Understanding and Intervening in Sibling Sexual Behaviors and Abuse

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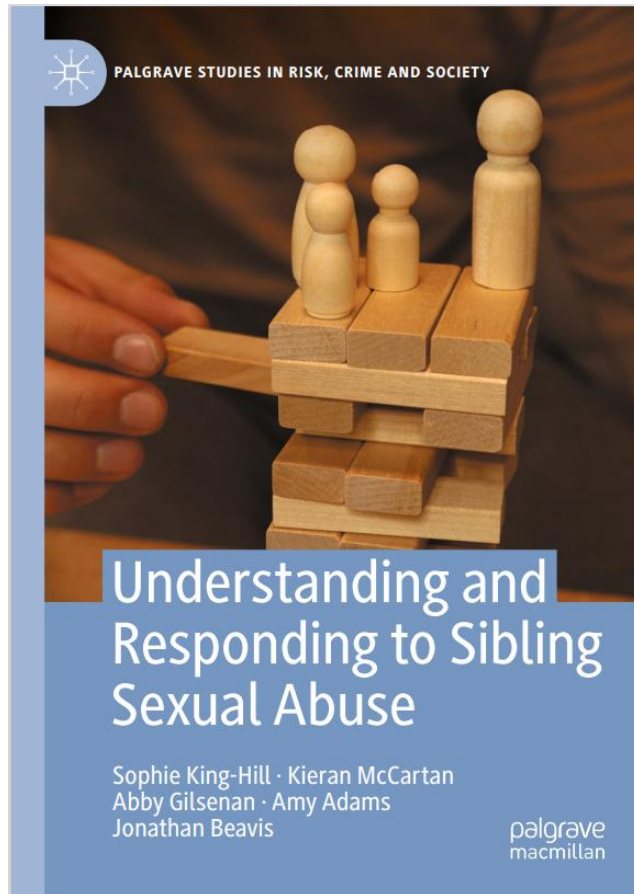
Publications

- King-Hill & Gilsenan (in press). Sibling sexual behaviour mapping tool (SSBMT): Supporting practitioner confidence, planning and competency when reporting to sexual behaviours between siblings. *Child Abuse & Neglect.*

- King-Hill & McCartan (2024a)*Reducing Sibling Sexual Behaviour: Policy Brief*.

- McCartan & King-Hill (2024). Developing a framework for the prevention of sibling sexual behaviour. *Child Abuse & Neglect.*

- McCartan, K. F., Hill-King, S., Allardyce, S., (2024). Sibling Sexual Abuse. *Current Psychiatric Reports.*

- McCartan, K F., King-Hill, S., & Gilsenan, A. (2023) Sibling Sexual Abuse as a form of family dysfunction. *Journal of Sexual Aggression.*

- King-Hill, S., Gilsenan, A., & McCartan, K. F. (2023). Professional responses to sibling sexual abuse . *Journal of Sexual Aggression.*

- King-Hill, S., McCartan, K. F., Gilsenan, A., Adams, A., & Beavis, J. (2023). *Understanding and Responding to Sibling Sexual Abuse*. Palgrave MacMillan.

The National Sibling Sexual Abuse Project

- Funded by the Home Office and Ministry of Justice

Sibling sexual behaviour: a complex system

Discussion:

Define a sibling.

Explore why this is a unique form of sexual behaviour and abuse.

Defining a Sibling

> "We recognise that terms like 'brother', 'sister', 'sibling' and 'family' can have different meanings in various families, contexts and cultures. It is always important to ask children themselves about their preferred terms and what they mean by them, but in this guide we generally use 'sibling' as a gender-non-specific term. We further recognise that there are many different kinds of sibling relationships, and some children considered siblings may not be biologically or legally related".
> (Yates & Allardyce, 2023)

What would you consider to be a sibling relationship?

"Problematic definitions of SSA One of the elements that emerged from the data was the issues professionals had when defining SSA and the term sibling. This highlights the issues of complexity when working within SSA. It was found that professionals, from the outset struggled to define what constituted a sibling".
(King-Hill et al, 2023)

Definition of sibling sexual behaviour/abuse

SSB/A: the physical, psychological, and/or sexual abuse of one sibling by another in the context of sexual behaviour.

Sibling: refers to children who grow up in the same family whether they are stepchildren, foster children, adopted children or birth children
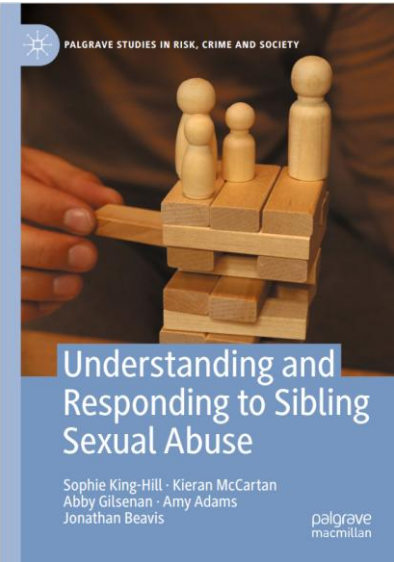
Definition: not just penetrative sexual abuse, it can be forcing a sibling to watch pornography, making a sibling engage in sexual acts with another child, or watching a sibling dress/use the toilet

More likely to be a series of sexual abuse encounters that occur over a prolonged period rather than a one-off incident.

Current state of the field on SSB/A

- Sibling sexual behaviour and abuse (SSB/A) is a common form of child sexual abuse.

- There are no clear definitions of what constitutes SSB/A and challenges persist around appropriate and correct language.

- Lack of research focussed on the child responsible and socio-ecological factors of sibling sexual behaviour and abuse (McCartan & King-Hill, 2024)

- Sibling sexual behaviour and abuse often occurs in the presence of family stress and adversity (i.e., parental emotional/physical absence, domestic violence, marital strain etc. (Adams, 2024).

- Sibling sexual abuse and behaviour can have long-term effects into adulthood impacting a person's psycho-sexuality and generating unhealthy coping methods such as substance use (McCartan et al, 2022).

- Sibling sexual abuse and behaviour can take place in a range of socio-economic environments and is not limited to one family type (King-Hill et al, 2023; Adams, 2024).

- Professional confidence in dealing with SSB/A is limited and responses are often contradictory (King-Hill et al., 2023).

Prevalence of SSB

SSB/A is believed to be the most common and long-lasting form of all intra-familial abuse

Estimates being that it is five times more prevalent than parent-child sexual abuse

One of the reasons for the underreported nature of SSB/A, is that disclosures are particularly challenging.

Complex Issues

Professional confidence is key to effective interventions.

This is sporadic and there is widespread professional anxiety surrounding SSB/A.

Professional confidence often comes from experience in the field, as opposed to training. Which is indicative of a sporadic approach to SSB/A support.

Access to SSB/A support is irregular and depends on effective multi-agency working and specialist services in the demographical area.

There is a significant need for holistic, strengths based, restorative work that takes account of the whole family context due to the multi-faceted nature of SSB/A.

Sibling sexual behaviour

Clear, concise and detailed information is required from the start of referral.

Considering the risk of re-traumatisation.

Effective multi-agency working requires awareness of all agencies involved.

Mapping agencies currently involved within the assessment process is helpful.

Awareness of the wider family context is needed at the assessment stage to ascertain family co-operation and to tailor interventions to the CYP and the wider familial context into which they are situated.

The professional setting where interventions take place needs consideration before a CYP and their family are seen.
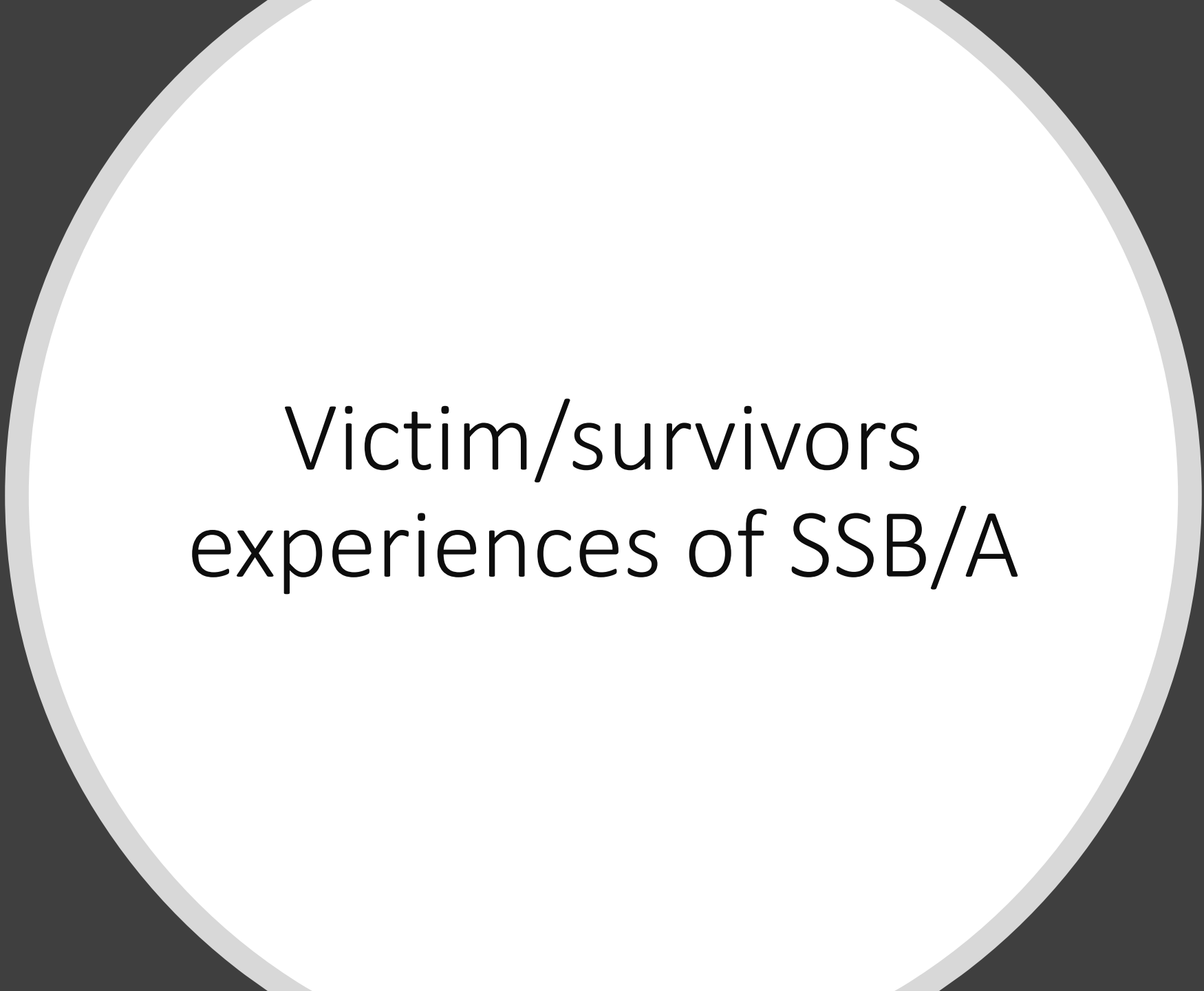
The importance of good data and good data collection.

- The need to develop a research and practice evidence base – SSB/A has an established practice but not a research/evidence base.

- Build effective services that work with the whole SSB/A population – the child who has been harmed, who has been harmed, and the related family system.

- Ensure the data captured on children and young people and their families gives the organization an accurate sense of 'the whole child' and not only the behavior/abuse/harm they have displayed/experienced – seeking to understand socio-ecological determinants as well as individual ones.

- Help recruit, develop, and retain appropriate staff to deliver holistic and intersectional support.

- Help the service delivery team cost and commission the most appropriate service for their clients.

- Help the service evaluate their data to support further practice development.

COLIN ROBSON
KIERAN McCARTAN

REAL WORLD
RESEARCH

Fourth Edition
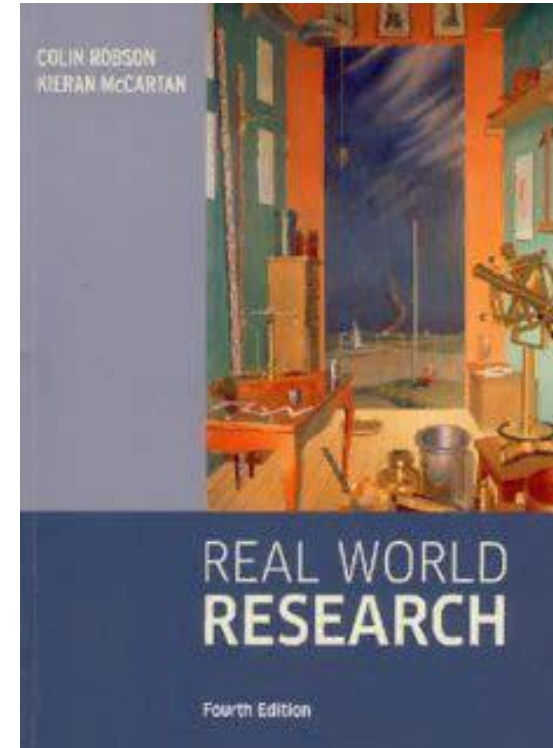
Victim/survivors experiences of SSB/A

Understanding Sibling Sexual behaviour-Abuse

- Current research on SSB/A does indicate a link between family systems, trauma, and sexual abuse, but this has not been formally researched or discussed in respect to SSB/A.

- Currently, in sexual abuse policy, practice, and research there is a focus on the role of adverse experiences and trauma in offending behaviour.

- The importance of, developmental/life-course criminology in preventing as well as responding to offending, and its links to of the bio-psycho-social approach to risk assessment and management.

- Research into dysfunctional and abusive families highlights the potentially traumatising nature of these family systems on child development and social inclusion.

- Research on young people and adults that sexually harm has indicated a number of traumatic risk factors, or Adverse Childhood Experiences (ACEs) in the family histories that have contributed to their asexually abusive behaviours.

Juxtaposition of SSB/A: HSB & Adult survivors

Children and young people commit SSA/B and it is a form of Harmful Sexual Behaviour.

Disclosure/reporting often happens at two points:

- In childhood as it happens or soon after
- In adulthood, reporting as a victim-survivor

Therefore, understanding and reporting SSB/A is complicated and runs the risk of conflating two different issues:

- Harmful sexual behaviour that happened in childhood with adult survivor perceptions as well as reactions…

Socio-ecological system & SSB/A

Figure 1: An ecological framework (adapted from World Health Organization, 2020; drawing on Irwin-Rogers et al., 2020b and Currie, 2016)

Societal:
- Rapid social change
- Racism, sexism, ableism and social class-based inequalities in recognition
- Poverty
- Inequality
- Weak economic safety nets e.g. inadequate welfare states
- Weak rule of law
- Cultural norms that support or condone violence

Community:
- Poverty
- Inequality
- Inadequate or insecure housing
- High rates of unemployment and/or precarious employment
- Illicit drug market activity
- Poor quality schooling
- Lack of adequate mental health support
- Racist, sexist, classist, ableist community norms

Relationship:
- Exposure to domestic violence and abuse
- Low levels of parental supervision
- Peer groups that engage in violence
- Low socio-economic household status
- Lack of a trusting and caring relationship with an adult
- Harsh or inconsistent parental/carer disciplinary practices

Individual:
- Alcohol or substance abuse
- Barriers to engagement in education
- Victim/survivor of domestic abuse and other child maltreatment
- Anti-social beliefs and attitudes
- History of early aggressive behaviour
- Attention deficits, hyperactivity or other learning difficulties

	Child who has harmed	Child who has been harmed	Boarder family system: contemporary	Children who have harmed as adults	Children who have been harmed as adults	Boarder family system : legacy
Individual						
Interpersonal						
Community						
Societal						

Method

- Empirical research in SSA is relatively underdeveloped.

- We need to develop an in depth understanding of the issue (or lived experience), and the most effective way of doing this is through qualitative research.

- Data was collected via emi-structured interviews

Table 1: Victim/survivor sample

PPT	AGE	GENDER	SEXUALITY	DISABILITY	ETHNICITY	RELIGION
1	55-59	Female	Heterosexual	No	Asian. British	Buddhist
2	30-34	Female	Heterosexual	No	White, English	Spiritual
3	40-44	Female	Heterosexual	No	Black, Caribbean	Christian
4	30-34	Female	Bi-sexual	No	White, British	Agnostic
5	20-24	Female	Bi-sexual	No	White, British	None
6	40-44	Female	Queer	No	White, British	spiritual
7	30-34	Female	lesbian	no	Mixed ethnicity	Pagan
8	20-24	Female	Lesbian	No	White, British	Agnostic
9	30-34	Female	Lesbian	No	White, British	None
10	35-39	Female	Heterosexual	No	White, English	None
11	30-34	Female	Heterosexual	No	White, English	None
12	35-39	Female	Lesbian	No	White, British	Atheist
13	25-29	Female	Heterosexual	No	White, English	None
14	35-39	Female	Bi/pansexual	No	White, British	None
15	25-29	Female	Heterosexual	Not sure	White, English	Atheist
16	40-45	Female	Lesbian	Yes, Mental health	white	Spiritual
17	Data missing	Female	Data missing	Data missing	Data missing	Data missing
18	Data missing	Male	Data missing	Data missing	Data missing	Data missing

Key SSA markers (or identifiers) tied to family systems, practices, and dynamics

While these behaviour markers do not suggest a typology or set of formation criteria for casework, they do prove a helpful starting point for considering how the family environment contributes to SSB/A.

- Abuse & dysfunction as a central component of broader family systems
- Abuse & dysfunction being commonplace in the nuclear/immediate family.
- Dual status of sexually harmful children.
- Conflicted, paradoxical feelings towards the abusive sibling.
- Poor parental engagement and communication: absent/disengaged parents.
- Poor parental boundaries and inconsistent parenting
- Denial of abuse and downplaying child's voice
- Normalisation of dysfunction & acceptance of the abuse
- The clarity brought about by distance and space from the family.
- No two SSB/A or family experiences are the same.

Family as the third component in SSB-A

The role of dysfunctional families in Sibling Sexual Behaviour-Abuse
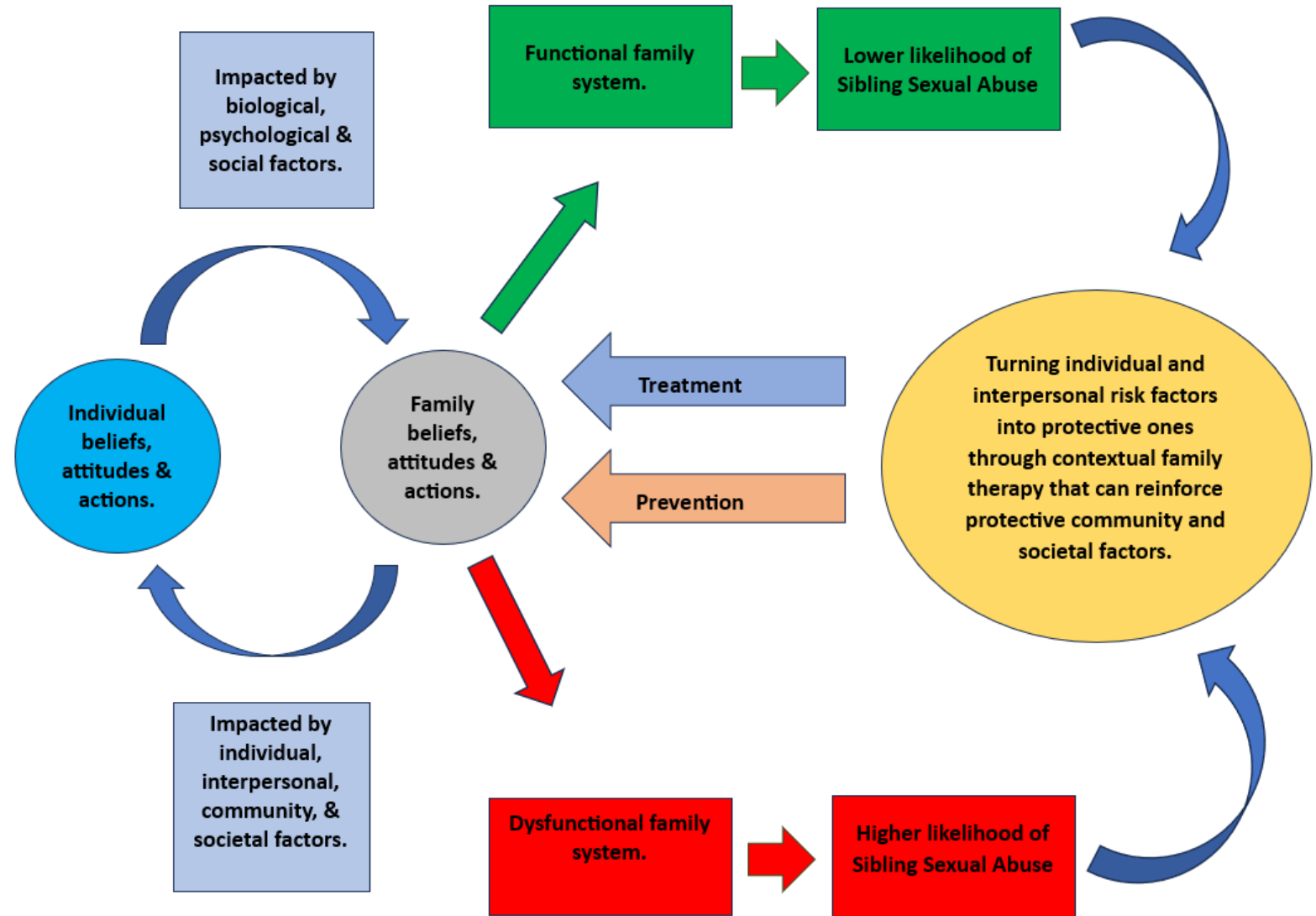
- Understanding the scale, scope, and nature of the behaviour- where does it sit on the Hackett Continuum?

- Using the SSBMT and related Socio-ecological approach to frame interventions and chart progress
  - For individuals and family systems

- Consider what evidence partner organizations, commissioners, and related services need (are their pre-existing tools, as well as agency/disciplinary requirements).

- What existing or new services can be used, what do they add, and how are they measured

What KPI's and data needs to be collected in SSB cases

King-Hill and McCartan Socio-Ecological Mapping Tool model for Sibling Sexual Behaviours (SSB-SEMT).

Domain	Mapping tool	Extended socio-ecological model
1	Sibling Sexual Behaviours	- individual: child who has harmed, - individual: child at risk of being harmed.
2	Family Dynamics and Parenting	- interpersonal: sibling dynamics - interpersonal: sibling dynamics, - interpersonal: family dynamics. - community: the boarder family system
3	Home circumstances and housing	- interpersonal: sibling dynamics, - interpersonal: family dynamics. - community: the wider communities. - Societal
4	Education	- community: the wider communities. - Societal
5	Health and development	- Individual: child who has harmed, - individual: child at risk of being harmed.
6	Social context	- community: the wider communities. - Societal

(McCartan & King-Hill, 2024)

Service Key Performance Indicators:	How should this objective be supported and addressed	How should this objective be evaluated for success?

- For children and young people responsible for sibling sexual behaviour and abuse

- For children and young people who have experienced sibling sexual behaviour and abuse

- Parents/carers and other non-involved siblings affected by sibling sexual behaviour and abuse

- Adult victim-survivors who have experienced sibling sexual behaviour and abuse

Example of KPI:

- Service Key Performance Indicators: For children and young people responsible for sibling sexual behaviour and abuse:

- Offer holistic interventions and treatments that support the 'whole child' and consider their contextual and socio-ecological circumstances and factors to aid recovery.

- Assess the risk and nature of the sexual behaviour the child/young person has displayed and reduce/stop their engagement with sibling sexual behaviour and abuse/other harmful/problematic sexual behaviour.

- Assess, rebuild and restore the child/young person's relationships with family members.

- Educate, improve understanding and hold children/young people accountable in age/developmentally appropriate ways.

- Assess and improve social, health and wellbeing outcomes for children/young people responsible.

Service Key Performance Indicators: For children and young people who is responsible for sibling sexual behaviour and abuse:	How should this objective be supported and addressed	How should this objective be measured and evaluated for success?
The nature, severity and type of sexual behaviour the child/young person has displayed is determined at the initial stages of assessment and treatment and interventions subsequently offered are reflective and proportionate to the behaviour.	The child/young person's understanding of the sexual behaviour they have displayed and its nature is determined at the start of the treatment and interventions and is assessed and monitored throughout the process. The type/nature of behaviour the child/young person has displayed (i.e., developmentally expected, inappropriate/problematic and abusive) should not be pre-assumed, a detailed and reflexive examination is required to determine this. Age/developmentally appropriate assessments and tools are used to support understanding the nature and type of sexual behaviour (e.g., SSB-MT and Hackett's continuum/framework and audit). The child who has been harmed and parental and carers' understanding of the nature and type of sexual behaviour the child/young person has displayed should be assessed to provide a holistic evaluation.	- Pre and post (professional/practitioner) evaluation - The child/young person has received appropriate and fit-for-purpose treatments and intervention for the sexual behaviour they have displayed. - Professional and multi-agency agreement on determining the nature of the sexual behaviour is achieved. - Pre and post-treatment evaluations are conducted with the child/young person and their family.
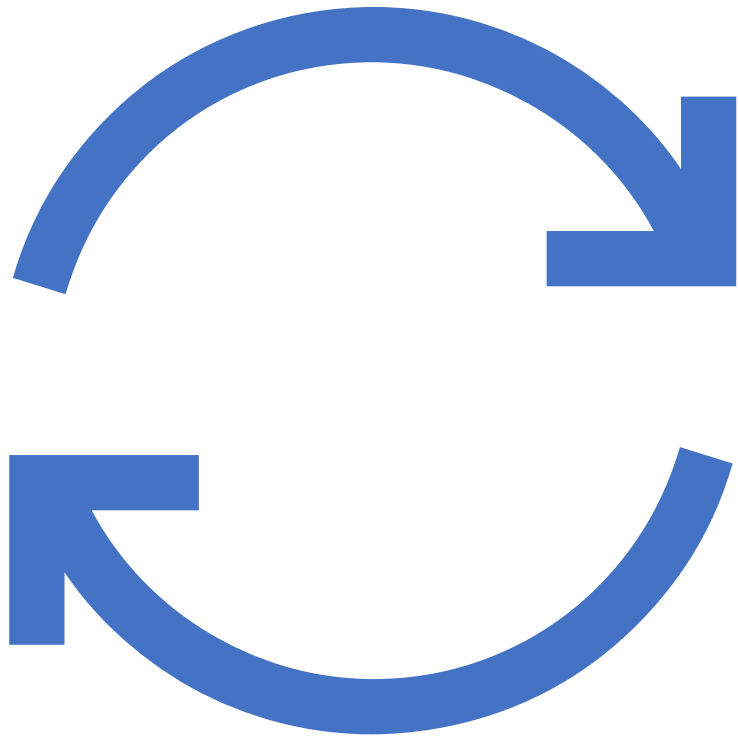
Working with SSB-A cases in practice

Psychosexual Histories (Leonard & Donaghy, 2017)
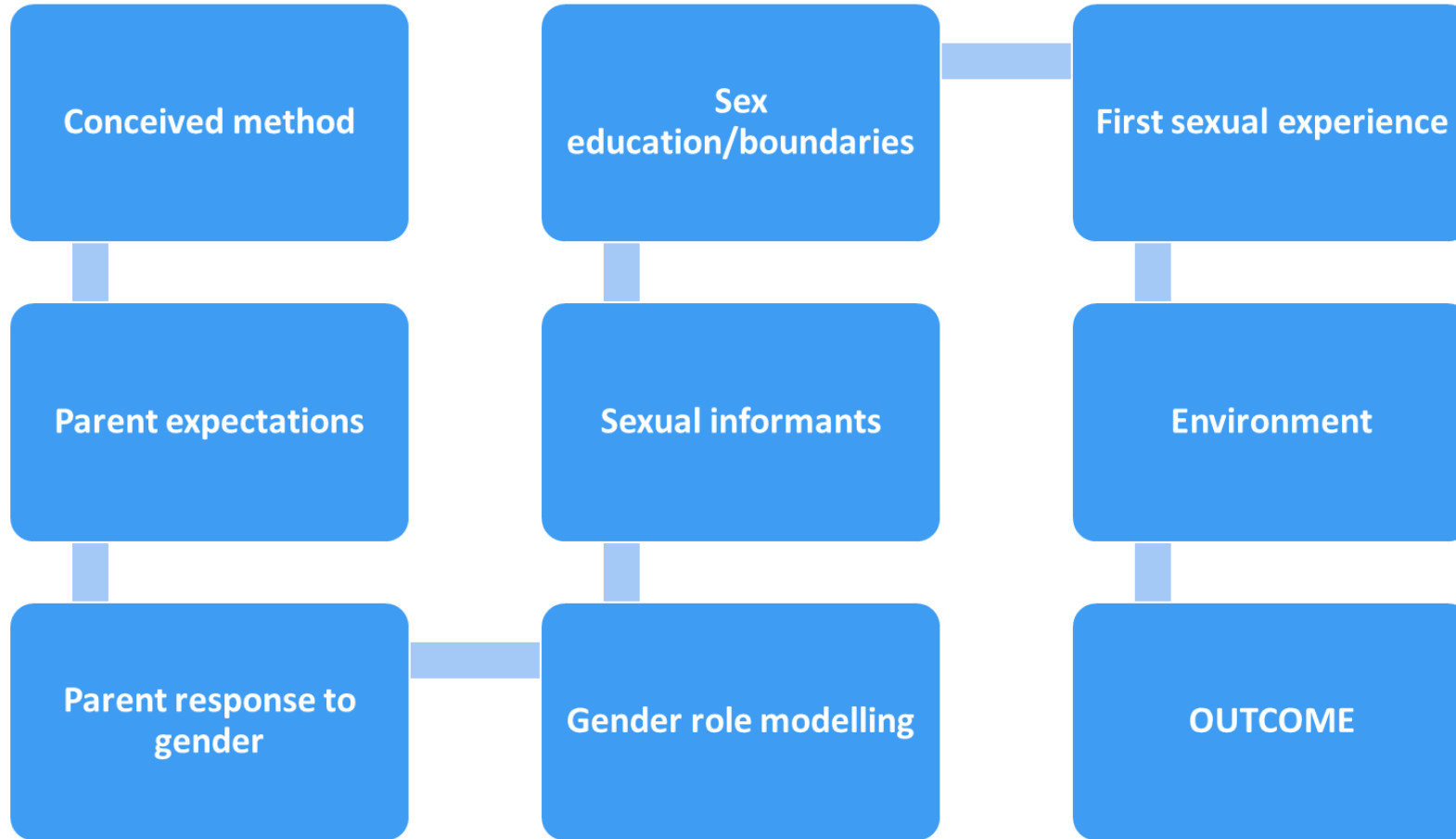
Sexual Behaviour Continuum (Hackett, 2010)

Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally expected	Single instances of inappropriate sexual behaviour	Problematic and concerning behaviours	Victimising intent or outcome	Physically violent sexual abuse
Socially acceptable	Socially acceptable behaviour within peer group	Developmentally unusual and socially unexpected	Includes misuse of power	Highly intrusive
Consensual, mutual, reciprocal	Context for behaviour may be inappropriate	No overt elements of victimisation	Coercion and force to ensure victim compliance	Instrumental violence which is physiologically and/or sexually arousing to the perpetrator
Shared decision-making	Generally consensual and reciprocal	Consent issues may be unclear	Intrusive	Sadism
		May lack reciprocity or equal power	Informed consent lacking or not able to be freely given by victim	
		May include levels of compulsivity	May include elements of expressive violence	

The continuum of sibling sexual behaviour (Yates & Allardyce, 2023)

Developmentally Appropriate Sexual Interactions	Inappropriate Sexual Behaviours	Problematic Sexual Behaviours	Abusive Sexual Behaviours

The Impact of Sibling Sexual Behaviour - Abuse

Child/YP harmed	Child/YP responsible for harm	Parents/Carers
• Feelings of betrayal • Confusion • Conflicted between love & harm • Shame/self-blame • Family breakdown • Fear	• Shame • Fear • Feelings of responsibility of breaking down family • Embarrassment • Regret/guilt • Disgust	• Feelings of failure • Guilt • Confusion • Anger • Conflicted feelings • Shame
Benefits of RJ:	Benefits of RJ:	Benefits of RJ:
• A chance to be heard • An opportunity to set realistic and individualised goals/arrangements • A place to heal • The opportunity to support decision making	• A chance to be heard • The opportunity to support and address the harm caused • A supportive process opposed to punitive • A chance to receive support for HSB and receive a child-centered intervention	• A chance to be heard • The opportunity to support and address the harm caused • A facilitated process of support that gives whole families the space to be open, honest and support all children/YP

Position, Interest & Need (PIN)
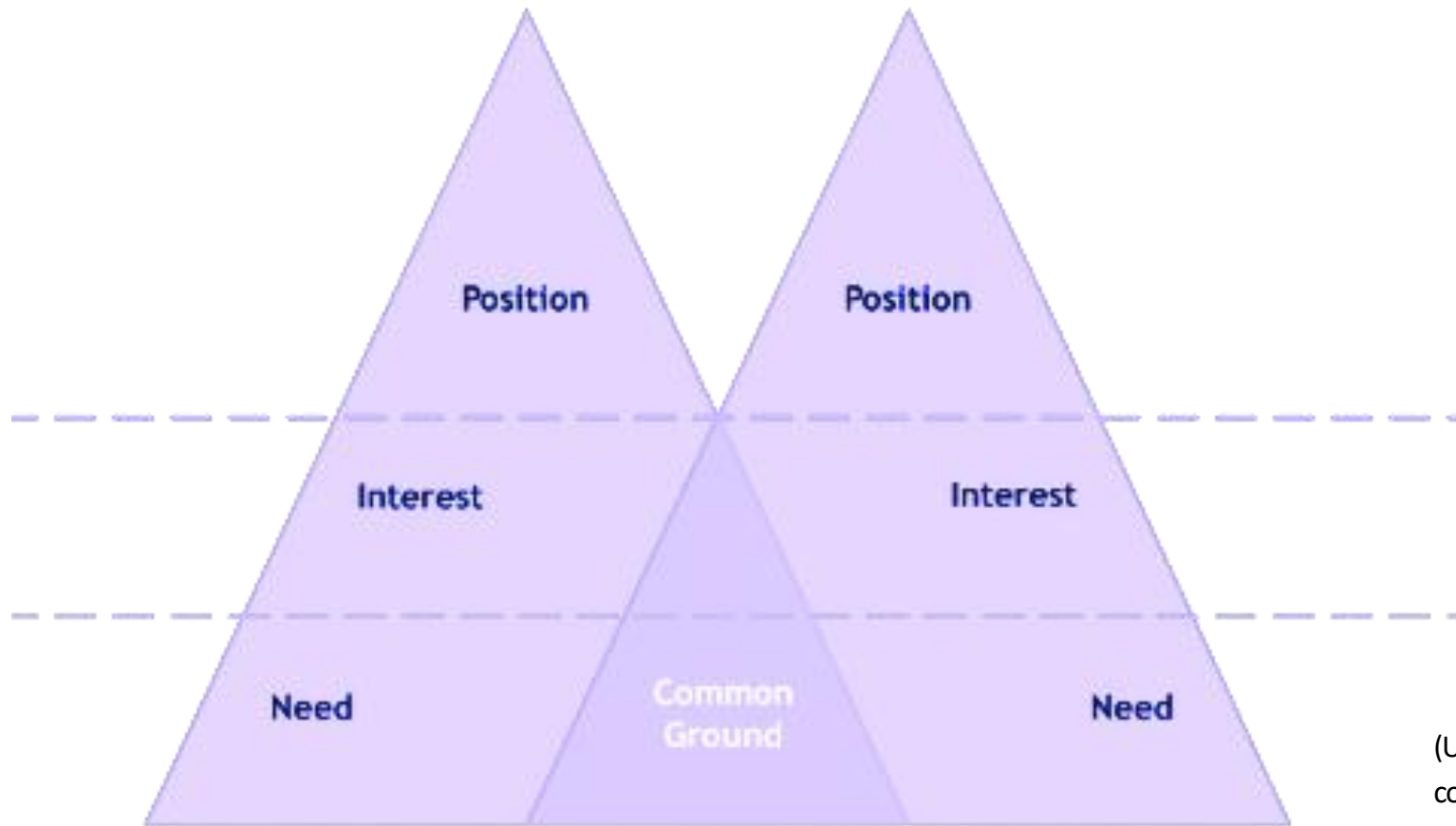
(Umbreit, 1995), Position, Interest and Need, PIN Model for conflict resolution

Restorative Process for Child Responsible for Harm

Absence of RJ

YP removed from family home and placed in care

An increased risk of further HSB or other ASB

Adding to family detachment and further adversity for all

Limited family contact

Child harmed left feeling unheard

CRH placed temporarily with other family member

CRH receives a psycho-sexual intervention & assessment

Gradual family reintegration

An RJ Process (CRH)

Facilitated restorative discussions with parents/carer's

Facilitated restorative process for both children and family

Whole family plan agreed

Factors to Consider in undertaking a Restorative Process with Sibling Sexual Behaviour & Abuse

Age of criminal responsibility

Accountability

Live Police investigations

Age differences between children

The impact on future behaviour

Parent/carer engagement

The presence of coercion and/or violence
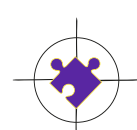
The risk of not supporting a restorative process

Approach

Sibling Sexual Abuse Intervention Model

CYP Harmed

10x weeks 1:1 support intervention

6x week CYP & Parent/Carer Restorative Intervention

CYP Responsible for the Harm

10x weeks 1:1 support intervention & Assessment

6x week CYP & Parent/Carer Restorative Intervention

CYP Harmed

10x weeks 1:1 support intervention

6x week CYP & Parent/Carer Restorative Intervention

Whole family Restorative Intervention utilising a multi-modal approach

Outcome: Family reunification, family contact agreement: relationship repair, supported recovery/desistance

Final Thoughts

Multi-agency working
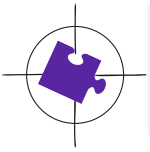
The use of language
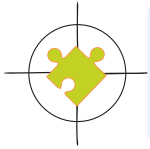
The importance of supporting a whole family approach
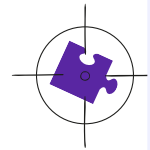
'The Sibling Sexual Abuse Mapping Tool' (King-Hill & Gilsenan, 2023)
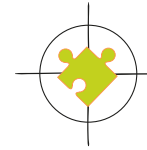
Good practice and trauma informed
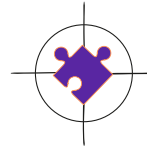
Being restorative
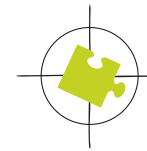
Centre of expertise on child sexual abuse – 'Sibling sexual behaviour: A guide to responding to inappropriate, problematic and abusive behaviour' (Yates & Allardyce, 2023)

SSB: Mapping Resource and Pilot

Professional issues: sibling sexual abuse

Minimise

Catastrophise

Exaggerate

Introduction to the Resource

- Designed to support detailed information recording, holistic thinking and overall planning in cases involving SSA.

- Loosely based on the 'Signs of Safety' framework (sometimes known as the Three Houses).

- Divided into six different 'domains' in order to fully consider whole family context.

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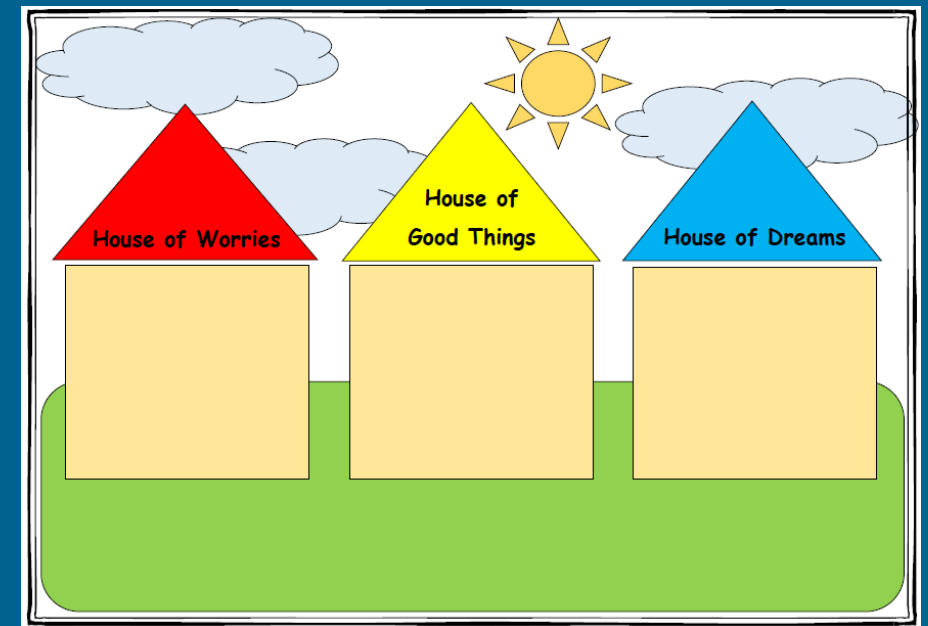
Who is it for?

- This is a tool to support practitioner thinking, it should NOT be used with children and families themselves.

- It is designed for frontline, children's services social workers and managers.

- It can be used individually to help thinking, with colleagues, or in supervision, to help illustrate thoughts and planning.

Resource Structure

- Example guidance given at start.

- Each domain contains suggested thinking prompts of things to consider. These are not exhaustive.

    Sibling Sexual Behaviour

    Family Dynamics and Parenting

    Home circumstances and Housing

    Education

    Health and Development

    Social Context

- Covers concerns, strengths, impact, support required and action points for each domain.

- Summary and outcomes section at the end.

REMINDER: *This is a resource to support professional thinking and planning, it is not designed to be used with children and young people.*

1. Sibling Sexual Behaviour *What happened? Who was involved? What are the Ages/Dynamic between those involved? Where did it happen? How was the behaviour discovered? Has it happened more than once? How many times has it happened? How long has it been happening? What is the nature of the behaviour (inappropriate, problematic, abusive? See guidance)*

Concerns	Strengths and Current Support	Impact	Support/Intervention Required	Action Points

Sibling Sexual Behaviour: Professional Mapping Resource
Gilsenan and King-Hill (2022)

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Using the resource

Theme	Concerns	Strengths and Current Support	Impact	Support/Intervention Required	Action Points
GUIDANCE EXAMPLE	*What concern was presented in the referral? Provide as much detail as possible from the information given.* *Be as specific as possible when describing what has occurred and the context in which they occurred.* *Reflect on your initial response and feelings about the information provided.*	*What is currently working well in this area? What other agencies are already involved (if any)?* *What supportive networks are available – to the YP and/or the family?*	*What has the impact of this concern been?* *If there is no current apparent impact, consider what the likely impact of this concern might be on the young person and their family members– physical or emotional?*	*What needs to change?* *How can this change be supported?* *Are you/your agency able to provide this internally?* *Who/What agency can provide this support in the local area? Consider scope for engagement with family, availability and access.*	*What needs to happen now to ensure support is actioned?* *Who needs to be contacted?* *What can you do now to ensure necessary interventions happen?*

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SSB/A mapping tool & links to prevention (McCartan & King-Hill, 2024)

Domain	Mapping tool	Extended socio-ecological model
1	Sibling Sexual Behaviors	- individual: child who has harmed, - individual: child at risk of being harmed. - interpersonal: sibling dynamics
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Moving forward…..

- In respect to SSB/A

  - Research needs to catch up with practice

  - There needs to be a commonly understood and used definition, terminology, and approach.

  - There needs to be investment in understanding the different "service user" groups and what they need.

  - There needs to be a greater understanding of the role of prevention and response interventions.

  - We need to understand how the multidisciplinary and multi-agency landscape can come together to support all service users, service staff, and the broader community.

Summary

- SSB/A is complex

- More research needs to be undertaken to fully understand its causes, how to better support victims/survivors and how to prevent it.

- SSB/A is caught up in the complexity of family dynamics and that this can make it challenging for victims/survivors to report the abuse.

- Greater public and professional understanding is needed and the difference from CSA

- Understanding is needed how to better engage, support and work with victims/survivors in a way that recognizes the additionally and multi-layered trauma that they are also experiencing.

"He is my son, and I love him, but you have to do something or I don't know what I am going to do because right now, I hate him"

The Voice of a Father

Background

During the night whilst everyone was in bed, Dean (father) heard Eva (6 yrs) crying in her bedroom, he walked in and found Michael (12yrs) digitally penetrating Eva whilst appearing to masturbate. Dean immediately reacted and removed Michael who at this time was visibly upset. He shut Michael's bedroom door and returned to comfort Eva. First thing in the morning Dean contacted a third sector agency who supported children and families affected by child sexual abuse. Dean highlighted his anger but also expressed a feeling of being torn between the needs of both his children and a feeling of helplessness. He expressed a fear of contacting social services or Police as he did not want to criminalise his son but expressed a need of immediate support for his family, particularly his daughter, Eva. The practitioner supported dean in initiating a child protection process via statutory child protection services.

Dean (Father)

Susan (Step-mother)

Helen (Gran/Deans mother)

Louise (Mother)

Steven (Mothers boyfriend)

Eva 6 years old (CH)

Michael 12 years old (CRH)

Initial Risk Management

| Physical and emotional medical attention for Eva | Liaise with Children & Families Social Work | Placing Michael in temporary kindship care with grandmother | Assessment of need for child harmed, child responsible for harm and the whole family | Chronological and psychosexual history assessment |

Family foundational needs

Who wears what hat?

Michaels Support

Sex education/boundaries

First sexual experience

Sexual informants

Environment

Gender role modelling

OUTCOME
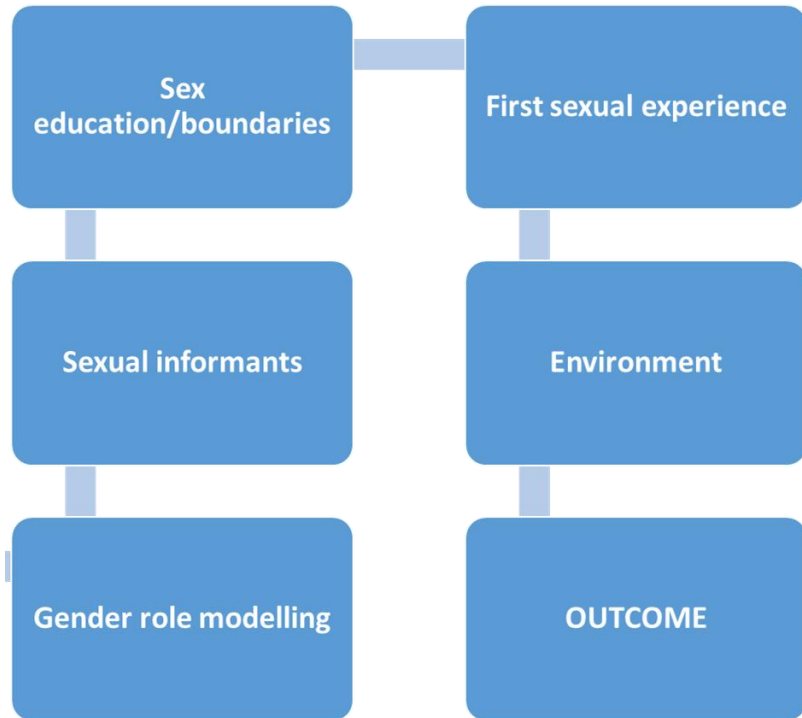
- Assessing Michaels psychosexual history and factors that may have contributed to his harmful sexual behaviour

- AIM3 Assessment exploring wider domains of need, vulnerability & risk

- Exploring shame & guilt

- Protective and strength-based factors

- Michaels Position and need based on his own views

Eva's Support

- Providing a safe and trauma informed environment for Eva to express her feelings and emotions around the abuse she experienced and wider factors of her life

- The role of art and play therapy

- Exploring resilience

- Attachment and relationships with individual family members

- Eva's voice and position alongside professional judgement & assessment
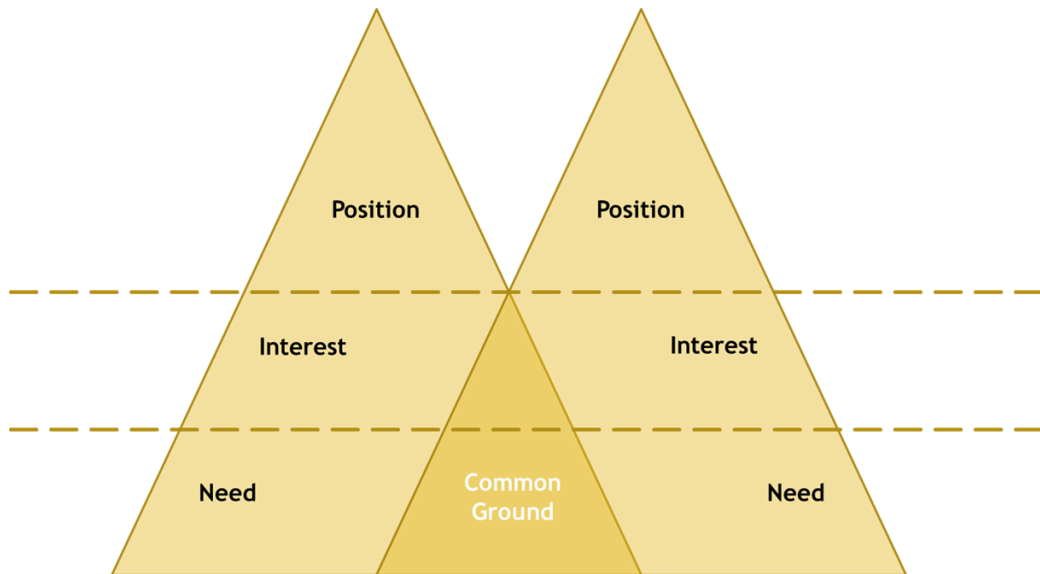
Dean & Adults Support
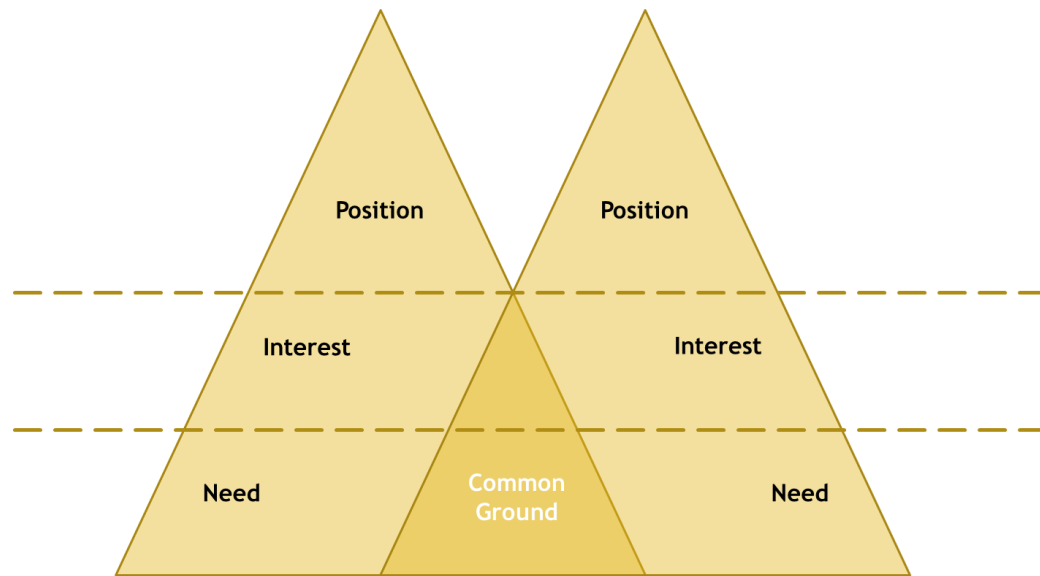
(Umbriet, 1995), Position, Interest and Need, PIN Model for conflict resolution

- A protected space to be heard

- Coming to terms with guilt and shame

- Navigating the divided emotions

- Social, cultural and gendered perspectives

- Capacity to protect

Dean & Michael - Reunification

(Umbriet, 1995), Position, Interest and Need, PIN
Model for conflict resolution

What Dean needs from Michael:
- Why did you do this to Eva?
- How can I trust you again?
- I want you back home but how can I be sure you will never do this again?
- What do you need from me?
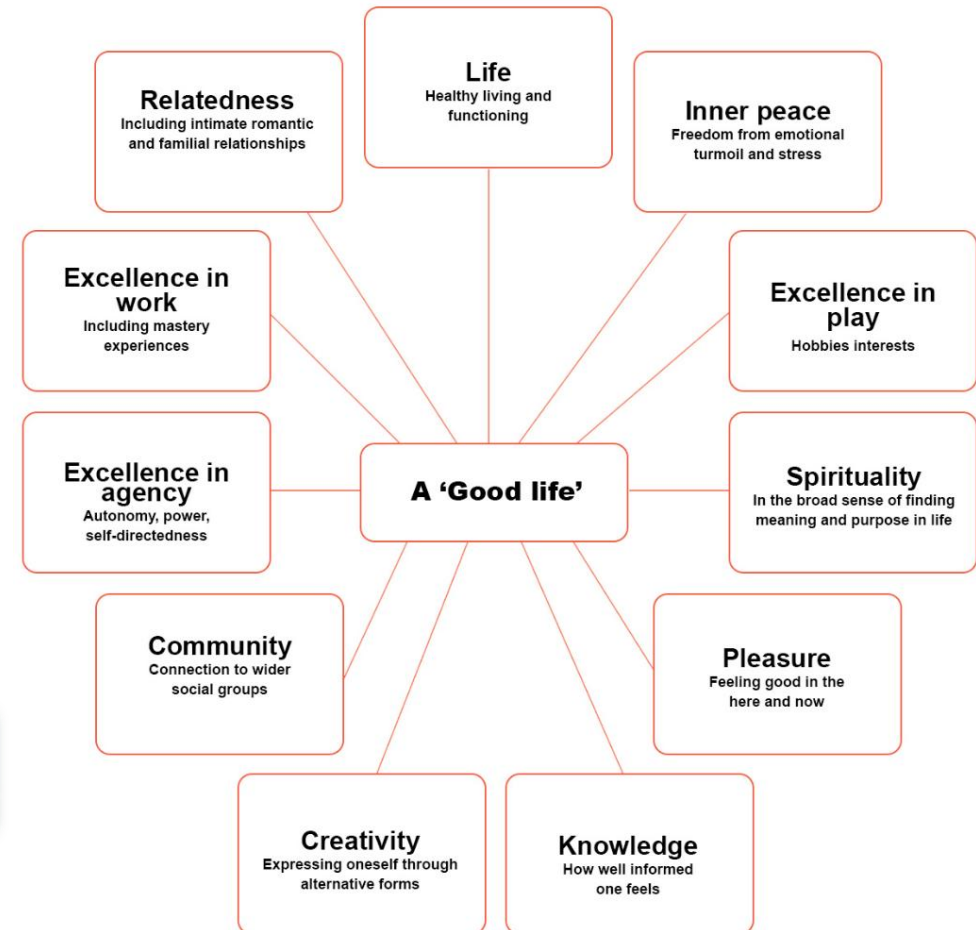
What Michael needs from Dean:
- Forgiveness
- An understanding this won't happen again
- Help with urges
- To be trusted and not feel like a criminal in the home
- "I want them to love me again"

An intervention with Michael

SHANARRI, The Scottish Government

(Ward & Stewart, 2003)

Family Safety Plan (Brady & McCarlie, 2014)

Boundaries	Touch	Asking for help when struggling	Open dialog
Private spaces	Sleeping and bedrooms	Bathroom	Nudity/underwear
Doors	Technology use	Communication	Adult's behaviour

Family Reintegration

Pre-arranged short intervals of contact at family home with structured ground rules (1 visit per week for 4 weeks)

Gran supports Michael to attend family home with sibling for lunch

Immediately after lunch, gran and Michael leave and return to alternative accommodation

Eva has support session immediately after contact

Michael has support session immediately after contact

Parent & adults de-brief

Increase of time spent in family home with additional activities (2 visits per week for 3 weeks)

Lunch visit is extended and includes activities such as games with sibling and adults in the family

TV time is added where the children agree on a TV program to watch in the living room under adult supervision

Gran then returns with Michael to alternative accommodation

Overnight stays (increased by 1 night per week until Michael is fully integrated back in family home)

Gran drops Michael off at home with his father, sibling and stepmother

A structured plan of the evening is agreed with both children and parents

Ground rules are reminded to all family by father and Michael resides in his own bedroom

Gran collects Michael in morning after breakfast and returns to alternative accommodation

Both children and parents receive support session and de-brief

Reflections

- Parental and wider family engagement and support was key

- Professional anxiety

- The role of health professionals

- The impact of stigma

- The benefit of a child protection approach

- The varying roles of practice