Hub and Spoke
Learning Exchange Day
2nd December, 2015

Dr Julie Harris, Dr Debi Roker, Dr Isabelle Brodie,
Dr Lucie Shuker, Dr Kate D'Arcy

The International Centre

- Committed to increasing understanding of, and improving responses to child sexual exploitation, violence and trafficking in local, national and international context.

- Achieved through:

- academic rigour and research excellence

- collaborative and partnership based approaches to applied social research

- meaning and ethical engagement of children and young people

Year Two Evaluation Report – Key Messages

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.

- Safeguarding young people from sexual exploitation through service delivery

- Supporting and equipping specialist CSE workers to work effectively in host agencies

- Promoting stable CSE policy frameworks in new areas by raising awareness, developing procedures and advancing cultures of support from local policy makers responsible for CSE.

University of Bedfordshire

THE INTERNATIONAL CENTRE
RESEARCHING CHILD SEXUAL EXPLOITATION,
VIOLENCE AND TRAFFICKING

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

- Providing opportunities for more sustainable funding

University of Bedfordshire

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

University of Bedfordshire

THE INTERNATIONAL CENTRE
RESEARCHING CHILD SEXUAL EXPLOITATION, VIOLENCE AND TRAFFICKING

Cont…

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.

University of Bedfordshire

THE INTERNATIONAL CENTRE
RESEARCHING CHILD SEXUAL EXPLOITATION,
VIOLENCE AND TRAFFICKING

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

University of Bedfordshire

THE INTERNATIONAL CENTRE
RESEARCHING CHILD SEXUAL EXPLOITATION, VIOLENCE AND TRAFFICKING

Cont…

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

University of Bedfordshire

THE INTERNATIONAL CENTRE
RESEARCHING CHILD SEXUAL EXPLOITATION, VIOLENCE AND TRAFFICKING

Hub and Spoke in practice ….

Some challenges and issues

… and some promising practice, 'hints and tips'

First, some challenges and issues …

- Some sites struggled with recruitment to Spoke posts – there is a lack of well qualified and experienced CSE workers

- There were different views about whether new Spoke workers should be qualified social workers or youth workers

University of Bedfordshire

For example:

"I was surprised it wasn't a qualified job. I think it was 'desirable' if you had a particular qualification like social work or youth work…. If I was in charge I would be saying I would want qualified workers" (Spoke worker)

"… a lot of our questions in the interview are about attitude and you get a real sense, well obviously about knowledge, but I think we can teach people how to do all the things around CSE, the legislation and all that… but what you can't teach is about their attitudes to young people, their drive to do the work, they've really got to want to do it…" (Hub manager)

… challenges and issues (continued)

- There is high demand for Spoke worker time and input, often from the start. Spoke workers have a significant and demanding workload

- Much direct work with young people needs to be done early evenings and weekends – life/work balance is challenging

- *"… they struggle to say no, and end up with way more cases than they really should have"* (Hub project worker)

University of Bedfordshire

… challenges and issues (continued)

- There were different views about whether Spoke workers should focus on high risk cases, or preventative and lower risk work

- The relationship with statutory organisations was key – what role do Spokes play? 'Embeddedness' took many forms… issues of Spoke worker identity

- Outcomes from work with young people were variably measured and recorded across services

Service user numbers

- Numbers of young people worked with directly are relatively low   (50 from 3 Phase 2 services) because of delayed starts

- All sites expect numbers of young people worked with to rise next year

Service user demographics

Of the 50 young people who have received one-to-one work:

- Aged 12-17

- 78% female, 22% male

- 98% white (UK/other)

- 80% living at home, 20% residential or foster care

University of Bedfordshire

This will be a focus next year… we'll be …

- Collecting data on 'reach' of Spoke services (including ethnicity, young people with disabilities, LGBT etc)

- Providing support to services to collect this data

University of Bedfordshire

Some promising practice and 'hints and tips'

- Formal agreements between Hubs and host organisations need to be negotiated and agreed at the start

- Host services / other stakeholders should be part of Spoke worker recruitment

- Consider whether experienced workers from the Hub should/can become Spoke workers

(continued)

- Strategies to maintain and support Spoke workers identity and role need to be developed

- Need to recognise the mutual influence and effect of Hub and Spoke. For example:

  "…. they think they'll be absorbed by us, and I think quite often it's   actually the other way round, and I think they softened the police   and I think that's one of the benefits we get, and I think we steel   them up a little bit, and I think that's one of the benefits they get"
      (Police – Spoke host)

Promising practice and 'hints and tips' (cont)

- Spoke workers need regular and ongoing support and supervision

- Clinical supervision considered essential (individual? group?)

- Having dedicated support from a Spokes manager or a Hub manager is essential, and ideally separately funded and ringfenced

- Long-term funding is essential – 3 year CSEFA funding is allowing services to develop staff, build good practice, and embed learning in other services

- Separate and independent funding for Spoke workers enables them to maintain their independence and identity

University of Bedfordshire

THE INTERNATIONAL CENTRE
RESEARCHING CHILD SEXUAL EXPLOITATION, VIOLENCE AND TRAFFICKING

For example:

- *"… when I started with [charity] we used to have a much more young person focussed ethos because our funders allowed us to. I think in the current climate of tenders and what's expected from services, and outcome-based tenders, the focus has gone to outcomes not to relationship-building" (Hub project worker)*

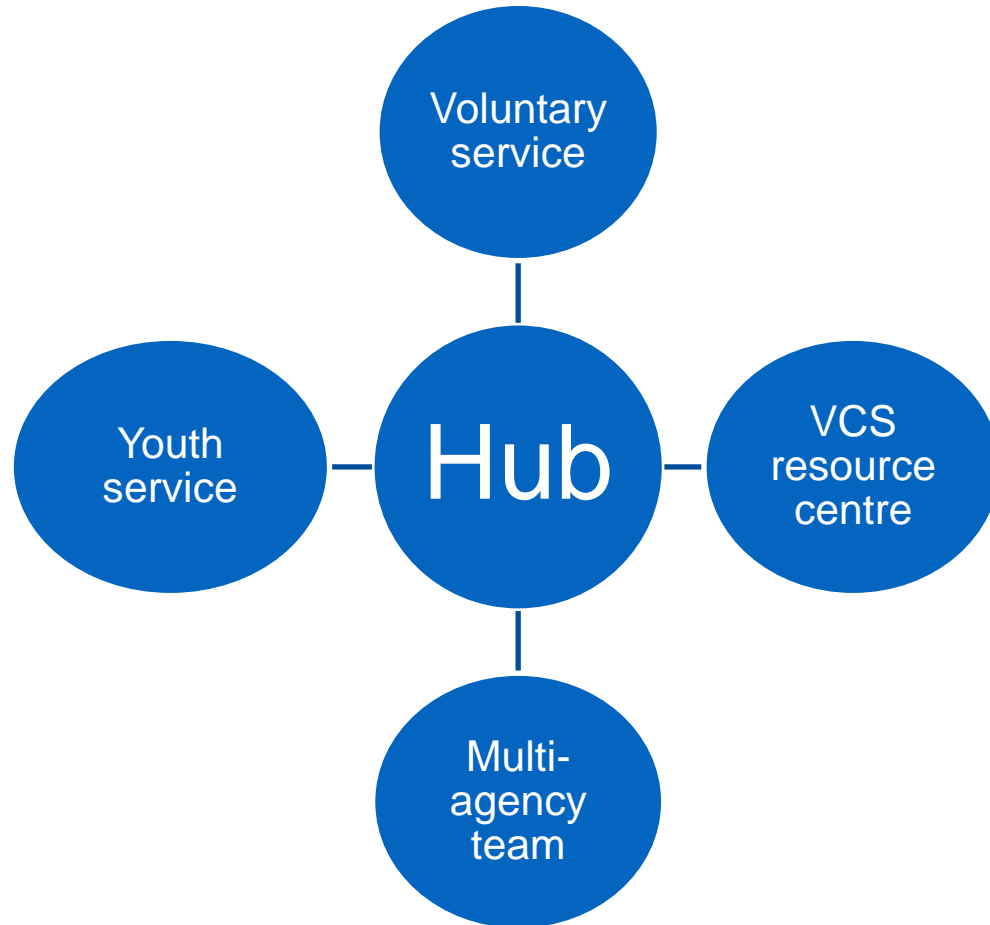- Key message – it's essential to start planning for the end at the beginning

Please see the evaluation report….

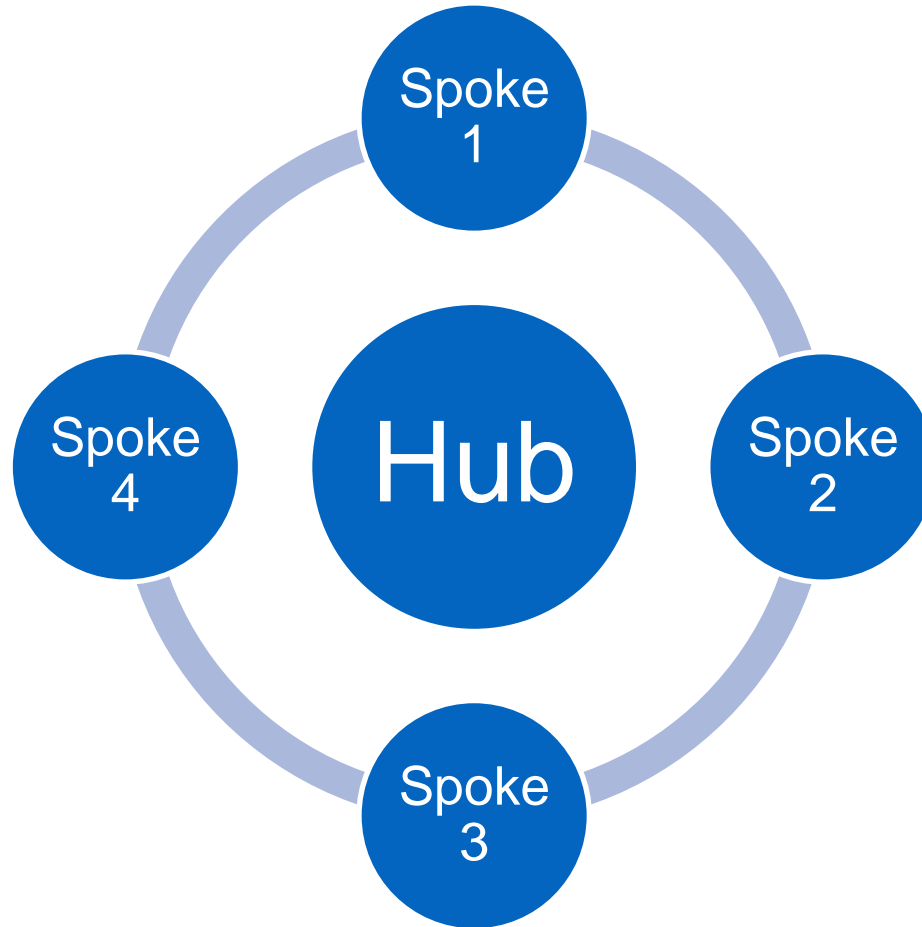… for further examples of issues, challenges, promising practice and 'hints and tips'
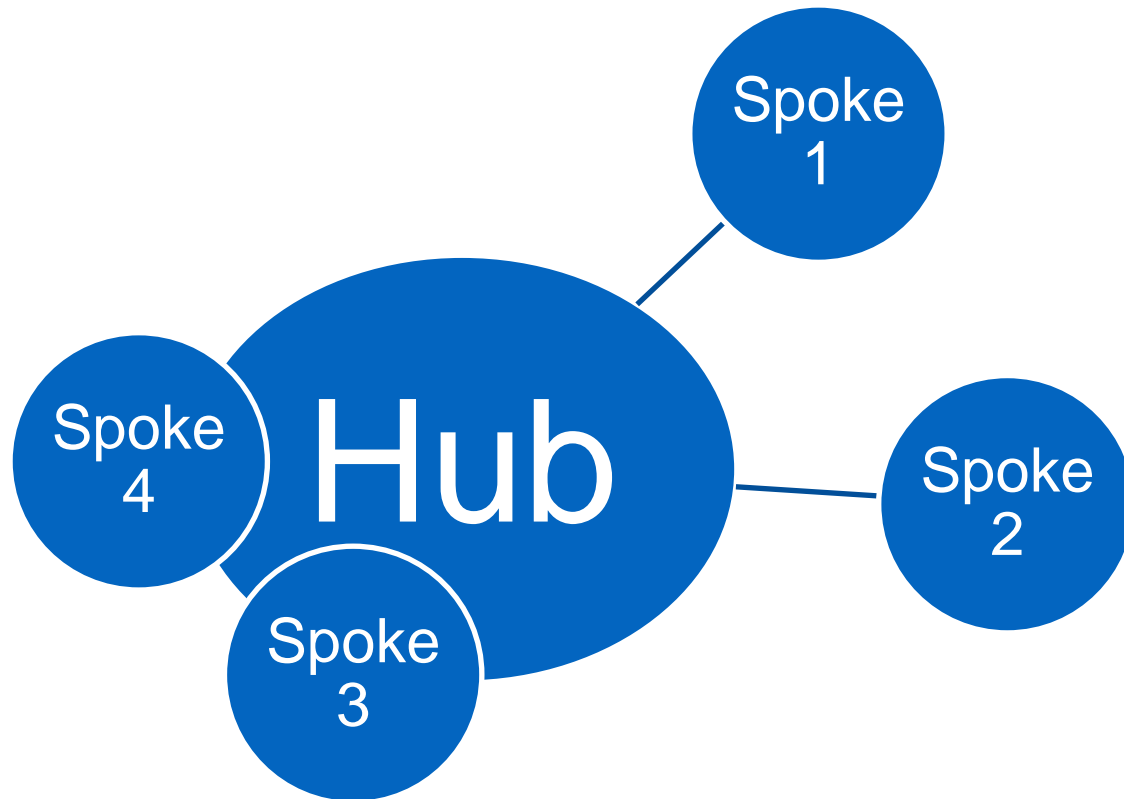
Hub and Spoke Models: Model 1
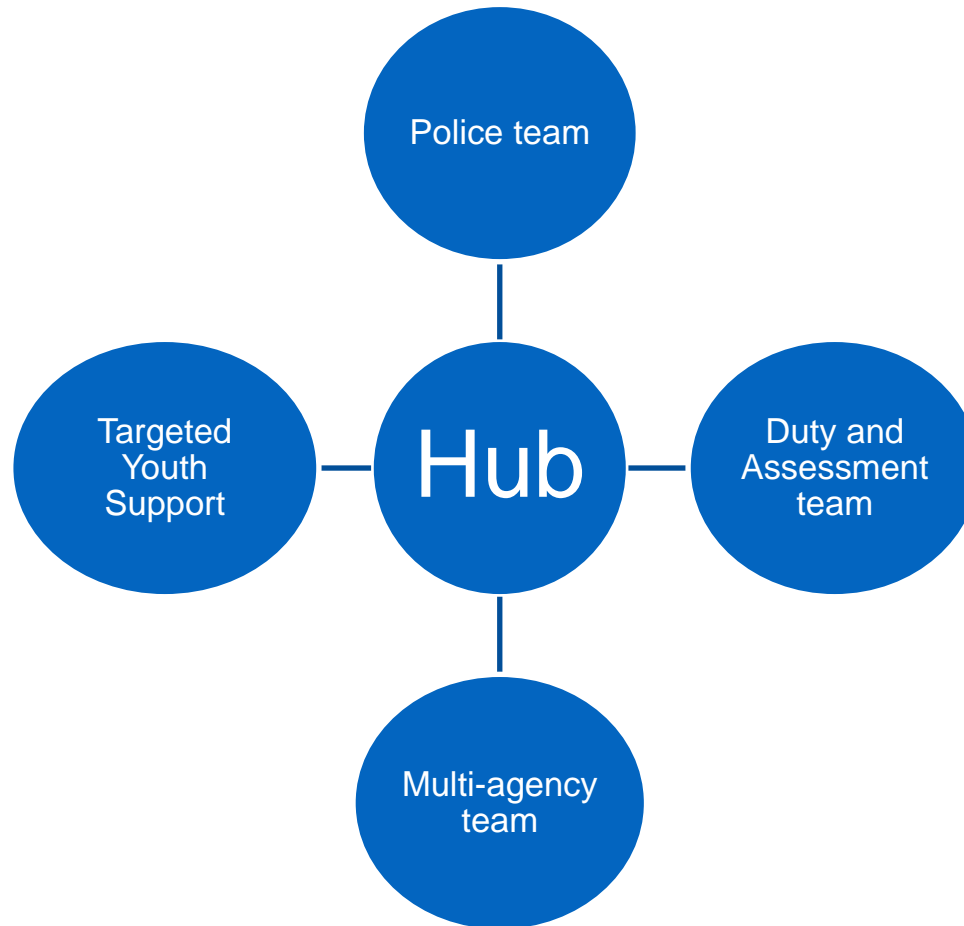
Model 2

Model 3

Model 4

Model 5
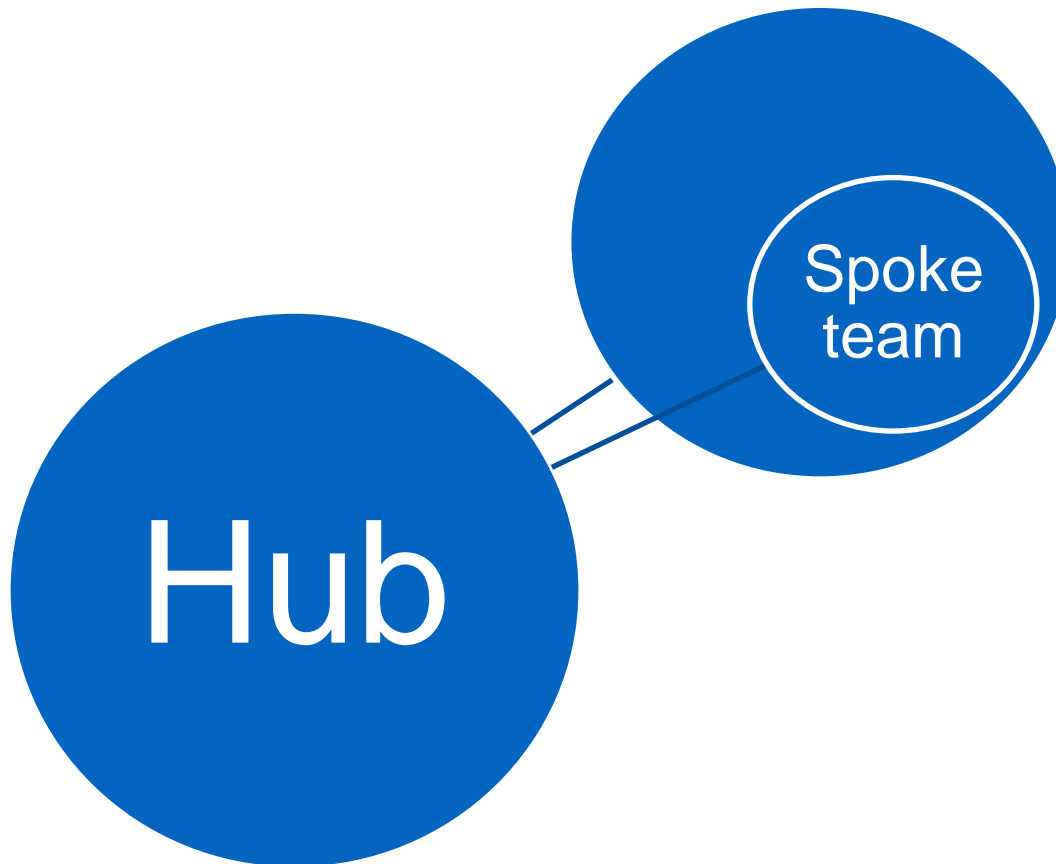
Roundtable Questions - 15 mins each

- **Group 1:** What do spoke workers need to do / know / have?

- **Group 2:** How are risk, referrals and case allocation best managed in a Hub and Spoke model?

- **Group 3:** How to promote good working relationships between Hub and Spoke workers and statutory services

- **Group 4:** What is 'sustainability' in Hub and Spoke? What are you working towards?

University of Bedfordshire

What's Next? Outcomes measures

- *Outcome 1:* Services secure a source of sustainable funding for the continuation of Spoke services

- *Outcome 2:* Spokes become successfully embedded into existing services / CSE service landscape

- *Outcome 3:* Spoke workers retain a distinctive identity and role focussed on CSE

- *Outcome 4:* The reach of specialist CSE services is extended

- *Outcome 5:* Skill levels in partner agencies regarding identifying and responding to CSE are improved.

- *Outcome 6:* Outcomes improve for young people supported by Spoke services.

University of Bedfordshire

Timetable and activities

- Phase Three services – introductory visits (Dec 15 – Feb 16)

- Phase Two services – second round of fieldwork visits (Feb – June 16)

- Phase Three services – fieldwork visits (Sept – Dec 16)

- All services – continue data collection returns and other activities

- Participation events - (Summer 2016)

- Data collection ceases (December 2016)

- Analysis and report writing (January – June 2016)

- Report launch and dissemination activities (August 2017)

University of Bedfordshire

THE INTERNATIONAL CENTRE
RESEARCHING CHILD SEXUAL EXPLOITATION,
VIOLENCE AND TRAFFICKING

Isabelle Brodie and Kate D'Arcy

PARTICIPATION STRAND

University of Bedfordshire

What are we trying to find out in this strand?

- How do Hub and Spoke services view and conceptualise 'participation'? What is agreed, what is contested?

- What are Hub and Spoke services doing to actively engage young people in informing and shaping the services that are provided?

- What examples of good practice and effective working are there?

- What is challenging about young people's participation in CSE services?

- How can learning about participation best be shared and disseminated?

University of Bedfordshire

THE INTERNATIONAL CENTRE
RESEARCHING CHILD SEXUAL EXPLOITATION, VIOLENCE AND TRAFFICKING

How will we do this?

- Year 1 – initial scoping, interviews with services

- Year 2:

- Literature review (September to February 2016)

- Talking to young people (Spring/Summer 2016)

- Talking to Hub and Spoke staff (ongoing)

University of Bedfordshire

Year 1 Key findings

- The word 'participation' in the context of Hub and Spoke services carries different meanings or be used in different ways.

- Services identified participation as involving a range of activities, from the approach taken in 1-1 work to more organised group work and advocacy.

- Participative practice brings benefits both to young people and the organisation.

- There are also challenges associated with participation – these may be practical (resources, setting up activities, staff) or relate to a participative approach (how can we help to support young people to be listened to outside the organisation? How do we train staff and help embed a participative approach?)

University of Bedfordshire

THE INTERNATIONAL CENTRE
RESEARCHING CHILD SEXUAL EXPLOITATION, VIOLENCE AND TRAFFICKING

Literature review questions - summary

- How is 'participation' of young people in CSE services conceptualised in the research, policy and professional literature?

- What do young people - and parents and carers, and professionals – say about the experience of participation in CSE services, and what are its effects?

- What is the range of participative models and techniques used in CSE services? How accessible, acceptable and effective are these different approaches? What are the challenges? Can we replicate these?

- To what extent does CSE policy take account of 'participative' working?

- What needs to be in place to make working possible and effective for different groups of CSE affected young people?

Key issues emerging from the literature

- Research and practice thinking about participation is evolving.

- The development of CSE services has helped push forward thinking about the participation of adolescents in services AND the importance of this to the welfare and protection of young people.

- The research literature does not always reflect the many techniques and ideas that are being used in practice.

- There is more evidence about young people's experience of CSE than about their experiences of participation in services.

- There is a need for more evidence about how participation is implemented in practice, and the dilemmas faced by those working with young people.

- There is a need for more evidence on how participation works for different groups of CSE affected young people.

University of Bedfordshire

THE INTERNATIONAL CENTRE
RESEARCHING CHILD SEXUAL EXPLOITATION,
VIOLENCE AND TRAFFICKING

Next steps

- Focus on work with young people to find out:

- What do they like about their current participation in the service, and how has this helped them?

- What can young people expect in terms of their participation in the service?

- What are the different ways in which participation can take place?

- What are the challenges?

University of Bedfordshire

Next steps continued

- This will be achieved through workshop days and 1-1 activities for young people.

- Not all Hub and Spoke services will be involved in everything, but we are keen to reach as many young people as possible – including those who may not participate in more formal activities, groups etc.

Reflections

- Thinking about your service, what aspects of participation are working well?

- What are the challenges?

- What would you like to see change?

Policy matters

Dr Lucie Shuker

University of Bedfordshire

THE INTERNATIONAL CENTRE
RESEARCHING CHILD SEXUAL EXPLOITATION,
VIOLENCE AND TRAFFICKING

Objectives

1. Evaluation findings influence policy agendas/outputs to improve safeguarding responses to CSE

2. Key messages are used to improve agency-specific responses to CSE (including police, social services, commissioners, LSCBs)

3. Hub and Spoke services use evaluation findings to improve local responses to CSE

4. The experiences/opinions of children and young people who are/have been users of CSE services are sought and promoted within the policy and dissemination work

5. Knowledge from the Hub and Spoke programme supports the long term funding and commissioning of specialist CSE services

University of Bedfordshire

Karen Bradley MP: Minister for Preventing Abuse and Exploitation

"How can national policy be made to work with, and not against, local action in tackling child sexual exploitation?"

University of Bedfordshire

Discussion

- What are the biggest barriers you face locally to tackling CSE?

- Operational or strategic

- Within your service or external to it?

- What would be your priority for reform?

- Who would be responsible for the change?

University of Bedfordshire

THE INTERNATIONAL CENTRE
RESEARCHING CHILD SEXUAL EXPLOITATION,
VIOLENCE AND TRAFFICKING

Dissemination and knowledge exchange

- Website, blogs, briefings for practice, webinars

University of Bedfordshire

THE INTERNATIONAL CENTRE

RESEARCHING CHILD SEXUAL EXPLOITATION, VIOLENCE AND TRAFFICKING

Potential webinar themes

- Participation

- Being a new spoke worker – lessons learned

- Evidencing the value of the voluntary sector

- Working effectively with the police

- Assessment of risk in multi-agency environments

- Workloads and self-care strategies

- Service funding and sustainability

- Inclusion and service outreach (detached work, targeted community work)

University of Bedfordshire

THE INTERNATIONAL CENTRE
RESEARCHING CHILD SEXUAL EXPLOITATION,
VIOLENCE AND TRAFFICKING

For more information and resources visit our website www.beds.ac.uk/ic

julie.harris@beds.ac.uk

@uniofbedscse