

# **National Joint Investigative Interviewing Project**

## **Briefing Paper Two – Learning from Practice**

### **November 2021**

This briefing paper has been prepared by the National JII Team, in partnership with Lanarkshire and North Strathclyde JII Pilots.

The topic of this briefing paper is the emerging learning from the first two pilot sites following the period that they went live in practice. It is the second briefing paper to be published. The first, which captured learning from these pilot sites in *preparing* for installation of the new model of joint investigative interviewing can be accessed here: <https://bit.ly/34w4HsM>

This document is one of a series of papers developed and published as a way of sharing the emerging learning from the implementation of a new approach to joint investigative interviewing in Scotland.

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## Introduction

This briefing paper has been prepared by the National Joint Investigative Interviewing (JII) Team, in partnership with Lanarkshire and North Strathclyde JII Pilots.

The topic of this briefing paper is the emerging learning from the first two pilot sites since they went live in practice with the new model of joint investigative interviewing – the Scottish Child Interview Model.

Lanarkshire went live in February 2020 and North Strathclyde went live in August 2020.

It is the second briefing paper to be published. The first, which captured learning from these pilot sites in *preparing* for installation of the new model of joint investigative interviewing can be accessed here: <https://bit.ly/34w4HsM>

This document is one of a series of papers developed and published as a way of sharing the emerging learning from the implementation of a new approach to joint investigative interviewing in Scotland.

## Background

The National Joint Investigative Interviewing (JII) Project was established in 2017 to develop a new approach to the joint investigative interviewing of children in Scotland. This work forms part of the response to recommendations within the [Evidence and Procedure Review](#), Scottish Court Service, 2015.

The aims of the new approach are to improve the quality of experience of child victims and witnesses, minimise re-traumatisation, and improve the quality of evidence gathered during joint investigative interviews to prevent the need for these children to have to give evidence in person as part of court processes. The ultimate outcome is to keep children safe and ensure that they have the right to justice.

This new approach to joint investigative interviewing is called the Scottish Child Interview Model (SCIM).

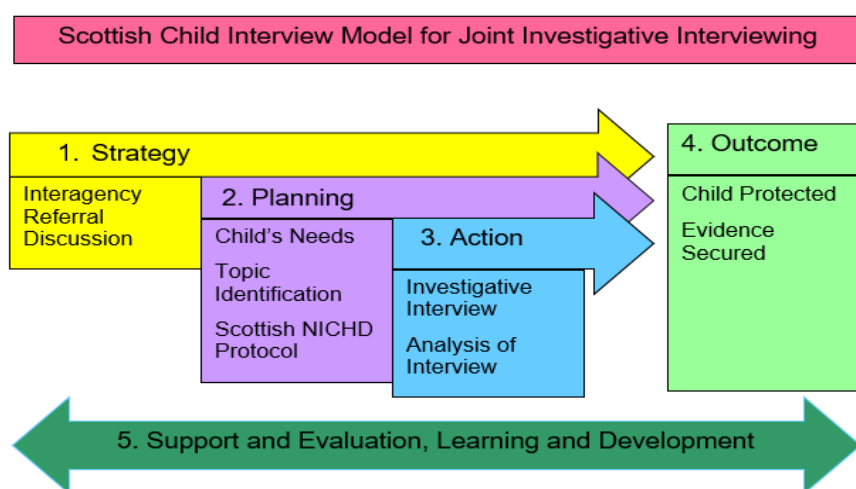
In developing this new approach, care has been taken to ensure that practice within the new model of JII is trauma informed. That is, where the impact of trauma on those affected by it is understood and staff responses and organisational systems are adapted accordingly.

Interviewers are provided with the knowledge and skills to consider the impact of children's experiences upon their ability to participate in the interview and to actively plan for how the needs of each individual child will be met throughout the interview process.

Critically, the new model has been purposefully designed to minimise re-traumatisation of children.

It is important to be clear that the new model for JII is a new model of practice, requiring system change. It is not solely the improved training of interviewers.

The Scottish Child Interview Model for joint investigative interviewing can be represented as below:



All five components are interconnected and all five must be implemented for the model to have the intended benefits for children and young people.

## Pilot arrangements (recap from Briefing Paper One)

There are four pilot sites in total: Lanarkshire, North Strathclyde, Dumfries and Galloway and Glasgow. Each are at different stages of implementation. This paper is based on learning from the first two pilot sites and their details are set out below.

The Lanarkshire JII Pilot involves both North and South Lanarkshire Councils, Q Division of Police Scotland, NHS Lanarkshire and local representatives from SCRA and COPFS.

### Lanarkshire Vision

- Improving and creating consistency in current approaches to visually recording JIIs
- Interviews can be used more frequently as evidence in chief
- Local implementation of the new model of JII with a smaller and more highly trained cadre of interviewers

- Opportunity to review the wider experience of children in the context of JIIs, child protection and safeguarding to inform future practice, service delivery and resourcing

#### Lanarkshire Aims

- To have 12 interviewers trained in the new model of JII
- Operate a pan Lanarkshire cadre for the JII pilot, which will be utilised for all interviews where there is pilot trained staff available and the criteria for the pilot has been met
- Operate a fall back to the current arrangements for JIIs in the area for interviews not undertaken through the pilot trained interviewers
- Whilst implementing the interview pilot into practice, review the local arrangements around the wider context in which JII's are undertaken
- Evaluate the resource needs, opportunities and challenges to inform the future roll out of the new model of JII and practice
- To review and update the local quality assurance and evaluation framework in line with the national framework being considered, including the involvement of Scottish Children's Reporters Administration (SCRA) and Crown Office and Procurator Fiscal Service (COPFS)

Lanarkshire's approach to the piloting of the new model in their area is to build on existing elements of their current JII model, namely:

- Pan Lanarkshire quadripartite Initial Referral Discussion (IRD) process
- Pan Lanarkshire quality assurance processes for IRD
- Pan Lanarkshire quality assurance process for JII
- Rota system arrangement in North Lanarkshire which facilitates central coordination of allocation of JII's across one local authority area

It was agreed that, as part of their pilot, they would test the efficacy of a Pan Lanarkshire rota for the social work interviewers. Lanarkshire wished to test the blend of other social work tasks with interviewing task. That is, social work child interviewers would continue to hold a (reduced) case load and undertake other social work tasks in addition to their joint investigative interviewing tasks. A rota system would facilitate this testing.

#### North Strathclyde Vision

*To create a Holistic Trauma Approach to Joint Investigative Interviewing*

The development brings together the North Strathclyde Partnership and 3<sup>rd</sup> sector partners, Children 1<sup>st</sup>, based on European Promise quality standards.

The North Strathclyde Partnership is: four Local Authorities (East Dunbartonshire, East Renfrewshire, Inverclyde, Renfrewshire), two Police Divisions (G Division for East Dunbartonshire and East Renfrewshire and K Division for Inverclyde and Renfrewshire), one Health Board (NHS Greater Glasgow & Clyde), one SCRA Locality (North Strathclyde), four Sheriff Courts (Paisley, Glasgow, Dunbartonshire and Greenock).

## North Strathclyde Aims

By bringing together a specialist JII Cadre (Police & Social Work) and Children 1<sup>st</sup>, this will ensure;

- The JII cadre have advanced knowledge, skills and competencies and the required experience of forensic interviews that produce best quality evidence and ensure the protection of the child.
- This partnership develops a best practice model based on shared resources, learning and will provide risk sharing arrangements across authority that ensure that the quality of the interventions are not compromised
- We are consistent in improving the experiences for children and their families who are subject to Joint Investigative Interviews.
- The fundamental principle of recovery, that is, trauma informed practice, is to be built into the process from the point of disclosure for children.

North Strathclyde's approach to the piloting of the new model in their area is to develop a new, whole system approach across large number of partners, informed by Barnahus PROMISE Exchange quality standards. All eight interviewers are co-located and will operate as a specialist interviewing team where joint investigative interviewing is their only responsibility. A newly created post of designated coordinator on site to manage the cadre was part of this arrangement. The partnership with Children 1<sup>st</sup> ensures that capturing children's experiences of the new model is at the heart of their pilot.

The rest of this paper is informed by learning from Lanarkshire who went live in February 2020, and North Strathclyde who went live in August 2020. At the stage of writing this paper, these pilot sites had been in operation for more than a year and had undertaken hundreds of interviews within the new model of practice.

## Deployment of, and support for, the newly trained interviewers

This section covers several issues which are interconnected in different ways in each pilot site. These issues are:

- Co-location
- Management
- Deployment
- Support

To illustrate the learning, the experience of each pilot site will be presented in turn.

At the point of going live in practice, Lanarkshire implemented a rota system for the six interviewers from social work services.

The six police officers were based together at Blantyre Police Office and were expected to be deployed full time as interviewers.

The six social workers remained in their originating locality social work team, supervised by their existing team managers, with the expectation that they would attend at Blantyre on the days where they were on the JII rota.

All six also retained a social work case load.

There were several reasons for this position:

1. North Lanarkshire already operated a JII rota which had been in place for several years and which worked well. It was felt that extending this to a Pan Lanarkshire rota could support introduction of the new model.
2. It was not known at the outset what the interview demand would be on the newly trained staff and whether they would have any capacity to undertake work out with their interviewer role.
3. Lanarkshire wished to test how well the specialist interviewer role would blend with having a social work case load.
4. Retaining a case load was viewed as assisting social workers to remain well connected to their originating social work teams.
5. Retaining a case load was viewed as affording social workers opportunities to remain engaged in wider social work tasks and potentially play a role in preventing burn out.
6. There were challenges in reallocating six full caseloads from experienced social workers across a workforce where there was no additional funding to recruit additional staff.

The two local authorities had taken some steps to reduce the workloads in advance of going live. For instance, some staff were taken off the duty rota, some had cases transferred and some had a reduction in the types of cases requiring high levels of attention.

However, at the point of initially going live, all six social workers retained case responsibility for several cases, including child protection cases, and some were continuing to be allocated cases.

Prior to going live, Lanarkshire did not appoint a dedicated manager to coordinate the new specialist cadre. Instead, a referral pathway was set up, stemming from Interagency Referral Discussion (IRD) and involving managers from both local authorities and the local police division.

The six social workers were each managed by a different line manager and agreement about deployment of each interviewer was negotiated via their line manager. A central

admin contact in each local authority to broker contact with the relevant locality social work team was established. The JII rota sat at the heart of this arrangement.

*“When we went live in practice, the operational impact of bringing two busy local authorities together to manage joint investigative interview demand jointly with Police colleagues really emphasised our high volume of child protection activity locally and the need to effectively resource and co-ordinate this new team to ensure the Scottish Child Interview Model became the way we do things in Lanarkshire.”* Sharon Coats, Education and Families Manager, North Lanarkshire Council and Chair, Lanarkshire JII Implementation Group.

Upon going live in practice, two issues immediately presented themselves within the context of this operationally busy partnership: the need for a manager to coordinate allocation of work and the challenges inherent in operating a rota system.

It became apparent from the outset that an on-site manager was needed to coordinate deployment of the interviewers and ensure JII's were allocated swiftly and efficiently. Lanarkshire has a large volume of child protection concerns being responded to daily and it was challenging to integrate a new JII team into this busy system. A Detective Sergeant assumed this responsibility and managing the JII cadre quickly became their full-time responsibility.

The second issue was the experience of operating a rota. The first iteration of the rota operated on a daily basis (that is, each interviewer was on the JII rota just one day at a time) and this did not lend itself well to the new model where, following allocation of a JII, planning and conducting the interview may span a few days (interim safety plan permitting).

It therefore meant that police officers were undertaking the bulk of the planning for interview and trying to work out what social worker would be on the JII rota on the planned date for the interview. None of the interviewers were satisfied with this arrangement, and the social workers reported feeling a little disconnected from the police officers with whom they had established strong relationships during the training programme.

The rota was further developed almost immediately, extending from a daily rota to a weekly one, in an attempt to reach a format that would support the effective deployment of social work interviewers.

As time progressed, and learning was quickly fed back into the system, Lanarkshire recognised that a rota system was not compatible with their strategic vision for implementation of the new JII model due to the high volume of child protection activity. The decision was then made that all social workers would be available to undertake JII's every day of the week.



Having the 6 social workers based in their original locality teams with their original line manager was viewed as a way of recognising and respecting the existing strong sense of cohesion and identity already established in locality social work teams and as a way of supporting continuing links across the social work workforce.

What hadn't been anticipated was that the newly trained interviewers also felt a sense of cohesion and team identity with their police colleagues that they had trained alongside in the interviewers training programme. Retaining the social workers in their original teams contributed to a sense of isolation and loneliness, within the context of their new JII roles, that was not only an unintended consequence of this management decision but was in fact the opposite intention of the management decision.

At that stage in the National JII Project, training in relation to the new model was not available to managers. (This is now in place) This meant that interviewers were being line managed by managers who had not been given access to the kind of information that would help them provide the best support to their staff. This frustration was expressed by the line managers who felt they were not fully equipped with the knowledge they needed, and they were concerned they were not offering the right support to their staff.

*“As line manager with responsibility for an interviewer aligned to the JII pilot, I felt very detached at the launch of the pilot programme. I was not included in a variety of aspects which impacted on the interviewer themselves. I cannot underestimate the value of good communication and information sharing across all parties from the outset. Part of my role is to assist staff's learning and development and to support their wellbeing, however my initial limited knowledge and involvement of the JII process acted a barrier. I have now since participated in helping the process evolve into practice. Front line managers play a key role and should be considered at the start of such processes.”*

Ashley Parr, Team Leader, North Lanarkshire

This gap in support to managers had an adverse impact across the whole of the interviewer team, where both social work and police interviewers felt they were in a position of having to explain to managers why significantly more time was required, for example for planning purposes, than with the previous JII model.

Meanwhile, there was growing recognition that the interviewers being, predominantly, co-located at Blantyre Police Office would best support the joint nature of the work being undertaken by the interviewers. All planning for the interview and analysis of information gained during interview is done jointly and being physically in the same workspace (if possible) facilitates this work.

As co-location had not been factored into implementation planning, this presented new challenges in relation to sufficiency of office space, IT equipment and remote access to information systems.

Some of these challenges were exacerbated by the COVID-19 pandemic. For instance, sufficiency of office space became a bigger challenge due to consideration of physical distancing between staff members.

In contrast, some challenges were assisted by the pandemic. At the outset, none of the social workers in South Lanarkshire had facilities to work remotely but staff were equipped with relevant tools as part of the business response to the pandemic which meant that all interviewers quickly gained the means to work at Blantyre rather than their original team base.

Over a period of several months, as the social work staff spent more and more of their time as forensic interviewers, and the practical barriers to co-location were addressed, the interviewers gradually began spending more and more of their time at Blantyre Police Office until all of the new interviewers were co-located. This arrangement became the preferred arrangement for Lanarkshire. Not only did co-location support the business need, but this also enabled a range of benefits which helped to contribute to the resilience and wellbeing of all interviewers such as:

- On-site, accessible supervisory support
- Peer support from their colleagues in the JII team
- Continuing strengthening of working relationships across the JII team
- Clearer communication
- Transparency of workloads
- Deepening understanding of roles and responsibilities

The JII Team at Lanarkshire have very close working relationships. While many had good existing working relationships prior to joining this new team, these have further evolved and developed over time and extended to include all police and social work interviewers.

The management arrangements for the new JII Team evolved over time.

Shortly after going live in practice, a designated social work manager became the key point of contact for the group of social work interviewers, acting as liaison between the group of line managers for the interviewers, the interviewers themselves and the Implementation Group and Strategic Oversight Group for the JII pilot.

Within the first few months of going live, while the 6 social work interviewers continued to be individually line managed by their original team leader, a team leader from each of the two local authorities involved in the Lanarkshire JII Pilot emerged as a lead and they linked closely with the Detective Sergeant already co-ordinating the new JII team, creating the beginnings of a joint management model that would better suit the needs of this new joint team.

While the appointment of a Detective Sergeant to oversee the new JII Team was effective in ensuring work was effectively allocated, that interviewers received effective briefings and that on-site guidance was available, it was recognised that police and social work wished to develop a shared management and leadership model to effectively support the new joint team.

Having managers who were either based at the same location at the interviewer team base, or who regularly spent time with the interviewers at this base, threw up other advantages.

Managers were able to quickly get a “feel” for the working environment of the interviewers and this added to the richness of the feedback from interviewers as managers were able to receive this feedback within the context in which the experiences had arisen. There were tangible consequences from this such as the development of additional designated office space, additional designated interview space and additional kitchen facilities.

Since going live with the new JII model, Lanarkshire social work managers have closely monitored the wellbeing of their staff and listened to their views in relation to their role, as they have continued to reflect on the development of the new model of JII practice.

The social workers and managers employed by North Lanarkshire Council have concluded that interviewers focusing entirely on joint investigative interviewing, with effective management support, is their preferred model and, as such, their caseloads have been gradually wound down over time. This was paced to allow planned work to conclude where possible and for careful endings or transfers where appropriate. Now, these staff operate as full-time interviewers and do not carry any case responsibility. Strong links are retained with the locality social work teams to support the interviewers as part of the wider social services workforce and to ensure good working relationships between the interviewers and locality based social workers.

The social workers and managers employed by South Lanarkshire Council have concluded that retaining some casework is beneficial for them – initially, these were largely those cases where the social worker had a long established relationship with the child and/or their family or those they were co-working with another member of social work staff so did not have sole case management responsibility. However, South Lanarkshire Council have made the decision that this blended role of joint investigative interviewer plus children and families case holder is their preferred model for the future. This ties into wider service development across South Lanarkshire and the recent establishment of an Earlier Help Hub.

This example demonstrates some of the potential flexibility within the new model of practice. Within the one joint team, there are variances in work patterns and arrangements, but the critical factors are that all must be discussed on a collective basis and that sufficient attention is paid to the wellbeing of staff, the needs of children and the business needs of the service.

This learning from Lanarkshire is attached at Appendix B, illustrated using Plan Do Study Act (PDSA) format. Much of this early learning was able to be fed back into the system quickly due to the establishment of an effective feedback loop. After every single interview, Lanarkshire interviewers completed an *Interviewer Perspective Form* which was centrally collated and shared on an ongoing basis with the Implementation Group who was responsible for implementation of the new model of practice. The interviewers felt that they had a systemic pathway to share their views and that their voices were heard. This contributed to a sense of being valued and helped to mitigate some of the sense of frustration they experienced during those early weeks and months.

The period where the issues outlined in this section were being worked through in Lanarkshire, was challenging and frustrating for the interviewers.

Their experience of the new interviewers training programme, while demanding, had been positive and they returned from the programme to their local area ready to actively practice the new model, feeling enthusiastic and optimistic.

They quickly began to experience for themselves the difference that the new model of practice made to how confident and competent they felt as interviewers, and they observed the impact of their practice on the children they were trying to help. Each was able to have experiences of children participating as active agents in their interviews, responding to the improved planning and interviewing techniques demonstrated by the interviewers and providing detail of their stories.

*“This new model is night and day in comparison to the old model. This is evident in terms of the child’s engagement and presentation throughout with the new model certainly being child centred and pitched at their pace throughout.”*

Jade, Lanarkshire JII Team

*“The most rewarding part of the new model is the high ratio of disclosures made. In addition, the fact that children are receptive to further interviews if they are required is an indication that the interview experience has not been traumatic.”*

Fiona, Lanarkshire JII Team

*“I would’ve previously been terrified to lead an interview, but since having training in the new JII model, I feel so much more confident in leading interviews. Now that we are live in practice, we really benefit from the support we provide each other as a joint team and this is helping us to make a positive difference to the experience we offer children.”*

Dara, Lanarkshire JII Team

While it is important to recognise that forensic interviewing of children can place emotional demands on interviewers, other workplace stressors are often experienced as more stressful by forensic interviewers (Plower, Guadagno and Cassematis, 2013).

Studies like this one have demonstrated that organisational stressors – such as high workload demands, inter-agency tensions and inadequate recognition of specialist skills - can be experienced as more difficult and distressing than operational stressors, such as repeated exposure to reports of child abuse and neglect.

This means that improving the workplace climate is critical to effectively support joint teams of interviewers, build resilience, and protect against stress and burn out.

Based on informal feedback from both teams of interviewers in the first two pilot sites, and on discussions with staff involved locally in implementing the new model of practice, the types of things which have improved the interviewers' sense of support and wellbeing are:

- Effective management and leadership of the new team
- Recognition of their new specialist skills and of being valued in these roles
- Shared understanding of the new model of practice across professional colleagues in the wider child protection system
- Time together as practitioners to reflect on practice and support each other
- Access to ongoing support for practice issues – locally with managers and with the National JII Team

*“Having “protected” reflection time and space is so important to our learning journey. It can be difficult to achieve this due to the high volume of JIIs in our area, but we know that making time to evaluate our own interviews and supporting each other with evaluation, helps us keep improving our practice. We are fully committed to this continuous professional development as we can already see how much this benefits the children we listen to and how this has increased our confidence as child interviewers.”*

Tracy, Lanarkshire JII Team

In North Strathclyde, learning emerged in the same four areas as Lanarkshire - co-location, management, deployment, and support – though their experience of implementing the new model of practice was different.

The interviewers in North Strathclyde completed module three of the interviewer training programme in March 2020 and had originally intended to go live in April 2020. The research underpinning the new interviewer training programme includes the key finding that

interviewers should be deployed in practice as soon as reasonably practicable after completing the training in order to begin utilising their new skills immediately.

In March 2020, the world faced a global pandemic and key front line services were responding to an unprecedented crisis that demanded urgent responses to protect health and wellbeing and to save lives. As such, the North Strathclyde partnership made the decision to delay going live in practice with the new JII model.

Within four months, as services responded to the global pandemic and navigated the immediate crisis, North Strathclyde were in a position to launch their new JII model and they went live in August 2020.

This necessary delay in going live meant that the interviewers did not feel as confident about utilising their new skills and it was identified that additional support would be beneficial.

Prior to going live, additional support was provided to the North Strathclyde interviewers by the National JII Team. After consultation with local managers and the interviewers themselves, a bespoke learning and development session was provided to the interviewers to help refresh their skills and knowledge prior to going live.

In North Strathclyde, all eight interviewers were co-located from the outset with all eight deployed as interviewers on a full-time basis. The clarity for staff in knowing they would be working as full-time forensic interviewers as one joint team was helpful.

*“Co-location has been an integral part of the success of the project. Being able to have direct contact with our Police colleagues in the planning stage has helped us share ideas and information and to be prepared for interviews.”*

Davey Connor, North Strathclyde Child Interview Team

Once live in practice, North Strathclyde highlighted that the different statutory responsibilities for police and social work interviewers post interview meant that workloads at that stage of the process could differ fairly significantly. Preparation work for raising crime reports, as well as other responsibilities that can only be undertaken by police staff due to their basis in statutory responsibilities, means that police interviewers are engaged in aspects of work linked to an interview after the role of the social work interviewer has ended.

For North Strathclyde, this has led to reflection on the configuration of their interviewer team and whether it may be appropriate to train more police staff than social work staff. This however will need to be discussed and approved at chief officer level.

Co-location had been part of North Strathclyde's strategic vision, though challenges were presented in full commitment to this in practice and to identifying a suitable venue to accommodate all staff.

The team are based at Osprey House in Paisley, Renfrewshire, which also hosts one of the police divisions that are part of their partnership and a Category A interview suite (which allows only one interviewer to be present in the room with the child, while the other fulfils second interviewer responsibilities remotely).

Throughout the COVID-19 global pandemic, the ongoing risk assessment in respect of shared premises has meant that the team have not always been able to be physically together in the one office. Careful management of rotas which ensure safe physical distancing can be maintained for those on-site, has been critical, while clear communication and clarity of roles and responsibilities helps the team work well together even when they are physically located in different places.

The North Strathclyde partnership involves four local authorities, each of whom initially committed one member of staff to the Child Interview Team. There are two police divisions, each of whom committed two members of staff. Initially, the team worked largely in pairs, with, for example, the Renfrewshire social worker and one of the K division officers undertaking interviews of children who were part of a Renfrewshire investigation. The Renfrewshire social worker could easily access the social work information system for their local authority and directly access key information about the child and family. Working in consistent pairs also helped to strengthen working relationships as the interviewers became more confident within their new roles.

This strategy was not intended to be a long-term arrangement as the strategic vision for North Strathclyde had always been a joint social work/police team of child interviewers, shared across the whole partnership. The practical challenges inherent within such an arrangement would not have been sustainable longer term anyway. However, during the very early stage of being live in practice, the pairing system worked well and helped build up experience of the new model so the team could develop further.

As time has progressed, systems have been put in place to facilitate the planning of interviews so that access to relevant social work information does not depend on direct access to the information system by the relevant interviewer. Interviewers working in different pairings has also meant more rounded opportunities to learn from, and support, each other. Now, all interviewers work across the partnership, responding to need where it arises.

Being able to work in this way has meant that brand new processes needed to be developed to "bridge" the existing organisations with the new Child Interview Team. The scope of these different organisations spans across social work services, police divisions, the health board, education services and third sector services.

Key learning from North Strathclyde is that this bridging work is fundamental to the success of the new model of practice and that failing to pay proper attention to this aspect of the work will likely lead to a pervasive sense of “playing catch up” when sites go live. The development of a joint team across such a large partnership has been very challenging to navigate. Staff have different terms and conditions; systems and processes across all the different organisations are complex and the interviewers sit in the midst of these, carefully steering a way through in order to plan and conduct a high quality interview in a trauma informed way that captures best evidence.

Despite the challenges, and the impact of COVID which has meant they regularly have not been able to physically be in the one office as originally envisaged, the team have very close working relationships and are a strong source of support for each other as well as strong advocates for the children they work to protect.

*“As DCI for Greater Glasgow Public Protection Unit, I have been impressed by the collaboration between 4 local authorities and 2 police divisions during a very challenging year. Co-location has definitely been an essential part of the success of the North Strathclyde Child Interview Team.”*

Gillian Faulds, Detective Chief Inspector, G Division

A key factor in the successful development of the team has been the management and leadership provided throughout this phase from those directly managing and supporting the interviewers and from those at senior level.

During the preparatory period, North Strathclyde had identified the need to have a Co-ordinator for the team, and the partnership combined resources to fund a new post for this purpose. As with the social work interviewers, an existing member of staff was seconded from one of the local authorities to this role.

It is noteworthy that while North Strathclyde did recruit to this role in advance of going live in practice, their reflection has been that even earlier recruitment would have been beneficial. Their recommendation is that being able to involve the Co-ordinator in the preparation activity undertaken to install the new model would be useful in both shaping the implementation plan and in ensuring the Co-ordinator fully understands the key importance of their role and how they contribute to achieving the vision for the new model.

Co-ordinating a joint team across four local authorities and two police divisions is very clearly going to be a challenging role. Added to this complex set of circumstances was that, as a pilot site, the partnership was shaping things as they went, testing ideas and learning from these, with a limit to what could be anticipated given they were amongst the first to implement the new model.



So, for both pilot sites, the management of the interviewer team has been a key area of learning. Both sites have identified that the management model needs to be able to meet the needs of both police and social work staff and systems. In every likelihood, a Co-ordinator will bring with them one professional background and probably deep insight into one organisation. The space between this set of experience and knowledge and full understanding of the systems, practices and processes of all organisations who are part of a new JII team, needs to be identified, considered, and addressed by those planning implementation of the new model.

The local Implementation Team will therefore need to anticipate the learning and development needs of the Co-ordinator – such as induction to the professional systems, processes and practises of other organisations – and address these prior to going live if possible.

In North Strathclyde, the (local authority) Co-ordinator has responsibility for the day to day management of all 8 interviewers. Each of the 8 interviewers continues to be employed by their original organisation who continues to have responsibility for formal Human Resources processes such as monitoring absence, supporting wellbeing and professional development. The Detective Sergeants for the two police divisions work very closely with the Co-ordinator in ensuring the smooth running of the team.

Negotiating this type of Co-ordinator role and responsibility involves taking time to build trust within and across organisational boundaries. North Strathclyde have invested several months in reaching the position they are now in, and it has taken a great deal of time, effort, and commitment.

While the key skills of the Co-ordinator are communication, organisation, relationship-building, negotiation, listening and co-ordination, the **way** in which these skills are utilised in practice are as important as the skills themselves.

Both pilot sites have reflected on the importance of the attitude, the approach and the attributes of the Co-ordinator and the difference these make in terms of the impact the Co-ordinator has on the operation of the JII team.

Overall, the Co-ordinator must engender a sense of safety, of trust, and of skilled risk management in order to reach agreement with partners about management arrangements and to instil confidence that the JII work, and the wellbeing of the interviewers, are in safe hands.

To do so, the Co-ordinator must be empathetic to the needs of the interviewers, approachable and responsive to issues raised, able to challenge in a manner that doesn't create divide and remain focused on resolving matters in a way that continues to progress the implementation of the new model of practice.

The Co-ordinator must also be able to see the bigger picture – to have an overview of all the working parts of the new JII Team and how this is fitting into the wider child protection system. This is about not merely allocating work effectively, but comprehensively understanding the model of practice and its application within the local system.

Visible efficiency will help engender confidence, and consistency of respect for others' roles and responsibilities will support the ongoing development of effective working relationships. The Co-ordinator acts as a single point of contact and is, in effect, the most outward facing part of the JII Team.

The Co-ordinator needs to move at a pace that matches the needs of the team and the needs of the business so that frustrations don't build up and issues don't become exacerbated by protracted deliberations. Being agile, flexible, and responsive while listening carefully and negotiating all matters on a multi-agency basis are key to success.

The National JII Team have found the learning from the first two pilot sites invaluable in understanding the critical work necessary to undertake locally to support implementation of this new model of practice. The role of the Co-ordinator is one area of learning which has been particularly illuminating and has directly led to new considerations within the National JII Team about learning and development support for Co-ordinators, in addition to the managers training that was developed during an earlier stage of piloting.

As well as the features set out above, one of the key management and leadership responsibilities that emerges once the new model of practice is live, is to support the continuing professional development of the interviewers. There is a structured evaluation model attached to the Scottish Child Interview Model but of equal importance is the management and leadership offered to the interviewers in developing a supportive learning culture and finding opportunities within those local management roles to contribute to their continuous professional development.

Managers within the new model have highlighted that the debriefing can provide a vehicle to provide feedback to interviewers in relation to their practice which positively reinforces key strengths. And, equally, the briefing is an opportunity to gently reinforce aspects of an interviewers practice that continue to need development.

*“As managers, we play a key role in creating a culture that supports continuous improvement. Understanding the strengths and areas for development for each individual interviewer means we can softly track performance in a supportive way, using our relationships with staff to encourage their continuous professional development.”*

Linda Dunn, Detective Inspector, K Division

*“As a manager involved in the structured evaluation of interviewer practice, I have been really encouraged to witness how the evaluation and support is providing evidence of improved confidence and competence of interviewers and the difference this makes to helping children tell their stories. Recently I reviewed an interview where a confident, natural questioning strategy was deployed that had the flexibility to follow where the child led and still cover the key evidential details required. The skills demonstrated by the lead interviewer were excellent.”*

Heather MacDonald, Team Manager, East Dunbartonshire Council

## Practical considerations

The JII teams in the first two pilot sites are both co-located in police premises. While this means that interview equipment is on-site, there can be challenges with colleagues from social work accessing their own information systems remotely and in accessing office facilities such as printers. While such challenges can be overcome, in the experience of the first two pilot sites, it is practical issues such as this which have, at times, caused the greatest disruption.

*“My advice for any area considering starting to implement the new model would be to consider the practical issues prior to the project “going live”. Issues such as the referral processes, evaluations, Police transport and funds for the team should be planned well in advance as these were undoubtedly the main source of stress for our team in the early months when we were operationalising our new team.”*

Davey Connor, North Strathclyde Child Interview Team

Involvement in change projects tends to bring existing issues into sharp relief. Joint investigative interviewing equipment across the country – from microphones and cameras, to interview suites, to encrypted pen drives to safely store interviews are all issues that require ongoing attention and investment. It is important that equipment issues are attended to prior to going live but also, that close attention continues to be paid once the model is live in practice.

As part of the new interviewers training programme, staff knowledge and skills in relation to the role of interview equipment and environmental factors in relation to the quality of the interview have been honed and, as such, new interviewers are ideally placed to monitor these aspects of the joint investigative interview and raise pertinent issues. What is critical to factor into implementation planning, is a systematic pathway for such issues to be escalated for resolution.

Venues for interviews have been an ongoing challenge for the pilot sites. While both predominantly use the fixed suite within their respective police buildings, they both would

like a wider range of interview locations in order to meet the needs of the range of children and young people who experience a joint investigative interview. Some children and young people find it distressing to attend a police building and, while such anxieties can be addressed via effective support and reassurance for the child, alternative buildings which are more child friendly while still offering the required forensic interview environment would be beneficial.

Looking at practical considerations from the perspective of the child and family, a few points are noteworthy.

Firstly, joint investigative interviews undertaken using the Scottish Child Interview Model tend to take longer than interviews conducted under the previous model. The main reason for this is that, with improved planning for the child's needs and structuring of question types, interviewers are better able to respond to the child's needs during the interview, meaning that the child may engage for longer periods of time and provide more detailed accounts than previously. Breaks are routinely built into interview planning which will assist in responding to the child's needs but also provide an opportunity for interviewers to review the progress of the interview and ensure that all evidential matters are being covered. This maximises the likelihood that the initial interview will be sufficient to gain all necessary information, providing the child is comfortable with the length of interview.

In practical terms, all of this means that both the child and any support person they have with them, will be in the interview building for an extended period of time. So, their comfort must be considered. This involves access to a comfortable waiting area, provision of materials to occupy those waiting or having a break and access to refreshments.

Transport may also arise as another practical consideration to resolve. In North Strathclyde, investment was made in two pool cars to facilitate the transportation of children.

## **Experiences across different professionals in the system**

The Scottish Child Interview Model for joint investigative interviewing sits firmly within the multi-agency child protection system and, as such, the contribution, and experiences of professionals in the wider system is important to consider and to value.

The first core component of the Scottish Child Interview Model (see diagram on page 4) is *strategy*, and work undertaken to implement this new model of practice affords local partnerships the opportunity to review their Interagency Referral Discussion (IRD) process and practice. Indeed, this review of IRD is a fundamental part of the preparatory work required to implement the new model. Briefing Paper One outlined the learning from the first two pilot sites in respect of reviewing and developing their IRD process and practice prior to going live in practice.

Both pilot sites have found that continuing to attend to IRD development once the new model for joint investigative interviewing is live in practice is helpful.

Engagement with staff directly involved in IRDs helps to clarify roles, responsibilities and expectations, within the practice context of IRD's being the key decision-making forum for joint investigative interviews. This is found to be particularly valuable when the newly trained interviewers give feedback on the type of information shared at IRD to support decision-making and to facilitate planning for the interview. Open dialogue across IRD partners and the interviewers helps to hone the information shared at IRD to support the Scottish Child Interview Model.

Equally, listening to feedback from staff who support the *planning* of each interview can provide a helpful perspective on how the new JII model is being experienced by professionals in the wider system.

What we have learned from staff who are contacted during the planning stage, is that early notification of the new model of practice being introduced in a local area – and what implications this has for them – is important. This gives agencies time and space to review their own systems and processes to evaluate how conducive these are to supporting implementation of the Scottish Child Interview Model.

When local areas put arrangements in place for feedback from interviewers to be provided to those who contribute information to inform interview planning, this again helps to hone the quality of information provided and emphasises the value that other professionals have in terms of ensuring the joint investigative interview is tailored to the needs of the child.

Commonly, those involved in contributing information to assist with planning joint investigative interviews are the allocated social worker, the child's teacher, residential/foster care staff and other staff who provide direct support to children such as outreach workers. Where a child has a disability or speech, language and communication needs, the relevant professional from health services who knows the child is directly involved in the planning.

It is also routine for the child's parent/carer or an extended relative to contribute to planning the interview.

The Scottish Child Interview Model is predicated on small numbers of police and social work staff being trained to a specialist standard and actively supported to continue their professional development as forensic interviewers.

Both pilot sites recognised that moving to this position could potentially mean that staff who were previously accustomed to undertaking interviews of children as part of an investigation they were conducting, may feel de-skilled or disconnected, with this part of the investigation moving, essentially, to another team.

There have been mixed findings about this aspect of implementing the new model within the first two pilot sites.

As social workers continue to be fully involved in planning the interviews and supporting the child and their family, they have not expressed a sense of feeling undervalued or disconnected from what is happening.

Where social workers have expressed there is room for improvement is in embedding effective links from the interview back to the locality social work team so that the ongoing care and safety planning continues to be well informed by the outcome of joint investigative interviews. While the new JII model encourages allocated social workers to be part of debriefings in order to directly participate in this aspect of interview practice, this may not be feasible if, for example, the allocated social worker is transporting the child after interview.

Effective links from the interview back to the locality social work teams can take time to establish, test out and develop, particularly where the JII Team works across local authority boundaries. The development of these pathways is stronger when local partnerships protect time to focus on hearing from those in the wider parts of the child protection system and to consider what this feedback means in terms of strengthening these pathways.

Thus, key learning from the pilot sites would be to ensure attention is paid to these links once the new model is live in practice in order to hear feedback from locality social work teams about what works best for each of them.

In contrast, for some police officers, there has been a sense of loss with regard to no longer having responsibility for joint investigative interviews. This is associated with individual officers who found interviewing children to be a very meaningful and rewarding part of their role. It is possible this is felt more keenly because, unlike social workers, police officers do not have responsibility for ongoing support for children and their families and so do not experience the relationship-based rewards that social workers do.

For other police officers, they have articulated the benefits of being able to concentrate on progressing the investigation without being called away to undertake joint investigative interviews during this, which they have experienced as a positive consequence of implementing the new model. Again though, an area for improvement is keeping enquiry officers updated on the progress and outcome of interviews so these feed in meaningfully to the overarching investigation.

There have been some examples of professionals in the wider system not fully appreciating the extended planning and preparation work involved in creating bespoke interview plans that are designed to take account of the needs of the child and the structuring of questions using an interview protocol to capture the essential elements of a potential crime. As such, sometimes frustration has been expressed by those conducting the overarching

investigation about a perceived “slowness” or, indeed, a perception that a larger number of interviews should be able to be conducted within a day/week.

If sufficient attention is paid to raising awareness of the new model across the multi-agency workforce prior to going live in practice, such misperceptions can be avoided.

There are other helpful strategies deployed by the pilot sites to help manage these potential tensions. For example, in North Strathclyde, the K division interviewer attends the Child Abuse Investigation Unit briefing each morning. In this way, they still feel part of that team and they can provide additional feedback on interviews undertaken the preceding day or in planning. In North Lanarkshire, the social work interviewers are each linked to a locality team as a key point of contact which supports the social work interviewers in continuing to have links with the wider social work workforce and also acts as a platform for the interviewer to support colleagues with their understanding of the Scottish Child Interview Model.

Several of the local authorities involved in the first two pilot sites have ensured ongoing updates to the wider social work workforce, often delivered directly by the new interviewers to their colleagues, creating a sense of shared ownership of the new JII model that recognises the role of everyone around the child. The wider social work workforce has responded positively to this as illustrated by examples such as social workers rearranging days off to accommodate contributing to planning the interview or transporting a child.

*“At the beginning of our implementation journey, every day felt difficult as we needed to put work into developing every pathway and that wasn’t always prioritised. We also needed to work out the best way to bring our colleagues along with us and ensure their contribution to the new model was valued. I did wonder at times if this was going to work! But now I’m confident this will work. We now have the processes in place that support our vision and drive and commitment to children. We have the communication and the mutual understanding across partners. And we have a strong coordinator sitting at the centre of our project.”*

Linda Dunn, Detective Inspector, K Division, Police Scotland

## Systems and processes

Cheryl Mitchell, JII Coordinator for the North Strathclyde Partnership, explains why it is so important to develop systems and processes to support the new JII model from the bottom up – walking through the process from disclosure/notification of concern to IRD to the new team and beyond:

*“The work undertaken by the Child Interview Team is now an addition to existing systems across our multi-agency partnership. Therefore, time should be spent during*

*the early stage of planning to ensure detailed information is achieved from the point of IRD, through to the interview team and the necessary involvement of the key individuals around that enquiry / investigation. No team should work in silo to the other as it will be the child / young person and their family that will be left overwhelmed and confused by roles and expectations.”*

Cheryl also reminds colleagues, *“Build from the strengths that your own agencies / teams have evidenced through existing evaluations and work and be prepared to acknowledge where change is necessary to achieve true trauma informed practice for every child and young person requiring a joint investigative interview.”*

Organisation and process need to be the priorities at the early stages – things such as referral forms, referral criteria document, updated IRD guidance, what calendar to work from to manage work demands across the team, a spreadsheet to capture annual leave, who will monitor deployment of interviewers etc.

The pilot sites would recommend mapping out the practice pathway for joint investigative interviews to explore the key points at which information is shared or decisions are made and to use this practice pathway to develop a system that supports the answers to the question – what does success look like at this stage?

Of particular importance in developing appropriate systems and processes is considering the role of managers within the new JII model and the responsibility for briefing the interviewers.

In Lanarkshire, briefings and debriefings (undertaken by the same person) are usually undertaken by the on-site Detective Sergeant or Social Work Team Leaders who are managing the team of interviewers. On occasion they will be undertaken by a Social Work Manager in one of the locality teams – particularly if the interview is taking place in that locality.

This approach means that managers involved in providing briefings/debriefings are more routinely using these skills and thus building up their experience, and there is a large degree of consistency in briefings/debriefings experienced by the interviewers. The key challenge is ensuring that the output from interviews is effectively fed into the overarching investigation.

In North Strathclyde, the manager with responsibility for overseeing the investigation and with direct involvement in IRD, usually briefs the interviewers. This approach has been taken to maximise the connection between the interview and the overarching investigation. The challenge has been that a much larger group of managers was identified to access the Managers Course and these staff will have less regular direct involvement in briefings and debriefings.



These different approaches are both compatible with the Scottish Child Interview Model for joint investigative interviewing and local areas will make this decision based on their implementation plan for the new model of practice. The critical aspects to take account of are ensuring managers are sufficiently trained and supported to undertake their responsibilities within the new model and ensuring that the interview is well connected to the overarching investigation.

## Data

A comprehensive joint investigative interviewing dataset has been introduced as part of implementing the Scottish Child Interview Model.

This dataset provides the potential for rich information that will facilitate an in-depth understanding about the application of the new model of practice and the profile and needs of children experiencing a joint investigative interview.

The new dataset does not mirror any existing joint investigative interviewing datasets and therefore resourcing this aspect of the work has placed significant additional demands on the pilot sites.

Significant resource is required to collect, collate, analyse and report this data. Multi-agency negotiation is required to reach agreement on how this work is resourced.

Both pilot sites agree the data is valuable and is providing a depth of understanding about this area of practice that was not previously available, and which helps illuminate the impact of the model on experiences and outcomes for children and young people.

Some data is provided here to illustrate key learning points for other areas:

### Size of interviewer team and capacity to meet demand

In the first year of operation, Lanarkshire undertook 528 joint investigative interviews utilising the Scottish Child Interview Model which was 85% of all joint investigative interview demand locally. It should be noted that joint investigative interview demand in the first year of operation was lower than in preceding years due to the impact of the pandemic on child protection referrals. Lanarkshire initially trained 12 interviewers (6 social workers and 6 police officers) and in year two are training an additional 4 interviewers (2 social workers and 2 police officers) having used their data to evidence the need for further trained staff.

In the first year of operation, North Strathclyde undertook 338 joint investigative interviews which was 93% of all joint investigative interviewing demand locally. North Strathclyde initially trained 8 interviewers (4 social workers and 4 police officers). They too have used their data to evidence the need to train more interviewers.

Both pilot sites are predominantly urban areas with no significant geographical challenges. Staff capacity to undertake interviews was impacted by absence (episodes of COVID-related isolation or sickness in addition to other types of absence) and workloads (see earlier section of this report for information on how interviewers were deployed).

### Profile of children

Of the joint investigative interviews undertaken, both sites found two thirds of the children were female and one third were male. Most of the concerns for these children related to sexual abuse, physical abuse or domestic abuse. Concerns are both familial and non-familial.

Children from 3 years old to 17 years old have participated in the Scottish Child Interview Model for joint investigative interviewing and all age groups have been able to make disclosures within the interview.

### Outcomes

In Lanarkshire, the average rate of disclosures made during interview in the first year is 70%. In North Strathclyde, this figure is 85%.

Pathways to gather data in respect of crime reports raised, submissions to COPFS and SCRA and use of the JII as Evidence in Chief have been developed during the pilot phase of the project.

An Interim Evaluation Report which sets out key features and findings from the early phase of piloting the new model of practice can be found here: <https://bit.ly/34w4HsM>

*“The resourcing of data collection is considerable, but it has significantly contributed to our understanding of how well the Scottish Child Interview Model is working in Lanarkshire and what difference it is making. It has also helped us develop our skills in analysing and making use of data. For example, we noticed a proportion of children did not make a disclosure during interview and we took a closer look at that data to see how we could improve the conditions that could support children to make disclosures. What we found was that children were comfortable and engaged in their interview but may not have a disclosure to make. We have now amended our dataset to capture this broader picture.”*

Sharon Coats, Education and Families Manager, North Lanarkshire Council and Chair, Lanarkshire JII Implementation Group.

## Child and Family Perspective

In Lanarkshire, the JII Implementation Group agreed to develop a child's questionnaire and test the use of this with small numbers of children and young people sometime after interview. The group looked at the [Child Participation Tool](#), developed by the PROMISE Barnahus Network, which helpfully contains some examples of questionnaires and guidance with regard to the methodology and other issues to be considered to ensure child participation is safe, ethical and meaningful.

The JII Implementation Group decided to keep the first version of the questionnaire brief and have three broad, open questions about the child's experience before, during and after the interview. It was also agreed the questionnaire would be introduced to the child by the child's allocated social worker so that it was someone who knew the child and had ongoing contact with them who would administer it. The allocated social workers were asked to take account of the current circumstances for the child and the support in place for them before introducing the invitation to provide feedback. Options for completing the questionnaire were: in person, over the telephone or via email.

Most children and young people who were offered the opportunity to provide feedback, did so. Most opted to provide this in person to their allocated social worker.

The feedback highlighted the following key themes:

- Talking about the incident of concern was difficult, but the pace, approach and presentation of the interviewers could make a positive difference to this experience
- Having a supportive adult with them helped children and young people feel better
- When a further interview was necessary, having the same interviewers was important for the child's sense of safety and trust
- Children and young people valued the use of breaks and the availability of toys and fidget objects
- Being shown around the interview suite and having the equipment carefully explained was critical for the child/young person's sense of understanding what was happening
- Having a greater choice of interview venue would be helpful as some children and young people were not keen to attend a police station
- The interviews sometimes took longer than children/young people expected and having more information about this would help in determining times for interviews that the child/young person was happy with

The role of Children1st in the North Strathclyde partnership was initially mainly to capture feedback from children and young people and create a systemic feedback loop so that the Child Interview Team could learn from what children and families said about the process. A dedicated member of staff from Children 1<sup>st</sup> was linked to the new Child Interview Team and it was also anticipated that the Children1st worker would meet some of the additional

support needs that can go unmet with the focus on investigation, thereby reducing the potential re-traumatisation of the child protection process.

Once North Strathclyde were live in practice, referrals to Children 1<sup>st</sup> began to come through from the Child Interview Team. Very quickly, it was apparent that the most prominent need from children and their families was for support rather than for an opportunity to provide feedback on their experiences.

Most families who were referred for follow up support have requested advice and guidance from the Children1st worker. It also became apparent that young people and their families are often highly vulnerable post investigation and that it would be really challenging to try to 'simply' connect with them for feedback. Some have had ongoing social work support although have still sought this additional support from Children 1st. A number have been referred to other local services for therapeutic support and have found that this did not meet their immediate support needs.

Based on this early learning, it was agreed that Children1st would gather invaluable insights into the support needs of children, young people and families post interview. It is also likely that they will be able to highlight aspects of follow up recovery and support that may require additional investment, since families will have an opportunity to identify their support needs and give feedback on the impact that support or lack of support, has on them.

*"Our learning is that you can't just bring in a pathway for feedback to be gathered by a third party, effectively adding another person into a process which already requires them to talk to a number of different people. However, we have also learned that when children and families are given the opportunity to engage in support immediately post interview, some will share invaluable feedback on how the process can be improved, from their perspective."*

Anna O'Reilly, Assistant Director, Children 1<sup>st</sup>, Chair North Strathclyde JII  
Operational Group

An indication of how the new model is being experienced by children and young people in North Strathclyde is illustrated by these observations below:

- *"I was nervous at first, but now I feel ok and relaxed"*
- *"Aw do you have to (finish the interview). Can I stay for another hour?"*
- *(Would it be ok if we spoke to you again?) "Yeah cause it's really fun here"*
- *I don't want to leave, I want to stay"*
- *"She was made to feel really relaxed during the interview".*
- *"I feel like I'm just talking to friends"*
- *"I felt that no-one was going to listen to me, but youse have listened to me and youse have made me feel better"*

Both pilot sites have found that children and their families experience the joint investigative interview process as part of their wider experience of the child protection system and therefore are likely to offer reflections on their wider experience and not limit this solely to the interview. These reflections can highlight useful feedback on wider practice issues and as such, feedback gathered from families during implementation of the new JII model may assist in wider child protection system improvements. Both sites have also found that, while offering a questionnaire can provide a structured opportunity to proactively seek feedback, lots of valuable feedback is offered by children and their families as part of their ongoing engagement with services and there is a risk of this important information being “lost” if it sits out with a formal process.

These findings are important reminders that our system should be responding to the needs of children and their families as they arise, rather than only selecting set times to seek and capture feedback, however sensitively this is done. If the system is primed to listen and respond to children and their families, then feedback can be gathered at a stage and in a way that is directed by the child and their family.

On this basis, both sites are considering how to improve the ways in which feedback is gathered so that this becomes more of a “natural” flow of information into the system from children and families.

Some examples of children’s surveys are included in Appendix A.

## **Experience of managing the transition to the new model**

A challenge for both pilot sites has been management of the transition period as each area moves towards adoption of the new model. This is an ongoing challenge for several reasons:

- As we are at such an early stage in terms of implementation into practice, we do not yet know what size of interviewer team will be sufficient to meet the needs of children in each area, while maintaining a small enough number that each interviewer has sufficient practice opportunities to feel confident and competent in undertaking forensic interviews.
- Due to COVID-19, patterns of child protection activity have been disrupted and it’s been more difficult to accurately capture volume and nature of need moving forward.
- Recruitment to the interviewer role in the first two pilot sites was made at such an early stage of testing the new model that full understanding of the expectations and responsibilities of the role was not yet developed/ known. This potentially contributes to staff turnover as some staff recruited to the first pilot sites may not be

best suited to the role in terms of their skills and capacity for improvement or may not have made this employment choice.

- There is an Interviewer Practice Evaluation Model attached to the Scottish Child Interview Model which supports interviews in their continued professional development through a blend of self-, peer- and manager evaluation of interview practice. The pilot sites have found this challenging to resource, and, in practical terms, the workload of an interviewer needs to be managed in such a way as to create space for this necessary activity. This is not yet fully implemented and evaluated.
- We are still learning what mix of support measures (management and leadership; practice opportunities; informal and formal support; evaluation of practice; feedback and coaching; ongoing learning and development input etc.) best meets the continuing professional development needs of interviewers.
- The time and staffing resource required to implement the Scottish Child Interview Model for joint investigative interviewing is considerable and, to a large extent, has continued to evolve during the pilot stage making it more challenging to allocate accurate resource to support transition.

There are two key areas of learning which are important to highlight in managing the transition to the new model

#### Criteria for application of the Scottish Child Interview Model for joint investigative interviewing.

As described in Briefing Paper One, in undertaking preparatory work, both pilot sites developed a form of “referral criteria” for the initial implementation stage of the new model, working from the definition of a JII which is:

*Joint investigative interviews are formal interviews conducted by trained police officers and social workers where there is a concern that a child is a victim of, or witness to, criminal conduct and where there is information to suggest that the child has been or is being abused or neglected or may be at risk of significant harm.*

In addition, North Strathclyde included the following in their referral criteria:

*Referrals for JII should be extended to include witness statements from children, when there is agreement that the situation is sufficiently complex and/or the child is assessed to require additional support*

Lanarkshire also agreed that their JII Pilot would extend to child witness statements, where use of the new model was in the child’s best interests and where capacity allowed.

As it was not known whether the newly trained specialist staff would be able to meet the JII demand, both sites considered ways to inform decision-making with regard to which JII's would be allocated to the specialist staff using the new model and which may be undertaken by existing JII trained staff.

Both sites began from a position of considering what would be in the best interests of the child. For children where there were additional support needs or particularly complex investigations or where the impact of the concern was significant, these children would be prioritised for progression via the Scottish Child Interview Model.

Also of consideration, in terms of prioritising which JII's would be undertaken by the specialist staff, was the nature of the potential crime committed.

The Vulnerable Witnesses (Criminal Evidence) (Scotland) Act 2019 creates a new rule for child witnesses under 18 to ensure that, where they are due to give evidence in the most serious cases, they will be allowed to have it pre-recorded in advance of the trial.

This regulation came into force on 20 January 2020. The regulations will ensure that any child witness under the age of 18 giving evidence in the most serious cases in the High Court, will be allowed to have it pre-recorded, sparing them the trauma of giving evidence during a trial.

Thus, for JII's involving children who may be witness to a crime likely to be heard in the High Court, it was agreed that all of these would progress via the Scottish Child Interview Model.

Now that the first two pilot sites have undertaken hundreds of interviews within the new model of practice, their learning around the application of the new JII model is significant.

The Scottish Child Interview Model was developed within the context of a child protection investigation, with the presumption that the main pathway to joint investigative interview would be via an Interagency Referral Discussion which was commenced due to child protection concerns and where it was jointly decided that the interview was necessary to inform a current child protection assessment.

This indeed, has been the main route for joint investigative interviews but it has not been the only route.

In a significant minority of situations, the need to consider interview arises due to children and young people who have witnessed a serious crime or where the Procurator Fiscal, in reviewing evidence for a case sometime after the original incident, may make a request that visually recorded evidence is obtained from a child or young person.

In these circumstances, an Interagency Referral Discussion may not be appropriate because there may be no current child protection concerns for the child or young person and no child protection assessment necessary.

However, though multi-agency discussion it may be determined that a joint investigative interview may be the best way for that individual child or young person to give their account. (NOTE: there are other options for a young person's evidence to be visually recorded)

Of course, where there are child protection concerns, an Interagency Referral Discussion should always be commenced and when circumstances arise where multi-agency professionals are discussing the need to interview a child or young person, it is important to take the opportunity to also consider whether an Interagency Referral Discussion is appropriate, including situations where one may have been previously convened.

The pilot sites have used their experience and learning to review their JII criteria, recognising that the first component of the Scottish Child Interview Model – “*Strategy*” - has a broader application than solely “*Interagency Referral Discussion*” and that keeping children's needs and rights at the centre of decision-making means that partnerships can, and should, be flexible in applying criteria.

*“Once you develop your JII criteria paper, you need to go back to it quickly once live and keep it under review as you respond to JIIs in a much more focused and thoughtful way and begin to build collective learning about the varying JII circumstances and where differences in views may appear. Good communication and a shared commitment to getting it right for children and young people has meant we have been able to prioritise this issue on our agenda and continue to work on this over time.”*

Dorothy MacKillop, Senior Social Worker, Renfrewshire Council

*“The referral criteria has had an unintended consequence of us completing IRDs on families where there previously wouldn't have been social work involvement. This has led us to a discussion about data protection and the role of the social worker in these situations. Due to this, we are currently reviewing our criteria in order to see whether we should change this and have a different process for those who may need to be interviewed using the Scottish Child Interview Model but have not reached the threshold of child protection.”*

Clare Cunning, Social Work Manager, Renfrewshire Council.



### Supporting existing JII (5 day) trained staff

Through the learning from the pilot phase of the Scottish Child Interview Model, there is increasing evidence that sufficient attention must be paid to existing JII models in any transition strategy to the new model. (Note – existing JII models are commonly referred to as “5 day trained” models reflecting the initial training commitment)

When local partnerships begin to implement the Scottish Child Interview Model for joint investigative interviewing, there are likely to be times when the newly trained team do not have capacity to undertake all joint investigative interviews.

This might be due to a temporary shortage of staff such as during periods of leave or sickness or in response to staff turnover, or it may be due to the phased introduction of the new model in a local area. The maximum number of interviewers that can be trained at any one time is 12. For areas with a large volume of joint investigative interview demand, this size of resource may not be sufficient, and the local partnership will need to plan to recruit staff over more than one training cohort with arrangements in place for utilising the 5 day trained model for a proportion of interviews.

With experience, and utilising data and evidence, local partnership will collectively work out what size of interviewer team will meet local need, building up a degree of resilience that means need can continue to be met during temporary shortages, while still retaining a small enough team that interviewers are able to be deployed in practice regularly.

To ensure the transition to the Scottish Child Interview Model is safe, care must be taken to support the staff involved in delivering the 5 day trained model so that, whichever interview model is utilised, the child’s needs are met.

This has been the experience of the first two pilot sites, who aimed from the outset to undertake as many joint investigative interviews as possible through the Scottish Child Interview Model. They reached a stage where their 5 day trained staff began to express a need for support to ensure their competence and confidence was sufficient to facilitate their deployment as joint investigative interviewers.

The impact of COVID-19 played a role in exacerbating this issue because staff were not routinely working together in an office base and receiving the types of informal practice support, they usually would from peers and managers. Within local social work teams, the resources required to respond to COVID and maintain core front live services during a global pandemic has meant little capacity for development work.

This is a really tricky balancing act for local partnerships to achieve. Supporting the 5 day trained staff must necessarily involve deployment into practice as, without regular practice opportunities, these staff will quickly lose confidence. With areas aiming to have all joint

investigative interviews conducted via the Scottish Child Interview Model, there are fewer opportunities for 5 day trained interviewers to be deployed.

This learning has led to consideration at national level of safe transition planning and the role of the national team in this, as well as the potential role that could be played by regional JII Working Groups.

Managing this transition safely has been challenging for the first two pilot sites and the drive to get this right for children is expressed by Linda Dunn, Detective Inspector at K Division:

*“We are not out catching robbers but instead we are making a real difference to the shape of the course of someone’s whole life. Having worked with adult survivors of childhood abuse I have seen first-hand, the impact of trauma. This motivates me and drives my commitment to getting it right for children and young people. You can’t convict everyone, but you can listen to everyone, you can do your best to help protect everyone and we can all play a role in helping children to recover from their experiences.”*

## Management and Leadership

The tone set by senior leaders in framing the priority of this improvement work across the multiagency partnership and their skills in leading complex change – both of which were critical in preparing the local conditions to accommodate the new model of practice - arguably become even more important once the new model is live in practice.

Implementation of complex practice change is incredibly difficult and one of the components necessary to support effective implementation is a continuing sense of momentum that helps generate the energy to continue addressing implementation challenges.

Additionally, the range of leadership skills required to find solutions must match the complexity of the implementation challenges experienced (See Chapter 12 of *Implementation Practice and Science*, 2019, for more information about technical and adaptive leadership as drivers in implementation).

The structures set up during the preparation phase undertaken by both pilot sites – the Strategic Oversight Group and the Implementation/Operational Group – continue to be necessary once sites go live in practice. This new phase is one where the local Implementation Team really comes into its own.

A dynamic develops between the two groups where the operationalisation of the model begins to be realised and early feedback from children, interviewers and managers can provide evidence of impact (experienced as rewards, as children benefit from an improved experience and good quality evidence is captured early) which are then reported to the Strategic Oversight Group which then reinforces the vision for implementation of the new

model. This can help to secure continued investment by multiagency partners in the ongoing resource required to fully implement the model of practice.

It is common to hear Strategic Oversight Groups express the sentiment that the work has “been brought to life” when data is reported that includes examples of impact such as the increase in numbers of children feeling safe enough to provide detailed accounts of their experiences and examples of adherence to the new model of practice such as useful information-sharing and use of improved planning tools and techniques.

This is a critical moment in the lifespan of local improvement projects. After the lengthy preparation stage and the initial go live period where immediate challenges and barriers are identified and overcome, there may be a sense that the work is done. In fact, it is vitally important that these groups continue to provide the leadership necessary to support implementation.

*“Having a dedicated Operational Group to identify and address the ongoing challenges in implementing complex practice change has been critical to our success. It continues to be incredibly important even now as we move into our second year of practice. We’ve had so much unanticipated learning, plus challenges such as turnover of key staff and our multiagency group has been a vehicle to harness and drive the partnerships collective response to such challenges.”*

Suzanne Grieg, Fieldwork Service Manager, East Dunbartonshire Council

Of course, the implementation of the Scottish Child Interview Model will be but one improvement project underway across partner organisations. A key part of the leadership demands is maintaining strategic oversight of change and leading this in an adaptable way:

*“There is always change in our wider context. We have had COVID-19 of course, but we’ve also had new legislation and policy developments across children’s services such as Equal Protection and Age of Criminal Responsibility. National policy and legislative changes are ongoing – our joint investigative interview work and our plan to implement the new model of practice needed to be flexible because we were implementing change in a changing context - and one where we had a steep learning curve as this was a new model being tested in practice for the very first time.”*

Suzanne Greig, Fieldwork Service Manager, East Dunbartonshire Council

*“We have learned not only that its ok to keep changing things but that you need to keep changing things. Test something out, just give it a try, and then tweak it and build on your learning. We had permission to not get it right first time. This has translated into other aspects of my work – my involvement in this pilot has developed*

*my skills and confidence around developing new ways of working by trying things out and not over thinking it.”*

Heather MacDonald, Team Manager, East Dunbartonshire Council.

This is an important observation by Heather. Involvement in change projects can help build capacity for improvement in the wider system. The experience and learning from implementation of the Scottish Child Interview Model for joint investigative interviewing has wider application beyond the immediate scope of the work.

Building stronger collaborative relationships with partners, gaining more experience of complexity, deeply thinking about how the voice of child can be meaningfully represented, increased practice of using creativity and innovation to improve the local child protection system – all contribute to building capacity and open up wider possibilities for those with the experience of implementing a complex practice change such as this one.

*“Before, our joint investigative interviewing practice was absorbed amongst the busy day to day functioning of police and social work services. However, being involved in implementing the new model of practice really puts the spotlight on everything and you can look properly at your local practice in detail. This is a great opportunity, but it feels uncomfortable and difficult at times as we are challenging ourselves and our partners. The nuance and complexity of this area of practice means these are not black and white situations, yet we instinctively seek black and white solutions. We are using our experience and learning to empower local decision makers in these highly complex situations.”*

Clare Cunning, Social Work Manager, Renfrewshire Council

## Resourcing

Resourcing has been an ongoing challenge for the first two pilot sites and one which has increased over time.

While initial costs related primarily to the recruitment of interviewing staff, as implementation work has continued throughout the first year of being live in practice, the ongoing necessity for continued dedicated local implementation support, strategic leadership and management oversight as well as investment in new management models and introduction of a structured evaluation model to support continuous professional development, have all meant that local implementation costs have continued to emerge.

Now that Lanarkshire and North Strathclyde have been live in practice for over a year, they are focused on considering how to ensure the sustainability of a model of practice that is demonstrating positive outcomes for children.

## Role of National Team

The role of the National JII Team has evolved over the lifetime of the project and it continues to evolve now, in response to emerging demands and emerging learning.

Strong relationships are formed between the interviewers and tutors during the interviewer training programme. These relationships help the national team provide meaningful support to interviewers during the training programme but also, we are now finding, beyond initial training into practice.

Completion of the interviewer training programme marks a milestone in the professional development of the interviewers and their connection to the learning and development staff employed in the National JII Team continues beyond training, into practice.

While there are formal connection points during the early stages of interviewers conducting joint investigative interviews under the new model – such as structured evaluation of interviewer practice – ongoing contact with the team is encouraged and, based on feedback and learning, it is now recognised this is essential to support ongoing professional development.

What we have found is that interviewers are identifying practice issues locally and linking in with the national team to access some additional support in thinking through these challenges. This collaboration between the national team, the interviewers and their managers is facilitating a deeper understanding of how the new model is working in practice and how best to respond to particular challenges.

Areas that have consistently emerged as particularly challenging are interviewing very young children and interviews in relation to serious sexual crime. In both examples, additional support provided by the national team has been welcomed by the pilot sites and these opportunities help the national team take account of the lived experience of local areas in their use of the Scottish Child Interview Model in practice. This learning can be used by the national team in different ways: to further inform the interviewer training programme, to further shape the implementation support provided to local areas and to underpin the development of continuous professional development sessions.

Raising practice issues with the national team also provide opportunities to revisit relevant international research and consider this in light of our own experiences here in Scotland. This will also support new research being planned in Scotland, linked to the National JII Project.

As mentioned earlier in this paper, the national team developed a learning and development session for interviewers who needed additional support due to a gap in going

(or being) live in practice. This arose initially due to the impact of COVID-19 on local planning and could potentially play in key role in supporting staff in areas where there is a lower volume of joint investigative interviews and therefore where staff will be less regularly deployed in practice.

The national team are assisting, where capacity allows, with the learning and development needs associated with the 5 day trained models of joint investigative interviewing. For example, a CPD session has been developed for staff trained in 5 day model and can be used as a way to “refresh” knowledge and skills.

The national team has begun convening Discussion Forums for all four pilot sites to share their experiences and learning and support each other. This is also a good opportunity for the national team to benefit from considering how emerging learning can continue to shape the model of practice. These opportunities will no doubt continue to shape and influence the future role of a National JII Team.

## Summary - Key Learning Points

1. Bringing partners together to undertake implementation work is necessary but is not sufficient for collaborative working to occur. It takes time and effort to develop a culture of mutual support and challenge where the contribution of everyone is recognised and valued.
2. A shared understanding that successful implementation of a new model of practice takes a number of years, helps create the conditions for partners to invest in continued improvement focus after the preparatory period and once the new practice has been launched.
3. Embracing an agile approach to making continuous adjustments based on ongoing learning from implementation is the best foundation for work which supports successful implementation of the Scottish Child Interview Model.
4. Partnerships involving more than one local authority and/or police division are likely to require additional time and space to reflect on implementation progress and to negotiate agreed next steps.
5. Operationalising the new model of practice will be assisted by practice pathway mapping – from notification of concern to IRD to planning to interview to investigation. “Walking” through this pathway and considering who needs to be involved at each stage and how involvement will be supported will help integrate the new JII model into the local child protection system. Such a practice pathway can become a central tool in considering emerging learning and making evidence-based adjustments to support the new model once live in practice.

6. Do not assume that there is shared understanding of JII criteria simply because this practice is well embedded in local areas. Time spent considering different practice scenarios and which would meet the criteria for a JII is time well spent.
7. To support a safe transition to the new model of practice, partnerships are encouraged to agree prioritisation processes if JII demand outstrips capacity of the new JII model. This will involve thinking carefully about how decisions will be made about which JII's should be prioritised for progressing via the new model and which will be progressed using the previous model. This will also involve supporting staff who can be deployed via the previous model to remain confident and competent.
8. Recruiting the right staff sits at the heart of the new model. Prospective interviewers need absolute clarity about the expected commitment - both for the initial training programme and for continued professional development. Those who are, or can become, comfortable with self-evaluation and receiving feedback from others in relation to their practice will gain most benefit from the continued professional development opportunities inherent in the new model.
9. If staff are not employed as full-time forensic interviewers, careful consideration of the nature and type of any additional responsibilities is necessary, to ensure interviewers are not subject to undue stress, interviews can be effectively allocated to help support continued professional development and planning can proceed swiftly to maintain pace with the needs of the child.
10. Any proposed management model for the joint investigative interview staff needs to take equal account of the needs of both police and social work staff and systems, regardless of whether the staff are co-located or not. Whether physical or virtual, thinking of the interviewers as one joint team will be a helpful approach to agreeing a management model which will both support the staff and meet business need.
11. The co-ordination required to support this new model of practice - from allocation of interviews, to arrangements for briefing and debriefing, to links back to the overarching investigation – is considerable and must not be underestimated. Responsibility for co-ordination must be clearly designated.
12. If a dedicated co-ordinator is part of the agreed staffing structure for the new JII team, their direct involvement in planning implementation of the new model of practice will be highly beneficial.
13. Those who hold responsibility for co-ordination will require support to gain insight into the systems and processes of all involved organisations in order to forge effective links across the partnership and facilitate the smooth coordination of JIIs.

14. If interviewers are not deployed in practice as soon as reasonably practicable after completing module three of the training programme, they quickly lose confidence and become less familiar with the elements of the new model.
15. Partnerships which have responsibility for a high volume of child protection activity and therefore where joint investigative interviews take place daily, are likely to benefit from co-located interviewers and on-site supervision and support.
16. Attending to workplace conditions will have a very positive impact on interviewers' wellbeing and resilience. This includes careful management of workloads, recognition of the valuable role the interviewers have and resolving inter-agency tensions.
17. Social workers and police officers who are responsible for conducting child protection investigations but who are not responsible for the JII require to be involved in the progress of implementing the new model and of the planning, conduct and outcome of individual interviews. Gaps in communication and information sharing contribute to feelings of frustration, misunderstanding and de-skilling. Bridging these gaps by maintaining close links between the interviewers and locality social work teams and the Child Abuse Investigation Unit brings huge benefits to all.
18. Building in arrangements to consider feedback from children and their families in relation to their experiences, should not be done without due consideration to meeting the ongoing support needs of children and their families.
19. Ensuring that children's voices and experiences help to shape implementation of the new model of practice means that systems must adapt in order to be able to receive feedback at the time, place and pace it is given by children and their families, rather than professionals seeking feedback at a particular time and in a particular way.
20. Investment in ensuring that the team around the child both creates the conditions for children and families to share their experiences of services and is skilled in capturing this feedback organically and using it to inform ongoing development of the service is vital.
21. The role of the National JII Team continues to evolve in response to emerging learning and it is becoming clearer that this team can play a critical role in supporting continuous professional development across the joint investigative interviewing workforce.
22. Involvement in implementing the Scottish Child Interview Model for joint investigative interviewing can help build capacity for improvement across the wider system by equipping staff with learning from the experience of implementing complex practice



change and due to the links between joint investigative interviewing and wider parts of services for children.

23. Leadership continues to be critical as the new model of practice begins to become embedded and the complexity of demands on leaders requires a range of leadership skills to meet that complexity.

**If you would like to follow up with either of the pilot sites, please contact:**

Lanarkshire JII Pilot: Sharon Coats [CoatsS@northlan.gov.uk](mailto:CoatsS@northlan.gov.uk)

North Strathclyde JII Pilot: Cheryl Mitchell [cheryl.mitchell@eastrenfrewshire.gov.uk](mailto:cheryl.mitchell@eastrenfrewshire.gov.uk)

**For general enquiries about the new model and the training programme, contact:**  
[JointInterviewProject@scotland.pnn.police.uk](mailto:JointInterviewProject@scotland.pnn.police.uk)

**For enquiries related to implementing the new model in your area, contact:**  
Jillian Ingram: [jilliani@cosla.gov.uk](mailto:jilliani@cosla.gov.uk)  
Linda Dunn: [linda.dunn@scotland.pnn.police.uk](mailto:linda.dunn@scotland.pnn.police.uk)

Written by Jillian Ingram, on behalf of the National JII Team, in collaboration with Lanarkshire and North Strathclyde JII Partnerships.

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# Appendix A – Examples of children’s surveys

## Example One:

### Joint investigative Interview Questionnaire

*We are trying to get better at interviewing children and young people.*

*This is because we want to help children and young people when something might have happened to them.*

*If you are able to tell us what you thought about your interview, this would help us think of ways to get better at interviewing other children and young people.*

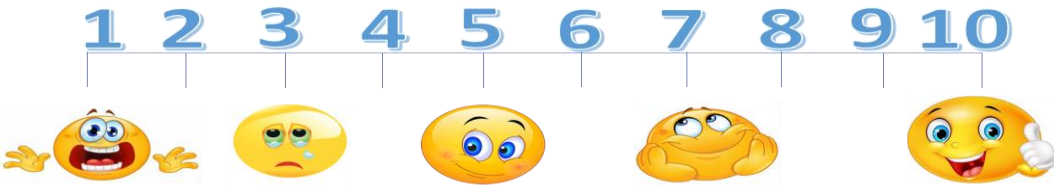
*We will not ask you about anything you talked about in your interview. We will not ask for your name, or anything about you. We want to hear what you have to say, but don’t need you to identify yourself.*

*We have made the questionnaire in three parts for you –*

- **before** the interview,
- **during** the interview, and
- **after** the interview.

*You don’t need to answer every question. Any feedback you provide will be very helpful.*

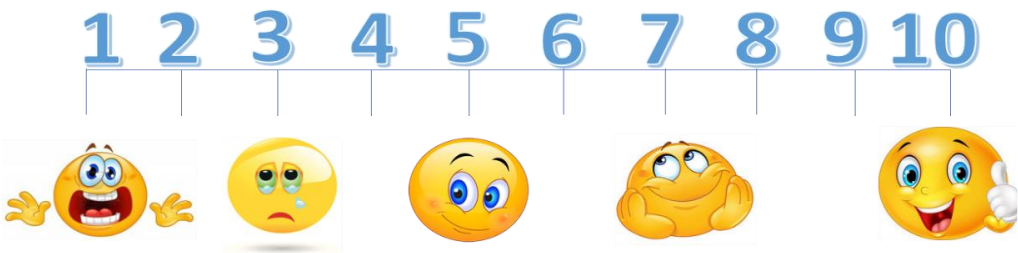
*We will ask you to rate how happy you were with each part of your interview based on the scale below where one is very unhappy and 10 is very happy.*



### **Before the Interview**

How would you rate the support you received about your interview before you went for it?

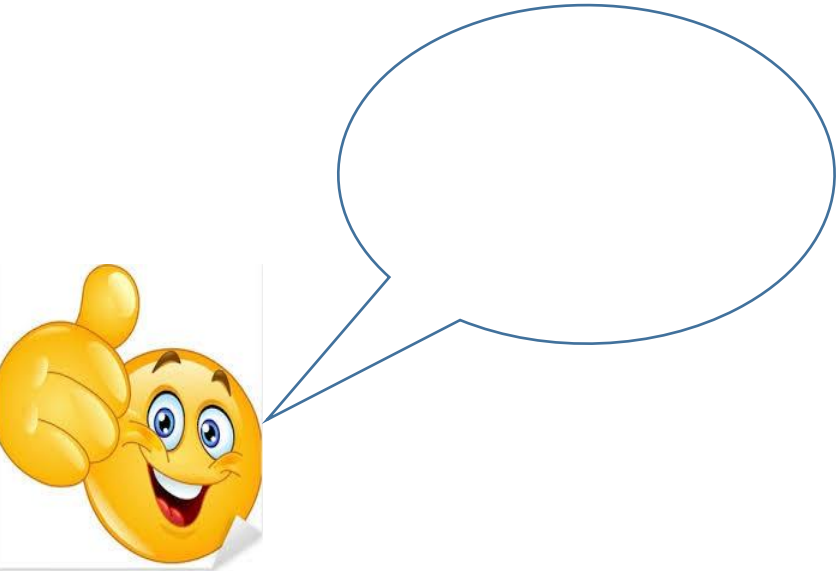
Please circle a number on the scale below -



Please provide comments in the boxes below about what you found helpful or unhelpful in the time before you went for your interview

What I found helpful before going for my interview:	What I found unhelpful before going for my interview:
---	---

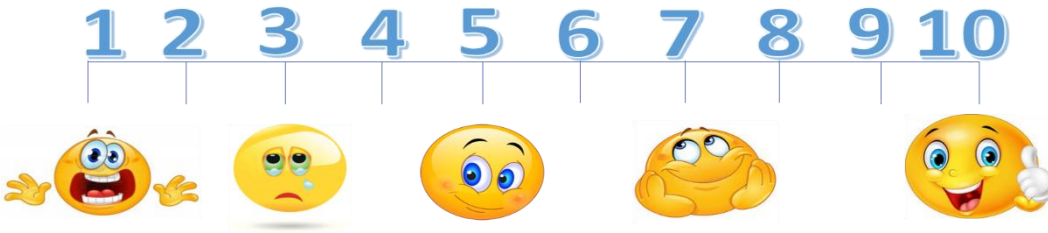
Is there is anything that could have made the time before your interview better? This could be people or information that could have helped you, or anything else you can think of. Please write your thoughts below -



**During the Interview**

How would you rate your experience of the interview?

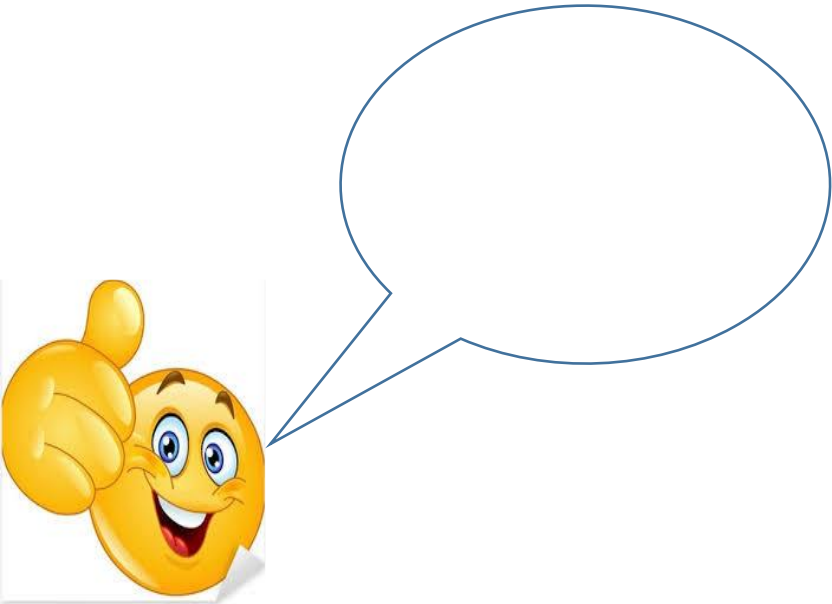
Please circle a number on the scale below –



Please provide comments in the boxes below about what you found helpful or unhelpful during your interview

<p>What I found helpful during my interview:</p>	<p>What I found unhelpful during my interview:</p>

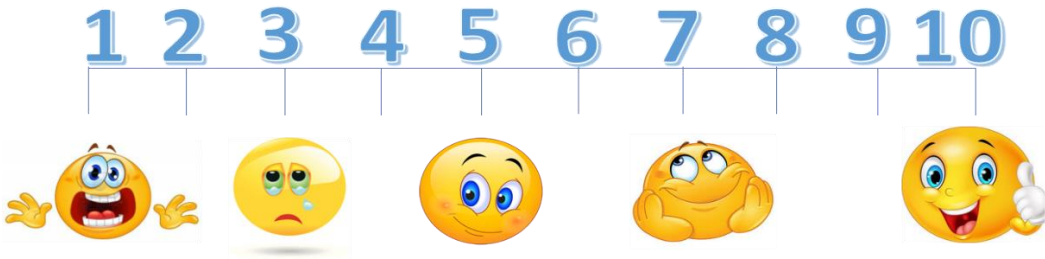
Is there anything you can think of that would have made the interview better for you? This could be the people supporting you, where your interview took place or the time of your interview. Write your thoughts in the space below.



**After the Interview**

How would you rate the support you received after your interview?

Please circle a number on the scale below –



Please provide comments in the boxes below about what you found helpful or unhelpful about the support you received after your interview

The support I found helpful:	The support I found unhelpful:

Did anyone speak to you after the interview to make sure you felt safe and supported. Please circle yes or no below -

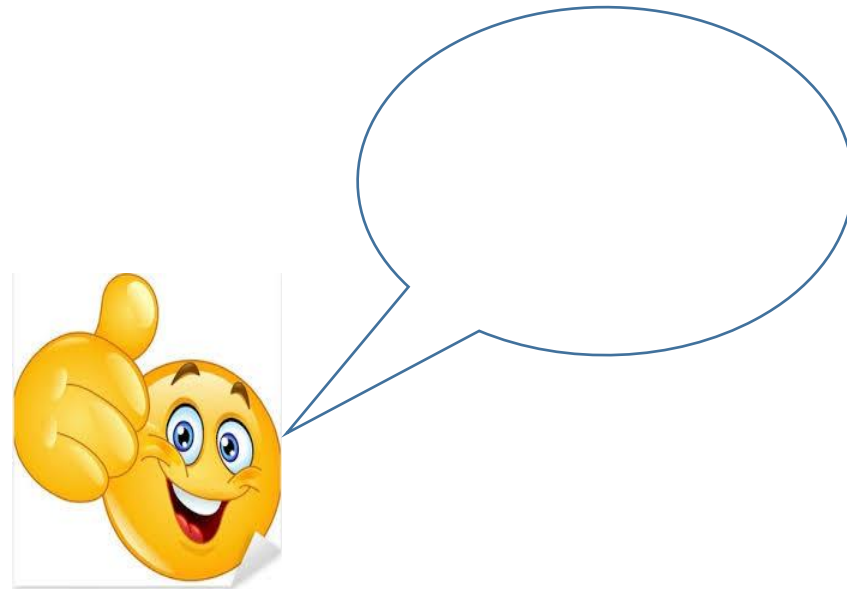
Yes

No

Who are the people who are supporting you? Please write their title on the post it note below, such as parent, other family, friend, teacher, social worker, advocacy worker, befriender



Is there anything else that could have made your experience of being interviewed better?



*Thank you for taking the time to complete this questionnaire.*

*We will use what you have said to help us get better at interviewing children and young people.*

## Example Two

### What do YOU think?

Your name .....

#### **Joint Interview Questionnaire**

*We are trying to get better at interviewing children and young people.*



*This is because we want to help children and young people when something might have happened to them.*

*These questions are about your feelings about the interview not what you talked about in the interview.*

Was there enough information about the interview?

Was there enough information about consent? (agreeing to come along and take part)

How did you find the support you received from the JII Team before the interview?

		Could be better
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### **Before the interview?**

Any other comments?

#### **During the interview?**

Was there anything during the interview that you liked?

Was there anything during the interview you didn't like?

Any Comments

**After the interview?**

Was there anything we could do to help you at the end of the interview?

Were you offered support numbers for agencies (if asked)?

Did you receive contact details for the JII Team?

Is there anything else that could have made your experience of being interviewed better?

**Overall experience**



Any other comments?

### Example three:

# My Views



We really want to hear your views and learn what we did well and if we can do things better for children and young people. You do not have to share your name. It might be useful for us to know your age and gender, if you are happy to share this. It's your choice. You don't have to answer all the questions. There are no right or wrong answers. Thank you 😊

Age:

Gender:

## Before the interview

1. Before coming here, did someone tell you where you were going?



YES



NO



NOT SURE

2. Did someone tell you what would happen?



YES



NO



NOT SURE

3. Did someone you trust come with you to the interview?



YES



NO



NOT SURE

4. Did you feel safe on your way to the interview?



A LOT



MOSTLY



NOT REALLY



NOT AT ALL



NOT SURE



5. *Is there anything else you want to tell us about your experience of coming to the interview? (maybe what helped you and anything that could have been better)*



When you were here

6. *Did someone welcome you when you arrived?*



YES



NO



NOT SURE

7. *Did you feel safe?*



A LOT



MOSTLY



NOT REALLY



NOT AT ALL



NOT SURE

*Can you tell us what made you feel that way?*

8. *Did you feel listened to?*



A LOT



MOSTLY



NOT REALLY



NOT AT ALL



NOT SURE

*Can you tell us what made you feel that way?*

## Appendix B



*Protection*

*Child centred*

*Justice*



### **Scottish Child Interview Model for Joint Investigative Interviewing Emerging Learning – Lanarkshire Social Work**

This learning from Lanarkshire Joint Investigative Interviewing Project sets out the Plan Do Study Act cycles that were used to test the deployment and management of social workers within their new roles. It includes use of a rota system to deploy interviewers, location of the team, workload, and management options.

If you would like more detail on this learning, please contact Sharon Coats, Education and Families Manager at North Lanarkshire Council: [CoatsS@northlan.gov.uk](mailto:CoatsS@northlan.gov.uk)

*This document is one of a series of papers developed and published as a way of sharing the emerging learning from the implementation of a new approach to joint investigative interviewing in Scotland.*

## Lanarkshire Joint Investigative Interviewing Project –Learning from social work interviewer deployment and management

