**This learning pack is designed to support colleagues training on using practical tools to support a professional response to child sexual abuse. The session should take approximately 90minutes.**

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| **Timing** | **Activity** | **Resource** |
| 5 mins | **SLIDE 2: Self care**  Sitting through upsetting training sessions can be challenging, but there are strategies to help you cope:  Prepare mentally: Remind yourself why you’re taking part in this session and the importance of the topic.  Focus on the purpose: Concentrate on the sessions purpose – helping prevent child sexual abuse.  Take breaks: If you need to, step out briefly during training .  Self-compassion: Be kind to yourself and understand that it’s normal to feel upset when learning about such sensitive topics.  Seek support: Talk to your fellow participants, a trusted friend or colleague about your feelings and experiences during the training.  Grounding techniques: Practice deep breathing or focussing on your surroundings to calm your nerves and ground yourself during emotionally charged content.  Remember, it’s essential to prioritise self-care when dealing with difficult subjects to maintain your mental and emotional well-being.  **Be aware that there are staff who may find this training particularly difficult or triggering. Remind them that there are organisations to speak to someone such as the** [**Samaritans**](https://www.samaritans.org/how-we-can-help/contact-samaritan/) **(add any that might also be available in your area / agency)** |  |
| 5 mins | **SLIDE 3:**  Short animation from the NSPCC exploring simple steps we can all take to make children safer. | [Video](https://www.youtube.com/watch?v=UbtSJCw_lqw) |
| 5mins | **SLIDE 4: Introductory Group Exercise**  Types of Child Sexual Abuse (CSA) Group exercise. Depending on group size, in partners / small groups ask members to   1. Define what the term ‘child sexual abuse’ includes and 2. generate a list of types of Child Sexual Abuse 3. Generate a list of examples of Child Sexual Abuse   Session leader to collate these, taking examples from each group. | Flipchart / paper / pens |
| 5mins | **SLIDE 5: What is Child Sexual Abuse?**  Draw colleagues to the definition of child sexual abuse, as defined in Working Together to Safeguard Children  At the bottom of this slide, click on the link to the HIPS Child Sexual Abuse toolkit, which directs you to the ‘What is CSA’ page. This also defines other key terms such as who the terms victim, perpetrator refer to; what is meant by recent and non-recent child sexual abuse; what is child sexual exploitation and grooming; and understanding consent. |  |
| 5mins | **SLIDE 6: Typology of Child Sexual Abuse**  The typology of child sexual abuse (CSA) offending seeks to define different types of abuse by focusing on the context in which abuse is committed. This means describing contextual factors around different types of offending by considering four key factors:   * Connection between the perpetrator(s) and victim. * Process involved in accessing/maintaining access to the victim. * Nature of the abuse. * Where/how the abuse took place.   See power point slide for the 9 typologies of child sexual abuse offending and link to the HIPS toolkit for an example description of each type, many with a short cases study underneath it. | Internet for toolkit link |
| 5mins | **SLIDES 7: Signs an indicators of abuse**  Although children find it very difficult to tell us about the harm they are experiencing they are experiencing, they may show other emotional, behavioural and physical signs of their abuse.  It is vital that professionals have the knowledge, skills and confidence to recognise when children might be showing them that something is wrong, as well as the potential indicators of sexually abusive behaviour in those who may be abusing them.  **TASK: As a group, ask colleagues to generate a list of signs / indicators of child sexual abuse that that a child might have / display – encourage colleagues to consider this from both physical and behavioural signs / indicators** |  |
| 5 mins | **SLIDE 8: Signs and indicators: a template**  There are some factors within the family or environment which can increase opportunities for abuse to occur, understanding what these are will enable us to reduce risks when we are concerned.  **TASK: As a group, generate a list of signs / indicators of Child Sexual Abuse factors within the family and environment**  The Centre of Expertise on Child Sexual Abuse has a Signs and Indicators Template to helps professionals to gather the wider signs and indicators of sexual abuse and build a picture of their concerns. What is the Centre of Expertise on Child Sexual Abuse signs and indicators template? Watch short [video](https://youtu.be/Ox7PiWaqbnc) | [video](https://youtu.be/Ox7PiWaqbnc) for using the signs and indicators of CSA template |
|  | **SLIDE 9: Signs and indicators: a template**   * Research indicates that just one in three children who had been sexually abused by an adult told anyone. For those abused by another child this was even less, with five out of six not speaking to anyone. * There are many barriers to children sharing their experiences of sexual abuse. We know from research and data that it simply isn’t likely that a child will feel able to tell professionals directly what is happening or sometimes recognise that what is happening to them is abuse.   Using the Signs and Indicators Template professionals are able to note what they have observed directly into the template, using practical evidence-based guidance. The template is designed to provide a common language amongst professionals to discuss, record and share concerns that a child is being, or has been sexually abused. |  |
| 20mins | **SLIDE 10: CASE STUDY**  **Case Study exercise** – Printed and shared with colleagues  Allow colleagues 10minutes to read and familiarise themselves with the case study. Please be mindful that case studies may upset colleagues and make time allowance for them to process the information.  In partners / small groups, provide colleagues with either a copy of the signs and indicators template or share the link with them. It can be accessed via the link in the resources column or via the Hampshire or Isle of Wight safeguarding children partnerships websites - child sexual abuse toolkit section. View the ‘Identification, Reporting and Assessment’ tab on the toolkit (look at the Identification Template – Signs and Indicators).  Discussion for colleagues: Which indicators can they observe in the case study? How might the identification template help in this case? Ask colleagues to complete the Signs and Indicators template using the case study example. Don’t tell colleagues at first, but there are boxes that they will be unable to complete as there is no evidence of this in the case study. Use this in the reflection after the exercise to draw out the importance of multi-agency working and different agencies holding different pieces of the puzzle.  Draw colleagues back together and ask one person from each group to read out the case study and go through their responses on the signs and indicators template. Other groups that used the case study can add anything else that their group also added. | Case Study  [Centre of expertise on child sexual abuse Signs and Indicators: A template for identifying and recording concerns of child sexual abuse](https://www.csacentre.org.uk/research-resources/practice-resources/signs-and-indicators/) |
| 5 mins | **SLIDE 11: REFLECTION**  Discussion: How might colleagues use the identification toolkit in their setting?  How might this template be used to promote a multi-agency response to CSA? |  |
| 5-10mins | **SLIDE 12: REFERRALS**  Your local safeguarding children partnership has a guidance document or threshold chart to support professionals in completing a referral. Depending on which HIPS area you are in there is a link to the local threshold chart. \**You may wish to delete the others from the slide but this learning pack is provided for HIPS wide audience*  Consider the case study – how might this document support a professional when they are making a MASH referral for this case? | Threshold Charts:  [Hampshire and IOW](https://www.hampshirescp.org.uk/wp-content/uploads/2023/10/2023-08-HIOW-Thresholds-Chart-Review-Document-FINAL.pdf)  [Portsmouth](https://www.portsmouthscp.org.uk/wp-content/uploads/2022/10/PSCP-Threshold-Document-v7-October-2022.pdf)  [Southampton](https://southamptonscp.org.uk/wp-content/uploads/2022/04/Southampton-Pathways-Document-1.pdf) |
| 15mins | **SLIDE 13: MEDICAL ASSESSMENTS IN SUSPECTED CHILD SEXUAL ABUSE**  This [video](https://www.youtube.com/watch?v=_RRq5L1YLRM) has been designed by the Designated Doctor (Hampshire and Isle of Wight Integrated Care Board) to support professionals to understand the role and importance of Medical Assessments in Suspected Child Sexual Abuse.  Key Points:   * Holistic benefits of CSA medical examination – it is NOT just a forensic gathering opportunity. * Understanding of who can request a medical assessment. | [Video link](https://www.youtube.com/watch?v=_RRq5L1YLRM) |
| 10 mins | **SLIDE 14: PREVENTION AND RESOURCES**  Ask colleagues to reflect and discuss: What can we do in our setting to keep children safe from Child Sexual Abuse?  How can our agency / setting support multi-agency work to keep children safe from Child Sexual Abuse?  On the HIPS Child Sexual Abuse Toolkit, there is a resources section with a wide range of resources to support a multi-agency response to child sexual abuse | [HIPS Child Sexual Abuse Toolkit link](https://www.hampshirescp.org.uk/professionals/toolkits/child-sexual-abuse/csa-workforce-development/) |
| 1min | [**NSPCC “Say Something”**](https://youtu.be/VrAwP79Dmn8) **video** |  |