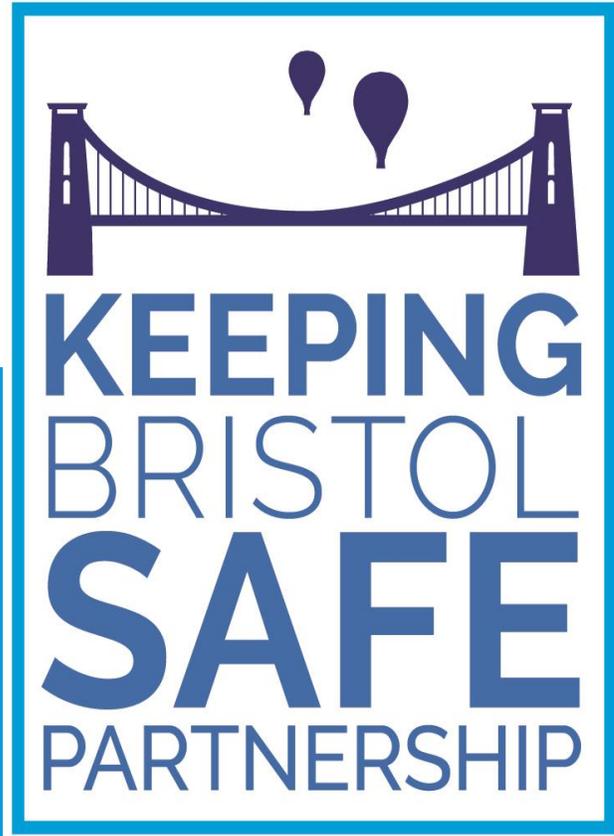
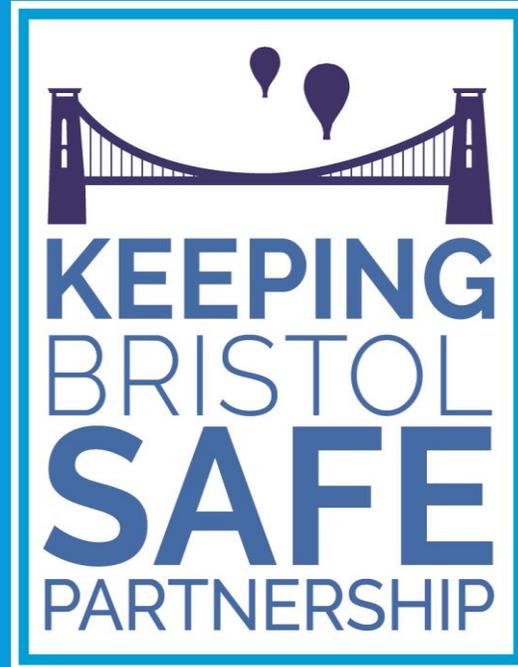


CSA (CHILD SEXUAL ABUSE) RESPONSE PATHWAY LAUNCH EVENT

THURSDAY 18TH MAY 2023, 9:30AM- 12PM





Safety and choice reminder



be good
to yourself

Impact
Self- care



Centre of
expertise
on child
sexual abuse



**Keynote speakers:
Jane Wiffin and Liz
Jones**





Centre of
expertise
on child
sexual abuse

Introducing the CSA Centre's Child Sexual Abuse Response Pathway

About the CSA Centre

- We were established to help bring about **significant and system-wide change**
- We aim to identify, generate and share high quality evidence to **tackle and prevent child sexual abuse** and to improve practice
- We are a **multi-disciplinary team** that works closely with key partners from academic institutions, local authorities, health, education, police and the voluntary sector



www.csacentre.org.uk
@csacentre

Looking after yourself

Sexual abuse can be difficult to think about and talk about. Thinking about it and talking about it will affect us all in **different ways**, at **different times**.

It is important that we...

- Be aware of the feelings and experiences of everyone here
- Be kind to ourselves (personally and professionally)
- Respect each other's learning journey

What we're going to cover today

8

Understanding the scale and nature of child sexual abuse

Signs and Indicators-why is a different response needed?

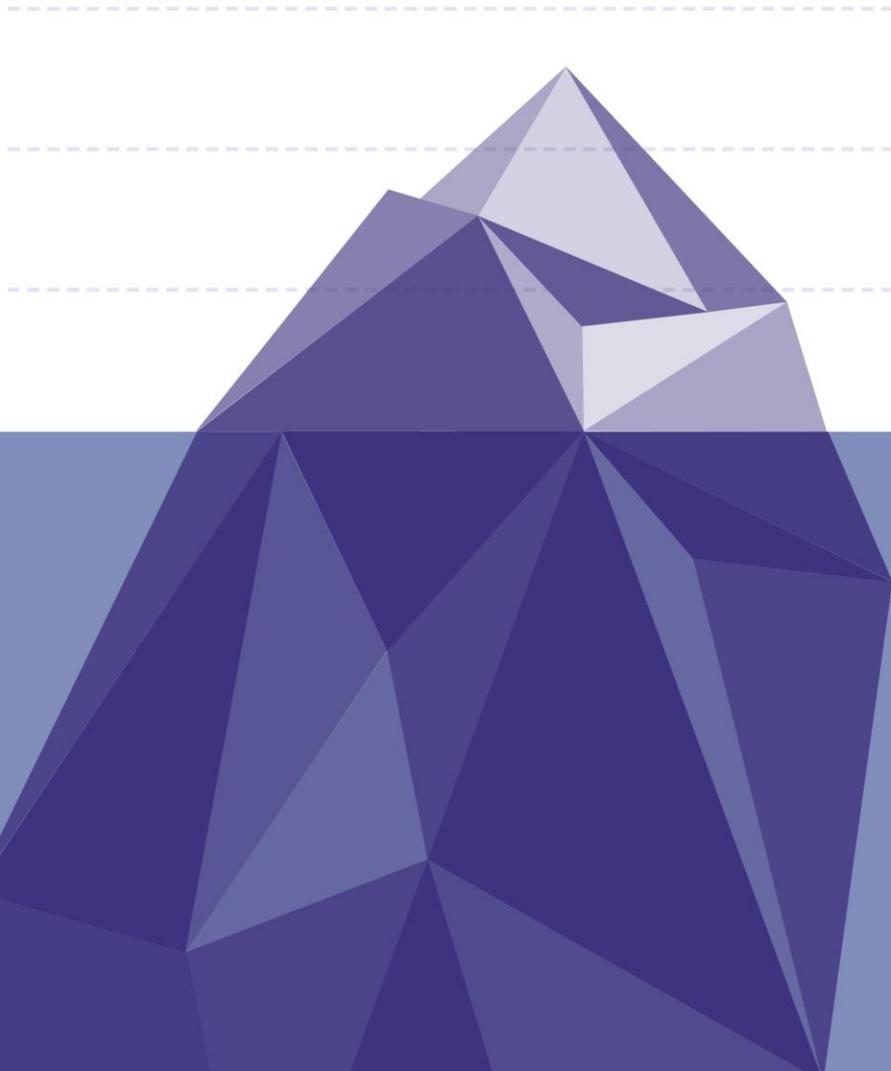
What is the Child Sexual Abuse Response Pathway ?

Resources to support the Child Sexual Abuse Response Pathway

Understanding the scale and nature of child sexual abuse

Far more children are sexually abused than services identify

Child sexual abuse in 2021/22: Trends in official data
[csacentre.org.uk](https://www.csacentre.org.uk)



2,700 children on a child protection plan due to child sexual abuse (England and Wales)

50,000 children assessed at risk of sexual abuse* (England)

103,000 child sexual abuse offences recorded by the police (England and Wales)

500,000

children are estimated to be sexually abused every year**

Sources: Home Office, Police recorded crime and outcomes, 2021/22; Department for Education, Characteristics of Children in Need, 2021/22. * Includes assessments recording concerns of child sexual abuse and exploitation ** Estimate calculated using single-year prevalence estimates by age group (Radford et al, 2011, Childhood abuse and neglect in the UK today) and the Office for National Statistics 2021 Census results. Please note: numbers rounded to the nearest hundred.

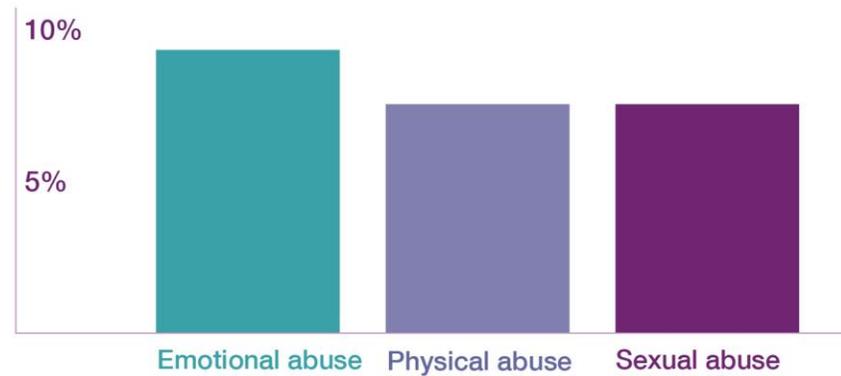
More than one in ten children has been sexually abused by the age of 16



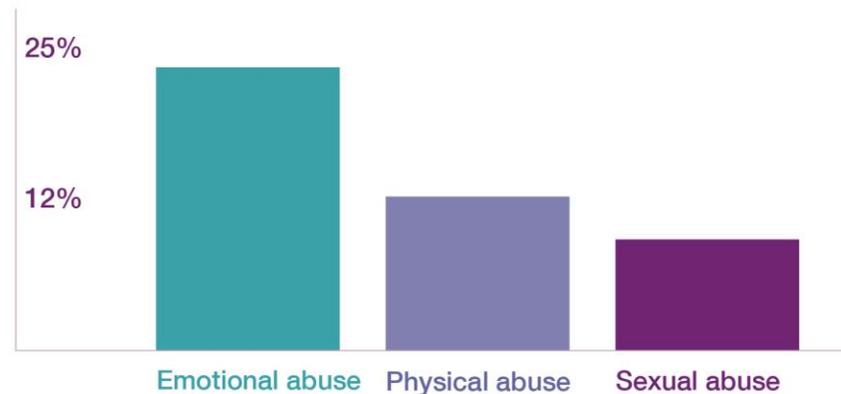
Sexual abuse is just as common as other forms of childhood abuse

But concerns of sexual abuse are far less likely to be identified and named

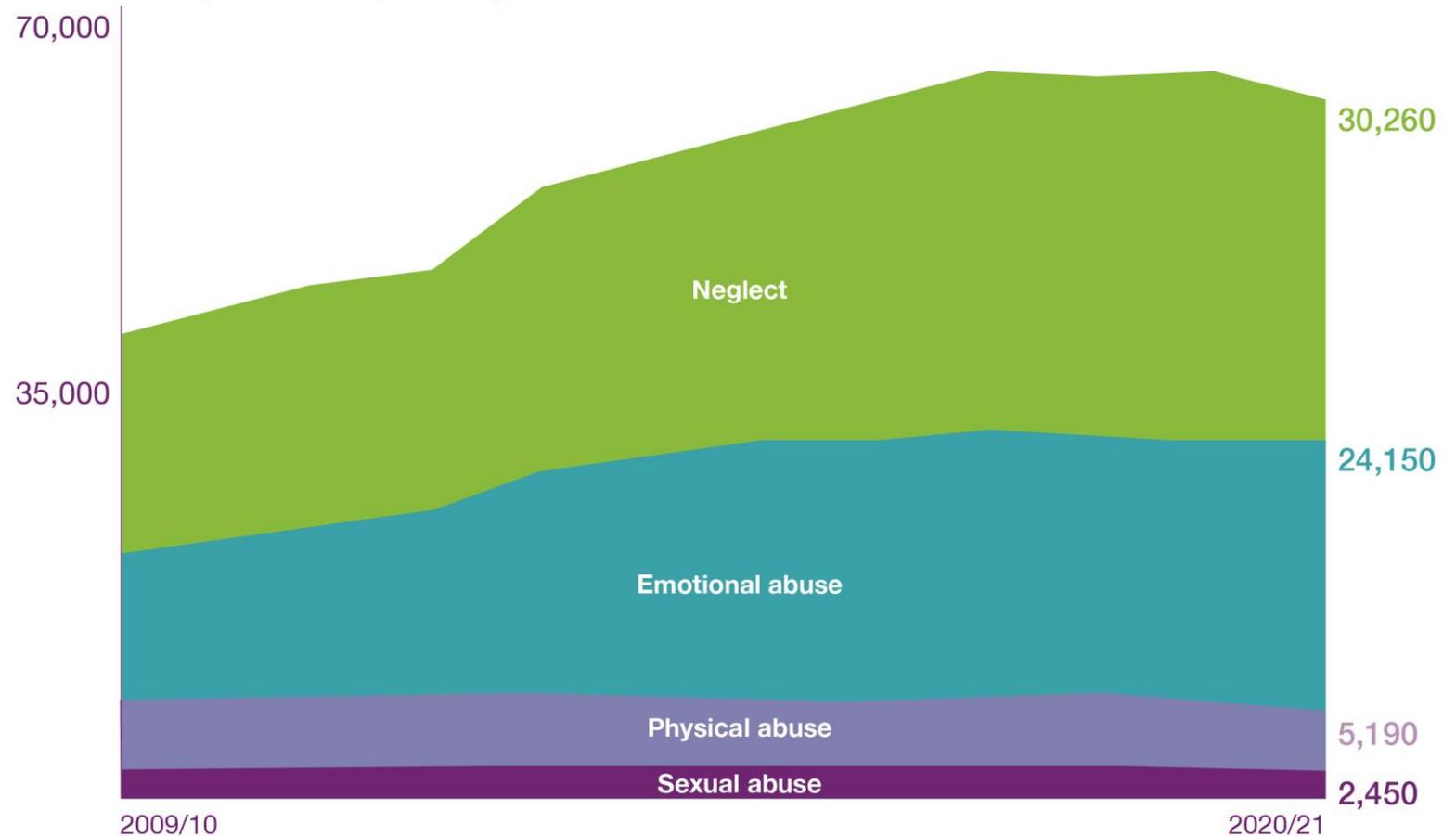
Levels of child abuse identified in surveys



Levels of child abuse identified in child protection assessments



Child protection plans by forms of abuse



Associations with...

Disabled adults are **2x**

As likely as non-disabled adults to say they had been abused in their childhood



The likelihood of experiencing child sexual abuse **does not vary significantly with ethnic group** in England, but people from some minority ethnic communities **face barriers to reporting abuse**

Centre of expertise
on child sexual abuse



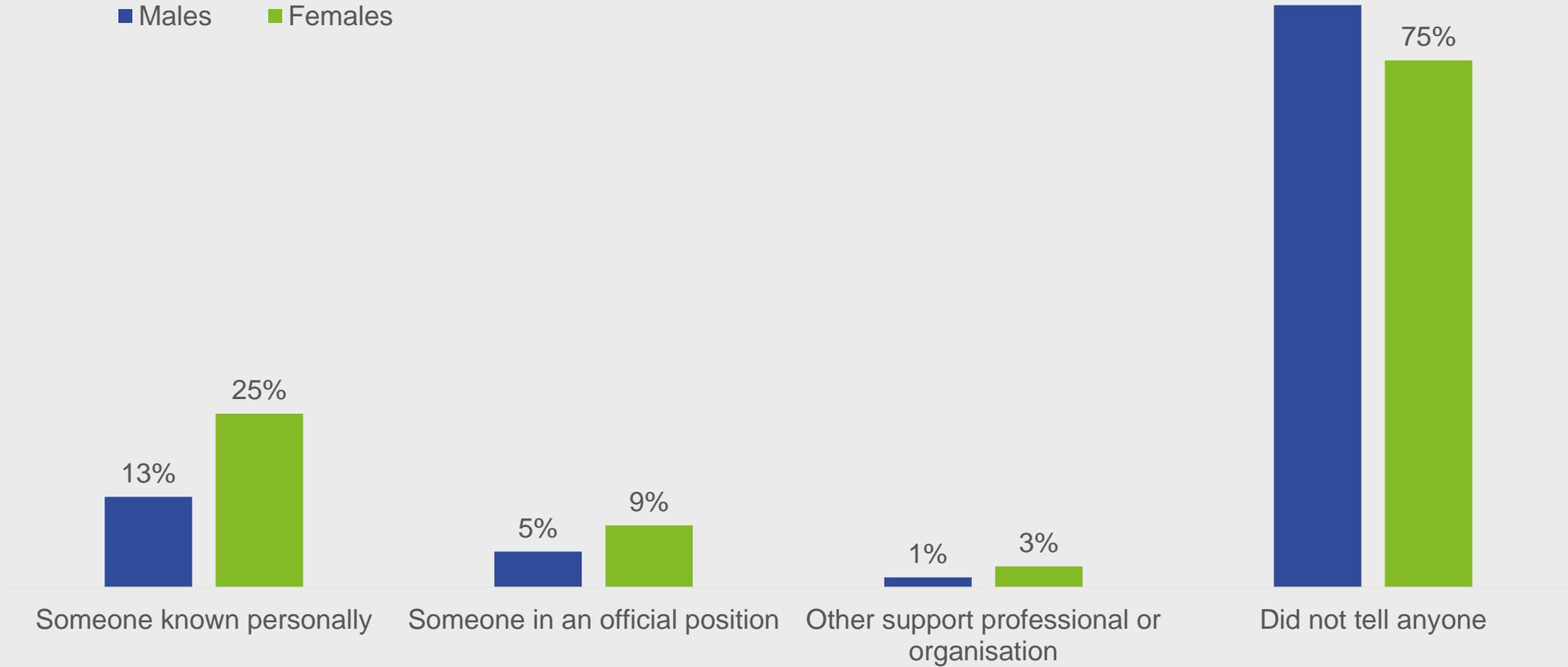
1
3
of those who had lived in a care home reported experiences of child sexual abuse - almost **4x as many as those living with family / carers**

1 in **3**
also experienced neglect

(ONS, 2020)

“Professionals rely too heavily on children to verbally disclose”
(Report into Child Sexual Abuse in the Family Environment, JTAI 2020)

Who was told at the time Rape or penetrative abuse



A majority of victims are not heard or seen; their abuse not heard or seen until adulthood

1
6



The Signs and Indicators of child sexual abuse-why a different response is needed

The evidence:

Sexual abuse is rarely 'clear cut'

How can we 'absolutely know' abuse has taken place?

- Clear disclosure...repeated at least twice
- Medical evidence of sexual harm
- Admission of guilt from perpetrator
- Witnessed by someone else
- Images/computer records of the abuse exist

Rarely will be reach a position of 'absolute knowing'



Building a picture of concerns



Behaviour of the child/young person

Sexual abuse is a hidden crime and many of those who experience it do not report their experience for a number of years. Professionals must remember that all behaviour is communication

Physical signs

There may be physical signs in a child which may indicate sexual abuse

Signs & Indicators of Potential Concern

Behaviour of those around the child

When building a picture of concerns it is important to note the signs and indicators of abusive behaviour (including grooming behaviour) in **the people around the child**

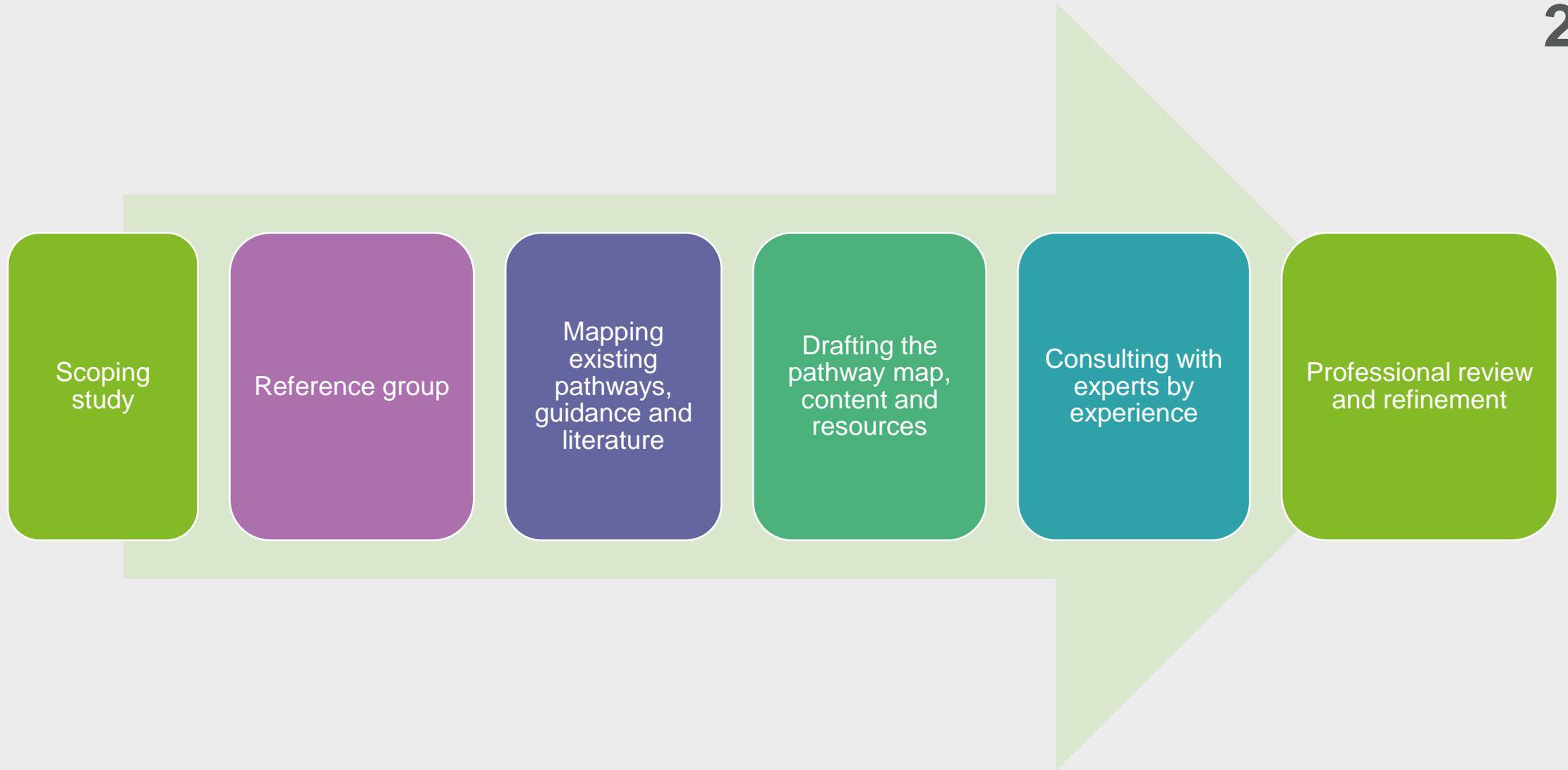
Environmental signs

It is useful to understand the family or environmental context within which the child is living, as some factors increased vulnerability to sexual harm

What is the Child Sexual Abuse response Pathway?

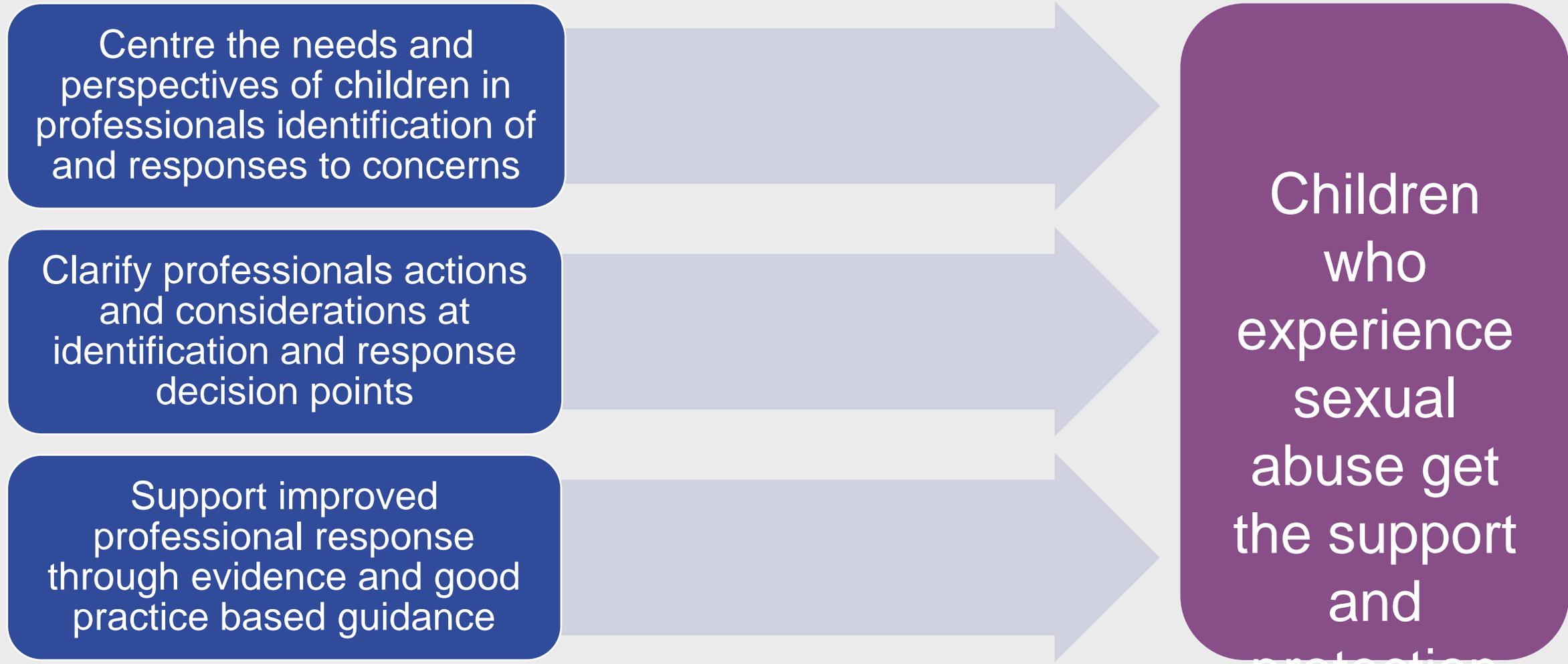
Developing the Child Sexual Abuse Response Pathway

2
2



Aim: Children who experience sexual abuse get the support and protection they need

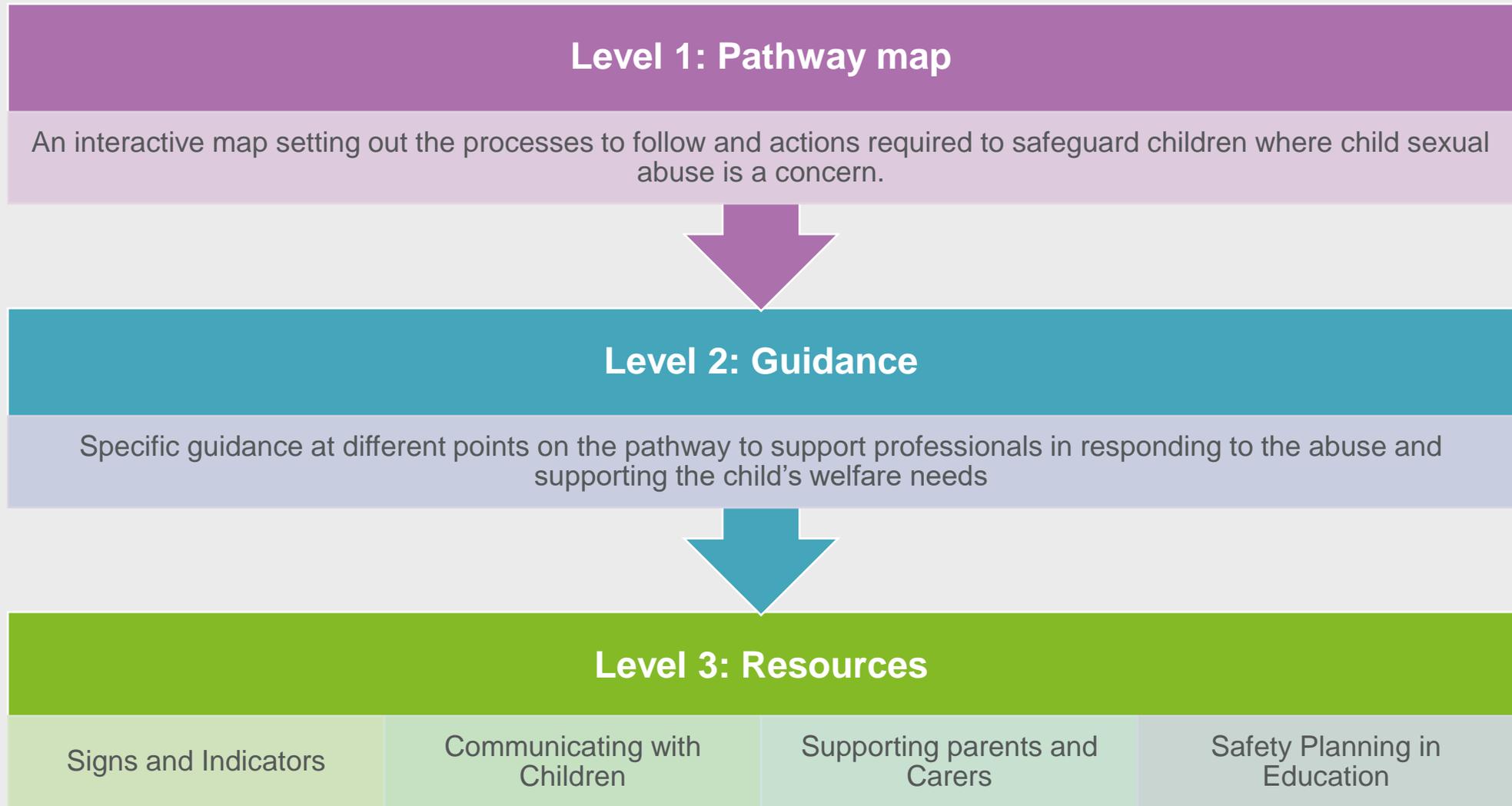
2
3



Centre of expertise
on child sexual abuse

protection
they need

The Child Sexual Abuse Response Pathway



Rights of the child and family. Rights, respect, recognition.

2
5



A focus on all forms of sexual abuse



Who is it for?

Any professional
whose role brings them
into contact with
children, young people
and their families



The Child Sexual Abuse Response Pathway

Introducing the Child Sexual Abuse
Response Pathway

What does a child or young person who
is being, or has been, sexually abused
need?

Respecting children's individual
characteristics, experiences and
backgrounds when responding to child
sexual abuse

The Child Sexual Abuse Response Pathway

How to respond **when you have concerns** that a child or young person is being / has been sexually abused

How to respond **when a child or young person tells you** that they are being / have been sexually abused

How to respond **when child sexual abuse images** have been discovered

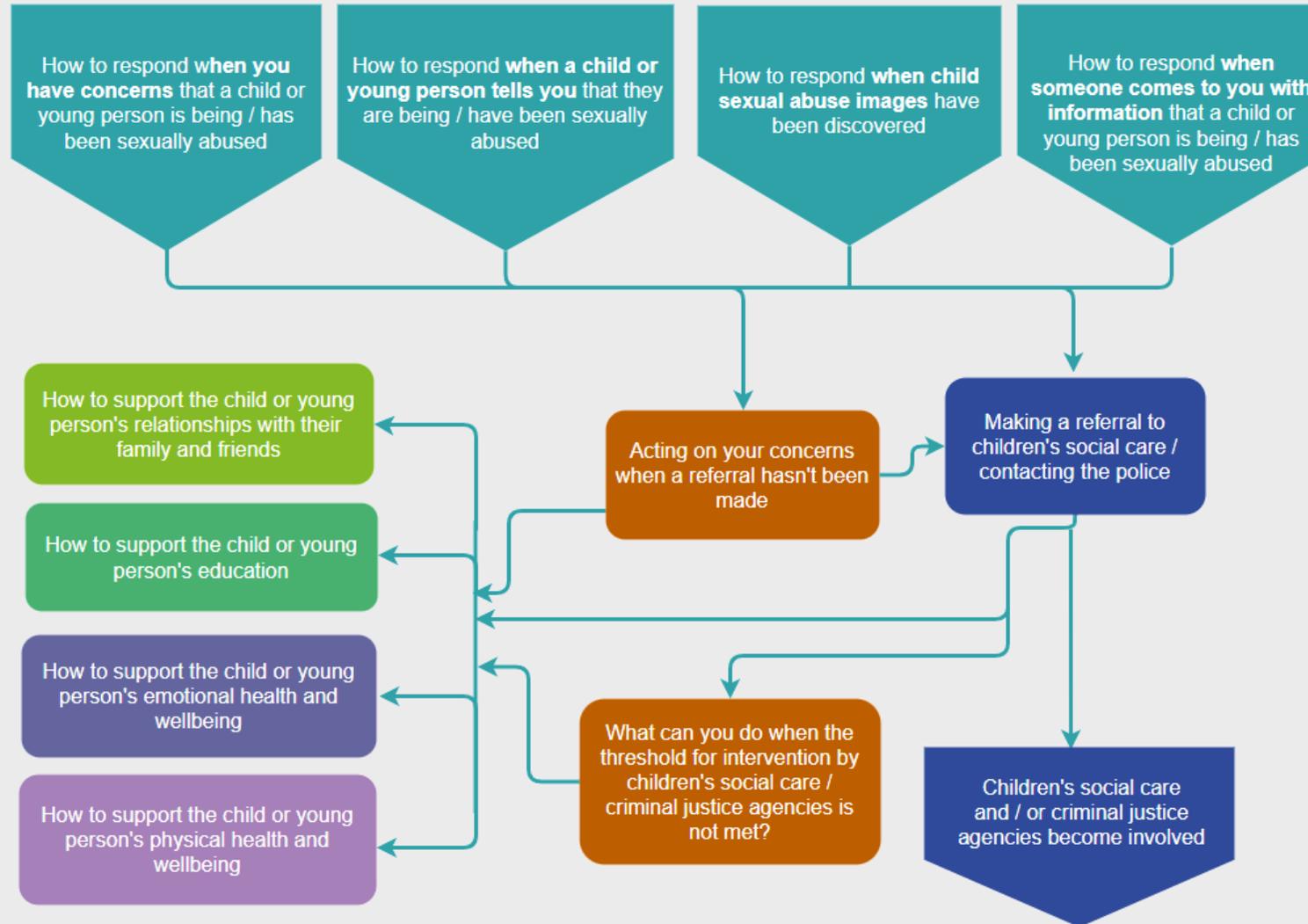
How to respond **when someone comes to you with information** that a child or young person is being / has been sexually abused

The CSA Pathway!

3
0

[pathway \(csapathway.uk\)](http://csapathway.uk)

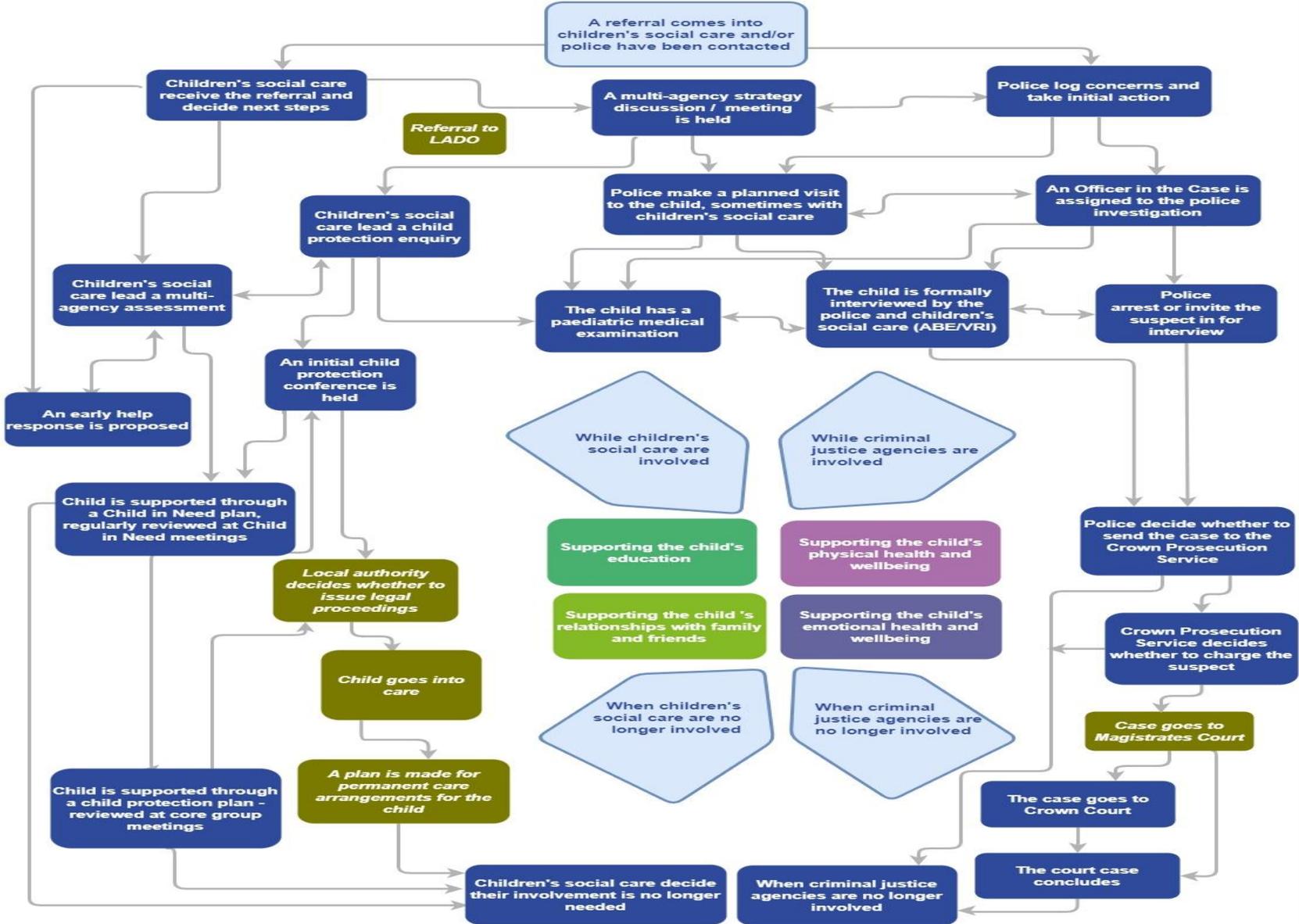
The Child Sexual Abuse Response Pathway



Introducing the Child Sexual Abuse Response Pathway

What does the child or young person who is being, or has been, sexually abused need?

Respecting children's individual characteristics, experiences and backgrounds when responding to child sexual abuse



Early feedback

3

I like the direct quotes from children and young people. Very effective, and important to model the fact that the child's voice is central - Head of Children and Family Wellbeing Services

I very much like the pathway model and accompanying helpful docs. The pathway gives an excellent map, then the linked resources are very helpful [...] The hyperlinks and referencing are brilliant - Head teacher, school for young people with learning and additional needs

I really like this information. It's clear and informative and gives the right amount of detail – not too much or too little. I am looking forward to you getting this in place so we can signpost to it from our regional LSCP website - Consultant Community Paediatrician

The guide on working with a child where you haven't make a referral to child protection is really important – it's hard to know what to do sometimes with a gut feeling - Head of Children and Family Wellbeing Services

Early feedback

3
4

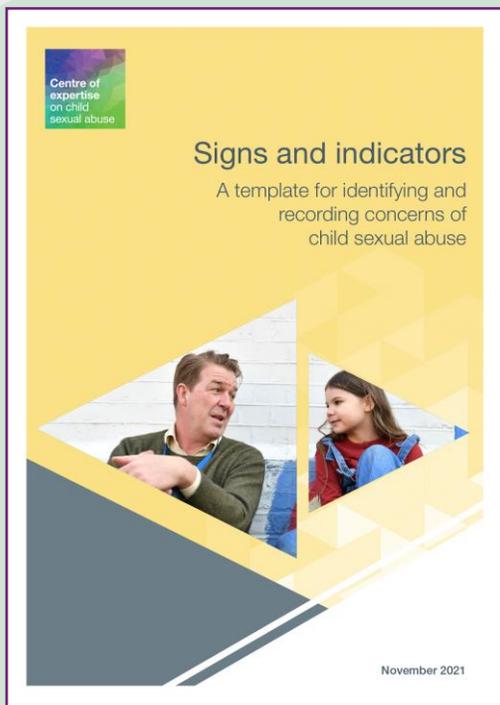
I think that these would be an excellent resource and very helpful for staff facing these situations. I know that these would be gratefully received by the staff at this school - Head teacher, independent school

They were very clear and appropriate [...] the level is right and clear to follow - Consultant Paediatrician and Named Doctor for Safeguarding

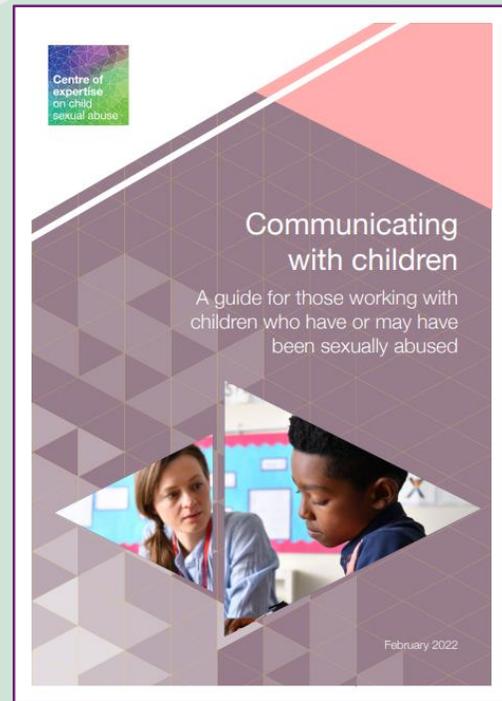
The [guidance documents] are well written, not too long, and the language is accessible. The content is really good – gives people confidence that it's well evidenced and researched - Head of Children and Family Wellbeing Services

This is great work and will be invaluable for professionals. I really like and welcome the fact you have included behaviours/indicators of those who are sexually abusive - CEO, voluntary sector organisation

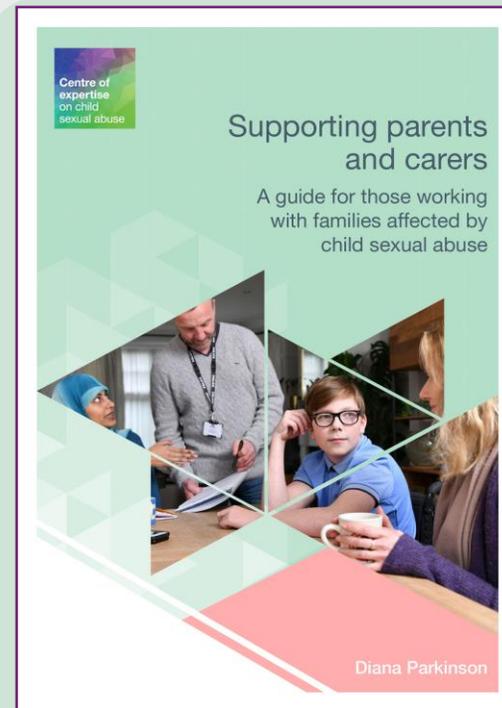
Resources to support the Child Sexual Abuse Response Pathway



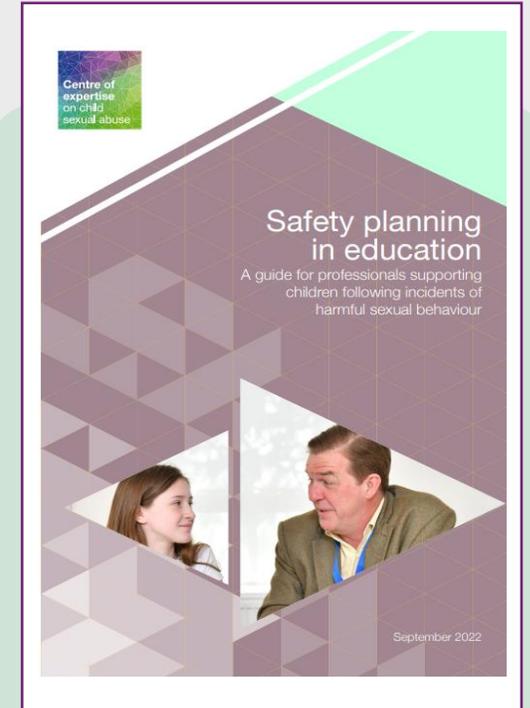
[Signs & Indicators Template - CSA Centre](#)



[Communicating with Children Guide - CSA Centre](#)



[Supporting Parents and Carers Guide - CSA Centre](#)



[Helping education settings identify and respond to concerns - CSA Centre](#)

Managing risk and trauma after online sexual offending

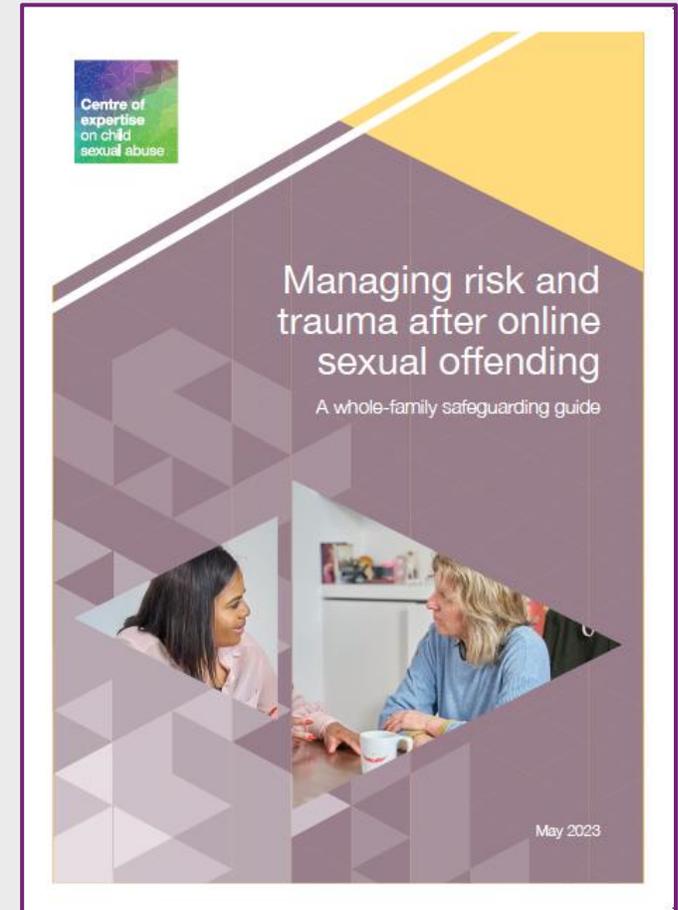
A whole-family safeguarding guide

3
7

Compared with those convicted of other forms of sexual offending, individuals who access child sexual abuse material are **more likely to be married and have children.**

As such, **hundreds of families** will find out a parent has accessed child sexual abuse material each month and professionals will need to make considered decisions to protect the children in the home and support the whole family from the shock, trauma and isolation such news can bring.

This guide was created with The Lucy Faithfull Foundation to offer helpful, research and practice-led information so professionals can confidently safeguard and support families at what can be a time of great emotional distress.



<http://www.csacentre.org.uk/knowledge-in-practice/practice-improvement/managing-risk-and-trauma/>



The resource covers:

- Why it is difficult for sexually abused children to tell of their abuse
- The actions and questions you can ask that may encourage children to tell you about their abuse
- Advice on communicating with children in different contexts

Supporting Parents and Carers

The resource covers:

- The impact of child sexual abuse on parents/carers, their child and other siblings
- What supportive practice looks like
- How those in different professional roles can support parents/carers
- Signposting to other sources of support and information





The resource covers:

- Key actions for a school when an incident of harmful sexual behaviour has occurred, including a safety plan template for recording and reviewing arrangements
- Broader practical advice such as how to communicate with children, and their parents

Supporting practice in tackling child sexual abuse: A film series for professionals, by professionals

Bitesize:

- 12 short videos, less than 5mins each
- Can be watched as a series, as 3 chapters, or in one go!

Accessible:

- Free to watch
- Available on YouTube to watch on desktop, or phone

Concise:

- Short, engaging, supportive content
- Uses animations to highlight key points



<https://www.youtube.com/c/CSACentre/playlists>

Sign up to our newsletter

- ✓ Latest research
- ✓ Practice guidance
- ✓ Comment
- ✓ News
- ✓ Ideas

<https://www.csacentre.org.uk/subscribe-to-csa-centre-mailing-list/>





We see our role as **pivotal** in addressing the gaps in existing training. We offer 16 further courses, a number of which are CPD certified, including:

- Sibling sexual abuse
- Harmful sexual behaviour
- Practice Leads Programme

Including 'Train the Trainer,' multi-agency offerings and completely tailored bespoke offerings.

<http://www.csacentre.org.uk/training/training-courses-and-professional-development>

Key messages from research

4
4

What are they?

- Succinct, relevant information for frontline practitioners and commissioners
- The most up-to-date research combined with guidance supporting confident provision of the best possible responses, in one accessible overview

Topics include:

- Identifying and responding to disclosures of child sexual abuse
- Institutional child sexual abuse
- Looked-after children and child sexual abuse
- Children and young people who display harmful sexual behaviour

<http://www.csacentre.org.uk/resources/key-messages/>

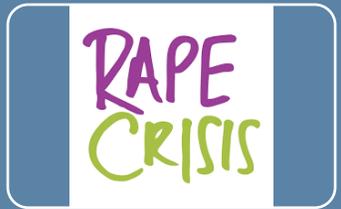
If you are affected by anything discussed today...

4
5



The Survivors Trust

Find help, support and advice in your area:
<http://thesurvivorstrust.org/find-support>



Rape Crisis helpline 0808 802 9999

www.rapecrisis.org.uk



National Association for People Abused in Childhood 0808 801 0331

<https://napac.org.uk/>



SurvivorsUK

Online help for male survivors of sexual abuse and rape.

<https://www.survivorsuk.org/ways-we-can-help/online-helpline/>

Centre of expertise
on child sexual abuse

Thank you!

info@csacentre.org.uk



**Centre of expertise
on child sexual abuse**

Tanners Lane
Barkingside, Ilford
Essex IG6 1QG



@CSACentre

info@csacentre.org.uk

csacentre.org.uk

12 September 2023

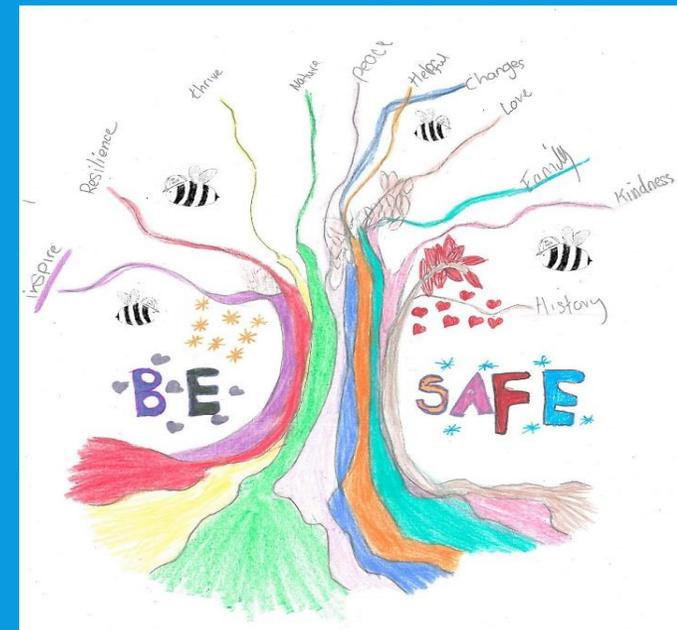
BUSTING MYTHS AROUND CHILD SEXUAL ABUSE



Dr Emma Bradley

Dr Michelle Cutland

Stephen Barry



~~Busting some of the myths~~

What do we know about
child sex abuse ?

Dr Michelle Cutland – Clinical Director, Bristol Sexual Abuse Referral Centre

Dr Emma Bradley – Designated Doctor for Safeguarding Children,
Bristol and South Gloucestershire

Stephen Barry – Clinical Lead/Team Manager, AWP Be Safe

What do we know about Child sexual abuse?

- Who, when, what, where
 - Children's disclosures/allegations
 - Role of health
 - People who carry out sexually harmful behaviours
 - Impact and the future
- 

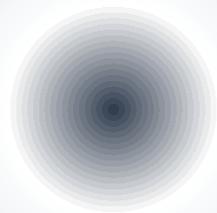
Who are the children that are
abused?

When – remember – children can
be abused at any age

What

- *“Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.”*
- *“The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).”*
- *“Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.”*

Where?



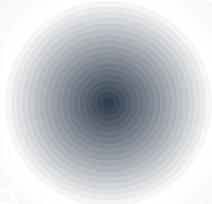
Myth - 'Children need to tell us if they are being abused – we can't do anything until they do'

- Children find it very difficult to tell people what is happening to them
- This may be especially difficult for children who are not verbal, do not speak English and have learning disabilities
- Some groups of children face additional barriers to telling (and being heard) due to race, gender, sexuality and cultural beliefs
- Adults need to be alert to wider signs and indicators, be curious and create opportunities for telling
- Remember to consider CSA as a reason for their presentation – if you don't consider it you will definitely miss it

A safe place...



The role of health in supporting children who have been sexually abused

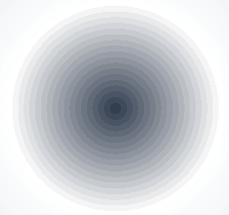
- Paediatric services
 - CAMHS services
 - Specialist CAMHS – e.g. Be Safe
 - SARC service
 - Primary Care
- Diverse group – all with their own sets of notes
 - They will not know what other agencies within health are doing
- 

Physical examinations and aftercare

- Often (coming from a place of caring) people think that examinations are traumatic and should be done if likely to be evidential
- Research does not support this
- Aftercare should consider psychological AND physical health
- The CSA pathway highlights this importance and provides guidance for all practitioners
- Examinations when offered by the right people are trauma informed and allow bodily autonomy and choice after a situation when that was removed

The role of the medical is not to confirm or refute that abuse has occurred

- Key point – a normal anogenital examination is entirely consistent with an allegation of penetrative abuse.
- Therefore the medical will not tell us whether or not the child has been abused
- Injuries and healed injuries are seen and may support the context of the allegation

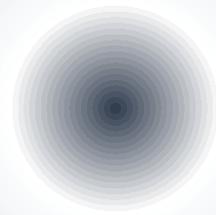


Considering those who have harmed sexually



Who?

- Children, young people and adults from all walks of life – ethnicity is not a predictor
- Most are males but females also harm sexually
- One-fifth to one-third of all child sexual abuse in the UK involves other children and adolescents as the child who has harmed
- Most contact offences are by those known to the child/young person
- Sibling sexual abuse is thought to be the most common form of intrafamilial child sexual abuse



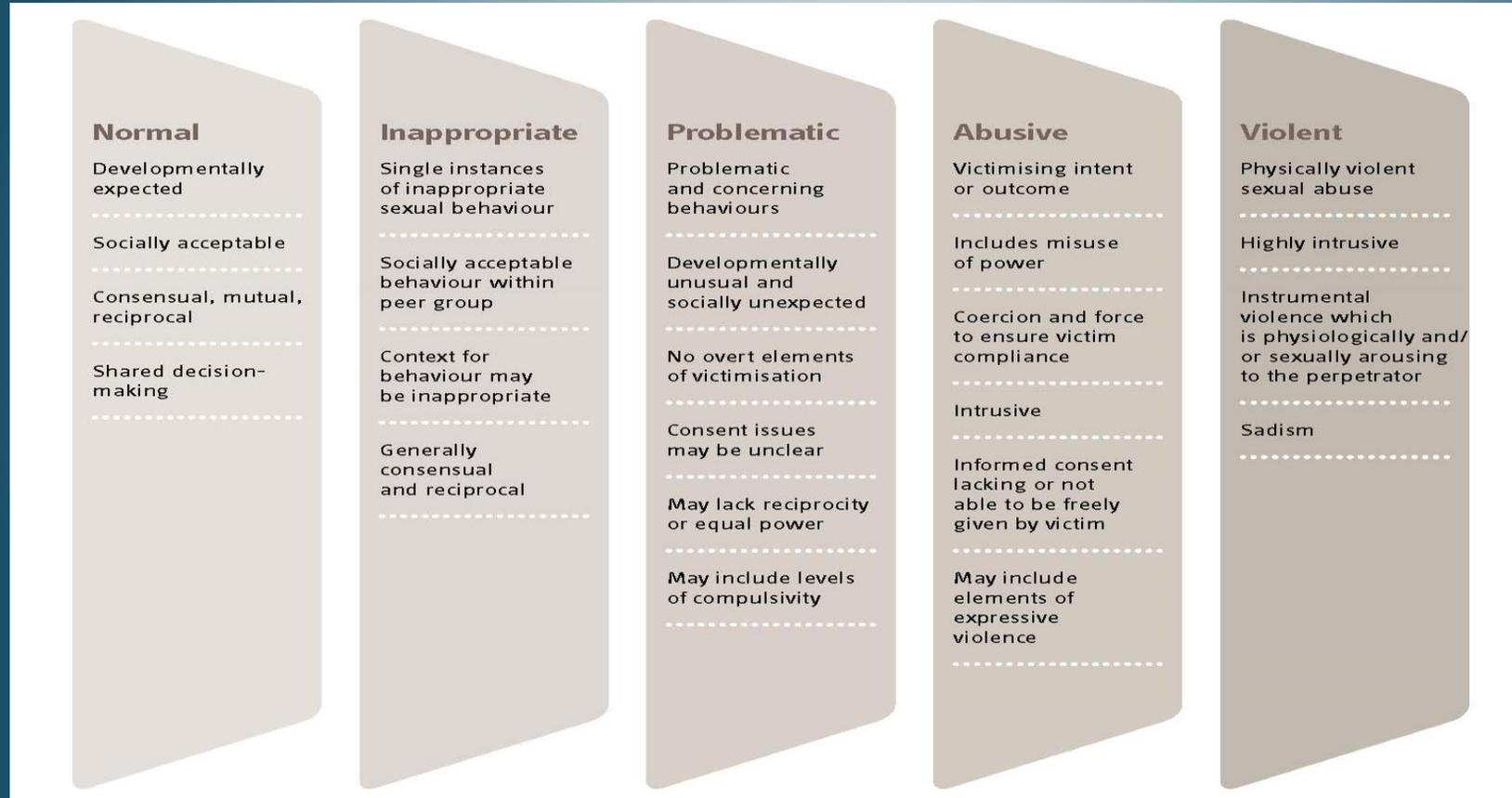
**Children and Young People who have engaged in
problematic/harmful sexual behaviour**

What Is Meant by Harmful Sexual Behaviour ?

When **children and young people** (under 18) engage in sexual discussions or activities that are **inappropriate for their age** or stage of development, often with other individuals who they have **power over** by virtue of age, emotional maturity, gender, physical strength, or intellect and where the victim in this relationship has suffered a **betrayal of trust**. These activities can range from using sexually explicit words and phrases to full penetrative sex with other children or adults.

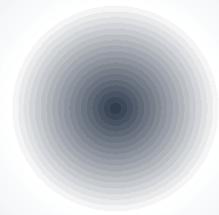
(Adaptation of definition used by the NSPCC and NICE (Calder, 1999, 2002) from Barnardos, 2016, " Now I know it was wrong")

A continuum of behaviour (Hackett, 2010)



Children and Young People

- The pathways into harmful sexual behaviour are various
- Many have experienced abuse and trauma
- Important to consider the context and setting, nature of relationships, relationship dynamics, type of harmful sexual behaviour
- Majority of young people do not go on to sexually abuse in adulthood



Child Sexual Abuse by Adults

Prevention, Assessment, Interventions

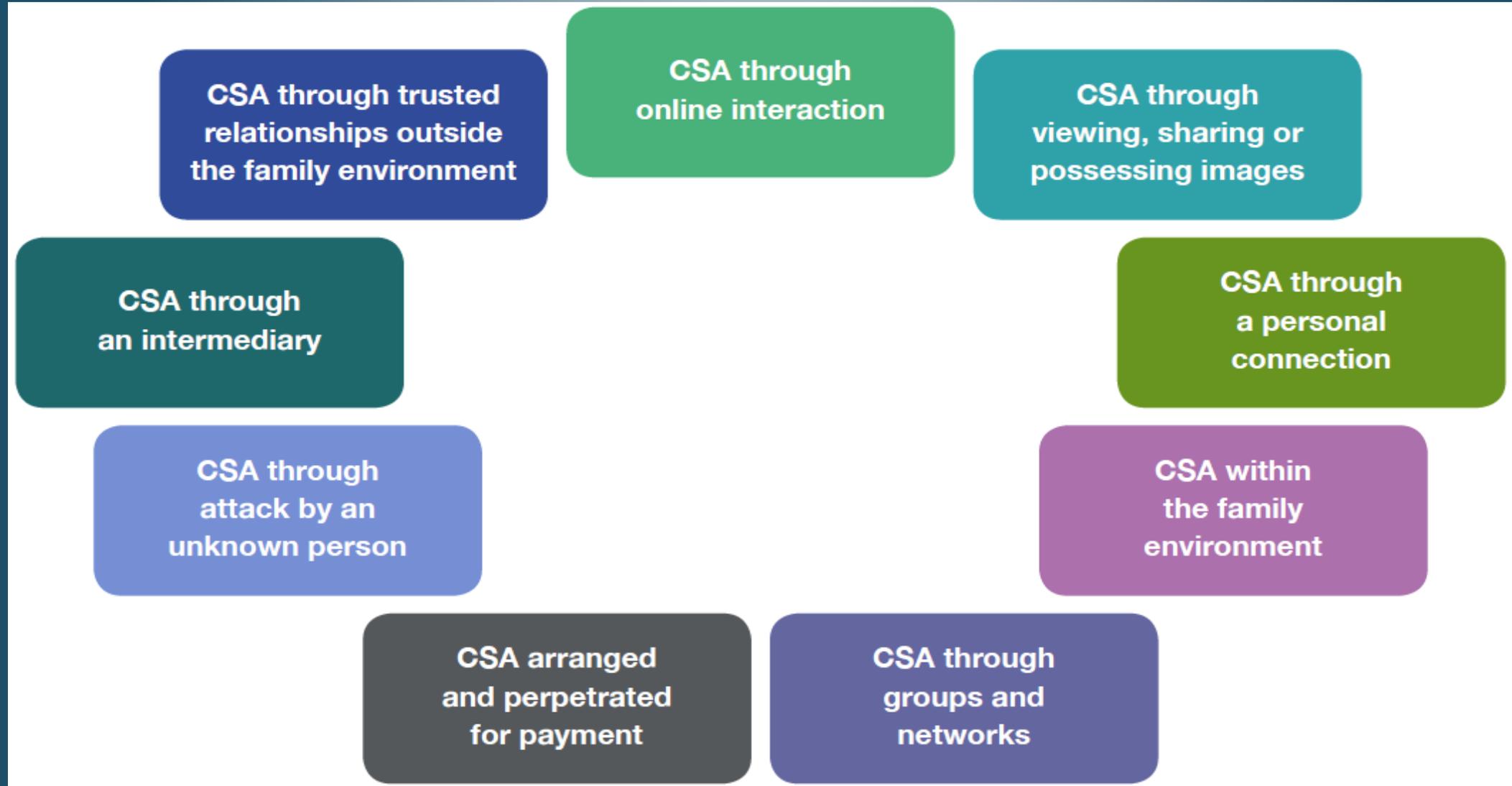
- Importance of holistic **assessment**.
- **Intervention** based within safety planning/risk management which is collaborative, multi-agency and systemic and considers risks, needs as well as strengths. Includes work with child/parents as well as parents/carers.
- Need for **preventative** approaches and considering CSA as a public health issue.

CSA by Adults

- Not all adults who engage in sexual offending are the same.
- Various pathways.
- Consider childhood histories of abuse and trauma but most with this experience do not go onto abuse.
- Consider the **patterns and contexts** in which offending takes place
- Important to consider the **nature of abuse, and dynamics** involved in different types of abuse in developing responses.
- Concerns have been raised that the use of the term 'paedophilia' can confuse understandings of CSA.

Child Sexual Abuse Typology diagram

(CSA Centre & Middlesex University, 2020)

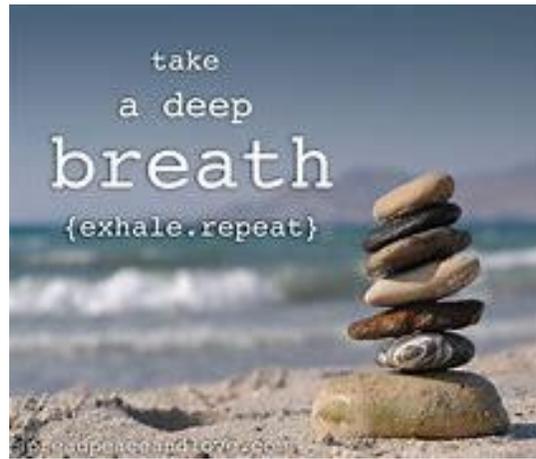


Interventions (CSA Centre, 2020)

- Evidence of effectiveness of programmes is lacking although some support for strength-based approaches in the UK.
- Low re-conviction rates.
- Family and Community support is an important factor in desistance
- Prevention efforts are hampered by the erroneous belief that perpetrators of CSA are 'sick' or noticeably different to the rest of the population, as risk in apparently 'normal' individuals may be overlooked as a result.
- Support for primary prevention.

Impact and the future

- The impact on an individual child (and siblings and family) following CSA is different for every child just as every child is different
- We know that recovery from sexual abuse is possible, and many young people will go on to lead a happy and fulfilling life.
- Feeling heard, being seen as a person and feeling hopeful are messages that matter to children after CSA according to research
- The response of children's families, peers and agencies around them is key – good support from the outset, trusted adults and being believed are good predictors of a good outcome for children
- A continuum of responses is needed from primary to secondary to tertiary is required that addresses the needs of those harmed as well as those who have harmed.



LIVED EXPERIENCE: BRISTOL VOICE



BRISTOL VOICE: MITCIV A MI

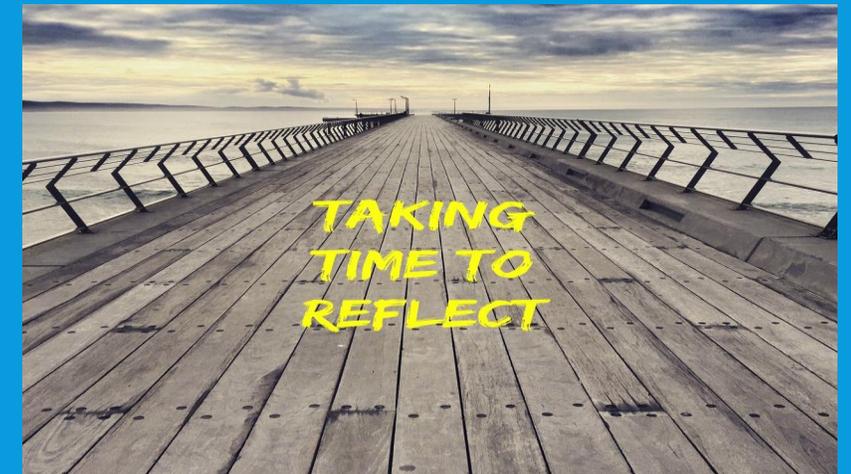
Mitciv A Mi looks at how we think and talk about CSA.
How the language we use, the frameworks we have
and the experience of trauma means our
stories are simultaneously revealed and obscured,
fragmented and connected.

**BREAK TIME
– 10
MINUTES**



PRACTICE REFLECTION

**How can the
pathway support
your current
practice?**



SUPPORTING CHILDREN: GOOD PRACTICE FROM EDUCATION



**Colin Clements-
BBA**



- 1350
- 19 DSL
- 9 Adv.

- **Identifying students**
- **Responding to concerns**
- **Victim based**



 Bristol_Brunel_Academy

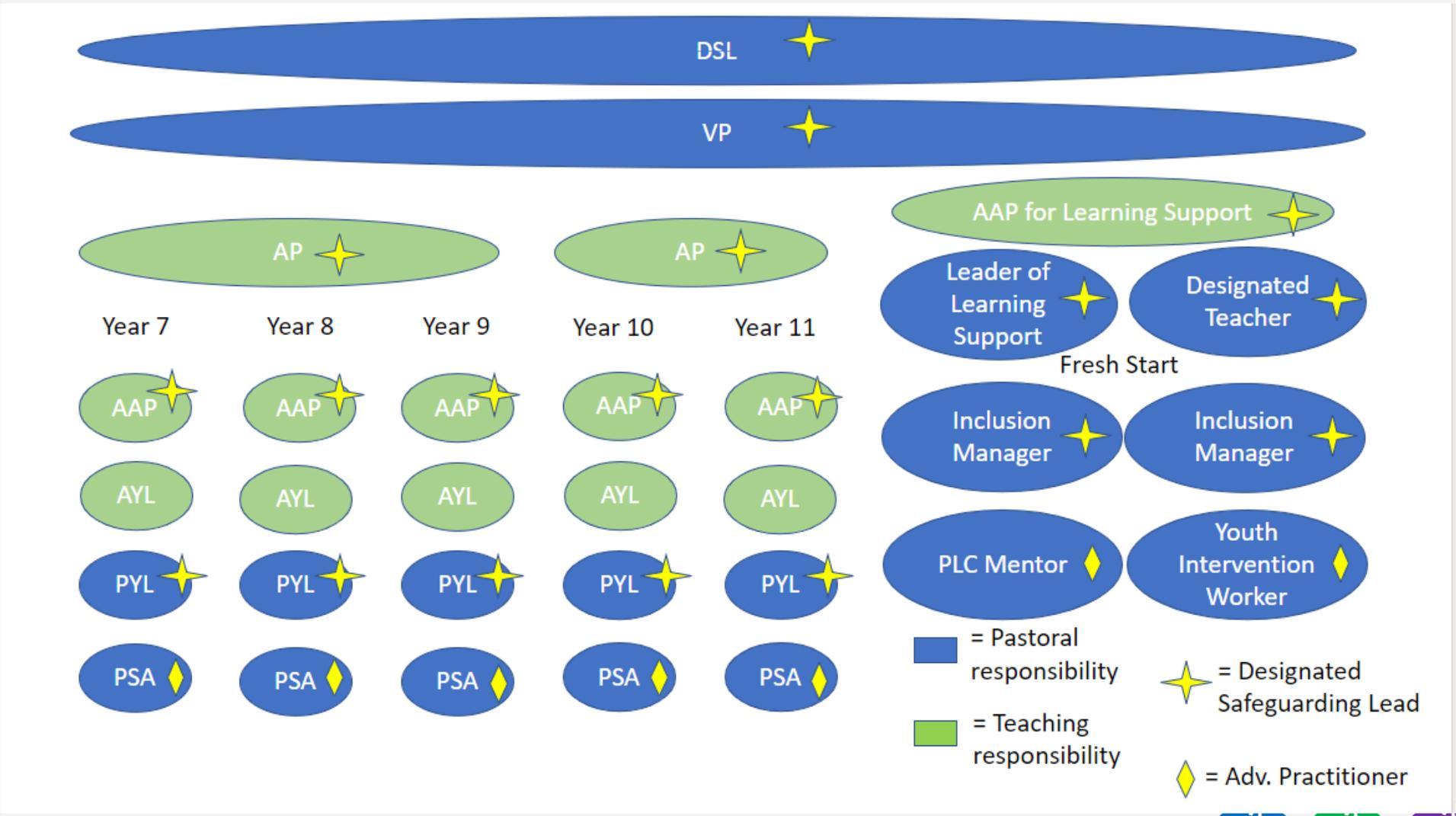
 BristolBrunelAcademy

 @BristolBrunel



We all make exceptional things happen everyday

Academically | Professionally | Socially | Personally | Within the Community



We all make exceptional things happen everyday

Academically | Professionally | Socially | Personally | Within the Community



Identifying students

How do we identify those harmed?

- Local business
- Friend
- Parent
- Following a classroom discussion on consent
- Behaviour change
- Anonymous disclosure



We all make exceptional things happen everyday

Academically | Professionally | Socially | Personally | Within the Community



Responding

Contextual

- Who can hold information? / advise? / support?

Who needs support? Now? Later?

- Reactive PSHE curriculum

Following an incident or a trend

- Staff training. Adapting practice
- Multi-agency learning



We all make exceptional things happen everyday

Academically | Professionally | Socially | Personally | Within the Community



Victim focused

- Empowerment and agency
- Victim should not have to change their behaviour as a result of being harmed (**i.e. they don't move lesson**)
- Positive relationships allow supportive conversations *Meet them where they're at, not where you think they should be*
- Language with families and young people is key

~~“Risk Assess your child back into the building”~~
“Safety Plan to protect them from allegations”



TALKING TO CHILDREN AND FAMILIES

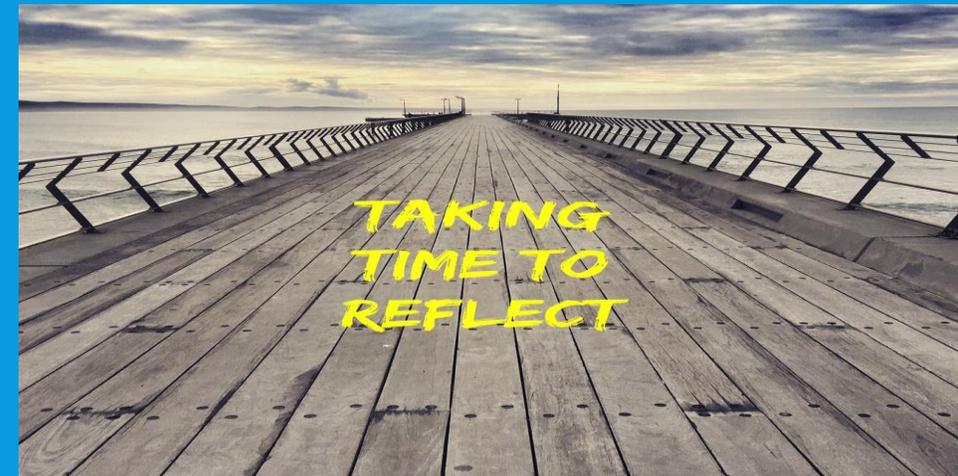


PRE-RECORDING FROM AVON AND SOMERSET POLICE



IMPLEMENTATION

Barriers and solutions
to implementing the
pathway in your
practice?



FEEDBACK USING SLIDO



Question 1: How can the pathway support my current practice?

Question 2: What are the suggested solutions to barriers I may face?

Question 3: Any other questions about the pathway?

The Slido logo, which consists of the word 'slido' in a lowercase, rounded, green font.

Slido - Audience Interaction Made Easy

Join room as a participant using code # 4802620 or scan QR code



INTERACTIVE PATHWAY QUIZ USING SLIDO

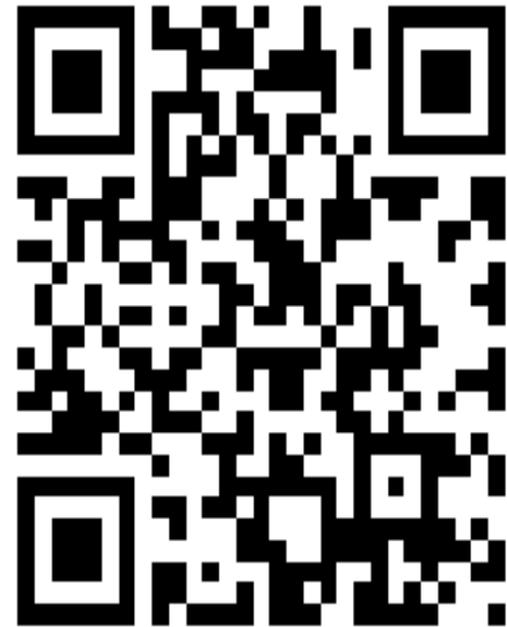
slido

Slido - Audience Interaction Made
Easy

Join room as a participant using
code

2818800 or scan QR code

6 questions in the quiz with a leader board
for those that may be competitive



CLOSING OF THE EVENT



KEEP
CALM

its the end of the

SESSION



THANK YOU
FOR YOUR TIME

