NSPCC

Safeguarding children from sexual exploitation

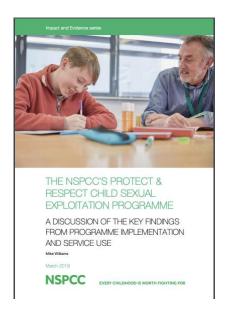
Implications from the evaluation of the NSPCC's Protect & Respect programme - Mike Williams (June 2019)

EVERY CHILDHOOD IS WORTH FIGHTING FOR

Introduction

- Protect & Respect: NSPCC's Child Sexual Exploitation Programme
- June 2014 and November 2017
- 8 implications for how schools can work with children on child sexual exploitation

Protect & Respect Reports







Presentation Structure

- What is CSE?
- Describing the history, focus and scale of the Protect & Respect programme
- The evaluation
- Implications for safeguarding in schools

What is CSE?

- A type of child sexual abuse.
- Exchange of a resource for a sexual interaction with a child or young person.
- The recipient of the resource can be the child or young person or someone else.
- CSE has been documented as far back as 100 years ago.
- The first government guidance appeared in 2009.

The Protect & Respect Programme

- Educative group work service provided in schools
- One-to-one work
- Need: vulnerability, risk reduction, child protection and recovery
- 15 Service Centres
- 2000 children and young people referred
- 700 accepted for group work
- 1000 accepted for one to one work

Evaluation Data Collection

- 45 interviews with programme staff
- 20 group interviews with programme staff
- 11 interviews with staff referring young people
- 10 interviews with children and young people
- 17 reviews of case file notes
- Focus on experience of professionals and children and young people
- What worked, for whom and in what circumstances?

- Create a culture in which adults take the responsibility for preventing and protecting against exploitation
- Create a preventative culture: where all children and young people have a relationship with a supportive adult
- Where concerns arise get to know about the young person's priorities first.
- Consider exploitation as part of a wider set of abusive experiences that emerge within particular social networks
- Be prepared to work with 'uncertainty'
- Take the long view: will your intervention ensure the long-term safety of the young person?
- Teaching young people about exploitation and risk has a limited role to play in prevention and is unlikely to reduce risk when risk is already high
- Model consent when introducing support to young people

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Key Questions

- What could you school do to create a culture in which adults take the responsibility for preventing and protecting against exploitation?
- What steps could you school take to create a preventative culture: where all children and young people have a relationship with a supportive adult?
- How have you approached concerns about exploitation up to now have you tried to address the issue up front and quickly or have you played a longer game? What has your experience been?
- Where concerns for exploitation arise in your school? What kind of social networks does that exploitaiton emerge from? Do children and young people tend to experience exploitation alongside a range of abuses?

Key Questions

- Where you have been uncertain about whether a child is exploitation, how have you felt? How did you respond to that feeling of uncertainty?
- When professionals work together to address risks, to what extent do they take a long-term view of what is needed? Vis-à-vis addressing short-term concerns?
- What role does education play in attempts to prevent exploitation in your school? What evidence do you have for its effectiveness?
- What dilemmas might you face in respecting children and young people\'s right to say no to support when professionals have concerns for exploitation?

References and resources

- Protect & Respect programme key findings report.
- Protect & Respect one-to-one work report.
- Protect & Respect group work report.
- 'Contextual Safeguarding' website.
- A podcast on the learning from Protect & Respect involving practitioners, the development manager and evaluator.
- A blog on the future development of Protect & Respect from Development Manager, Holly Gordon.
- A blog on the challenges of assessment and working with uncertainty around risk.
- A report on working with a community to prevent child sexual abuse
- A report on working with mothers to lower the risk of sexual abuse within the home