



University of
Bedfordshire

research
in practice

The
Children's
Society

Tackling Child Exploitation Support Programme

Tackling exploitation: a principled approach for the whole system



Background

- TCE Programme: a DfE-funded consortium programme led by Research in Practice with The Children's Society and the Safer Young Lives Centre at the University of Bedfordshire.
- 2019-22, TCE supported over 80 areas across England to improve their strategic responses to child exploitation and extra-familial harm.
- 2022-23, TCE was commissioned to develop a set of Practice Principles to inform local multi-agency responses to child exploitation and extra-familial harm.



Over 750 multi-agency professionals across England

- 200 children and young people
- 39 parents and carers



The Practice Principles

- Interrelated and interdependent**, focusing on the 'how' not the 'what'.
- Offer a compass to help navigate a complex landscape**, rather than a detailed map for every individual situation.
- Are high-level** to support a **coherent** approach across local partnerships and to support multi agency working.
- Focus on behaviours and culture** to help direct work with children, young people, and families, operational management and strategic leadership to align.
- Aim to complement existing and forthcoming guidance** endure over time and fit with diverse local contexts



The eight Practice Principles





The eight Practice Principles

“I feel understood, believed and treated like a human being. I feel my worker is interested in me and on my side. I know they don’t judge or blame me.”

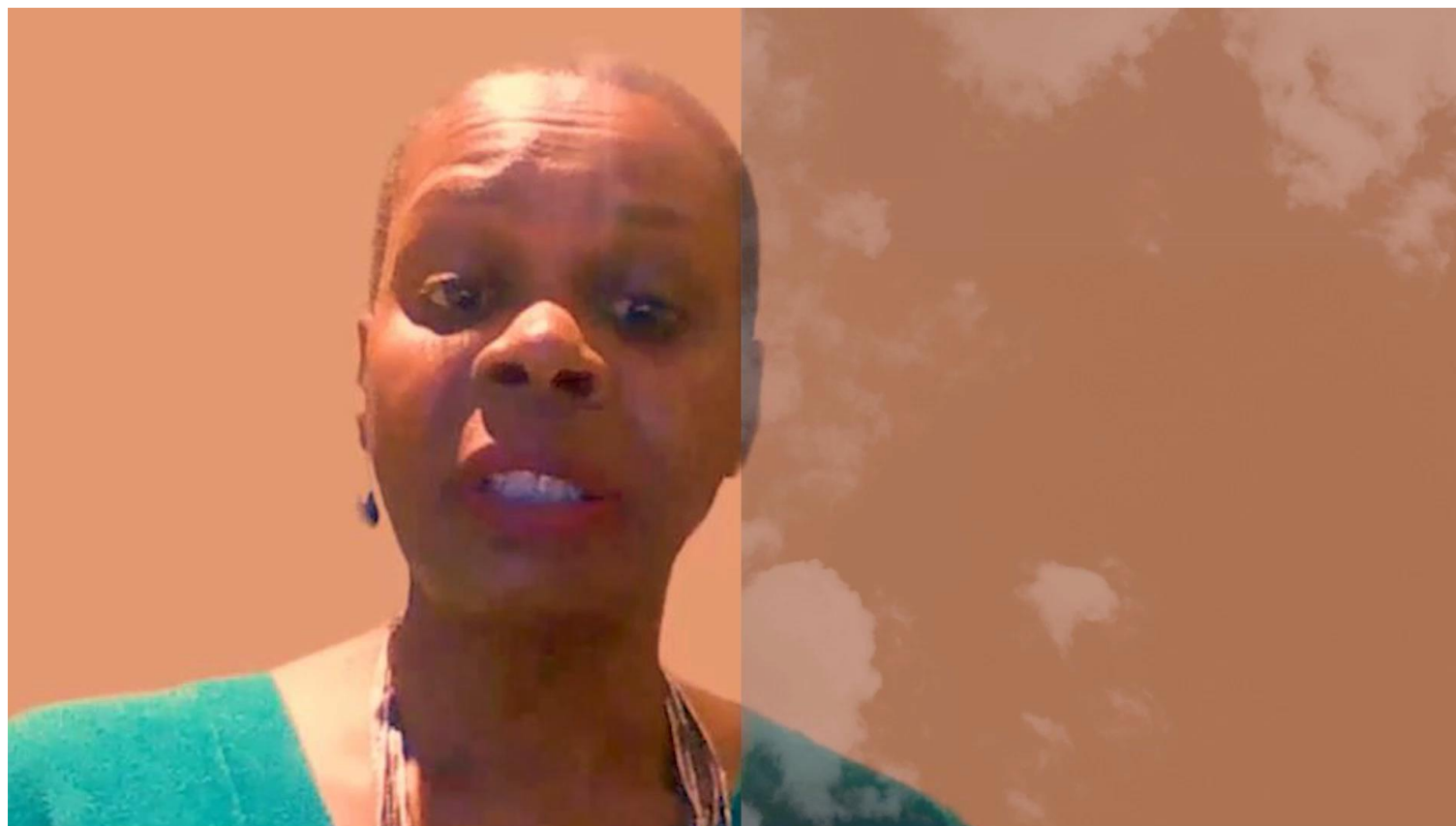
“I am seen, respected and accepted for who I am, professionals can relate to me, and they challenge any discrimination I face.”

“I have someone to go to who genuinely cares about me and my future. They do things to actually help me. I feel safe with them and can trust them.”

“People understand how I have been affected by what has happened to me and they show that in the way they help me. I feel like I matter.”

“In my community, I have opportunities to do activities and make new friends. The spaces and places where I spend my time feel safe, and give me a sense of belonging.”

“Supporting my parents and / or carers to understand what has happened to me can help improve family relationships and the support I receive.”





Tackling exploitation: a principled approach for the whole system

Lisa Sowden, Senior Manager, Contextual Safeguarding Service

Nicola Holt, Team Manager, Extra Familial Harm Team



How are Lancashire Implementing the Principles?



What are we
Learning
from This?



This Photo by Unknown Author is licensed under CC BY-ND



What has
Worked
Well, What
Challenges
do we Face?



[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#)



Next
Steps.....

Alone we can
do so little;
together we
can do so
much.

Helen Keller



www.rootpax.com



Any
Questions or
Comments?



This Photo by Unknown Author is licensed under CC BY





Supporting Resources

Six supporting resources to support the application of the Practice Principles:

1. **An evidence summary**, a succinct summary of the research used in developing the Principles
2. **An individual practice and reflection tool**, a professional development tool to support practitioners to reflect on the Principles, and apply in practice
3. **A multi-agency partnership reflective tool**, an interactive, reflective tool for local partnerships to collaboratively assess their responses to child exploitation and extra-familial harm, using the eight Principles
4. **An animation** to explain the evidence and ideas underpinning the Principles
5. **Parent and Carers Shifting Mindset**, a resource to support local agencies and partnerships to engage parents and carers as partners at an operational and strategic level
6. **Youth Voice in strategic change**, a resource to help local agency leaders and partnerships incorporate children and young people's views at a strategic level.

And so much more! See <https://tce.researchinpractice.org.uk/>