A Fragmented System?

Exploring the gap between policy and practice to improve the UK's record on child participation in relation to sexual abuse, violence and exploitation

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1. INTRODUCTION

'The International Centre' at the University of Bedfordshire is committed to the meaningful and ethical engagement of children and young people in research on child sexual exploitation (CSE), violence and trafficking. Over recent years a series of consistent messages have emerged through our research with children and young people about their experiences and concerns in relation to services. These include the value of committed, caring adults in supporting children to recover from abuse and inconsistency in children's experiences of being: listened to and informed; involved in decision making about their lives and supported to maintain a sense of choice and control.

The Alexi Project is a longitudinal evaluation of the impact of the 'hub and spoke' model of CSE services on a range of outcomes across 16 different sites. The evaluation has a strand of work focusing on children's participation, which recently produced a scoping review.[1] The review found that children often report poor experiences of their encounters with statutory services in particular, despite children's participation being described as a key element within the effective delivery of services for CSE victims in UK policy documents.

On 26th April 2017 the Alexi Project team and International Centre held a one-day conference aiming to analyse this disparity, with the goal of advancing our understanding of why policy commitments are not consistently translated into practice, and identifying key areas for reform. The day was:

- Discursive: speakers were given 11.5 minutes each, so that we could profile multiple perspectives and have time for meaningful discussion.
- Multi-perspective: bringing together a balance of young people, practitioners, researchers, funders and policy makers.
- Inter-disciplinary: including children's rights, social welfare and policy, and sexual violence, abuse and exploitation sectors.

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[1] https://www.alexiproject.org.uk/participation/scoping-review

This event report identifies key themes and debates emerging across the 12 presentations and identifies areas for reform and future work to improve the UK's record on child participation in relation to sexual abuse, violence and exploitation. It does not summarise the content of the presentations, but you can see the [full programme](#), and [listen to the presentations](#) at our website.

2. TERMS

Participation

The term 'participation' is complex and contested, and there have been calls for greater clarity about its use.[2] When we say 'participation' we are referring to: the right of all children and young people, to be involved and influential in decision-making about issues which affect their lives and those of their communities, in accordance with their evolving capacity (*in line with United Nations Convention on the Rights of the Child (UNCRC) and The Children's Act 1989/2004*). Key aspects of the International Centre's working understanding of children and young people's participation are outlined below:

- Children and young people's participation relates to both children and young people as individuals, and as groups or constituencies.

- Children and young people's participation relates to different forms and types of decision-making. This could potentially include decisions made within individual, project, local, national or international contexts.

Child sexual exploitation

The event focused on child sexual exploitation, but it was acknowledged throughout the day that many of the themes raised were relevant to other groups of children. Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.[3]

3. THE GAP BETWEEN POLICY AND PRACTICE

Isabelle Brodie and **Camille Warrington** opened the day by explaining that listening to children and young people has been a consistent theme in policy and research literature on CSE. This is, in part, because of the influence of the United Nations Convention on the

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[2] Brodie et al. (2016) The participation of young people in child sexual exploitation services: A scoping review of the literature. Luton. University of Bedfordshire.
[3] DfE (2017) Child sexual exploitation Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation.

Rights of the Child (1989), which **Maria Stephens** highlighted has the 'right to be heard' as one of its four main principles/rights. Article 12 of the UNCRC specifically affords all children the right to participate in decision-making processes that may be relevant in their lives and to influence decisions taken in their regard. Isabelle and Camille suggested that there are reasons to be optimistic about our direction of travel. For example, children and young people were consulted as part of the production of CSE guidance produced by the DfE in 2017. This was not the case with the DSCF guidance of 2009, which described the importance of taking account of children and young people's wishes and feelings, but did not involve them in the process. They described research conducted from 2009-2011 which found very little evidence of professionals across England routinely integrating the views of children and young people into their responses to sexual exploitation.[4] In contrast there are now signs of an increasing desire to embed participatory principles into statutory services, including recent examples of participatory projects on CSE within policing[5] and nursing[6].

While these developments are welcome, research shows that children and young people often still feel marginalised and not listened to.[7] **Camille Warrington** described a pattern of differential treatment whereby some groups (e.g. those in care) are more regularly invited to meetings, whereas concerns about sexual exploitation often lead to the child being excluded from conversations about their own safety and welfare.[8] **Stela Stansfield** argued that this gap between a general recognition of the importance of children and young people's participation and their actual experiences added up to a clear system failure.

The experiences of current and former children and young people that were presented throughout the day illuminated the problem very powerfully. **Emma Jackson** explained that not being listened to makes young people feel angry and isolated, putting them into 'a dark place' which makes it harder for the abuse to end. She spoke about her life becoming dominated by a world of professionals, services and daily appointments after she disclosed what was happening to her, but not being asked what she wanted. Using the metaphor of labour Emma encouraged us to recognise that it will always be painful and hard to go through the process of disclosing CSE or going to court for example, but that experience will ultimately be positive if someone is there listening to you and responding to your needs. This reflected some of the key messages shared by **Nick Marsh** and **Damian Dallimore** from the cohort of children and young people they had consulted in co-designing the ACT CSE service in Greater Manchester. These included children and young people: not having access to their own 'story' as it was viewed by professionals in case files and chronologies; not being included in plans and feeling like they are a list of problems to be solved; and wanting one worker who genuinely cares, rather than multiple professionals.

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[4] Jago et al., (2011) What's going on to Safeguard Children and Young People from Sexual Exploitation? How local partnerships respond to child sexual exploitation
[5] https://www.uobcsepolicinghub.org.uk/hub-resources
[6] https://www.nursingtimes.net/news/policies-and-guidance/nurses-to-get-new-screening-tool-for-child-sexual-exploitation/7017440.article
[7] See 'Children's Voices' report on how the police respond to worries about a young person's safety; Making Justice Work-Experiences of criminal justice for children and young people affected by sexual exploitation as victims and witnesses; Making Noise: Children's Voices for Positive Change after Sexual Abuse:
[8] See Warrington (2013) 'Partners in care? Sexually exploited young people's inclusion and exclusion from decision making about safeguarding.' in Melrose, M. and Pearce, J. (eds.) Critical Perspectives on Child Sexual Exploitation and Trafficking. (pp. 110 – 124) Basingstoke. Palgrave Macmillan

4. GAPS IN STRUCTURES, RELATIONSHIPS, LANGUAGE AND CULTURE

The speakers drew on their different experiences, knowledge and perspectives as they each considered the reasons for this gap between policy commitments and children and young people's experiences. Their contributions highlighted that there are a series of other 'gaps' that play a part, and that need to be addressed. Some relate to organisational processes, some to practice and some to wider culture and beliefs.

Policy

1. The gap between policy commitments and that for which organisations are actually held accountable

Stela Stansfield argued that services are under pressure to maintain or improve outcomes with fewer resources, and this economic and political climate leads services to prioritise that for which they will be held accountable i.e. operational targets over participatory working. She proposed that we will only close the gap by making service providers accountable for embedding participatory approaches and principles into their practice, and that the first step was to make the case that such approaches *should* be prioritised.

2. The gap between references to participation in policy and children's participation in policy-making processes

Maria Stephens described participation often becoming recognised in policy nationally while children are not actually included in policy making itself. Their lack of participation in the process then has an impact on the structures that are re-created. In one study on violence in custody, children recommended that children and young people with experience of custody should be involved in policy-making and evaluation in justice institutions.[9]

Practice

3. The gap between people within agencies, and between adults and young people

A number of speakers highlighted that meaningful participation is closely related to the possibility of trusting and respectful relationships between adults, and between adults and young people. **CJ Hamilton** argued that the functional gap between strategic planning and implementation of participation meant that those closest to young people are not participating on an equal footing with senior managers. He argued that this leads to unrealistic and irrelevant expectations being set for participation, and needed to be addressed if participatory work was to be realistic, meaningful and not tokenistic. **Sam Shortt** described the Marginal Gains project as an example of the positive impact created when the gap between professionals and young people is closed. The project aimed to bring together young people and police officers to improve police responses to young people in cases of CSE, and involved a residential weekend that Sam said was a 'turning

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[9] CRAE (2013) Speaking Freely: Children and young people in Europe talk about ending violence against children in custody

point' for the project. She described each group overcoming their anxieties and fears about the other to form relationships that helped them generate creative solutions to poor policing of CSE.[10]

4. The gap between those that are, and are not, given the chance to participate

Isabelle Brodie explained that we know very little about the views and experiences of children who experience CSE but don't receive support from services, and/or don't take part in research or participation activities. There is also very little evidence about the experiences of participation of different groups of young people, including boys and young men, young people from different ethnic and cultural backgrounds, and young people with different disabilities. **CJ Hamilton** encouraged the group to recognise that boys and young men are a marginalised group in terms of participation in CSE services and more work needs to be done to consider how to create non-judgemental spaces where they feel confident to contribute. **Emma Jackson** and **Jenny Pearce** underlined the importance of listening to all children, including those that don't fit the stereotype of a CSE victim described by CJ. This has to mean treating them as individuals, and avoiding the use of labels wherever we can. Jenny invited us to consider our individual and institutional capacity to listen to children who see themselves as more than victims, who may seem resistant to efforts to help, who are rightfully angry, and whose presence therefore carries the possibility of conflict. **Cath Larkins** suggested that the actions of children and young people should be seen as another dimension of their communication, beyond their words. This may be helpful in opening up the possibility of 'listening' to those who are silenced and/or resistant to or outside services.

5. The gap between policy commitment and practitioner knowledge/skill

Gerison Lansdown argued that we still face the barrier of a cultural belief that adults always know better than children and young people, and therefore we don't recognise the legitimacy of their views or the wisdom they have. She identified a lack of training on children's rights for all professionals working with children and young people, despite consistent calls for this from the UN Committee on the Rights of the Child. Gerison advocated for training that helps professionals connect the principles of participation to their own behaviour, their relationships with specific children, their institution and their responsibilities as advocates for children.

6. The gap between funders valuing participation 'in principle' and funding practice

Jo Wells identified a number of challenges with current approaches to funding voluntary sector services that are relevant for children and young people's participation when they have experienced CSE. For example, most funding proposals have very short time-scales that preclude the possibility of meaningfully co-designing services with children and young people. Jo also raised the issue of inflexible funding that disincentives listening to children and young people by not allowing services to change their plans. She advocated for funders to be much bolder in holding services to account for the way they listen to their

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[10] https://uniofbedscse.com/2017/04/06/marginal-gains-poster-small-steps-that-make-a-big-difference-for-improving-police-responses-to-cse/

beneficiaries e.g. justifying core funding on the basis of its impact on children and young people.

7. The gap between adults inviting children's ideas and children claiming their rights

Sevasti-Melissa Nolas suggested that, where article 12 of the UNCRC is being implemented, it tends to be translated into 'institutionally defined moments of decision-making' and this narrow conceptualisation ignores the civil and political aspects of children's participation.[11] She argued that this is driven by wider conditions of neo-liberalism that prioritise audit and management practices over the lived experiences of children. Similarly **Cath Larkins** identified a trend for children and young people to be invited into public spaces to contribute ideas, but not to challenge, reflecting our concepts and forms of local democracy. She questioned how and where children's participation could be inspired by forms of community development where change is instigated through personal interactions - or even striking, where children and young people claim public spaces and are involved with or leading social movements themselves. **Gerison Lansdown** reminded us that children's lives aren't lived in by sectors – 'they're not a bit of education, a bit of social services and a bit of health, they're children, they're people'. We therefore need to get much better at recognising the richness and complexity of their lives, and what is important to them.

8. The gap between what children are communicating and what we hear and do in response

Cath Larkins recommended that we distinguish voice from action, to recognise the need for accountability for responding to what has been said by children and young people. This point was reinforced by **Sevasti-Melissa Nolas** who drew on examples of CSE cases to argue that even where children have the capacity to, and do, speak clearly about their abuse and are heard, they have often been left unprotected.[12] **Gerison Lansdown** picked up this movement from speaking to action in sharing the Women's Movement concept of participation as moving from individual empowerment and transformation to collaboration, shared experience and collective impact – highlighting the significance of both speaking and having influence.

Language, culture and perception

9. The gap between professional language and the reality of abuse

Emma Jackson argued that our language should better reflect children's experience and directly quote them wherever possible. She cautioned against 'white-washing' the ugliness of exploitation, and reminded us that when we talk about CSE we are often talking about multiple rape, sexual torture and violence. Emma asked how we can expect children and

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[11] Nolas, S-M. (2015) 'Children's participation, childhood publics, and social change: a review', *Children & Society,* 29(2), pp. 157-167.
[12] https://connectorsstudy.wordpress.com/2014/09/20/whats-the-frequency-kenneth/

young people to talk to us if we sanitise their experiences and don't use language that accurately describes what has happened to them.

10. The gap between perceptions of 'ideal victims' and real children and young people

CJ Hamilton argued that stereotypical images of very young white girls cowering in fear are not reflective of, or recognised by, diverse groups of young people affected by sexual violence and exploitation, including young men. CJ described being part of the 'Be Healthy' project where young people identified the message of these images and many headlines as being 'All young people affected by CSE are helpless and need to be rescued by adults'. He asked how we can expect young people to participate in planning, service delivery and wider society '…when they are labelled as helpless, vulnerable and naïve instead of strong, resourceful and resilient individuals with their own valid experiences, hopes and visions?'

11. The gap between expectations of professionals and their own feelings about young people

In her presentation **Jenny Pearce** invited us to consider historic challenges around adult/child relationships – in particular the ways that groups of teenagers have often been demonised. She reflected that as adults, we may actually have conflicted feelings about adolescents that are related to unresolved feelings about our own teenage years. Jenny suggested that a barrier to children and young people's participation might therefore be adults' fear of teenager's anger, confusion about their stage of life and even ambivalence about whether or not we like them. In doing so, she also highlighted the potential hypocrisy of adults not acknowledging with young people how broader society normalises sexually harmful experiences, and our complicity in some of those structures and practices.

5.   MAKING THE CASE FOR PARTICIPATION

One of the clearest themes of the day was the importance of making a powerful and evidence-based case for children and young people's participation in cases of CSE and beyond. **Jo Wells** suggested that the relationship between participation and outcomes is not yet clear and that there is therefore a need to develop a more robust evidence base that will better test and articulate the difference it makes. She reminded us that this will have to include finding ways to hear from those young people who are not using services, and understanding the consequences of <u>not</u> listening. There were a number of dimensions to making the case including being flexible in our language and concepts, using economic and political arguments, and addressing potential myths or misunderstandings.

In opening the day **Isabelle Brodie** described the many ways that children's participation is conceptualised and labelled including: consultation; empowerment; co-production; co-creation; user involvement and participatory practice. While it is tempting to think language isn't important, various speakers highlighted the way these concepts drive different forms of behaviour and resource distribution 'on the ground', and their importance in closing the gap between policy and practice. As a legal obligation, the rights-based framework for participation is, or should be, a powerful construct for driving improvement in children's involvement.

Cath Larkins advcoated for a degree of flexibility and utilitarianism in our approach to closing the gap between policy and practice. She described this as finding the language and concepts that 'shine most brightly' in particular contexts (e.g. 'co-production') and retaining some control over the use of those concepts in ways that acknowledge their possibilities and limitations (e.g. resisting children being made responsible for their own outcomes). **Stela Stansfield** similarly argued for those who have a commitment to participation to translate their own shared language into something that is more familiar to those with the power to substantially change policy and practice i.e. the 'target setters and budget holders'. The two areas of value she identified were a) political – the role of participatory approaches in reducing social scandals and crisis situations and b) economic – the capacity of participatory approaches to save time and money, and improve service processes. In other words, Stela proposed, children's meaningful involvement in decisions is not only their right, but is also cost-saving, time-saving and potentially life-saving.

Nick Marsh and **Damian Dallimore** provided an example of making an economic case in the evaluation of the co-designed ACT service, which found that as well as improvements in outcomes for the cohort of 23 young people in their work, there was a saving of £5.50 in accommodation costs for every £1.00 invested. They are currently making the case for this participatory approach to CSE service design and delivery to be rolled out across Greater Manchester and become mainstream rather than an example of 'innovation'.

Finally, making the case for participation must involve addressing misperceptions, and asserting that all children have a right to participate regardless of: their behaviour, background, their prior experience of or relationship with services and their level of risk. Presenters and attendees identified persistent language, beliefs and attitudes that lead to some young people being cast as less-deserving of being listened to, including the concept of 'cooperative' and 'uncooperative victims' among others. A young person's behaviour should never disqualify them from participating. However a greater understanding of CSE and trauma would also help professionals to recognise signs of trauma that might otherwise be described as 'challenging behaviour' and used to justify the exclusion of some young people (e.g. hyper-arousal, aggression, use of drugs/alcohol to self-medicate).

CJ Hamilton also identified a belief among some professionals that it is too risky for CSE-affected children and young people to work in groups, which limits the contexts in which they can have an influence. CJ argued that when children and young people work together, the impact and experience of their individual participation is strengthened, and gave the 'Be Healthy' project as a positive example. Finally, in discussion we identified a misplaced belief that a commitment to participation means doing whatever children and young people say or ask, even if it is impossible. In the context of safeguarding from CSE, it will be important to address this myth and give examples of how, even in complex cases of safeguarding, it is possible to safely listen to and take account of children and young people's views.

Gerison Lansdown and **Camille Warrington** both argued that we need to make a stronger case for the role of participation to child protection and challenge the belief that it is only once children are 'safe' that they can have a say in decision-making. For example various speakers throughout the day highlighted a perceived tension between article 12 (the right to participate) and article 34 (the right to be protected from sexual abuse and exploitation), that has resulted in a belief that protection is distinct from participation, and must always precede it. **CJ Hamilton** argued that safeguarding and participation have an interdependent relationship, and that 'participative safety' involves organisations creating environments in

which children and young people (who may not feel safe in their every-day lives) feel 'psychologically safe enough to contribute their own ideas, wishes, feelings'.

6. CLOSING THE GAPS

The day concluded with delegates reflecting on ways that their different sectors could take steps to make meaningful participation a reality for all children affected by CSE.

Policy	• More time needs to be created for policy-making so that children and young people can be included in the process • Child Rights Impact Assessments should be undertaken for any national or local policy that will impact children and young people • Inspectorates could explore their role in holding statutory services to account for improving children and young people's participation • Children's charities could campaign for children affected by CSE to be included and empowered
Research	• A series of research projects could develop the evidence base on the impact of children's participation in CSE cases, including the economic case and the impact of *not* listening to children • Researchers could explore the use of peer researchers, social media and existing data-sets as a way of understanding the experiences of a broader population of CSE-affected children and young people
Practice	• Training programs could support practitioners working with children and young people to understand children's rights and how to work in participative ways within complex safeguarding cases and with particular groups (e.g. boys and young men, BME young people). Training could also identify myths around participation and CSE. • Contexts could be created that bring children and young people and practitioners together (e.g. Marginal Gains) to support listening • Shared training and protocols could be developed between voluntary and statutory sectors to support participatory practice • Good practice in relation to CSE should be articulated and shared e.g. giving children control and asking them what they want/need after they disclose abuse. • The idea of 'marginal gains' can be used to inspire better practice i.e. small steps that, together, make a big difference
Service management	• Developments in relation to CSE should progress within a wider agenda about listening that includes all children and young people • Mangers and local leaders need to engage with this agenda in order for wider reform of practice to take hold (e.g. ACT) • Youth work approaches should be valued within social work practice
Funding	• Funders should model a commitment to participation (including bringing them together with young people), and support grant-holders to develop an architecture of listening e.g. asking how grant-holders act on what they are told • Funds could be provided specifically to listen to and promote the perspectives of children and young people throughout organisational culture i.e. not as stand-alone projects • Funders could support initiatives that bring organisations together to

	share learning in this area across disciplines and sectors (e.g. feedback summit[13])
Local government	• Systems of accountability for listening need to be developed • Local authorities need the freedom to prioritise participation where it is not yet mainstream without relying on external funding (i.e. innovation funds) • There need to be mechanisms by which these 'innovative' approaches can then be embedded more widely • Commissioners need to consider those who aren't in services (the 'missing voices') when consulting with children and young people about services • A greater commitment to co-design of services/projects is needed
Youth advisors	• Children and young people need to be resourced to be champions for the participation of their peers • Youth advisers can encourage those in the media to work collaboratively with young people to present a more accurate picture of their lives
Education	• Schools are sites where children and young people should be taught about, and experience, their right and capacity to influence, and be listened to

7. CONCLUSION

Although there is clearly a great deal to be done, the day reflected an enthusiasm and commitment to making children's participation more of a reality, both in CSE cases and beyond. The conversation ranged widely – an indication of the need for change at every level of the various systems that children and young people are part of. This includes the need for adults to explore their own feelings about listening to children and young people, the need for services to train and support workers to uphold children's rights, and the need for funders and policy-makers to use the tools at their disposal to incentivise cultures that include, listen and respond.

Despite the UNCRC providing a clear framework and rationale for all children's participation, there was recognition that we need to articulate the case for including children and young people more powerfully, and from every angle, to make sure that those affected by sexual exploitation and violence are not silenced and ignored. In our own organisations this includes the need to model that commitment, and signal our intent to make participation a meaningful reality.

Gerison Lansdown closed the day with these words, which are a powerful reminder of what is at stake when we don't listen.

> *"There's a lot of discussion about the balance between protection and participation, but the only people you protect if you don't listen to children are the abusers."*

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[13] http://www.blagravetrust.org/closing-feedback-loop

Quotes

1. "How we can expect young people to participate in planning, service delivery and wider society when they are labelled as helpless, vulnerable and naïve instead of strong, resourceful and resilient individuals?" *CJ Hamilton*

2. "We are thinking about the different strands of participation, that together make a light that shines ideas into the right kinds of places and create possibilities for children's lives" *Cath Larkins*

3. "People thought because (my book) was in a bookshop I was really intelligent and must have something worth saying, but I was always the same person. It has to be about listening to everybody, not just those that can express themselves in a better way. Everybody deserves a voice." *Emma Jackson*

4. "If we've got a young person who is rightfully angry, and says 'I've got rights to do what I want to under these impossible circumstances', are we going to ask those young people to work with us to develop policies and practice?" *Jenny Pearce*

5. "So the question is - can we do it? Can we advocate for participation in ways that are as meaningful for others as they are meaningful to us?" *Stela Stansfield*

6. "The turning point was a residential trip with young people and police. Everyone was on the same level, terrified and scared of being judged - even the police - and we realised at the end they were the same kind of people" *Sam Shortt*

7. "What I'm most intrigued by is the way that adult listeners so easily and quickly dismiss what children report to care about most" *Sevasti-Melissa Nolas*

8. "Participation rights aren't optional, and they aren't charity. They are legal obligations" *Maria Stephens*

9. "In the Trusts and Foundations world I don't think there's a funder I've met who wouldn't say that participation is essential and a really good thing, but how many of them actually signal their intent in this area?" *Jo Wells*

10. "Unlike most other successful bids to the Innovation Fund we went to the DfE with a problem, but no solution" *Nick Marsh and Damian Dallimore*

11. "People say of school councils 'All they ever talk about is toilets'. Actually the reason they do is because it's really important. It's not important to us, but it *is* important to them. We should stop trivialising toilets; they're not trivial at all" *Gerison Lansdown*

Attendees

Jo Wells	Blagrave Trust
Laura Lines	Esmee Fairbairn
Venetia Boon	Comic Relief
Deborah Meyer	Big Lottery
Oliver French	Lankelly Chase
Carolyne Willow	Article 39
Iryna Pona	The Children's Society
Sophie Laws	Barnardo's
Maria Stephens	Children's Rights Alliance for England
Stella Stansfield	Street Safe, The Children's Society
Nick Marsh	Achieving Change Together, Greater Manchester Combined Authority
Abi Billingshurst	Abianda
Sarah Keen	NSPCC, Haringey
Damian Dallimore	Project Phoenix, Greater Manchester Combined Authority
CJ Hamilton	Young Researcher's Advisory Panel, University of Bedfordshire
Emma Jackson	
Sam Shortt	Link to Change
Katy Robbins	Link to Change
Keeley Howard	Young Researcher's Advisory Panel, University of Bedfordshire
Kelly Hitchcock	Young Researcher's Advisory Panel, University of Bedfordshire
Kirsche Walker	Young Researcher's Advisory Panel, University of Bedfordshire
Zoe Cox	REIGN, Reclaim - Manchester
Ellis Mendez-Sayer	Independent Inquiry into Child Sexual Abuse
Suriya Skelland	The Children's Society
Tricia Young	Child to Child
Gerison Lansdown	
Isabelle Brodie	University of Bedfordshire
Lucie Shuker	University of Bedfordshire
Camille Warrington	University of Bedfordshire
Jenny Pearce	University of Bedfordshire
Julie Harris	University of Bedfordshire
Fiona Factor	University of Bedfordshire
Kat Deerfield	Cardiff University
Eleanor Stillwell	Cardiff University
Kristi Hickle	University of Sussex
Cath Larkin	UCLAN
Sevasti- Melissa Nolas	University of Sussex