

## **Written evidence submitted by The Children's Society's (VAW0027)**

### **About the Children's Society**

The Children's Society is a leading national charity committed to improving the lives of thousands of children and young people every year. We work across the country with the most disadvantaged girls and young women through our specialist services. Our direct work with vulnerable young people supports girls that go missing, girls who experience sexual and criminal exploitation, girls who experience and witness violence and abuse, girls in or leaving care and refugee and migrant and trafficked children. We place their voices at the centre of our work.

This response is informed by our practice and research in this area as well as findings from a consultation exercise with practitioners across our projects undertaken specifically to inform the Home Office call for evidence on Violence Against Women and Girls (VAWG) that concluded earlier this year. During this process we consulted with a total of 34 practitioners and service managers working across a range of Children's Society projects.

### **Summary and key recommendations**

The Children's Society's practitioners report that VAWG can happen to anyone however, there are some factors that may make a young person more likely to experience VAWG.

It manifests in many different ways including: sexual violence, domestic abuse, abusive peer relationships, modern slavery and trafficking, Female Genital Mutilation, forced marriage, Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) with significant cross over between online and offline spaces for many of these issues. We know that coercion and control plays an important part in grooming behaviours towards girls and in preventing children or parents speaking out about their experiences of VAWG.

The existence and experience of violence and abuse for the young people we support has become normalised, particularly where it is linked to earlier or current experiences of growing up with violence and domestic abuse at home. As a result young people are often not able to identify their experiences as violence, exploitation or abuse or their behaviour as violent or abusive.

It is clear that systemic sexism in our society, high prevalence of sexual harassment, abuse and other forms of violence perpetrated towards girls in schools and in the community, a poor service response to victims and those that cause harm and a criminal justice system that is not fit for purpose are issues that need urgent tackling. There is not one single solution and what follows outlines steps that the Children's Society strongly believe that the government must take in order to start addressing some of these issues that contribute towards the high prevalence of VAWG in our society.

### *Key recommendations*

1. The Government must work to build a clearer picture of the scale and prevalence of VAWG and work to better understand the experiences of specific groups including black and minoritised ethnic communities, LGBTQIA+ young people, young people with learning difficulties and young people in immigration system.
2. The new VAWG strategy must clarify the responsibilities of both national and local government on funding specialist support services tailored to meet the needs of girls and young women, including those from minoritised groups experiencing VAWG. It must also set out where the responsibility for monitoring and scrutiny lies for all services.
3. The Government should urgently address the funding gap in children and young people's services and should work with local authorities to ensure additional funds are used to improve funding for youth services.
4. The Department for Education must ensure that adequate resourcing is provided to schools and colleges to provide high quality training for all school staff on how to spot the signs of VAWG and for teachers to deliver high quality RSE.
5. There must be a whole school approach to education and awareness raising of VAWG issues. Challenging genders stereotypes, challenging racist, sexist, homophobic, biphobic and transphobic language, listening to the voices of children and young people and how to stay safe online must be embedded into the ethos of the school.
6. The Government must ensure that perpetrator services are consistently available for both adult perpetrators and young people who may cause harm, recognising and responding to instances where young people may be both victims and perpetrators. Wait list times should be monitored and scrutinised by the Victim's Commissioner, with adequate funding direct to local areas where the response is inadequate.

## **1. How Violence affects women and girls**

### *A. Information on different forms and experiences of VAWG and how VAWG has changed and how issues relating to VAWG are affected by modern technology*

1.A.1. Anyone who identifies as female can experience VAWG and whilst our practitioners report that VAWG is typically perpetrated by someone close to a child - someone within the family circle - it also happens in schools, peer relationships, accommodation, community settings, group/gang contexts as well as being perpetrated by individuals not known to the child.

1.A.2. Our practitioners report that whilst in previous years VAWG has predominantly presented as sexual violence, more recently there has been an increase in physical violence perpetrated towards girls which often accompanies sexual violence. This change seems to stem from the fact that the role of girls and young women in gang related activity and CCE is evolving with practitioners highlighting they are seeing

more acts of physical violence being perpetrated towards girls as part of gang initiation processes. We know that for many of the older girls and young women that we work with the violence they experience occurs outside of the family home, *extra familial harm*. This form of extra familial VAWG frequently happens in the context of CSE/CCE and gang affiliation. Whilst a number of our practitioners report a rise in physical violence occurring in the community, the majority of practitioners told us that VAWG often occurs within peers and within intimate relationships.

1.A.3. A further manifestation of violence against girls occurs online in the form of grooming for exploitation. Through our direct work with young people we know that for a small minority, the use of digital technology can carry some profound risks, anecdotally we have noticed these risks increase during the Covid-19 pandemic.

1.A.4. We have observed a notable increase in perpetrators seeking to groom young people into Child Criminal Exploitation (CCE) using digital technology throughout the pandemic. This includes grooming through social media and through online gaming.

*B. How VAWG affects young women and girls including in school and education institutions, in public places and online*

1.B.1. We have seen a rise in cases of children affected by or engaging in peer on peer sexually inappropriate or harmful behaviours during our direct work in schools. Our practitioners tell us that sexual bullying and harassment in schools is rife and teachers are struggling to spot and respond to students who are victims of or commit these acts. Though peer on peer sexual assault and exploitation in schools is at one extreme end of the scale, young people consistently raise with us the issue of sexual harassment at school and that schools are often not doing enough to tackle it or support victims.

1.B.2. The recent publicity of the website *Everyone's Invited* where thousands of accounts of sexual harassments and abuse were shared mirrors the Children's Society's findings and highlights that sexual harassment and violence is widespread in schools and that there is an urgent need for a government initiative to educate school staff, parents, pupils and support services to better recognise and address harassment and abuse between pupils in schools, and for adequate resources to follow for schools to deal with the issue.

1.B.3. As a first step training for all school staff on how to spot signs of VAWG including coercive and controlling relationships between children and how to intervene early should be rolled out. We were pleased to see relationships and sex education (RSE) being made statutory. However, currently no additional resource has been provided to train teachers to deliver these complex subjects. Given this our experience is that quality is highly variable and that these subjects are often only covered for a few hours a year. The Department for Education (DfE) must review this and provide adequate resource and oversight to ensure all schools deliver good quality sessions on these subjects and that teachers are supported appropriately in order to do so.

1.B.4. It is important to note that this violence experienced by girls and young women does not just occur in schools. We see this as a community and contextual safeguarding issue rather than one for schools alone to respond to given that much of the VAWG that we see in our work, and that posted on the *Everyone's Invited* website, relates to abuse taking place outside of the school gates. It is therefore deeply concerning that currently children's social care risk assessments don't include peer on peer abuse and sexual violence as a factor – we feel strongly that this should be addressed within Children in Need (CiN) assessments and that these changes are reflected in Working Together to Safeguard Children.

**Recommendation:** The Department for Education must ensure that adequate resourcing is provided to schools and colleges to provide high quality training for all school staff on how to spot the signs of VAWG and for teachers to deliver high quality RSE.

**Recommendation:** The Department for Education must ensure that Children in Need assessments include peer on peer abuse and sexual violence as a risk factor.

*C. How VAWG affects particular groups, such as migrant women, sex workers or women with protected characteristics*

1.C.1. We know through our direct practice that some groups experience VAWG in specific and sometimes targeted ways. Through interviews with our practitioners we heard evidence of young black women being targeted for abuse, often being overly sexualised and seen as older than they are by statutory agencies whose responsibility it is to keep them safe.

1.C.2. The sense that Muslim young women are often viewed as transgressing from the norm and are targeted and abused in specific ways relating to their appearance was also conveyed with practitioners reporting that wearing a hijab for example can expose them to religious and/or racialised violence.

1.C.3. Targeted abuse related to body image was also raised as affecting the girls and young women that we support, specifically those who may be perceived not to fit with expected beauty 'standards'. E.g. being 'too big', different shaped etc. This abuse can take the form of bullying online and offline. An example was shared of boys bullying a girl this way, creating offensive online photos for example. Concerns were raised that instances like this are not always taken seriously and responses to victim and perpetrators are not consistent.

**Recommendation:** The Government must work to build a clearer picture of the scale and prevalence of VAWG and work to better understand the experiences of specific groups including black and minoritised ethnic communities, LGBTQIA+ young people, young people with learning difficulties and young people in immigration system. *This list is not exhaustive.*

*D. How sexual violence is being normalised within relationships, including strangulation, and the influence of extreme or violent pornography;*

1.D.1. The impact of viewing sexualised content including pornography on children and its influence on their opinions on sexual relationships is worrying. We are committed to ensuring that children are protected from materials that they may find distressing and which could negatively impact on their emotional and social growth. Research demonstrates that young people under 18 are still in the early stages of cognitive development and several studies have shown that early exposure to porn can have a profound impact on their sexual behaviours including addiction to sex and being more likely to sexually harass others.<sup>1</sup>

1.D.2. Concerns have been raised about young people's increased access to online sexual imagery and content as well as the making and sharing of imagery and videos themselves. Our Seriously Awkward report<sup>2</sup> revealed the pressures young people face to send sexually explicit pictures of themselves online. In our poll for Seriously Awkward report around 6% of 16 and 17 year olds reported feeling under pressure to take and send explicit pictures of themselves and around 10% reported that they do it. The report found that parents of 16 and 17 year olds underestimate some of the pressures young people facing young people online; for example, to take and send explicit photos of themselves. Just 13% of parents thought pressure to do this came from online contacts, but of 16–17 year olds who felt under pressure to do this, nearly four in 10 (38%) said they felt this pressure from contacts they met online. This may lead parents to not discuss these issues with their children.

1.D.3. Our practitioners who deliver workshops in schools report that many teachers lack the confidence and skills to prevent and monitor children accessing sexual material online in school. With many children having access to their own devices that are not regulated by schools, this becomes even more challenging. We know that children are not only viewing inappropriate sexual content but in many cases are making and distributing them themselves.

1.D.4. The Children's Society are in full support of the decision by the DfE to give online safety the prominence it needs by including it in the main part of the most recent draft of the Keeping Children Safe in Education guidance. We are especially supportive of the recognition of the need to take a whole school and college approach to online safety. Taking a whole school approach to online safety is a good first step but it is vital that schools provide all school children, from primary school age, with high quality education about keeping safe online and school staff must be well kept up to date with training on the dynamic ways in which young people are using the internet. We consider it vital that school staff are provided with ongoing training and support in how to talk about online safety with children and young people. We believe that schools can play a vital role in promoting online safety as part of personal, social, health and economic education (PSHE) alongside education about consent, exploitation grooming and healthy relationships in general. However, in order to deliver this to a high standard teachers must feel confident in their own knowledge, continuous information and training is key to this.

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<sup>1</sup> <https://www.childrenscommissioner.gov.uk/report/basicallly-porn-is-everywhere/>

<sup>2</sup> <https://shop.childrenssociety.org.uk/seriously-awkward-digital-download.html>

**Recommendation:** Violence in relationships between children, including under 16s, should be have support of Youth Independent Domestic Violence Advocates and funded in community services.

**Recommendation** All school staff must be provided with ongoing training and support in how to deal with and approach safeguarding concerns that occur not just offline but online as well. In order to effectively embed a whole school approach to online safety continuous, robust and dynamic professional development must be rolled out to school staff, keeping up to date with changing technologies and emerging online risks.

## **2. How Violence Against Women and Girls should be prevented and addressed**

### *A. The role information and education for both men and women play in protecting women and girls*

2.A.1. It is clear that action needs to be taken to challenge systemic sexism and attitudes to women and girls. This can be done through education, greater focus on behaviours that are currently considered low key and go unnoticed and public campaigns raising awareness of VAGW issues, consent, coercion and control and how to seek help. Addressing VAWG attitudes and behaviours should be seen as everyone's business.

2.A.2. Education has an important role to play. Schools have a unique opportunity to educate pupils about healthy relationships, consent, how to make informed choices in their lives and how to recognise inappropriate behaviour. High quality RSE and PSHE has a part to play. However, we know that the standards and content of education around healthy relationship and consent differ from area to area and from school to school. The roll out of the statutory RSE curriculum must not be delayed any further.

2.A.3. It is also important to acknowledge that school staff may also be affected by sexism and perpetuate sexist tropes themselves. Our 2014 consultation into children's well-being Bilborough found that secondary school aged girls were very aware of the attitudes adults have towards them and talked a lot about teachers not listening, telling the wrong people off and not giving the girls any respect.

2.A.4. Furthermore, we know that all too often PSHE and RSE is being delivered by staff with no specialist training on how to deliver it in a high quality way.

2.A.5. Through our extensive work in schools and colleges throughout the country, we see how much of a difference the ethos of a school can have on pupils' experiences. It is vital that a whole school approach to the themes explored in

RSE/PSHE are adopted. For example, challenging gender stereotypes, challenging racist, sexist, homophobic, biphobic and transphobic language, listening to the voices of children and young people and staying safe online.

2.A.6. Given that VAWG is disproportionately perpetrated by males<sup>3</sup> it is vital that schools create an environment that teaches boys skills for confronting misogyny and challenging behaviours and systems which allow the objectification and exploitation of girls.

2.A.7. Although these subjects must still feature in specific lessons, the principles should be embedded in the school ethos. This will help to safeguard children and young people both in and out of school as they will recognise what is and is not acceptable behaviour.

2.A.8. Additionally, considering that VAWG is well known to be happening within school communities, there is also a clear need for support services and clear reporting routes within schools to deal with issues as soon as they arise.

**Recommendation:** There must be a whole school approach to education and awareness raising of VAWG issues. Challenging genders stereotypes, challenging racist, sexist, homophobic, biphobic and transphobic language, listening to the voices of children and young people and how to stay safe online must be embedded into the ethos of the school.

**Recommendation:** High quality RSE/PSHE must be rolled out without delay. This should be delivered by specifically trained individuals and complimented by pastoral support services in schools for children and young people experiencing VAWG.

**Recommendation:** Schools should ensure they provide a safe and private environment for young people to report any experience of sexual harassment and violence in schools.

#### *B. Whether there is sufficient and appropriate support available for victims*

2.B.1. Better services for victims and perpetrators from early intervention to crisis support and recovery should be seen as a primary solution to VAWG issues. Commissioning evidenced based services that offer meaningful support and are not time constrained is important.

2.B.2. We spoke to our practitioners about the current service response to young victims of VAWG. A number of concerns were raised about barriers that are impacting on organisations ability to tackle and prevent violence against girls and young women.

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[https://www.cps.gov.uk/sites/default/files/documents/publications/toolkit\\_for\\_prosecutors\\_on\\_vawg\\_cases\\_involving\\_vulnerable\\_victims.pdf](https://www.cps.gov.uk/sites/default/files/documents/publications/toolkit_for_prosecutors_on_vawg_cases_involving_vulnerable_victims.pdf)

2.B.3. A key concern was around issues with early identification with girls and young women experiencing all forms of violence are only being identified at the point at which they hit crisis. Practitioners frequently mentioned that it tends to take a young person disclosing violence or abuse before the need for support is identified rather than professionals recognising the signs or risk factors early and stepping in.

2.B.4. We are also concerned that available services tend to be more generalised or not tailored to meet the needs of young people – there are quite a few services for older women but for younger children services tend to be more universal. A further concern expressed was around support for young people when they reach their 18<sup>th</sup> birthdays. Often young people are not ready for services designed for adults but this is all that is made available to them.

2.B.5. Our practitioners report that services that are available for young people are not truly meeting their needs and there is a distinct need for more truly young person focused services.

2.B.6. For example, practitioners highlighted that services are often time limited or might require the consent of a parent or guardian which can act as a barrier to young people engaging. Another practitioner described how they had referred a young girl for specialist domestic abuse support but that the service had closed her case after she didn't answer the phone three times.

2.B.7. Additionally, we consistently hear that thresholds for support are too high. This coupled with the fact that long waiting lists for services available to help with VAWG issues are reported to be a '*huge issue*', acts as a significant barrier to young people accessing support that they need in a timely way and may result in problems escalating and available services being unable to address the level of need.

2.B.8. We are also concerned that issues with short term commissioning models are preventing services from effectively supporting young people who experience VAWG. We have heard evidence that services only exist for short amounts of time making their availability unstable for young people. Practitioners also reported struggling to keep up to date with which services are in operation in their local areas. Further concerns were raised about services that are offered on a time limited basis to address particular issue in a child's life rather than addressing issues holistically and allowing access for as long as needed. It was noted that short term time limited interventions may work as an early intervention service but for young people who have many issues in life, who have been on the periphery of statutory services for a long time and may have a feeling of being failed by services, it takes time to develop trust and relationships before the intervention can even start.

**Recommendation:** The new VAWG strategy must clarify the responsibilities of both national and local government on funding specialist support services tailored to meet the needs of girls and young women, including those from minoritised groups experiencing VAWG. It must also set out where the responsibility for monitoring and scrutiny lies for all services.

**Recommendation:** The Government should commit to reforming the current competitive and short term commissioning landscape to ensure that specialist VAWG services for girls and young women can access funding in a way that is better suited to the needs of young people.

*C. What measures should be in place for perpetrators*

2.C.1. We know through our direct practice that there is a huge gap in terms of service provision and a criminal justice response to perpetrators of VAWG. We know that this behaviour is often brought out of their own traumatic experiences of abuse, undiagnosed mental health needs and learning difficulties or growing up in households with domestic violence. However, all too often the underlying causes of harmful behaviour are not addressed. We know that often a response only becomes available at the point when a child or adult perpetrator is convicted of sexual offences meaning that opportunities to intervene early are being missed.

***Adult perpetrators***

2.C.2. We see through our direct practice that the police and other agencies frequently focus on what the young person should have done to keep themselves safe rather than focusing on disrupting perpetrator behaviour.

2.C.3. There is a distinct lack of service provision and a criminal justice response for adult perpetrators and this must be addressed. There are additional changes to the criminal justice response that are necessary.

2.C.4. The police and other agencies must stop using victim blaming language and placing the responsibility on the young victim of VAWG.

2.C.5. The police must make better use of tools available to them to help ensure early disruption of VAWG issues as well as stopping situations escalating. For example, Child Abduction Warning Notices (CAWNs) can be used by the police to disrupt a contact between an adult posing risk to children. However, we know from our direct practice that in some areas the police are refusing to impose them and anecdotal evidence from our practitioner interviews suggests that they are not offering alternative solutions.

2.C.6. Furthermore, practitioners from The Children's Society report that the police use a variety of disruption techniques, but that there is no standardised approach, and that there has been little analysis of what works to disrupt exploitation and police usually rely most on the young person themselves; convincing them to remove themselves from dangerous situations and make disclosures of abuse to them. This puts the onus on the victim and, given the vulnerability of children subjected to sexual exploitation, can put them under undue strain.

***Young people who display harmful behaviour***

2.C.7. We know from our direct practice that there is a huge gap in terms of identification of and service response to young people who may display VAWG issues.

2.C.8. We often see girls having reported crimes perpetrated by their peers to the police or to the school but no further action being taken and both individuals being expected to carry on attending the same school, but the girls having to engage in support services, leaving the girls feeling like there are no consequences for the boys' actions. We must move away from a system that so often intervenes too late and largely places the responsibility on the young victim of VAWG to manage their experiences.

2.C.9. It is also not always recognised the underlying causes in young people's behaviour, such as growing up with experiences of domestic violence, experiencing abuse themselves. In cases of young people who display abusive behaviours it is important for their needs to be fully addressed to prevent their behaviour persisting or escalating. Our practitioners report that currently there is very few services available for young people who display abusive behaviours and often the support is not available until the young person is in the criminal justice system. Early intervention response and support is crucial.

2.C.10. Our research into Teenage Relationship Abuse<sup>4</sup> (TRA) found that in 30 local authorities who responded to our FOI, there was no available service for 16 and 17 year olds who may present as abusive in their own relationships. In 2018 there were 201,798 16 and 17 year olds living in these 30 local authority areas. This means that there were over 200,000 16 and 17 year olds living in areas that might not be able to provide them with any appropriate help and support if they were to start displaying abusive behaviour in their own relationships. Furthermore, for under 16s who may present as abusive in their own relationships the level of support was even less, with 30 local authorities also reporting that they do not have a specialist support service available for this group or any additional support services.

2.C.11. It is vital that these early instances of harmful behaviour are recognised and responded to appropriately by statutory agencies.

**Recommendation:** The Government must ensure that perpetrator services are consistently available for both adult perpetrators and young people who may cause harm, recognising and responding to instances where young people may be both victims and perpetrators. Wait list times should be monitored and scrutinised by the Victim's Commissioner, with adequate funding direct to local areas where the response is inadequate.

**Recommendation:** The Home Office must set up a quality assurance system to ensure that the police and other agencies understand all the disruption tools that are available and how to use them, how to establish how a breach of an order can be used as evidence to support escalation to other statutory instruments and develop

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<sup>4</sup> Missing the Mark, The Children's Society, 2020

clear pathways for professionals to escalate instances where they believe a disruption tactic has been failed to be implemented.

**Recommendation:** The Home Office must issue guidance on teenage relationship abuse in conjunction with the guidance on domestic abuse. This guidance should cover early intervention and prevention through to referral for specialist support giving due regard to the need to provide support to both victims and young people who may present as abusive in teenage relationships

*D. The role of organisations and institutions including the police and criminal justice system, schools, colleges and education institutions, employers and trade unions, social media companies, local community and specialist services*

2.D.1. We know from our direct work with children and young people that sadly the existence and experience of violence and abuse has become normalised. It is vital that we work to make systemic changes to reduce the prevalence of VAWG and work in a holistic way with young people who have experienced this form of abuse. Addressing poverty and inequality in society for all children and young people is an important underlying condition that must be met alongside more specific actions to tackle VAWG described above.

2.D.2. In addition to some of the factors already discussed, decimation of youth and early intervention services are frequently cited by our practice as one of the biggest contributing factors in the increase of violence experienced by girls. The Government needs to provide adequate funding for these services.

2.D.3. In addition we know that the criminal justice system as it currently operates is not working for girls and young women. The scale and level of sexual offending against children and young people makes it paramount that children and young feel confident in disclosing crimes and seeking help and that perpetrators of these horrific crimes are left in no doubt that the criminal justice system is on the side of the victim. However, from the very limited research available on children's experiences of criminal justice system consistently highlights some poor experiences that children have of involvement with police which often result in children disengaging from the criminal justice process.

2.D.4. Adolescents, who have previous negative experience of statutory services, including police, often do not believe that they will be taken seriously or that they and their families will be kept safe during police investigations.

2.D.5. Young people who have been involved in The Children's Society's projects recommend that all police workforce should have training on how to work with children and young people, including those who have experienced trauma. The main call of the youth led 'Big Up The Bill' Campaign, developed by young people involved in The Children's Society's projects, is for recognition of instances where police staff work well with young people to encourage promotion and spread of good practice. Training police on how to work with young people that can help with spreading of good practice is not available consistently across police force areas.

2.D.6. The issue of children's experiences with police is particularly of importance for adolescents who have been victims of sexual offences. From direct work we know that some of them become vulnerable to sexual abuse as a result of earlier adverse child experiences of neglect or abuse and may find it more difficult to recognise the situations of grooming or seek help from services. The research also highlights the risk of repeat victimisation in adulthood. This makes the response to adolescents who experience sexual abuse of paramount importance.

**Recommendation:** Victims' rights should be embedded in legislation. Entitlements to victims of violence and support to recovery services should not depend on the victims making a disclosure to police or supporting investigations.

**Recommendation:** all police workforce should receive training on working with children in a trauma informed way.

**Recommendation:** The Government should urgently address the funding gap in children and young people's services and should work with local authorities to ensure additional funds are used to improve funding for youth services.

*E. What lessons should be learnt from the 2016-2020 Ending Violence against Women and Girls strategy when developing the Government's 2021-2024 strategy*

2.E.1. From the Children's Society's perspective a fundamental problem with the 2016-2020 Ending Violence against Women and Girls strategy was its distinct lack of focus on children and young people. There was only one section on young people and this related exclusively to education. As outlined above, whilst education is undoubtedly important to tackle VAWG, learning from our practice about changes needed to tackle VAWG is that there is not one single solution. It is vital that the solutions that are developed are multifaceted and incorporate:

- Better early intervention services for victims and children who display violent or harmful sexual behaviours
- Better recovery services
- Public campaigns and messaging to change attitudes to women and girls and to raise awareness of what is 'normal' e.g. around consent
- Addressing systemic underlying issues e.g. poverty and inequality of opportunity for children linked to where they live
- Addressing how the criminal justice system treats young people, including young people who are both victims of violence themselves and displaying abusive behaviours, with greater focus on victim's rights, trauma informed support and access to therapeutic support.
- Introducing changes in care and immigration system that currently contribute to children's risk of becoming a victim, perpetuating poverty and providing inadequate accommodation.
- Support services for parents are needed to strengthened the safety net around the vulnerable young person

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- Commissioning of meaningful long term services for children and young people is needed to address the gaps and current normalisation of violence in lives of many young people.

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