



Child Criminal Exploitation: Cultural Competence Reflective Questions and tasks

Below are some reflective questions and tasks that can be used as part of individual or group supervision.

- Thinking about cultural competence as a skill that continually develops rather than something you have or don't have:
 - In your service, how can you monitor the progress you are making with respect to cultural competency? What evaluation strategies might you want to put in place?
 - Think about a time when you were less culturally competent than you are now, what has helped you to become more culturally competent now?

- What are the challenges to developing cultural competency in your service/organisation?
 - Can you think of any ways that you might start to overcome some of these challenges...
 - ...Individually?
 - ...As a team/service/organisation?

- Think back to a time when you worked with a parent or child that had experienced trauma, who you experienced as hard to reach:
 - Considering what we have discussed about trauma today, what sense can you make of this person's behaviour now?
 - How might you change how you try to engage a person like this now?

- We might recognise a child as being exploited, but often they don't see this themselves, and they reject the idea of victimhood, creating clashes with professionals. YP often reject victimhood on the basis of perceptions of choice (it's my decision to do it) and gains/benefits (I'm reaping the rewards).
 - How might you work with a child who doesn't agree they are being exploited?
 - What are the risks if a middle ground can't be found?
 - How might you introduce conversations around constrained choice and restricted agency?

- What do the terms victim and offender mean to you? How do these terms impact how you / services might work with a child? What impact do you think these terms have on children?

- What makes an organisation/service/worker trauma informed? What are the barriers to being trauma informed?

- How might a child in a trauma informed vs a non-trauma informed organisation experience the intervention they receive differently?

- Think about the training you have received regarding trauma – what have you learnt from this and how does it influence your practice?
- When engaging with children who have been exploited, what strategies do you have for making the work strengths based and collaborative? What benefits/pulls keep children in exploitative situations?
- A balance needs to be struck between offering support and gaining information. What are the risks if chasing disclosures becomes the priority? How could this impact on children's experience of us?
- Can you think of a time when your offers of support/help were continually rejected by a child? How did this make you feel as a worker? How did you stay invested in the child?

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