

A mixed methods inquiry into the experiences of Designated Safeguarding
Leads working with young people at risk of Child Sexual Exploitation

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For A, P, and Y who are the reason for this research.

Abstract

This study attempts to explore the experiences of Designated Safeguarding Leads (DSLs) in secondary schools in England working with young people at risk of Child Sexual Exploitation (CSE) and identify what facilitating factors and barriers they believe they face in their role.

The study followed a two phase mixed methods exploratory sequential model based on a critical realist epistemology. In Phase 1 qualitative data was gathered from individual and paired interviews, conducted using a focus group process and script in the researcher's local authority. The data was analysed using Inductive Content Analysis and initial categories identified for facilitating factors and barriers. These initial categories were then used to develop a questionnaire.

For Phase 2 the questionnaire was sent out via Local Safeguarding Children Boards (LSCBs) in England to DSL in secondary schools. The questionnaire involved both open and closed questions.

The quantitative data from the questionnaire was analysed using descriptive statistics and Multinomial Logistic Regressions and the qualitative data was analysed using Content Analysis to assess the validity and transferability of the categories identified in Phase 1.

The data analysis from Phase 1 and Phase 2 were interpreted together to explore the experiences of DSLs in England and identify the facilitating factors and barriers in their role.

A Systems-psychodynamics lens was used to consider the implications of the findings. These included the need for supervision and protected time for DSLs, evidence-based intervention programmes for young people at risk, improved sharing of information between agencies, shared training opportunities and an increased understanding of the roles and boundaries within the local safeguarding system. The development of guidelines should be considered.

A potential role for Educational Psychologists (EPs) to develop targeted interventions for young people (including those with Special Educational Needs [SEN]) and provide supervision for DSLs should be considered further.

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Chapter 1: Introduction

The role of the DSL was set out in the form of legislation for England in the Children Act, 2004 and has been clarified further for schools in England through statutory guidance “Keeping Children Safe in Education” (Department for Education, 2016). The guidance states that ‘The designated safeguarding lead should take responsibility for safeguarding and child protection’ (Department for Education, 2016, p. 59). The role is a demanding one with a large amount of responsibility including: managing referrals; working with other agencies and staff; training; raising awareness, managing child protection files and being available to all staff (Department for Education, 2016). A literature search using the term ‘designated safeguarding lead’ in January 2017 found little research into the role of DSL in contrast to other strategic roles in schools such as Special Educational Needs Co-ordinators (SENCo). Discussions with DSLs in my local authority and senior figures in the Department for Education (DFE) led me to consider that the voices of DSLs needed to be heard in order to ensure that safeguarding could be more effective.

In recent years the problem of CSE has become one of national significance with the House of Commons Home Affairs committee releasing a report in June 2013 stating that ‘a postcode lottery still exists and agencies are still failing to work effectively together’ (HC Home Affairs Committee, 2013, p. 62). The significance and political attention has grown following the prosecutions of several offenders in a number of northern cities, the raising of the issue in parliament by Ann Cryer, MP and the investigative journalism of the Times journalist, Andrew Norfolk in 2011 (Yorkshire Post, 2016; Martinson, 2014).

The cases of CSE in Rotherham were exceptional in both the failure of services to accept what was happening to children and the failure of services to protect children who were being subjected to horrific and ongoing sexual exploitation (Casey, 2015). Sadly, the high profile story of Rotherham was one which was replicated in other parts of England. The same failures were seen in each area with professionals failing to view children as victims of grooming, failing to support families whose children were engaged in risky behaviour, failing to protect vulnerable young people from that abuse and failing to arrest and prosecute perpetrators (Casey, 2015). Several Serious Case Reviews (SCRs) have identified ways of improving practice into working with children at risk or experiencing CSE but in many of the reviews discussion about the role of schools and provision of education were lacking (Sidebotham, et al., 2016). It felt timely given the government's bold statement that they have "delivered around 90% of our commitments and achieved a step change in the response to child sexual exploitation" to see whether this was being experienced by practitioners in secondary schools in England (HM Government, 2017, p. 3).

Schools have been identified as key to early support for children at risk of CSE and a protective factor in supporting those who experience CSE (HC Home Affairs Committee, 2013). Analysis of SCRs carried out between 2011 and 2014 has established that being in school can promote "good overall development and provide a buffer against adversities for the child both within and beyond the home" and absence from school increases the child's risk of harm (Sidebotham, et al., 2016, p. 14).

It therefore felt important to listen to the unheard experiences of DSLs and examine whether DSLs were experiencing this new supportive framework and were feeling confident to identify, refer and support children and young people they perceived to be at risk of or experiencing CSE. This research aims to look at the current context for DSLs and to try and understand their experiences and identify the facilitating factors and barriers in their work preventing, identifying and supporting children and young people at risk of CSE.

This introduction aims to explain the political context of Safeguarding in schools. Key terms such as Designated Safeguarding Lead (DSL) and Child Sexual Exploitation (CSE) will be defined and the roles outlined for DSLs and schools with regard to safeguarding children at risk of CSE will be considered.

1.1 The political context of safeguarding in schools.

Following the high profile cases of CSE in Rotherham between 1997-2013 and the publication of the Jay independent inquiry there has been a rapid change in definitions and legislation to protect children and young people (Jay, 2014). Agencies have been creative in their use of existing legislation such as taxi licensing and successfully lobbied for additional powers under the Anti-Social Behaviour and Crime and Policing Act 2014 to protect young people from CSE (Casey, 2015).

Since 2013 there have been two new editions of the statutory guidance for professionals on “Working Together to Safeguard Children” (Department for Education, 2013) (Department for Education, 2015), two editions of statutory guidance for schools (Department for Education, 2016), a public consultation on the definition of CSE (HM Government, 2016) and new advice for professionals on protecting children from CSE (Department for Education, 2017) (see Appendix A). The government believes these changes mean that they have delivered 90% of their commitments and “achieved a step change in the response to child sexual exploitation” (HM Government, 2017, p. 3).

“Working Together to Safeguard Children” set out the requirement for professionals to work together (HM Government, 2015). It is an important document for DSLs in secondary schools as it establishes their responsibilities which include initiating early help assessments, making referrals and following up their concerns “if they are dissatisfied with the local authority children’s social care response” (HM Government, 2015, p. 9). It also sets out the arrangements that should be in place to support DSLs including clear lines of accountability, a culture of listening to children and appropriate support and supervision arrangements for DSLs. The guidance sets out the responsibilities of the local authority including developing a local safeguarding children board (LSCB) and developing local safeguarding policy and procedures (HM Government, 2015). The guidance suggests that schools should be represented on the LSCB and systems should be in place to ensure that those representatives can ensure a flow of information between schools and the LSCB (HM Government, 2015). This guidance also lays out the procedures for

carrying out a SCR if a child has died or been seriously harmed (HM Government, 2015).

“Keeping Children Safe in Education” set out the statutory guidance for schools and outlines the role of the DSL and the support they should receive (Department for Education, 2016). The most recent non-statutory advice on CSE for practitioners came out in February 2017 (Department for Education, 2017). It outlines the usefulness and limitations of checklists or toolkits to identify risk factors as well as clarifying a number of complex areas such as recognising that perpetrators may also be victims (Department for Education, 2017). In addition, it sets out the need for a proactive rather than reactive approach but this new advice did not bring with it any further funding or support and in law it is only advice not legislation.

Alongside, this advice the government issued its progress report on tackling CSE (HM Government, 2017). With regard to supporting schools the report drew attention to the development of advice on *sexting*, targeted training, new technological capabilities to safeguard children, increased investment in Social Care and Child and Adolescent Mental Health Services (CAMHS). Interestingly, the report mentioned the role of the police, children’s social care and the criminal justice system in early intervention but did not refer to schools (HM Government, 2017). Furthermore, it states that the government have invested £2.2 million into a campaign to educate children in respectful and safe behaviour which has initially seen changes in attitude but, there is no evidence

yet about changed in behaviour (74% claimed they would be more confident in challenging abusive behaviour). The need for further research to develop an evidence base to increase understanding of CSE is noted but there is no extra funding for this (HM Government, 2017).

These legislative and systemic changes have taken place during a period of austerity in which many local authorities and schools have had to make difficult decisions to cut services and adopt short-term pragmatic solutions alongside trying to embed cultural changes to ways of working (Sidebotham, et al., 2016). The aim of this research is to explore whether this work has been prioritised during such a time so that the facilitating factors have been in place to protect and support children and young people at risk of experiencing CSE to be protected or whether the barriers remain and have potentially increased.

1.2 Role of DSL

In September 2016 the DFE updated the statutory guidance related to safeguarding in schools and colleges in England. The guidance refers to all schools including non-maintained independent schools, academies, free schools and colleges in England (Department for Education, 2016). The role of the DSL is to take on the responsibility for safeguarding and child protection within the school or college (Department for Education, 2016). According to the latest statutory guidance each school and college should appoint an appropriate senior member of staff, from the school or college leadership team, to the role of DSL (Department for Education, 2016). The guidance states that

the person should be given the “the time, funding, training, resources and support” in order to carry out their role supporting staff and liaising with other professionals (Department for Education, 2016, p. 59).

It is specified that DSLs should attend formal training at least every two years alongside annual updates (Department for Education, 2016). The form or content or regularity of these updates is not clear within the guidance.

With regard to time the statutory guidance states that the DSL or deputy should always be available for staff to discuss safeguarding concerns during the school or college opening hours but it is up to the school to define what “available” means (Department for Education, 2016). It is the school’s decision as to whether they appoint additional staff to be deputy DSLs (Department for Education, 2016). It is interesting that there is no clear time assigned to the role or recommendation based on pupil premium, school size or location (Department for Education, 2016).

The role involves substantial administrative responsibility including maintaining up to date child protection files to be kept separately from the main pupil file and ensuring it is transferred to other provision as necessary. The DSL is tasked with updating the school’s safeguarding policy annually and to ensure that all staff, families and children know and understand the school policies and referral procedures. The time taken to do this is not specified. The

administrative support that should be made available to those carrying out the role is also not specified.

DSLs are responsible for referrals to the Local Authority Children's Social Care and to the Police as required. The 2016 statutory guidance document clearly states that SCRs have shown failings in referring children for early signs of abuse, sharing information too slowly and a lack of challenge by professionals when necessary (Department for Education, 2016) .

The guidance for schools lacks clarity over supervision. The guidance states that DSLs should "act as a source of support, advice and expertise for staff" but there is little advice on who might provide the same for the DSL (Department for Education, 2016). Supervision is not specified for DSLs as it is for professionals in 'Working Together' guidance (Department for Education, 2016, p. 59). The new advice on CSE recommends that all practitioners working with children and young people at specialist or universal level should actively engage in supervision so that they can test out thinking and to help address the emotional impact of the work (Department for Education, 2017).

DSLs are also responsible for working with others within the local authority to safeguard children. 'Working Together' guidance places a responsibility on all professionals to share appropriate information in a timely manner and to participate in discussion as necessary if there is an investigation (Department

for Education, 2015). DSLs need to take up a role of collaboration and the statutory guidance highlights the need to attend strategy discussions and inter-agency meetings but the opportunities to build relationships and time to share concerns is not defined (Department for Education, 2016).

1.3 What is CSE?

The United Nations convention on the rights of the child states

Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

(a) The inducement or coercion of a child to engage in any unlawful sexual activity;

(b) The exploitative use of children in prostitution or other unlawful sexual practices;

(c) The exploitative use of children in pornographic performances and materials. (Article 34) (United Nations, 1990).

Information for the Joint Committee on Human Rights in 2010 stated that the Sexual Offence Act 2003 and Safeguarding Children and Young People from Sexual Exploitation 2009 are national legislation which underpin England's commitment to this international agreement to prevent CSE (HM Government, 2010).

In *Safeguarding Children and Young People from Sexual Exploitation* (Department for Education, 2009) the definition of CSE was set out as

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the Internet / mobile phones without immediate payment or gain. In all cases, those exploiting the child / young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social / economic and / or emotional vulnerability (Department for Education, 2009, p. 9).

In February 2016 the government began a consultation exercise to review and replace the definition of CSE to

Child sexual exploitation is a form of child abuse. It occurs where anyone under the age of 18 is persuaded, coerced or forced into sexual activity in exchange for, amongst other things, money, drugs/alcohol, gifts, affection or status. Consent is irrelevant, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and may occur online (HM Government, 2016).

The aim of the consultation was to produce a definition to prevent any lack of clarity.

On 16th February 2017 the Government published new non-statutory advice on CSE. It included a new definition

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology' (Department for Education, 2017).

The new guidance specifically clarifies that CSE is never the victim's fault and that victims of CSE may not even recognise that they are being exploited. The need for new definitions highlights some of the confusion around CSE.

1.4 Confusion over CSE

The legislation hides many different perceptions by professionals in this area. There has been a long history of children being sexually exploited but it is only recently that there has been a move away from the term child prostitution to child sexual exploitation (Pearce, 2009). The term *child prostitution* has still not been replaced in all government legislation (Office of the Children's Commissioner, 2015). Between 2010 and 2013 children under 18 were still being prosecuted for prostitution (Office of the Children's Commissioner, 2015). There is still confusion over whether the children and young people involved are innocent victims or choosing to engage in unacceptable behaviour (Pearce, 2009). The lack of clarity over underage sex has led to some arguing that it facilitates and perpetuates the sexual abuse of young people (Wells, 2017).

The age of consent is confusing for many professionals. It is an offence for anyone to have sex with a child under 16 but there is no intention to prosecute teenagers under the age of 16 who mutually consent to sex and are of a similar age (HM Government, 2003). Health professionals may provide contraceptive advice to young people under 16 as long as they consider that the young person is able to give consent (Brocklehurst, 2013). However, in order to get married or join the army parental permission is required up to the age of 18,

Children can't vote until 18 and the new school leaving age has been raised to 18 (Brocklehurst, 2013). Recent developments in neuroscience have seen calls for adolescence to be recognised as a stage of development up to the age of 25 (Wallis, 2014).

Serious case reviews have emphasised that the confusion over the age and nature of consent has resulted in barriers in protecting vulnerable young people. For example, a child of 16 was deemed to have the capacity to consent to sex and therefore was not protected from ongoing abuse (Sidebotham, et al., 2016). A number of cases referred to the young people being exploited as being 'streetwise' rather than recognising them as vulnerable young people being exploited by older men (Casey, 2015). It has been suggested that the nature of grooming allows the victim to feel that they are making choices through the slow process of isolation. Through the progression of gifts and attention the child is brainwashed into thinking they have no-one else they can trust or get help from (Casey, 2015). In the case of abuse in Rotherham it was noted that the lack of true consent was clear as the tactics of the abusers were ever more controlling (Casey, 2015). The lack of support and care that many victims experienced is exemplified here:

I thought that they (the men) cared about me. They (the professionals) go home at night to their families. I had no-one, I was in a kid's home (Sidebotham, et al., 2016, p. 129).

The term can be over applied and refer to what would be described as sexual abuse if it involved younger children (Hanson & Holmes, 2014). It is the nature of the relationship that indicates CSE and involves a form of “exchange” (Hanson & Holmes, 2014). It may be difficult for professionals to stay curious and gather sufficient evidence for a referral for CSE especially when the young persons may present with challenging behaviour which may be a barrier to receiving help and support (Sidebotham, et al., 2016).

1.5 Who is at risk from CSE?

Risk factors are those which have been identified as significant in young people likely to experience CSE. Research suggests that it is the cumulative effect of risk factors such as bereavement, family chaos, multiple changes to school that are more significant than just one off risks that make a person more vulnerable to abuse (Pearce, 2009).

Resilience is the capacity to manage and overcome adversity (Pearce, 2009). Factors include a secure sense of self, experience of overcoming difficulty and experiences of success (Pearce, 2009). Any assessment of risk should therefore consider the balance of risk and resilience factors.

Interventions targeting resilience could be potentially useful for preventing CSE and supporting young people out of CSE (Pearce, 2009)

1.5.1 Indicators of risk

The new non-statutory advice on CSE highlights that “any child, in any community” could be vulnerable to abuse (Department for Education, 2017, p. 5). The advice highlights that both genders and children from all ethnic groups are exploited. The advice does highlight some additional vulnerabilities but states that CSE can occur when none of these vulnerabilities is present. Examples of vulnerabilities identified are: experience of neglect; lack of stable home; experience of domestic violence; bereavement or loss; social isolation; having a physical or learning disability; experience of running away, being in care; or sexual identity (Department for Education, 2017). The Office of the Children’s Commissioner have stressed that loss through bereavement or living in gang affected neighbourhoods places a child at greater risk (Office of the Children's Commissioner, 2015). Research into five serious case reviews into CSE carried out between 2011 and 2014 showed that “the young people’s experiences of childhood were largely ones which seem not to have nurtured a sense of self-worth or self-efficacy” which resulted in risk-taking behaviour (Sidebotham, et al., 2016, p. 119). Risks seem to include earlier and current life experiences that may have resulted in maladaptive coping mechanisms such as disassociation from emotions, or difficulties in understanding the role of violence in relationship (Hanson & Holmes, 2014). Adolescent specific factors such as impulsivity, cultural narratives around sexual identity and a drive for independence make young people additionally vulnerable (Hanson & Holmes, 2014)

1.5.2 Going missing

A link has been identified between those who go missing and child sexual exploitation but research by Smeaton (2013) has shown that the majority of young people who experience running away do not experience CSE. Projects working with children and young people who have been sexually exploited report that between 25-57% of the people they work with have also experienced running away (Smeaton, 2013). In contrast, 11-12.5% of children who have experiences going missing report being sexually exploited (Smeaton, 2013).

1.5.3 Age

Government advice on child sexual exploitation states that children between 12-15 years of age are particularly vulnerable although victims can be as young as 8 and even those over 16 (Department for Education, 2017). Barnardo's report that the average age of their service users, has fallen from 15 to 13 (Barnardo's, 2011). The Child Exploitation and Online Protection (CEOP) centre found that 13 and 14 year olds represented the largest single victim group accounting for 35% of online reports of CSE (Child Exploitation and Online Protection Centre, 2013).

Research reflects that those in the older teenage years may not be identified as at risk of CSE and instead may be deemed to be choosing a lifestyle (Rees, et al., 2010). More research is needed to know whether 14-17 year olds are not being referred to services due to the current lack of services for this age group (Rees, et al., 2010).

1.5.4 Gender

A study into gang related sexual exploitation found that the vast majority of victims were female and that this was particularly pertinent to the role of women and girls within the patriarchal gang environment (Beckett, et al., 2013). The girls' roles and positions in the gang were all related to the familial or sexual relations with males in the gang and the discourse around women was often negative and victims blamed (Beckett, et al., 2013). Girls in gangs may also serve to groom and entice other young girls into being exploited (Swann, Thomas, & Vesely-Shore, 2015).

A study of police investigations into internal sex trafficking found that the offenders were almost exclusively male and the victims were all female, typically aged 12-17 (Brayley & Cockbain, 2014). CEOP found that 80% of the victims of online child sexual exploitation were female (Child Exploitation and Online Protection Centre, 2013). Research of 1065 children identified in a single day data catch in England in June 2011 found that 91.4% were female (Jago, et al., 2011).

Research by University College London has put forward the view that due to the dominant narrative of women as victims, the sexual exploitation of boys may have been overlooked (Barnardo's, 2014). The study of those referred to Barnardo's services (9,042 user records) found that 33% of service users were

male (Barnardo's, 2011). Researchers have wondered if the nature of the abuse and the shame boys may feel may prevent them from coming forward (Fox, 2016). It appears that the risk of sexual exploitation is not dependent on gender but more research is needed into the vulnerabilities of each group.

1.5.5 Ethnicity

The independent inquiry into the sexual exploitation in Rotherham found that the majority of the victims were white females and the perpetrators to be men of Asian descent (Jay, 2014). Government advice on Child sexual exploitation makes it clear that not all victims are white females (Department for Education, 2017). Research into those identified at risk on one day in June 2011 found that the ethnicity of children at risk of CSE was reflective of the 0-18 population of England (Jago, et al., 2011).

A study into a project working with young women from a Bangladeshi tradition who had been sexually exploited showed they shared many common markers of vulnerability such as family conflict and social and economic disadvantage but not others such as being in care (Ward & Patel, 2006). The authors argue that those from ethnic minorities are not immune to sexual exploitation and that social care frameworks need to be responsive to those from different cultural backgrounds and communities (Ward & Patel, 2006). Over 50% of the young women identified in Operation Raptor in Croydon were from Black British, Black African and Black Caribbean cultures (Swann, Thomas, & Vesely-Shore, 2015). The authors of this report also questioned whether CSE services were

respondent to the issues of minority groups and the role and influence of dual or multiple heritage (Swann, Thomas, & Vesely-Shore, 2015). The Muslim Women Network UK have raised the potential greater risk for young people within minority communities who may have had less access to education around consent and fear of dishonour may make them more vulnerable to grooming and find accessing services difficult (Muslim Women's Network UK, 2013)

It is clear that ethnicity is not a risk factor on its own and that agencies should be vigilant to sexual exploitation for children of all ethnic and cultural backgrounds.

1.5.6 Special Educational Need

10% of those identified at risk of CSE in June 2011 had a physical or learning difficulty (Jago, et al., 2011). Work by health professionals in Stoke on Trent has alluded to the vulnerability of young people with conditions such as Down's Syndrome and Autism Spectrum (Christie, 2014). Children with additional needs may be unable to understand grooming and become pre-occupied with having and maintaining a relationship placing them at greater vulnerability (Christie, 2014).

1.5.7 Being in care

A number of cases of child sexual exploitation have involved children in the care system but it is difficult to know at what point children came into the care system given the use of care orders or secure accommodation to manage those experiencing CSE (Scott & Harper, 2006).

1.5.8 Being in a gang

In some communities CSE researchers have suggested that CSE has become the expected norm (Sidebotham, et al., 2016). For example, 50% of young people in communities with gang related violence said they had sex in return for status or protection in a study by the University of Bedfordshire (Beckett, et al., 2013).

The consideration of cumulative risk and resilience would appear to be a more helpful way to consider risk rather than individual risk factors which on their own do not identify risk to CSE.

1.6 What is the scale of CSE in England?

It is difficult to ascertain the full extent of CSE due to the politics and context of much of the research. Many of the estimates have been produced by research sponsored by charities that may be looking to advance their own position to gather further support and funding (Jenkins, 2015). On one day in 2011 using a data collection tool 1065 children were identified as at risk of CSE (Jago, et

al., 2011). Between 2011 and 2014 there were five serious case reviews identified related to CSE in a survey of all SCRs (Sidebotham, et al., 2016).

One researcher used a Multiple Indicator Method to try to identify areas that were likely to be areas for high levels of referral for CSE. The areas identified however did not always match the referrals to services (Scott & Harper, 2006). The research estimated that there were 1002 young people at risk in London which was double the number of referrals (Scott & Harper, 2006). The authors argued that a variety of views among professionals about CSE across and within boroughs resulting in those returning to risky behaviour being retained in secure accommodation rather than using community based responses resulted in less referrals in areas than they predicted (Scott & Harper, 2006).

The Office of the Children's Commissioner estimated that 2,400 children were victims of sexual exploitation in gangs and groups from August 2010 to October 2011 (Berlowitz, Clifton, Firimin, Gulyurtlu, & Edwards, 2013). The number of reports of children for online child sexual exploitation in 2011 was a hundred children and in 2012 there were ninety-seven children (Child Exploitation and Online Protection Centre, 2013). The inquiry into CSE in Rotherham estimated that between 1997 and 2013 there were 1400 victims in Rotherham. (Jay, 2014).

More than a third of child trafficking victims in 2016 were children under 18 with a total of 255 of those children being from the UK (Bulman, 2017). The Government's own progress report on CSE was not able to report on numbers for CSE separately from figures for child abuse (HM Government, 2017). At present it is difficult to ascertain the extent or scale of the problem of CSE nationally. Barnardo's have argued that there is an urgent need to improve the availability of national data on the prevalence of CSE (Barnardo's, 2011).

1.7 What can be done by schools to prevent and support young people at risk of CSE?

The role of schools is central to preventing, identifying and supporting young people at risk of CSE (HC Home Affairs Committee, 2013). They have a key role in maintaining a consistent relationship with young people but it is clear that adequate training, sharing of information between agencies and supervision are necessary for this (Christie, 2014). Schools also provide aspiration, the chance of qualifications and alternative narratives and peer relations and thus an exit from CSE (Scott & Skidmore, 2006).

1.7.1 Prevention work

The NSPCC produced a factsheet advising schools that they should develop a school policy that promotes healthy friendship and relationships and that all staff and parents should have training on risk factors, signs and indicators of CSE (NSPCC, 2013). In addition, it recommends that secondary schools teach about E-safety, healthy relationships and risky behaviour through Personal,

Social and Health Education (PSHE) (NSPCC, 2013). The Office of the Children's Commissioner has also argued for the introduction of compulsory PSHE in all schools (Office of the Children's Commissioner, 2015). Parents and other professionals also believe that universal PSHE will prevent CSE (YouGov, 2013).

The National Institute for Clinical Excellence public health guidance for social and emotional wellbeing in secondary schools recommends universal PSHE despite there being very few high quality studies into the impact of PSHE particularly on UK populations (National Institute of Clinical Excellence, 2009). The Social Emotional Aspects of Learning programmes was rolled out nationally in England and was evaluated in nine case study schools. The research revealed that such a universal programme was not implemented with fidelity to the programme and staff lacked the "will and skills", time and resources (Humphrey, Lendrum, & Wigelsworth, 2010). In addition, the programme failed to impact significantly upon pupils' social and emotional skills, general mental health difficulties, pro-social behaviour or behaviour problems (Humphrey, Lendrum, & Wigelsworth, 2010). NICE Social and Emotional Wellbeing for Children and Young People Local Government Briefing (LGB12) recommended that commissioners and providers of services for young people in secondary education should ensure schools have access to the specialist skills, advice and support they need whether this be from the public, private, voluntary or community sectors. (National Institute of Clinical Excellence, 2013)

A report into primary school PSHE programmes found limited evidence of impact (Jones, Bates, Downing, Sumnall, & Bellis, 2009a). A similar report into sex and relationships education programmes in secondary schools found that the effects of sex and relationship programmes were mixed or inconclusive with regard to attitudes and values relating to sexual health. (Jones, Bates, Downing, Sumnall, & Bellis, 2009b). A review of programmes by the University of Bedfordshire suggested that school based universal prevention programmes have limited impact on outcomes including sexual violence (Bovarnick & Scott, 2016). Targeted programmes delivered by experts had some impact (Bovarnick & Scott, 2016) The only programmes showing impact come from US based programmes from 1955-2007 which have not been tested in an English context (Department for Education, 2015a).

There is an increasing understanding that the causes of vulnerability to CSE within the context of adolescent development need to be targeted rather than the risk taking behaviour (Hanson & Holmes, 2014). A role for EP services in devising and researching such interventions has been identified by researchers (Department for Education, 2015b).

1.7.2 Identification and Referral

The role of a whole school policy that provides clear and well understood referral routes is essential (Department for Education, 2016c). Training by

LSCBs for schools is now almost universal and covers risk factors and signs of CSE (Office of the Children's Commissioner, 2015). Over 90% of teacher (n=520) surveyed in a poll were aware of CSE but only 46% felt confident that they could spot the signs that a child was a victim of CSE (YouGov, 2013).

The NSPCC guidance to schools recommended the need for schools to work alongside other agencies in their guidance to schools (NSPCC, 2013). Ofsted's report into good practice for working with children at risk of or experiencing CSE stated the need for increased sharing of information between professionals, the availability of healthcare professionals, attendance of all professionals at case conferences and raising community awareness (Ofsted, 2016). Schools were seen as crucial in identification and referral to services and Ofsted encouraged further good practice by ensuring that all schools had knowledge of referral pathways (Ofsted, 2016). In the Ofsted report there were notes about the absence of some professionals at multi-agency meetings but it wasn't clear which agencies this was (Ofsted, 2016)

1.7.3 Support and therapeutic services

Specialist support services are provided by some charities to provide targeted support in schools (Barnardo's, 2011). Safer London (a children's charity) provided a range of support for 300 families in one borough with high rates of engagement and positive feedback (Ofsted, 2016). A two-year review of services provided by Barnardo's analysed the impact on 557 young people who were referred between August 2003 and August 2005 and they found that the

access to a specialist service had reduced risk factors in five out of six measures including going missing, accommodation, relationship with carers, rights and risk awareness and engagement with services. The only factor that had not improved was engagement with education (Scott & Skidmore, 2006).

A report into the impact of gang association and CSE recommended that young people should have access to trained and supported mentors and advocates (Beckett, et al., 2013). The role of peers to support young people at risk has been advocated by the Children's Society (Rees, et al., 2010).

Specialist Education Support has been developed in some areas for example in one authority a specialist Educational Welfare Officer offers a learning package which is submitted for accreditation and also used towards the Duke of Edinburgh scheme with some success (Jago, et al., 2011).

1.7.4 The protective role of education and the challenges for schools

It is striking that the Home Affairs Committee stated that schools have existing positive relationships with young people and their families but, Government guidance does not identify a role for schools in terms of interventions or therapeutic support (HC Home Affairs Committee, 2013). A review into services in Stoke-on Trent recommended the need to provide training and supervision to support professionals to continue to engage with young people including

persisting in the face of hostility (Christie, 2014).

Pearce (2009) has highlighted that children at risk of sexual exploitation often truant or are excluded from school. The link between exclusion, attendance at alternative provision or a pupil referral unit and increased vulnerability was also demonstrated in the review of CSE in Croydon (Swann, Thomas, & Vesely-Shore, 2015). The role of schools in identifying young girls at risk of exclusion and providing intervention strategies for those at risk is not part of the guidance despite the acknowledgement that “many sexually exploited children and young people are difficult, challenging and hard to engage” (Pearce, 2009, p. 14).

This group of children have been shown to be very difficult to engage. Research by Jago et al (2011) found that of the 1065 cases identified on 6th June 2011 only 459 had data provided about school. In 243 cases the education status was unknown (Jago, et al., 2011). Out of 459 cases only 236 were in school full time, 46 attending a PRU, 6 temporarily excluded and 56 truanting (Jago, et al., 2011).

Pearce (2006) has suggested that one of the challenges for schools working with children and young people is the need to provide a responsive open door policy of support similar to that provided to victims of domestic violence. Young people are active agents who can have some constructive control with the right

support which may involve victims returning to abuse before they can be supported to a fuller awareness and move on from the abuse (Pearce, 2006). Of particular interest for schools is the suggestion that children and young people at risk of CSE need the system around them to be “sensitive to their rebellion, rather than punitive” (Pearce, 2006, p. 338).

Attendance at school is seen as a resilience factor with the opportunities to build positive relationships and achieve qualifications (Pearce, 2006). Erratic school attendance increases a child’s vulnerability (Sidebotham, et al., 2016). The availability of a secure base where young people can access support which is offered with sensitivity builds trust and self-esteem and supports young people to build resilience (Dodsworth, 2014). The Children’s Society reported that schools are an important source of support for young people (Rees, et al., 2010). Schools will need support to be able to provide such specialist targeted support in order to provide such a safe space.

1.8 Why is this relevant to Educational Psychologists (EPs)?

Of the young people referred to Barnardo’s for CSE between August 2003 and August 2005 almost all had disengaged from education in their early teens (Scott & Skidmore, 2006). The protective factor of education was taken away in a number of cases through exclusion, truancy or poorly managed alternative provision that didn’t meet needs (Scott & Skidmore, 2006). EPs have a role in supporting schools to manage those with learning needs and/or social, emotional and mental health needs. EPs are well placed to support staff and

pupils to stay in education and reduce the risk of CSE or support those at risk. The role of psychologists to support schools to devise appropriate programmes has been suggested by those researching PSHE programmes (Jones, Bates, Downing, Sumnall, & Bellis, 2009b).

Research suggests that children with disabilities are more likely to experience abuse and less likely to disclose it (Smeaton, Franklin, & Raws, 2015). Children with learning difficulties or disabilities make up a significant minority of those who experience CSE with many not being diagnosed until after their experience (Brodie & Pearce, 2012). The reasons for the additional vulnerability are particularly pertinent for EPs. The reasons suggested for the increased vulnerability of this group include: overprotection; disempowerment; isolation; desires to have a relationship; and the lack of specialist education for sex and relationships education for those with disabilities (Smeaton, Franklin, & Raws, 2015). Professionals working with children who have experienced CSE often have little knowledge or understanding of how to support children with Autism, ADHD or learning difficulties and this means that support work is particularly challenging (Smeaton, Franklin, & Raws, 2015).

There has been intense debate about the role of the EP. Traditionally the role of the EP has involved identifying child deficits but increasingly the role of EPs in promoting child development and supporting children's mental health and working with an interactive or ecological framework (German, Wolfendale, & McLoughlin, 2000). The role of the EP as scientist-practitioners who utilises

psychological skills, knowledge and understanding through consultation, assessment, intervention, research and training at organisational, group and individual levels in a variety of settings means that it is a broad profession (Fallon, Woods, & Rooney, 2010).

At an individual level EPs can support schools to be alert to the additional risk for children with learning or physical difficulties and the development of specialist targeted educational and support programmes for those with such needs alongside training (Franklin, Raws, & Smeaton, 2015).

Working with groups of parents and training professionals in schools and the wider network can also feature in the role of an EP. In a questionnaire of Educational Psychology Services (n=56) in the UK found that a quarter of services had a senior EP with a service level responsibility for safeguarding (Woods, Bond, Tyldsley, Farrell, & Humphrey, 2011). Work included contributing to serious case reviews, parenting courses, direct work and training, training on attachment and resilience and work on behalf of vulnerable groups (Woods, Bond, Tyldsley, Farrell, & Humphrey, 2011). At an organisational level a pilot project by an EP providing supervision for those working in safeguarding has drawn promising qualitative results although further research is required (Hatfield, 2014).

EPs have shown that they can flexibly respond to the socio-political context and provide evidence based practice including supervision for professionals and individual case work which is valued within children's services (Fallon, Woods, & Rooney, 2010). EPs are able to use organisational consultation such as Systems-psychodynamics to support thinking about systemic stress and the defences used and thus ensure effective change can occur (Eloquin, 2016).

Chapter 2: Literature Review

2.1 Search criteria

The introduction has demonstrated the preponderance of Government legislation, guidance and advice alongside that funded by charitable agencies that has been published about safeguarding and CSE. The literature review will explore two specific questions:

1. What are the experiences of DSLs in schools in England?
2. What are the facilitating factors and barriers for DSLs in secondary schools in England working with young people at risk of CSE?

A systematic literature review was conducted to review what was already known about the experiences of DSLs working with children at risk of CSE and their views about their role and work. The systematic review aimed to explore whether any facilitating factors or barriers had been identified to help DSLs protect young people from CSE.

Due to the broad nature of the topic which covers a wide variety of fields I chose to use EBSCO Discovery rather than using a tightly focused search engine such as Psychinfo. I conducted the search in February 2017 and repeated it in May 2017 on the University of Essex database search tool. I chose to limit my literature search to literature published in peer reviewed journals since 2009 when the “Safeguarding Children and Young People from Sexual Exploitation” statutory guidance was first issued (Department for Children, Schools and Families, 2009).

Terms (search was set to apply equivalent subjects)	Number of hits
“Designated safeguarding lead” OR “child protect*”	14,414
“Child sexual exploitation” or “CSE”	17,625
“experience” OR “view” OR “attitude” OR “perception” OR “perspective”	3,764,456
“Designated safeguarding lead” OR “child protect*” AND “Child sexual exploitation” or “CSE” AND “experience” OR “view” OR “attitude” OR “perception” OR “perspective”	5

The literature search identified five articles but one was excluded for being outside England which is where the legislation is in force. Given the mixed methods nature of three of these studies I chose to use the evaluative tool for mixed methods studies (Long, 2005). The four articles considered four very different areas of CSE and the potential facilitating factors they would encounter and so each article has been considered individually.

2.1.1 Considering the needs of children with SEN

Bibliographic details	Recognising and responding to young people with learning disabilities who experience, or are at risk of, child sexual exploitation in the UK. (Franklin & Smeaton, 2017)
Purpose	1) To detail the current provision of services for disabled people. 2) To explore the views of practitioners, managers and local and national policymakers looking into both enablers and barriers to good practice. 3) To understand the needs of children and young people with learning difficulties who are at risk of, or who have experienced CSE and gather their views on current practice. 4) Identify gaps in policy, provision, evidence and research. 5) Generate evidence based recommendation for future developments in this area.
Key Findings	1) Young people with learning difficulties are at particular risk of CSE. 2) Young people with learning difficulties are overprotected and not given opportunities to learn, develop and take risks thus rendering them unprotected. 3) Young people with learning disabilities are not listened to or empowered. 4) Young people with learning disabilities are socially isolated making them more vulnerable particularly online. 5) Children and young people did not have access to appropriate sex and relationships education. 6) Professionals did not always have SEN appropriate

	<p>understanding of ASC or ADHD and this meant they didn't recognise the children's vulnerabilities. 7) Specialist services are not particularly targeted at young people with SEN. A number had been out of schools and so were unable to access support. 8) There are gaps in local authority provision for this group of people.</p>
<p>Evaluative summary</p>	<p>The study has aimed to explore an area of CSE which has lacked substantial research. The research is very broad in its aims, and it is difficult to substantiate the views of the stakeholders. The mixed methods methodology means that it is difficult to know whether the findings are limited to a locality or representative of the national picture. It is limited in exploring whether the views of the stakeholders are valid. The results should be taken tentatively but they offer a number of further research opportunities including: the link between exclusion and CSE; the link between SEN and risk; clarity over type of SEN that increase risk; and appropriate intervention strategies for children with SEN. Further clarity over whether experience of CSE has caused SEN to be identified or to be developed is needed.</p>
<p>The Study</p>	<p>This was a mixed methods study. The methods reflect an exploratory methodology rather than the use of comparison groups. It involved 4 types of evidence collection. A) an online survey of local authorities across</p>

	<p>the UK. B) on-line survey of of services supporting either vulnerable or disabled children and young adults. C) In depth semi-structured interviews with statutory and voluntary stakeholders. D) Face to face interviews with young people with learning difficulties who have experience, or been at risk of, CSE. The interview schedules and questionnaires were not available.</p>
<p>Context setting</p>	<p>A) Given the different legislation with regard to safeguarding and education within the UK there was no explanation of why a UK wide survey was conducted. B) The on-line surveys were distributed through networks and a snowballing technique. It is unclear what positions participants held or the location of the services. C) There are no details about the geographical range of those recruited (n=34) for the semi-structured interviews or the roles they hold. 11 were from the statutory sector and 23 from the voluntary sector but there is no detail about their experience or job descriptions. D) 27 young people were interviewed but it is unclear whether these came from one or a number of projects and where they were located geographically. Given the wide variety of support in different authorities it is difficult to know if they are representative of support across the UK. There is no description of the time-period for the study.</p>

Context: sample	<p>A) Local authority on line survey in England, Wales, N.I and Scotland (34% return rate). It should be noted that authorities in different parts of the UK are under different legislation. B) It is difficult to know the qualification or experience of those who replied. C) the source population is described as “statutory and voluntary stakeholders” but no definition is given to this term. The differences in role and experience are not explored. This is a relatively small number of stakeholders (n=34) which means that it is difficult to know how representative the findings are. There were also differences between those who offered direct services and those who did not but no clarity was made about the numbers of each.</p> <p>D) Young people were recruited by specialist services (n=27). As the services used different recruitment criteria for the thresholds for support it is difficult to know how representative they are (15 were identified as having experienced CSE and 12 as at risk of CSE) The sample included children with diagnoses of SEN but also those who had not been diagnosed but were considered by the specialist services to have a learning need. The group also including children with a wide range of difficulties (ASC = 6, medical needs = 5, ADHD = 3, dyspraxia = 2, mental health needs = 2) There was no explanation of the</p>
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	<p>different impact of different diagnoses or none. Given the different types of educational provision that the young people attended there was no examination of the impact of the differences.</p>
<p>Context: Outcome measurement</p>	<p>A) Only 34% of local authorities responded and there is no detail about where these authorities are located to know if the findings about provision are valid or transferable. B) The study aimed to explore the enablers of and barriers to good practice. Given the lack of detail about the stakeholder's roles and work it is difficult to know how valid their views are. One finding suggests that the children have not had access to sex and relationships education but there is nothing to triangulate this finding. C) The study aimed to explore the needs of young people with <i>learning disabilities</i> but this reflected a lack of knowledge of the range of SEN and the sample reflected a mix of SEN rather than just learning needs.</p> <p>D) the research aimed to identify gaps in policy, provision, evidence and research but this was limited given the lack of triangulation of data and the limited number of young people interviewed and the lack of objective evidence that all the children had SEN. E) The paper aimed to make evidence based recommendations but given the limited knowledge and research into this area these outcomes are</p>

	currently limited to ideas for further research but it does raise the attention of service providers a group who are potentially at additional risk
Ethics	Ethical approval was obtained; data was stored in password-protected and encrypted files. Informed consent was sought from the young people. For young people who did not want their interview recorded it was transcribed. Particular attention was paid to protect the anonymity of the young people.
Comparable groups	Confounding variables do not seem to have been considered as children with diagnosed conditions and those without have been placed in the same group. Children with various types of SEN have not been considered as having different needs and vulnerabilities. There were differences in all of the sample groups and there seems to be no consideration of the differences of participants such as job role, geographical location, experience of working with children with SEN etc. in the findings section.
Data collection methods	Data was collected through online surveys of local authorities and specialist services. In depth structured interviews with stakeholders and face to face interviews with service users.

Data analysis	<p>Very little detail is given about the data analysis.</p> <p>Quantitative data was explored using SPSS and qualitative data used “inductive coding”.</p>
Researcher’s potential bias	<p>The research aims were defined by the studies’ funder ‘Comic Relief’ a charity providing services for young people and there is a potential conflict of interest.</p> <p>Furthermore, partners identified in the research as the Children’s Society and Barnardo’s are charities which look for funding to provide specialist services to children and young people leading to another potential conflict of interest. This potential conflict is not directly outlined in the paper or how it was managed.</p>
Implications	<p>Given the lack of specific detail about the respondents it is difficult to know how representative any of the four groups of respondents are and therefore how generalizable the findings are. The numbers interviewed and responding is small.</p>
Other comments	<p>The study aims to be broad and scope out information in an area about which relatively little is currently known and in an area where it is difficult to find participants. As a scoping exercise it is very informative for future research but it is not clear in the findings section how tentative many of the findings are.</p>

2.1.2 How are LSCBs responding to CSE?

Bibliographic details	What's going on to safeguard Children and Young People from Child Sexual Exploitation: A review of Local Safeguarding Boards' work to Protect Children from Sexual Exploitation (Pearce, 2014)
Purpose	The central aim was to provide an overview of if, and how the guidance from Safeguarding Children and Young People from Sexual Exploitation, 2009 was being implemented in the 144 LSCBs and to create and use a data monitoring tool to gather information about current cases of CSE to inform the development of good practice in the future
Key Findings	Only a quarter of LSCBs that responded were implementing the dual aim of the guidance: protecting children and prosecuting abusers. Children at risk of CSE in older adolescence are deemed to be choosing to consent rather than vulnerable victims and so they were seen as responsible and to be blamed. Children at risk of CSE have multiple problems and many were already in receipt of professional services. New forms of CSE are emerging such as peer-on-peer sexual exploitation. Research findings identified methods for disrupting and

	<p>persecuting abusers. Safeguarding children was best facilitated through co-located multi-agency teams.</p>
<p>Evaluative summary</p>	<p>The opportunity to evaluate the impact of government guidance was timely and the results an important check and balance on Local Authority roles. It is unclear why the researchers took on a separate aim to test out a new data monitoring tool although national data on CSE would be a valuable resource.</p>
<p>The Study</p>	<p>This was a mixed methods study. A) Questionnaires were sent to the 144 LSCBs in England. B) Semi-structured interviews were held with 24 LSCB that were judged to have the most developed systems. C) Specialist practitioner groups were run to address specific topics emerging from the data. D) A one-day snapshot of data was requested from LSCBs and non-governmental organisations using the data collection tool. It is unclear about the nature of the tool or which organisations responded. E) Young people's participation group were asked to feedback on the findings.</p> <p>The questionnaires, interview schedule and specialist group schedules were not available.</p>
<p>Context setting</p>	<p>A) 100 out of 144 LSCBs responded to the initial questionnaire. This was a 70% return rate. The survey was</p>

	<p>limited to England where the guidance applies. B) Semi-structured interviews were held with 104 practitioners from 24 LSCB areas. It is not clear whether they represent different types of authority or areas of the country or the criteria for inclusion. C) It is unclear where the specialist practitioner groups were held or who was invited to take part. D) It is unclear how representative the data collection snapshot was (n=33) and as the non-governmental agencies are not specified and the location and type of Local Authority in which the LSCBs that participated are not stated. E) It is unclear why the young people's group were asked to comment on the summary findings.</p>
<p>Context: sample</p>	<p>A) 100 out of 144 LSCBs in England is appropriate for the aims and as such a clear snapshot of practice is helpful. The questionnaire was not available and an overview of the results was not available.</p> <p>B) There is no clarity over how LSCB were "identified as the most proactive" and there is no explanation of what criteria was used except that they were working towards or had developed structures to meet the dual aim of the guidance.</p>

	<p>C) There is no detail about the inclusion/exclusion criteria for participants in the specialist practitioner groups or how they were selected</p> <p>D) There is no detail about the number of LSCBs and non-governmental organisations using the tool. 33 agencies responded to the snapshot but it is not clear what percentage this was of those using the tool or what the makeup was of those that returned data.</p> <p>E) There is no detail about which children sit on the young people participation group or how they were selected</p>
<p>Context:</p> <p>Outcome measurement</p>	<p>A) This group represented suitable breadth to discover what the current situation was in England although there is no detail about what questions were asked to know what aspects of practice are and aren't being met to make the bold statement that "CSE is not prioritised in three-quarter of the country"</p> <p>B) It is unclear what additional questions were asked of the 24 LSCBs identified as proactive and what it added to the outcomes.</p> <p>C) It is unclear what the emerging topics were that needed addressing by specialist practitioner groups and what they added to outcomes.</p>

	<p>D) It is unclear whether the “one day” snapshot was then followed up later to compare if this was a representative day or an anomaly. This data collection tool could be hugely valuable but it only collected data from 33 agencies, 25 of which were non-governmental organisations. The need for an objective data collection with regard to CSE is therefore still not available.</p>
Ethics	<p>Ethical approval was gained. Anonymity was assured to the LSCBs and support given to young people in the participation group. Ongoing supervision was offered by the project advisory group led by an independent chair.</p> <p>It is not clear what offers of support were made to the 104 practitioners in the semi-structured interviews or the specialist practitioner expert groups for whom difficult emotions may have arisen and who may not have access to appropriate supervision.</p>
Comparable groups	<p>The initial questionnaires provided opportunities to compare groups but this was not the case for the semi-structured interviews in which only “proactive” LSCBs were involved. There is no detail about whether the specialist practitioner group were comparable or representative.</p>

Data collection methods	Data was collected through an online survey, semi-structured interviews, specialist practitioner expert groups and an online data collection tool. There is no detail on any of the instruments or schedules used.
Data analysis	There is very little detail about the data analysis methods. The online questionnaires were analysed using SPSS but the nature of the analysis is not specified. The semi-structured interviews were analysed thematically but it is not clear what methods were used. There is a suggestion that the results were cross-referenced against other thematic analysis but this is unclear.
Researcher's potential bias	The research was funded by Comic Relief a charity providing services to young people and therefore there is a potential conflict of interest which is not recognised by the researcher.
Implications	<p>The quantitative findings from the online questionnaires of 100 LSCBs in the UK could produce promising data analysis but given the lack of detail over the questions asked and the analysis used it is difficult to know whether the findings were of value.</p> <p>The findings from the semi-structured interviews and specialist practitioner panels raise interesting issues but it is difficult to know how valid or generalizable they are</p>

	<p>given the lack of detail about the participants and further research is needed.</p> <p>Results from the data collection tool look promising but only 33 agencies took part. Further use of this tool would help to understand the nature and prevalence of CSE across England much more effectively.</p>
Other comments	<p>The study claims to achieve a wide range of aims and they raise important questions about the impact of statutory guidance at a time of austerity given the lack of implementation. The desire to test out the data collection tool in the same study seems to reflect a lack of clarity in the studies purpose. The data collection tool however showed the importance and need for objective data collection with some interesting findings on average age of young people at risk (15), and living circumstances (71% within family home) that require further investigation.</p>

2.1.3 Perceptions of practitioners working with CSE.

Bibliographic details	<p>Practitioners' perceptions and decision making regarding child sexual exploitation – a qualitative vignette study (Reisel, 2016)</p>
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Purpose	To evaluate the perceptions of practitioners around cases involving CSE and the subsequent decision making using a set of scenarios.
Key Findings	<p>Participants relied on two key considerations – choice and age – when considering decisions with regard to six short vignettes. Participants tended to prioritise younger children and had less concern for young people aged 16-18.</p> <p>None of the participants ranked the vignettes in the same order of concern. Practitioners’ opinions changed as they discussed cases with the researcher.</p>
Evaluative summary	<p>The consideration of practitioners’ perceptions around decision making is one that has not been well explored.</p> <p>The study shows the complexity and confusion around choice with regards to underage sex. The lack of consistency between practitioners around the order of concern raises important questions about equality between services and access to resources for older adolescents.</p> <p>The consideration around the need for a reflexive space to discuss cases is significant and requires further evaluation.</p> <p>This small and focused study provides a timely study into the views of practitioners.</p>
The Study	A total of 10 participants were asked to consider six short vignettes on CSE. The participants were asked to rank the

	<p>vignettes by “level of concern.” A further three vignettes about other types of risk were included as a control. The participants then discussed their decisions with the researchers. The participants’ responses were evaluated through discourse and thematic analysis.</p>
Context setting	<p>The survey took place in an the Children and Young People’s Services in an inner London local authority.</p>
Context: sample	<p>Fifty-two practitioners were asked to take part and a sample of ten was recruited from social work, youth work, family support and youth offending. There were three practitioners, three senior practitioners and four managers. There were four men and six women. No analysis of the data considered gender or role or how representative the Inner-London borough is of other boroughs. It was not possible to know if perceptions have changed over time in response to training or SCRs</p>
Context: Outcome measurement	<p>The outcome criteria were to evaluate the perceptions and decision making of practitioners in relations to CSE. This was a small-scale qualitative study that is not seeking to be generalizable. This seemed appropriate given the methodology and sample.</p>

Ethics	Ethical approval was gained from the university and local authority. Participation was voluntary and written consent obtained.
Comparable groups	The individual's perceptions and decision making were compared but there was no comparison within the group between gender, type of service or role.
Data collection methods	Individuals were asked to volunteer from within one Inner-London local authority. The vignettes were piloted prior to use and combined with feedback from a specialist CSE organisation the vignettes were refined following.
Data analysis	The participants' rankings of the vignettes were compared. The transcripts were initially analysed using thematic analysis to generate themes and then through discourse analysis to analyse key assumptions.
Researcher's potential bias	The researcher's relationship with the local authority or their role is not discussed.
Implications	The researcher demonstrated that differences exist between practitioners with regard to decision making about cases of CSE. Perceptions about consent depend upon the practitioners' ideas about age and choice. When practitioners had the opportunity to talk through the vignettes their views changed. Further research into the subjectivity of decision making around cases of CSE and

	the value of supervision for practitioners require further research.
Other comments	The study is a small scale qualitative study but raises important questions for further research.

2.1.4 Perceptions of trafficked children.

Bibliographic details	Working with Trafficked Children and Young People: Complexities in Practice (Pearce, 2011)
Purpose	<p>a) To explore the different ways that <i>trafficking</i> is understood by a range of practitioners from different service agencies;</p> <p>b) To look at the obstacles that emerge when trying to identify trafficked young people;</p> <p>c) To chart the process through which a child or young person first gained access to a support agency; and</p> <p>d) To identify how the practitioner understood the immediate and longer-term needs of the children and young people concerned.</p>

Key Findings	<p>Children and young people may be passed between agencies which alongside ‘missing episodes’ means that they can become invisible.</p> <p>There are differences in identifying <i>trafficked</i> children and children often face disbelief and issues around consent with children and young people struggling to tell their story.</p> <p>Many practitioners were trying to maintain a child-centred approach</p>
Evaluative summary	<p>The research aims are broad and the study therefore lacks a clear focus. The data was gathered in a number of different ways and analysed in a number of different ways which have not been reproduced in the article so it is not transparent or replicable. The findings are broad and there is a lack of robustness to the findings given the lack of transparency.</p>
The Study	<p>The study involves three data collection and analysis methods.</p> <ol style="list-style-type: none"> 1. 3 focus groups in 3 areas involving 65 participants which were then analysed using thematic analysis 2. Semi-structured interviews with a number of participants (the number is not clear) which were entered into NVivo but the type of analysis is unclear.

	<p>3. 37 case files were analysed using an NSPCC template.</p>
<p>Context setting</p>	<p>It is not clear where the focus groups or interviews took place and whether the case studies were from a number of local authorities or one. There is a lack of detail about the settings.</p>
<p>Context: sample</p>	<p>There were a total of seventy-two participants across the focus groups and semi-structured interviews. They included a mix of professionals including: social workers (n=22); specialist workers (n=12); police/youth offending/crown prosecution service (n=11); residential child care (n=10); health (n=10) and education (n=7). No detail is given about the broad spectrum of participants.</p> <p>There is no detail on the thirty-seven case studies and why they were chosen.</p>
<p>Context: Outcome measurement</p>	<p>There is no detail about the difference between professional groups with regard to perceptions. It is unclear how common different perceptions are.</p> <p>The case studies provide useful details about obstacles and processes. There is little analysis of practitioner's perceptions or views.</p>

	There is no detail about how the different data analyses were triangulated and integrated.
Ethics	Ethical approval was obtained from the university and the NSPCC. Areas, participants and children's details were anonymised. Any concerns about safeguarding that arose were referred to the research advisory group.
Comparable groups	The different types of practitioner's responses were not compared. There is no control group to explore whether perceptions have changed over time or are different between agencies.
Data collection methods	<p>The data collection methods are not clearly explained. The stages of data collection are not fully explained and the focus group schedule and semi-structured interview format and NSPCC template were not available.</p> <p>The researchers engaged with seventy-two practitioners in total.</p> <p>The access to thirty-seven case studies that the researcher had is not fully explained as to how these cases were selected or how they were available to the researcher.</p>
Data analysis	The method of data analysis for the focus groups is stated to be thematic analysis.

	<p>The method of analysis of the semi-structured interviews is not fully explained.</p> <p>The NSPCC template used to explore the case-studies has not been produced in the article so it is unclear what was considered when looking at the case studies.</p> <p>There is no explanation about how the data analysis was triangulated or integrated.</p>
Researcher's potential bias	<p>This research was funded by the NSPCC but any conflict in interest has not been explored.</p>
Implications	<p>The study put forward some good examples of child-centred approaches to supporting children alongside gaps in knowledge and experience. The implications for further training are recommended but the type of training and the needs of different groups are not explored. The lack of detail in the analysis and the context make it difficult to transfer the findings to other settings.</p>
Other comments	<p>As a broad exploratory study this raised useful questions about this topic but further research is needed. Case studies of those areas with good quality practice would be a useful addition to the literature.</p>

2.1.5 Resume of literature reviewed

None of the literature that was identified through the literature review discussed or considered the experiences of DSLs in school. Research so far has focused on local authority responses and the size and risk factors for CSE.

A number of barriers for safeguarding children at risk of CSE were identified. These included very real differences in perceptions within and between agencies about CSE risks and the impact of age and grooming on choice (Pearce, 2011; Reisel, 2016). In addition, access to services and specialist support appears to be a challenge with services being impacted by austerity (Pearce, 2014). Services appear to require more understanding of the impact of SEN, grooming and adolescent risk especially around consent and consequently how support can best be placed and provided (Smeaton, Franklin, & Raws, 2015). Barriers also seem to exist around the older adolescent group gaining access to support (Pearce, 2014). The lack of specialist services appears to result in children becoming “invisible” and not receiving the support they need despite being identified (Pearce, 2011). In addition, the need for a close relationship with a key worker in order to have sufficient trust to disclose does not appear to occur in all cases (Pearce, 2011)

Some facilitating factors such as child-centred interviewing and the role of charities in highlighting concerns and gaps in support may be in evidence (Pearce, 2011)

A review of the literature suggests that there is a gap in considering the role and views of DSLs. The dominance of charity sponsored research reflects the need for research from a psychological perspective.

2.2 Serious Case Reviews

Given the limited evidence from a traditional systematic review it was felt necessary to also draw upon the NSPCC national depository of serious case reviews to see if it was possible to draw out experience of DSLs and the facilitating factors and barriers for DSLs. Serious Case Reviews (SCRs) are called when there has been sign of significant harm or a child death (HM Government, 2015). Munro recommended that SCRs should use a systems methodology and use an independent reviewer (Munro, 2011). SCRs need to be published and held for a year. Not all local authorities continue to hold information after this time and not all take part in the NSPCC depository for SCRs. The depository was used to look for SCRs that involved children experiencing CSE and using the terms “Child Sexual Exploitation” 18 cases were identified. One case was excluded as it was based in Wales where there is different legislation and guidance. One case was excluded as the focus of the review was not CSE but the death of an infant. An in-depth review of serious case reviews conducted between 2011 and 2014 was referred to earlier and it felt appropriate therefore to focus on reviews that had been carried out after this date (Sidebotham, et al., 2016). Therefore, eight cases that were conducted between 2015 and 2016 were identified for this review.

Serious case reviews use a qualitative methodology and so I chose to use the Critical Appraisal Skills programme tool for qualitative studies to evaluate the serious case review as shown in the table below (Critical Appraisal Skills Programme, 2013).

Is a qualitative methodology appropriate?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
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<p>Was the research design appropriate to address the aims of the research?</p>	<p>Yes – systems methodology in line with Munro report (Munro, 2011)</p>	<p>Yes –each agency asked to complete single agency analysis report (SAAR) followed by a learning event</p>	<p>Yes independent management reviews (IMR) informed by systems methodology</p>	<p>Yes (IMRs)</p>	<p>Yes (IMRs)</p>	<p>Learning together System methodology as recommended by Munro report</p>	<p>Yes – Learning together systems model as recommended by Munro</p>	<p>Yes - Systems review</p>
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Was the recruitment strategy appropriate to the aims of the research?	Yes	Yes	Yes	Yes	Yes – complex as involved multiple cases	Yes – complex as involved multiple cases	Yes	Yes – complex due to multiple LAs involved
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Was the data collected in a way that addresses the research issue?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
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Has the relationship between researcher and participants been adequately considered?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
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Have ethical issues been taken into consideration?	Yes	Yes	Yes	Yes but not explicitly	Yes	Yes	Yes	Yes
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Was the data analysis sufficiently rigorous?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is there a clear statement of findings?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

<p>How valuable is the research?</p>	<p>A clear and thorough review that looks at the events with a holistic view</p>	<p>A clear and though review with clear findings for all agencies identified</p>	<p>A thorough review with findings about exclusion and the need for a multi-agency response</p>	<p>A clear and through review with some findings relevant to schools</p>	<p>Review of a number of cases of CSE in Oxfordshire with relevant findings</p>	<p>Overview of a number of cases bringing out important common themes</p>	<p>Clear findings and useful findings including incorporation of report on supporting older adolescents.</p>	<p>Clear and robust findings</p>
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A large number of the serious case reviews were carried out using or informed by the systems methodology and had an independent reviewer as advised in the Munro report (Munro, 2011). All of the serious case reviews include mention of schools and education and it is good to see that there has been learning since the biennial review of serious case reviews 2011-2014 which found that many did not refer to education (Sidebotham, et al., 2016). The serious case reviews represent a comprehensive opportunity to learn from events but they are seeking to understand a significant event when things have gone wrong rather than the ongoing day to day reality for DSLs in schools.

2.2.1 What are the facilitating factors and barriers to support children and young people at risk of and experiencing CSE?

The recommendations and learning from each case have been summarised in Appendix B. The following table reflects an overview of some of the most pertinent findings that are of particular significance to professionals looking to safeguard children within the education field.

Facilitating Factors

- A number of parents and young people spoke about an individual within the school system who was non-judgemental and listened.
- Schools provide a protective space for young people at risk of CSE to have the opportunity to build self-esteem and gain qualifications.

- The opportunity to gain qualifications and have something to work towards was a protective factor for some children.
- Schools were creative in a number of cases in finding opportunities for young people to experience success and build self-esteem.
- Peers can be a protective factor for young people at risk of CSE.
- A number of schools provide access to specialist support such as counsellors, learning mentors, school police officers, school nurses and these had the capacity to provide a supportive space for a number of young people.
- A number of local authorities have put in place access to films and plays around CSE to support and educate young people about CSE and to raise awareness among staff.
- Some schools have shown good practice in preparing young people at risk of CSE at times of transition.
- An adult in school such as a Head of Year or Learning Mentor who is consistent and can hold the child or young person in mind and encourage their attendance and successful completion of school and qualifications can be beneficial.
- Attendance at school and the development of positive relationships in schools acts as a protective factor.
- A number of reports referred to staff members in school who went “beyond” their role in supporting young people.
- A number of school staff established positive relationships with families that increased their capacity to support their children.

- Sharing information on transition to a new school or college meant some additional support was identified.

Barriers

- Use of social media is one area that can increase young people's vulnerability.
- Schools often lacked the understanding of the challenging behaviour exhibited by victims as the result of CSE resulting in punishment for the victim rather than support. This may be due to a lack of knowledge and understanding of CSE.
- Adolescence is a difficult time and difficult behaviour should be viewed as a lack of maturity and skills to manage their lives rather than difficult behaviour.
- A large number of young people at risk of CSE experienced exclusion from school which seemed to lack any planning for future provision resulting in them being out of school and subject to greater vulnerability to abuse.
- A number of interventions did not support the family. Grooming impacts on family dynamics and this was not often understood with families blamed rather than supported.
- Lack of an EHCP and / or timely placement decisions for children with complex social, emotional and mental health issues left some children at greater vulnerability.

- Inconsistent provision of PSHE as a universal prevention measure (plus insufficient evidence of impact).
- Children being located out of area without support or planning for such a change.
- Considerable time is needed to build up trust and confidence of victims and the need to maintain an open door to support was not always understood with cases being closed for non-engagement.
- A lack of creativity by agencies such as CAMHS in offering alternative therapies or approaches or locations to engage young people meant they did not engage.
- Complexity of victim's needs mean they may be known to a number of agencies and this often meant agencies were responding in isolation rather than considering the child holistically.
- Confused and confusing stance on adolescent sexuality in the media and wider community especially on the legal definition and the age of consent means that professionals often fail to register that young people are being exploited.
- Victims often feel controlled by the system when they are forced away from abuse and this can lead them to return again and again
- Lack of information sharing between police and schools around incidents meant that schools often didn't know the extent of the needs of the child and failed to provide targeted provision.
- Schools did not always have clear records for attendance, alternative curriculums, or behaviour so that any concerns could be raised and dealt with early.

- Lack of educational opportunities for pregnant teens or parents up to 18 means that they were often left isolated and vulnerable to abuse.
- Allowing children to give up on college course too easily increased risk as children were not in education, employment and training.
- Lack of time and effective supervision for school staff to reflect on and consider complex cases.
- Lack of access to drug and alcohol support workers and lack of referrals to specialist substance misuse services.
- Lack of consideration and understanding of the impact of bereavement, domestic violence or living with a parent with mental health problems or drug or alcohol dependency on children and young people.
- Schools did not report details of either victims or perpetrators of serious sexual incidents or violent behaviour in school to the relevant authorities.
- Reliance on behaviourist support plans rather than therapeutic support in schools.
- Lack of specialist support from local authorities to support vulnerable young people in school means that schools were often left with no choice but to exclude.
- Over reliance on managed transfers between schools resulted in children and young people being isolated and not having a key worker who had built up trust with them making them more vulnerable.
- School lacked the confidence to challenge and escalate concerns when referrals to children's services were turned down resulting in delays in support and schools often managing risk in isolation.

- Professionals confused older adolescence with the capacity to make informed decisions rather than recognising the impact of violence and grooming strategies that limited the adolescent's ability to make informed decisions.
- Lack of evidence based intervention programmes to support young people.

2.3 Summary

An overview of the findings of serious case reviews suggested a number of possible facilitating factors and barriers to safeguarding children and young people from CSE. These were always the views of the independent reviewer and the voice of the DSL was only part of a much more complex learning event. The voice of the DSL in school is missing from the literature and SCRs.

The current literature and SCRs lack a psychological perspective despite a number of EPs engaging in work in this area (Woods, Bond, Tyldsley, Farrell, & Humphrey, 2011). The researcher as a trainee EP felt that such an exploration of the psychological aspects of safeguarding for DSLs in schools could be emancipatory for DSLs. One of the roles of the EP is to work at an organisational level and provide an opportunity to reflect using psychological theories (Fallon, Woods, & Rooney, 2010). A number of psychological perspectives could be used but the researcher felt a Systems-psychodynamics lens would be most pertinent. The findings of SCRs frequently mention the same barriers but change has been limited and considering the emotional

aspects of the system alongside the structural elements seemed appropriate to ensure that the findings could impact change (Eloquin, 2016).

The current study will attempt to explore the experiences of the DSLs and identify what they believe to be the facilitating factors and barriers to safeguarding children and young people at risk of CSE. In the next chapter, I will outline the methodology adopted to best achieve this goal.

Chapter 3: Methodology

3.1 Overview of chapter

The Introduction and Literature Review demonstrated the importance of exploring the experiences of DSLs in schools in England. In this chapter I will outline the purpose, the ontological and epistemological position, methodological approaches and ethical considerations for this study.

3.2 Purpose of the study

This study addresses the experiences of DSLs in secondary schools in England working with children and young people at risk of Child Sexual Exploitation and aims to identify what facilitating factors and barriers they believe they face in their role. The purpose of this exploratory sequential design will be to generate a taxonomy. The first phase will be a qualitative exploration of the experiences of DSLs in the researcher's local authority from which a table of facilitating factors and barriers will be gathered using a focus group format. The second, quantitative phase will follow up on the qualitative phase for the purpose of assessing whether the experiences of DSLs can be generalised across England and whether the categories of facilitating factors and barriers identified are valid and transferable to other local authorities in England. In phase 2 a survey will be distributed to LSCBs in England for DSLs in their local authority to complete. Hypotheses will be formulated after the completion of the initial qualitative phase. The reason for collecting qualitative data is that there is little known about the experiences of DSL or what the

facilitating factors or barriers are to their work safeguarding young people from risk of or experiencing CSE.

The study aims to be emancipatory and an advocate for change by identifying facilitating factors and barriers to safeguarding children and young people at risk of and experiencing CSE. One key purpose of mixed methods research is that it can engage in a transformative-emancipatory paradigm (Tashakkori & Teddlie, 2003). Relationships with participants can be built in the qualitative phase before testing out hypotheses in the quantitative phase and help to develop a more valid and generalizable understanding of the phenomena under study (Creswell & Plano-Clark, 2007).

The aim of the research is to provide guidance for schools, local authorities and national government about the current experiences of DSLs in secondary schools in England and provide an insight into areas that need to be strengthened or changed to ensure that children at risk of or experiencing CSE can be safeguarded more effectively.

For EPs the research aims to identify opportunities to support the wider system to safeguard young people at risk of CSE at the child, group or organisational level, including areas that require research into evidence based interventions.

3.3 Ontological position

The ontological position specifies the researcher's beliefs about the relationship between the world and our human interpretations and practices. Ontological positions range on a continuum from realism (the view that reality is independent of human ways of knowing about it - there is a truth) to relativism (reality entirely dependent on human interpretation and knowledge- there are multiple constructed realities) (Braun & Clarke, 2013)

The researcher has chosen to take up a Critical realist position for this piece of research. This means that the researcher accepts that there is a pre-social reality that does exist but we can only ever partially know it (Braun & Clarke, 2013). The real and knowable world is hypothesized to sit "behind" the subjective and socially-located knowledge a researcher can access (Braun & Clarke, 2013).

This position has been chosen because the research aims to be emancipatory and empowering for the participants. This piece of research is attempting to understand the experiences of DSLs in secondary schools in England safeguarding young people at risk of CSE and to explore the facilitating factors and barriers for DSLs in supporting and protecting young people at risk of CSE (Willig, 2013). As a critical realist the difficulty of knowing the individual experience and beliefs of the DSLs is recognized but through a two phase study the researcher hopes to glimpse some of the reality that is common to those experiences so that an understanding of the facilitating factors and barriers that are experienced by DSLs can be gathered and change can be advocated for.

3.4 Epistemological position

The epistemological position considers what we can know and what counts as legitimate knowledge and how can we discover that knowledge (Braun & Clarke, 2013). In taking up a position the researcher needs to consider whether reality can be discovered through research or whether reality is created through the process of research (Braun & Clarke, 2013). The positions range across a spectrum from positivist in which there is a belief that the demonstration of reality can be obtained through the objective collection of data and the use of scientific methods using control variables. At the other end of the spectrum constructionists believe that knowledge is tied to the social world in which we live; there is no one truth as it is a product of how we come to understand it (Braun & Clarke, 2013).

The epistemological position adopted by the research is critical realism. This position assumes that participants may have their own understanding of reality such as their beliefs about the facilitating factors and barriers to their work with young people but that needs to be tested out using more quantifiable methods for validity and transferability (Willig, 2013). Through a sequential design the researcher aims to identify some of the facilitating factors and barriers to their work safeguarding young people at risk of CSE and test out whether they are valid and transferable to the wider group of DSLs in England (Creswell & Plano-Clark, 2007).

Initially the study aims to explore the phenomena with locally recruited focus groups. This is at a small scale local level before testing out the validity and transferability of the factors for a wider group of DSLs in a larger national survey. The epistemological position considers that through the multiple lenses of quantitative and qualitative methods and the use of both local and national cohorts that the researcher can get closer to understanding what reality might be. The research design is a mixed methods two phase exploratory sequential design to allow the researcher initially to explore the experiences of DSLs and develop a number of categories to be further tested for validity and transferability through a national questionnaire (Creswell & Plano-Clark, 2007). This research assumes that some level of understanding of the realities for DSLs can be discovered through research whilst acknowledging that the research and interaction with the researcher will shape and alter the knowledge that is discovered (Braun & Clarke, 2013). In contrast to post-positivists, critical realists accept that the truth discovered will be limited but acknowledge the importance of trying to establish some understanding of “truth” of DSL’s experiences in order to encourage changes in practice and provide emancipation and positive change for those sharing their experiences (Braun & Clarke, 2013). In line with this aim this research is based on the premise that “quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach used alone” (Braun & Clarke, 2013, p. 7) .This fits with the desire in critical realist research to try to interpret some of the complexity of the real open systems being studied and to be an advocate for the participants by working with them collaboratively (Willig, 2013).

3.5 Mixed methods design

The term mixed methods refers to a design in which quantitative and qualitative data collection is carried out in the same research project (Robson, 2011). Traditionally when researchers felt the need to choose between a positivist or constructionist philosophical stance the idea of a multiple research policy was considered impossible because the two distinct data collection methods did not study the same phenomena (Robson, 2011). More recently researchers from a pragmatist or critical realist position have suggested that there are potential benefits from using two types of data collection methods (Creswell & Plano-Clark, 2007). Suggested benefits include: the corroboration of findings (triangulation); a more complete and comprehensive picture of the phenomena being studied; neutralising the limitations of each approach leading to stronger inferences; understanding complex phenomena more fully and from a wider range of perspectives; and helping to refine hypotheses for testing in the quantitative phase (Robson, 2011). They also provide an opportunity to consider both the individual and structural aspects of safeguarding that should help to develop an emergent hypothesis. These benefits mean that mixed method designs have been considered a natural partner for critical realists (Robson, 2011).

3.5.1 The challenges of mixed method design

The most significant challenge of this method is the time intensity and need for extensive data collection (Creswell, 2009). The timing issue has been considered and recognised as a particular challenge of an exploratory

sequential design as the data collection has to take place in two distinct phases (Creswell & Plano-Clark, 2007).

In addition, the researcher needs to be familiar with both quantitative and qualitative forms of research (Robson, 2011). This is a challenge and the researcher recognises the need to ensure that both forms of data collection and analysis are reliable and valid (Robson, 2011).

The integration of findings and weight given to each can be problematic with only a small number of research studies fully integrating the findings especially when the use of two different methods of data collection have not been clearly explained (Robson, 2011). The researcher has chosen to use an embedded exploratory sequential design so that the weighting and integration are a vital part of the design and should mean that the findings are integrated effectively (Creswell & Plano-Clark, 2007). Within the exploratory sequential design, a decision is made to give greater weight to the qualitative data as it forms the basis for the second phase of data collection (Figure 1).

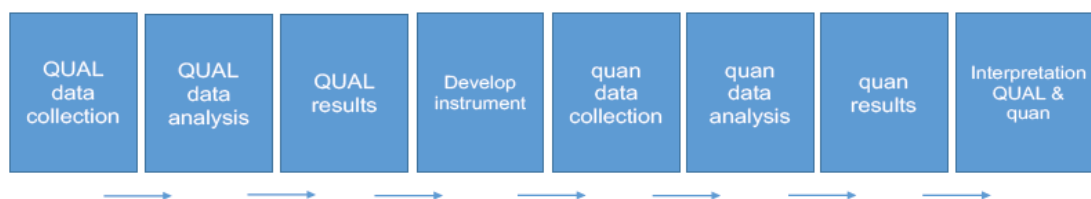


Figure 1: *Exploratory design: Taxonomy development model* (Creswell & Plano-Clark, 2007, p. 76)

3.5.2 An embedded sequential exploratory mixed methods design

The aim of the study is to explore the experiences of DSLs of which very little is currently known and so a mixed methods embedded sequential exploratory design was chosen (Creswell & Plano-Clark, 2007). The purpose of a two phase design is that the first phase will inform the second phase (Creswell & Plano-Clark, 2007). The design “is based on the premise that an exploration is needed for several reasons: measures or instruments are not available, the variables are unknown, or there is no guiding framework or theory” (Creswell & Plano-Clark, 2007, p. 75). This design starts with a qualitative phase which is suited to exploratory study and then hypotheses can be tested to see if they are transferable (Creswell & Plano-Clark, 2007).

This exploratory sequential design will use a taxonomy development model (Creswell & Plano-Clark, 2007). There is relatively little known about the experiences of DSLs in secondary schools and so the first qualitative phase will be used to identify an emergent theory about these experiences and to try to categorise the facilitating factors and barriers that DSLs encounter. These emergent theories and categories will then be used to develop the questions to be used in a survey to examine the prevalence and validity of these emergent theories and categories (Creswell & Plano-Clark, 2007).

The quantitative data and analysis provides a supporting role to the qualitative data from the first phase analysis (Creswell, 2009). The results can then be integrated to develop an emergent theory. A Systems-psychodynamic lens will then be used to consider the implications of the results. The reasons for selecting this theory are, that it felt important to address both the individual emotional level of the experience alongside consideration of the interconnections between different organisations and professionals (Eloquin, 2016).

The key challenge of this design is the considerable time required to implement it. The first phase must be completed and analysed before the second phase can begin (Creswell & Plano-Clark, 2007). As this design involved the development of a second phase survey rigorous steps are needed to ensure it is valid and reliable. In addition, decisions need to be made about what themes will be explored by clearly defining the research questions (Creswell & Plano-Clark, 2007). A chart was completed to ensure that the timings and phases would be completed within the timeframe allowed (see Figure 2).

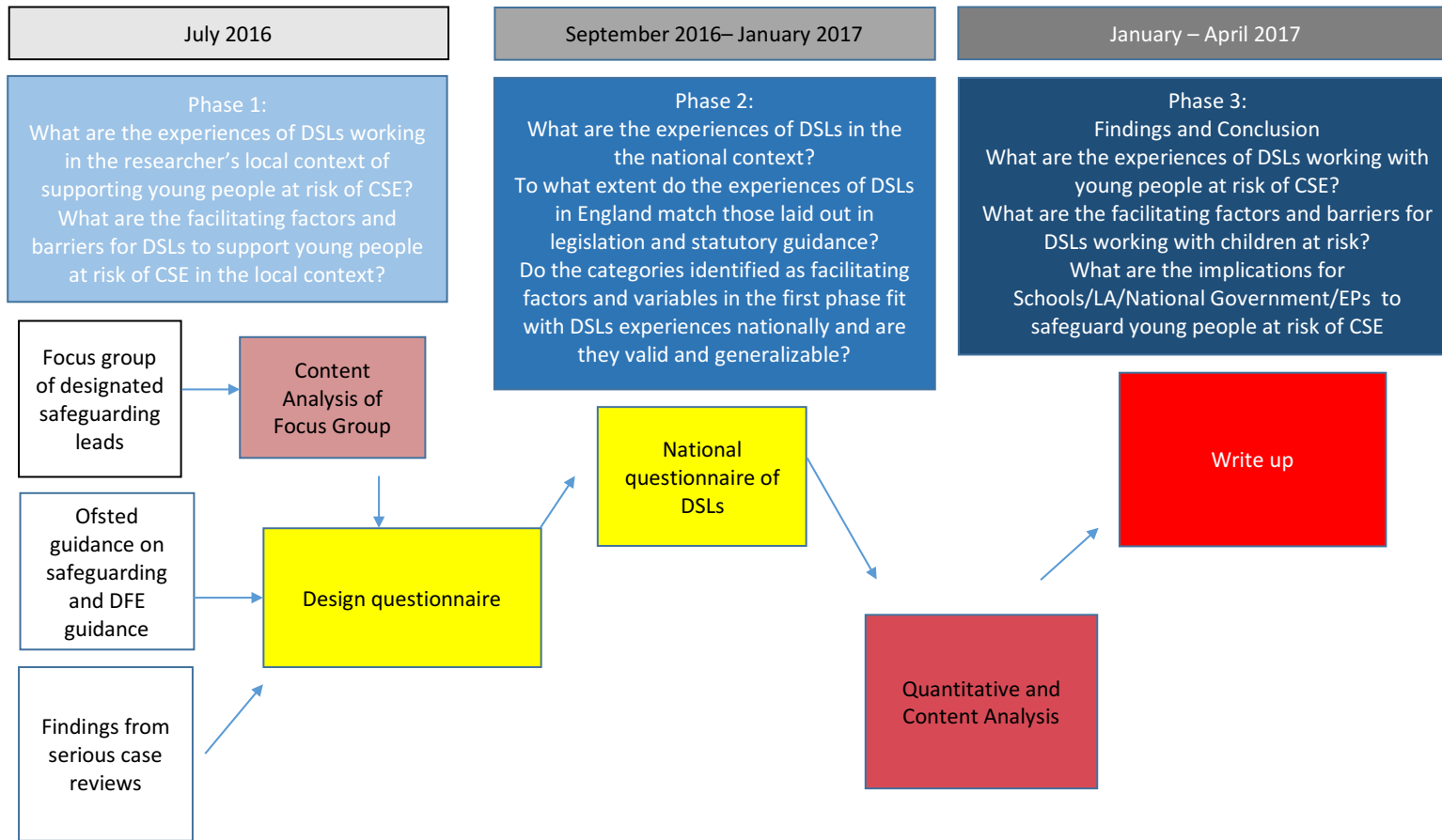


Figure 2: Chart of timings for exploratory sequential design

3.6 The research questions

This study attempts to explore the experiences of Designated Safeguarding Leads in secondary schools in England working with young people at risk of Child Sexual Exploitation and identify what facilitating factors and barriers they believe they face in their role through a critical realist stance.

The overall research questions are:

1. What are the experiences of DSLs in secondary schools in England working with young people at risk of CSE?
2. What categories can be identified as facilitating factors or barriers for DSLs in secondary schools in England working with young people at risk of CSE?
3. What are the implications for Schools / LA / National government / EPs to safeguard young people at risk of CSE?

3.6.1 Questions for Phase 1 (focus groups)

1. What are the experiences of DSL in the researcher's local context of supporting young people at risk of CSE in this context?
2. What are the facilitating factors or barriers for DSLs when working with young people at risk of CSE in the local context?

3.6.2 Questions for Phase 2 (questionnaire)

1. What are the experiences of DSLs in the national context?

2. To what extent do the experiences of DSLs in England match those laid out in legislation and statutory guidance?
3. Do the categories identified as facilitating factors and variables in the first phase fit with DSLs experiences nationally and are they valid and transferable?

3.7 Phase 1

The first phase of the the study is an exploration of the experiences of DSLs of safeguarding children in secondary schools in relation to their experiences of working with young people at risk of CSE. The reason for collecting this qualitative data is that there is currently very little known about the practice of DSLs and there is therefore little guiding theory relating to the facilitating factors and barriers to safeguarding young people at risk of CSE.

3.7.1 Focus Group

The purpose of a focus group is to explore how people feel or think about an issue (Krueger & Casey, 2015). The benefits of a focus group are that when participants are with others who share a commonality that they feel comfortable with are more likely to share their views (Krueger & Casey, 2015). In a focus group the interviewer is not in a position of power and is careful not to make judgements about what is said and so participants are more likely to give their opinions without fear of being judged (Krueger & Casey, 2015). Focus groups are helpful in gaining an understanding of how people feel about an issues and given the limited amount of data available about the experiences of DSLs it felt

useful to use a strategy that would allow participants to freely express their views and opinions about their experiences of being a DSL. They are also useful for garnering a range of opinions in preparation for producing a quantitative tool (Krueger & Casey, 2015). Focus groups also allow for a more relaxed type of conversation as the group makes collective sense of the phenomena and are helpful for exploring under-researched areas (Braun & Clarke, 2013).

As relatively little is known about the experiences of DSLs it did not feel helpful at this stage to develop a questionnaire or use a structured interview technique as there is no taxonomy at present to develop such instruments (Krueger & Casey, 2015). The use of semi-structured interviews was considered which have the advantage and flexibility of being able to be led by the interviewee in a similar way to focus groups (Robson, 2011). Semi-structured interviews are also useful if the participants have a personal stake in the research (Braun & Clarke, 2013). Given the limited amount known about the experiences of DSLs interviews it was decided that it would be preferable to engage with more participants through focus groups rather than use individual interviews (Braun & Clarke, 2013). In addition, it was considered beneficial given the time constraints of the research to have focus groups as interviews are time-consuming and generate more data for transcription (Braun & Clarke, 2013).

A focus group schedule in line with guidance on focus group recommendations was developed beginning with the generation of ground rules (see Appendix

C) (Braun & Clarke, 2013). Initially the questions focused on making participants feel comfortable with one another before moving onto a transition question in which participants were asked to comment on their experiences (Krueger & Casey, 2015). The key questions about what the facilitating factors and barriers were then led into a closure question asking participants to reflect on what they would tell the Local Authority (LA) or Government needed to change (Krueger & Casey, 2015). Finally, participants were asked if anything had been missed and to agree the table of facilitating factors and barriers which had been developed with the moderator.

The schedule was piloted with a DSL outside of the study before use with the DSLs in the study to check that the questions were suitable and to provide an opportunity for the moderator to practice their skills and gain feedback on their performance (Braun & Clarke, 2013; Robson, 2011).

The tables of facilitating factors and barriers were handwritten and agreed in the group with the participants and were then transcribed by the researcher. The meetings were also audio recorded in case the researcher wanted to go back and clarify anything following the session (Robson, 2011).

3.7.2 Participants in the focus group

The participants were recruited in the researcher's local authority. The researcher asked for volunteers to sign up at the regular LSCB safeguarding meetings for DSL by providing the researcher with their contact details. The

volunteers were asked to choose from three predetermined dates (Robson, 2011). As location is important for confidentiality, lack of interruptions, and ease of access and comfort, three locations were offered including the LA building and two different school sites (Braun & Clarke, 2013).

The group were recruited locally from secondary school DSLs in order to gain homogeneity of experiences and have a shared basis for discussion (Braun & Clarke, 2013). Homogeneity was considered important as the aim was to gain understanding of their experiences of the same phenomena (safeguarding young people at risk of CSE). In order to achieve homogeneity within the participant group the researcher chose to recruit DSLs from secondary schools only (Krueger & Casey, 2015). It was considered that the issues faced by DSLs in primary schools which have a different structure and culture would not necessarily be the same as those faced by DSLs in secondary school.

In order to gain more participants a snowballing sample technique was used and once individuals had confirmed the day and time they would attend they were asked to invite others (Krueger & Casey, 2015). The researcher would have liked to use a piggyback technique and add the focus group to the end of the regular LSCB meeting but due to time constraints and delays in ethical approval this was not possible (Krueger & Casey, 2015).

The aim was to recruit between 4 and 6 people for each group. A smaller group is desirable when each participant should have a lot to share in order to gain a richer understanding of their experiences (Krueger & Casey, 2015). Four people signed up for each of the groups and were each sent reminders and details of the groups with a participant information sheet but on the scheduled days there were a number of cancellations. One of the groups had two participants and two had one participant each. All four participants were either DSLs or deputy DSLs in secondary schools in the researcher's LA. This reflected the nature of practical research and the challenges associated with recruiting busy people who are geographically dispersed (Braun & Clarke, 2013). Despite the reduction in numbers the procedures were still followed and it was decided to continue with the meetings to see if data reached saturation and was rich enough to develop hypotheses about the experiences of DSLs and thus design a national questionnaire (Krueger & Casey, 2015). The sample size in focus groups is determined by the purpose and nature of the study and the validity and meaningfulness are determined by the richness of the data and the analytical capabilities of the researcher and so the size of the sample for this phase of the study was felt to be appropriate (Krueger & Casey, 2015).

3.7.3 Analysis of focus group data

The purpose of the study should guide the direction, depth and intensity of the analysis (Krueger & Casey, 2015). The aim of a focus group is to understand the experience of the participants and to provide insights into what they perceive are facilitating factors and barriers (Krueger & Casey, 2015). The purpose of the focus group in phase 1 of the study was to develop hypotheses

about the key elements of the experiences of DSLs in secondary schools supporting young people at risk of CSE and to develop hypotheses about what the facilitating factors and barriers were for them in safeguarding young people at risk of CSE. It was therefore important to use a form of analysis that would enable the researcher to identify a limited number of key categories rather than a more in-depth analysis of the table of facilitating factors and barriers agreed with the participants. (Krueger & Casey, 2015).

Systematic analysis means following a prescribed, sequential process that is transparent and open for inspection and can be replicated by another researcher (Krueger & Casey, 2015). Content Analysis is a “research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use” (Krippendorff, 2013, p. 24). Content Analysis is a broad form of data analysis ranging from an impressionistic approach to strict textual analysis (Hsieh & Shannon, 2005). Content Analysis has been used primarily as a quantitative method with text coded into categories. Qualitative Content Analysis “goes beyond merely counting words to examining language intensely for the purpose of classifying large amounts of text into an efficient number of categories that represent similar meanings” (Hsieh & Shannon, 2005, p. 1278). It is possible to analyse data qualitatively and at the same time quantify the data within categories (Vaismoradi, Turunen, & Bondas, 2013)

Other data analysis techniques were considered such as more interpretative approaches such as grounded theory or Interpretive Phenomenological Analysis (IPA) but it was felt that a more descriptive approach such as Content Analysis or Thematic Analysis was pertinent to a two phase study. IPA is considered to be more emancipatory than change focused in its aim and so was discounted (Braun & Clarke, 2013). Grounded Theory takes a long time to reach saturation and so it was felt that given the two phase mixed method approach of this study such analysis would not be appropriate (Braun & Clarke, 2013)

Thematic Analysis is very similar to Content Analysis in that it tries to identify themes in data but it is different in that it does not allow for quantification of themes (Braun & Clarke, 2013). Both approaches have similar steps starting with immersion in the data which involved transcribing the table of facilitating factors and barriers from the meeting, making notes, reading and re-reading the data set (Braun & Clarke, 2013). This is followed by selecting units of data to be analysed and the development of categories in Content Analysis and themes in Thematic Analysis (Vaismoradi, Turunen & Bondas, 2013). Both Content and Thematic Analysis allow for the consideration of the manifest and latent aspect of analysing a text with the main difference being the possibility in content analysis of quantifying the data (Vaismoradi, Turunen, & Bondas, 2013). As this is an exploratory and emancipatory study it felt more appropriate to use content analysis to cautiously explore the more manifest aspects of the text and the prevalence of categories in the text (Vaismoradi, Turunen, & Bondas, 2013).

Initially the text was entered into TagCrowd which is a web application for visualising word frequencies (Steinbeck, 2006). While such counts can be seen as impressionistic or unrelated to the body of text they can be useful to gain some overall vision of the most common words used but without inferences being made with regard to the context they are meaningless (Krippendorff, 2013). They are useful for summative content analysis with terms identified that may allow interpretation with the use of the word or phrase and it can provide a broader insight into the text (Hsieh & Shannon, 2005).

Following this more conventional content analysis, was used beginning with reading all the data repeatedly to achieve immersion and obtain a sense of the whole followed by concept development or model building (Hsieh & Shannon, 2005). The text was broken into coding units for analysis i.e. words or statements that relate to the same central meaning (Graneheim & Lundman, 2004). Each coding unit was then grouped into categories. A category is a group of content that shares a commonality (Graneheim & Lundman, 2004). Each category must be exhaustive and mutually exclusive with no coding units fitting into more than one category or falling between categories (Krippendorff, 2013). Categories are reviewed regularly within a feedback loop and revised as appropriate (Mayring, 2000).

For the data in phase 1, Inductive Content Analysis was selected. In Inductive Content Analysis categories are driven by the text without imposing preconceived categories and the analysis is therefore grounded in the data and the participants views (Hsieh & Shannon, 2005). Deductive coding is used when there is an existing theory or hypotheses about a phenomenon and categories are identified based on the pre-existing knowledge (Hsieh & Shannon, 2005). Due to the exploratory nature of the topic and the lack of existing hypotheses it felt right to carry out an Inductive Content Analysis as the aim of this analysis was concept development and hypotheses building (Hsieh & Shannon, 2005). Once categories had been identified and revised an EP was asked to look at the category development as part of the feedback loop and the categories and definition revised accordingly to ensure that the categories identified had some internal validity (Robson, 2011).

The categories that were identified were then used to develop hypotheses about the experiences of DSLs and used to formulate a questionnaire for use in Phase 2.

3.8 Phase 2

The purpose of the second phase in a sequential exploratory strategy is to test elements of an emergent theory from phase 1 and to assess whether the findings from phase 1 can be transferred to the national context (Creswell, 2009). A questionnaire was designed to test out the emergent theory and

quantitative and qualitative data were collected for analysis to determine whether the hypotheses can be transferred to the wider population of DSLs in England. The reason for collecting this quantitative data is to examine the prevalence of the emerging hypotheses in the wider population.

3.8.1 Data collection: Survey

Surveys are a research strategy usually cross-sectional in design and through the use of a tool such as an online questionnaire enable the views of a large number of people to be quickly and efficiently collected and analysed (Robson, 2011). Alternatives such as a number of interviews or focus groups would have limited the number of participants and been expensive and time-consuming and so were decided not to be used for this phase (Robson, 2011).

Surveys are useful to discover people's views and are flexible enough to include closed questions for quantitative analysis as well as open questions for further qualitative analysis. Surveys are useful for descriptive purposes and allow the researcher to find out answers to a number of questions such as "Do you have Deputy DSL?"

It was decided that an online questionnaire offered the most effective way to carry out the survey. Advantages include: low cost; data can be downloaded quickly; can be quick for participants to complete; can have a wide distribution; online survey providers such as *Survey Monkey* (www.surveymonkey.com)

mean that it is easy for even a beginner to use, and the flexibility of the questionnaire means that some open questions can be included (Robson, 2011).

The disadvantages include: no opportunity to build up a rapport with the participant; poor response rates; little control over the participants response situation; and variability in the quality of their responses (Robson, 2011). It was decided that the inclusion of a number of open questions would enable the researcher to see if the quality of the responses was poor (Robson, 2011). *Survey Monkey* allows the researcher to see when and how long responses took and so have some understanding of the participant's response situation. The impact of the lack of rapport on the results and variability were recognised and were considered during the analysis with regard to the reliability and validity of the results.

The questionnaire aimed to test whether the emerging hypotheses were valid and could be transferred to the wider population of DSLs in England (see Appendix E). Questions were therefore designed to evaluate whether the respondents were a representative sample of DSLs from England. Further questions aimed to explore the validity of the emergent hypotheses around seven categories (see 4.1.1). Questions included closed questions and three open questions.

It is important that the tool measures what it claims to and that the sampling is valid and representative of the population being studied (Robson, 2011). Piloting of a questionnaire means that it is possible to produce a reliable tool with a high reliability of response (Robson, 2011). The questionnaire was tested on a locally recruited group of DSLs to check: that the language could be understood; that the questionnaire wasn't too long; that the questions were meaningful and accessible; and it was possible to complete online. Following testing the questionnaire was revised as appropriate before being sent out nationally.

3.8.2 Participants

The questionnaire was distributed through a link to *Survey Monkey* via LSCBs who were asked to distribute it to their secondary school DSLs. In addition, colleagues at the DFE distributed it to secondary school DSLs. The researcher provided additional information to LSCBs as requested. 102 people from across England completed the online questionnaire.

All the participants were secondary school DSLs in England. Data was collected about the type of school, Ofsted rating of the school and the location of the school so that the representative nature of the sample could be considered.

Personal data about the participants such as their gender or ethnicity were not collected as it was considered that this might put off potential participants (Robson, 2011).

3.8.3 Data analysis

To test if the proportions of the sample of secondary schools who responded to the questionnaire matched the national picture, data from national statistics on Ofsted rating, school type and school location were compared with the participant sample using the chi-squared test of proportions (Field, 2009).

The closed questions were analysed using descriptive statistics using the SPSS statistical analysis package (Field, 2009). This was to observe the prevalence of the emergent hypotheses in the wider DSL population.

The three open questions were analysed through content analysis. Two used Inductive Content Analysis as no theory has yet been developed or research completed to inform analysis. These were Q12b (Have you used a toolkit/assessment tool to identify a young person at risk of CSE? If yes can comment on its usefulness) and Q13 (Thinking about your most recent referral for a child, you were concerned was at risk of CSE to other services

[CAMHS, Children's Services, Police etc.]. How would you describe the experience?)

One question (Q18: If you could advise the government how to support DSLs in secondary schools around CSE, what would be your top (three) priorities?) was analysed using deductive content analysis. The categories developed in Phase 1 were used to see whether they could be usefully applied to a similar question about what needed to change to ensure safeguarding (Mayring, 2000). The category definitions from Phase 1 were considered and reviewed to see if they could be applied to this new data set. This was to assess the validity and transferability of the emergent hypotheses and to expand on the quantitative findings (Mayring, 2000).

To see if the job role and conditions of service could predict quality of safeguarding the respondents were asked to rate their school's current performance for safeguarding (Q16). Multinomial logistic regression are used to see if a categorical variable can act as a predictor variable for another categorical variable (Field, 2009). In this case the explanatory variable is self-rating of school's safeguarding provision. The predictor variables chosen were access to supervision, having administrative support, hours allocated to role, access to training, experience in role and position in school and having a deputy DSL.

The explanatory variable was a self-rating scale and was therefore limited to the DSLs interpretation of the quality of their schools safeguarding. No other measure of quality of safeguarding was available however and so the self-rating scale was deemed necessary.

Once the findings were integrated a psychological perspective was used to consider both the observable structural aspects of organisations and the internal emotional factors to contemplate what practical implications the research could have (Armstrong & Huffington, 2004)

3.9 Interpretation of results

Traditionally research has based the quality of research findings on the test of reliability, validity and reliability, validity and generalizability (see Table 1: Terms for analysing quality of findings

for definitions) (Robson, 2011). Research in a social constructionist paradigm would consider the trustworthiness, credibility and transferability of findings (Robson, 2011). This research is from a critical realist epistemology and utilises a mixed methods research approach with an exploratory purpose. The validity of mixed methods research comes from the “ability to draw meaningful and accurate conclusions from data” (Creswell & Plano-Clark, 2007, p. 146). The type of research and epistemological stance of the research means that different concepts will be crucial at different stages of the research. The researcher has chosen to use the terms that fit with this research and epistemology.

The aim of the research was to develop emergent hypotheses that could be tested for validity and prevalence in the wider population of DSLs. The researcher has therefore chosen to use the term *reliability*. This concept was used to consider whether the focus group schedule and online questionnaire were coded by the researcher appropriately and this was checked and reviewed by a qualified educational psychologist to ensure inter coder agreement.

To ensure the quantitative aspects of the design were *valid* different participants were selected for the two phases of the research design. A large sample was used in the quantitative phase to ensure it was representative. The focus group schedule and the online questionnaire were piloted and reviewed to ensure that they measured the phenomena under investigation (Creswell & Plano-Clark, 2007).

The qualitative findings should be considered for *credibility*. The qualitative analysis should be judged on the quality of the description and the audit trail of results that has been provided in the results section. Peer debriefing was used to check the researcher's bias.

A conscious decision was taken to use the concept *transferability* rather than generalizability as this was an exploratory piece of research. The cultural and political context for DSLs in secondary schools in England is constantly

changing and the findings are therefore limited to the context in which the research was carried out. A key test will be to consider whether the findings reveal new insights into the phenomena (Krippendorff, 2013).

Table 1: Terms for analysing quality of findings

Terms used to examine the quality of findings typically in positivist research	Terms used to examine the quality of findings in social constructionist research.
<p>Reliability</p> <p>Instruments are standardised and large sample populations are used to ensure that the findings are reliable. This includes considering if the instrument used is appropriate to measure the concept under investigation; the instrument allows differences to be observed between participants; and has checks for participant bias in any answers. Intercoder checks ensure that researcher bias is limited (Robson, 2011).</p>	<p>Trustworthiness</p> <p>Trustworthiness is favoured by researchers who believe that the world can not be fully known. Research from a social constructionist point of view emphasises the difference in purpose which is to understand the richness of the phenomena under investigation rather than produce results that can be generalized (Braun & Clarke, 2013).</p>
<p>Validity</p>	<p>Credibility</p>

<p>Findings can be directly replicated by an independent researcher. The findings have discovered something “real”. The participants have been randomly selected or are representative of the population under investigation (Robson, 2011).</p>	<p>Findings can never be replicated as each individual is different and research aims to gain a deep understanding (rich data). Findings are credible because the data is accurately described, the interpretations are transparent through the use of an audit trail and the independence of the researcher is considered. The role of triangulating data, use of peer debriefing and member checking help to reduce any researcher bias (Braun & Clarke, 2013).</p>
<p>Generalizability</p> <p>If the sample investigated is representative of the wider population then any findings should be able to be applied to the wider population. This will only be the case if the group studied, the setting and history of the group is the same. This can be assessed by direct</p>	<p>Transferability</p> <p>If the study describes the specific contexts, participants, settings and circumstances of the study the reader can then evaluate whether the findings will apply to other groups. It is up to the reader to decide whether the findings are</p>

<p>demonstration by repeating the research with a different target group or by making a strong case that the sample is representative (Robson, 2011).</p>	<p>transferable to their context (Braun & Clarke, 2013)</p>
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3.10 Ethical consideration

Ethical approval was obtained from the Tavistock and Portman NHS Trust. The BPS states that normally there should be no greater risks to participating in research than those encountered in normal life (BPS, 2014). In line with the code, the selected participant group were already involved in safeguarding around CSE and sensitivity was taken in order to ensure that individual distress or self-doubt was not unwittingly induced (BPS, 2014).

The possibility of the research raising difficult emotions for the participants was considered and on the participant information sheet for both the focus group and questionnaire participants were directed to sources of support (Appendix D). Participants were also asked to confirm that they had informed their Headteacher that they were taking part.

Participants in both phases were given an information sheet and informed consent was sought from all participants. Participants were informed in the

information sheet that they had the right to withdraw from the study up to the point of coding.

Individual anonymity was maintained by anonymising the focus group data and all questionnaire returns. Physical copies of the recordings of the focus group were stored in a locked cabinet held at the Educational Psychology Service and destroyed once the research had been completed. When entering data for analysis, individuals were only identified as a code. The possibility of identifying participants meant that no local authority was identified and any revealing details in open questions were anonymised by the researcher.

Chapter 4: Results and Analysis

4.1 Analysis of Phase 1 data

The questions for phase 1 were:

1. What are the experiences of DSLs in the researcher's local context of supporting young people at risk of CSE in this context?
2. What are the facilitating factors or barriers for DSLs when working with young people at risk of CSE in the local context?

4.1.1. Content analysis of focus group results

Three focus groups were scheduled and following the LSCB area meeting for DSLs fifteen people volunteered to take part. On the day of each of the focus groups however, there were a number of cancellations. Reasons given included the difficulties with end of term arrangements, emergency safeguarding and health concerns. Three of the reasons given were attendance at child protection conferences. All those who failed to attend ensured that they made contact to explain their non-attendance and asked if they were able to access other opportunities to take part. Focus groups are not a good method for busy people and despite their desire to take part individuals struggled to attend (Braun & Clarke, 2013).

Given the flexibility of the focus group schedule it felt appropriate to continue with the schedule despite the reduced number of people as individual and

paired interviews using a focus group process and script (Braun & Clarke, 2013). The first interview involved one participant, the second paired interview had two participants and the third interview involved one participant. All of the participants were DSLs or deputy DSLs in secondary schools in the researcher's local authority. The validity of this was checked out with regard to whether the data collection had reached saturation. Saturation is the point when the data collection does not generate anything substantially new and the range of perspectives appears to have been covered (Braun & Clarke, 2013).

The interviews began with an exploration of the participant(s)' experiences of working with children at risk of CSE. A table of facilitating factors and barriers was co-produced between the researcher, Assistant EP and participant(s) during the interviews. The Assistant EP and researcher asked follow up questions and encouraged further dialogue to ensure the table covered the participant's experiences as fully as possible. The table was agreed at the end with the participant(s) to check it was accurate (Appendix F). It was explained that the table would be the content used for analysis. Participant(s) were given opportunities to add anything that they felt had been missed and should be in the table. The meetings were recorded so that anything that required clarification during the analysis stage could be checked against the recording.

The meetings all took place at the end of the school day during the final few weeks of the summer term. All three of the meetings lasted for the full hour allocated. It was interesting to observe the physical change in the participants

during the session as they visibly relaxed during the session becoming more engaged. All participants reflected on how helpful they had found the meeting and it appeared to the researcher that they were less “full up” than when they had arrived.

The tables of facilitating factors and barriers were analysed using Inductive Content Analysis. Initially a computer based package, tagcrowd.com (Steinbeck, 2006) was used to calculate the most common words used across the three tables that were co-produced in the individual and paired interview (Figure 3). It is useful as a visual analysis of qualitative data. The text is not stored anywhere or shared with anyone. This was helpful to objectively see which words arose most. It was interesting to see terms arise around certain categories including: feelings (difficult, experience and vulnerable); organisations (school, family, police, social, TAs and students); words of hope (better, build, change, develop, share, team and support); and words reflecting despair (challenge, difficult, no-one and risk). It is difficult to take too much meaning from a simple count of words out of context but this was a useful starting point and the words identified felt very pertinent to the researcher's experience of the focus group. Furthermore, the word frequency helped the researcher become immersed in the data and begin to consider the appropriate categories for Content Analysis.



Figure 3: Frequency of words in tables from individual and paired interviews

Following immersion in the data, the text was broken into coding units. A number of coding categories were identified and then revised within the process of analysis before developing category descriptors (Mayring, 2000). To check for inter-coder reliability the categories were checked with a qualified EP and the coding of the text and the category definition and titles reviewed and altered until there was agreement about the categories and the coding units (Mayring, 2000). Following several reviews and discussion with another EP seven categories were agreed upon and defined. The coding units were each assigned to a category and the number of units in each category was tallied. The results can be seen in table 2 below.

Table 2: Content analysis of tables of facilitating factors and barriers from the individual and paired interviews

C1	
Category	Outside provision of support and/or resources
Definition	Additional support including comments about the type of the support that would be useful from other agencies and the resources they could provide N.B. not about quality of relationship,
Examples	<p>'variation in individual work by social workers – some more effective than others'</p> <p>'CAMHS if involved can help'</p> <p>'knowing what resources are out there'</p> <p>'if EPs were more available at the lower level to identify mental health, family issues below threshold and help school to plan'</p> <p>'DSL role in colleges (transition)'</p> <p>'Boys to men group run by PCSO – now stopped due to cuts'</p> <p>'link social worker. Meet with them every fortnight. Always has a laptop and can ask about cases, advice, sounding board, advice on how to challenge the system'</p> <p>'would help to have a PCSO who could spend time and build up relationships with young people'</p> <p>'Breck Bednar – real life accessible story'</p>
Number	21
Percentage of coding units	9.2

C2	
Category	DSL role and conditions of service
Definition	Aspects of role and job description include: time allocated to role, access to supervision, access to training and networking opportunities, and having a deputy.
Examples	<p>'At x school is a full time role with no distractions'</p> <p>'If a person is non-teaching they can separate issues and the safeguarding doesn't impact on the classroom context'</p> <p>'training courses' 'networking with other professionals – local DSL meeting'</p> <p>'Handover from an experienced person'</p> <p>'training is essential as things change so quickly and you need to be updated'</p> <p>'time...to attend meetings, prepare for them and after the meeting to execute a plan and ensure sharing between agencies'</p> <p>'DSL on SLT doesn't have focus or time to carry out job role as too much in their portfolio to focus on'</p> <p>'difficulty of job role – teacher versus safeguarding'</p> <p>'administration – necessary but time consuming'</p> <p>'administration – if no-one focused on the role concern that things don't recorded or get recorded inaccurately'</p> <p>'experience'</p> <p>'supervision – staff are often upset and get no support'</p>

	<p>'all secondary schools should a full time non-teaching DSL'</p> <p>'supervision is vital for DSL well being'</p> <p>'no training given on CSE tools'</p> <p>'More training on managing risks – usually try to pass on information but often left holding risk'</p> <p>'HOY has to come back full up and has to go and teach'</p> <p>'supervision – no-one to talk to and no time allocated'</p> <p>'no time to process information, share information'</p> <p>'experienced professionals can challenge but it takes time to develop'</p> <p>'no time to strategize before a meeting or review...'</p> <p>'Deputy head/teacher role can be a conflict for children wanting to disclose and worry about getting into trouble'</p> <p>'on occasion staff haven't disclosed because they are afraid to interrupt a lesson the DSL is teaching'</p> <p>'opportunity to have a male and female DSL so children and staff feel comfortable'</p> <p>'DSL drives paperwork but pupils need someone they can connect with'</p> <p>'opportunity to unload to a professional helps to put things in perspective'</p> <p>'someone in school with knowledge and awareness of computer/e-safety as not a skill of DSL..'</p>
Number	43
Percentage of coding units	18.9

C3	
Category	Challenges and Attributes of adolescence
Definition	<p>Challenges include:</p> <p>stages of development including thrill seeking; understanding and knowledge of risk;</p> <p>societal demands on children e.g. social media;</p> <p>ability to respond to and receive support</p>
Examples	<p>'young people are naïve'</p> <p>'young people are not always able to accept support/advice'</p> <p>'complexity of family dynamics means sometimes there are half siblings in the same school that the school are unaware of'</p> <p>'access to internet 24/7'</p> <p>'what constitutes CSE – often the case of a year 11 dating a year 9 student and it is difficult to know if this is acceptable'</p> <p>'is it normal for children to go around each other houses? Less going out'</p> <p>'Young people have normalised meeting up with people they have just met.'</p> <p>'terminology – difficult to know meaning of words as the words change so quickly'</p> <p>'children with MLD are all vulnerable to CSE – difficult to differentiate level of risk'</p> <p>'Learning difficulties mean children have a very literal understanding and are easily influenced'</p> <p>'young people's difficulties with delaying gratification'</p>

	<p>'Have already failed so low self-esteem and very vulnerable to those who make them feel good.'</p> <p>'opportunities for all children to experience success to protect them and stop them feeling so vulnerable'</p> <p>'children with LD often have low expectations about how they should be treated'</p> <p>'often too late by secondary school as difficulties have become entrenched and not a long time to effect change'</p>
Number	28
Percentage of coding units	12.3

C4	
Category	Challenges and attributes of families/carers
Definition	Challenges and attributes include: parental strategies and capacity to deal with developmental aspects of adolescence such as rebellion; parental response to societal demands e.g. mixed-group sleepovers; parental response and capacity to respond to support
Examples	<p>'parents lack knowledge about social media/speed of change'</p> <p>'parents very open to support – mostly want help'</p> <p>'parent's evenings around internet safety (they need to know more)'</p> <p>'getting parents to attend internet safety meetings.'</p> <p>'parents don't know each other and trust their children rather than getting to know other parents and checking out the details'</p> <p>'parents letting other children stay over without checking it out with other parents/gaining permission/consent'</p> <p>'Make parental engagement compulsory and benefit dependent...'</p> <p>'social background – often families with difficulties find it hard to take on board advice which is so alien to them and their culture'</p>
Number	22

Percentage of coding units	9.7
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C5	
Category	National and local government demands and systems
Definition	<p>Demands and systemic issues include:</p> <p>Economic e.g. austerity;</p> <p>Responding to Government agenda e.g. target setting;</p> <p>Systemic e.g. co-location of agencies, development of risk assessment tools</p>
Examples	<p>'If childcare services and police do become co-located as planned that would be positive'</p> <p>'previously police at youth team and then youth support officer and they have now moved on and they are very stretched and it reduces impact'</p> <p>'family support programme is very good and effective over 12 weeks if the family wants to engage'</p> <p>'family support programme inappropriate for those who just miss the child in need threshold'</p> <p>'family support programme – 12 weeks does not lead to sustainable change for come families;</p> <p>'Asking DSL to manage family support programme...is very challenging as schools don't have access to the home and have a very different role to family support workers'</p> <p>'at 16 services effectively stop when children and families may benefit from further support'</p> <p>'students aged 14-15 often face services being unwilling to get involved'</p> <p>'spend money on police youth support/community liaison'</p> <p>'much more resources into early help'</p>

	<p>'there have been improvements'</p> <p>'whole approach to safeguarding and CSE is becoming more professional'</p> <p>'lots of resources available'</p> <p>'previously had a PCSO which helped but his role has now been cut'</p> <p>"CSE screening tool'</p> <p>'CSE champion'</p> <p>'DSL meeting at area level – get briefings and updates'</p> <p>'cross county issues of responsibility'</p> <p>'different procedures in different area e.g. child moved into emergency accommodation in X borough and no authority taking responsibility, different thresholds'</p> <p>'within county if its large children can lose contact with services'</p> <p>'political pressure on professionals to take children off lists and pass them back down means they don't get the support they need'</p> <p>'money/resources to keep children safe' 'funding to allow professionals to come together and collaborate'</p> <p>'focus on constant assessment is very demoralising for those with LD and increases risk for vulnerability and abuse.'</p>
Number	32
Percentage of coding units	14.1

C6	
Category	Relationships and Information sharing with other agencies
Definition	Comments on quality of relationships and quality and capacity of other agencies to engage in communication and information sharing.
Examples	<p>'link social worker- attends monthly meeting (v effective)'</p> <p>'Police previously safer neighbourhood team which meant regular communication'</p> <p>'difficult to pass on information and share information informally'</p> <p>'Previously when children came to the notice of the police, schools were informed...but no longer and this is a lost opportunity'</p> <p>'Children can be known to the police or social services and the schools don't know anything about it'</p> <p>'confusing on occasion why a case reaches threshold/lack of consistency'</p> <p>'experience – it takes time to build networks and knowledge of agencies'</p> <p>'social workers holding back confidential information – issues over trust but means prevention can't happen'</p> <p>'little feedback once a referral has been made to services...'</p> <p>'feedback from agencies about how to do better doesn't happen'</p> <p>'lack of feedback from children's services unless a case reaches child protection'</p> <p>'social services and police don't share information with schools'</p> <p>'CAMHS if they attend meetings and share strategies it ensures a full picture'</p>

<p>'CAMHS – communication very difficult'</p> <p>'CAMHS – no direct communication with school'</p> <p>'CAMHS – should seek permission to share information with school'</p> <p>'CAMHS – not returning phone calls'</p> <p>'CAMHS – rarely attend meetings'</p> <p>'lead professional role...lots of agencies refusing to be lead professional so falling to schools which is very difficult. It is not helpful that other agencies can opt out of their obligation'</p> <p>'need to resolve paranoia around (information) sharing'</p> <p>'meeting with police officer – had all the children they were concerned about and could share gang information between school and police'</p> <p>'case conferences are useful to develop relationships in network'</p> <p>'trust with some professionals that have had time to develop relationships with'</p> <p>'building relationships – transition meeting with primaries...'</p> <p>'deputy DSL does all the transition visits so can build relationships and knowledge'</p> <p>'ownership of issue no-one wants to take the lead'</p> <p>'social workers organising child protection conferences over the summer holiday'</p> <p>'opportunities to build relationships'</p> <p>'children's services will change times and not inform school or check if it suitable so DSL cannot attend.'</p> <p>'few links with health'</p>

	'build and remodel schools so space to meet in multi-agency teams' 'more multi-agency workers working alongside teachers in schools and being part of the school staff team e.g. school nurse.'
Number	44
Percentage of coding units	19.4

C7	
Category	Attributes of school
Definition	Ethos such as open culture, role of PSHE Systemic e.g. provision in school of counsellor, police officer , inviting in speakers, role plays
Examples	monthly care meetings to discuss concerns (HOY and pastoral staff) ‘education as a prevention e.g. sexting has reduced’ ‘advising parents on CEOP and parent zone’ ‘counsellor in school’ ‘schools know children really well and it would have been better to have support in house so they could deal with things more quickly and better’ ‘3 month waiting list for counsellor’ ‘behaviour/pastoral support – need experts in school to help identify issues. Better dealt with in house’ ‘informal feedback between DSL and deputies to develop practice and share concerns’ ‘ELSA (Emotional Literacy Support Assistant) support groups for young people’ ‘PSHE – reliant on tutors. Are school teachers really up to date? No-one really monitors PSHE’ ‘open door – children know they can disclose’ ‘welcoming open door for parents’

	<p>'students will e-mail'</p> <p>'students given a child protection care so that they know who to contact'</p> <p>'TAs often very helpful in knowing what is going on locally for children'</p> <p>'support for children over summer holidays'</p> <p>'therapists in place'</p> <p>'PSHE programme adapted to their needs..'</p>
Number	39
Percentage of coding units	17.2

The content analysis identified some important variables to be studied in more detail in Phase 2. Firstly, with regard to the experiences of DSLs in the researcher's local context of supporting young people at risk of CSE in this context the emergent theory would be that this is a varied experience.

Seven broad categories were identified for further exploration as emergent hypotheses: *Outside provision of support and / or resources; DSL role and conditions of services; Challenges and attributes of childhood/adolescence; Challenges and attributes of families/carers; National and local government demands and systems; Relationships and Information sharing with other agencies; and attributes of school.* The most discussed were *Relationships and information sharing* and *DSL role and conditions of service*. Prevalence does not necessarily indicate importance and further exploration of what factors DSLs consider important for safeguarding and important for change will be explored further in the questionnaire.

A number of facilitating factors were identified including: experiences of positive engagement with other professionals and respect for their role; strategies to engage families and young people; increased professionalism; opportunities for training; screening tools for risk of CSE; opportunities for informal information sharing such as having a link social worker or police officer and an opportunity to build up relationships of trust with them and a safeguarding ethos in the school with services such as counsellors and an open door approach to young people and their families.

A number of barriers at a local level seem to have left the DSLs feeling overwhelmed and with negative experiences including: not having the correct support, insufficient time and no supervision in place to help process, reflect and strategize; the challenges of adolescence and children with additional needs; parents' lack of knowledge about the risk of CSE; Government cuts to services that were valued and the increased need to hold the responsibility for cases; lack of information sharing and communication between agencies; lack of clarity around thresholds and difficulties caused due to the lack of a shared culture between professionals causing some tensions.

4.2 Analysis of Phase 2 data

The three questions for phase 2 are:

1. What are the experiences of DSLs in the the national context?
2. To what extent do the experiences of DSLs in England match those laid out in legislation and statutory guidance?
3. Do the categories identified as facilitating factors and variables in the first phase fit with DSLs experiences nationally and are they valid and transferable?

4.2.1 Informed consent

Question 1 gave details of the research and allowed participants to give informed consent. This was followed by Q2 which requested participants to

consent to participate in a follow up interview. 41 participants out of 102 were willing to take part in a follow up study and to be interviewed and included their e-mail address in order to be contacted.

4.3 How representative is the sample?

The questionnaire was open from 3rd October 2016 to 3rd January 2017. The largest response rate was in the week beginning 10th October which resulted in 52 fully completed questionnaire responses.

The survey was sent out via Local Safeguarding Children Boards (LSCBs). It is interesting that some LSCBs were able to send this out with ease and had a clear and easily accessible policy for any follow up information they required to send it out such as confirmation of supervisor details or ethical approval. In contrast some boards were unable to send the questionnaire out as they did not have up to date contact details for the DSLs in their area and they were unable to forward it to schools. It was surprising that LSCBs in some areas therefore had no direct contact or reliable communication links with the key people in place to safeguard children in schools. This was a useful finding in its own right as it highlighted a significant difference in interpretation of the government's statutory guidance on the role of LSCBs in supporting DSLs in schools (HM Government, 2015).

169 respondents started the questionnaire and 102 fully completed the questionnaire. The responses were filtered to include only those fully completed for analysis.

There are 3,401 state funded secondary schools in England (Department for Education, 2016b) and approximately 600 in the independent sector (Independent Schools Council, 2016). This means that approximately 2.5% of secondary schools in England participated.

4.3.1 Where are the participant's schools located?

Participants were asked to name the LA in which they worked. LAs have not been named in order to avoid any data being identifiable participants' local. The area in England in which the local authority is located has been used instead. The location of participants in the sample can be seen in Figure 4.

The spread of state maintained secondary schools in England based on the DFE data for secondary schools can be seen in figure 4 (Department for Education, 2016). The data was compared using a chi squared goodness of fit test at the 95% significance level ($p=.05$). The chi-square test is used to see if the sample proportions are statistically aligned with the national proportions. A score over the critical value indicates that the samples are independent and below that there is a relationship. The test showed that the national and sample data were statistically different. $\chi^2(8)=46.77$, $p <.05$ (Howell, 2013). This is

largely due to the large positive skew in the response data from the East Midlands counties, otherwise the data is broadly representative.

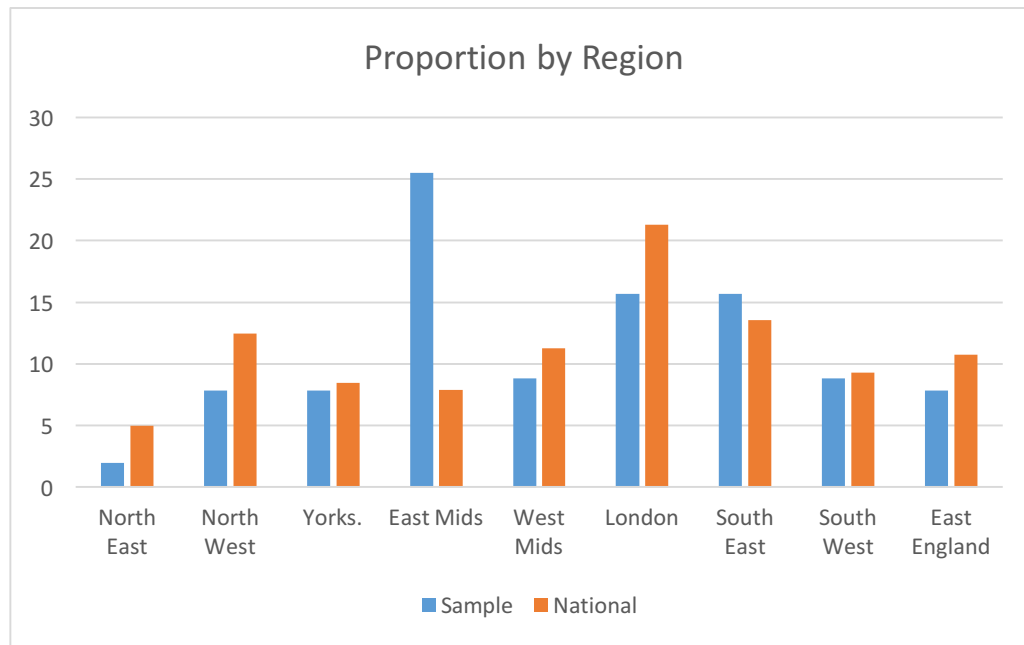


Figure 4: Bar chart showing Proportions by region

4.3.2 What types of school are represented?

In Q4 of the questionnaire participants were asked to state the type of school in which they worked. The types of school of the participants can be seen in Figure 5 below.

The questionnaire data was then compared with types of schools in England according to Department for Education statistics (Department for Education, 2016). The data was compared using a chi squared goodness of fit test and the sample proportions were statistically different from the national average.

$\chi^2(6)=22.34$, $p<.05$ (Howell, 2013). There is a positive skew to comprehensives and a negative skew in the participant group of Special and Free Schools in the sample group.

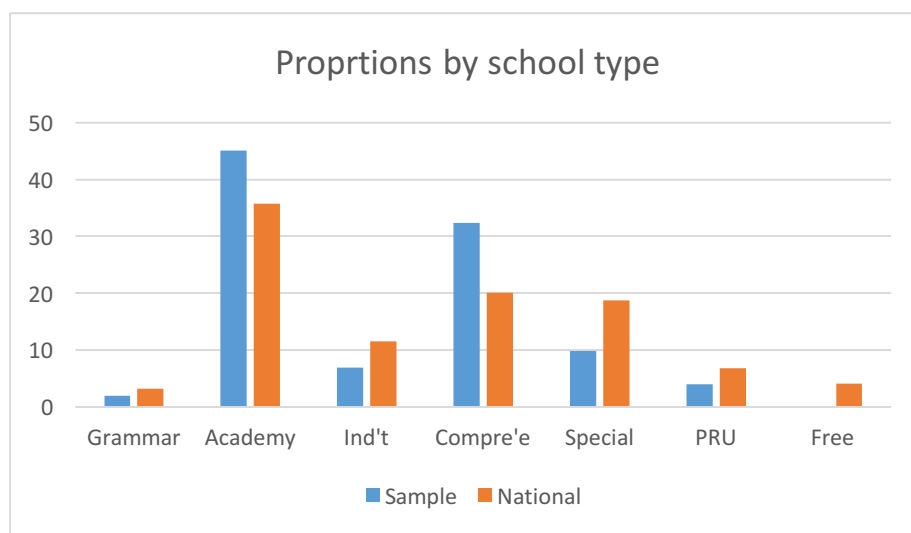


Figure 5: Bar chart showing Proportions by school type

4.3.3 What is the Ofsted rating of participant's school?

Participants were asked to say what their current Ofsted rating was (see Figure 6). Almost 80% of schools were rated as good or outstanding, 21% as requires improvement and 2% rated as in special measures. The national statistics for secondary schools were compared with the participants using a chi-squared goodness of fit test and found the sample to be representative of the national picture (HM Government, 2016a). $\chi^2(3)=5.46$, $p>0.5$ meaning that there is a statistically significant match between the proportions in the sample and the national data (Howell, 2013).

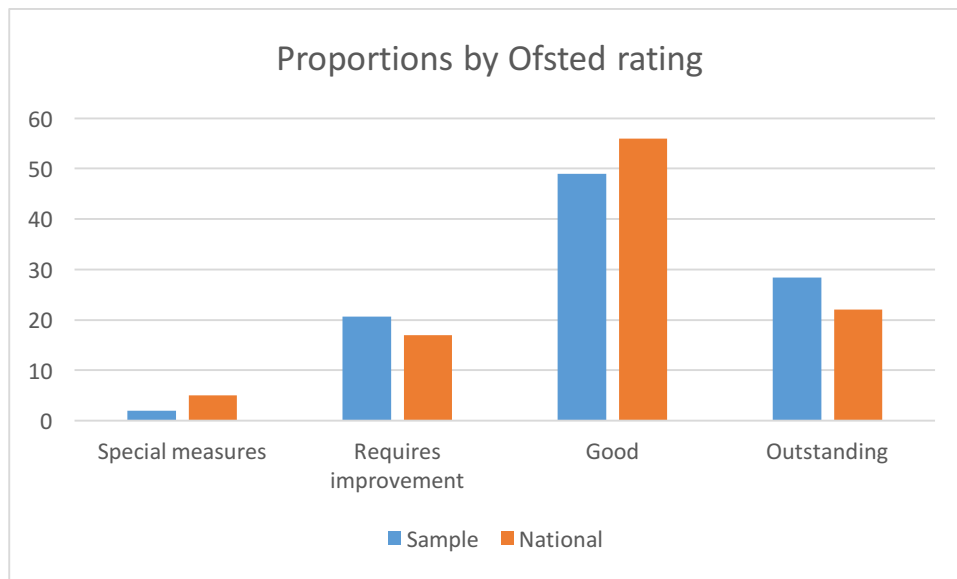


Figure 6: Bar chart showing Proportions by Ofsted rating

4.4 Do DSLs current experiences match statutory guidance?

Questions 3, 5, 7, 8, 9, 10 and 11 aimed to review the current situation for current DSLs and try to get some understanding of the current context in which DSLs are working and performing their role. “Working Together to Safeguard Children” (HM Government, 2015) states that “professionals should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities”. “Keeping Children Safe in Education” (Department for Education, 2016, pp. 59-61) states that DSLs should be a senior member of staff, from the school or college leadership team with the “status and authority to carry out the role”. It sets out that DSLs should be given “the time, funding, training, resources and support to provide advice and support to other staff...” In addition the training is designated to be updated “at least every two years” with opportunities for DSL’s to refresh their knowledge “at least annually”.

These questions therefore considered whether DSLs are having access to the requirements of the statutory demands and included: level of experience, position held in school, time allocation, provision of a deputy, administrative support, supervision and access to training

4.4.1 Level of experience

Responses from DSLs about the time they had been in role are shown in table 3. The valid percentage column is the percent when missing data is excluded from the calculations. The cumulative percent is the sum of all the percentage values up to that category. This is a group with a diverse range of experience.

Table 3: How long have you been a DSL?

		Frequency	Percent
Valid	less than 2 years	24	23.5
	2-5 years	33	32.4
	5-10 years	31	30.4
	more than 10 years	14	13.7
	Total	102	100.0

4.4.2 Role held in school.

Guidance for school states that the DSL should be a member of the school's senior leadership team (Department for Education, 2016). All responses reflected that they were members of the leadership team. The majority (65.7%) appeared to hold the post of DSL alongside other management responsibilities. 34.3% appear to hold a position on the leadership team with safeguarding or student welfare as their main responsibility (table 4). It is interesting to see that some schools see this is an area for specialist rather than generic skills. It is

difficult to know whether those schools where responsibility is held by a senior leader who has a wider remit will have a deputy who has more specialist time for the role.

Table 4: What is your role in the school?

		Frequency	Percent
Valid	Headteacher	6	5.9
	Deputy Head	32	31.4
	Assistant head	23	22.5
	SENCO	6	5.9
	Director of safeguarding/student welfare/family support	35	34.3
	Total	102	100.0

4.4.3 Hours allocated to post

Statutory guidance does not give any clear advice about the number of hours that a post holder should have and instead guides schools to give “the time...to provide advice and support...take part in strategy meetings...and/or to support other staff to do so - and to contribute to the assessment of children” (Department for Education, 2016, p. 59).

The majority of post holders (51%) have no allocation of time for the role and are expected to complete the role in addition to other management responsibilities. There is a significant number (30.4%) who have over 10 hours for the role (table 5). This appears to reflect a significant difference in working conditions for DSLs in different secondary schools. The average secondary

school senior leader is reported to be working 62.1 hours per week but it is difficult to know how many of these hours are for completing safeguarding tasks (Highton, et al., 2017).

Table 5: How many hours a week do you have allocated to the role of DSL?

		Frequency	Percent
Valid	none allocated to this role	52	51.0
	1-5 hrs.	12	11.8
	5-10 hours	7	6.9
	More than 10 hours	31	30.4
	Total	102	100.0

4.4.4 Access to support from a deputy DSL

Statutory guidance states that “It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s)” (Department for Education, 2016, p. 59) but during term time either the DSL or deputy should always be available.

Participants were asked if they had a deputy. A follow up question then asked if so how many hours were allocated to the role. The majority of respondents (89.2%) had a deputy (table 6). The number of hours allocated to the deputy represented a bar bell distribution with 58.9% of deputies having no allocated hours and 20.5% of deputies having more than 10 hours (table 7).

Table 6: Do you have a deputy DSL?

		Frequency	Percent
Valid	yes	91	89.2
	no	11	10.8
	Total	102	100.0

A number of the comments about hours were informative and included a number reflecting a very pragmatic approach e.g. “as and when needed” or “as many (hours) as required” or “just need to fit (it) in”, “work dependent”, “part and parcel of the job” “none actually specified”, “when issues arise”, “week by week basis”, “as and when”. The quotes appear to reflect the difficulties those in the teaching profession face and why three-quarters of staff are reportedly dissatisfied with the number of hours they work (Highton, et al., 2017).

Some were keen to stress that it was a very important role and that their deputies took the role seriously e.g. “takes priority”, “none specified but takes 50%”.

Other responses suggested that deputies may not take up much of the responsibility and may be there to cover availability rather than take on any part of role e.g. “only cover when I’m off site”, “to cover in my absence”.

This reflects considerable differences between secondary schools.

Table 7: Hours allocated for deputy DSL

		Frequency	Valid Percent
Valid	0	1	1.4
	none	42	57.5
	1-5	12	16.4
	5-10	3	4.1
	more than 10	15	20.5
	Total	73	100.0
Missing	System	29	
Total		102	

4.4.5 Access to administrative support

The statutory guidance does not set out any guidance on administrative support although DSLs have responsibility for maintaining files and completing referrals. The majority (67.6%) did not have access to administrative support for their role (table 8). Of those who had support 18 responded to state the hours of support they had. 55.6% had five or less hours a week. In contrast 40.4% had 10 or more hours a week including 16.6% who had over 20 hours a week (table 9).

Government guidance recommends that non-teaching tasks should not be carried out by teachers. A number of tasks such as the keeping of files could be delegated to non-teaching staff and yet senior leaders are not being provided with the appropriate support (Highton, et al., 2017).

Table 8: Do you have administrative support?

		Frequency	Percent
Valid	yes	33	32.4
	no	69	67.6
	Total	102	100.0

Table 9: If you have support - how many hours of administrative support?

		Frequency	Valid Percent	Cumulative Percent
Valid	0	3	16.7	16.7
	1	2	11.1	27.8
	3	1	5.6	33.3
	5	4	22.2	55.6
	10	3	16.7	72.2
	15	2	11.1	83.3
	20	1	5.6	88.9
	37	2	11.1	100.0
	Total	18	100.0	
	Missing	System	84	
Total		102		

4.4.6 Access to supervision

“Working Together to Safeguard Children” (HM Government, 2015) states that safeguarding professionals should be given “supervision and support” to fulfil their role. In “Keeping Children Safe in Education” it states that DSLs should

receive resources and support to help them in their role (Department for Education, 2016). Non-statutory advice on CSE states that all practitioners working with children and young people whether specialist or at a universal level should “actively engage in supervision and use it as an opportunity to test out thinking, have practice constructively challenged and discuss support needs” in “recognition of the emotional impact that such work can have on practitioners” (Department for Education, 2017, p. 20). Table 10 shows that majority of participants (76.5%) do not currently have access to supervision.

Table 10: Do you have formal supervision?

		Frequency	Percent
Valid	yes	24	23.5
	no	78	76.5
	Total	102	100.0

Twenty participants disclosed the type of supervision they received (table 11). The range of support was varied. Nine had clinical type supervision from a qualified therapist, counsellor or psychotherapist. In contrast, nine stated they had supervision from a line manager at some level including from the Headteacher, Principal or Governor. It was unclear what type of supervision the remaining 2 who cited supervision from the Multi-academy trust and Safeguarding consultant were referring to. It does not seem that DSLs have a clear understanding of how supervision might be different to line management.

Table 11: If yes, who provides supervision?

		Frequency	Percent
Valid	None recorded	82	80.4
	CAMHS	1	1.0
	Clinical Psychologist	1	1.0
	Counsellor	3	2.9
	Headteacher	3	2.9
	LA	1	1.0
	line manager	1	1.0
	LSCB	1	1.0
	MAT team	1	1.0
	Principal	1	1.0
	Psychotherapist	2	2.0
	Safeguarding consultant	1	1.0
	Safeguarding governor	1	1.0
	Social worker	1	1.0
	Therapist	1	1.0
	Vice principal	1	1.0
	Total	102	100.0

4.4.7 Access to training

Statutory guidance states that DSLs should attend training for their role every two years and get regular updates annually (Department for Education, 2016).

Some DSLs (19.6%) seem to be receiving regular training updates every half term while a similar number (18.6%) are only receiving training bi-annually (table 12).

Table 12: How regularly do you receive training?

		Frequency	Percent	Cumulative Percent
Valid	once a half term	20	19.6	19.6
	once a term	33	32.4	52.0
	once a year	30	29.4	81.4
	every two years	19	18.6	100.0
	Total	102	100.0	

Guidance sets out an expectation for DSLs to attend “Prevent” training but not training on CSE (Department for Education, 2016). Participants were asked how many hours of training they had on CSE in the last year and the results can be seen in table 13. 16.7% had no training on CSE. This fits with the findings of a number of SCRs that suggested that school staff lacked an understanding of CSE (Sidebotham, et al., 2016).

Table 13: How much training have you received on CSE in the last year?

		Frequency	Valid Percent	Cumulative Percent
Valid	.0	12	16.7	16.7
	.5	1	1.4	18.1
	1.0	8	11.1	29.2
	1.5	1	1.4	30.6
	2.0	11	15.3	45.8
	2.5	1	1.4	47.2
	3.0	7	9.7	56.9
	4.0	7	9.7	66.7
	5.0	8	11.1	77.8
	6.0	3	4.2	81.9
	7.0	2	2.8	84.7
	8.0	2	2.8	87.5
	9.0	3	4.2	91.7
	10.0	4	5.6	97.2
	12.0	1	1.4	98.6
	20.0	1	1.4	100.0
	Total		72	100.0
Missing System		30		
Total		102		

4.4.8 To what extent do participants experience a number of aspects of support in line with statutory guidance?

The data was observed to produce a Venn diagram (figure 7 **Error! Reference source not found.**) to see how far participants experienced a number of aspects of support in their role. Only 14 participants had supervision, a deputy and more than one hour of time allocated to their post a week. Five participants had none of these aspects of support as laid out in statutory guidance. It is striking that having a deputy has overwhelmed the diagram and yet many of these deputies did not have any time allocated to their role.

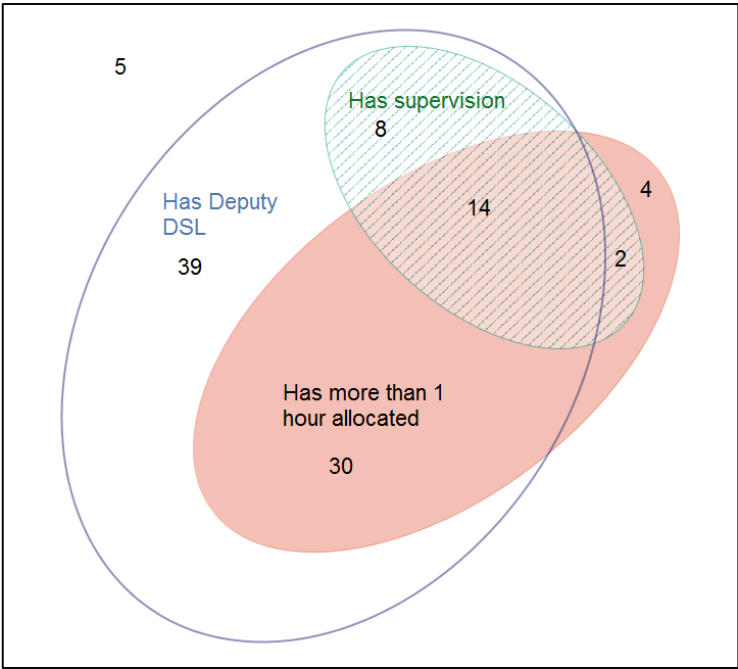


Figure 7: Venn diagram to show support given to participants

4.5 What can be learnt about DSLs current experiences of identifying a child at risk of CSE?

The most recent non-statutory guidance on Child Sexual Exploitation advises that identifying CSE requires “knowledge, skills, professional curiosity and an assessment which analyses the risk factors and personal circumstances of individual children...” (Department for Education, 2017, p. 6). In response, Local Authorities have developed toolkits to support DSLs and other professionals to identify young people at risk of CSE. Guidance warns against relying on such checklists and that any assessment should be a holistic review of the risk and protective factors of an individual child (Department for Education, 2017).

DSLs were asked if they had used such a toolkit and 52.9% had used a toolkit (Table 14).

Table 14: Have you used a toolkit/assessment tool to identify a young person's risk of sexual exploitation?

		Frequency	Percent
Valid	yes	54	52.9
	no	48	47.1
	Total	102	100.0

Participants were then asked if they had used a toolkit to comment on its usefulness. 46 participants responded to this question. The researcher immersed themselves in this data and once it had been broken up into coding units developed a number of categories for the units to be placed in (Table 15).

Over half of the coding units could be categorised as comments of positive regard. In addition, a further number were categorised as “supported thinking” or “supported progress” which suggests that such a concrete tool has been supportive to DSLs in protecting children at risk of CSE.

Three of the categories that were identified highlighted some of the difficulties of a toolkit such as “practical and administrative issues”. A number pointed out some of the limitations of a toolkit categorised as “limitations of the toolkit in identifying risk” and “limits of toolkit in producing change”. These concerns were also outlined in Child Sexual Exploitation advice (Department for Education, 2017) as a warning to local leaders to ensure their responses were proactive and child centred rather than limited to toolkits.

Table 15: Content analysis of comments about using a toolkit

Category 15.1	
Category	Positive regard
Definition	Phrases suggesting that the toolkit was useful
Examples	<p>'helpful'</p> <p>'useful'</p> <p>'ok'</p> <p>'effective'</p> <p>'has some mileage'</p> <p>'we use it'</p>
Number of coding units	40
Percentage	57

Category 15.2	
Category	Supports thinking/reflective
Definition	Units that suggest the toolkit helped them to consider risk and think about the case
Examples	<p>'useful when looking at vulnerabilities'</p> <p>'helpful to be able to consider a range of risks'</p> <p>'useful before seeking advice'</p> <p>'useful in assessing risk'</p> <p>'provoke conversations that may not taken place' (sic)</p> <p>'it reminds you of less obvious signs'</p> <p>'signs of safety very useful'</p>
Number of coding units	10
Percentage	14

Category 15.3	
Category	Progressed case
Definition	Units that explain how the toolkit helped to make progress
Examples	<p>'support from CAMHS'</p> <p>'useful to share with other professionals'</p> <p>'picked up by the safe team'</p> <p>'used alongside social worker so their knowledge helped understanding'</p> <p>'led to support'</p>
Number of coding units	5
Percentage	7

Category 15.4	
Category	Accessible to students
Definition	Phrases acknowledging usefulness for young people
Examples	'students find the language used in them easy'.
Number of coding units	1
Percentage	1

Category 15.5	
Category	Practical and administrative issues
Definition	Phrases reflecting the difficulties in finding of filling the toolkit
Examples	'could do with being shorter' 'clunky and cumbersome' 'I had a job finding the form'
Number of coding units	3
Percentage	4

Category 15.6	
Category	Limitations of the tool in identifying risk
Definition	Phrases reflecting the limitations of the tool in identifying needs due to complexity of child/young person
Examples	<p>'we know the students so we may think there is more risk than the toolkit says'</p> <p>'if accurate'</p> <p>'needs often more complex than can be captured in a measurement tool'</p> <p>'not great for students with SEND'</p> <p>'It is often not useful, as it relies on young people being honest. Often they do not wish to do this. As they are so involved in the relationship/lifestyle that they do not want it to end'.</p>
Number of coding unit	5
Percentage	7

4.6 What are the current experiences of DSLs referring children at risk of CSE?

Ninety participants had referred a child for risk of CSE and responded to the question about experience of referral. Initially the comments were analysed for their frequency in *Survey Monkey* (see figure 8). Caution should be taken when interpreting simple counts of words and minimal interpretation can be placed on the data. Some words could be considered in a number of different ways without reference to the context and so any interpretation should be limited; for example the word “support” could be construed either positively or negatively depending on the nature of the comment.

It is interesting how some words are so clearly positive or negative. For example, negative comments include “stressful”, “unable”, “frustrated”, “challenging”, “not great”, “long-winded”, “concerns”, and “complex”. Positive comments include “effective” and “positive”. The overwhelming number of affect words gives some indication of the feelings that DSLs have to manage and the importance for the need for support in managing the feelings and to consider cases so that they are not left holding the difficult emotions (Eloquin, 2016).

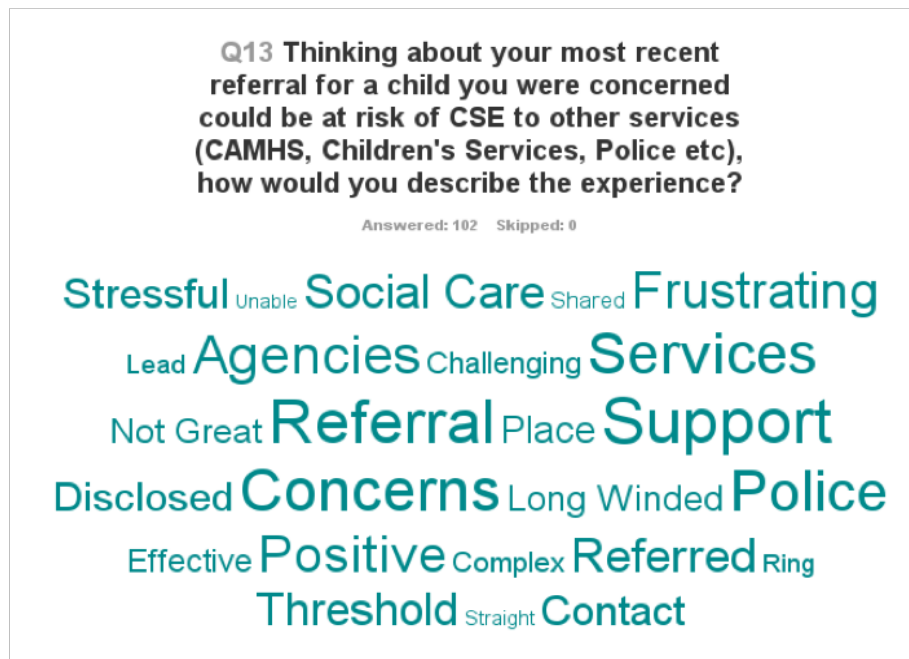


Figure 8: Count of most frequently found words in Q13

The comments were then broken into coding units and following immersion in the data placed into categories which were reviewed over time (Table 16). The categories reflected a number of issues raised in serious case reviews including difficulties getting referral taken up, timeliness of response, role of other agencies, challenges of working with children at risk of CSE, and affect and emotion. One respondent also suggested a solution. One of the categories with the most coding units was “affect and emotion” and is indicative of the impact that such work can have on DSLs (Department for Education, 2017). The most comments were about other agencies and the word “supportive” comes out a number of times. This may reflect the relief felt when another agency is willing to take up a case.

Table 16: Content analysis of comments about participants' experiences of referral

16.1	
Category	Thresholds and difficulties getting take up of case by services
Definition	Units mentioning thresholds, reactive rather than preventative or proactive, age limits or historical concerns
Examples	<p>'the threshold is very high'</p> <p>'the allocated SW was an agency SW and he seemed to minimise concerns' 'Social services are reactive rather than proactive'</p> <p>'CAMHS are struggling to manage large caseloads and referrals'</p> <p>'I found it difficult to have social care accept'</p> <p>'Referral only accepted if I agreed to carry out at Early help assessment'</p> <p>'poor in X just passed to Y a non statutory service'</p> <p>'Just like a standard referral'</p> <p>'because of age of the pupil (17) safeguarding refused to deal with the matter...'</p> <p>'Had to ring to have it escalated'</p> <p>'services are not interested where there is just a concern – would rather wait until something actually happened'</p> <p>'I was informed the risk wasn't high enough to meet threshold for intervention...she had already been reported missing from home on 2 occasions, had sent inappropriate images and videos of herself...'</p> <p>'little support available to the child particularly when they are historical allegation'</p> <p>'people unwilling and/or unable to make final decisions'</p>

	<p>'its hard to get evidence and the referral gets send back'</p> <p>'not well handled'</p> <p>'We are constantly being asked to put in place EHAs but this does not achieve anything other than make the school responsible'</p> <p>'services were not as concerned as I was, not thought that it met their thresholds'</p> <p>'police a little dismissive, CAMHS waiting list way too long'</p> <p>'services are too stretched to look at concerns in depth'</p> <p>'it is progressively harder to engage children's social care'</p> <p>'as with ALL agencies their threshold seems to be higher than ours'</p> <p>"I find it hard to get other agencies involved and taking it seriously...We are told to do a EHA and open a TAC sometimes when one is already open and we are trying to escalate'</p> <p>'letter from MASH to say they did not reach threshold for intervention from social care'</p>
Number of coding units	25
Percentage	20

16.2	
Category	Timeliness of response
Definition	Units mentioning time or efficiency of response
Examples	<p>'...and time consuming'</p> <p>'effective and quick in X, slower in Y' the referral'</p> <p>'efficient. Police came in within the hour, took statements, pictures of evidence and visited families'</p> <p>'slow response from external agencies'</p> <p>'efficient'</p> <p>'information communicated; team in place'</p> <p>'long and drawn out'</p> <p>'it seemed to take forever to get things actioned...'</p> <p>'The young person ended up being deeply embedded in the situation by the time the referral is accepted'</p> <p>'strategy meeting pulled together very quickly'</p> <p>'we have to wait for further evidence to come to light'</p> <p>'long winded and slow response'</p> <p>'supported and dealt with immediately'</p>

	<p>'long winded process of completing the same information in writing twice and also a phone call going through the same information'</p> <p>'always appropriate and within time restraints'</p> <p>'quickly actioned and joint agency working rapidly put in place' 'did not receive aa response ... and have still not received an outcome letter or contact'</p> <p>'dealt with this quickly'</p> <p>'very efficient, I completed a referral form, heard straight back'</p> <p>'response was slow...'</p> <p>'Excellent, swift response'</p> <p>'time consuming'</p>
Number of coding units	22
Percentage	16

16.3	
Category	Affect and Emotions
Definition	Units mention feeling words or emotions
Examples	<p>'Positive' 'productive' 'generally positive' 'fairly positive' 'unsettling and very uncertain to whether we followed the correct procedure successfully' 'a positive experience' 'sad' 'frustrating' 'stressful' 'not great' 'Not easy at all'</p> <p>'frustrating' 'frustrating' 'rewarding...concern...' 'young person was left feeling worse than before they had disclosed'</p> <p>'frustrating' 'nerve wracking' 'frustrating, stressful, happy child now safe' 'frustrating' 'gruelling' 'happy' 'relief to know that we were taking a positive and practice step to help' 'complex' 'very positive' 'very disappointing' 'frustrating as it felt that my concerns were not being taken seriously' 'frustrating as she regularly went missing but limited ability by professionals to impose boundaries' 'concerning' 'emotional' 'very challenging' 'stressful' 'Happy with outcome'</p> <p>'challenging..'</p>
Number of coding units	33
Percentage	29

16.4	
Category	Role and actions of other agencies
Definition	Units mentioning quality of response from other agencies
Examples	<p>'good response from other agencies'</p> <p>'all services were very supportive'</p> <p>CSE strategy meeting was convened'</p> <p>'smooth and supported'</p> <p>'Liaising with other professionals was paramount in getting the support needed'</p> <p>'information was shared and relevant agencies kept me up to date with concerns'</p> <p>'The information I shared was listened to, checked and I was told what would happen next'</p> <p>'not very supportive'</p> <p>'support from MASH and X team for our young people and also for school'</p> <p>'Filled in a form...acknowledgement received, but harder to receive further feedback'</p> <p>'Helpful we have a professionals' line for X contact'</p> <p>'... but supported by social care team'</p> <p>'Discussions with MASH have been supportive and informative'</p> <p>'all services have so far been supportive'</p> <p>'no follow up to see how the YP is progressing or if we as a school are supporting and actively reducing risk'</p>

	<p>'supportive, collaborative'</p> <p>'the police were excellent'</p> <p>'Police/Children's service helpful'</p> <p>'Social care colleagues acted on information and police attempted to support the young person'</p> <p>'social worker took time to contact the X team'</p> <p>'every referral made has resulted in direct action for the child and family'</p> <p>'no support was implemented'</p> <p>'support from children's services outstanding, the support the family received from the police less supportive.'</p> <p>'CAMHS not (helpful)'</p> <p>'lack of attendance from the police was an issue'</p> <p>'The incident was dealt with effectively with all concerned'</p> <p>'very good and helpful led to an arrest for grooming'</p> <p>'excellent response from police and X'</p> <p>'...and very supportive to child and family'</p> <p>'Quite straight forward... Child was referred to...'</p> <p>'...when services engaged this was very professional'</p> <p>'reasonable response'</p> <p>'Generally positive – good awareness of CSE in X'</p>
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	'very mixed depending on organisation' 'woeful response from social services' 'continuity of (social worker) has been very poor'
Number of coding units	48
Percentage	31

16.5	
Category	Possible solutions
Definition	Units looking at solutions
Examples	'I/We believe a separate agencies or rather a co-located, multi-agency approach is the way forward...'
Number of coding units	1
Percentage	1

16.6	
Category	Challenges of working with children at risk of CSE
Definition	Units focused on continuing challenge of working with children at risk of CSE
Examples	<p>'CSE is difficult to have an impact on...'</p> <p>'support has not been accepted by the young person so outcomes are not as positive as they could be.'</p> <p>'appropriate recommendation to keep the young person safe'</p> <p>'pupils needs mean it is extremely difficult to ascertain how much they understand re safe use of internet'</p>
Number of coding units	4
Percentage	3

4.7 Is there any relationship between DSLs current rating of their provision and support for DSLs as laid out in statutory guidance?

Multinomial logistic regression is used to see if a categorical variable can act as a predictor variable for another categorical variable (Field, 2009). In this case the dependent variable is self-rating of school's safeguarding provision. The predictor variables are access to supervision, having administrative support, hours allocated to role, access to training, experience in role and position in school and having a deputy DSL.

The DSLs were asked to rate their school as requires improvement, good or outstanding (table 17). These were then compared with data on access to supervision, having administrative support, hours allocated to role, access to training, experience in role and position in school and having a deputy DSL.

Table 17: How would you rate your school's safeguarding?

		Frequency	Percent	Cumulative Percent
Valid	Requires Improvement	4	3.9	3.9
	Good	67	65.7	69.6
	Outstanding	31	30.4	100.0
	Total	102	100.0	

Multinomial logistic regressions require 10 events per dependent variable. Only 4 participants rated their current provision as *requires improvement* and

therefore it was not possible to use this explanatory variable as it did not meet the threshold.

Instead the *requires improvement* responses were eliminated from the data set and corresponding regressions were run for the two remaining “current provision” categories based on this truncated data sample. As a consequence, binomial logistic regressions were estimated as there were only two categories for the dependent variable.

Table 18: Variables in the equation table

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
								Lower	Upper
Step 1 ^a	Formal supervision(1)	.510	.687	.551	1	.458	1.665	.433	6.400
	Do you have a DSL(1)	-1.363	.776	3.086	1	.079	.256	.056	1.171
	Do you have admin support?(1)	.020	.569	.001	1	.971	1.021	.334	3.116
	How regularly do you get training			1.341	3	.719			
	How regularly do you get training(1)	.610	.812	.564	1	.453	1.841	.375	9.046
	How regularly do you get training(2)	-.160	.792	.041	1	.840	.852	.180	4.025

How regularly do you get training(3)	.170	.751	.051	1	.821	1.185	.272	5.165
Hours allocated to role	-.022	.212	.011	1	.918	.978	.645	1.484
Role in school			.739	4	.946			
Role in school(1)	.270	1.105	.060	1	.807	1.310	.150	11.432
Role in school(2)	-.146	.785	.034	1	.853	.864	.186	4.028
Role in school(3)	.400	.769	.271	1	.603	1.492	.331	6.732
Role in school(4)	-20.604	15503.534	.000	1	.999	.000	.000	.
Length of time in role			4.330	3	.228			
Length of time in role(1)	-.824	.718	1.316	1	.251	.439	.107	1.793
Length of time in role(2)	-.042	.700	.004	1	.953	.959	.243	3.780
Length of time in role(3)	.723	.779	.862	1	.353	2.061	.448	9.488
Constant	.388	1.222	.101	1	.751	1.474		

a. Variable(s) entered on step 1: Formal supervision, Do you have a DSL, Do you have admin support?, How regularly do you get training, Hours allocated to role, Role in school, Length of time in role.

Table 19: Model summary table

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	107.498 ^a	.140	.197

a. Estimation terminated at iteration number 20 because maximum iterations has been reached. Final solution cannot be found.

A logistic regression analysis was conducted to predict DSL's rating of safeguarding for 98 participants using supervision, having administrative support, hours allocated to role, access to training, experience in role and position in school and having a deputy DSL as predictors. A test of the full model against a constant only model was not statistically significant, indicating that the predictors as a set do not reliably distinguish between 'good' and 'outstanding' ($\chi^2(14)=14.819$, $p>.05$).

Nagelkerke's R^2 of 0.197 indicated a weak relationship between prediction and rating of current safeguarding (table 19). Prediction success was 69.4%. The Wald criterion demonstrated that only having a deputy DSL made a significant contribution to prediction at the 10% significance level ($p=.079$). Explanatory factors such as administrative support and training played no statistically significant role in respondents' self-assessment of their provision ($p>.10$) (table 18).

One reason for the poor model fit is likely to be the number of insignificant variables. In order to explore this, a general-to-specific testing approach was adopted, where insignificant variables were sequentially removed from the estimation. The fit of the resulting regression was statistically significant $\chi^2(4)=10.004$, $p=.040$. Following this approach, there was evidence at the 10% significance level that 'hours allocated to the role' and having a Deputy DSL were correlated with respondents' assessment of their current provision (see Table 20 below).

Table 20: Results of Binomial Logistic Regressions

Likelihood Ratio Tests

Effect	Model Fitting Criteria	Likelihood Ratio Tests		
	-2 Log Likelihood of Reduced Model	Chi-Square	df	Sig.
Intercept	15.602 ^a	.000	0	.
Hours allocated to role	22.806	7.204	3	.066
Do you have a Deputy DSL	18.734	3.132	1	.077

The chi-square statistic is the difference in -2 log-likelihoods between the final model and a reduced model. The reduced model is formed by omitting an effect from the final model. The null hypothesis is that all parameters of that effect are 0.

a. This reduced model is equivalent to the final model because omitting the effect does not increase the degrees of freedom.

The lack of strong statistical relationships could reflect the subjective nature of respondents' self-assessments of current provision, including possible bias regarding their own performance (as reflected in the small number self-reporting as *requires improvement*).

4.8 What are DSLs current perceptions of what are facilitating factors and barriers to their practice?

4.8.1 Facilitating factors

Participants were asked to rate the current provision in the school (Table 21). A score of 4 indicated that they felt this area was sufficient for them to do their work and a score of 5 that it was of a high quality. The areas that scored a mean over 4 were: *Relationship with pupils' families* (4.06); *pupils' knowledge*

of who to go to and willingness to get help (4.05); and staff in school have a good understanding of safeguarding and CSE (4.18).

4.8.2 Barriers

A score of 1 indicated that the participant felt that this area was currently not sufficient and prevented them and a score of 2 that this was an area which was limited and limited the participant's ability to support young people. One area had a mean score of less than 3 which was *Opportunities for supervision to discuss cases (2.77)*. This may reflect that 76.5% of DSLs do not have supervision despite statutory guidance recommending it (see Table 10).

Furthermore 41.68% of participants rated *time and administrative help* with a score of 1 or 2. This may reflect the lack of time many DSLs have (see Table 5: How many hours a week do you have allocated to the role of DSL?), the lack of time for deputy DSLs (see Table 7: Hours allocated for deputy DSL), and the lack of administrative support (see Table 8: Do you have administrative support?).

4.8.3 Facilitators and barriers – it depends where you are

Further analysis of this data through pie charts (see Appendix G) showed that the average score was hiding considerable divisions within the data for a number of variables.

For example, *Relationships and sharing of information with other agencies (CAMHS, Police, Children's services etc.)* was rated as currently limited or not sufficient by 24.51%. However, in contrast 21.56% rated it of a high quality. This may reflect differences in practice and progression towards multi-agency work in different areas of England.

Similarly, *Support for young people with Special Needs* was rated as limited or not sufficient by 13% while 28% said it was of a high quality. This may reflect context specific concerns about the cohort that the school is serving.

Training on CSE was rated as limited or not sufficient by 20.59% of participants while 13.73% felt it was of a high quality. This may again hide regional variations and may be a product of the lack of support some DSL receive from the LSCB and differences in the level of training provision (see Table 12: How regularly do you receive training?).

Knowledge and understanding of thresholds and cross border issues was rated as limited or not sufficient by 20.59% but 13.73% rated it as high quality.

Experience of role, knowledge of local resources and ability to challenge other was rated as not sufficient or limited by 14.85% while 30.69% rated it as of high

quality. This may reflect differences in level of experience (see Table 3: How long have you been a DSL?

) or local differences reflecting different procedures.

4.8.4 Participants attributions

It is interesting to notice that the areas that are rated of high quality (score of 5) by the largest number of participants were: *relationships with pupil's families* (32.35%); *pupil's knowledge of who to to and willingness to get help* (32%); *staff in school having a good understanding of safeguarding and CSE* (32.67); *quality of PSHE programme and the development of self-esteem and resilience in pupils* (22.77%); *experience of role, knowledge or local resources and ability to challenge other agencies* (30.69%); and *In house support* (33.66%) which could all be considered as being within the control of the DSL.

In contrast the areas rating as a potential barrier by the most participants (scoring either a 1 or 2) were: *time and administrative support* (41.68%); *relationships and sharing of information with other agencies*; (24.51%); *knowledge and understanding of thresholds and cross border issues* (20.59%); and *opportunities for supervision to discuss cases* (42.57%) are all outside the DSLs control.

It is difficult to know whether these factors genuinely act as facilitating factors or barriers without exploring them further and less subjectively. By considering

the motivation of the participants answers through the application of attribution theory it is possible to consider the underlying emotions of the responses (Wang, Hall, & Rahimi, 2015).

Attribution theory considers what attributions individuals make about an outcome (Wang, Hall, & Rahimi, 2015). When individuals make sense of difficulties by attributing them to external factors outside of their control it helps them manage difficulty without feeling discomfort. In contrast if we attribute failure to things within our perceived locus of control then we will experience discomfort (Wang, Hall, & Rahimi, 2015). Research suggests that teacher well-being is higher if they see success as being within their control (the extent to which one believes in one's own ability to safeguard children) (Wang, Hall, & Rahimi, 2015). It is interesting that teachers have rated the factors within their control as facilitators and those that could be considered outside their control as barriers.

Table 21: Thinking about your current school, please rate how sufficient the following are currently in enabling you to support young people at risk of CSE.

	Currently not sufficient and prevents me supporting young people	Currently limited and limits my ability to support young people	Currently doesn't help or hinder my work	Currently sufficient to help me protect young people	Currently of a high quality which means I am able to support and protect young people effectively	Total	Weighted Average
Relationship with pupils' families	0.00% 0	5.88% 6	14.71% 15	47.06% 48	32.35% 33	102	4.06
Time and administrative support	1.98% 2	29.70% 30	17.82% 18	42.57% 43	7.92% 8	101	3.25
Relationships and sharing of information with other agencies (CAMHs, Police, Children's services etc)	7.84% 8	16.67% 17	11.76% 12	42.16% 43	21.57% 22	102	3.53
Knowledge and understanding of thresholds and cross border issues	1.96% 2	18.63% 19	18.63% 19	47.06% 48	13.73% 14	102	3.52
Opportunities for supervision to discuss cases	14.85% 15	27.72% 28	29.70% 30	20.79% 21	6.93% 7	101	2.77
Pupils knowledge of who to go to and willingness to get help	1.00% 1	9.00% 9	6.00% 6	52.00% 52	32.00% 32	100	4.05
Staff in school have a good understanding of safeguarding and CSE	0.99% 1	3.96% 4	3.96% 4	58.42% 59	32.67% 33	101	4.18
Quality of PSHE programme and the development of self-esteem and resilience in pupils	1.98% 2	5.94% 6	12.87% 13	56.44% 57	22.77% 23	101	3.92
Understanding of youth culture and social media	0.00% 0	6.93% 7	10.89% 11	63.37% 64	18.81% 19	101	3.94
Support for young people with special educational needs	4.00% 4	9.00% 9	7.00% 7	52.00% 52	28.00% 28	100	3.91
Experience of role, knowledge of local resources and ability to challenge other agencies	0.00% 0	14.85% 15	3.96% 4	50.50% 51	30.69% 31	101	3.97
Training on CSE	0.99% 1	14.85% 15	11.88% 12	54.46% 55	17.82% 18	101	3.73
In house support (pastoral team, ELSA, learning mentor, counsellor, therapist etc)	2.97% 3	11.88% 12	7.92% 8	43.56% 44	33.66% 34	101	3.93

4.9 What needs to change to improve support for DSLs working with children and young people at risk or experiencing CSE

4.9.1 What factors are important in safeguarding children at risk of CSE

Participants were asked to select the three most important factors for safeguarding from a list (Table 22). The three most important according to the participants were:

1. Relationships and sharing of information with other agencies (CAMHS, Police, Children's services etc.)
2. Experience of role, knowledge of local resources and ability to challenge other agencies
3. Pupils knowledge of who to go to and willingness to get help

Table 22: Please consider the following factors: Please select the 3 you think are most important to ensure that you can safeguard children at risk of CSE.

Answer Options	Response Percent	Response Count
Relationship with pupil's families	11.8%	12
Time and administrative support	4.9%	5
Relationships and sharing of information with other agencies (CAMHS, Police, Children's services etc.)	45.1%	46
Knowledge and understanding of thresholds and cross border issues	6.9%	7
Opportunities for supervision to discuss cases	5.9%	6
Pupils knowledge of who to go to and willingness to get help	43.1%	44
School staffs understanding of safeguarding and CSE	34.3%	35
Quality of PSHE programme and the development of self-esteem and resilience in pupils	26.5%	27
Understanding of youth culture and social media	9.8%	10
Support for young people with special educational needs	3.9%	4
Experience of role, knowledge of local resources and ability to challenge other agencies	44.1%	45
Training on CSE	26.5%	27
In house support (pastoral team, ELSA, learning mentor, counsellor, therapist etc.)	26.5%	27
Other (please specify)	6.9%	7
Answered Question		102

Seven people chose to add additional comments. These included: comments suggesting that all factors were equally important; a focus on the need for early help; and the need for co-located multi-agency teams.

4.9.2 What needs to be improved?

The final question (Q18) “If you could advise the government how to support DSLs in secondary schools around CSE what would be your top (three) priorities?” was analysed using deductive content analysis (see table 23).

The seven codes developed from the individual and paired interviews were used to analyse the question using deductive content analysis to assess the validity of these 7 codes and the transferability of the codes.

Each content unit was able to be allocated to a clear code although some clarifications were necessary to the coding system in three ways.

1. Any mention of outside voluntary agencies, or resources to support PSHE was added to the *outside agencies and resources* category.
2. A decision was made that any mention of access to training would be categorised as *job role* as this was about the confidence of the person in role. If, however the response referred to training for all staff this was coded as *attributes of school*.
3. A decision was made that key words such as ‘thresholds’, ‘funding’, or ‘statutory’ would always be coded as *local or national government*.

Table 23: Table of categories to explain how current experiences could be improved

C1	
Category	Outside provision of support and/or resources
Definition	Additional support including comments about quality of the support that would be useful from other agencies and the resources they could provided N.B. not about quality of relationship
Examples	<p>'More free quality resources e.g. Chelsea's choice'</p> <p>'Social workers to be able to undertake preventative work...'</p> <p>'Increased resources to support children at risk'</p> <p>'Improve locality resources to support young people out of school'</p> <p>'more preventative work i.e. Chelsea's choice is excellent but costs and schools cannot afford it'</p> <p>'Between access to resources..'</p>
Number of coding units included	59
Percentage of coding units in this category	23

C2	
Category	DSL role and conditions of service
Definition	Aspects of role and job description include: time allocated to role; access to supervision; access to training and networking opportunities; and having a deputy.
Examples	regular quality training', 'compulsory allocation of time' 'supervision for DSL to be statutory' 'National network for DSLs' 'non-teaching DSL who is able to respond to concerns promptly, manage the admin, and liaise with agencies'' 'sufficient admin'
Number of coding units included	81
Percentage of coding units in this category	32

C3	
Category	Challenges and attributes of childhood/adolescence
Definition	Challenges include; stages of development including thrill seeking behaviour; understanding and knowledge of risk; societal demands on children e.g. social media; and ability to respond to and receive support.
Examples	'children with special needs require additional resources/understanding...' 'Pupils understanding of the dangers of social media – we tell them, do lessons on it but they still don't get it!' 'don't accept that young people can choose risky behaviours and that we just accept this' 'empowering and improving resilience among young people...'
Number of coding units included	6
Percentage of coding units in this category	2

C4	
Category	Challenges and attributes of families / carers
Definition	<p>Challenges and attributes include:</p> <p>parental strategies and capacity to deal with developmental aspects of adolescence such as rebellion;</p> <p>parental response to societal demands e.g. mixed-group sleepovers;</p> <p>and parental response and capacity to respond to support.</p>
Examples	<p>'We run parent information sessions and have interest from parents at other schools'</p> <p>'Educating parents on CSE and grooming...'</p> <p>'Help to support parents/carers in protecting their children'</p> <p>'More help for families'</p>
Number of coding units included	13
Percentage of coding units in this category	5

C5	
Category	National/Local government demands and systems
Definition	<p>Demands and systemic issues include:</p> <p>Economic e.g. austerity;</p> <p>Government agenda e.g. target-setting;</p> <p>systemic e.g. co-location of agencies;</p> <p>and development of risk assessment tools</p>
Examples	<p>'this is something that does not "count" towards success in the areas we are judged on'</p> <p>'A cross border toolkit provided by the local authority which has involved LSB (sic) from other authorities'</p> <p>'National monitoring of non-standard transition'</p> <p>'Specific guidance...this seems to be borough dependent'</p> <p>'Ring fence spending'</p> <p>'CSE screening tool'</p> <p>'Prioritise early help'</p> <p>'streamline local government systems'</p> <p>'Ad campaigns'</p>

	'More funding to the local borough for social welfare...' 'Social media' 'Make the public more aware'
Number of coding units included	53
Percentage of coding units in this category	21

C6	
Category	Relationships and information sharing with other agencies
Definition	Comments on quality of relationships and comments about quality and capacity of other agencies to engage in communication and information sharing.
Examples	<p>'All agencies meet regularly to share information'</p> <p>'that information gathered is not just note taking but is acted on' 'Feedback on any investigation that is ongoing'</p> <p>'make children's social care come to school to meet the student(s)'</p> <p>'Better communication/Sharing information'</p> <p>'Police to share information with schools'</p> <p>'time to network'</p> <p>'Ensuring that schools are not left to carry the risk and expected to be the only support service for the child and the family as happens now in X'</p> <p>'Schools often feel they are working in isolation'</p> <p>'Clarity of information flow'</p>
Number of coding units included	27
Percentage of coding units in this category	10

C7	
Category	Attributes of School
Definition	Systemic such as term time working hours. Ethos such as open culture, role of PSHE, Structure – provision of school counsellor, school police officer, speakers, plays etc.
Examples	'specific PSE programme for all year groups' 'Full staff CSE training' 'high quality teaching resources' 'small group or one to one in school' 'more time for PSCHE' 'we have moved from PSHE taught by a dedicated team as part of the curriculum...to delivered by all tutors in form time' 'improving resilience in young people through programmes delivered in school'
Number of coding units included	14
Percentage of coding units in this category	5

Additional category	
Definition	Answers reflecting frustration with the question
Example	'no point they don't listen'
Number of coding units included	5
Percentage of coding units in this category	2

The validity of the codes seems to be robust following adaptations to the category descriptors with responses being able to be coded uniquely to a category. A review of the codes with a qualified EP saw some revisions as appropriate. Significantly the largest area was *Job role and conditions of service* which fits with quantitative data.

The transferability of the codes from the individual and paired interviews to the national context seems to fit well. The difference in the number of coding units in each category may reflect a difference in emphasis between the individual and paired interviews and the questionnaire. The individual and paired interviews were a more open discussion and allowed for a deeper exploration about facilitating factors and barriers. In contrast the questionnaire was a specific question focusing on what needed to change.

4.10 Integration of findings

This research aimed to develop an emergent hypothesis about the facilitating factors and barriers of DSLs in secondary schools in England. The findings from both phases have been integrated under each of the seven emerging category headings to ensure that all the findings have been fully integrated. Implications for each category have been considered. Findings in blue are from the individual and paired interviews using a focus group process and script. Findings in green are from the questionnaire (excluding the final question) and include both the quantitative and qualitative findings. Findings in pink refer to the final question of the questionnaire asking participants to comment on how things could be improved for DSLs.

4.10.1 Outside provision of support and / or resources

Outside provision of support and / resources seemed to reflect a demand for interventions and support for young people and their families. Schools in the national questionnaire wanted resources for universal PSHE to be free and accessible (e.g. Chelsea's choice). There was also a reflection of the loss of some valued services such as *PCSOs* to schools who valued specialist support.

The most recent advice on CSE has suggested that agencies should not be reacting to harm but proactively preventing CSE (Department for Education, 2017). It is suggested that schools have universal and targeted programmes accompanied by resilience building for young people (Department for Education, 2017). The difficulty of working with children at risk of CSE requires trained and well supervised practitioners who are able to provide a consistency of support (Pearce, 2009). Pearce (2009) has argued that children at risk of or experiencing CSE will struggle to engage with traditional therapeutic services and that given the challenging behaviour and difficulty with engagement a more proactive outreach service is required in places that are familiar to the young person. In addition, any support will need to be alongside drug and alcohol treatment (Pearce, 2009; Myers & Carmi, 2016).

Pearce (2009) has suggested that the importance of developing an attachment with the child and this is what many schools have developed expertise in. Staff in secondary schools choose to work with adolescents and are ideally placed for such intervention programmes to be delivered and could be trained to build on the positive relationships and attachments serious case reviews reflect they often have with young people (Jeremiah & Nicolas, 2016; Salford Safeguarding Children Board, 2015). Instead schools are often forced to exclude children as no early support is available (Bedford, 2015). A role for psychologists to implement, develop and research such intervention programmes both for universal and targeted provision is vital but will need local or national funding (Department for Education, 2017).

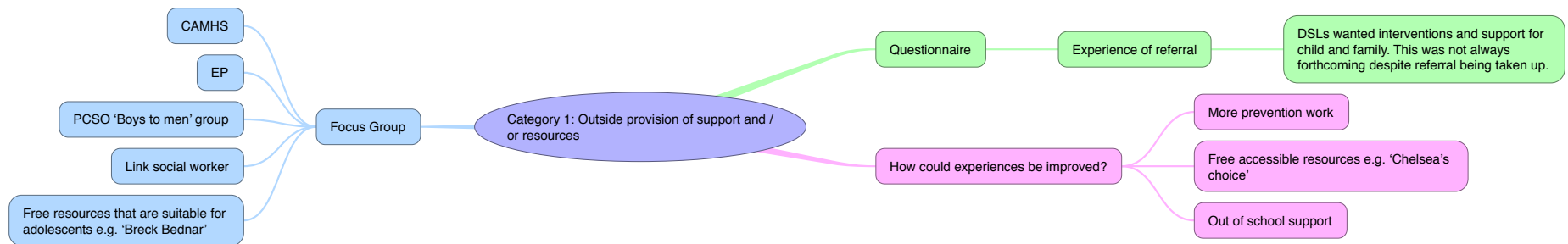


Figure 9: Outside provision of support and / or resources

4.10.2 DSL role and conditions of services

The statutory guidance for schools states that DSLs should have the funding, training, resources and support that DSLs should receive (Department for Education, 2016). This is an area which was a barrier locally and nationally. The most up to date advice on CSE is even more clear about the importance of supervision for those professionals working with young people (Department for Education, 2017). Supervision ensures that staff are being supported, doing their job effectively and protects them from stress related illness (Pearce, 2009). In a small number of schools, staff are receiving protected time, administrative support and supervision but in other areas they are receiving none of these things. A number of different models appear to be developing with some schools employing a non-teaching deputy DSL to carry out the work overseen by a senior leader, and in others a senior leader being given the time to carry out the role with no additional support. It is not clear which is more effective but there are obviously cost implications. This has significant implications for how the quantitative data are interpreted and caution should be taken when comparing the time allocation or administrative support available given the significant differences between safeguarding models in individual schools. The overwhelming affect that came across in both the individual and paired interviews and the questionnaire suggest that this work is overwhelming and requires Headteachers to take action to ensure that staff are not suffering unnecessarily. The risk is that DSLs will avoid identifying children so that they can defend against such overwhelming feelings (Pearce, 2009).

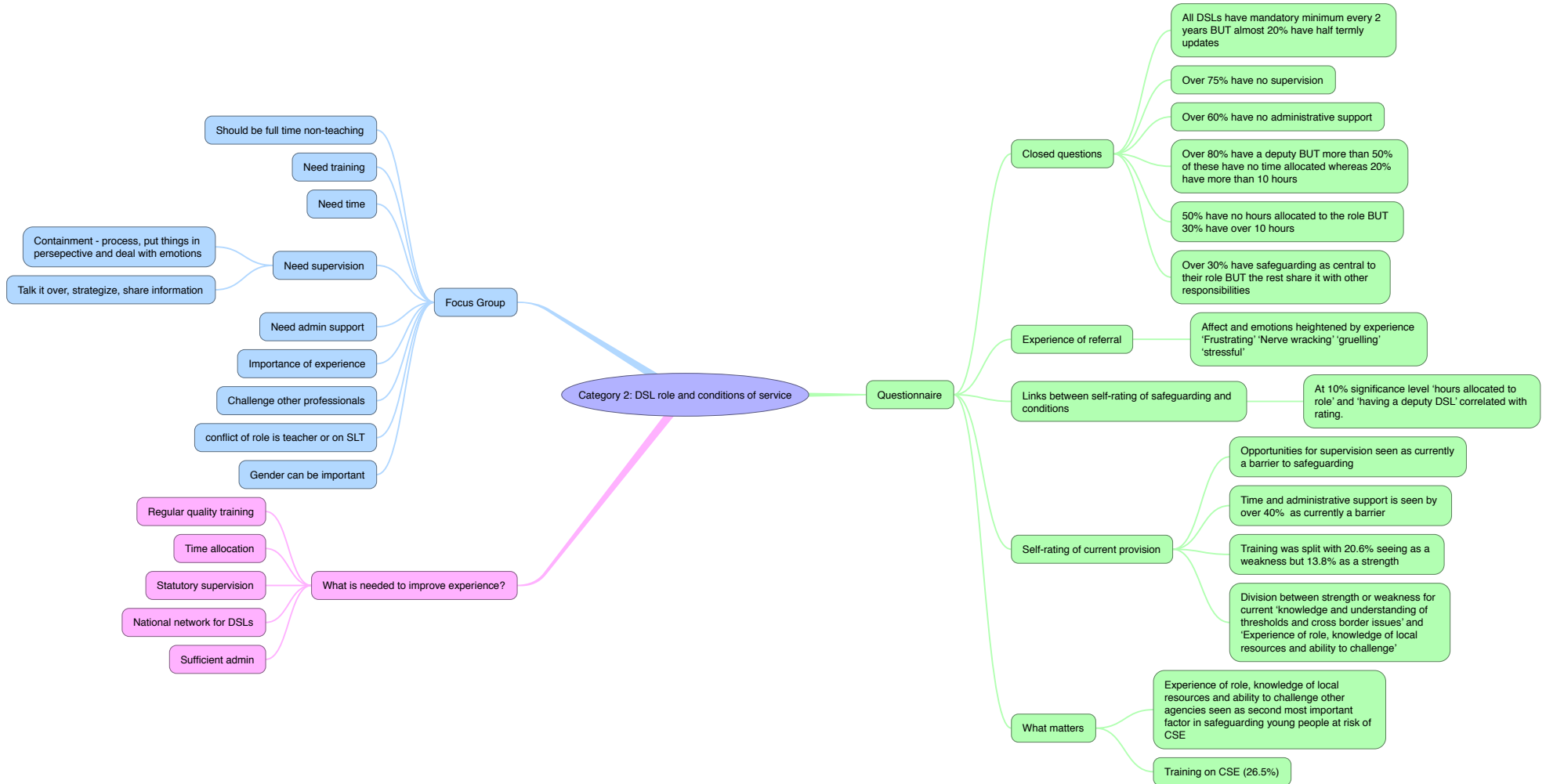


Figure 10: DSL role and conditions of service

4.10.3 Challenges and attributes of childhood and adolescence.

The challenges of supporting adolescents are well-established with increasing knowledge from neuro-science highlighting the difference in brain development from adults and children (Hanson & Holmes, 2014). Adolescents with SEN face even more challenges to manage the impulsivity and risk taking behaviour that is an important developmental stage (Hanson & Holmes, 2014). The challenges to get referrals taken up within this vulnerable group however are not acceptable and require appropriate interventions (Hanson & Holmes, 2014). Research into a Barnardo's led project focused on the need for assertive outreach with this group (Scott & Skidmore, 2006). Assertive outreach advocated always being available for the child even when they are not yet ready to engage so that they know they are being held in mind and that there is a way out when they are ready to take it (Scott & Skidmore, 2006).

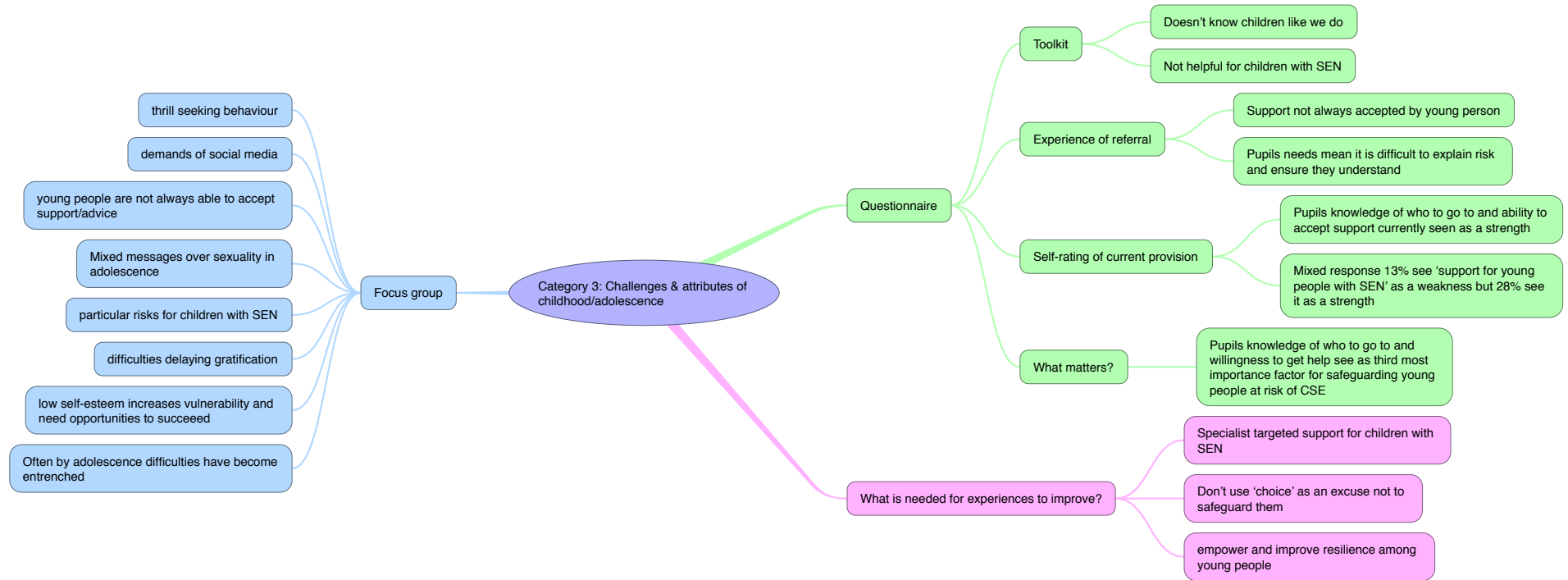


Figure 11: Challenges & Attributes of Childhood / Adolescence

4.10.4 Challenges and attributes of families/carers

Support for families is an area in which schools felt they were doing well and it was strength of their safeguarding work. They were able to highlight training and support for parents. This *working alongside* approach matches that advocated by parents of children who have experienced CSE (PACE, 2014). It may be that in multi-agency work the knowledge that school staff have about the normal development of parent-child conflict during adolescence mean that they are able to provide more effective support for parents (Hanson & Holmes, 2014). This is in contrast to the experiences of many parents when working with children's services who may be used to working with younger children and see this conflict as the cause of the CSE and lead them to blame and isolate children from their parents increasing vulnerability as was seen in a number of SCRs (Carmi & Peel, 2016).

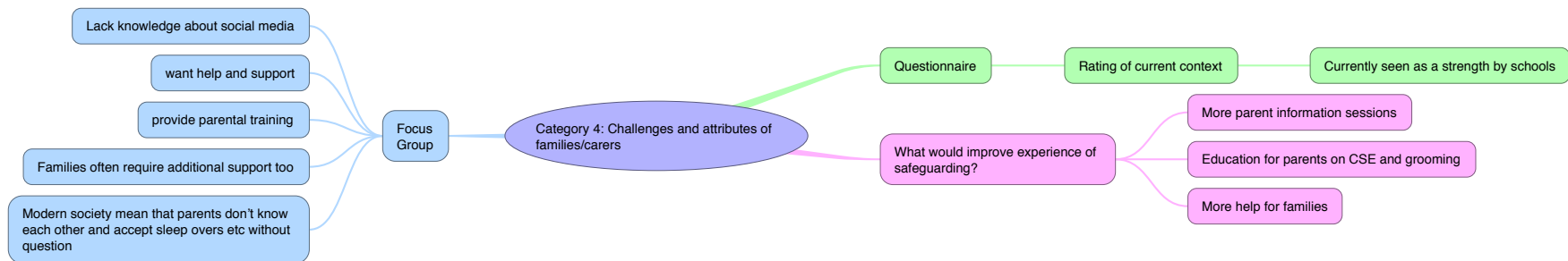


Figure 12: Challenges & Attributes of Families / Carers

4.10.5 National and local government demands and systems

The challenges of the current local and national context included: austerity and the loss of trusted resources; the impact of testing on children's self-esteem; the lack of consistency within and between authorities around referrals and thresholds with particular reference to the age of the victim; and the difficulty of developing technology and social media companies who fail to protect young people. The need for consistency and the importance of referring older adolescents is still an issue and one which local authorities need to look at and DSLs need to challenge to ensure referrals for support are taken up (Hanson & Holmes, 2014).

It is unlikely that austerity or the regularity of testing will be changed quickly and schools need to reflect these factors. In some areas staff in schools are being trained to deliver targeted support programmes to develop resilience within young people and reduce anxiety around testing through the use of mindfulness or CBT based approaches (BBC news, 2017). There is role for local authorities to fund psychologists to train and supervise such initiatives so that the local and national agenda do not prevent appropriate support for young people at risk of or experiencing CSE. This would enable services which cannot yet meet demand to be available for the most vulnerable young people. Many schools are already providing resources in the shape of counsellors and therapists and schools in other areas may need to reflect on their role in providing similar resources.

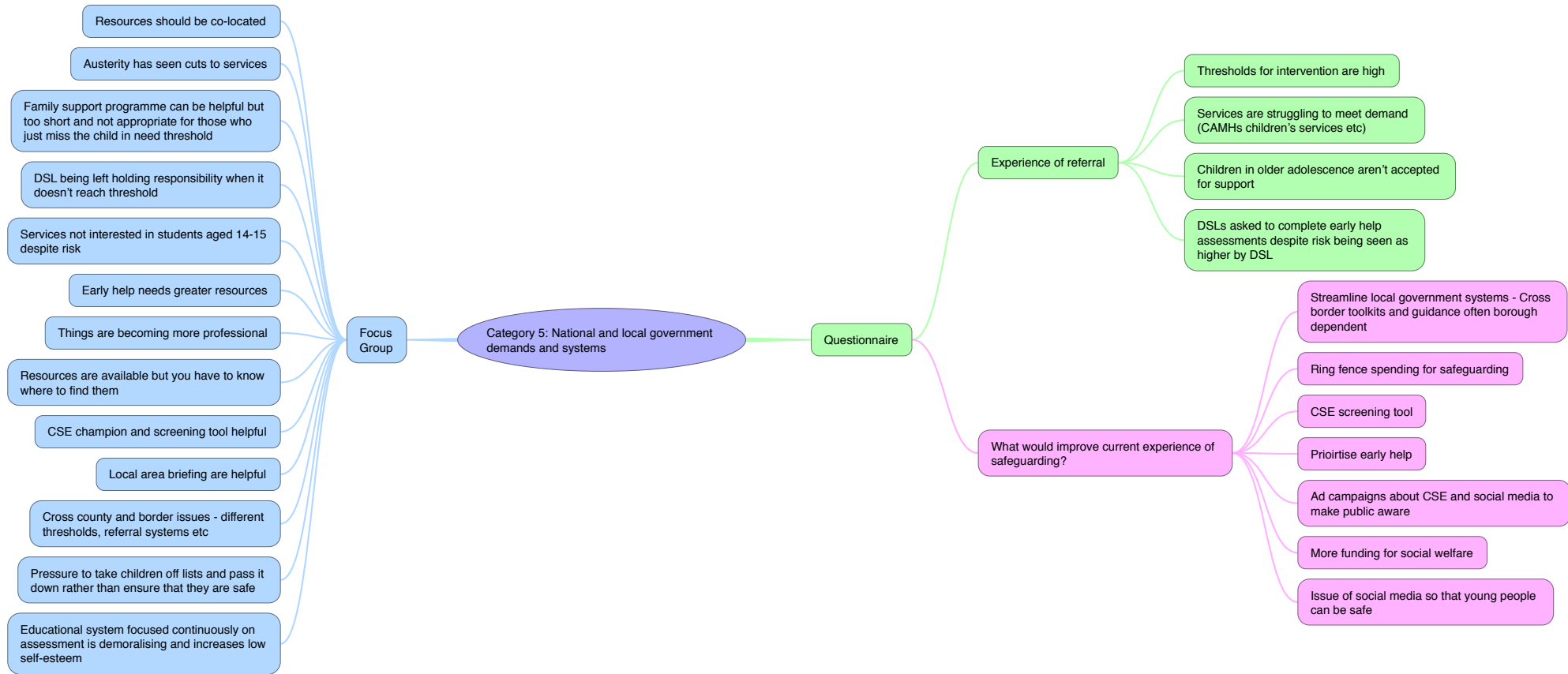


Figure 13: National and Local Demands and Systems

4.10.6 Relationships and information sharing with other agencies

Relationships and information sharing was seen as the most important aspect of safeguarding and yet it was clearly a barrier for a large number of participants. Issues around sharing information and trust were raised as well as the time to have feedback and network. DSLs wanted to feel less isolated and less like they were on their own. Austerity had caused difficulties with community based services being cut and resulting in less opportunities for informal dialogue. The use of toolkits had helped as the shared language and clarity over what met threshold in contrast was helpful. Opportunities for joint supervision would provide further opportunities to share the overwhelming feelings that young people at risk of and experiencing CSE can bring out in professionals may help to promote a feeling of team (Pearce, 2009).

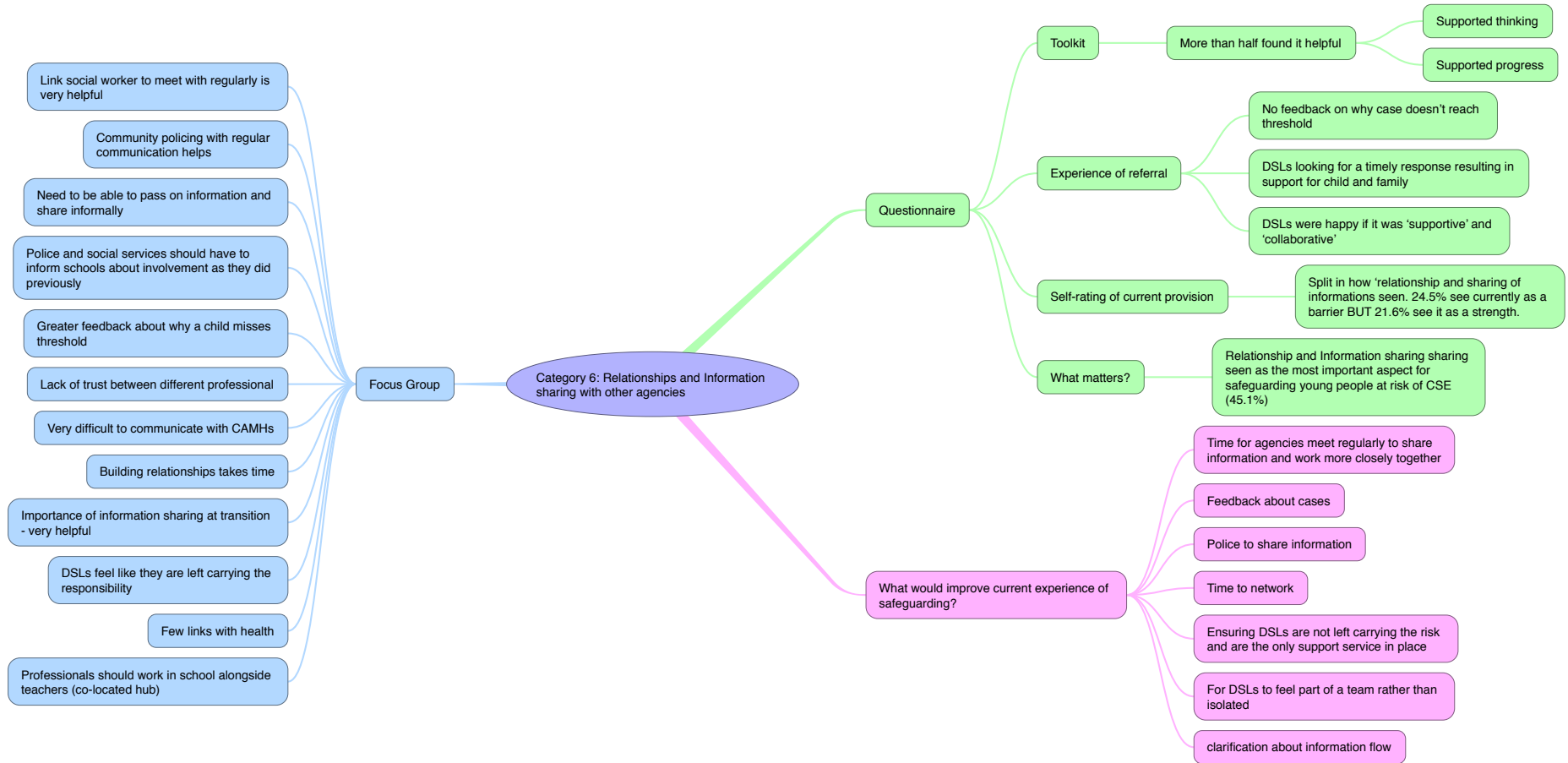


Figure 14: Relationships and Information sharing with other agencies

4.10.7 Attributes of school

This was an area that was seen as a strength by many DSLs and one which was seen as very important by DSLs for safeguarding. They were aware of the resources they had in place (staff, therapists, PSHE programmes) and the resources they would like (more resources and targeted programmes). Despite austerity schools appear to have been creative in their provision of resources.

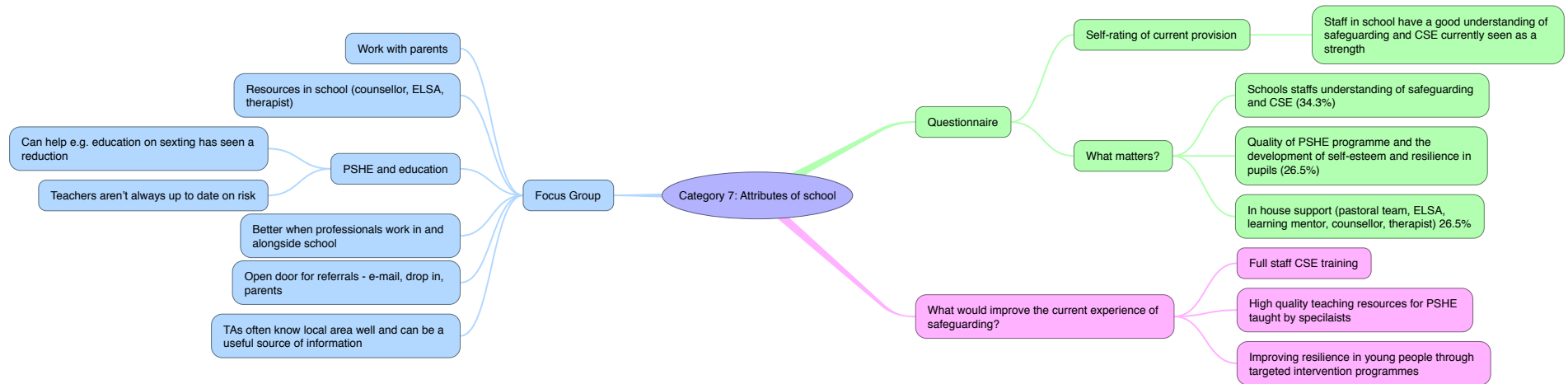


Figure 15: Attributes of school

Chapter 5. Discussion

In the results and analysis section it was demonstrated that DSLs have varied experiences. Seven categories were identified to consider facilitating factors and barriers for DSLs in secondary schools in England. These categories have been shown to have validity and transferability to a national context. In order to consider the implications for schools, LAs, National Government and EPs the results will be considered from a psychological perspective. Research as feedback to a system is one way in which systemic thinking can bring about organisational change (Fox, 2009).

The seven categories identified through the content analysis will be considered using a Systems-psychodynamics lens. This approach considers organisational change from three related but distinct theories (open systems, psychoanalysis and group relations) (Eloquin, 2016). This psychological approach has been identified as allowing EPs to work at a level where change can occur and ensures that both the emotionality of the organisation as well as the structures and boundaries of a system (an entity made up of relating parts which interact and impact one another) are considered (Eloquin, 2016).

5.1 Outside provision of support and/or resources

The observation of groups under stress led to the identification of three basic assumptions that people may engage in when anxious (Bion, 1961). The first - dependency suggests that when a group is anxious one way of coping is to

look to a leader or organisation to provide the answers (Bion, 1961). The anxiety and desire for someone to come and save the child at risk of CSE could be observed in the answers to the questions about experiences of referral with twenty-two responses coded as *timelines of response*. The division of outside resources into either “good” or “bad” may reflect this desire for a leader to save the young person. When individuals are anxious their feelings can cause them to be unable to integrate the positive and negative feelings and instead idealize those they see as providing protection and denigrate those who do not remove the anxiety (Eloquin, 2016)

the police were excellent

CAMHS not (helpful)

The second basic assumption (pairing) looks to the future for solutions as the current situation is too painful to sit with. There is no doubt that safeguarding children and young people at risk of CSE involves dealing with children and young people who are experiencing chaos, pain and confusion that must feel overwhelming for DSLs trying to support them. Respondents asked for free resources such as “Chelsea’s choice” and more prevention support in the hope that prevention would see no cases of CSE. This demonstrates the hope that such prevention strategies will avoid future painful feelings (Bion, 1961). This may risk the avoidance of developing strategies for managing and supporting those who experience CSE as it is too painful to consider.

The anxiety around the provision of outside support seemed to be accentuated by the cuts that had been made to services. The loss of key workers seemed to be felt strongly by participants. The affect in a number of responses reflected this overwhelming emotional aspect of safeguarding children at risk of or experiencing CSE and it is easy to imagine that this may become too much and lead a number to engage in the third basic assumption - the 'fight or flight' possibly away from teaching (Lightfoot, 2016).

5.2 DSL role and conditions of service

Winnicott, described the need for individuals to experience containment. Containment is the support with processing difficult emotions and having them returned in a manageable way (Eloquin, 2016). The DSLs responses reflected them being left holding a number of emotions in their answers to questions especially the experience of referral with words including:

frustrating

gruelling

nerve-wracking

Practitioners who are "well-supported, receive supervision and have access to training are more likely to think clearly and exercise professional discretion, and

are less likely to fall into these traps” (lack of professional competence, lack of trust and lack of confidence) (Brandon, Dodsworth, & Rumball, 2005, p. 174).

76.5% of participants in the survey do not currently receive supervision for their role despite it being laid out in statutory guidance as a requirement for professionals leading on safeguarding (HM Government, 2015). Supervision can be defined as the provision of “relationship-based education and training that is work-focused and which manages, supports, develops and evaluates the work of colleagues” (Milne, 2007, p. 439). Supervision on a regular basis can help develop professional skills, confidence and job satisfaction (Jackson, 2008). The most recent advice on CSE states that supervision can help to ensure cases don’t drift, maintain the focus on the child, test the evidence base for assessment and intervention, address the emotional impact of the work on the practitioner and support reflective practice (Department for Education, 2017, p. 19).

At the end of each of the individual and paired interviews I asked each of the participants how they coped and “I’m tough” was a frequent comeback. The lack of supervision for DSLs in schools seems to be influenced by this “cultural” attitude towards supervision found in the education sector. In mental health services supervision is seen as essential to reflect and improve. In education, supervision appears to be equated with competence, and there is an implication that it is only for those who aren’t good at their job or are weak (Lunt & Sayeed, 1995; Woods, Bond, Tyldsley, Farrell, & Humphrey, 2011). Esther

Bick described this defence as *second-skin defences* and described how the terrifying experience of not having overwhelming emotions contained by another can result in individuals relying only on themselves rather than others, and appearing strong on the outside whilst being fragile within (Lucey, 2015). This *second skin* can act as a mask and inhibit growth and development (Lucey, 2015).

The Health and Safety executive identified education as one of the professions with the highest rates for work-related stress in 2016 with the main causes being workload pressure, tight deadlines and lack of support (Health and Safety Executive, 2016). Partridge, found that pastoral staff struggled in particular with the emotional level of disclosures and may defend against these unwanted feelings by not listening or keeping a distance from pupils (Partridge, 2012). A survey by the Guardian newspaper found that 82% of teachers described their workload as unmanageable and 73% that their workload as having a serious impact on their physical health (Lightfoot, 2016). Links between organisational stress and poor health leading to burn out suggest that supporting staff should be a priority (Health and Safety Executive, 2016; Partridge, 2012).

Emil Jackson has led a number of supervision groups for teachers in a work discussion format and found that teachers reported that supervision had helped them persevere and to feel less stressed and that they had lower levels of absence following participation (Jackson, 2008). These results continued to hold over the period of time people attended his sessions. The need for support

appears clear given the overwhelming nature of the emotional responses to the experience of referral:

unsettling and very uncertain to whether we followed the correct procedure

sad

stressful and time consuming

nerve wracking

The differences in time allocation were marked. Many responses to the question of referral reflected how time-consuming the role could be including one saying it was a “long winded process of completing the same information in writing twice and also a phone call going through the same information”.

The difficulties of insufficient time were reflected in the tables from the individual and paired interviews with comments referring to time as vital for reflecting and thinking about how to process and share information and respond to agencies. The challenge of conflicting priorities meant that when DSLs were teaching that they were not available for staff and students and so “staff haven’t disclosed because they were afraid to interrupt a lesson the DSL was teaching”.

Some suggested that the answer was to have a “non-teaching DSL who is able to respond to concerns promptly, manage the admin and liaise with agencies”. There is insufficient research yet to know whether this would be appropriate but workload in the education profession seems to be an issue that continues to be of difficulty and one that the government has suggested that they are looking at (Lightfoot, 2016). Government advice has suggested that non-teaching tasks should be taken on by non-teaching staff but no extra funding has been provided and guidance at present states that the DSL must be part of the senior leadership team (Highton, et al., 2017).

A study into adult safeguarding in the NHS found that the biggest barrier to effective safeguarding was staff attitudes and uptake of training (Fanneran, Kingston, & Bradley, 2013). This does not appear to be the case for the majority of DSLs with almost 20% having training once a half term and over 80% have training annually. There was a demand for “regular quality training” and a desire for joint training with other professionals as a way forward. A study looking at interagency training for safeguarding children found that it produced better trained staff, more effective partnership working and led to more integrated services (Patsios & Carpenter, 2010). One participant suggested that a “National network for DSLs” would help. The need for DSLs to experience *containment* through training and supervision so that they do not feel isolated and have their emotions contained is essential for them to be able to safeguard children.

5.3 Challenges and attributes of childhood/adolescence

The complexity of working with children and young people at risk of CSE is reflected both in the participant's responses but also in literature, SCRs and Government advice (Department for Education, 2017). In psychoanalytic thinking adolescence is a crucial period in which children have to negotiate a number of difficult changes including identity, separation from parents and the importance of belonging to the peer group (Youell, 2006). Researchers have demonstrated that adolescence is a time in which the reorganising and reforming of the brain leaves adolescents vulnerable to stress, anxiety and substance abuse (Music, 2011). A number of late adolescents will exhibit a relative imbalance between reward-related ventral striatum reactivity and threat related amygdala reactivity coupled with immature prefrontal cortex capacity for behavioural control that leads them to take greater risks with less reflection (Victor & Hariri, 2016). Those with SEN may lack the social communication skills to understand that a relationship is abusive and to communicate their own needs and wishes (Smeaton, Franklin, & Raws, 2015). One DSL stated that "Learning difficulties mean children have a very literal understanding and are easily influenced. They often see the crust but not what's underneath".

The increased risk taking of older adolescents is present even when specific interventions take place to reduce risk with older adolescents. Older adolescents are more likely than their younger peers to engage in risky behaviour online regardless of teaching about online risk (Schilder, Brusselaers, & Bogaerts, 2016). This suggests that even with prevention programmes and PSHE older children are driven to pursue risk at the very time

that services reduce support. The lack of engagement by other services with older adolescents was very frustrating for the participants as reflected in the quotes below.

because of age of the pupil (17) safeguarding refused to deal with the matter despite disclosed vulnerability of pupil

at 16 services effectively stop when children and families may benefit from further support

students aged 14-15 often face services being unwilling to get involved

It is interesting to consider the reasons why other agencies struggle to recognise the vulnerability of adolescents (Trowell, Jennings, & Burrell, 1996). Those working with adolescents often experience strong projections (that is the adolescents own emotion split of and placed in another) which can feel overwhelming (Youell, 2006). Changes in hormones can cause adolescents to be more aggressive or low in mood resulting in adults experiencing rejection of their support (Music, 2011). In contrast secondary school staff are often experienced in supporting adolescents using a delicate balance of tolerance and clear boundaries (Youell, 2006).

The importance of risk and resilience, self-efficacy and self-esteem are integral to successful interventions with older adolescents including those with SEN (Pearce, 2009). The importance of establishing a relationship with the child and engaging in assertive outreach are principles that secondary school staff are all too familiar with but may require additional training and supervision so that they feel confident to manage risk (Pearce, 2009). Those less familiar with adolescent behaviour may interpret the young person's behaviour as "streetwise" and unwilling to accept support when in fact they are vulnerable and desperate to know how to ask for help (Trowell, Jennings, & Burrell, 1996). Staff in schools rated this as an area of strength and yet often their voice is not heard and their expertise not utilised (Brandon, Dodsworth, & Rumball, 2005).

Specialist services for older adolescents and those with SEN are needed. In addition, workers will need supervision to tolerate the challenges that working with this group brings. Support for teenagers may be better placed in secondary schools rather than other agencies due to their expertise and experience but DSLs will need support.

5.4 Challenges and attributes of families/carers

The primary task is defined as the task that needs to be completed for an organisation to survive (Bion, 1961). In schools the primary task for schools is the development of the child. When schools are working well they will therefore ensure they have effective partnerships with parents to support in the primary task. This could be seen in the strengths described in their relationships with

parents and carers. Schools were running training for parents, ensuring parents had access to school staff, and identifying the needs and pressures on parents such as “often families...find it hard to take on board advice which is alien to them and their culture.” This positive relationship with parents is in contrast to that experienced by many parents working with children’s services and other agencies. Parents described being made to feel like they were to blame for the sexual exploitation of their children (PACE, 2014).

This could be another area in which schools partnerships with parents could be utilised to support and safeguard children from CSE more effectively rather than their expertise being ignored (Brandon, Dodsworth, & Rumball, 2005).

5.5 National and local government demands and systems

“Working Together” places the responsibility for safeguarding with everyone (HM Government, 2015). This model of distributed leadership in which everyone working with children shares responsibility, means boundaries and roles can become confused (Huffington, James, & Armstrong, 2004). Effective distributed leadership requires workers to engage with supervision to ensure that they are clear about the boundaries of their role and responsibility (Huffington, James, & Armstrong, 2004).

The role of DSL in legislation is one in which the DSL has “lead responsibility for safeguarding and child protection” (Department for Education, 2016). This means that they have to be available for all staff at any time to provide advice

and support (Department for Education, 2016). This is an overwhelming task that involves decision making with insufficient details and then having to take on the responsibility of deciding if a referral should be made and if it is turned down to challenge that decision (Department for Education, 2016). The difference between the role which one wishes to take up of referring children to specialist services and the reality can cause dissonance and lead to feelings of inadequacy. This came across in the participant's responses who found themselves left holding young people at risk without the skills and resources to intervene and support. DSLs criticised cuts to services and criticised social workers holding meetings in holidays. DSLs anger at the role they were forced to take up showed in the fears they expressed for children outside school hours and their concern that they would miss safeguarding concerns if they were teaching.

Some authorities have utilised toolkits to support DSLs thinking and help them to make appropriate decisions about what action to take. The participants responses seemed to suggest that they experienced the rigidity of the tool as a form of containment (that is having their feelings handed back to them in a manageable way) that allowed them to take action or not (Armstrong & Rustin, 2015). While such toolkits do have limitations they appear to be a cost-effective means of providing support to DSLs.

This remorseless and unbearable need to perform all the time has been termed the "age of anxiety" (Cooper & Dartington, 2004). Schools are focused on their

clients (pupils) and performance targets (exam results) rather than on the staff (Cooper & Dartington, 2004). The questionnaire data showed that very few DSLs are receiving all the support that is laid out in guidance. It has been suggested that when staff no longer feel cared about they can become overwhelmed by anxiety (Cooper & Dartington, 2004). It may be important for Local and National Government at this time to produce clearer guidelines and self assessment approaches for schools and LAs to ensure DSLs are able to carry out their job with appropriate support.

5.6 Relationships and information sharing with other agencies

Working with children at risk of sexual exploitation requires a wide range of professionals with different tasks to be able to come together to support and co-operate (Trowell, Jennings, & Burrell, 1996). The primary tasks of Social Work, Education, Mental Health Services and the Police are different and present a challenge to working together (Trowell, Jennings, & Burrell, 1996).

Multi-agency working is complex and the challenges of working together can be frustrating. It was interesting that DSLs believed that differences could be overcome if all professionals were together in co-located hubs. Freud considered that anxiety is so overwhelming that we unconsciously use defences to protect ourselves from the discomfort (Eloquin, 2016). It could be considered that the difficulties of multi-agency working are so overwhelming

that DSLs were denying the difficulty and resorting to idealising a future that would see everyone getting on with a shared understanding.

a co-located, multi-agency approach is the way forward.

all agencies meet regularly to share information

DSLs in schools appear frustrated that their expert voice is not heard but also lack confidence to challenge decisions (Brandon, Dodsworth, & Rumball, 2005). Co-located resources may help to overcome the lack of respect for different professional skills and role and some of the misunderstanding of cultural differences that result in tension. One participant demonstrated the difference clearly in their frustration with “social workers organising child protection conferences over the summer holiday”. Other areas of tension also arise over the ‘timeliness of the response’ as seen in the comments about the experience of referral with a desire for a fast solution.

Research into the views of young people about multi-agency working found that they liked support provided in school by outside agencies and that such support saw improvements in school attendance and greater engagement with learning as improvements in emotional well-being and family issues (Harris & Allen, 2011). Schools may act as a safe base for support, that is somewhere the child feels known and contained (Eloquin, 2016).

Open systems theory considers the boundary to be key to managing tensions (Roberts, 1994a). Every organisation has a boundary with inputs that can enter and outputs (Roberts, 1994a). If the boundary is too tight or rigid then organisations may struggle to work together. In contrast if the boundary is too loose the organisation may become overwhelmed (Roberts, 1994a). Legislation means that schools have little choice over which children enter through their boundary and have to work with all the children they meet in contrast to other agencies who have referral processes which mean that they can refuse to allow children into their service.

The threshold is the assessment designated by a service to determine which cases require the support of that service and which do not (Brandon, et al., 2008). Cases often fall into three categories: the clear cut cases, probable cases and possible cases (Trowell, Jennings, & Burrell, 1996). CSE is often an area which falls into probable or possible and is not taken up. SCRs have identified the lack of provision for this group as leaving young people open to abuse and neglect as children were left on the boundary of services (Brandon, et al., 2008). Guidance suggests that early sharing of information is helpful but pressure of resources in children's social care reflects an increasingly high threshold for support (Brandon, et al., 2008). Systems theory suggests that the boundaries of organisations are where tensions are often most keenly felt and the boundary to cases being taken up was reflected in the frustration described by participants (Neumann, 1999).

Services are not so interested where there is just a concern – would rather wait until something happened

Poor. I was informed the risk wasn't high enough to meet threshold for intervention. To meet threshold the student would have to already be being exploited. She had already been reported missing from home on 2 occasions, had sent inappropriate images and videos of herself having sex to males, not be in education and father had taken her to X to pick up a male she had met on the internet.

With increasing pressures on services and without sufficient time and space to consider referrals social workers may not always identify children accurately (Wilkin, 2015). These concerns were very much felt by a number of participants who were left confused and anxious following a referral.

Confusing on occasion why a case reached threshold – lack of consistency

the threshold is very high

Services were not as concerned as I was, not thought that it met their thresholds

as with all agencies their threshold seems to be higher than ours

When children don't meet thresholds the responsibility for safeguarding remains with the DSL in school who may have limited time and resources to support the child. The professionals in the survey used the word "frustrating" to describe their experience of referring children who they believed to be at risk of CSE. This matches the description by Brandon, et al. (2005, p172) who described professionals feeling "powerless and inconsequential" mirroring the feelings of parents who also felt unheard. Brandon, et al. (2005) suggested that there should be mechanisms to give and receive feedback so that a referrer can be clear about the progress of a case or to receive support. Participant's responses reflected the need for feedback.

little response once a referral has been made

feedback from agencies about how to do it better doesn't happen

CAMHS – no direct communication with school

In systemic thinking the idea of choosing to take up a "role" or feeling that you have no choice but to take up one imposed on you can cause feelings of inadequacy or frustration (Reed, 2001). The role for DSLs in statutory guidance for schools includes managing referrals, working with others, attending training and raising awareness of safeguarding (Department for Education, 2016). It does not give guidance on a role for schools in managing levels of risk or interventions if a child does not reach threshold. The participants' responses

about experience of referral seem to suggest that the DSLs are uncomfortable with a role being forced upon them when referrals are turned down or not handled quickly or effectively. If an individual or an organisation is asked to do more than the role they perceive they have or they feel they have the experience and training for then they will feel over overwhelmed (Neumann, 1999). Individuals or organisations may internalise or externalise these feelings of anger and frustration as their role is forced to be outside their experience or area of expertise (Neumann, 1999). This may be seen in blaming other agencies or blaming themselves for not being able to get a case taken up.

Referrals seem to be more effective if DSLs used a toolkit first. This may help to develop a shared language and understanding between professionals. Cultural and language barriers have been shown to prevent communication and trust between agencies leading to ineffective safeguarding (Greenhouse, 2013). It may also mean that risk and resilience factors are identified by school DSLs and they can explain these more fully to the agency taking up the case. Responses from participants reflected pleasure that the use of the toolkit resulted in support and action.

useful to share with other professionals

led to support

helpful to be able to consider a range of risks

It has been suggested that improvements could be made through having a consultation line rather than a referral line (Brandon, Dodsworth, & Rumball, 2005). In interagency consultations DSLs can discuss suspicions and concerns in a problem-solving way and think about how to support the child (Trowell, Jennings, & Burrell, 1996). One common word when people were describing positive experiences of referral was “supportive”. It may be that this system allows the DSL to maintain a feeling of autonomy as they are treated as an expert on the child in contrast to the referral process in which their concerns may be dismissed (Trowell, Jennings, & Burrell, 1996). DSLs appeared to appreciate other agencies listening and collaborating with them with one participant saying it was “Helpful – we have a professionals’ line for CYPS contact which is a good starting point”.

One of the challenges of working together is that although everyone is responsible for safeguarding it is inevitably social workers who carry out an assessment and this means that differences in power are played out resulting in tensions and frustrations (HM Government, 2015). A study of serious case reviews in Wales found that professional insularity and lack of respect for teachers expert knowledge of children was often a cause of the child not being protected and could lead to open or covert tension in groups (Brandon, Dodsworth, & Rumball, 2005). One participant reflected this frustration commenting that “the allocated SW was an agency SW and he seemed to minimise concerns”.

The most recent advice on CSE for practitioners states clearly that “early sharing of information is key to providing effective help where there are emerging problems” and indicates the need for practitioners to read advice on information sharing (Department for Education, 2017, p. 12). Sadly, this was not participants’ experiences with many comments reflecting frustration.

Difficult to pass on information and share information informally.

Children can be known to the police or social services and the schools don't know anything about it

Need to resolve paranoia around (information) sharing

Many participants spoke about their frustration with the introduction of early help assessments which were brought in to ensure early support for young people (HM Government, 2015). Instead participants voiced feelings of frustration at being given a role where they were isolated and totally responsible. A role is the expected pattern of behaviours associated with a particular position (Hymans, 2008). The DSLs were unhappy with the roles they are given and seemed impotent to challenge that role.

We are constantly being asked to put in place EHAs but this does not achieve anything other than make the school responsible

Ensuring that schools are not left to carry the risk and expected to be the only support service for the child as happens now in X authority

...no follow up to see how the YP is progressing or if we as a school are supporting and actively reducing risk

Through supervision DSLs could gain time to understand and negotiate roles and boundaries between different professionals. Further research is therefore needed into the benefits of different solutions including co-located resources, supervision and clearer national guidance on roles and thresholds.

5.7 Attributes of school

Over 95% of DSL in secondary schools who participated in the survey rated their school as good or outstanding for safeguarding. Several quotes suggested that things are improving.

more professional' – things are improving

there have been improvements

lots of resources available

Areas of strength included work with families, with pupils, with school staff, PSHE, knowledge of youth culture, use of toolkits and their level of experience.

Several participants talked about running parent sessions and particular training on social media for parents. Some responses suggested that some families still required additional support particularly those with additional needs that needed to be met through more targeted services. A number reflected that support required for “children with special needs requires additional resources / understanding” due to their low self-esteem describing them as “very vulnerable to those who make them feel good”. It seems that schools have been able to stay thinking and be creative in their response to safeguarding.

DSLs may also have been left holding some of the feelings which have been projected into them by children and families with a number describing emotions such as “unsettling and very uncertain” (Youell, 2006). The number of students expelled who have been at risk of CSE suggests schools may not always be able to tolerate this bombardment of others emotions. Schools appear to have been given an impossible task and it is difficult to know whether their positivity maybe a defence against the emotions they encounter given the huge difficulty of their role and responsibility (Roberts V., 1994b; Tucker, 2015).

5.8 Implications for EPs

Attending school and gaining qualifications is a significant protective factor in preventing CSE (Pearce, 2009). Those who are aware of themselves as agents of change and have qualifications are also less likely to continue to be exploited into adulthood (Dodsworth, 2014). Serious case reviews show that children at risk of CSE are likely to be excluded from school as schools lack the support

to provide targeted interventions (Sidebotham, et al., 2016). EPs could have a key role preventing exclusions and providing targeted support for those who are not in education, employment or training. Concepts such as “assertive outreach” (persistent engagement techniques so that the young person knows they are cared about and can rely on an adult) have been developed by Barnardo’s and an understanding at this level about the role staff can play would be very helpful for school staff (Pearce, 2009). EPs are uniquely placed to be able to offer support to schools through consultation and training. EPs could support schools and their staff to help prevent CSE and facilitate young people to become agents of change and avoid exclusions.

The importance of establishing a strong and trusting attachment relationship in order to support young people has been identified as a major protective factor (Pearce, 2009). The role of key adults in school who develop relationships with young people is noted in many of the serious case reviews (Bedford, 2015). Many school staff are already going well beyond that specified in official guidance. Support for those in these attachment figure roles is essential and can reduce staff absence and help professionals feel more well-equipped to manage their roles (Jackson, 2008). EPs can provide supervision and support to those holding these roles so that they are not overwhelmed by the projections that working with adolescents bring as well as help to understand the challenging behaviour that they may exhibit and thus ensure that placements can continue and support staff well-being.

The role of the EP as researcher means that they are placed in a strong position to build on the research already developed by charities such as Barnardo's (Pearce, 2009). EPs are experts in child development and psychology and can bring a useful perspective on adolescent behaviour and development. This experience and knowledge is useful for developing targeted interventions as well as helping to interpret and understand vulnerable adolescents who may initially reject support or choose to return to vulnerable situations. EPs should consider how these strengths can support and help the LSCB and other local authority professionals who may not have adolescent development as their areas of expertise (Brandon, Dodsworth & Rumball, 2005). Joining together and developing relationships between key stakeholders is a key skill in EP's consultation skills. These skills may be useful in helping negotiate roles and boundaries and support the development of relationships between schools and other agencies and ensure the expertise of all agencies is used effectively (Brandon, Dodsworth & Rumball, 2005).

5.9 Limitations of the current study

This is the first survey of DSLs in secondary schools in England. Consequently, there is no comparable data with which to assess responses. The researcher was reliant on LSCBs to send out the questionnaire to DSLs and some local authorities are therefore not represented. 102 participants provide a snapshot but it was not possible to explore or compare experiences in different areas. Chi-squared goodness of fit tests indicated that the data was representative of schools by Ofsted rating but not by school type or regions of England. The data set was positively skewed towards comprehensives (by school type) and the

East Midlands (by region) and the results should therefore be treated with caution as they were not formally representative. Although the information gathered captures a reasonable snapshot of the experiences of DSLs in secondary schools working with children and young people at risk of or experiencing CSE, the results should be treated as preliminary as they are based on frequency data and descriptive information.

A self-report survey removes interviewer bias, but the use of a priori questions may limit the potential depth and richness of the information obtained. In addition, there are a number of potential biases that must be addressed. Specifically, there is the potential for self-report bias, whereby respondents will depict a positive view of their experiences in-line with social expectation. They may attribute facilitating factors as within their control and barriers as outside their control and external to them. It is difficult to know whether this is the case and further exploration is required.

The use of voluntary questionnaires raises the risk of a self-selection bias.

The participants may therefore be atypical and the responses suggested that some of the DSLs have real strengths in supporting pupils and families. It is difficult to know how representative this is.

The study did not include consideration of gender of DSL despite this being raised at the individual and paired interview stage as possibly important. This

was due to concerns that participants may be put off by answering personal questions. This may be a valuable area for future exploration.

This was an emancipatory and exploratory methodology therefore there has been limited interpretation of the data and the voice of DSLs have been privileged over other professionals working within the field of safeguarding. The differences in culture, language and perception between agencies around CSE would be a helpful area for future research.

The researcher acknowledges the limitations of the study findings and proposes to address some of them with a follow up study. Specifically, in-depth semi-structured interviews will be conducted with DSLs in secondary schools in England, with a focus on exploring the attribution dilemma more fully. It is anticipated that this would provide a more in-depth and complete picture of DSLs experiences of protecting young people at risk of CSE.

5.10 Future research

Further research analysing the impact of supervision and time allocation assessed against positive outcomes for young people would be beneficial.

Further research into a model of consultation between agencies rather than referral so that services support one another rather than being fragmented would also be helpful (Brandon, Dodsworth, & Rumball, 2005).

Data collection to explore the impact of different safeguarding models such as co-located multi-agency teams and joint supervision and training for improving outcomes for young people should be considered (Gray, 2015).

5.11 Dissemination of findings

A large number of LSCBs asked for the findings to be disseminated to them following completion of the research. This will be provided in a summary and key points document so that it can be disseminated to schools.

Opportunities to disseminate the summary and key points via LSCB regular updates and the government's updates to secondary schools and LSCBs will also be followed up

The development of guidelines for self-assessment will be proposed through consultation with the Department for Education..

Chapter 6: Conclusion

The experiences of DSLs in secondary schools are varied. They receive different levels of support and have different interactions with outside agencies and the LA.

Schools have strengths that facilitate safeguarding such as relationships with families, knowledge and support for adolescents and creative use of the schools' resources to safeguard children.

Barriers included lack of evidence based intervention programmes, relationship building and sharing of information with other agencies, and access to appropriate time allocation and supervision for the role.

The use of a Systems-psychodynamics lens provided an insight into the ways schools, local authorities and national government could support DSLs and therefore protect children. The development of guidelines and / or a self-assessment for schools and local authorities to use could be a useful feedback to the system to ensure that the implications of the categories identified result in change.

Immediate support for the well-being of DSLs through the provision of regular supervision in line with guidance for those working with young people at risk of CSE should be a priority for schools and local authorities.

A potential role for EPs to support the development of targeted interventions and provide supervision for DSLs should be considered further.

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Appendices

Appendix A: Political context

Legislation, statutory guidance, non-statutory advice and government reports were selected for inclusion. The criteria were any document that focused on the role of schools in safeguarding young people at risk of CSE or contained relevant legislation for schools relating to CSE.

Date	Title	Status	Key points for DSLs with regard to safeguarding children and young people at risk of CSE
1989	Children Act 1989	Legislation	Section 17 sets out the duty of the local authority to safeguard and promote the welfare of children in their area.

			<p>Section 47 requires the local authority to make enquiries where they have reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm, to enable them to decide what action they should take to safeguard or promote the child's welfare.</p> <p>Section 48 enables the courts to provide the local authority with the power to locate a child whose whereabouts are not known,</p> <p>Section 49 states that it is an offence to assist or incite a child to run away whilst in care, the subject of an emergency protection order or in police custody.</p> <p>Section 50 allows a court to grant permission to ensure the recovery of a child who has run away or gone missing whilst in care.</p>
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2003	Sexual Offences Act 2003	Legislation	The Sexual Offences Act provides the possibility of prosecution for arranging or facilitating a child sex offence (if the child was under 16); Meeting a child following sexual grooming (child under 16); Paying for the sexual services of a child; Causing or inciting child prostitution or pornography; Controlling a child prostitute or a child involved in pornography; Arranging or facilitating child prostitution or pornography; and Trafficking into, within or out of the UK for sexual exploitation.
2004	Children Act 2004	Legislation	Local authorities were required to combine their children's services and education services under a Director of Children's Services and to set up Local Safeguarding Children Boards (LSCB) with members drawn from all agencies that are involved in improving outcomes for

			<p>children and young people. The LSCBs have the functions to investigate and review all serious incidents in the local authority. The 2004 act also set up the establishment of the role of a Children’s Commissioner in England.</p> <p>Section 11 established that every organisation working with children should have a named person responsible for safeguarding children and young people. This established the role of DSL in schools with both a responsibility at a strategic level and on a day to day basis within the organisation.</p>
2006	<p>Working together to safeguard children: A guide to inter-agency working to</p>	Statutory guidance	<p>This was the initial statutory guidance following the Children Act, 2004 and set out the ‘Every Child Matters’</p>

	<p>safeguard and promote the welfare of children (Department for Education and Skills, 2006)</p>		<p>Agenda for promoting and encourage inter-agency working to ensure positive outcomes for all children.</p>
2009	<p>Safeguarding Children and Young People from Sexual Exploitation, 2009 (Department for children, schools and families, 2009)</p>	Statutory guidance	<p>This advice set out how professionals should work together to protect children at risk of CSE. It defined CSE and outlined a child centred and proactive approach to working with those at risk of CSE. It specified the use of Multi-Agency Public Protection Arrangements (MAPPA) to be used in particular to protect children and young people who are at risk</p>

			It stated the role of schools in proactively preventing CSE through universal PSHE programmes.
2010	Children, School & Families Act (HM Government, 2010)	Legislation	This act established clear procedures and protocol about communication between different agencies to ensure children and young people are safeguarded.
2010	Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children	Statutory guidance	This statutory guidance outlines how agencies should work together based on the Children Act, 1989 and the Children Act, 2004.

	(Department for Children, Schools and Families, 2010)		
February 2011	Debate in the House of Lords (<i>Hansard</i> , 1 February 2011 vol 724)	Report	Members of the House of Lords convened a short debate on CSE. A number of issues were raised including the vulnerability of runaways, and the lack of national statistics to map the prevalence of the issue of CSE. Barriers to safeguarding were identified including: the changing over of files; difficulties obtaining and tracking information; the difficulty for 16-17 year olds to obtain a safeguarding response; the lack of priority of CSE for a number of LSCBs; the difficulty of safeguarding children in a climate of financial cuts to local authority budgets; and the need for a cross-departmental approach.

May 2011	Munro Review of Child Protection (Munro, 2011)	Report	<p>Professor Eileen Munro was tasked with setting out recommendations to improve child protection in England. She argued for a focus on a learning culture rather than one of compliance.</p> <p>In recommendation 2 she set out that the inspection framework should examine the effectiveness of contributions from education and other multi-agency services.</p> <p>In recommendation 9 she suggested that Local Safeguarding Children Boards (LSCB) should be required to use systems methodology when undertaking Serious Case Reviews (SCRs) and that the government should set</p>

			up a list of accredited, skilled and independent reviews to work with LSCBs on SCRs.
2011	Safeguarding in schools: best practice (Ofsted, 2011)	Report	In 2009/10 77% of schools in England were reported to have good or outstanding procedures in place for safeguarding children, 21% satisfactory and 2% unacceptable. Common weaknesses included insufficient child protection training. Ofsted visited 12 schools in 2010 and found that outstanding practice included: leadership which viewed safeguarding as a priority; child protection arrangements which are clearly understood by staff, children and families; a curriculum which teaches children how to protect themselves from harm; and a high priority given to training of staff. It is striking that there was little mention of multi-agency working or the support available for those involved in safeguarding.

2013	House of Commons Home Affairs Committee report into Child sexual exploitation and the response to localised grooming, (HC Home Affairs Committee, 2013)	Report	<p>The report by the Home Affairs Committee recognised that CSE has only been fully recognised very recently and concluded that there are still areas where victims of CSE are being failed by statutory agencies. Agencies are still failing to work together effectively</p> <p>The report recommended that LSCBs should ensure that SCRs are published in full and produce an annual report into CSE in their local authority. The report noted that schools are likely to see victims on a more regular basis than any other professional agency. Staff in schools are more likely to notice changes in behaviour and are therefore key to identification for children at risk of CSE.</p> <p>The report recommends that schools are given a list of warning signs of CSE</p>

			<p>The report emphasised the important role that teachers can play as they see victims on a regular basis. The report suggests that schools are well placed to prevent exploitation and to identify and refer children to social services</p>
2013	<p>Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children. (Department for Education, 2013)</p>	Statutory guidance	<p>This updated statutory guidance included changes around the definition of serious harm for the purposes of serious case reviews and clarified the requirements on local authorities to notify serious incidents. Seriously harmed was defined as potentially life-threatening injury or serious and / or likely long-term impairment of physical or mental health or physical, intellectual, emotional, social or behavioural development.</p>

2014	Anti-Social Behaviour, Crime and Policing Act 2014	Legislation	Equips police to be able to investigate suspected exploitation in hotels and other establishment. Sexual Harm Prevention Orders and Sexual Risk Orders created to protect public against sexual harm.
2015	Keeping children safe in education: statutory guidance for schools and colleges	Statutory guidance	This statutory guidance laid out the responsibilities of the role of the DSL in Annex B.
March 2015	Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare	Statutory guidance	The following arrangements were set out: A senior board level lead to take responsibility for the organisations safeguarding arrangements; A culture of listening to children and taking account of their wishes and feelings;

	of children (HM Government, 2015)		<p>Arrangements which set out clearly the process for sharing information with other professionals and with the LSCB;</p> <p>Designated professional role should be explicitly defined in job description;</p> <p>Professionals should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.</p> <p>Appropriate supervision and support for staff, including undertaking safeguarding training.</p> <p>All professionals should have regular reviews of their own practice to ensure they improve over time</p>
2016	Statutory definition of child sexual	Report	The government opened a consultation to redefine CSE to make it clearer that the perpetrator was always

	<p>exploitation:</p> <p>Government consultation (HM Government, 2016)</p>		<p>responsible. The consultation closed on 11th March 2016.</p> <p>The proposed new definition is: “Child sexual exploitation is a form of child abuse. It occurs where anyone under the age of 18 is persuaded, coerced or forced into sexual activity in exchange for, amongst other things, money, drugs/alcohol, gifts, affection or status. Consent is irrelevant, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and may occur online.”</p> <p>(HM Government, 2016, p. 8)</p>
July 2016	<p>Putting children first: Delivering our vision for excellent children’s social</p>	Bill	<p>In July 2016 the Secretary of state set out the aims for changes to social services through a Children and Social Work Bill. These changes would include a Child Safeguarding Practice Review Panel to oversee a national</p>

	care (Department for Education, 2016)		<p>framework for inquiries into cases of serious harm to children rather than serious case reviews being carried out by local authorities.</p> <p>The bill would establish a 'what works' centre to bring together national understanding of practice excellence equivalent of NICE for health and Education Endowment Foundation for education to test the strength of evaluated evidence of interventions and practice systems in social care.</p>
September 2016	Keeping children safe in education: Statutory guidance for schools and colleges	Statutory guidance	<p>Annex B:</p> <p>The DSL should be a senior member of staff, from the school or college leadership team.</p>

	<p>(Department for Education, 2016)</p>		<p>The DSL should take lead responsibility for safeguarding and child protection and this should be explicit in the roleholder's job description.</p> <p>The person should have the appropriate time and authority within the school to carry out their duties.</p> <p>The person should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protections matters, to take part in strategy discussions and inter-agency meeting –and/or to support other staff to do so – and to contribute to the assessment of children.</p> <p>It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads.</p>
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			<p>The DSL (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated at least every two years.</p> <p>In addition to this formal training DSLs should have their knowledge and skills refreshed at regular intervals but at least annually.</p> <p>DSLs should keep detailed, accurate, secure records of concerns and referrals.</p> <p>Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.</p>
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			<p>During term time the designated safeguarding lead (or deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.</p> <p>It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.</p> <p>Part 1</p> <p>The referrer should be informed of the outcome of a referral.</p> <p>Annex A</p> <p>Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status.</p>
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			<p>Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online.</p>
February 2017	<p>Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation</p>	Non-statutory advice	<p>A child is anyone who has not reached their 18th birthday.</p> <p>Child sexual exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and / or b) the financial advantage or increased status of perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual.</p>

	<p>(Department for Education, 2017)</p>		<p>Child sexual exploitation is a complex form of abuse and it can difficult for those working with children to identify and assess.</p> <p>The grooming methods that may be used can mean that children who are sexually exploited do not always recognise that they are being abused.</p> <p>Early sharing of information is key to providing effective help where there are emerging problems.</p> <p>Agencies should move beyond a reactive approach to the one that also addresses the existence of harm and/or proactively prevents the harm.</p> <p>Inter-agency working requires improvements in the practical implementation of information sharing guidance, common risk assessment processes, clarity about</p>
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			<p>professional roles and thresholds, more effective sharing and recording of intelligence, better co-ordination of services and more streamlined management of multiple agencies' engagement</p> <p>Prevention should include promoting resilience, and identifying and supporting schools and colleges in which children and young people can form healthy and safe relationships.</p> <p>Supervision can help support effective practice by ensuring progress and actions are reviewed so cases do not drift, maintain focus on the child or young person, test the evidence base for assessment and intervention, address the emotional impact on the practitioner and support reflective practice.</p>
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			<p>All practitioners working with children and young people whether in specialist or universal roles should identify and access training and ensure they are aware of multi-agency protocols.</p> <p>Training should be accompanied by ongoing high-quality supervision, opportunities to learn from other practitioners, focus on reflective practice and a recognition of the emotional impact of this type of work on practitioners and access to support in order to manage this.</p> <p>Schools and colleges should adopt a universal approach to educating children and young people about CSE accompanied by resilience building work.</p> <p>Supporting and educating parents and carers about the risk of CSE is important.</p>
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2017	Tackling child sexual exploitation Progress report (HM Government, 2017)	Government report	<p>Update on the government's action in trying to deal with child sexual exploitation.</p> <p>The government recognised improvements in the development of advice on sexting, targeted training, new technological capabilities to safeguard online risk, increased investment in social care and the criminal justice system for early intervention and a £2.2 million campaign to education children in respectful and safe behaviour.</p> <p>The government believe that they have delivered 90% of their commitment to prevent CSE and achieved a step change in the response to CSE..</p>
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Appendix B

Serious Case Reviews 2015-16: Findings relevant to education

Date	Title	Key findings
2015	Serious care review report: Child N (Salford Safeguarding Children Board, 2015)	<p>Schools working in partnerships with parents was a protective factor.</p> <p>Provision by school of regular support from a learning mentor and school based counsellor was a protective factor.</p> <p>Transition between school and college to clarify needs of the child / young person was important.</p> <p>Success in qualifications provided protection.</p> <p>No referral to CAMHS was a barrier to protection.</p> <p>Risk of CSE not identified by school or college.</p> <p>College ended regular support too quickly.</p>

		<p>Services allowing child to stop attending college with no other plan for education or employment.</p> <p>School working in isolation from wider services.</p> <p>Information not shared between services and no multi-agency meetings were barriers to support.</p> <p>Child deemed to be an adult by services despite being under 18.</p>
2015	Serious case review in the case of child JSH (Noble, 2015)	<p>Specialist and rigorous behaviour support plan to support engagement in school could have provided a protective environment.</p> <p>A lack of multi-agency support for schools and colleges dealing with violent and sexually harmful behaviours.</p> <p>Staff in school were not aware of the signs of a child who had experienced domestic abuse and therefore failed to understand the child's behaviour with this understanding in mind.</p>

		<p>Lack of appropriate support for children who have witnessed domestic abuse was a barrier.</p> <p>Child showing significant behaviour difficulties in and out of school and college. The child was not also recognised as a victim of abuse and in need of safeguarding.</p> <p>Lack of support for family of JSH who experienced domestic violence from JSH.</p> <p>Delays in CAMHS appointments following referral and failure to attend multi-agency meetings.</p> <p>Role of school police officer is not well-developed.</p> <p>School acting in isolation rather than organising a multi-agency approach to deal with a perpetrator of serious violent and sexual incidents.</p> <p>Young person under the age of 18 being treated like an adult by services.</p> <p>Social media in relation to promoting and encouraging sexually harmful behaviour.</p> <p>The voice of the young person not being heard.</p>
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		Drug and alcohol assessments and support not put in place.
2015	Serious case review: overview report relating to Child T (Nicolas, 2015)	<p>Child excluded from school with no support network.</p> <p>It would be better if at the point of exclusion, the school was clear about support arrangements.</p> <p>Need to raise awareness about CSE with young people and school staff so that they can consider any significant changes in behaviour in that context.</p> <p>Local safeguarding boards should have regular multi-agency meetings to share information.</p> <p>All professionals should 'think family' and be aware of any risk factors and support that the whole family needs and conclusions are evidence-base.</p> <p>Professionals should be aware of disguised compliance.</p>
2015	Child O: a serious case review (Harrington, 2015)	<p>Lack of appropriate educational provision when O was admitted to hospital.</p> <p>Delays and interruptions to an appropriate educational and therapeutic placement.</p>

		Focus on funding responsibility for educational and therapeutic placement caused delays to appropriate care.
2015	Serious case review into child sexual exploitation in Oxfordshire: from the experiences of children A,B,C,D,E, and F (Bedford, 2015)	<p>Importance of a non-judgemental adult to listen to child and being consistent in being present even when the child / young person doesn't want to talk.</p> <p>Exclusion from school increased vulnerability to exploitation and opportunities for abuse.</p> <p>Lack of education reduced self-esteem and isolated girls from their peers.</p> <p>Ongoing confusion amongst professionals around their understanding of consent versus grooming within the 13-18-year-old age group.</p> <p>Alternative educational arrangements available were of poor quality with delays to placements, lack of transfer of education records, absenteeism and a lack of effective oversight.</p>

		<p>Educational professionals did not see the girl's behaviour as possibly linked to CSE and they were not seen as victims.</p> <p>Lack of support for secondary schools to manage the challenging behaviour of the girls.</p>
2016	The Brooke serious case review into child sexual exploitation (Myers & Carmi, 2016)	<p>A confused and confusing stance in national policy about adolescent sexual activity leaves professionals struggling to distinguish between sexual exploitation and under age sexual activity. This confusion around consent means that young people are at risk of exploitation.</p> <p>Educational provision failed to make a link between children's poor behaviour and being at risk of or experiencing CSE. Schools had not had access to training or toolkits to support identification.</p> <p>Specialist targeted support in school not available to young people at risk of CSE in mainstream schools.</p>

		<p>Information sharing from the police and children's social care meant that schools had limited knowledge of the missing episodes and could not therefore respond appropriately. Multi-agency working and opportunities for early help were therefore limited.</p> <p>Victims in general experienced a number of school moves.</p> <p>Schools should focus on prevention through teaching about healthy sexual relationships.</p> <p>Schools struggle to access the right support at the right time.</p> <p>Local authorities with a reduced workforce have less resources to support schools with challenging pupils with complex needs.</p>
2016	<p>Serious case review 'Lucy' (Jeremiah & Nicolas, 2016)</p>	<p>Counsellor in school was protective factor but delays to specialist CAMHS service was a barrier.</p> <p>Little support for family.</p>

		<p>Child treated as capable of making choices despite being vulnerable.</p> <p>Lack of information sharing with school who had a good relationship with Lucy. A comprehensive understanding of risk was therefore not possible.</p> <p>The current child protection system is not working effectively for many adolescents particularly due to the risk taking behaviour a number of adolescents may engage in and safeguarding them is therefore complex.</p> <p>Young people not engaging should be considered not to have the skills or maturity to manage their lives rather than belligerent and provided with appropriate support not withdrawal of support.</p> <p>Little understanding of abuse within adolescent relationships.</p>
2016	<p>Serious case review into the death of Bryony (Carmi & Peel, 2016)</p>	<p>School did not consider escalating referral to LSCB following decision by children's social care not to take up case.</p>

		<p>Lack of co-ordinated response following break down of school placement to enable re-engagement in school.</p> <p>Lack of ‘think family’. ‘Bryony’s’ mother was not supported to manage the escalating violence of her daughter or later to continue relations when she was placed in foster care out of area. No rehabilitative work took place between February and April 2012.</p> <p>“Bryony’s’ mother was a middle class, articulate and aspirational parent and the review demonstrates systemic issues in relation to working with families who do not fall inside the familiar profile presented to services.</p> <p>Child unable to communicate events except through challenging behaviour. There was a lack of creativity in thinking about alternative strategies to support ‘Bryony’ and her mother.</p> <p>More weight to an adult than child’s voice.</p> <p>‘Bryony’ was distressed in relation to school and no consideration of the causes were carried out.</p>
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		<p>Communication and information sharing were inconsistent both within and between agencies including between adult and children's social care.</p> <p>Lack of communication between school nurses leading to delays and gaps in support.</p> <p>Delays to alternative education provision when out of school and following move to another part of the country.</p> <p>The Personal Education Plan was not clear or updated.</p> <p>The failure to meet 'Bryony's' desire for High school 4 was not met with an explanation.</p> <p>No work was undertaken to prepare Bryony to enter school in year 10 (she should have been in year 11).</p> <p>CAMHS did try to support Bryony but their interventions lacked creativity given her unwillingness to talk about past events.</p>
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		<p>The risk Bryony presented through harmful social and sexual behaviours was not seen in the context of her vulnerability to abuse. The underlying causes of these behaviours were never explored in a co-ordinated way resulting in a lack of success.</p> <p>Outside agencies used creative and responsive methods to engage Bryony and help her to open up and stayed in touch following closure of the case to their services.</p>
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Appendix C

Focus Group Schedule

Welcome

Overview (introduce permission sheet and recording)

Ground rules (take turns, everyone's voice heard, confidentiality)

1. (Opening question) Tell us your name, school and how you came to be Designated Safeguarding Lead
2. (Intro question) What is the first thing that comes into your mind when you think about Child sexual Exploitation?
3. (transition question) What experiences have you had working with children at risk of sexual exploitation?
4. (key questions)
 - a) What helped you in your work with children at risk of sexual exploitation?
 - b) What has been challenging in your work with children at risk of sexual exploitation?
5. (closure question)
 - a) If you had the chance to advise the LA / government about how best they could support children at risk of child sexual exploitation what would you say?
 - b) If you could tell them what is currently not working with the system what would you tell them?
6. (summary question) Is this an adequate summary of what we have discussed?

7. Is there anything else we should have talked about or have missed out?
8. Just a reminder that if this has raised any difficulty issues for you or you feel there is a case that needs discussing please speak to me, contact the Chair of the Local Safeguarding Children Board or I can contact the Educations Support Partnership which provides 24 hour counselling and support for teachers at <https://www.educationsupportpartnership.org.uk> or telephone number: 08000 562561

Appendix D

Participant Information Sheet for Focus Group Members

What is the project title?

What are the facilitators and barriers to good practice for designated safeguarding leads in secondary schools around Child Sexual Exploitation?

What is the aim of the research?

To improve support for designated safeguarding leads in secondary schools by better understanding the similarities and difference currently in practice.

The research forms part of the investigators Doctorate in Child, Community and Educational Psychology. The research proposal has been approved by the Tavistock and Portman Trust Research and Ethics Committee (TREC)

What am I being asked to do?

You are being asked to take part in 3 meetings. Each meeting will last approximately one hour.

The first meeting will involve discussions around the concepts of facilitators and barriers. The aim of this open focus group style discussion will be to help identify questions for a national questionnaire.

At the second meeting participants will be asked to trial the questionnaire prior to it being sent out nationally. This will enable the investigator to ensure that each questions makes sense and that it is of an appropriate length and balance to be completed nationally.

A final meeting will be set up following the national data collection to discuss the findings and advise on an interview schedule for the final stage of semi-structured interviews with 12 participants who will be randomly selected from the national questionnaires.

During the first meeting the group will agree to rules of confidentiality so that any confidential or sensitive matters can be discussed. Given the dependent and local nature of the group, consent will be sought from all participants to take part in the discussions and a commitment to maintain confidentiality outside of the focus group will be agreed.

Do I have to take part?

Involvement is voluntary and you are free to withdraw consent at any time, and to withdraw any unprocessed data previously supplied.

Once analysis of the data has started your data will not be able to be withdrawn as it will form part of the data analysis. All data will be anonymised and names changed to ensure that no school or designated safeguarding lead can be identified.

If you find any of the discussions uncomfortable or they raise difficult issues for you please speak to the researcher who will provide you with details for a debriefing or further support as necessary.

If there are any disclosures of imminent harm to yourself or others than confidentiality may be limited.

Will the group be recorded and will my details be secure?

All data will be retained in accordance with the University's Data Protection Policy.

The discussion will be audio recorded. Each member of the group will be given a code and during analysis of the recording members will only be identified to the researcher by their code. The audio will be stored in a locked container. No identifying names or individuals or schools will be stored with the audio. All data will be destroyed within a year.

What if I am concerned about the researcher or any other aspect of this research?

If you have any concerns about the conduct of the investigator, researcher(s) or any other aspect of this research project you should contact Louis Taussig, the Trust Quality assurance Officer (ltaussig@tavi-port.nhs.uk)

Consent Form

I understand that

- Involvement in the focus group is voluntary and that I am free to withdraw at any point

- I am free to withdraw any unprocessed data previously supplied at any point
- The focus group discussion will be audio recorded and that this recording will be stored in a locked container separately from any identifying data
- Any quotes or references to the content of the focus group discussions will be anonymised and any identifying information will be changed
- I have a responsibility to the focus group to maintain confidentiality of the focus group discussion and ensure that I do not reveal any identifying information
- I have a responsibility to ensure that my Head teacher is aware of my participation
- The content of the focus group will be used to produce a national questionnaire and develop an interview schedule
- The findings of the research will be published as a thesis and may be published in peer reviewed journals or presented at conferences. No participants, their schools or any child will be identifiable in the publications.
- If any disclosures of imminent harm to self or others are disclosed there are limits to confidentiality
- If I experience any difficulties following the research I can contact my line manager, the Chair of the Local Safeguarding Children Board or I can contact the Educations Support Partnership which provides 24 hour counselling and support for teachers at

<https://www.educationsupportpartnership.org.uk> or telephone number:

08000 562561


Name:

Signature:

Date:

Appendix E

PDF of online survey

<p>The Tavistock and Portman  NHS Foundation Trust</p>
<p>Safeguarding young people at risk of child sexual exploitation (CSE) in Secondary Schools</p>
<p>Facilitating factors and barriers for DSLs in secondary schools: Introduction.</p>
<p>The aim of this survey is to provide advice on how to support Designated Safeguarding Leads (DSLs) in secondary schools, by better understanding the similarities and difference in current practice. Your support is vital in building up that understanding and is an opportunity for your views to be taken into account.</p> <p>The research has been approved by the Tavistock and Portman Trust, and is overseen by the Research and Ethics Committee. Responses to this survey will form part of a doctoral submission in Child, Community and Educational Psychology.</p> <p>The survey should take no more than 5-10 minutes: thank you for supporting this research.</p>

*** 1. Before completing this survey, I understand that:**

Involvement in this survey is voluntary and I am free to withdraw at any point I am free to withdraw any unprocessed data previously supplied Any quotes or references in questionnaire answers will be anonymised and any identifying information will be changed or deleted in any presentation of results I have a responsibility to ensure that my headteacher / line manager is aware of my participation in this survey Summary findings of this survey may be published as research in a doctoral thesis, and possibly in peer reviewed journals or presented at conferences. No participants, their schools or any child will be identifiable in the publications. All answers will be confidential however if any disclosures of imminent harm to self or others are disclosed there are limits to confidentiality. If I am concerned about any aspect of the research I can contact Louis Taussig, the Trust Quality Assurance Officer (ltaussig@taviport.nhs.uk) If I wish to talk over anything that this research has brought up for me personally I can contact the Education

Support Partnership which provides 24-hour counselling and support for teachers at <https://www.educationsupportpartnership.org.uk> or on telephone number 08000 562561.

I understand and I agree to take part in the online questionnaire

I understand and I agree to take part in the online questionnaire and would be happy to take part in an interview following the questionnaire (please supply contact email below).

2. If you would be willing to take part in a follow up interview please enter your contact e-mail

The Tavistock and Portman **NHS**

NHS Foundation Trust

Safeguarding young people at risk of child sexual exploitation (CSE) in Secondary Schools

Page 2: Background information

To start with, please answer the following background questions about your role.

* 3. How long have you been a Designated Safeguarding Lead? Less than 2 years

2-5 years 5 -10 years More than 10 years

* 4. What type of school do you currently work in? (please select as many as apply) Comprehensive

Selective Grammar School Special School Free School Academy

Local Authority Maintained

Independent Other (please specify)

* 5. What is your role in the school? Headteacher

Deputy Head Assistant Head Other (please specify)

* 6. Which local authority is your current school located in?

The Tavistock and Portman **NHS**

NHS Foundation Trust

Safeguarding young people at risk of child sexual exploitation (CSE) in Secondary Schools

Page 3: Training, resources and support

* 7. How many hours a week do you have allocated to the role of DSL? None (no time allocated specifically to this role) 1-5 hours 5-10 hours

More than 10 hours

* 8. Do you have a deputy DSL? Yes

No If yes, how many hours do they have allocated to the role?

* 9. Do you have any administrative support for your role as DSL?

Yes

No If yes, how many hours of support are provided:

* 10. Do you have access to formal supervision for your role as DSL? Yes

No If yes, who provides the support? (Social worker, counsellor, psychologist, therapist)

* 11. How regularly can you attend training for your DSL role? Once a half term

Once a term Once a year Every two years

How much training have you received on Child Sexual Exploitation in the last year? (number of hours)

Safeguarding young people at risk of child sexual exploitation (CSE) in Secondary Schools

Page 4: Roles & responsibilities

* 12. Have you used a toolkit/assessment tool to identify a young person's risk of sexual exploitation? Yes

No If yes, can you comment on its usefulness:

* 13. Thinking about your most recent referral for a child you were concerned could be at risk of CSE to other services (CAMHS, Children's Services, Police etc.), how would you describe the experience?

Safeguarding young people at risk of child sexual exploitation (CSE) in Secondary Schools

Page 5: Facilitators and barriers

Please take the time to carefully consider each of these factors

* 14. Thinking about your current school, please rate how sufficient the following are currently in enabling you to support young people at risk of CSE.

Currently not sufficient and prevents me supporting young people

Currently limited and limits my ability to support young people

Currently doesn't help or hinder my work

Currently sufficient to help me protect young people

Currently of a high quality which means I am able to support and protect young people effectively

Relationship with pupils' families

Time and administrative support

Relationships and sharing of information with other agencies (CAMHS, Police, Children's services etc.)

Knowledge and understanding of thresholds and cross border issues

Opportunities for supervision to discuss cases

Pupils knowledge of who to go to and willingness to get help

Staff in school have a good understanding of safeguarding and CSE

Quality of PSHE programme and the development of self- esteem and resilience in pupils



Currently not sufficient and prevents me supporting young people

Currently limited and limits my ability to support young people

Currently doesn't help or hinder my work

Currently sufficient to help me protect young people

Currently of a high quality which means I am able to support and protect young people effectively

Understanding of youth culture and social media

Support for young people with special educational needs

Experience of role, knowledge of local resources and ability to challenge other agencies

Training on CSE

In house support (pastoral team, ELSA, learning mentor, counsellor, therapist etc.)



The Tavistock and Portman 
NHS Foundation Trust

Safeguarding young people at risk of child sexual exploitation (CSE) in Secondary Schools

Page 6: Facilitators and barriers (continued)

* 15. Please consider the following factors. Please select the **3** you think are **most important** to ensure that you can safeguard children at risk of Child Sexual Exploitation.

Relationship with pupil's families Time and administrative support Relationships and sharing of information with other agencies (CAMHS, Police, Children's services etc.) Knowledge and understanding of thresholds and cross border issues Opportunities for supervision to discuss cases Pupils knowledge of who to go to and willingness to get help School staffs understanding of safeguarding and CSE Quality of PSHE programme and the development of self-esteem and resilience in pupils Understanding of youth culture and social media Support for young people with special educational needs Experience of role, knowledge of local resources and ability to challenge other agencies Training on CSE In house support (pastoral team, ELSA, learning mentor, counsellor, therapist etc.) Other (please specify)

The Tavistock and Portman 

NHS Foundation Trust

Safeguarding young people at risk of child sexual exploitation (CSE) in Secondary Schools

Page 7: Final thoughts & reflections

- * 16. How would you rate your school's quality of safeguarding children at risk of sexual exploitation? Requires Improvement Good Outstanding
- * 17. What is your schools current Ofsted rating? Special Measures Requires Improvement Good Outstanding
- * 18. If you could advise the government how to support DSLs in secondary schools around CSE, what would be your top (three) priorities?
- **Thank you very much for your participation in this survey: your responses will shape policy recommendations in the accompanying research.**

Appendix F

Transcript of Focus Group Tables

1st Focus Group

Facilitating factors	Barriers
Link social worker – attends monthly meetings (v effective)	Police – previously safer neighbourhood team which meant regular communication
If childcare services and police do become co-located as planned that would be positive	Previously police at youth team and then youth support officers but they have now moved on and they are very stretched and it reduces impact and it is difficult to pass on information and share information informally
At X school role is a full time role with no distractions	Previously when children came to the notice of the police schools were informed via a I24 and MASH team for example domestic violence etc. but no longer and this is a lost opportunity. School DSLs should be trusted to share information. Children can be known to the police or other services and the schools don't know anything about it.
A big secondary school needs a full time person	Confusing on occasion why cases reach threshold - lack of consistency
If person is non-teaching they can separate issues and the safeguarding doesn't impact on the classroom context	Variation in individual casework by social workers – some more effective than others
CAMHs – if involved can help	Experience – it takes time to build networks and knowledge of agencies
Knowing what resources are out there	Difficult to find time to let teachers know new information / updates

Training courses – modules 1,2 and 3 and ongoing	Social workers holding back confidential information – issues over trust but means prevention cant happen
Networking with other professionals – local DSL meetings	Little feedback once a referral has been made to services e.g. to police for online grooming
Lots of resources available	Feedback from agencies about how to do it better doesn't happen
Handover from an experienced person	Young people are naïve
Training essential as things change so quickly and you need to be updated	Young people are not always able to accept support/advice
Monthly care meeting (HOY and pastoral staff) to discuss concerns.	Parents lack knowledge about social media/speed of change
Education as a prevention e.g. sexting has reduced	Lack of feedback from children's services referrals unless a case reaches child protection
Advising parents of CEOP and parent zone	Social services and police don't share information with schools
Time (25 hours) full time deputy DSL to attend meetings, prepare for them and after the meeting to execute a plan and ensure sharing between agencies.	DSL on SLT doesn't have focus or time to carry out job role as to much in their portfolio to focus on
Sharing of information (social services, police and schools)	Difficulty of job role – teacher versus safeguarding
CAMHs – if they attend meetings and share strategies it ensures a full picture	Administration – necessary but time consuming
Family support programme is very good and effective over 12 weeks if the family wants to engage	Administration – if no-one focused on role concern that things don't get recorded or get recorded inaccurately

Family support programme follow up by school can work if appropriate family. Just requires school to co-ordinate	CAMHs – communication very difficult. Lost paperwork, failed to follow up missing papers and 6 month delay ensued before child received support
Experience	CAMHs – difficult to get access. Put referral in and then don't get informed. No direct communication with school.
Being a full time DSL	CAMHs – should seek permission to share information with school
Counsellor in school	CAMHs – not returning calls to school
Schools know children really well and it would be better to have support in house as they could deal with things more quickly and and better.	CAMHs – rarely attend meetings
If EPs were more available at the lower level to identify mental health, family issues below thresholds and help school to plan.	Family support programme – inappropriate for those who just miss child in need threshold
	Family support programme – 12 weeks work does not lead to sustainable change for some families
	Asking DSL to manage family support programme after 12 weeks intervention is very challenging as schools don't have access to the home and have a very different role to family support workers
	Lead professional role in family support programme – lots of agencies refusing to be lead professional so falling to schools which is very difficult. It is not helpful

	that other agencies can opt out of their obligation.
	Schools often left to do work, take minutes, organise and co-ordinate family support programme meetings.
	3 month waiting list for counsellor
	Often too late by secondary school as difficulties have become entrenched and not a long time to effect change.
	At 16 services effectively stop when children and families may benefit from further support
	Students aged 14-15 often face services being unwilling to get involved
	Supervision – staff are often upset and get no support

Advice to LA/Government

1. All secondary schools should have a full time non-teaching DSL and primaries should share.
2. Information sharing – need to resolve paranoia around sharing. The issue is being misused versus child death.
3. Spend money on having police youth support/community liaison which would help prevent issues.
4. Behaviour/pastoral support – need experts in school to help identify issues. Better dealt with in house.
5. Much more resources into early help programme so not such a high threshold
6. DSL role in colleges (transition) – less co-ordination at present
7. Supervision is vital for DSLs well-being
8. There have been improvements
9. Whole approach to safeguarding and CSE is becoming more professional

2nd Focus Group

Facilitating factors	Barriers
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Meeting with the police officer – had all the children they were concerned about and could share gang information between school and police	Sharing of information especially with the police no longer getting 39/24 and instead they go the head of safeguarding but this doesn't inform school of potential risks.
Boys to men group run by PCSO (now stopped due to cuts)	Difficult to notice flags for risk if school isn't getting full picture
PCSO could share information at meetings	School aren't invited to local authority meeting about children at risk of CSE - only EWO and police
Link social worker. Meet with them every fortnight. Always has laptop and can ask about cases, advice, sounding board, advice on how to challenge the system.	Previously had a PCSO which helped but his role has been cut and there is no link currently with the police
CSE screening tool	No training given on CSE tools or how to manage risk.
CSE champion	More training on managing risk – usually try to pass on information but often left holding risk
Informal feedback between DSL and deputies to develop practice and share concerns	Time – as teacher there is no allocated time so end up fitting it around PPA time
Case conferences are useful to develop relationships in network	Supervision – no-one to talk to and no time allocated
Good links with agencies e.g. school nurse, children's services, police, EWO	HOY may come back back full up and has to go and teach
Trust with some professionals that have had time to develop relationships with	Some days can do 3 case conferences in a day
Experienced professionals can challenge but it takes time to develop	No time to process information, share information
Business meetings with heads of year	Timings of meetings – getting cover, often start at 10am which is difficult

	for teachers, often in another location which is difficult for teachers, always at LA building when would be easier in school
ELSA support groups for young people	If no relationship with social worker it can be difficult
School counsellor	Experience to challenge is vital. If new to the role often too trusting of the system
PSHE programme	If you don't have a professional relationship difficult to challenge
Breck Bednar – real life accessible story of CSE was helpful to get children to understand. His mother retelling the story made it very accessible.	No time to strategize prior to a meeting or review why did / didn't challenge, make different decision
DSL meetings at area level – get briefings and updates	PSHE – reliant on tutors to deliver. Are school teachers up to date? No-one really monitors PSHE
Local network – building relationships and sharing	DSL meetings would be good to do group activities to develop better relationships with other DSLs
Building relationships – transition meetings with primaries. Support for child and family meetings	Deputy Head / teacher role can be a conflict for children wanting to disclose and worry about getting into trouble
Having a full time member of staff to develop a relationship is helpful	Staff choosing to signpost to one member of staff rather than the DSL or deputy who is available
Non-teacher so no mix of roles	On occasion staff haven't disclosed immediately because they are afraid to interrupt a lesson the DSL is teaching
Open door - children know they can disclose	Cross county issues of responsibility – if child goes missing across border

Deputy DSL does all the transition visits so can build relationships and knowledge	Different procedures in different areas e.g. child moved to emergency accommodations in X-borough and no authority taking responsibility, different thresholds
Other pupils signpost those in need to right person	Passing of information across borders is poor when families move or children go missing in another area.
Opportunity to have a male and female DSL so children and staff feel comfortable	Within county if its large children can lose contact with services.
Parents very open to support – mostly want help	Difficult for adults to keep up with social media trends
Welcoming/open door policy for parents	Political pressure on professionals to take children off lists and pass them back down means they don't get support they need
Direct phone line to deputy DSL and direct e-mail given to parents and regular reply (Contactable)	Schools often left out of the loop of information sharing
Students will e-mail (Contactability)	Complexity of family dynamics mean sometimes there are half siblings in the same school that the children and the school are unaware of
Students given a child protection procedure card so that they know who to contact.	Money / resources to keep children safe
Too often information picked up through strong relationships and local contacts / networks (e.g.TAs)	Ownership of issue – no-one wants to take the lead
TAs often very helpful in knowing what is going on locally for children	School under pressure to be the lead professional in TAF meetings – no-one else wants to take up the role

CAMHs hopefully improving with one stop	Difficult to get others to take over issues
Parent evenings around internet safety (they need to know more)	Support for children over summer holidays
Role play in training sessions – very difficult to listen to - need case studies	Social workers organising child protection conferences over the summer holiday
	Getting parents to attend internet safety meetings
	Access to internet 24/7
	Parents not always aware of social media e.g. talking on games
	What constitutes CSE – often the case of a year 11 dating a year 9 student difficult to know if this is acceptable
	Difficult to understand the nature of relationships – is it normal for children to go around each others houses? Less going out. Young people have normalised meeting up with people they have just met. Mixed gender sleep overs.
	Parents don't know each other and trust their children rather than getting to know other parents and checking out the details
	Parents letting other children stay over without checking it out with other parents / gaining permission / consent
	Terminology – difficult to know meaning of words as the words change so quickly

1. Funding to allow professionals to come together and collaborate
2. Opportunities to build relationships. Regular meeting to meet together and can then develop safeguarding
3. Make parental engagement compulsory and benefit dependent – so important for parents and school to meet regularly

3rd Focus Group

Facilitating factors	Barriers
Time – to be a designated safeguarding leads requires flexibility as a referral can take half a day particularly with nature of MLD pupils and have to withdraw staff to take care of students	Delays of staff giving information to the DSL when they perceive them to be busy.
TAs – often students disclose to a TA rather than the DSL	Training session at LA – often feels like too much information to process
DSL drives paperwork but pupils need someone they can connect with	Constant changes of what need to be aware of
'oranges' (expression of concern form) helps as left on desk and it can be seen by the DSL immediately	Children with MLD are all vulnerable to CSE – difficult to differentiate level of risk
Safeguarding being raised as an issue for staff so that they are more conscience of issues thanks to better training	Child protection conferences – Children's services will change times and not inform school or check if it is suitable so DSL cannot attend
Staff trained to listen	Difficulty feeding into meeting (phone calls)
Staff trained to know any concern will be taken seriously	Turning up at meeting and not in the loop (information not shared with school and school often left holding risk without the whole picture)
Staff aware of their ability to call children's services themselves – not reliant on DSL	Schools often contacting children's services but seldom contacted by them to share information

Therapists in place (e.g. drama therapy) and provide supervision for DSL	CAMHs not involved with school often enough. School refer but get no feedback
Opportunity to unload to a professional – helps to put things in perspective	CAMHs – need to build relationships and work as part of a larger team
Regular training sessions for DSLs	Few links with health
Someone in school with knowledge and awareness of computer/e-safety as not a skill of DSL who holds responsibility	Sometimes services are heavy handed with families and this causes them to disengage and professionals then make decisions without them there which compounds issue further.
Social workers who on a one to one are really good	Learning difficulty of a child makes decision making and planning challenging
Relationships with professionals	Social background – often families with difficulties find it hard to take on board advice which is so alien to them and their own values and culture
Family support workers – very receptive to school work and encourage school and family to work together	Very difficult for adults to help young people with LD to understand message when it conflicts with outside more interesting and exciting influences.
Can work alongside family support and provide therapy in school	Learning difficulties mean children have a very literal understanding and are easily influenced. They often see the crust but not what's underneath.
Good relations with therapists as located in school	Other teenagers understand the complexity and risks but those with LD can't.
If multi-agency team work well together and have well-developed	LD difficulties with planning, costs and aspects of risk issues.

relationships it is a positive experience for families	
If multi-agency team can present a united front to parents	Young peoples difficulty with delaying gratification
PSHE programme adapted to their needs – entry level qualification (all passed)	Parents – issues often entrenched over generations and often very complex family dynamics.
Accredited personal social development programme focusing on choices and contraception including a GP in school to help children know how to ask for contraception advice and support.	Cultural difference between home and school
School ethos of aspiration so that children know they can go to work / earn /college preparation programme before settling down	Social media –young people often say things that are not planned or considered
Extended work experience programme for those at risk	Social media – how can schools monitor what happens outside of school time
ELSA in place to support emotional well-being and work things through	Difficulties from social media often come into school and vice versa but how does school regulate
Achieving qualifications	Parents struggle to regulate 24/7 nature of social media
Outside / accessible speakers	National curriculum – students needs functional skills. Sometimes the national curriculum can prevent amount of learning needed for functionality of basic skills
Open door policy for parents	Focus on constant assessment is very demoralising for those with LD and increase risk for vulnerability and abuse. Often children with LD have low self-esteem and wellbeing due to continued perceptions of failure

Specialist provision for LD where professionals understand the SEMH needs in the context of the child with LD	Have already failed so have low self-esteem and very vulnerable to those who make them feel good
Brief but important window to support change – small steps of change	Brief window of support – can't solve it all
Specialist settings can tailor support to children's needs	Anxiety about failure equals vulnerable
Wider community – TAs often positive influences in the community for young people e.g. one TA takes a vulnerable student bell ringing with her	Parents when child has SEN can't always provide protective factors needed
Providing opportunities to boost self-esteem rather than focusing solely on academic boosts resilience	Parents – financial and educational experiences can prevent them from providing protective factors
Awareness of each others strengths and difficulties so children realise they are not alone in having difficulties	Greater risk for LD in mainstream
Increasingly providing opportunities to protect children to improve SEMH	Pressure to ensure children mark steps of progress when complexity of issues means that is difficult and children therefore experience pressure as further failure and leads to low self-esteem.
Special schools getting more complex and greater variety of need so very responsive to individual needs	Worst agency are the police. Previously had notifications so school knew if child was known to the police. Now no sharing of information so school can't support child.
Opportunities for all children to experience success to protect them and stop them feeling so vulnerable	Police don't have time. Would help to have a PCSO who could spend time and build up relationships with young people.

More professional school policies	Children with LD often have low expectations about how they should be treated. They are reliant on being helped and the learned helplessness makes them vulnerable to abuse.
Learning mentors/ELSA help with children's anxieties and encourage resilience	
Better educated parents are more able to access support and advice	

Advice to LA/Government

1. Primary special school for LD rather than mainstream – often children at age 11 have failed in mainstream and been isolated and have SEMH needs as well so they are more vulnerable when they arrive.
2. More multi-agency workers working alongside teachers in schools and being part of the school staff team e.g. school nurse
3. Build and remodel schools so space to meet in multi-agency teams.
4. When teachers are trained place safeguarding at the heart of their training
5. Influence Ofsted to be objective and understand what meeting a child's needs means and seeing value in special schools.
Schools need to reflect children's needs not children reflecting government

Appendix G

Pie charts showing DSLs rating of their current context

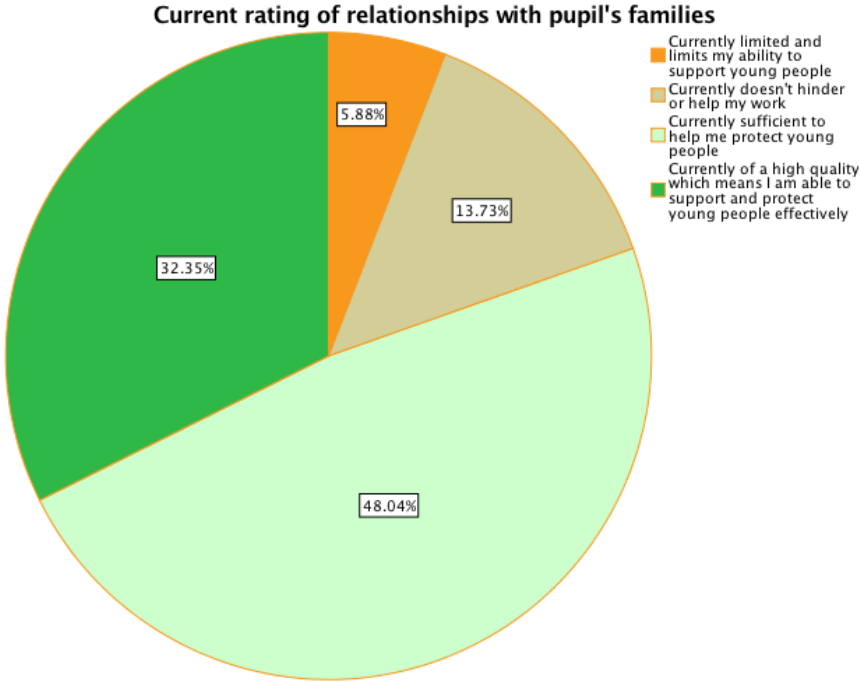


Figure 16: Pie chart showing current rating of relationship with pupil's families

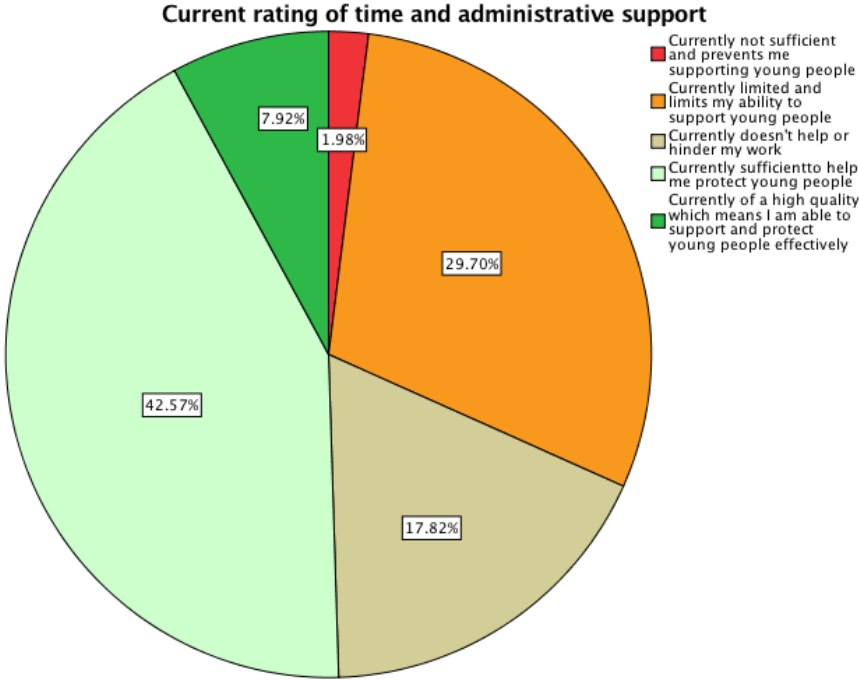


Figure 17: Pie chart showing current rating of time and administrative support

Current rating of relationships and sharing of information with other agencies (CAMHs, police, Children's services etc)

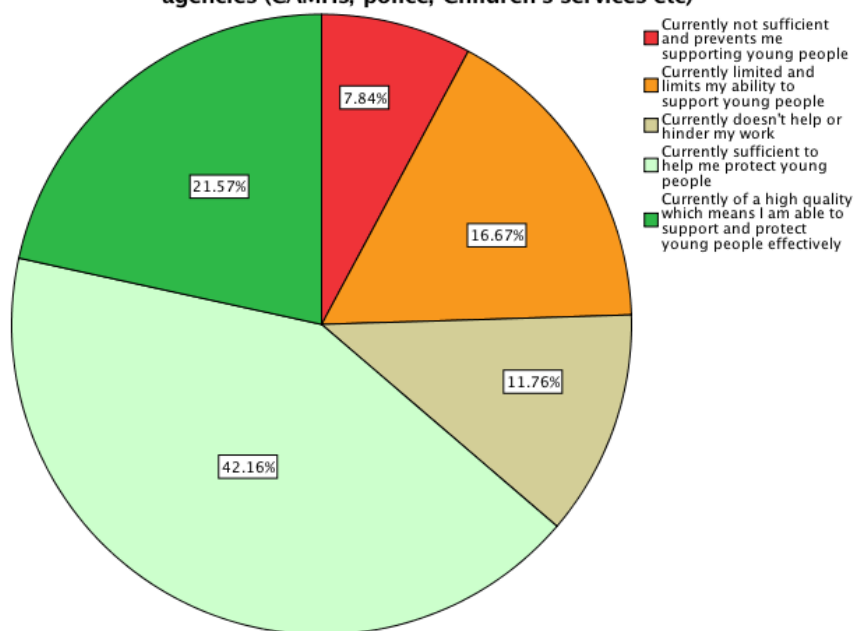


Figure 18: Pie chart showing current rating of relationships and sharing of information with other agencies (CAMHS, Police, Children's Services etc.)

Current rating of knowledge and understanding of thresholds and cross border issues

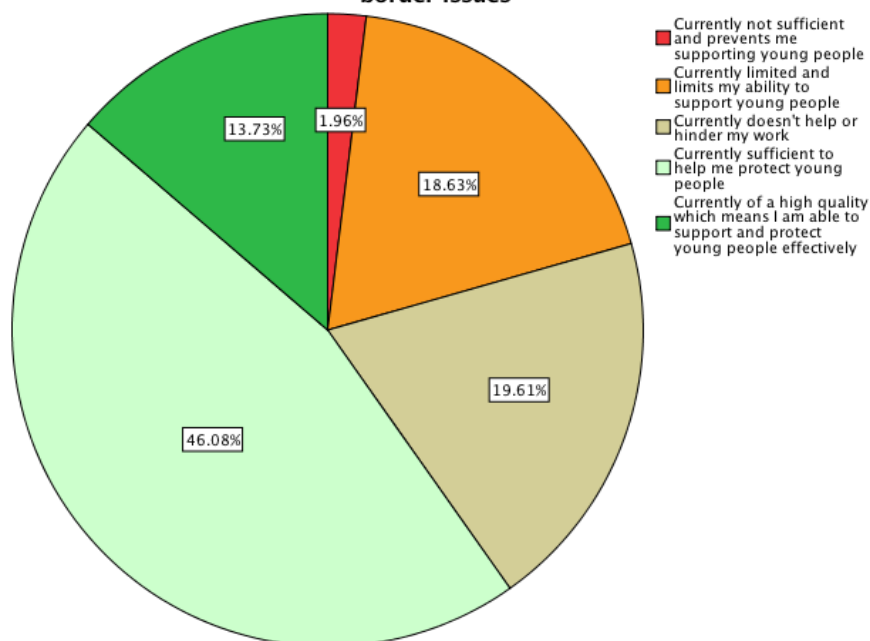


Figure 19: Pie chart showing current rating of knowledge and understanding of thresholds and cross border issues

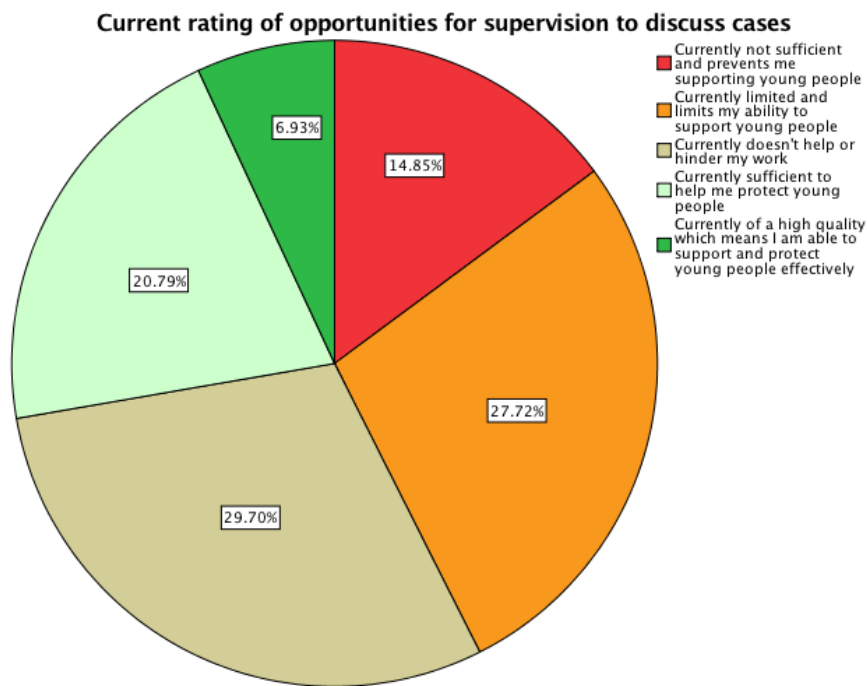


Figure 20: pie chart showing current rating of opportunities for supervision to discuss cases

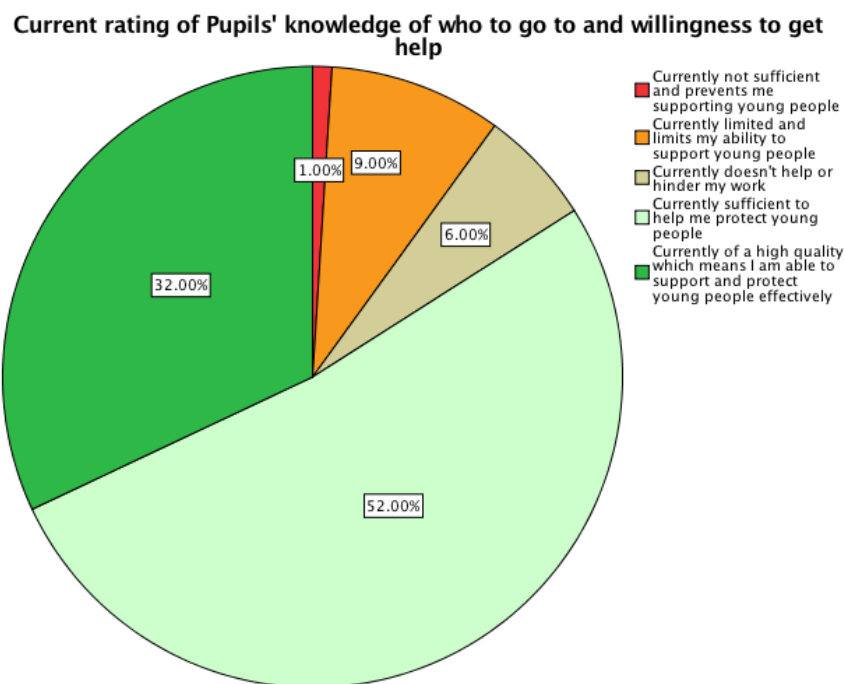


Figure 21: Pie chart showing participants' current rating of pupil's knowledge of who to go to and willingness to get help

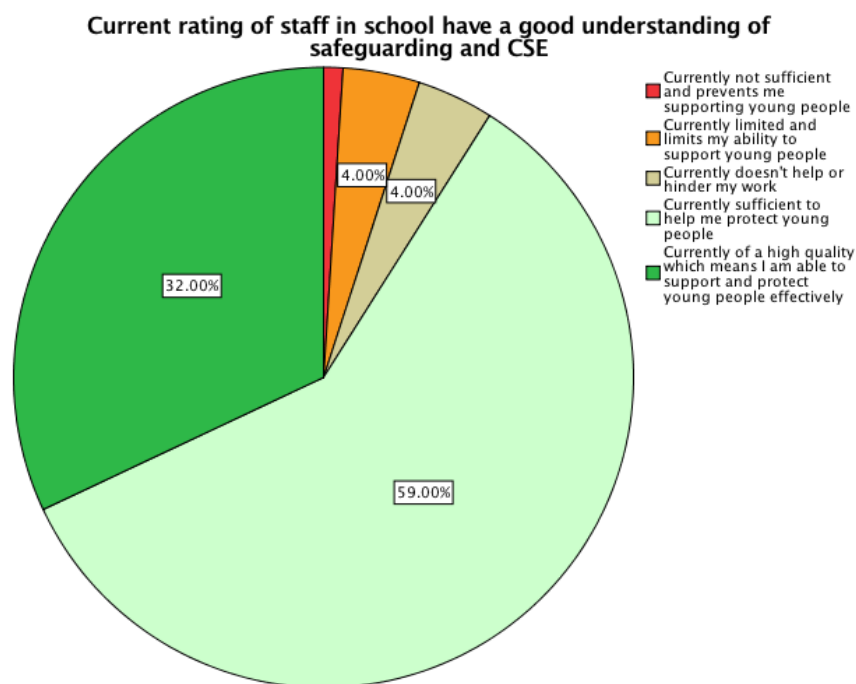


Figure 22: Pie chart showing participants' current rating of staff in school have a good understanding of safeguarding and CSE

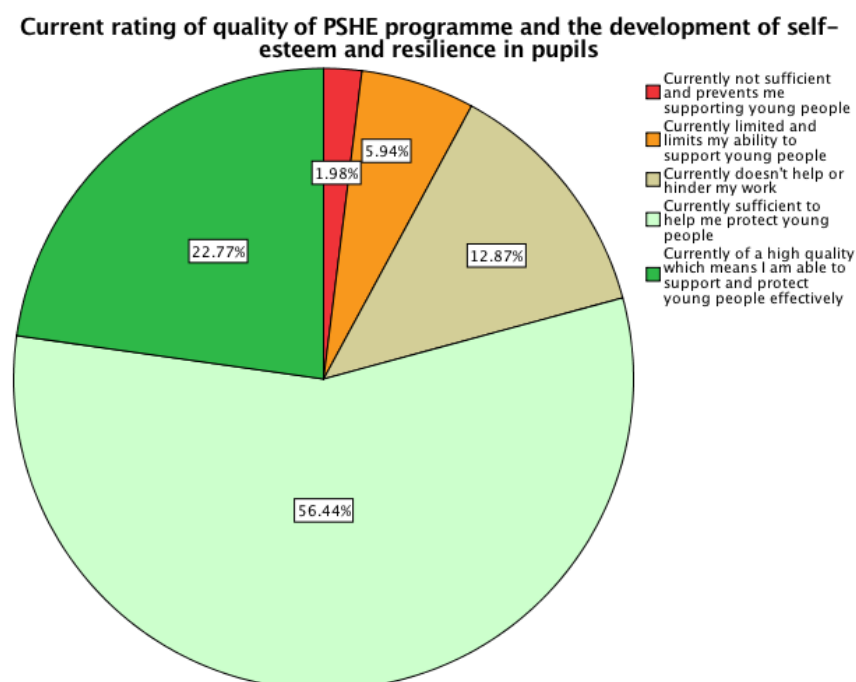


Figure 23: Pie chart showing participants' current rating of quality of PSHE programme and the development of self-esteem and resilience in pupils

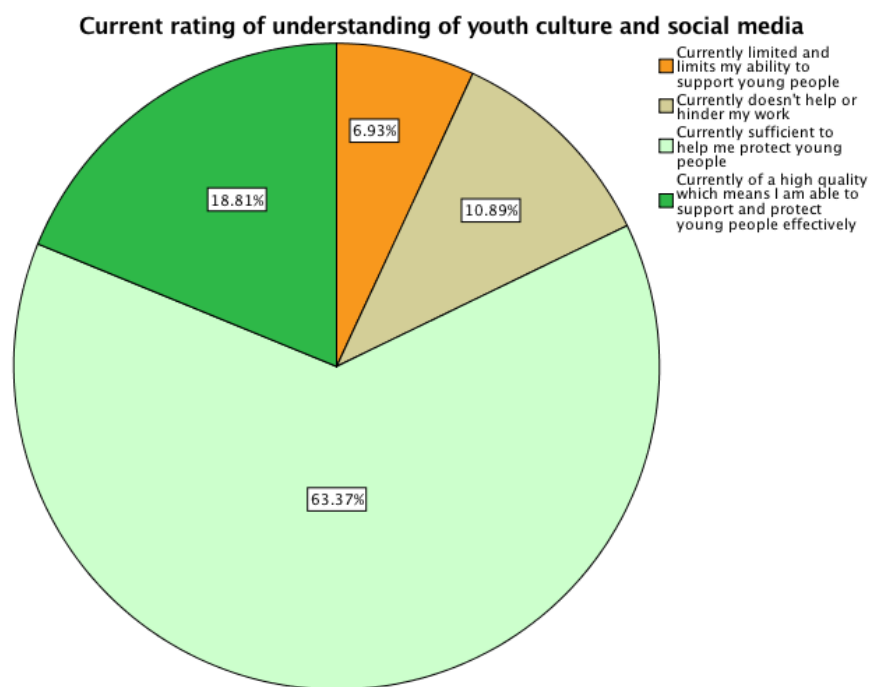


Figure 24: Pie chart showing participants' current rating of youth culture and social media

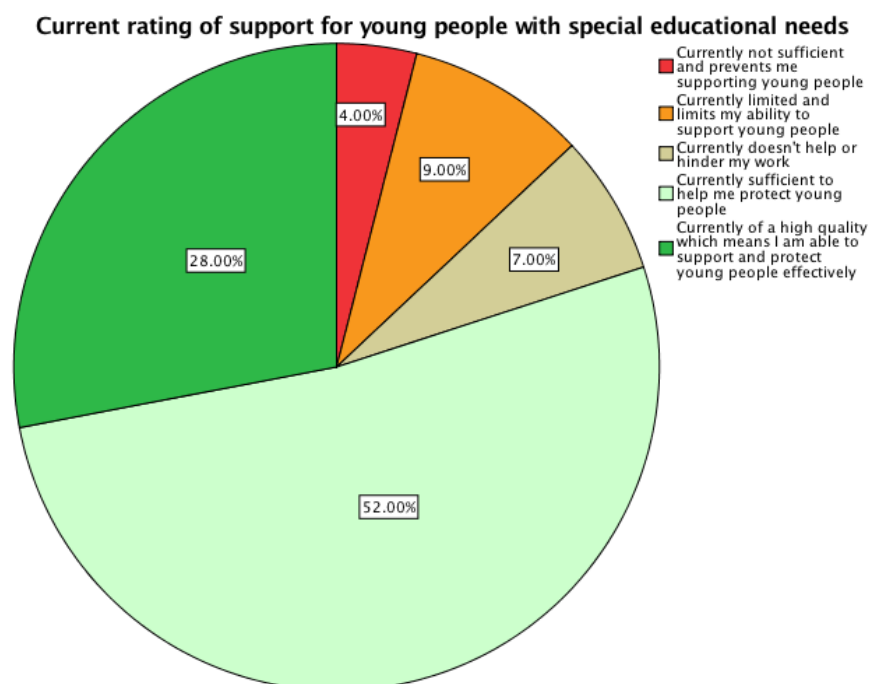


Figure 25: Pie chart showing participants' current rating of support for young people with special educational needs

Current rating of experience of role, knowledge of local resources and ability to challenge other agencies

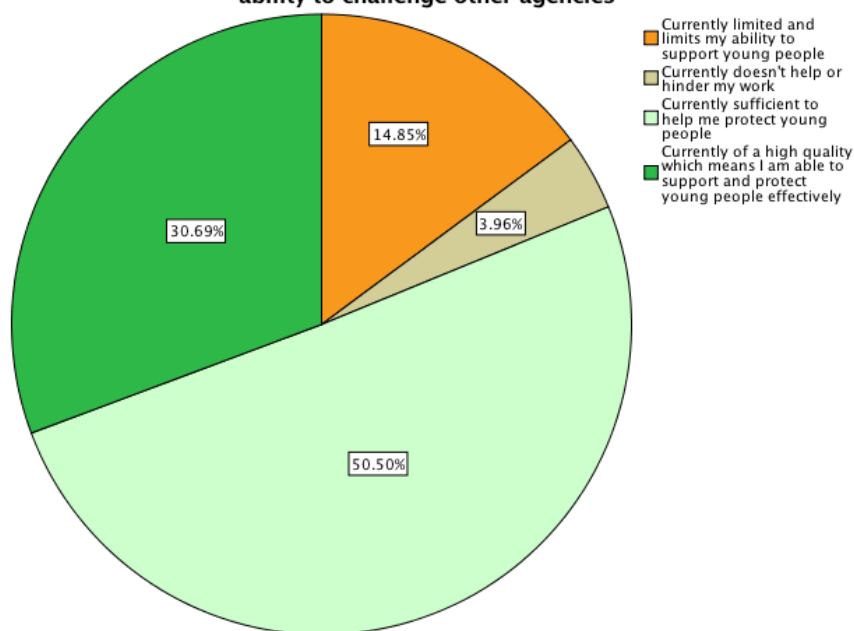


Figure 26: Pie chart showing participants' current rating of role, knowledge of local resources and ability to challenge other agencies

Current rating of training on CSE

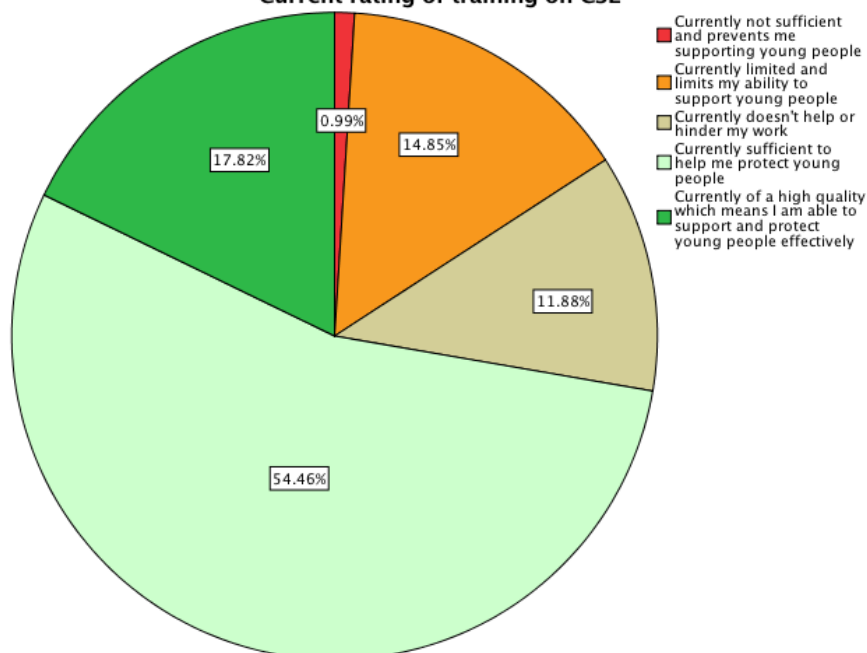


Figure 27: Pie chart showing participants' current rating of training on CSE

Current rating of in house support (pastoral team, ELSA, learning mentor, counsellor, therapist etc)

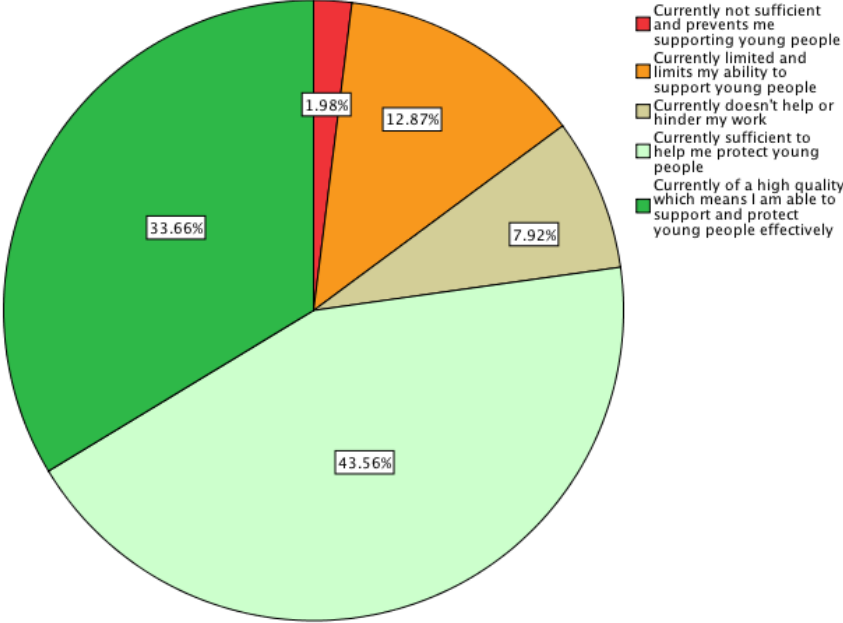


Figure 28: Pie chart showing participants' current rating of 'In house' support (pastoral team, ELSA, learning mentor, counsellor, therapist etc.)