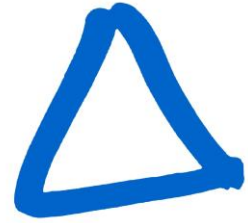


## Opening Doors:

Best practice when a child might be

showing or telling that they are at risk



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This interactive symposium is designed to enable rapid and long-lasting learning of key concepts and essential skills to safeguard children. The focus is on the way that adults respond to early concerns, disclosures or signs that a child might be at risk.

The new framework of 'Opening Doors' is presented, based on Triangle's experience and on robust international, peer-reviewed evidence about child abuse, investigative interviewing, memory and trauma. The day is structured around real events and real children, redacted and merged to ensure anonymity. Research, guidance and recent case law will be presented in accessible and immediately useable ways.

### Aims:

To enable best practice when children might be showing or telling that they are at risk.  
To present the research basis for Triangle's 'Opening Doors' approach.  
To demonstrate a range of 'Opening Doors' strategies in action.

### Objectives:

All participants will be presented with a working model for understanding best practice when a child might be showing or telling that they are at risk.

Those working with children will leave with a range of practical strategies to safely open doors, by responding carefully to things children say and do.

Lawyers and judges will leave with a clear, evidence-based framework for analysing the early pick-up of safeguarding concerns and initial adult responses.

Supervisors, trainers and managers will leave with a robust structure for teaching, assessing and supporting those at the front-line towards competent and reflective practice.

09.30	Registration and coffee	
10.00	<b>Welcome and Overview</b>	<i>Penny Cooper &amp; Reg Hooke</i>
10.15	<b>What's the problem?</b> Why so much child abuse goes unreported, what research tell us about 'disclosure' and early pick up, what case law tells us about why this matters, the evolution of the idea of 'opening doors'.	<i>Ann Stuart &amp; Ruth Marchant</i>
10.45	<b>Closing and Opening Doors for Ellie</b> Facilitated task (grouped by profession) following the early pick-up of concerns step by step, creating responses that close and open doors.	<i>All trainers</i>
11.15	Break	
11.30	<b>Memory and Evidence:</b> What research tells us.	<i>Michelle Mattison</i>
11.50	<b>Trauma and Rapport:</b> What research tells us.	<i>Kimberly Collins</i>
12.10	<b>Language and Questioning:</b> What research tells us.	<i>Charlie Orrell</i>
12.30	Lunch	
13.30	<b>Opening Doors: Another way to be</b> Responding when children begin to tell, responding when children almost tell, responding when children show instead of tell, asking the right questions.	<i>All trainers</i>
	<b>Closing and Opening Doors for Jackson</b> Facilitated task (in multi-disciplinary groups) following the early pick up of concerns to review responses that close and open doors.	<i>All trainers</i>
14.30	Break	
14.45	<b>New Doors Opening in the Criminal Justice system</b> Innovative adaptations for young witnesses, suspects and defendants at interview and trial; Section 28 (pre-recorded cross-examination); fast-tracking under-tens; limits on cross-examination, reasonable steps.	<i>Ruth Marchant</i>
15.15	<b>New Doors Opening in the Family Justice system</b> Research-informed approaches to ascertaining children's wishes and feeling for the Family Court, case law on admissibility and testing children's evidence in the Family Court; the impact of the 2017 Practice Direction and children meeting magistrates and judges.	<i>Penny Cooper</i>
15.45	<b>Summary and Questions</b>	<i>All trainers</i>
16.00	Finish	<i>Brighton child-led tours of Triangle (3 minutes away)</i>