



CHILD CRIMINAL EXPLOITATION CULTURAL COMPETENCE: INTERVIEW QUESTIONS TO DRAW OUT KNOWLEDGE, SKILLS AND VALUES

It is well documented that child criminal exploitation is complex. Professionals need to:

- Work effectively with children and families
- Disrupt perpetrators
- Work successfully across systems
- Understand the changing business model

Below are some suggested interview questions that could be used to supplement your current process. These will hopefully help draw out the knowledge, skills, and values that children and families find helpful, in the context of criminal exploitation.

Knowledge

Question:	Some suggested answers:
<p>What can make risk management / safeguarding difficult/challenging when working with exploited children, and how can these be overcome?</p>	<ul style="list-style-type: none"> - Children not having trusted relationships with professionals - Children not recognising risk - Children being affected by the cycle of abuse - Children not feeling safe enough to share the risks they and their families may face - Issues around not trusting professionals / agencies - Narrative around telling the truth and / or reporting things to statutory services. Being seen as a 'snitch' which can further increase risk (particularly following enforcement action as this can create risk within a county lines group or with competing drug dealing lines) - Agencies taking a different view on risk / safeguarding. - Dichotomy of victim or perpetrator? - Threats could be covert (for example online) or be unexpected - Market could become saturated - Limited information is known about the drugs line or those connected to it - Assessment tools / screening tools are not always fit for purpose. They may not be grounded in evidence or only suitable certain populations (for example males).
<p>What are the 'reachable, teachable' moments and how would you make the most of them?</p>	<ul style="list-style-type: none"> - Pain and fear generally motivate change (arrests, injury, prosecution, school exclusion) - Explore safety planning - Ensure home and family are safe - Ensure you fill someone's time with something purposeful to them - Take an evidence informed approach (for example, motivational interviewing)
<p>How do you think trauma impacts on those we work with?</p>	<ul style="list-style-type: none"> - Families are often traumatised by what has happened - Trauma can impact on how someone responds to us – may not trust, may struggle to regulate, they do not believe services can help

	<ul style="list-style-type: none"> - Children may struggle to articulate their thoughts - Substance misuse and mental health issues may develop because of trauma - Need to look below the surface to what is driving what we are seeing
<p>How do you demonstrate that you are a credible professional?</p>	<ul style="list-style-type: none"> - Having a knowledge and understanding of the area the child spends time in / come from - Recognising that clothes can be perceived as a form of communication - Earning trust through empathy, listening etc. - Being non-judgemental - Being consistent - Being honest - Being able to work in the community - self-awareness (culture, age, gender, limitations etc)
<p>What is the culture that is often associated with county lines drug supply?</p>	<ul style="list-style-type: none"> - Criminality is quickly normalised - Secrecy – not sharing information - Loyalty – making it difficult to leave / speak - Hyper masculinity – gender can be used to command respect and power. - Respect / reputation – held in high regard. - Language / slang – Making it difficult for others to ascertain what is being said. - Exploitation and grooming – social media can be used to promise money, status, and power.
<p>How can children be coerced and controlled into county lines drug supply?</p>	<ul style="list-style-type: none"> - Children may have or perceive to have a drugs debt. This could affect their perception of danger - Various tactics could be used: isolating them from protective relationships / networks, depriving the child of food / money, monitoring through social media / phones, threats made to loved ones. - Criminality may result from exploitation.

Skills

Question:	Some suggested answers:
How do you demonstrate a trauma informed relational approach?	<ul style="list-style-type: none"> - Empower others to gain a control and a sense of their own abilities. Support children to develop positive identities - Using compassion to understand their perspective. - Being able to read their emotions – knowing when and how to combine challenging and safe topics of conversation - Holding trauma in mind in all interactions - Being consistent and doing what you say you will - Working collaboratively
How do you approach working with partners?	<ul style="list-style-type: none"> - Ensuring that those at risk (for example, family members) are not overlooked - Working with networks and systems - Managing risk across the system - Engaging and collaborating with the community and with other stakeholders - Promote safeguarding and welfare of child / family - Appropriate information sharing - Being clear of rules / responsibilities - The process they go through to build relationships. - Understanding/awareness of other agencies perspective/principles/pressures. - Think about language and how it can mean different things, to different services
What steps have you taken to ensure you work collaboratively with children and families?	<ul style="list-style-type: none"> - Not determining when and where you will meet someone – giving them some say - Seeking feedback - Working with their goals and aspirations – not making assumptions - Strong communication skills – using language that others understand, being able to read non-verbal cues. - Doing ‘with’ not ‘to’

	<ul style="list-style-type: none"> - Co-production – taking this approach throughout your work with a child and family. It is not a one-off piece of work - Making someone feel at ease - Being creative in your approach to aid engagement - Being respectful
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Values

Question:	Some suggested answers:
What drives you to do this work?	<ul style="list-style-type: none"> - Child First approach - Belief that changes can occur with the right support - Want to empower children and families - Collaboration to facilitate change - Keeping children and families safe
What would be the main rewards for you doing a role like this?	<ul style="list-style-type: none"> - Empowering others - Collaborating and learning with others - Building constructive relationships with children and families
If you received some constructive criticism as feedback, how would you respond?	<ul style="list-style-type: none"> - Continue to be respectful - Listen to understand - Be open-minded - Reflect on approach / practice and adapt
What are your core values in relation to this group of children, young people and their families?	<ul style="list-style-type: none"> - Respect - Compassion - Cooperation - Getting to know the person - Honesty

Additional questions

- Building a relationship with the child and family is critical. Can you tell us about a time you weren't able to do this?
- Can you tell us about a time you were able to build a relationship quickly, under difficult circumstances?
- Can you tell us of a time you have worked with the community to resolve an issue / concern?
- Can you tell us about a time you have managed a risky situation?
- Tell us about your proudest professional moment?
- Have you faced an ethical dilemma at work?
- Can you tell us your professional boundaries?

Questions to help unpick further:

- What did you do?
- How did you go about doing that?
- What made you think of doing that?
- How did you choose to deal with the situation in that way?
- What was important to you about doing it that way?
- Can you talk us through the thinking behind taking that action?
- What was the outcome?
- What was the impact of what you did on the other people?
- How did you know you had done the right thing?
- What did you notice and learn about yourself from doing this?
- Has this experience helped you to do anything differently?
- How did you react and what did you do?
- What difference did that make?
- What did other people notice about how you did that?
- What did you learn about yourself that surprised you?
- What was useful about what you did?
- What difference did it make?

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