

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

Impact and Evidence series



THE NSPCC'S PROTECT & RESPECT CHILD SEXUAL EXPLOITATION PROGRAMME


A DISCUSSION OF THE KEY FINDINGS FROM PROGRAMME IMPLEMENTATION AND SERVICE USE

Mike Williams

March 2019

NSPCC EVERY CHILDHOOD IS WORTH FIGHTING FOR

Impact and Evidence series




EVALUATION OF THE NSPCC'S PROTECT & RESPECT CHILD SEXUAL EXPLOITATION ONE-TO-ONE WORK

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Impact and Evidence series



EVALUATION OF THE NSPCC'S PROTECT & RESPECT CHILD SEXUAL EXPLOITATION GROUP WORK SERVICE

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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?









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-  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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


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


Model consent when introducing support to young people









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
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
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-  **Model consent when introducing support to young people**

Key Questions

-  What could your school do to create a culture in which adults take the responsibility for preventing and protecting against exploitation?
-  What steps could your 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 exploitation 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