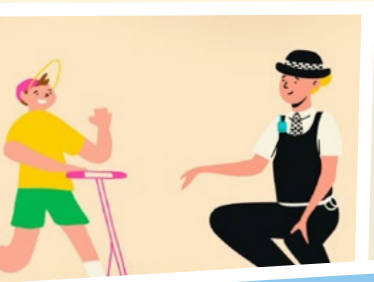




Together for Childhood

Annual report 2023



Helping local partners and families come together to prevent abuse

NSPCC

1 Introduction

‘Together for Childhood’ (TfC) is an ambitious, 10-year NSPCC initiative that uses a place-based approach to build and sustain local community partnerships.

These partnerships are designed to understand, share and promote a preventative approach to ending child abuse. They recognise that a community where there is less abuse is one where:

- ✦ the places where children spend time are made safer
- ✦ adults take action to keep children safe
- ✦ children know what abuse is and are able to speak out
- ✦ early and effective action is taken if problems emerge

We are now five years into our TfC journey. We continue to carefully evaluate our progress to identify what works for whom, how, and in what circumstances.

This report outlines key achievements for 2022–23

Our goal is to bring local partners and families together to make communities safer places for children, with a focus on building capacity within communities themselves and using what we know works well. We want to deliver a programme of work that goes beyond developing services to support children and families. Instead, we aim to create a wide-reaching programme that leads to sustainable systems change. By engaging local people, we can get them involved in understanding and deciding how they can contribute to keeping children safe.



Where is TfC based?

Place-based partnerships are designed to make better use of the resources available in a local area. In this case, those communities are:

- * **Ernesettle in Plymouth**
- * **Chell, Chell Heath and Fegg Hayes in Stoke-on-Trent**
- * **East Marsh and West Marsh in Grimsby**
- * **Govan in Glasgow**



In **Plymouth and Stoke-on-Trent**, the focus is on preventing sexual abuse.

In **Grimsby and Glasgow**, the focus is on preventing abuse and neglect.

Our approach

Together for Childhood sites are places of continuous learning, of evaluating and understanding what works and using this information to help protect more children. Our approach is anchored by two high-level **Theories of Change (see Appendices 1 and 2)** and a set of design principles, which guide all activities.

Design Principles

In partnership – developing local partnerships between statutory agencies, local communities, the wider voluntary sector and the NSPCC.

Co-production – designing and delivering a range of activities and services with local partners to address the prevention of abuse.

Inclusivity and accessibility – so that everyone can play a part in keeping children safe.

Sustainability – embedding local ownership and a focus on prevention that will be resilient to changing times and can be maintained over the long term.

Continuous learning – an ongoing robust evaluation that helps partners to learn and improve from the implementation of Together for Childhood and makes a significant contribution to the evidence base about the prevention of abuse.

Strengths-based – respecting and building on individual, community and service strengths. To support this, each Together for Childhood site has an embedded Research and Evaluation team. That team leads development and implementation of evaluation in each TFC Community.

The evaluation develops and evolves alongside the programme of TFC work, with an emphasis on both learning about the process of implementation and the change made in local communities.

There are three key evaluation strands in Together for Childhood:

- ✳ A process evaluation, which assesses the implementation and development of Together for Childhood across all sites.
- ✳ An outcome evaluation, which measures and tracks progress in Together for Childhood across all sites.
- ✳ A bespoke programme of local evaluation, which assesses the development and implementation of activities in each Together for Childhood site. It also measures how specific interventions or activities contribute to the overall impact of Together for Childhood.



2

Our work with children and families

During 2022–23, we worked closely with and supported over 30,000 children and adults. Some of the highlights include the following:

Grimsby



Preventing peer-to-peer and partner domestic abuse with an awareness-raising and behaviour change campaign.

As part of North-East Lincolnshire's multi-agency strategy to prevent domestic abuse, TfC led on abuse prevention campaigns in primary and secondary schools.



Activities included:

- ✳ Consulting children and young people to support the development of the multi-agency 'Healthy Relationships Campaign'.
- ✳ Supporting the creation of a locally authored and illustrated book, *I am enough*. The book was given to all Year 5 and Year 6 pupils in North-East Lincolnshire.
- ✳ Supporting the delivery of a theatre performance and workshop. Created in partnership with York St John University, the final script was written in collaboration with TfC Grimsby partners and local children.



Outcomes include:

- ✳ Increased understanding of young people's relationship norms. Their contributions helped develop the campaign and contributed to other TfC work.
- ✳ Improved understanding of healthy and unhealthy relationship behaviours by young people.
- ✳ Improved partnership collaboration on projects designed to create systems change.
- ✳ Securing additional funding so that the campaign became available borough wide.

Throughout 2023–24, work will continue with primary and secondary education settings to ensure the campaign is embedded in the borough-wide Relationships and Sex Education (RSE) curriculum.

In addition, new early years PANTS resources will be integrated into the campaign to create a ‘whole childhood’ approach.

www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule

The North-East Lincolnshire roll-out is being sponsored by the Katherine Martin Trust, a long-standing partner of the NSPCC in Grimsby.



Understanding emotional resilience and self-care practices for primary school-aged children.

In response to primary schools in Govan reporting signs of social and emotional delays and difficulties for their pupils post-COVID-19 pandemic, we developed a six-week emotional resilience programme. It supports primary school children to:

- ✳ name a safe adult or place they can go to when they need support
- ✳ describe their feelings and relate words to their emotions
- ✳ have a better understanding of their own and others' emotions

In addition, children who have completed the programme are being supported to become young ambassadors. These ambassadors are helping deliver mindfulness sessions to other year groups.

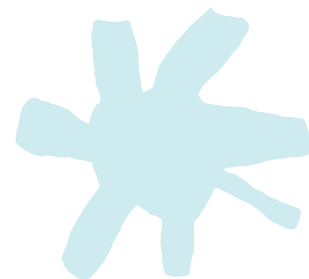
To make sure the programme is sustainable, training and support is being provided to teaching staff, enabling them to deliver the programme and support children who complete it.



Every child who attended the emotional resilience and mindfulness sessions received an emotional resilience kit from TfC Govan. Funding for the kits was secured through donations from local people, organisations and the National Lottery Community Fund Scotland's 'Awards for All' programme.

Outcomes include:

Initial indications from our evaluation suggest that the programme is positively impacting children's self-care and their care towards fellow pupils.



Plymouth



Supporting children and young people to lead and develop child sexual abuse prevention models in schools.

In 2022, three years of engagement work based around the idea of 'participation as safeguarding' came to fruition. The work saw children and young people, supported by TfC, launch coordinated child sexual abuse (CSA) campaigns across schools in Plymouth. As a result, a number of TfC initiatives are now being tested, including:

- ✳ A whole-school model/approach to preventing peer-on-peer harm.
- ✳ EMPOWER – a children and young people-led approach to quality assuring Relationships, Sex and Health Education (RSHE).



Outcomes include:

- ✳ Schools changing their RSHE delivery from one day per term to weekly sessions after researching and understanding children and young people's views on preventing child sexual abuse.
- ✳ A whole-school approach to preventing peer-on-peer harm being introduced in a number of secondary schools across the city.
- ✳ A growing number of schools adapting their RSHE curriculum and delivery to make them more effective in response to EMPOWER.
- ✳ Together for Childhood initiatives becoming integral to key strategic groups related to education in Plymouth, including the Safeguarding in Education Reference Group.



Throughout 2023–24, 'participation as safeguarding' will be a continuing theme for our Young Persons Advisory Group, and other groups in Plymouth partnering with TfC. This will shape future campaigns, including a campaign to help young people understand the link between pornography and Violence Against Women and Girls (VAWG).

“

I seem to just remember there was this one mental health PowerPoint, and it was a bit cut and dry...I wouldn't go as far as to say it sounded accusatory, but just that it didn't sound terribly kind. It's good to know that we've changed that [lesson] for maybe Years 8 and 9 or thereabouts who'll be doing it.”

Year 11 Student

“

Before I do anything I say, 'This is what I'm going to do.' A student can come up to me as an aside and say, 'I don't really fancy this,' I'm not going to force them; I'm not going to press them. Whereas maybe before I might have done.”

Teacher



Preventing sexual abuse, including sexual abuse by peers within the school environment.

Practitioners worked with four local schools to create meaningful and carefully implemented Relationships Education (primary) and Relationships and Sex Education (secondary) curriculum. This included:

- ✦ Designing surveys to capture children and families' views of Relationships and Sex Education (RSE).
- ✦ Cross-checking national research and literature against local knowledge.
- ✦ Working closely with the Personal, Social, Health and Economic Education (PSHE) leads, using evidence-based research and accredited resources to create bespoke, age-appropriate lessons for young people. Challenging topics were co-delivered to upskill and empower teaching staff and increase sustainability. This improved confidence and competence among teaching staff.



Outcomes include:

The development and delivery of RSE lesson plans was very successful. Feedback suggested that pupils felt they were given an opportunity to talk to an adult about topics they could not always talk to their parents about, and that the lessons were preparing them for their adult lives. By working closely with schools, an improvement in schools' confidence and competence is evident when using the resources. They are also able to share protective messaging and respond to concerns much earlier.

Work will continue with these schools, using the framework developed to sustain continuous improvements. The lesson plans have been peer reviewed by NSPCC staff, meaning schools know that the resources are quality assured. Aside from supporting teachers, work is planned with the school leads on policy and procedures, for example how to manage sexual harassment in school. Ongoing feedback from schools will tell us what is working well and what could be improved.

3 Building safer communities

Govan



+

Grimsby



Understanding, strengthening and promoting community resources in Govan and Grimsby.

To improve collaboration across local organisations and ensure a consistent and timely response to safeguarding concerns, TfC used a collaborative, relationship-based approach to identify and map local resources and assets, including those of local agencies and community groups. This information was then used to create a database of skills, knowledge and support available in the local community.

Outcomes include:

Through asset mapping, the wider community offer can be more easily considered in the design, development and delivery of all activities. Communities and families now have more understanding and awareness of local support.

This work has built a good knowledge of local organisations in both communities. It has also given all partnerships greater understanding of local opportunities, creating a shared language that places children at the heart of partnership working and improves connectivity for children and families. Alongside this, there has been learning about targeted approaches to attract resources into the area and fill any gaps. Finally, we identified opportunities for growth in local community assets. This has led to:

- ✦ increased uptake in training, especially children's safeguarding
- ✦ increased partnership working
- ✦ improved funding bid success
- ✦ improved connectivity across the system
- ✦ community assets being better equipped to provide help earlier

TfC Grimsby are looking to further support the improvement and maintenance of a locally owned online asset database, including supporting a commissioning bid for this database and developing a multi-agency quality assurance process and oversight. The database will further improve community and families' understanding of the support available locally, without relying solely on word of mouth and workforce recommendation.





Charlie's Story

Grimsby



If I was to think about how we used to work to how we work now, I feel we're meeting a broader community need. We deliver activities to a wider range of children and families to meet their needs at an earlier level.

Rather than getting to a point where things are really difficult for families and then it's reactive, we're looking at preventative [measures] as we're always in with families engaging with them, the community and professionals, so we're all working together as a whole to support the community. This means that families are reaching out to us for the support that they need, rather than being told what they need. This can be advice, guidance and signposting to others who can help them. They can pop in when they need support and be self-sufficient in that we are more visible in the community.

I feel like I'm more autonomous. I hear what children, families and professionals are telling me and I can go away and reflect on how to meet that need. I have been able to help develop programmes to meet need and I love using my creativity, and work with others to be more flexible in how and what we deliver.

We are now a more local friendly face, less daunting for children, adults and professionals to reach out to us. Children and parents know us, and recognise our face, even from being present in the school playground, children know who we are, understand what we do and know we're approachable. They talk to their parents about us and what we're doing so there's less fear about being involved with us too and we see this through the number of parents that come to our coffee mornings for support."

Plymouth



Putting lived experience at the heart of our continuous learning approach.

Four community volunteers from Plymouth were supported to share their knowledge from involvement in the National Lottery-funded Asset-Based Community Development (ABCD) model across the other three TfC sites. Working alongside TfC staff, they delivered learning sessions about community engagement work. Community members represented a range of groups that TfC Plymouth have worked alongside, including the Ernesettle Neighbourhood Network, Youth Group, Tea and Toast, and The Scout Association.



Outcomes include:

- ✳ The creation of a network of knowledge sharing about what ‘co-design’ means in practice, and how it can prevent child sexual abuse.
- ✳ Shared learning on the lived experiences and perspectives of community members and the difference TfC made to them and their community.
- ✳ Feedback from volunteers about increased confidence after public speaking, of being an ambassador for TfC, and gaining new experiences, such as travelling away from the community.

The involvement of community members clearly aligns with co-production and has provided a renewed sense of purpose about being involved. In 2023–24, a full volunteer engagement model will be launched and tested based on our learning from the National Lottery-funded Community Potential programme. This will help make sure ‘everyone can play their part’ in safeguarding.



Understanding the impact of public and social context on young people’s lives and, consequently, their safety.

As children grow and develop, they are influenced by a range of environments and people outside their home. To understand how these contexts impact children, we undertook a Neighbourhood Assessment, gathering views and experiences of those living, working or going to school in the TfC area. This included what areas or contexts feel safe and unsafe for children, and what changes can be made to increase their safety.

Knowing that traditional means of engagement alone would limit participation, practitioners engaged children in creative, innovative ways. They used existing community assets and relationships to work directly with children, who were invited to participate in fun, play – and art-based activities to express their feelings about their community. Children were encouraged to develop their own personal safety plans, including identifying places where they felt safe or unsafe and listing practical examples of things they could do to keep safe.

Hundreds of children’s views were gathered. The scale of local engagement has been celebrated by partners as a huge success and a future framework for similar work. The information gathered highlighted the local safe and unsafe areas and why children labelled them as such.

To provide feedback and recommendations to address some of the issues raised we produced a video and a ‘My Streets’ report.



Outcomes include:

In response to the report, an implementation group was established with partners including the Local Authority, Police and the local community. The group have already achieved many of the short-term recommendations, such as cleaning up parks, increasing information about provision for young people and parents, and sharing information about how to report things like fly tipping and vandalism.

Relationships developed with key personnel across several organisations will ensure that work continues to make the Tfc area safer for children. A significant number of local businesses have committed to accessing safeguarding training and information that will improve their understanding and capacity to respond to safeguarding concerns in and around their businesses. A key community group have specified this work area in their three-year business plan and have made a financial commitment to supporting the recommendations.

Finally, a neighbourhood assessment framework has been developed and shared with the local authority. This means they can replicate the approach in other areas of concern, sharing the learning with partners so that children across the city benefit from this methodology.



4 Our work with professionals

During 2022–23, we worked with over 3,500 professionals to help keep children safe in their communities. Two highlights are provided below:



Offering specialist support to Staffordshire Police to help them implement recommendations for improvement as set out in their Child Protection Improvement Plan.

Tfc Stoke are working with Staffordshire Police on key areas of their Child Protection Improvement Plan to significantly improve the police response to children. This will make sure children are treated with dignity and respect, that their voices are heard, and that their safety is a priority.

Staffordshire Police welcomed the support, with NSPCC practitioners building strong working relationships with key employees. A good understanding of operational demands, the strengths and gaps in the current training offered, and the conflicting priorities between the police and other agencies have informed the improvement plan, including implementing working agreements covering safeguarding processes and arrangements.



The NSPCC practitioners provided feedback and support on relevant police training, highlighting strengths and suggesting areas for development. A review of the training gaps needs analysis completed by Staffordshire Police in 2022 identified a lack of child sexual abuse training, particularly around harmful sexual behaviour displayed by children.

As a result, practitioners, in collaboration with two experienced Staffordshire Police Inspectors, have adapted and added to the current TfC 'Sexual Behaviour in Children' training, ensuring the training is meaningful and relatable to the role of the police.

Outcomes include:

- ✳ Improved knowledge and understanding of child sexual abuse within the police, with greater recognition of risks and officers taking more opportunities to seek advice.
- ✳ Increased confidence and improvement reflected in subsequent inspections.
- ✳ Children, young people and the community receiving the right help at the right time from the Police to prevent escalation or further harm.
- ✳ Staffordshire Police agreeing that the main theme for this year's mandatory, whole-workforce vulnerability days will be sexual abuse. This shows meaningful commitment to preventing child sexual abuse – by not only responding to it, but truly understanding its impact.

This partnership is the first of its kind nationally. As work concludes, it will provide a strong framework for transformation that can be replicated not only across other forces nationally, but also across other organisations in the sector. We will measure change, effectiveness, and the commitment to a meaningful shift in police practice.

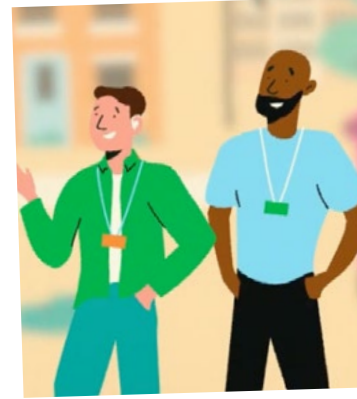




Identifying and responding to child sexual abuse (CSA).

To broaden professional knowledge and confidence in identifying and responding to CSA, we established a multi-agency training team to deliver harmful sexual behaviour (HSB) awareness workshops across Plymouth, and to deliver a local project to test a single point of access for HSB with Youth Justice and Targeted Youth Support services.

We also designed a workforce development plan for CSA in collaboration with the Plymouth safeguarding board. This included delivering a CSA workshop developed by the TfC team. The workshop focused on primary and secondary CSA prevention, along with raising professional awareness about the signs and symptoms of CSA.



Outcomes include:

Increased knowledge and confidence in the local workforce. This covered both how to recognise and respond to CSA, and the local workforce's role in preventing it. CSA knowledge and prevention is now a priority for all multi-agency safeguarding arrangements and will be developed into a full local plan and strategy in 2023–24.

The single pathway for HSB has been continuously reviewed and adapted as part of the local continuous learning approach. This will provide timely, appropriate assessment and support for children displaying HSB.

A formal evaluation of the CSA workshop will now take place as part of the local evaluation framework. In addition, a sustainability options paper will be developed as part of implementing the 2023–24 CSA workforce development plan. This will make sure the citywide workforce is confident in identifying and responding to all forms of CSA and understand their role in preventing it. It will be crucial to focus on safety planning for HSB, and on understanding and responding to Problematic Sexual Behaviour. This concept will be expanded to other agencies who can offer support, such as Circles and Restorative Justice.



The partnership between the local authority and the NSPCC has improved hugely as a result of Together for Childhood. It's been a gradual and cumulative increase, and I think in the last three years we have come so far. I've also noticed how involvement in Together for Childhood seems to have improved the local authority's knowledge of and relationship with smaller charities, some of whom we didn't even know existed. I think there is a real sense now of a Together for Childhood team where we share knowledge, ideas and resources. I notice this particularly in building block meetings so it's more than just cross-team working, it's almost like a Together for Childhood family. This has led to some real systemic changes, for example the single point of contact for HSB referrals. Working so closely with the NSPCC has really improved my confidence, and I feel more assured that by working together the right decisions are being made for children and young people." **Professional**

5

Creating sustainable system change

Grimsby



Encouraging the early years system to develop and deliver services and approaches that prevent harm and support families.

Using the Early Years Foundation Stage framework and research evidence, we supported the early years system to increase family help through semi-structured activities, including:

- ✦ working with community groups to develop and introduce free, semi-structured parent and toddler sessions
- ✦ helping established parent and toddler groups to improve their support for families
- ✦ creating a community-led early years network
- ✦ promoting the importance of safeguarding children training
- ✦ connecting early years groups with community resources
- ✦ developing a community-facing learning opportunity about child brain development, based on Sharing the Science (<https://learning.nspcc.org.uk/research-resources/2021/sharing-the-science-evaluation>)



Outcomes include:

Three new parent and toddler groups were established, including one group for dads only. Support was also provided to strengthen and improve two existing groups. This year, there have been over 40 early years sessions, reaching over 300 adults and children.

Families attending the new groups were lacking a place to talk about their needs, including finances, housing and health. They felt alone and unsupported. As a result of this initiative, parents were supported through our multi-agency connections and practical advice. Over time, they developed the confidence to fully invest in their children's participation in the groups. Over the last year, there was evidence of improved physical, emotional, social and economic health in the families.

The groups also provided an informal support network, helping families know where to go if they had problems. This encouraged families to request support sooner, which reduced the impact of any issues they were facing.



Next steps include piloting our community programme ‘Brain Builders’ with local parents. This will improve their understanding of trauma, attachment theory and emotional regulation. Over the remaining lifetime of Tfc, the NSPCC will continue supporting community members and groups to establish or strengthen their parent and toddler provision.



Improving local services’ response to children and young people displaying problematic sexual behaviour and harmful sexual behaviour.

The NSPCC Tfc team in Stoke have been working with strategic partners in Stoke-on-Trent and Staffordshire for over four years to improve the strategic and operational response to problematic sexual behaviour (PSB) and harmful sexual behaviour (HSB) by all organisations working with children and families.

A multi-agency PSB/HSB Steering Group has been created and is chaired by Stoke’s Tfc Development Manager. The strategy is the first of its kind in Stoke and Staffordshire, and only a small number of local authorities nationwide have one in place. This system-wide support helps local authorities to develop robust standards for working with children who display problematic and harmful sexual behaviour.

A gap in resources to help tackle PSB was identified, and support provided to a local working group to create a PSB resource for professionals working in universal and targeted settings. This means children get support early, rather than risk behaviour escalating and potentially becoming harmful.



Outcomes include:

A shared strategy, ensuring key partners align their thinking, frameworks, policies and processes, working to prevent CSA in an evidence-based way. This means all ‘systems’ are working consistently to tackle HSB, both when preventing and responding to harm.

We saw a more confident and competent workforce across all sectors and across universal, targeted and specialist providers through Tfc interventions. A total of 375 primary schools and 138 secondary schools received the NSPCC Managing Sexualised Behaviour e-learning training free of charge (through Police, Fire and Crime Commissioner funding) and 50 foster carers and employees from residential homes received training.



We will:

- ✳ continue working with all partners, including commissioners, to identify further funding for workforce training
- ✳ explore commissioning specialist services for children displaying PSB/HSB
- ✳ audit PSB/HSB presentations at the local Multi-Agency Safeguarding Hub (MASH), to understand demand and response
- ✳ turn the PSB resource into an NSPCC e-learning course
- ✳ provide much needed PSB/HSB resources for NSPCC Learning



Bethan's Story

“ Bethan is a social worker at one of our TFC schools

I think the biggest change for me since working in partnership with Together for Childhood has been the feeling of being valued and the inclusion, and I also feel like we're part of the plan now. Historically, I've felt that our children aren't always represented, especially children with disabilities, whereas through the engagement with Together for Childhood we've become a lot more involved with other local agencies and community groups.

For example, we are very much involved with activities from The Hub which our children benefit from. Together for Childhood has really supported the school community to have a much more joined up approach to preventing child sexual abuse. It's been about looking and really listening to the differences between children with special educational needs and mainstream children – I think sometimes this is missed but I feel like this has been a big priority between us, so that's been another beneficial part of it, and everything we've been doing is really going to improve the outcomes for the children in the long term.”





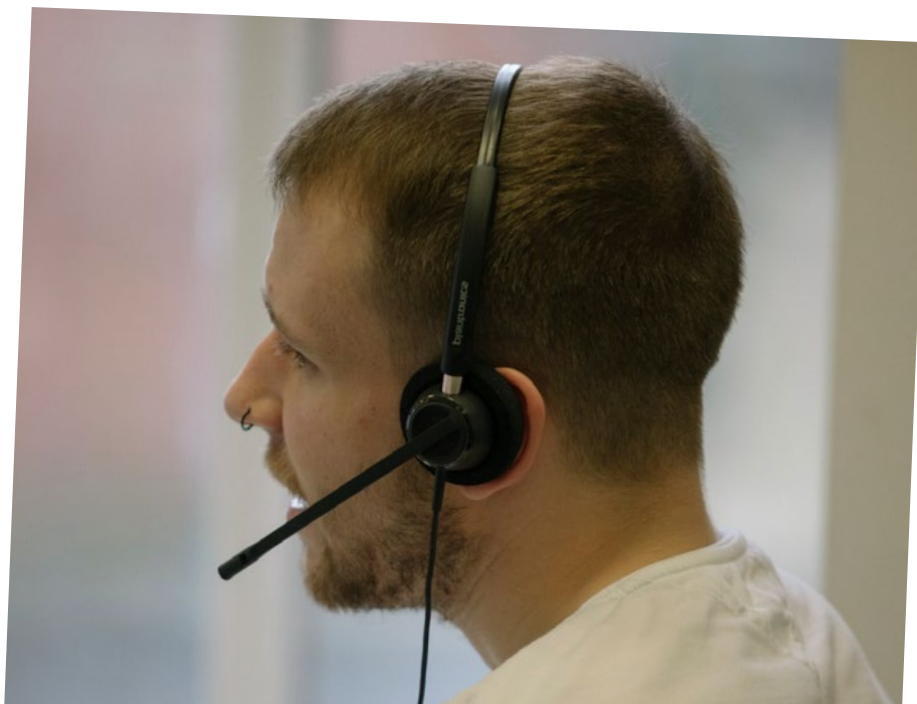
Developing a Plymouth city-wide movement to prevent sexual abuse.

The **'Stop It Now!'** campaign was launched, designed to deter people across Plymouth from online child sexual abuse. The main target audience was individuals at risk of offending, with messaging for their families and friends and the wider public also available. Strategic work with the local authority, police, public health, and others made it possible to develop a joined-up local response to preventing adults from perpetrating sexual harm. Extensive delivery and mobilisation plans were created with the Lucy Faithfull Foundation (a UK-wide child protection charity dedicated solely to preventing child sexual abuse) and other key voluntary and community sector partners. All the work was then embedded into other key local safeguarding strategies.



Outcomes include:

- ✦ During the campaign, Stop It Now! website users from Plymouth increased by 482%. The Get Help section of the website also saw a 171% increase in users from Plymouth.
- ✦ This proved to be the most successful Stop It Now! campaign in its eight-year history. This led to Safer Plymouth deciding to prioritise supporting people to not harm and Plymouth Community Safe Partnership (PCSP) also deciding to prioritise preventing sexual abuse in their current and future business plans.
- ✦ Following this campaign, Plymouth has had more adults access the Stop It Now! resources than any other geographic area outside of London. Safer Plymouth has agreed to take leadership responsibility for supporting people to not harm following what they learnt from this project and other TfC work. A second Stop It Now! campaign is planned in partnership with the Lucy Faithfull Foundation.



6 What we've learnt so far

What we have learnt from the Together for Childhood work

Across 2022–23, Together for Childhood made strong progress towards reaching its ambitious goals of preventing child abuse and making communities safer for children. There have already been noticeable changes in partnership working and increased understanding of local communities.

For example, improved knowledge and awareness of abuse is helping to reduce fear and stigma around disclosing abuse. This has also led to more community members believing they have a role to play in preventing abuse. In addition, TfC has helped professionals access the right materials and support to prevent abuse, helping them feel more confident when talking to children about abuse. We learnt that there are many ways for stakeholders involved with TfC to experience change, and that even those who are involved with just one element of the project can still benefit. The Transformative Evaluation found that the initiative is changing people's lives in a range of ways, both personally and professionally. Their stories also demonstrated the added value of joining up different activities, services, professionals, and communities within the context of a wider project.

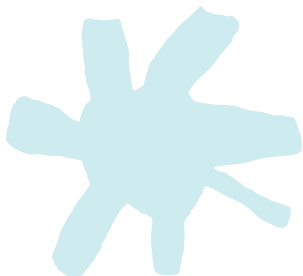


What we have learnt in the Together for Childhood sites

Plymouth

Research focused on exploring young people's knowledge, attitudes and behaviours found that young people wanted more time dedicated to Relationships and Sex Education in school. This led one school to immediately revise their approach and focus lessons on areas where the young people said they had gaps in their knowledge. This included consent, sharing nude images and seeking help. Evidence was also drawn from other evaluation projects, including:

- * Young Voices, which puts young people at the heart of developing campaigns about healthy relationships and peer-to-peer abuse.
- * EMPOWER, where young people review and quality-assure Relationships and Sex Education resources used in their school.
- * Bystander Intervention Approaches for young people and school staff.
- * Developing and launching the whole-school approach model to help prevent peer-to-peer sexual harm in local secondary schools.



Grimsby



The third round of the Collective Community Capacity Survey showed that TfC is enabling local partners to work together effectively. By sharing these findings, we raised awareness and created a shared understanding about the issues found to be most important for place-based working. This work allows us to focus on problem-solving activities from now on.

In addition, partnership working has underpinned the site. We promoted assets that already exist in the area and led on programmes like the Million Pound Challenge, which is a partnership effort to support families in the most deprived wards of Grimsby.

TfC in Grimsby also offers a programme of workforce development activities designed to help build a more trauma-informed workforce. Research has found that this training is already having a positive impact for local workers. It is helping them to build empathy and look at families' challenges from a different perspective.



Govan



Evaluation work in Govan highlighted the importance of key design principles that underpin TfC. The All of Us campaign evaluation found that it was a great example of successful co-production. It was underpinned by trusted relationships, good communication, and effective facilitation, which ensured that people felt listened to and involved.

Govan's community cinema nights provide free snacks and access to information about local activities for families. This allowed TfC partners and practitioners to engage with community members in a safe, accessible space. It also meant community members could help inform and shape a nuanced approach to abuse prevention.

Similarly, an upcoming evaluation of the Emotional Resilience programme found that it was a fun and engaging way to support children. The programme explored different feelings, how those feelings feel within the body, and different types of self-care practices to help manage those feelings. Early findings have led to an ambitious expansion of the programme to older children.



An important finding from the Stoke Community Knowledge, Attitudes and Behaviours survey was about creating feedback loops between parents, TfC partners and other community stakeholders. This was reinforced by a piece of commissioned research in Stoke looking at how to prevent sexual abuse of disabled children. The research confirmed learnings that could be actioned through the Stoke TfC site. This included “the need for accessible relationships and sex education for children and young people with disabilities”.

TfC and partners then worked directly with parents/carers that took part in the research. This led to the development of Talk PANTS with Makaton. We are now evaluating Talk PANTS with Makaton to assess the acceptability and appropriateness of the PANTS Makaton programme and resources. We also want to improve the Research and Evidence team’s skills in doing research with children with Special Educational Needs and Disabilities (SEND) and will share this learning widely. This work highlights the importance of empowering all members of the TfC community in our research. Our findings will be used for further development work around materials for children and families with SEND.

Our aims for 2023 and beyond

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We have a real opportunity to continue to understand and explore what it looks like to prevent child abuse in a community through the TfC place-based partnerships. As we do this, we aim to share what we have learned, linking up nationally and internationally with similar initiatives to disseminate learning and approaches.

By ultimately developing evidence-informed preventative frameworks, we will support a wider network of communities, organisations and agencies across the UK to work together to achieve systems change and prevent child abuse.



Our thanks

We would like to say thank you to everyone who has partnered with and supported us in making communities safer places for children.

Plymouth



- * Barnardos
- * Barnardos Early Years
- * Devon & Cornwall Police
- * Livewell
- * Livewell CAMHS
- * Adolescent Support Team, Plymouth City Council
- * Ernesettle Community Forum
- * Solomon's Porch Community Church
- * St. Aidan's Church
- * Plymouth City Council Community Connections
- * Plymouth City Council Public Health
- * Plymouth Safeguarding Children Partnership
- * Plymouth City Council Commissioning
- * POP+
- * Barefoot Youth Group
- * Plymouth City Council Education
- * Plymouth City Council Education
- * First Light
- * Ernesettle Community School
- * PCC Early Years
- * SEND Forum
- * Plymouth City Council SEND Team
- * Plymouth City Council Youth Justice Service
- * The Zone
- * Plymouth Community Homes
- * CCG (DASV)
- * Millford School
- * Livewell Public Health Nursing
- * Safer Plymouth
- * Ernesettle Scouts/Beavers
- * EXIM Dance
- * Make Amends
- * Stoke Damerel
- * Ernesettle Medical Practice
- * Action for Children
- * LARK Childrens Centre
- * Maternity Services (inc Midwifery)
- * Circles South West
- * Probation
- * PATH
- * Hamaoze House
- * Friends and Families of Special Children
- * Plymouth Information, Advice and Support for SEND
- * Plymouth Parent Carer Voice
- * Routeways
- * Friends of Budshead and Ernesettle Woods
- * City College Plymouth
- * Trevi
- * Office of the Police and Crime Commissioner
- * Ernesettle Sports Hall
- * Brook Green Centre for Learning
- * ACE (Alternative Complimentary Education)
- * University of Plymouth
- * Prison Service
- * University of St. Mark and St. John
- * Trauma Informed Plymouth Network
- * University of the West of England
- * Lucy Faithful Foundation
- * Racial Equality Council
- * PCC Participation team

Grimsby



- * Grimsby Town Football Club
- * Grimsby Town Sports & Education Trust
- * Mariners Trust
- * North East Lincolnshire Council
- * Humberside Police
- * East Marsh United
- * West Marsh Community Centre
- * YMCA Humber
- * Grimsby In Bloom
- * St John & St Stephens Church
- * Shalom Youth Centre
- * DWP – JobCentre+ Grimsby
- * CatZero
- * CPO Media
- * Children, families & residents of East & West Marsh Grimsby
- * Weelsby Primary Academy
- * Strand Primary Academy
- * Ormiston South Parade Primary Academy
- * Macaulay Primary Academy
- * St Mary's Primary Academy
- * Littlecoates Primary Academy
- * University of Lincoln
- * NAViGO

**Partners:**

- * Stoke North Big Local
- * Chell Area Family Action Group (CAFAG)
- * Chell Heath Residents Association
- * The Hub (Fegg Hayes Futures)
- * Stoke on Trent City Council
- * Staffordshire County Council
- * Staffordshire Police
- * Staffordshire Police Fire and Crime Commissioner
- * Midlands Partnership Foundation Trust
- * Combined Healthcare Trust
- * Port Vale Foundation Trust
- * St Margaret Ward Catholic Academy
- * Omiston Horizon Academy
- * Watermill Special School
- * Burnwood Primary School

- * Whitfield Valley Primary School
- * Lucy Faithful Foundation
- * Keele University
- * Sylvester Community Trust
Growing Field
- * North Staffs Junior Youth League
- * Staffs FA

Funders/Donors:

- * JCB
- * Leek District
- * North Staffs Branch
- * Signability
- * St Edwards Church, Macclesfield via Wilmslow NSPCC Committee
- * Orchard Toys via Corporate Partnerships
- * JCB Toy Appeal
- * Generous Members of the Public



- * Aberlour
- * Action for Children
- * Amma Birth Companions
- * Clyde Community Hall
- * Elderpark Housing Association
- * Glasgow Council for the Voluntary Sector
- * Glasgow Barons
- * Glasgow City Health and Social Care Partnership
- * Glasgow City Mission Child and Family Centre
- * Glasgow Life
- * Glasgow Science Centre
- * Govan Community Project
- * Govan Family Learning Centre
- * Govan Gaelic Primary School
- * Govan Health Visiting
- * Govan Help
- * Govan Housing Association

- * Govan Linthouse Parish Church
- * Govan Stones/ Fairfield Heritage
- * Govan Youth Information Project (GYIP)
- * Home Start
- * Ibrox Library
- * Ibrox Parish Church
- * Ibrox Primary School
- * Invisible Cities
- * Licketyspit
- * Linthouse Housing Association
- * Linthouse Larder
- * Lorne Street Primary School
- * Make Do and Grow
- * Maslows
- * Men's Shed
- * Mental Health Foundation
- * Moogety

7 Appendix

Appendix 1: Together for Childhood – Grimsby and Glasgow high level theory of change

The problem

Parental substance misuse, mental health problems and domestic abuse create significant risks for child abuse and neglect. Not enough is being done to prevent child abuse or neglect amongst children living in families where these adversities are present.

Risks	Activities	Proposed outcomes	<p>Long term outcome</p> <p>The prevention of abuse and neglect of children in families facing adversity (domestic abuse, substance abuse or mental health).</p>
<p>Children and families</p> <ul style="list-style-type: none"> ▶ The relationships within the family and / or parenting capacity are undermined by a range of stressors and / or their own childhood traumatic experiences. ▶ Parents are isolated from appropriate sources of guidance and support. ▶ Low levels of insight and knowledge of children's needs resulting in the children's emotional, educational and / or physical needs not being met. ▶ Children and young people do not recognise that what is happening to them is abuse and / or may have difficulty speaking out. 	<p>Children and families</p> <ul style="list-style-type: none"> ▶ Services and activities to increase parenting knowledge and skills to strengthen relationships within the family. ▶ Work in schools to inform children about abuse and how to speak out. ▶ Childline to provide children and young people access to confidential support when they need it and ensure they have someone to turn to when they are in distress or danger. 	<p>Children and families</p> <ul style="list-style-type: none"> ▶ Improvements in the ability of parents to meet their child's essential and development needs (emotional, educational and physical). ▶ More parents facing adversity get early help to prevent abuse and neglect. ▶ Parents better understand how facing adversity harms their children and respond appropriately. ▶ Parents develop and sustain more positive parenting skills and better relationships with their children. ▶ More children in families facing adversity understand abuse and neglect, and know who to turn to for help. 	
<p>Community</p> <ul style="list-style-type: none"> ▶ Insufficient local community awareness and support to prevent child abuse or neglect in families where there is parental substance misuse, domestic abuse and mental health problems. 	<p>Community</p> <ul style="list-style-type: none"> ▶ Campaigns to raise public awareness around the prevention of child abuse and neglect. ▶ Community engagement and development to secure a commitment to preventing child abuse and neglect, and build community support for families. ▶ The NSPCC adult helpline to provide advice and support to adults who are concerned about the welfare of a child or young person. 	<p>Community</p> <ul style="list-style-type: none"> ▶ Community members help keep children safe by providing practical and emotional support to families facing adversity. ▶ Community members understand risk and respond appropriately to concerns about a child or family facing adversity. 	
<p>Professionals</p> <ul style="list-style-type: none"> ▶ A lack of confidence and / or understanding of parental substance misuse, domestic abuse and parental mental health problems, and the implications for good practice in preventing child abuse and neglect. 	<p>Professionals</p> <ul style="list-style-type: none"> ▶ Workforce development to include training and consultancy. 	<p>Professionals</p> <ul style="list-style-type: none"> ▶ Professionals working with children and parents facing adversity are more confident in preventing child abuse and neglect. ▶ An increase in the number of evidence-based services to prevent abuse and neglect are available for families facing adversity. 	
<p>System</p> <ul style="list-style-type: none"> ▶ Insufficient coordination and partnership working between agencies (eg. joint planning, information sharing, consultancy / advice) to build and maintain an effective early intervention and prevention system for children. ▶ Not enough services to prevent child abuse and neglect where adversities are present. 	<p>System</p> <ul style="list-style-type: none"> ▶ Supporting the establishment of a shared understanding of language and outcomes around prevention. ▶ Supporting delivery partners to use evidence in decision making, design and delivery. ▶ Developing a trauma-informed system. 	<p>System</p> <ul style="list-style-type: none"> ▶ A coordinated and sustainable change in the way that local health, public and voluntary sectors work together to help prevent the abuse or neglect of children in families facing adversity. 	

Appendix 2: Together for Childhood – Stoke-on-Trent and Plymouth high level theory of change

Together for childhood seeks to prevent all forms of child sexual abuse including intra-familial abuse, harmful sexual behaviour, child sexual exploitation and online abuse by working in partnership with children and families, communities, professionals and systems.

Unmet need	Activities: should be informed by an understanding of different local risk factors and vulnerabilities for families and communities	Proposed outcomes	<p style="text-align: center;">Long term outcome</p> <p style="text-align: center;">The prevention of sexual abuse.</p>
<p>Children and families</p> <ul style="list-style-type: none"> ➤ Children and young people may receive conflicting information around relationships, which leads them to develop unclear boundaries and expectations. ➤ Children and young people may not recognise that what is happening to them is abuse and / or feel unable to speak out. ➤ Some parents don't know how to talk to children about healthy relationships. ➤ Some parents don't recognise where support is needed or what to do when they have concerns about their child (ren). 	<p>Children and families</p> <ul style="list-style-type: none"> ➤ A range of high quality, tailored, evidence-led, sex and relationships education, which includes parents and is integrated as a whole school/ setting approach and tailored across 0 – 18 age range ➤ A range of activities and services to provide children, young people and parents with access to confidential support when they need it and ensure they have someone to turn to when in distress or danger. ➤ Awareness-raising activities to increase understanding of the importance of every day positive conversations about healthy relationships and sex within families 	<p>Children and families</p> <ul style="list-style-type: none"> ➤ Children and families know about healthy relationships and what sexual abuse is. ➤ Children and families know where to access support/services if they are concerned about sexual abuse. ➤ Children and families take action if they are concerned about sexual abuse. 	
<p>Community</p> <ul style="list-style-type: none"> ➤ There may be a lack of awareness about sexual abuse and its impact in communities. ➤ Communities may not be sufficiently supported to understand the roles they can play in preventing sex abuse. ➤ Communities are not actively empowered to fulfil their role in ensuring local areas are safe places. 	<p>Community</p> <ul style="list-style-type: none"> ➤ Support to initiate and enable community-led conversations about healthy relationships and develop practical steps to prevent sexual abuse. ➤ Child sexual abuse advice and support for community organisations to help them promote and safeguard healthy relationships ➤ Awareness-raising to help communities agree clear expectations about challenging all forms of concerning sexual behaviour locally 	<p>Community</p> <ul style="list-style-type: none"> ➤ Community members know what sexual abuse is and recognise that sexual abuse can be prevented. ➤ Community members respond appropriately if they have concerns relating to sexual abuse about a child/family. 	
<p>Professionals</p> <ul style="list-style-type: none"> ➤ Professionals' training may not adequately equip them to identify and respond to signs of trauma in children and families. ➤ Professionals may lack confidence and understanding of sexual abuse and do not feel empowered to take action ➤ Professionals may lack confidence and understanding of how to prevent offending or work with harmful sexual behaviour and do not feel empowered to take action 	<p>Professionals</p> <ul style="list-style-type: none"> ➤ Trauma and therapeutic relationship training and professional development for all professionals ➤ Enhanced access to child sexual abuse (CSA) knowledge and information to increase the confidence of professions in identifying CSA concerns early and consultancy support for complex CSA cases. ➤ Training and professional development to support all professionals to prevent offending and work with children across the continuum of concerning sexual behaviour 	<p>Professionals</p> <ul style="list-style-type: none"> ➤ Professionals who work with children are more confident in identifying, addressing and preventing sexual abuse. 	
<p>System</p> <ul style="list-style-type: none"> ➤ Difficulties in coordination and partnership working between agencies which may make it hard to build and maintain an effective early intervention and prevention system for children. ➤ There may be a lack of support for a 'trauma-informed' approach to preventing sexual abuse. ➤ There may be a lack of integrated support for children and adults with concerning sexual behaviours. 	<p>System</p> <ul style="list-style-type: none"> ➤ Strategic support to develop an integrated approach to preventing CSA including development of multi-agency commissioning arrangements, protocols, thresholds and tools. ➤ Trauma-informed services to support young people and parents and assist recovery. ➤ Influencing local partners' commissioning decisions to fund prevention services and activity in relation to preventing offending behaviour 	<p>System</p> <ul style="list-style-type: none"> ➤ More sexual abuse services that are evidence-based are available for families and children those with harmful sexual behaviour and offenders to prevent them reoffending. ➤ Health, public services and voluntary sector work together in a coordinated, evidence-based way to help prevent sexual abuse. 	

NSPCC

Together, we can stop child abuse and neglect – by working with people and communities to prevent it, transforming the online world to make it safer for children, and making sure every child has a place to turn for support when they need it.

We campaign for change. We work with schools to help children understand what abuse is and support them to speak out. Childline is here, whenever young people need us. And the NSPCC Helpline is ready to respond to adults with any worry about a child. We develop services in local communities to stop abuse before it starts and help children recover, so it doesn't shape their future.

And, above all, we work together – because everyone has a part to play in keeping children safe. Every pound you raise, every petition you sign, every minute of your time, will make a difference. Together, we can change children's lives.

[nspcc.org.uk](https://www.nspcc.org.uk)

EVERY CHILDHOOD IS WORTH FIGHTING FOR