# WHO AND WHAT CAUSED THE HARM?

THE COMPLEXITIES OF WORKING WITH

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DR OLIVER EASTMAN, CONSULTANT CLINICAL PSYCHOLOGIST

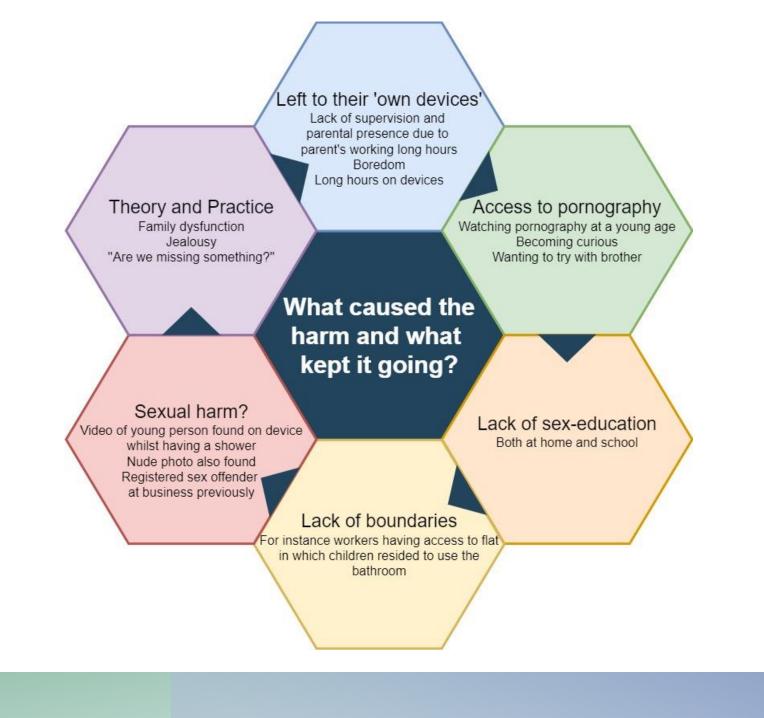
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## OVERVIEW

- Setting the scene
- Questions
- What we learnt about the family
- Dilemmas and reflections
- Outcome & recommendations,
- Example narrative

## ASSESSMENT QUESTIONS

- Sexual risk (who?)
- Treatment needs
- Impact of their specific Asian ethnic background
- Future contact and living arrangements
- Parental capacity to protect
- Understanding pathway to harmful sexual behaviour
- Children's social, emotional, and intellectual functioning



#### Lack of trust in parents

Professionals blaming of parents
Professionals lack of trust
in the parents to follow safety plan
Lack of acknowledgement of parental
response to HSB-S

#### Terminology

Not always possible to separate sibling harmed and sibling who caused harmed

The term HSB-S captures these complexities

#### Was there historical harm?

There were indicators that some form of sexual harm/abuse may have taken place but this was never disclosed

# Who caused the harm?

#### Psychiatric assessment

Labelled boy as 'perpetrator'

#### Role of gender

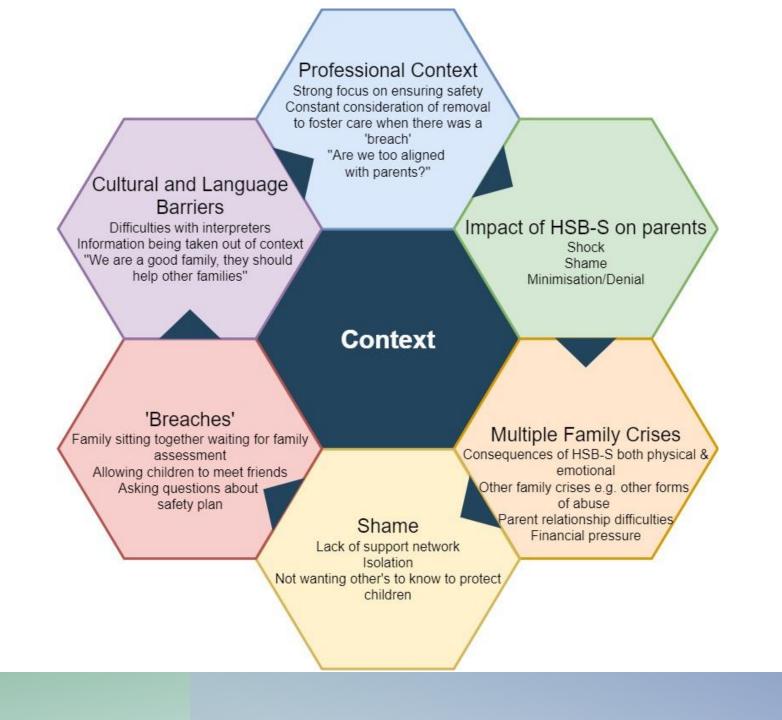
Typically the older child
and therefore often child who harms
is a boy however, in this case it was a girl
AIM assessment requested for both
children

Girl took responsibility for harm as she initiated and shared remorse, mother agreed

#### Safety Plan

It was the boy that was removed to live with father at business
Girl continued to live with mother in family home with a younger sibling
External agency present within the home, and walked children back and forth

from school



# RECOMMENDATIONS AND OUTCOMES

- Children separated but not taken into foster care, and there was a plan for a gradual reconciliation
- Integrated back into their community and peer groups 'normal life'
- Family reunification and restoration

- Family referred to local HSB service
- Individual therapeutic work > family restorative narrative
- Consultations to network

### NARRATIVE- WHY WRITE ONE?

Key model from the HSB-S guidance for ensuring restoration and healing for the family informed by the needs of the sibling who has been harmed

Addresses shame, and embeds the HSB-S as something that has happened and not what defines the family

Incorporates formulating family context and addresses any other forms of family dysfunction

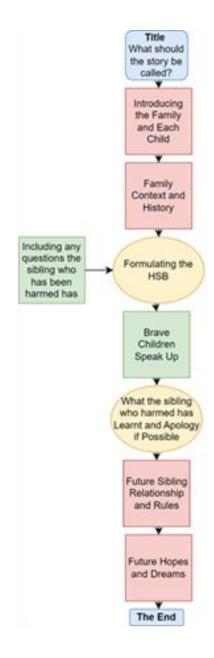
Emphasises that disclosure is key, and addresses associated guilt

Focusses on what has been learnt and achieved, as well as future hopes and goals

Can be referred to by family as children go through different developmental stages

Can be used even when the sibling who has harmed is denying behaviour, and when children are presenting with PTSD symptoms

# STRUCTURE FOR WRITING NARRATIVE



#### Additional Chapters to Consider:

-If half-sibling or step-sibling how they came to live with the family if living with them and what their life was like before compared to now or why they live separately and who they live with

-If cousins details of the extended family and how they are related

-What may have been learnt by parents, and any messages from them

 Anything that the sibling who has been harmed has learnt.

-Challenging any negative assumptions held by the sibling group based on past experience for example 'all men are bad'

## REFERENCE

Ibrahim, J. (2024). Harmful Sexual Behaviour between Siblings (HSB-S): Practice Guidance. The AIM Project.