Championing Children and Young People in England

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Next Steps in Tackling the Impact of Street Gangs and Violence on Girls and Young Women, with reference to CSE

This Presentation

1. *Outline current evidence base and activity, including OCC Inquiry*
2. *Highlight barriers*
3. *Consider practical steps next steps*

Voices of girls and women

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'And when they're violent with everyone you start to know what they're capable of, I've been gun-butted by him as he was on his way out, and felt lucky that he didn't turn it round'

'One time him and 10 of his mates turned up, kicked my door in and all battered me for something I'd said To him, and did I get help, did I fuck; what would be the point of that

Voices of girls and women

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'I could try and talk to him and say get it out of the house but then it's like you just get your jaw broken again'

'You're not involved; he's got to sleep with it not you so I'd just do it, unless you want him to go inside. But don't wash the clothes, just burn them'

'I'll tell the nurses and like my counsellor about the domestic violence and that, but I won't tell them about the rest of it, cos they can tell other people and they won't understand, they'll think oh she deserved it, she's a criminal'

Previous Work

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- *Female Voice in Violence Research*
- *Ending Gang Violence report and associated funding*
- *University of Bedfordshire*
- *Griffin Society*
- *Wider reporting on gangs (Pitts, CSJ)*
- *Wider reporting on DV/CSE (NSPCC, Barnardo's, TCS)*

Gang associated females

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Associations 1

- Mothers
- Sisters
- Cousins
- Intimate Partners
- Friends
- Associates
- Gang members

Associations 2

- Commit offences
- Enable offences
- Victim of violence
- Sexually exploited
- Hold intelligence
- Influence for change
- No activity

Current Activity

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- *OCC Inquiry into CSE in gangs and groups*
- *Review and investigations police and CPS*
- *EGV National and local activity*
- *Definition of domestic abuse*
- *Education select committee report*

OCC Inquiry – Interim Report

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In relation to CSE:

- *Numbers identified*
- *Agencies that identify*
- *Difference between gangs and groups*
- *Sexual, physical and emotional abuse*
- *Warning Signs*
- *Boys and young men*

Barriers

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1. Definitions
2. Silo responses
3. Gender-proofing
4. Identification
5. Male-dominated spaces
6. Interventions with boys and young men

Moving forward by learning lessons

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'Say no more'

'

Samantha Joseph

Social fields

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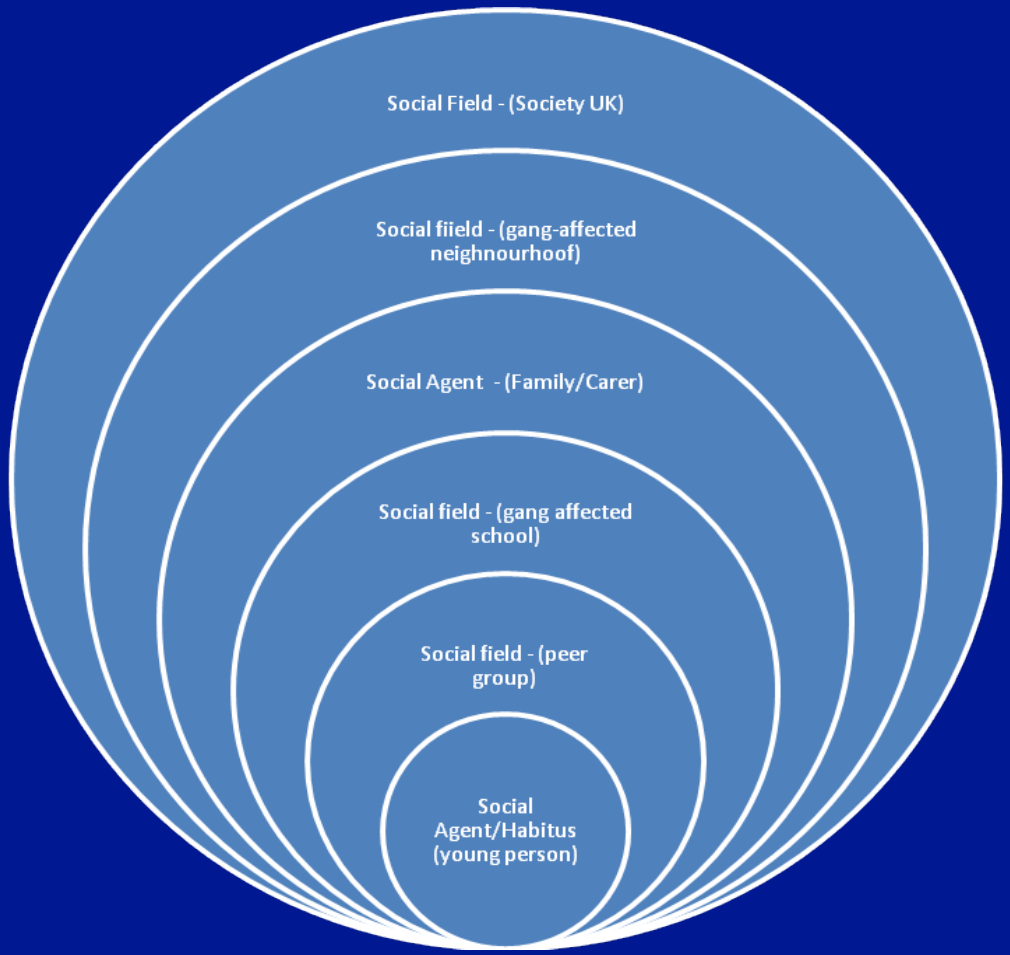

Firmin (2012 forthcoming)

Next Steps

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- *OCC recommendations – mapping, risk assessments, proactive investigation, information sharing, training*

In a gang context specifically:

- *Definition*
- *Cross-silo working*
- *Identification and mapping*
- *Safe spaces*
- *Gender-proofing*
- *Work with boys and young men*

2. Cross-Silo Working

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- *Who are the partners?*
- *What silos do they sit in?*
- *Where are the opportunities to bring the silos together?*
- *Do further opportunities need to be created?*

3. Identification

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1. *How do you currently identify males?*
2. *How do you currently identify females?*

MAPPING EXAMPLE

3. *How could you map in the future – who needs to be involved?*

IDENTIFICATION vs ASSESSMENT – how to we assess once we have identified?

4. Male or Adult-dominated spaces

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- *What interventions are currently offered to women and girls, and do they apply here?*
- *What male-dominated spaces do young women currently access?*
- *What adult-dominated spaces do young women currently access?*
- *Where are the opportunities to offer something different?*
- *Who needs to be involved in this process?*
  MALE DOMINATED SPACES plus GENDER BLIND SYSTEMS…..

5. Gender-proofing

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- *What does this mean?*
- *Commissioning*
- *Intelligence gathering*
- *Risk assessments*
- *Interventions*
- *Evaluation*

WHAT QUESTIONS COULD WE BE ASKING?

6. Work with boys and young men

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1. *Masculinities and hyper-masculinity*
2. *Training of practitioners*
3. *Role of youth justice services*
4. *Engagement of serious youth violence sector*
5. *Partnership working – refuge example*
6. *Does age matter? Consent, MACR?*
7. *Identification of victimisation and hierarchies*
8. *Individual vs contexts*

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