‘Policing’ Parent Abuse: Collaboration opportunities for preventative intervention

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Aims of Today’s Presentation

• To highlight my research subject
• To set out the research journey
• To explain the research methodology
• To highlight key findings
• To propose collaborative opportunities
• To demonstrate contribution to knowledge and professional practice
Presentation

• ‘In context’
• “Parent abuse: what’s that?”
• Who is affected, how and why?
• The Research Aim & Objectives
• Methodology
• Ethical considerations
• A Three Dimensional Approach
• Where does parent abuse ‘sit’?
• Findings
• Threats and opportunities
• Contribution to knowledge and practice
• Case Studies
‘In context’

“Who am I & what am I?”

- Police officer & practitioner
- A ‘researching practitioner’

Key considerations:

- Academic
- Policing
- Safeguarding
- Austerity
“Parent abuse: what’s that?”

- ‘Child-against-parent / guardian’ (Bobic, 2004)
- Beyond a ‘naughty child’ or ‘difficult teenager’ (Holt, 2013)
- Physical, emotional, psychological, financial (Cottrell, 2001)
- Power & control (Monk, 1997)
Who is affected, how, why?

• Victims
• Perpetrators
• Social settings
• Demographics
• Cultural and ethnicity
• What does the abuse ‘look like’?
Aim:

• “To establish the nature and extent of parent abuse in Greater Manchester, and recommend how practitioner responses can be developed.”

Objectives:

1). To gather data on parent abuse from practitioners who are dealing with such abuse and gain a fuller understanding of the extent of the problem in Greater Manchester.

2). To identify knowledge gaps and opportunities to develop better responses to parent abuse, which considers collaborative opportunities, in order to make recommendations on how services can be further developed.
Methodology

- Exploratory primary research
- Qualitative paradigm
- Semi-structured in-depth interviews
- Reflexive & reflection
- Develop ‘Key themes & findings’
- Contribution to knowledge & professional practice
- Recommendations
The Research Sample

Purposive sampling:

• Forensic Psychologist
• GP & Clinical Director
• Mental Health Lead Nurse
• Charity practitioners
• Children’s Services
• Head Teacher
• Youth Offending Team practitioners
• Police Officers
• Senior ‘specialist’ DV Magistrate
Ethics & Data Access

- Jumping through Data Protection hoops
- Police Officer ‘versus’ Student role
- Ethical risks & the ‘third party’ sample
- Data access & learning from my Pilot Study
A Three Dimensional Approach

Location (3 Boroughs)

Organisation
(Third & Public Sector)

Role / Rank
(Front-line to Senior Manager)
Where does parent abuse ‘sit’?

- Child Protection?
- Youth justice?
- Delinquency?
- Crime Prevention?
- Multi-agency collaboration?
- Adult Safeguarding?
- Restorative justice?
- All of the above?
Findings: do we ‘know what we know’?

The scale of Parent Abuse?

Defining Parent Abuse

Identifying & recording Parent Abuse cases

Under-reporting by Victims

Awareness of Parents & Practitioners
Findings: who, how and why?

Substance abuse & Mental Health

The nature of Parent Abuse?

Victims & Perpetrators

Parenting

Learnt behaviours
Findings: what can we do?

Responding to Parent Abuse?

- Learn from existing collaboration
- Non-punitive, supportive and holistic
- Define, educate, train & triage
- Joined-up responding & governance
“Let’s take 5”

Okay, let’s get our thinking caps on:

• What are the opportunities to developing such collaboration for the families and practitioners?

• What are the barriers to developing such collaboration and multi-agency responding?

What do you think....?
Threats and opportunities

- Austerity
- Non-engagement
- ‘Not another problem’

- MASH concept and information sharing
- Disrupting familial cycles of abuse
- Short term investment for long term savings
Contribution to Knowledge

• Parent Abuse: a unique problem
  – ‘Policy vacuum’
  – The ‘victim-perpetrator’ relationship
  – Parent-victims, criminalisation & ‘re-victimisation’
  – ‘Silo’ response: CP ‘or’ CJ ‘or’ Social Care

• An integrated ‘toolkit’ to respond effectively
  – Define, educate, train & triage
  – “Joining up the dots” for joint-service delivery
  – Strategic responding, governance & implementation
  – Cost effective & long-term preventative opportunities
Contribution to Professional Practice

- A model to deliver services
- Disrupting familial cycles of violence
- Restorative & Positive Youth Justice
- “Demand reduction” for Services
- Long-term cost benefit
- Collaboration & safeguarding
Case Studies

So what do we want to achieve?:

• Generate some dialogue
• Apply your understanding of parent abuse
• Get you thinking about how best to respond
Case Study 1: Power & control

• Pauline, 34 years, separated, unemployed.
  – DV victim, anxiety, parenting issues.
• Son: James, 10 years.
  – ADHD, school: disruptive and bullying.
  – Behavioural problems at home
  – Violence, threats, damage.
• Tom, 10 years.
  – ADHD, similar problems to James.
Case Study 1 Task:

• Take some time to discuss and tease out your key considerations from a CYP, Adult Safeguarding, Police, Education, Health perspective.

• Then devise your ‘bespoke plan’ and who is involved?
Case Study 2: Abuse by proxy

• Julie, 42 years, administrator, divorced
  – DV victim, acrimonious split, stalking victim
  – Reluctant to prosecute and ex-husband knows it
  – Depression, financial difficulties

• Philip, 15 years, ‘model pupil’, good grades
  – Abusive, controlling, the ‘voice of Dad’
  – 50 / 50 split in care / residence
  – Threats, violence, damage, financial abuse
Case Study 2 Task:

- Take some time to discuss and tease out your key considerations from a CYP, Adult Safeguarding, Police, Education, Health perspective.
- Then devise your ‘bespoke plan’ and who is involved?
Thank you & any questions?

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