

# CSE HUB AND SPOKE EVALUATION

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## LEARNING EXCHANGE EVENT REPORT

### 1. BACKGROUND

December 1<sup>st</sup> 2015 saw the second Learning Exchange event held for Hub and Spoke services, bringing the phase one, two and three services together for the first time. It was attended by thirty people in total with reasonably good representation from services. A representative from CSEFA also attended.

The key aims of the day were:

- *To share learning with and between Phase 1, 2 and 3 services about developments so far*
- *To describe some clear messages that have emerged through this year of evaluation to inform services' thinking about local developments*
- *To provide an opportunity for services to develop networks and helpful relationships with others engaged in the Hub and Spoke programme*
- *To introduce new Hub and Spoke services to the evaluation team and provide updates on the progress of the evaluation, participation and policy and dissemination activities.*

The following pages capture some of the activities and discussions that went on during the day. For the sake of brevity these are presented in summary and describe key points. Please do contact the evaluation team for more information if required.

### 2. PRESENTATION OF FINDINGS

The evaluation manager gave an overview of the key themes and messages arising from the second year of the evaluation as follows.

The overall aim is to provide knowledge about the potential of the 'Hub and Spoke' model of service development to trigger cultural and systemic change in the way that services supporting children and young people respond to child sexual exploitation, through:

## **1. Safeguarding young people from sexual exploitation through service delivery**

### *The effectiveness of the Hub and Spoke model*

- Specialist spoke services bring knowledge, expertise and new resource – timely and well-received
- Increased resources aimed at multiple and overlapping vulnerabilities have proved fertile ground for Hub and Spoke development
- Providing opportunities for more sustainable funding

## **2. Supporting and equipping specialist CSE workers to work effectively in host agencies**

### *Theme 1: the relationship between statutory and voluntary sectors*

- Impact of Spoke services relies on way the voluntary sector is valued locally and existing relationships between statutory and voluntary providers
- Statutory responses to CSE partly determine how Hub and Spoke is embedded into local service landscape
- Evidence of effectiveness is important for sustainability

### *Theme 2: Maintaining a voluntary sector identity*

- Spoke services can provide improved access to support for young people
- Relationship based approaches and long term engagement
- Maintaining a voluntary sector identity and approach is important for the Spoke role and requires strong support from the Hub service.

## **3. Promoting stable CSE policy frameworks in new areas**

### *Theme 1: Multi-agency perceptions of Child Sexual Exploitation*

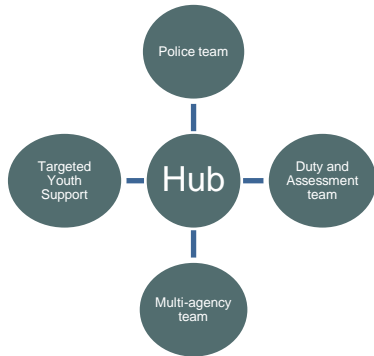
- Police increasingly the lead agency bringing increased resources and improved local knowledge, more active targeting of offenders and improved partnership working
- Important to maintain multiple perspectives and understandings of CSE including those young people, CSE practitioners, mental health and children's services
- Hub and Spoke services can contribute a broader understanding of the broad spectrum of CSE and overlapping vulnerabilities

### *Theme 2: Driving up quality and expertise in the sector*

- The Hub and Spoke programme as an effective vehicle for bringing specialist expertise, understanding of CSE alongside tools and resources
- Leading to upgrading of skill levels and responses amongst partner agencies at local level
- In some instances the Hub and Spoke service contributes a regional overview of issues, models of CSE and gaps in response
- They can be well placed to provide independence and challenge – acting as a bridge between policy and practice

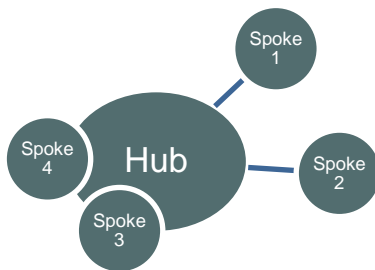
### 3. MODELS OF HUB AND SPOKE

Hub and Spoke services gave short presentations of their model of development and outlined the progress and some of the challenges they were experiencing. Details about the models are below



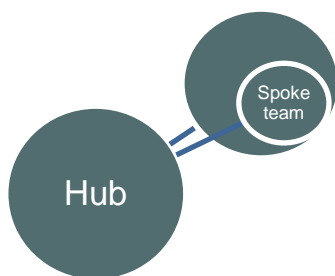
#### **Model 1:**

Two services presented on this model



#### **Model 4:**

One service presented on this model



#### **Model 5:**

One service presented on this model

For details of all the models and corresponding services please see the year 2 evaluation report pages 15-16.

## 4. ROUNDTABLE DISCUSSIONS

Attendees split into four groups that moved around the room to answer four key questions that have surfaced through the work of the evaluation to date.

### a) **How are risk, referrals and case allocation best managed in a Hub and Spoke model?**

- Mechanisms of risk, referral and case allocation vary across Hub and Spoke services, so opinions also varied on how best to manage these elements of the work
- Service approach depends on a number of things including whether workers, managers, teams or multi-agency forums risk assess and manage referrals, as well as what work has been commissioned
- Some services set thresholds, risk assess, and accept or reject referrals internally, while others have to take all referrals that are 'high risk'
- Services need to be able to challenge inappropriate or incomplete referrals, as well as other practice within the LA or other agencies that does not represent the child's best interest
- Some services had a 'no waiting list' policy to ensure children's social care continued to support children after referral, while others used waiting lists to manage referrals.
- Knowing when to close cases can be complex, so some services use a rating tool to support their decision-making
- Risk management should include risks to workers, and attendees highlighted the importance of regular supervision (whether peer, external clinical or one to one supervision), case-load management, and lone-worker policies (including use of 'Guardian 24' and other automated reporting systems in areas of low or no signal)

### b) **What is 'sustainability' in Hub and Spoke? What are you working towards?**

- Equipping others to respond better to CSE by sharing knowledge and skills with other agencies. Leaving a legacy through education, challenge and improving local cultures, attitudes and processes of support
- Providing a distinct response compared with the statutory sector and articulating how that is valuable through evidence, marketing and retaining your specialism
- Partnering with other voluntary agencies in an area through consortium funding, sharing resources, building relationships and avoiding competition
- Being responsive to changes in the field by engaging with research, continuing professional development and being prepared to adapt your work/approach
- Finding tactics/strategies to access funding e.g. securing posts, business coaching from private sector, expanding geographically, moving into prevention work
- Seeking balance of partnerships/funding streams that achieve some financial stability, independence and potential for future bids e.g. match-fund LA money, partner with big organisations, use spot-purchasing to retain independence
- Educating commissioners about realistic outcomes, CSE and trauma, the nature of the work, time taken to build relationships, managing rather than removing risk
- Supporting and retaining staff
- Being available to ex-service users post-18

### **c) What do Spoke workers need to do/know/have?**

- There was consensus that the role is demanding, with a high level of responsibility
- Spoke workers need to be able to work independently and undertake a variety of types of work (e.g. direct work and training). The case work element of the work is very emotionally demanding.
- ALL agreed that the key skill was relating to and working directly with young people
- Different Hub and Spoke models underpin differences in the scope and nature of the Spoke worker role, but a healthy Hub is essential for Spoke workers to be effective
- There were different views about the prior knowledge and skills of Spoke workers. Some emphasised the need for relevant professional qualifications, and for Spoke workers to be confident in working with other professionals in a multi-agency context. Others gave greater emphasis to attitude – specifically, a willingness to learn, work hard and be flexible.
- It was suggested that managers should:
  - Recognise the demands of the role and the need for support and supervision
  - Consider the level of responsibility involved when recruiting, and the specific demands of the Hub and Spoke model that is being deployed
  - Think carefully about managing the relationship between Hub and Spoke, especially differences in working conditions and practical resources
- Mentoring and shadowing are important in learning the spoke worker role
- There is an absence of quality assured training and accreditation for Spoke and other CSE workers
- Regular supervision is highly valued and essential to be an effective Spoke worker

### **d) How do you promote good working relationships between Hubs/Spokes and statutory services?**

- It is important to provide evidence of good practice and high standards
- You need to clarify your aims and objectives so people know you and you make sure you know them
- It is important to have pride in the role of the voluntary sector and evidence this well. This can sometimes be easier for those from big charities.
- Be clear about what it is that you bring to the table
- Have skilled and well qualified staff
- Take a lead role in investigations
- Share the leading on training and case conferences
- Develop co-work on cases, using and understanding each other's skills and remits
- Use expertise of Spoke workers who may have different relationships and knowledge, including those who have worked in statutory services before
- Have relationships at all levels so that directors can be used to support ground relationships
- Retain the capacity to advocate for the child by being willing to risk losing a relationship if you need to challenge statutory services

## 5. PARTICIPATION

- It was agreed that participation is important, but differences exist in the extent to which it is embedded in Hub and Spoke practice and service development
- The values that underpin participation are important – not being tokenistic, the opportunity to build on strengths, potential to open up longer term opportunities. It was suggested that valuing participation was something that often, but not always distinguished the voluntary from the statutory sector.
- People described participation in Hub and Spoke services in different ways – ‘being led by young people’ ‘young people having a voice and leading on what we do’ ‘young people as experts’. Participation working will also consider how parents, carers and other family members are involved in decision making.
- The language of ‘participation’ can be problematic e.g. it can be unclear what is meant, or there can be a sense of fatigue. It was also suggested it may be helpful to provide a definition of participation for the service and also for families/young people/other organisations/paid staff/volunteers.
- Crucially, participation takes place on a spectrum – from everyday practice and decision making to more formal activities. It is not limited to one type of activity, such as involvement in research or attending conferences.
- Examples of good or promising participative practice included: recording quotes or case studies for use in training or to be used when discussing issues at local authority level; providing quarterly participation reports; the development of resources, young people making a film for training; and young people having helped organise a conference on going missing;
- There are challenges, including
  - Who is involved in participatory activities? Whose views are recorded and presented?
  - How are the outputs from participatory working, formal and informal, disseminated and used?
  - How can practical issues best be managed – for example, risk assessment, group work?

## 6. CSEFA (CHILD SEXUAL EXPLOITATION FUNDERS ALLIANCE)

Attendees were asked what support they felt CSEFA could provide to their services.

- Raise profile of individual services in local areas with LSCBs/commissioners, as well as the value of the voluntary sector in this field more generally
- Support services to engage with the media to raise their profile (training)
- Support the networking of newer/older services, and the sharing of resources
- Share their own learning about establishing Hub and Spoke services
- Integrate reporting streams
- Offer advice about fundraising
- Promote a better understanding of the interactions between vulnerabilities associated with CSE to enhance commissioning
- Facilitate debate about the future of the sector, work and future funding

## 7. POLICY MATTERS

Lucie Shuker is now working part-time as the Policy and Dissemination lead within the Hub and Spoke evaluation team, with the aim of ensuring the learning from the evaluation becomes embedded in policy and practice, to improve safeguarding in CSE cases. She will be developing a website with various kinds of resources to support knowledge exchange across the Hub and Spoke services throughout 2016 and 2017.

### Home Office meeting on CSE and national policy

Lucie was attending a meeting with Karen Bradley MP Minister for Preventing Abuse and Exploitation to consider the question: "How can national policy be made to work with, and not against, local action in tackling child sexual exploitation?" Attendees suggested the following.

- Ring-fence budgets for child sexual exploitation
- Invest in youth work services to ensure there is system capacity for preventative and early intervention work. CSE services too specialist and intense to deliver all of this
- Support greater consistency in procedures across LAs e.g. risk assessment and child protection meetings. Delays/difficulties arise when cases cross LA boundaries
- Victims aged 16+ need serious consideration e.g. those who disclose at 16-17 and have high needs but are ageing out of services. A need for 18-25 services
- Invest in and support data collection on national prevalence, potentially produced through a universal risk assessment tool
- Review referral patterns to CSE services vs. generic social work teams. Concerns about 16-18 yr. olds and boys being screened out when referrals come to social care.
- Reconcile conflicting messages/targets from central government departments re. responding to safeguarding issues among different groups (e.g. LAC/CSE) and integrate messages re CSE from DfE and DoH
- Ensure LA targets don't work against outcomes for individual young people (e.g. rewarded for cases closed quickly rather than positive outcomes for young people)
- Stimulate better responses to boys and girls who are both victims and perpetrators
- Reinforce importance of information management and sharing between agencies
- Take child protection principles into the community using the contextual safeguarding approach
- Make Sex and Relationships Education (SRE) mandatory to increase awareness of and resilience to sexual violence and exploitation
- Review criminal compensation for young victims who have been accused of criminal activity resulting from abuse, or in cases where offenders were prosecuted
- Monitor the standards/quality of private residential units as well as new specialist CSE residential units and foster care programs
- Re-balance departmental and agency response to CSE so that DfE, DoH and Police are equal partners
- Enhance understanding of how the NRM can be used to identify and support victims of trafficking for sexual exploitation
- Develop guidance on good local practice re. CSE e.g. length of interventions, consistent social worker

To see the report of this meeting please contact [lucie.shuker@beds.ac.uk](mailto:lucie.shuker@beds.ac.uk)

## **8. EVENT FEEDBACK AND DATE FOR NEXT YEAR**

Participants were asked to provide their evaluation of the day. The comments given were overwhelmingly positive with people commenting on the energy and enthusiasm of the day; ample time for exchanging ideas and group discussions. People very much enjoyed hearing directly from the projects themselves and meeting others in the field with previous experience. People felt the day was interactive and engaging whilst also providing opportunities for reflection.

Areas that could be improved were the quality of the lunch! Some commentators also suggested reducing the power point input and finding a range of creative ways to present the research. A longer lunch would also help to facilitate networking.

Participants were keen to hold a third event next year. As there will be no year 3 report (because the final report is due in 2017) the focus of this event would be on the Hub and Spoke services themselves with opportunities to profile innovative developments and successes. The date for this event is provisionally set as 1<sup>st</sup> December 2016.

We look forward to seeing you all there.

Julie, Debi, Isabelle, Kate, Lucie

***The Evaluation Team at the University of Bedfordshire.***