safeguarding during adolescence– the relationship between Contextual Safeguarding, Complex Safeguarding and Transitional Safeguarding*. Dartington, Research in Practice
- › Holmes, D. and Smale, E. (2018) *Mind the Gap: Transitional Safeguarding – Adolescence to Adulthood*. Dartington, Research in Practice

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