

Sexual Abuse - a strategy to identify and address unmet need

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The NSPCC

- **Founded in 1884**
- **Biggest child protection/safeguarding charity in the UK**
- **Service delivery, helplines, training and consultancy, research, influencing**
- **Authorised status**



NSPCC 
Cruelty to children must stop. FULL STOP.

The NSPCC



- HQ in London
- Biggest child protection library in the UK
- Service Centres across the UK
- National Training and Consultancy Centre in Leicester

Strategy and Development

Seven key themes:

Sexual Abuse

Physical abuse in high risk families

Abuse of under 1s

Neglect

Abuse of BME children

Abuse of disabled children

Abuse of LAC

Our vision is to end cruelty to children in the UK

Key differences from the previous strategy:

1. No timescale: long term
2. All UK
3. Learning and amplification of learning joins us together
4. Learning from the few/amplifying this learning to the many
5. We will seek to work with a range of stakeholders purposefully, and with a common cause

Learning

Key to achieving our purpose

Not an end in itself

Not an academic exercise

Must be what we and other people want to know

Wheel helps us to be deliberate and transparent

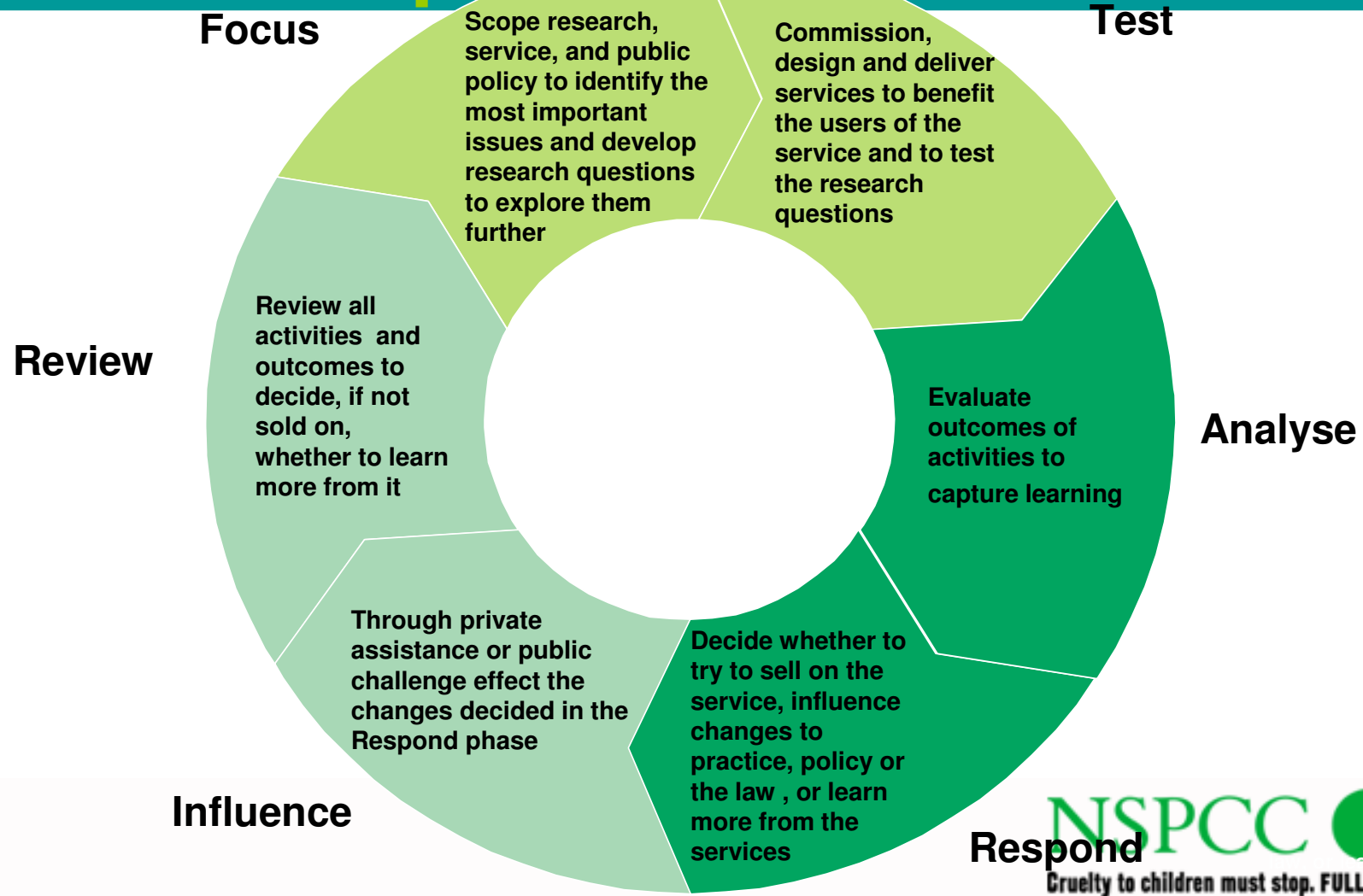
Can make sharing easier

Can make integrated influence planning easier

Key Questions

1. What do we most need to learn?
2. What (services) can most enable this learning?
3. What problems (of practice and service) most need to be solved?
4. How do we capture and amplify learning?

The operating model



FOCUS

- **Scoping**
- **Thinking intelligently about outcomes from the beginning**
- **The language of asking research questions**
- **Asking questions of services and activities**
- **Asking more fundamental questions**

TEST

- **Real research through real services**
- **Knowledge of interventions**
- **Designing the research study**
- **The language of services**
- **Designing the service**
- **Service management and delivery**
- **Compliance with the commission**

ANALYSE

- **Evaluating the service and the learning from it**
- **Knowledge transfer**

RESPOND

- **Analyse for immediate review/stock take**
- **Weighing up all the available data**

INFLUENCE

- **Privately assisting**
- **Publicly challenging**

REVIEW

- **Decision making about continued provision, exit or transfer from activities**

NEXT LEVEL REVIEW

- **Find a process for undertaking this review phase across types of services and across themes**
- **Put ourselves in a position to review the usefulness of the operating model itself, and on the processes we have put in place to work it**

Key Principles upon which Service Development should be based

- **informed by and consistent with the organisational strategy and its four key principles: Focus, Prioritise, Learning and Leverage**
- **child and young person focussed**
- **informed by the views and experiences of staff, in particular practitioners and first and second line managers**

Key Principles upon which Service Development should be based

outcome focussed and contain SMARTS objectives

- services that are innovative, distinctive, inclusive and effective using the focus, test, analyse, respond, influence and review cycle

consistent with the other theme strategies
informed by an analysis of the external
environment

Key Principles upon which Service Development should be based

- **outward facing**
- **consistently communicated**
- **implemented using a project management approach**

Context and the external environment

- Significant growth in understanding and research evidence in the last two decades
- Policy practice and service delivery has been relatively unstrategic and issue led
- Development has been uneven
- Still much we don't know about prevalence, impact and efficacy of intervention

Context and the external environment

- Does prevention work?
- Level of public and governmental understanding – polarity and inconsistency of opinion
- We have been working within a relatively policy, legislation and initiative rich period
- Devolution
- The recession
- Communications revolution
- The voice of the child

Sexual Abuse – a definition

Child sexual abuse ‘involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non penetrative acts. They may also include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways’^[1]

^[1] Dept of Health, Working Together to Safeguard Children 2006

Child Sexual Abuse

- **Has many and varied impacts**
- **Is usually perpetrated by someone known to the victim**
- **Usually occurs in secrecy**
- **Is usually perpetrated by men**
- **However, 132% increase in reports of CSA by females in the last five years¹**

1. NSPCC Child Protection Helpline

Child Sexual Abuse

- **estimated 150 million girls and 73 million boys under 18 worldwide have experienced forced sexual intercourse or other forms of sexual violence involving physical contact.**^[1]

^[1] Pinheiro, (2006) *World report on violence Against Children* Geneva : United Nations, p. 12

Child Sexual Abuse

- **NSPCC maltreatment survey (2000) found 16% of young people reported experiences of childhood sexual abuse.**
- **If this 16% figure is applied to the current population UK population an estimated 2 million young people may have experienced sexual abuse.**

Child Sexual Abuse

- **The NSPCC's child maltreatment study found nearly three-quarters (72%) of sexually abused children did not tell anyone about the abuse at the time**
- **27% told someone later**
- **Almost one third (31%) still had not told anyone about their experience(s) by early adulthood.**

Child Sexual Abuse

- **10 years on this highly influential child maltreatment prevalence study has been repeated**
- **This will provide valuable contemporary data.**

Other key statistics

- **An estimated 110,000 people have been convicted of sexual offences against children in England and Wales**
- **70% of perpetrators of child sexual abuse had between 1 and 9 victims. However, the number of victims of sexual abuse per perpetrator is occasionally very high, with reports of up to 450 children per perpetrator in some cases.**

Other key statistics

- **Between 1980 and 2001 almost 70,000 crimes were reported involving gross indecency with a child and unlawful sexual intercourse with a female child.**
- **However, there is a concern that many instances of sexual abuse go unreported, with some estimates putting this as high as 95%.**

Other key statistics

- **More than one third (36%) of all rapes recorded by the police are committed against children under 16 years of age.**
- **60-70% of sex offenders against children target girls only, about 20-33% boys only, and about 10% children of either sex.**
- **The majority of perpetrators sexually assault children known to them, with about 80% of offences taking place in the home of either the offender or the victim'.**

Other key statistics

- **Latest available research indicates that the vast majority of sex offenders against children typically act alone.**
- **Organised abuse represents a very small proportion indeed of all sexual abuse of children**
- **A history of sexual abuse as a child is neither necessary nor sufficient to lead to adult sexual offending**
- **A longitudinal study of 224 adult male victims of child sexual abuse found that 12% (26) subsequently sexually abused children themselves, whether as a child, an adolescent and/or as an adult.**

Finkelhor's Four Preconditions

In order for abuse to occur an abuser must

- **Have/create the opportunity**
- **Overcome internal inhibitions**
- **Overcome external inhibitions**
- **Overcome the victims resistance** ¹

1. Finkelhor, D (1984) *Child Sexual Abuse: New Theory and Research*. New York: Free Press

Traumagenic dynamics

- **Traumatic Sexualisation**
- **Betrayal**
- **Stigmatisation**
- **Powerlessness**

Finkelhor, D (1986) *a Sourcebook on Child Sexual Abuse*. Newbury Park: Sage

Sexual abuse - The rationale for our work in this area

- **Impact**
- **The challenge**
- **Moral**
- **Recuperative**
- **Preventative**
- **Economic**
- **Research and service delivery gaps**

Early research and service development

To what extent does a guided manualised CBT approach to post assessment intervention with children and young people with SHB lead to better outcomes?

Early research and service development

**What is effective in therapeutic
interventions with children and
young people who have been
sexually abused?**

Child Sexual Abuse – The need for a comprehensive and joined up prevention strategy

What would that look like?

Towards a Comprehensive Prevention Strategy 1

	Primary Prevention	Secondary Prevention	Tertiary Prevention
Offenders	<p>General deterrence</p> <p>Developmental prevention</p>	<p>Confidential helplines</p> <p>Counselling for at risk individuals</p> <p>Developmental prevention</p>	<p>Early detection</p> <p>Specific deterrence</p> <p>Selective incapacitation</p> <p>Offender Treatment</p>
Victims	<p>Personal Safety Programmes</p> <p>Resilience building</p>	<p>Counselling and support for at risk children</p>	<p>Early detection</p> <p>Harm minimisation</p> <p>Preventing repeat victimisation</p>

Towards a Comprehensive Prevention Strategy ¹

	Primary Prevention	Secondary Prevention	Tertiary Prevention
Situations	<p>Extended guardianship</p> <p>Situational Prevention in institutional and public settings</p>	<p>Situational interventions in at risk places and organisations</p>	<p>Safety plans</p> <p>Relapse Prevention</p> <p>Situational interventions with organisations where child sexual abuse has occurred</p>
Communities	<p>Public education</p> <p>Community services</p> <p>Community Capacity building</p>	<p>Support for at risk families</p> <p>Interventions with at risk communities</p>	<p>Interventions with high prevalence communities</p>

Smallbone, S; Marshall, M; (2008) *Preventing Child Sexual Abuse: Evidence Policy and Practice*. Willan, Devon



Small Groups

- 1. What are the key service delivery gaps in the area of sexual abuse?**
- 2. What do we most need to learn about in relation to sexual abuse?**

Spokesperson to feedback please

Where from here?

- **Key research and service delivery gaps**
- **Partnership is essential**
- **Leverage is critical**
- **A public health approach to sexual abuse prevention**
- **Pre and post qualification training, awareness raising and enhanced understanding**

Where from here?

What can I do

- **In my workplace?**
- **With my training department?**
- **On my learning needs analysis?**
- **With colleagues in other agencies?**
- **At my college?**
- **At my LSCB/Children's Trust Board?**

Thank you

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