

dialogue

Return from Missing Interviews

Rachael Courage



Introductions

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Learning agreement

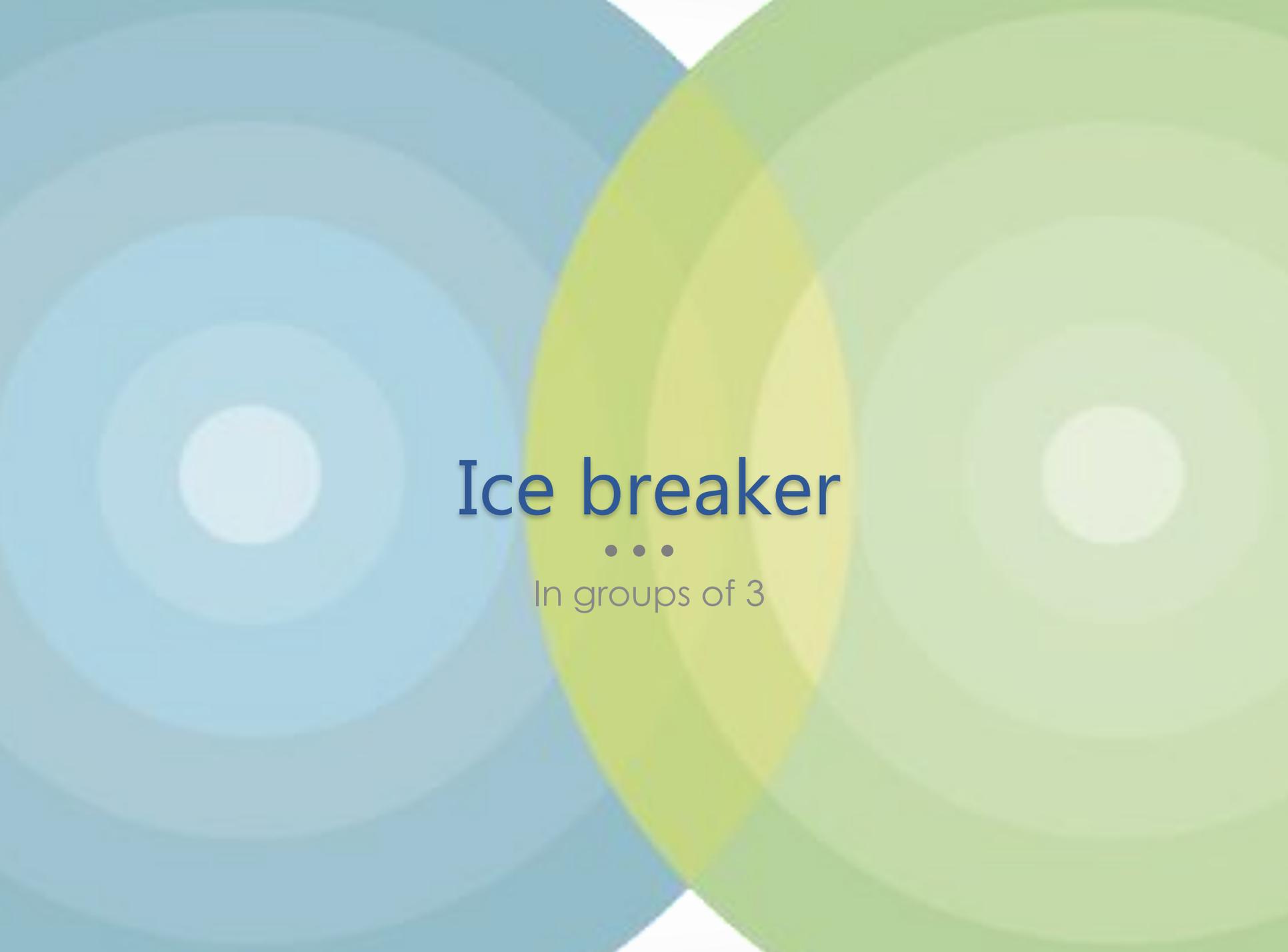
- Time keeping
- Cameras on where possible
- Confidentiality
- Respect
- Everyone has a right and responsibility to contribute.
- One person to talk at a time
- Mobiles off
- We model partnership behaviours
- Share knowledge and expertise
- Challenge jargon that stops us understanding each other
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Learning Objectives

- Understand reasons why young people go missing, recognising the push/ pull factors. .
- Identify what some of the risks associated with going missing are.
- Practice skills in engaging hard to reach young people.
- Understand the principals of what makes a good return interview.
- Understanding and agreeing what information need to be fed back, how, and what next.





Ice breaker

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In groups of 3

Best Practice Guidance

Children Missing from Care

“To keep children safe, agencies and professionals need to be proactive to help prevent missing episodes. Reporting a child as missing to the police does not resolve the reasons or reduce the recurrence as to why a child was not where they were expected to be. Every effort should be made to prevent a child from going missing in the first place.”

Why Do Young People Go Missing?

- We're building up a picture of your answers – it is all anonymous
- Open the camera on your phone and hold over this QR code – a link should pop up to click
- If it won't open visit dialogueltd.co.uk/training-missing



Pull Factors

- *“ The reason I go missing is to see my family and friends, to see my mates and smoke weed”*
- *“He feels that young people go missing because they want to stay out with their friends and they are not ready to go home. They want to have a drink and don't want to go home drunk. Sometimes they just want to stay over a friend's house and staff haven't seen the home and this is embarrassing to them because he doesn't think it is normal for staff to have to go to the home and speak to parents to see if they are ok. Staff should just trust the young people sometimes. Also some of their friends may not know they are in care and they don't want people to know.”*
- *“ May be being exploited. Could be in gangs and are being forced to run away or be involved in county lines.”*
- *“ To get high, to forget about everything, to escape their life... If you have a family that love you its different, but in care they don't love you. That's why we do drugs, its another way to escape.”*

Push Factors

- *“ Problems at home, issues with other young people, not liking staff... You don't want be at the placement as it doesn't feel like home.”*
- *“ Cos you're not allowed to stay out. You want to be spontaneous, it takes too long for placement to sort out permission to stay out, social workers don't answer their phones or make decisions quick enough. Once you're out you don't bother answering your phone or going home cos you know you've been reported missing so you might as well stay out, the outcome will be the same if it's that night or the morning, the police are gonna pick you up.”*
- *“ To have some freedom... to force yourself to grow up quicker.”*
- *“ because it's so stressful so they want to be alone and clear head and be out”*
- *“Because you don't feel safe at home”*
- *“ Families may not be supportive, may be addicts or cannot look after us”*

What are children who go missing at risk of?

- One study found 11 per cent of young people said that they had been 'hurt or harmed while away from home on the only or most recent occasion' (Rees, 2011:16). The same study found one in five young people said that they had stolen, begged or done 'other things' whilst away in order to survive (Rees, 2011:16). A separate study suggested that one in every eight young people who are reported missing have been physically hurt and one in nine have been sexually assaulted while away (Biehal et al, 2003:32)

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County lines gangs use children and vulnerable people to courier drugs and money. A young person who is involved in county lines activity might exhibit some of these signs:



Persistently going missing from school or home, or being found out-of-area



Unexplained acquisition of money, clothes or mobile phones



excessive receipt of texts or phone calls



Relationships with controlling, older individuals or gang association



Leaving home or care without explanation



Suspicion of self-harm, physical assault or unexplained injuries



Parental concerns



Significant decline in school performance



Significant changes in emotional well-being



Home Office

Barnardo's (2011) identifies going missing

as one of the 'top four' risk factors for child sexual exploitation and estimates that around 50 percent of the sexually exploited children and young people it worked with in 2009/10 went missing on a regular basis.



Key Principles

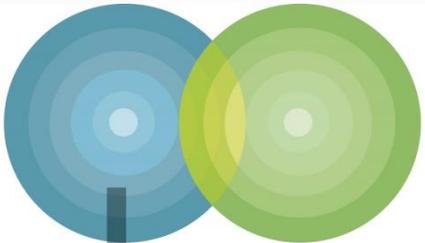
- Within 72 hours of returning from missing episode
- Undertaken by independent person (not involved in their care) Can offer a degree of confidentiality.
- Runaway and Missing from Home and Care protocols should specify referral routes for return interviews and how information about young runaways is shared between all local safeguarding services. This should include information collected through return interviews.



Purpose

- identify and deal with any harm the child has suffered – including harm that might not have already been disclosed as part of the ‘safe and well check’ – either before they ran away or whilst missing;
- - understand and try to address the reasons why the child ran away;
 - help the child feel safe and understand that they have options to prevent repeat instances of them running away;
 - provide them with information on how to stay safe if they choose to run away again, including helpline numbers.





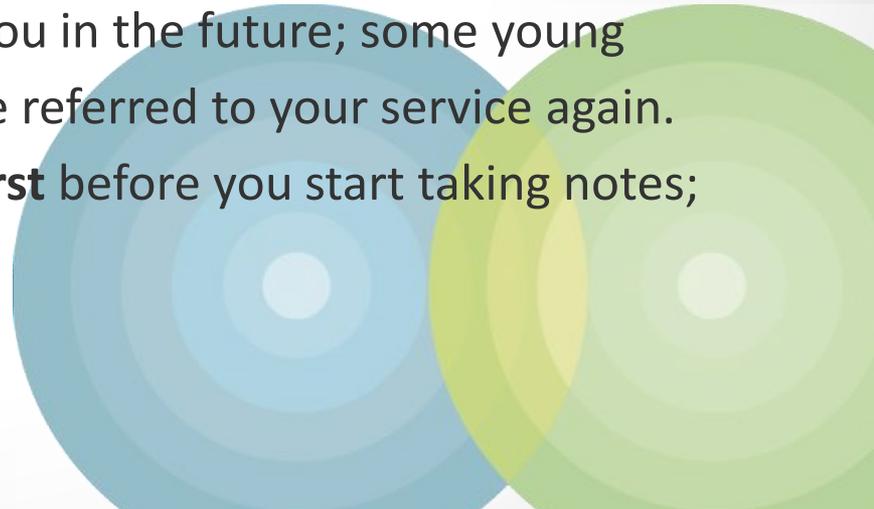
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Making contact

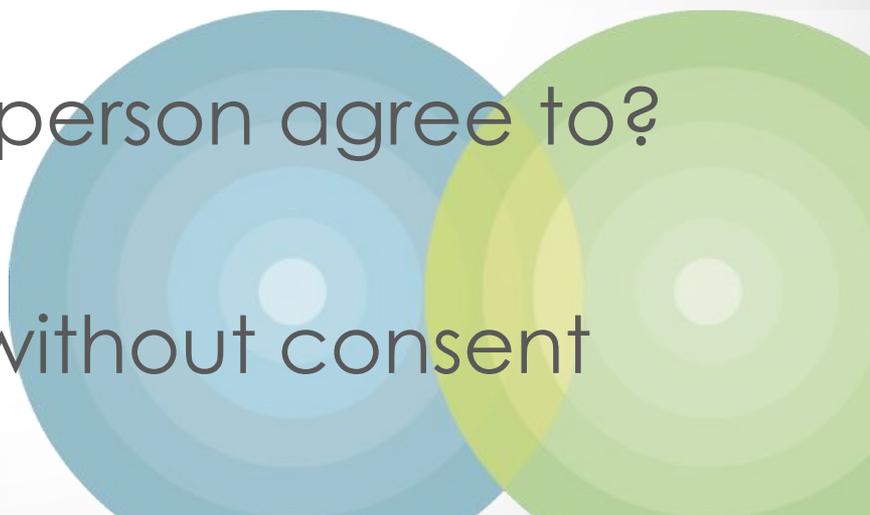
You have approximately 1 minute in your first call to a young person to encourage them to meet with you.

Top Tips for the meet up.

- **Hold the interview in a neutral place** where the child feels safe, if possible
- • **If you have to conduct the interview at home**, it is important that you speak to the young person alone, but also make sure you give parents or carers space to talk about their concerns.
- **Turn up on time**; you said you cared when you phoned.
- • **Don't be surprised if they have forgotten** they are meeting you or don't want to talk to you now.
- • **Be friendly** and listen to how they want to proceed. It is important to ensure that they feel they can talk to you in the future; some young people run away frequently and maybe referred to your service again.
- • **Have a conversation with them first** before you start taking notes; you need to gain trust.



Boundaries on what needs to be shared.

- Focus on confidentiality agreement with young people
 - What do the commissioners agree (and who are they)?
 - What does the young person agree to?
 - Thresholds for sharing without consent
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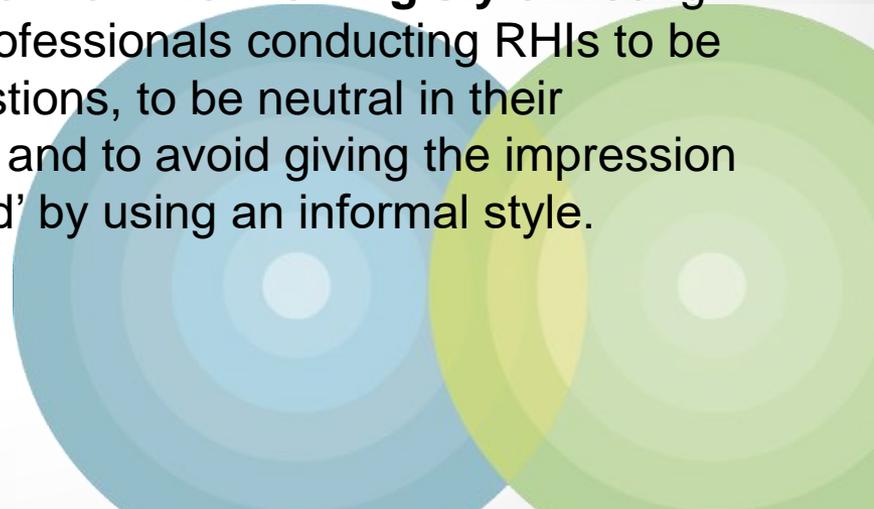
What works...?

- **Working with ‘hard to reach’ young people:**

*“These children may have suffered a range of different things. They’ve got trauma and all sorts – separation, attachment issues and all sorts behind them, and you don’t just engage a child like that. There is legwork, time, constantly going back – as in, it doesn’t matter how many times you tell us to f*** off, we’ll always come back.”*

- **Prioritising trusted relationships:** Ensuring that a young person can be interviewed by someone they trust

- **Non-judgemental language and an informal interviewing style:** Young people emphasised the importance of professionals conducting RHIs to be careful about the language used for questions, to be neutral in their reactions to what young people tell them and to avoid giving the impression that a young people is being ‘interrogated’ by using an informal style.



Exercise

One person be interviewer.

at the questionnaire. First, go to go through them in turn, asking the questions they are written.

replay the interview. This time, try to find out the answers in any way you think work most effectively.

One person be young person.

of a case scenario you've experienced of a missing episode you can describe and respond to the interview as you feel you want to.

One person be observer.

practice the interactions and how the young person is responding to the interview.

Feeding Back

‘One young person said she wanted us to mediate. We said “We advocate.” But she said “No, I don’t want you to advocate, I want you to mediate, because I’m wrong as well.” (From a practitioner interview, Rees, 2001)

Keep Safe Information

- Harm minimisation principles.
- Stay safe
- Numbers of local organisations.



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What are we trying to **do...???**

The language we use to talk about a child's circumstances can both support and hinder effective safeguarding. Vague, stock phrases and jargon can minimize/obscure the reality of a child's life. The use of clear, straightforward language that properly and explicitly depicts issues in ways that do not dilute impact and harm, or the reality of life for the child can lead to more effective safeguarding

Brandon *et al* (2020) Complexity & Challenge: a triennial analysis of Serious Case Reviews 2014-17 p20

Group discussion

How does your area share information about...

Risks that young person may be experiencing?

What support the young person needs?

Information about contextual safeguarding risks and risky people?



feedback, discussion and **evaluation**

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