

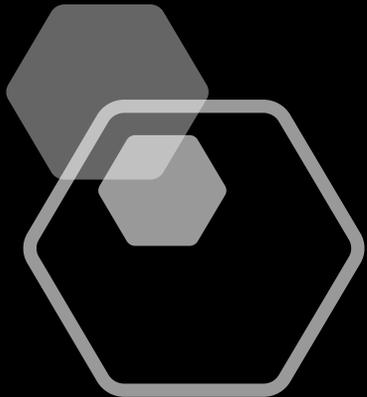
Simulation Training in Child Protection: Embedding Trauma Informed Approaches within Frontline Services

Principle Investigator: **Dr Tracee Green**

Co-Investigators: **Dr Aravinda Kosaraju & Emma Soutar**

Kent Police Partnership: **DS Mike Brown,**
DC Anne-Marie McAteer, Jackie Harwood,
Samantha Matthews and Becky Hills.





Agenda

A New Simulation Training Tool

CSE and a Trauma Informed Approach

A glimpse at the Training Tool

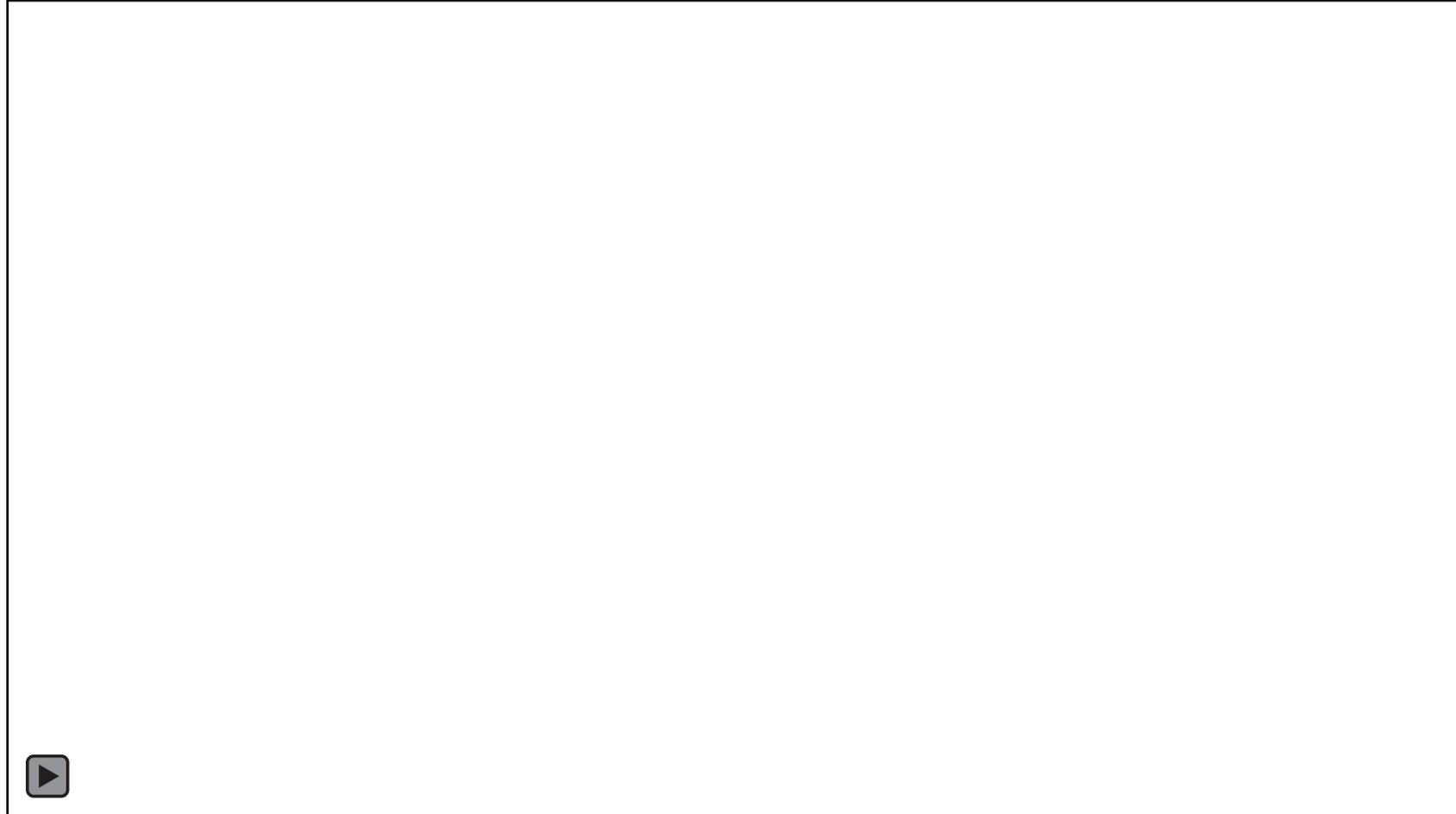
Evaluation Results

Collaboration with Police

Innovation and Research

Serious Game Simulations

- A chance to experience challenge in a safe environment
- Trial and error risk taking
- Immersive
- More readily retained
- Applied in a variety of settings with CCP the first to bring to safeguarding children
- Evaluation of simulations and research informing simulations



(Drumhiller et al 2021; Nimmagadda & Murphy 2014)



Robyn and Molly

Sexual Exploitation of Girls:

A collaborative project
between the Centre for
Child Protection and Kent
Police
to develop a pilot
simulation training tool
promoting trauma informed
approaches

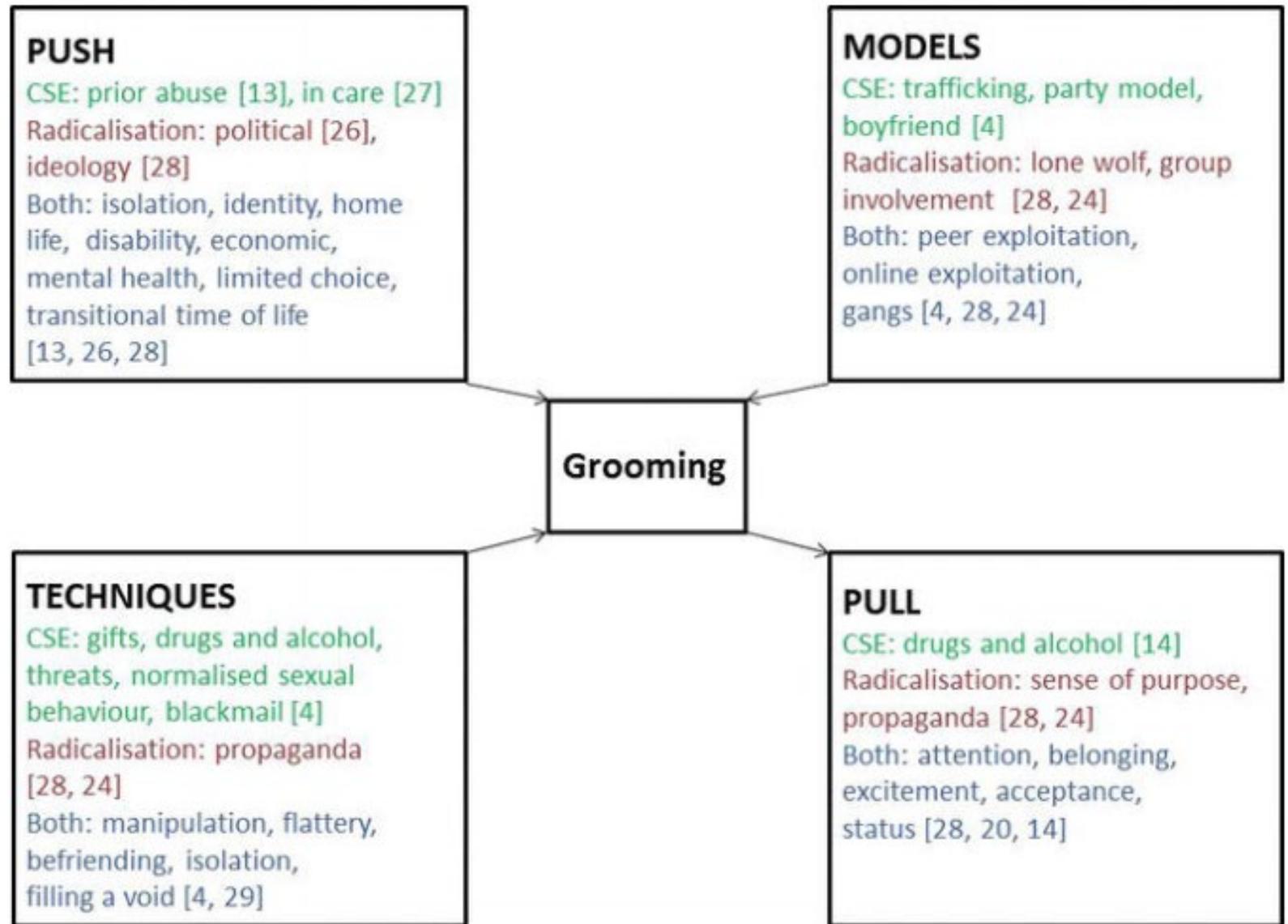


Terminology and Focus

- Violence Against Women and Girls (VAWG)
- Child Sexual Exploitation (CSE)
- Trauma Informed Approaches (TIA)



Profile of a young person likely to become involved in CSE



Key: Green - indicates grooming factors in CSE
Red - indicates grooming factors in radicalisation
Blue - indicates grooming factors in both CSE and radicalisation

Profile of CSE Offender

- White men
- Under the age of 30
- Motivated by financial gain and sexual gratification
- Build on established connections
- Commercial or private locations
- Spur each other on in larger groups

(Home Office 2020)



Prosecution: Barriers and Good Practice

- Difficulties with Prosecution
- Inconsistency of victim's account
- History of mental health difficulties
- Officers experienced doubt about the case
- Victim and suspects were both white
- Suspects were not known sexual offenders
- Failing to refer to partner agencies
- Lack of confidence talking with children

(Hohl and Stanko 2015; Allnock, Dawson and Rawden 2020)





Improving Police Practice with a trauma informed approach

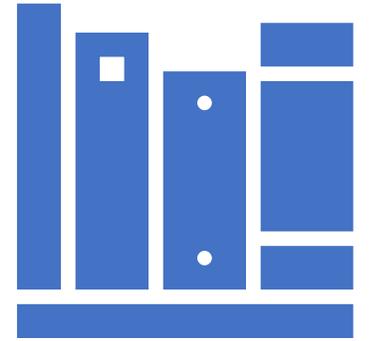


Project's Theory of Change

Outcome	Components	Work Package
<p>Tackling Violence Against Women and Girls (VAWG):</p> <p>Focusing on trauma informed approaches for police work with girls who have lived experiences of child sexual exploitation</p>	<p>Component 1: <u>Simulation Training</u> is an effective form of training to tackle VAWG</p>	<p>Work Package 1</p>
	<p>Component 2: Kent Police will be better informed to tackle VAWG by <u>co-designing</u> a simulation incorporating a <u>trauma-informed approach</u> that will be rolled out across police departments</p>	<p>May-October 2022</p> <p>Scoping exercise around areas of desired and required support.</p>
	<p>Component 3: CCP's background and experience in working in <u>partnerships</u> to create child protection simulations can support dissemination of outputs and improve practice knowledge</p>	<p>Work Package 2</p> <p>November 2022-October 2023</p> <p>Creation and evaluation of pilot training tool</p>
	<p>Component 4: Young people benefit from professional's being trained in providing <u>trauma-informed</u> approaches to support, help and intervention</p>	<p>Work Package 3</p> <p>November 2023-October 2024</p> <p>Evaluate simulation / training and dissemination of findings</p>

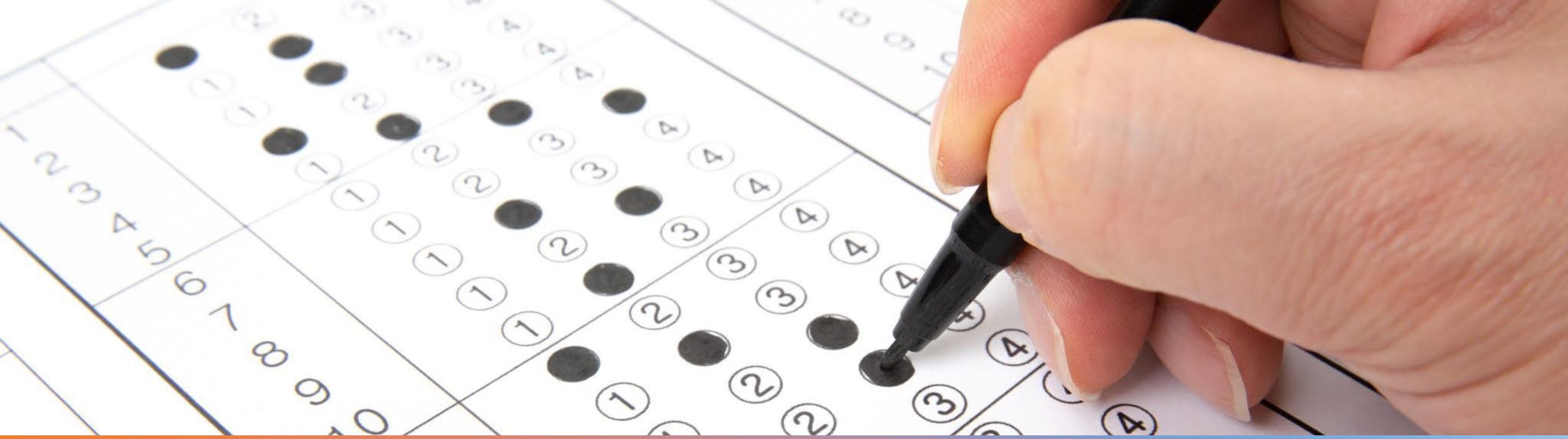
Learning Outcomes

Developing	Developing knowledge around identification and recognition of child sexual exploitation.
Improving	Improving understanding how to support victims of child sexual exploitation in a trauma informed way during an investigation, after an investigation and during court proceedings.
Enhancing	Enhancing skills around the active investigation of child sexual exploitation.
Increasing	Increasing understanding of how to prepare and present child sexual exploitation cases to the Crown Prosecution Service.
Learning	Learning to recognise and respond to secondary trauma in oneself and with colleagues.



Robyn and Molly: A Trauma Informed Approach to Investigating Child Sexual Exploitation

Findings from the Evaluation of the Pilot Training
Dr Aravinda Kosaraju



Methodology

Mixed Methods:

- Survey questionnaires (Paper based and online)
- Participant observation



Overview of training and learning outcomes

- Training sessions - 9
- Number of trainees - 77 (n=77)
- Trainees in each session ranged from 6 and 11
- Whole day training sessions at Canterbury and Medway

Learning outcomes

- To develop knowledge around identification and recognition of child sexual exploitation (CSE).
- To improve understanding of how to support victims of CSE in a trauma informed way during an investigation, after an investigation and during court proceedings.
- To enhance skills around the active investigation of CSE.
- To increase understanding of how to prepare and present CSE cases to the Crown Prosecution Service.
- To learn to recognise and respond to secondary trauma in oneself and with colleagues.

Content of the training course

- a) Overview of CSE (signs and indicators of CSE, push and factors of CSE, challenges to addressing CSE)
- b) Fundamentals of trauma and its impact on victims and witnesses (Brain development, adverse childhood experiences, window of tolerance, principles of trauma, trauma bonding)
- c) Recognising and responding to secondary trauma and its impact on self and others
- d) Good practice when undertaking a post missing intervention
- e) AWARE principles
- f) Reflection on problematic victim blaming language
- g) Importance of planning, preparation and debriefs when conducting a video recorded interview or achieving best evidence interview
- h) Value of multi-agency working in engaging victims/witnesses and in investigation of CSE crimes
- i) Effective ways in developing suspect strategy
- j) Overview of offences committed against children subjected to sexual exploitation
- k) Good practice when preparing and presenting CSE cases to CPS
- l) Engaging and supporting children and young people in a trauma informed way.

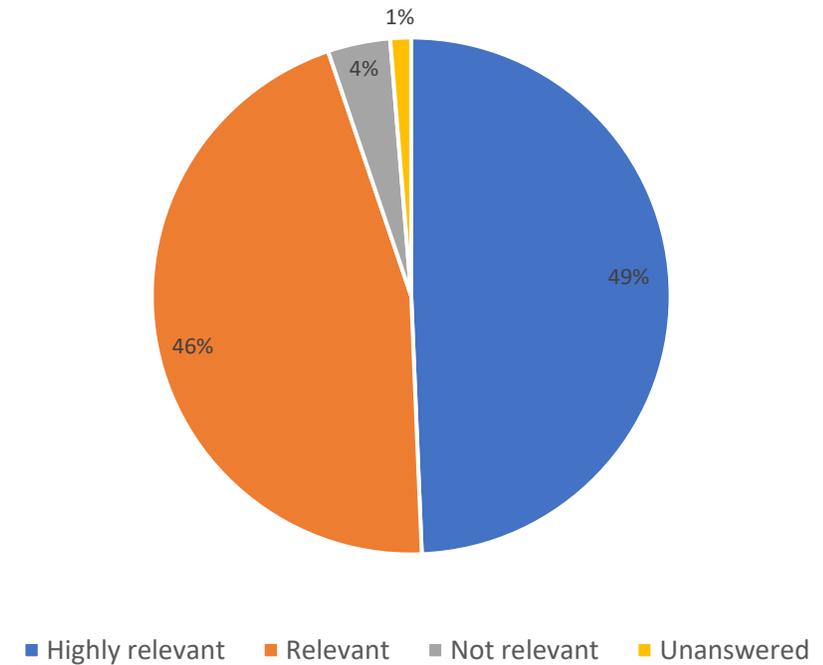


Relevance of the training course

95% of the participants (n=77) rated the training course to be either relevant (46%) or highly relevant (49%)

Relevance of course	Frequency
Highly relevant	38
Relevant	35
Not relevant	3
Unanswered	1
Total	77

Relevance of the training course

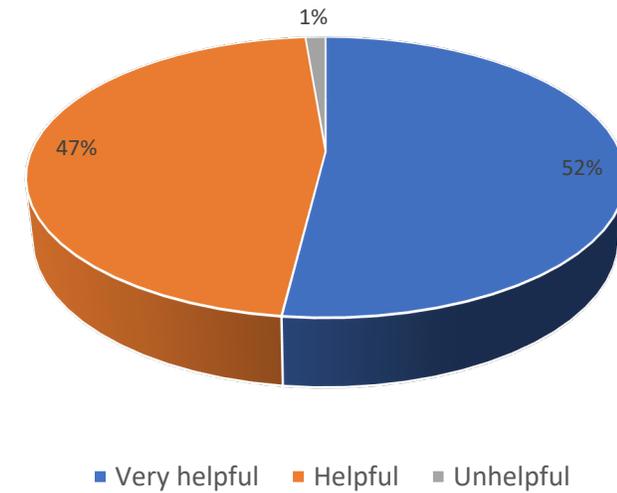


Helpfulness in improving overall knowledge and understanding of trauma informed investigation of CSE cases

99% of the participants (n=77) found the training course to be either very helpful (47%) or helpful (52%)

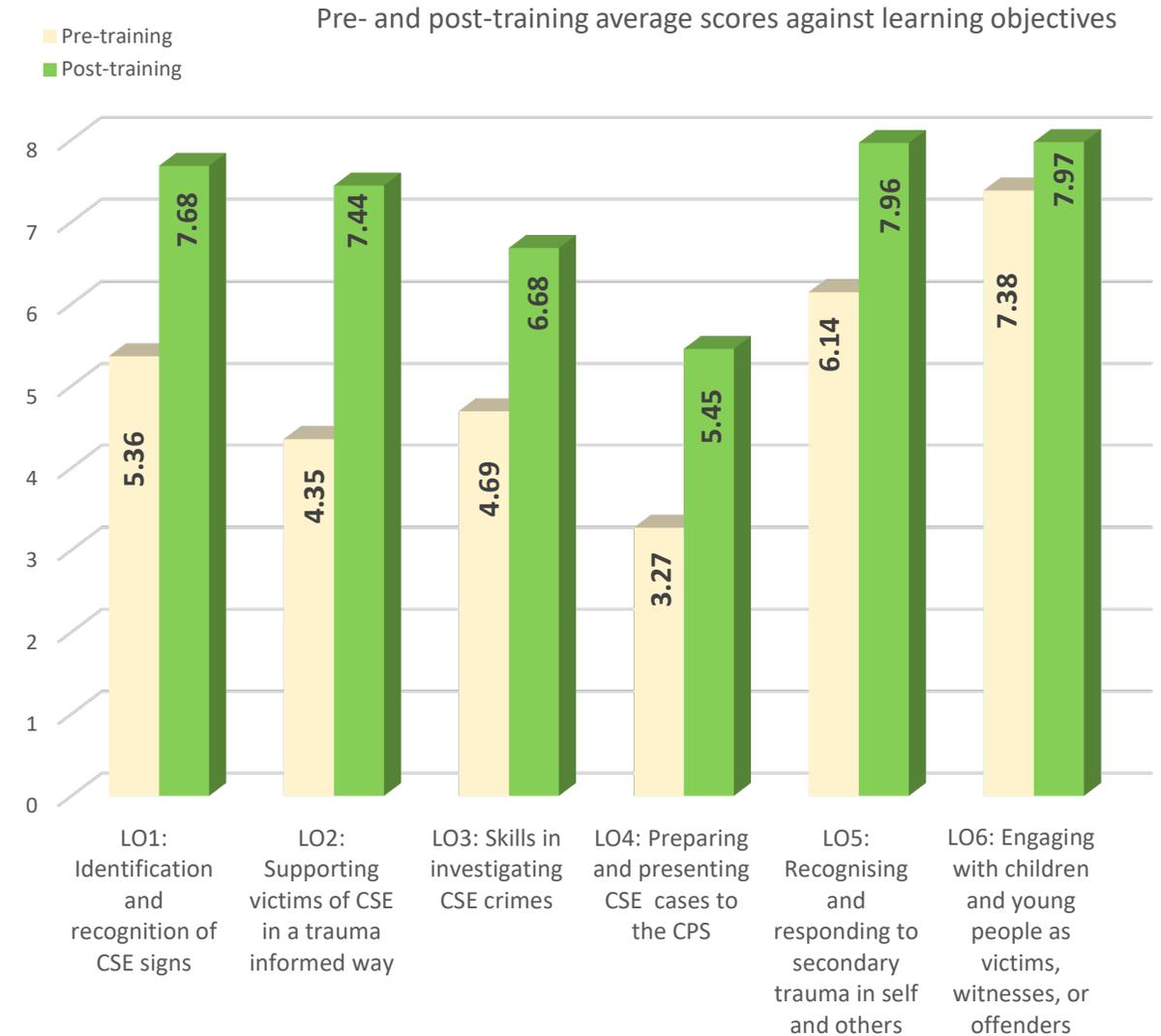
Overall helpfulness	Frequency
Very helpful	40
Helpful	36
Unhelpful	1
Total	77

Impact on overall knowledge and understanding of trauma informed investigation of CSE cases



How did the training meet the learning objectives?

Training Course Learning Objectives	Pre-training	Post-training	Improvement
LO1: Identification and recognition of CSE signs	5.36	7.68	2.32
LO2: Supporting victims of CSE in a trauma informed way	4.35	7.44	3.09
LO3: Skills in investigating CSE crimes	4.69	6.68	1.99
LO4: Preparing and presenting CSE cases to the CPS	3.27	5.45	2.18
LO5: Recognising and responding to secondary trauma in self and others	6.14	7.96	1.82
LO6: Engaging with children and young people as victims, witnesses, or offenders	7.38	7.97	0.59



Great insight & look forward to using this new knowledge in the job. So important to know and recognise at such an early stage

Helpful course enabling a change to prevent officers overlooking opportunities to make a difference in someone's life.

Would be more applicable for MCET DCs rather than PCs.

This will assist my engagement and investigations every day moving forward, wish I had sooner.

As a result of training, I now have a much better appreciation of my colleagues' emotional well-being and how to positively impact this.

Having been told that the course was not relevant to an MCET PC, I will definitely be taking away extra skills and resources to use regularly. A simple but effective presentation of a difficult subject. Thank you.



Working Together – Kent Police & University of Kent

- Evidence – Operational & Academic.
- Examined Real Case Studies and Real Responses.
 - Child Exploitation & Missing Co-Ordinator.
- Key Themes:
 - Victim Blaming Language.
 - Offence Knowledge.
 - Trauma Informed report writing.
- Recognising Positive Outcomes

References

- Allnock, D., Dawson, J. and Rawden, H. (2020). *The role of police in responding to child and adult vulnerability: A meta-analysis of 126 reviews of death and serious harm*. Vulnerability Knowledge and Practice Programme. Available at: <https://www.vkorg.uk/publications/publications-and-reports/> [Accessed: 27 July 2022].
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- Hohl, K. and Stanko, E. (2015). ‘Complaints of rape and the criminal justice system: fresh evidence on the attrition problem in England and Wales’, *European Journal of Criminology*, 12(3), 324-341.
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- Nimmagadda, J., & Murphy, J. I. (2014). Using simulations to enhance interprofessional competencies for social work and nursing students. *Social Work Education*, 33(4), 539–548.
- Reeves, J., Soutar, E., Green, S. and Crowther, T. (2018) ‘Children and young people’s vulnerabilities to being groomed; what can be done?’, in Çetinkaya, Şenay (ed.) *Contemporary Perspective on Child Psychology and Education*. InTech. doi: 10.5772/intechopen.71672.

Recommended Reading

- Perry, B.D. and Szalavitz, M. (2017). *The Boy Who Was Raised as a Dog: And Other Stories from a Child Psychiatrist’s Notebook*. New York. Hachette Book Group.