

Each month we will be focusing on a different safeguarding theme to raise awareness and signpost to resources.



For October, our theme is
Child Sexual Abuse

#CSAspotthesigns
#Bcurious
#askandnotice



Follow us on:



Or via email:

safeguardingpartnership@swindon.gov.uk



Contents

Health warning: You may find some of the content of this resource difficult to read due to the subject matter. If this triggers or upsets you please look after yourself and seek some support.

The hyperlinks will assist you to navigate this document and to identify what information is most relevant for you/your agency/service.

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Context

Child Sexual Abuse is a Strategic Priority for Safeguarding Partners in Swindon

- Swindon Safeguarding Partnership [Child Sexual Abuse strategy 2026-29](#) is a multi-agency strategy for **preventing**, **identifying**, and **responding** to Child Sexual Abuse.
- Its focus is to prevent children from experiencing Child Sexual Abuse, to improve identification of Child Sexual Abuse and to intervene at the earliest possible stage to tackle its causes and reduce the impact on children when it happens.
- Swindon's shared vision is:
 - We will work together with partners to prevent and to minimise the impact of Child Sexual Abuse on children in Swindon.
 - We want all professional to feel enabled to confidently identify, assess and respond to child sexual abuse

Resources:

- One-page briefing of the [strategy](#) and what this means for practitioners and managers.
- Short video briefing click on this [link](#) to view (*duration 4 minutes*)

Definitions

Important to Remember!

- Children and young people may not always understand that they are being sexually abused (IICSA, 2022).
- Children and young people of any age, including very young children and babies, can experience sexual abuse.

Source: [Protecting children from sexual abuse | NSPCC Learning](#)

What is Child Sexual Abuse (CSA)?



Image by Freepik

Child Sexual Abuse – is an umbrella term that includes different types of abuse, including for example,

- Intrafamilial CSA,
- online CSA and
- Child Sexual Exploitation

Source: [Summary of the National audit on group-based child sexual exploitation and abuse | NSPCC Learning](#)

Further information on other types of child sexual abuse are included on the following slides.

What is Child Sexual Abuse

Working Together to Safeguard Children 2026 (page 159) clearly defines sexual abuse.

- Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.
- The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing.
- They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.
- Sexual abuse can take place in family settings, in institutional settings, online, and technology can be used to facilitate offline abuse.

What is Child Sexual Abuse continued

- Child sexual abuse material available online may have been generated in a family environment.
- Online abuse can also take the form of cyber-grooming or self-generated sexual content under coercion.
- Sexual abuse is not solely perpetrated by adult males.
- Women can also commit acts of sexual abuse, as can other children.
- A child of any age or gender can be a victim of sexual abuse.

What is Child Sexual Abuse continued

[Working Together to Safeguard Children 2026](#) (page 160) clearly defines child sexual exploitation.

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

Online Child Sexual Abuse and Exploitation

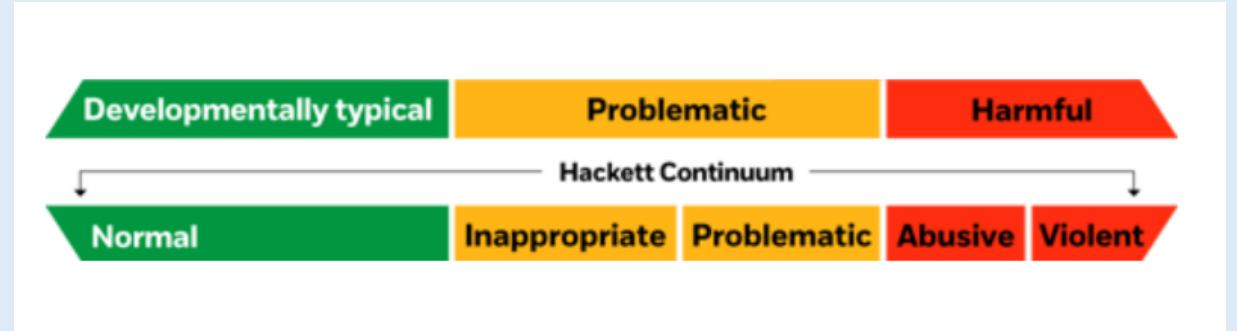
Online Child Sexual Abuse and Exploitation (CSAE) offending can take a number of different forms, which include:

- **Online Grooming** - the act of developing a relationship with a child to enable their abuse and exploitation both online and offline.
- **Live Streaming Services** – can be used by Child Sex Offenders (CSOs) to incite victims to commit or watch sexual acts via webcam. CSOs also stream or watch live contact sexual abuse or indecent images of children with other offenders.
- **Online coercion and blackmail** – coercion or blackmail of a child by technological means, using sexual images and/or videos depicting that child, for the purposes of sexual gain (e.g. obtain new IIOC or bring about a sexual encounter), financial gain or other personal gain.
- **Possession, production and sharing of IIOC and Prohibited Images**– CSOs can use online platforms to store and share IIOC and prohibited images. Online platforms can also be used to facilitate the production of IIOC, for example screen-recording of CSEA perpetrated over live streaming.
- **Indecent Images of Children (IIOC)** are images of, or depicting, a child or part of a child which are judged to be in breach of recognised standards of propriety. IIOC includes photographs, videos, pseudo-photographs and tracings.
- **Prohibited Images of Children** are non-photographic images, for example CGI, cartoons etc, which portray a child engaging in sexual activity, a sexual act being performed in the presence of a child or focus on the child's genital or anal region.

Harmful Sexual Behaviour

- **Harmful sexual behaviour (HSB)** is developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive.
- Forms of Harmful Sexual Behaviour include:
 - **Peer-on-peer sexual abuse** where sexual abuse takes place between children of a similar age or stage of development.
 - **Child-on-child sexual abuse** that takes place between children of any age or stage of development.

Source: [Harmful sexual behaviour \(HSB\) or peer-on-peer sexual abuse | NSPCC Learning](#)



Hackett's continuum presents sexualised behaviour as a range from 'normal' to 'inappropriate', 'problematic', 'abusive' and 'violent' (Hackett, 2010¹).

Below are some useful resources which explain Hackett's continuum and some examples of developmentally typical behaviours.

NSPCC Learning:

- [Understanding sexualised behaviour in children](#)
- [Sexual development and behaviour in children](#)

Responding to children who display sexualised behaviour

It's important to be able to distinguish developmentally typical sexual behaviours from those that may be problematic or harmful, and make sure children get appropriate support. Always consider the child's holistic needs and safeguarding concerns alongside any sexualised behaviour and follow due procedures accordingly. This guide is a tool to support objective decision making about a child or young person's sexual behaviour and does not replace professional judgement or policy and legislation. Visit nspcc.org.uk/hsb for more information.

Need advice?

Contact our helpline for advice and support:

- Call **0800 800 5000**
- Email help@nspcc.org.uk
- Visit nspcc.org.uk/helpline

Childline

For children who need further support our free, confidential helpline is available 24/7:

- Call **0800 1111**
- Visit childline.org.uk

Developmentally typical	Problematic		Harmful	
Hackett Continuum				
Normal	Inappropriate	Problematic	Abusive	Violent
• Developmentally expected and socially acceptable behaviour • Consensual, mutual and reciprocal • Decision making is shared	• Single instances of developmentally inappropriate sexual behaviour • Behaviour that may be socially acceptable within a peer group but not in wider society • May involve an inappropriate context for behaviour that would otherwise be considered normal	• Developmentally unusual and socially unexpected behaviour • May be compulsive • Consent may be unclear and the behaviour may not be reciprocal • May involve an imbalance of power • Doesn't have an overt element of victimisation	• Intrusive behaviour • May involve a misuse of power • May have an element of victimisation • May use coercion and force • May include elements of expressive violence • Informed consent has not been given (or the victim was not able to consent freely)	• Physically violent sexual abuse • Highly intrusive • May involve instrumental violence which is physiologically and/or sexually arousing to the perpetrator • May involve sadism
How to respond • Although green behaviours are not concerning, they still require a response • Listen to what children and young people have to say and respond calmly and non-judgementally • Talk to parents about developmentally typical sexualised behaviours • Explain how parents can positively reinforce messages about appropriate sexual behaviour and act to keep their children safe from abuse • Signpost helpful resources like our 'Talk PANTS' activity pack: nspcc.org.uk/pants • Make sure young people know how to behave responsibly and safely	How to respond • Amber behaviours should not be ignored • Listen to what children and young people have to say and respond calmly and non-judgementally • Consider the child's developmental age as well as their chronological age, alongside wider holistic needs and safeguarding concerns about the problematic sexualised behaviour • Follow your organisation's child protection procedures and make a report to the person responsible for child protection • Your policy or procedure should guide you towards a nominated child protection lead who can be notified and will provide support • Consider whether the child or young person needs therapeutic support and make referrals as appropriate		How to respond • Red behaviours indicate a need for immediate intervention and action • If a child is in immediate danger, call the police on 999 • Follow your organisation's child protection procedures and make a report to the person responsible for child protection • Your policy or procedure should guide you towards a nominated child protection lead who should be notified and will provide support • Typically referrals to children's social care and the police would be required. Referrals to therapeutic services should only be made once statutory services have been informed and followed due procedures	

NSPCC
Learning

In partnership with



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To download this document, click on this [link](#)



Useful Resources

Lucy Faithfull Foundation:

- [How to tell if a child's sexual behaviour is appropriate for their age](#)
- [What is harmful sexual behaviour](#) (duration 2.38 minutes)
- Key Messages from Research – Centre of expertise on child sexual abuse: [Children and young people who display harmful sexual behaviour](#)
- [See also resources section](#)

SSP Harmful Sexual Behaviour Protocol



Harmful Sexual Behaviour Protocol
For use if there is suspicion, allegation or observation of a child or young person having carried out harmful sexual behaviour (HSB).

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Document owner: Swindon Safeguarding Partnership

- Not all sexual behaviour in children and young people is problematic or harmful; some sexual behaviour is part of healthy development.
- Sometimes it can be difficult to differentiate between what is developmentally appropriate and what is concerning.
- The SSP protocol is available on the SSP website – click on this link [Harmful Sexual Behaviour Protocol](#)
- This provides information and guidance for professionals to aid decision making and risk assessment.
- A Sway briefing document provides an overview of the protocol click on [this link](#) to access and select **Play** to view.
- If prefer to view as a Word document or PDF - click on the 3 dots - top right of the page and select export and select your preference.



How Many Children Experience Sexual Abuse?

The following slides includes infographics and data from the [NSPCC](#), [Centre of Expertise on Child Sexual Abuse](#), and [Vulnerability Knowledge & Practice Programme, National Police Chiefs Council \(NPCC\)](#)

Data can only ever tell part of the story.

Sexual abuse is usually hidden from view.

Adults in the child or young person's life may not recognise the signs of sexual abuse and the child may be too young, too scared or too ashamed to tell anyone what is happening to them.

CSA Centre's Report 2026

Scale and nature of child sexual abuse: Review of evidence

- This report brings together the latest evidence on the scale and nature of child sexual abuse in England and Wales. It is now estimated that:
 - at least 20% of girls and 10% of boys in England and Wales – around one in six children overall – are sexually abused during childhood
 - every year, at least 500,000 children are the victims of 'in-person' contact child sexual abuse in England and Wales – with many more experiencing sexual abuse that is non-contact and/or takes place solely online
 - among children in England and Wales who are abused or neglected in childhood, one in three experience sexual abuse (mostly alongside other forms of abuse or neglect).
- There remains an **urgent need to improve the identification of and response to child sexual abuse** to help close the gap between the estimated scale of child sexual abuse, and the number of victims and survivors who receive help and support from professionals.
- Click on the link to download the report [Scale and nature of child sexual abuse report](#)

NSPCC Briefing

Child sexual abuse: NSPCC briefing published in July 2026 suggests:

- An estimated 1 in 20 children in the UK have been sexually abused
- Concerns around sexual abuse have been identified for over 2,200 children in the UK who are the subject of a child protection plan or on a child protection register.
- Over a third of all police-recorded sexual offences are against children.
- Girls and older children are more likely to experience sexual abuse.
- The vast majority of children who experience contact sexual abuse were abused by someone they knew.

Further information about the available data and statistics about child sexual abuse can be found in the briefing [Statistics on child sexual abuse | NSPCC Learning](#)

These are the key findings from the third annual report produced by the VKPP (Vulnerability Knowledge and Practice Programme) part of the NCVPP (National Centre for violence against women and girls and public protection).

Provides refreshed insight and analysis into the scale and nature of child sexual abuse and exploitation (CSAE), trends in offending, including crime types, and presents profiles of both victims and perpetrators.



Link to webpage: [National Analysis of Police-Recorded Child Sexual Abuse and Exploitation Crimes Report 2024 | Vulnerability Knowledge and Practice Programme](#) (duration 2:24 minutes)



Key Findings

- **Overall scale:** 122,768 CSAE offences recorded in 2024 – a 6% increase from 2023.
- **Online abuse:** CSAE with an online footprint rose by 26%, now representing 42% of all offences.
- **Victim & suspect profiles:** 78% of all CSAE victims were female; 82% of all CSAE suspects male.
- **Child-on-child abuse:** 50% of CSAE offences are committed by children aged 10-17 years
- **CSA in the family environment** – these make up 26% of offences where the relationship with the perpetrator is known.
- **Group-based offending:** Accounts for 3.6% of all CSAE crimes; familial abuse remains the largest category (32%).
- **Within group-based contact offences:** A newly tracked category of child-on-child abuse shows that this comprises 25% of all victims and 29% of all suspects.

Centre of Expertise on Child Sexual Abuse: Data Insights Hub

The Data Insights Hub gives instant access to local CSA data and can be accessed via this link [Microsoft Power BI](#)

This interactive dashboard takes information from official records on CSA held by local authorities in England and Wales.

Only a small minority of sexually abused children come to the attention of official agencies, so this information also shows the estimated number of children sexually abused in the local area and based on what is known about the scale of CSA from survey data.

Scale and Support Services by Local Authority

This chart compares the official data with the estimated scale of CSA in Swindon.

Also, the number of support services for children affected by sexual abuse.

A comprehensive list of support services both local and national can be found via this link [Find a support service | CSA Centre](#)

Explore other search options by clicking on this link [Microsoft Power BI](#)



Learning from Reviews

‘I wanted them all to notice’



- This short animation provides learning about the key issues highlighted by the Child Safeguarding Practice Review Panel Report published in 2024. ***'I wanted them all to notice'***
- Click on this [link](#) to access the animation (duration 1:54 minutes)
- Further information can be found on the [Learning Hub](#).
- Towards the bottom of the webpage there is a useful section titled what you need to know in your role [Child sexual abuse](#)

Safeguarding Reviews Identify Recurring Issues

In how child sexual abuse is recognised and responded to, particularly when it occurs within families.

- **Child sexual abuse is often hidden.**
 - Children may not tell (disclose) verbally. Practitioners need to recognise subtle, indirect or behavioural signs.
- **Much abuse takes place within families.**
 - Almost half of child sexual abuse offences reported to the police in England and Wales in 2021/22 occurred within the family environment, including abuse by parents, siblings, grandparents, step-parents or others considered “one of the family”.
- **Abuse includes non-contact forms.**
 - Online grooming, sexualised conversations, exposure to sexual content and image production are all forms of child sexual abuse.
- **Multi-agency working is essential.**
 - Professionals need to share information proactively and keep the child’s safety central to all decision-making.
- **Children need safe, trusted opportunities to share concerns.**
 - Trust, consistency and supportive professional relationships are critical to enabling disclosure.

Key Points

➤ Voice of the Child needs to be heard.

- Within the reviews, children had often tried to tell someone, but they were often ignored or disbelieved. Professionals fear of getting it wrong and No Further Action (NFA) decisions by police or CPS can have undue influence on listening to their voice.
- It is important to talk to children when there are concerns and create safe opportunities.
- Take account of the needs of disabled children and children from Black and other minoritised communities, as well as a lack of appropriate support for children following the abuse.

➤ Proactively recognise signs rather than wait for disclosures.

- Behavioural signs are often missed or misinterpreted, especially when children present with emotional or behavioural difficulties.
- Practitioners need to be professionally curious, asking the right questions and exploring concerns.

➤ Know the local health pathways.

- Understand the local pathways for referring children for appropriate forensic medical and other health assessments and involve health representatives in strategy discussions.

Voices of the Children featuring in the Review

A child (aged 14 years) was asked as part of the local review process whether she had tried to tell practitioners what was happening. She replied, *“Yes, all the time”,* and... had been surprised that practitioners did not ask her more questions when she presented at the emergency department believing she was in labour.

Ruby emphasised the importance of being spoken to on her own and in a safe place. When asked how the support offered could have been improved, Ruby said that it would have helped if they had spoken to her alone and away from the family home.

Ruby explained that she was always conscious that someone could overhear their conversations.

“I couldn’t talk about the sexual abuse. It was too difficult. I wanted them all to notice and to ask me what was going on.”

(Interview with child who was sexually abused)

Kate, a 14-year-old said she might have disclosed if someone had built trust with her. She described losing a pregnancy alone, in fear whilst crouching in agony behind the bins near her home. This was clearly extremely traumatic for Kate and, for her, formed a major part of the abuse.

She explained that if at that time, *“just one person I trusted had taken the time to sit with me and ask, it might have taken a while, but I would have told them”.*

Pause to consider...

If the parents or carers are in the same room or nearby, how do you create a safe space for children to speak freely?

How does your practice need to change to make sure that you hear and listen to the voice of children who are being abused? Including non-verbal communication and behaviours.

How do you create consistent opportunities for children to build trust, so that if they are experiencing harm, they feel safe enough to tell.





Communicating with Children

Child sexual abuse thrives in secrecy and silence.

You can actively work to break the silence, by talking about sexual abuse – if you don't, you are colluding unintentionally with those who rely on it remaining secret.

Communicating with Children

- Research and practice show that it can take years for a child to feel able to tell someone about sexual abuse.
- Children face a number of barriers in communicating about sexual abuse, such as
 - feelings of fear,
 - shame,
 - guilt and responsibility,
 - not having the language to communicate their concerns, or
 - not recognising what has happened to them as abuse
- All children can communicate, and it is vital that the adults around them learn how to listen, understand and support them when they are concerned about sexual abuse.

Communicating with Children - Core Messages

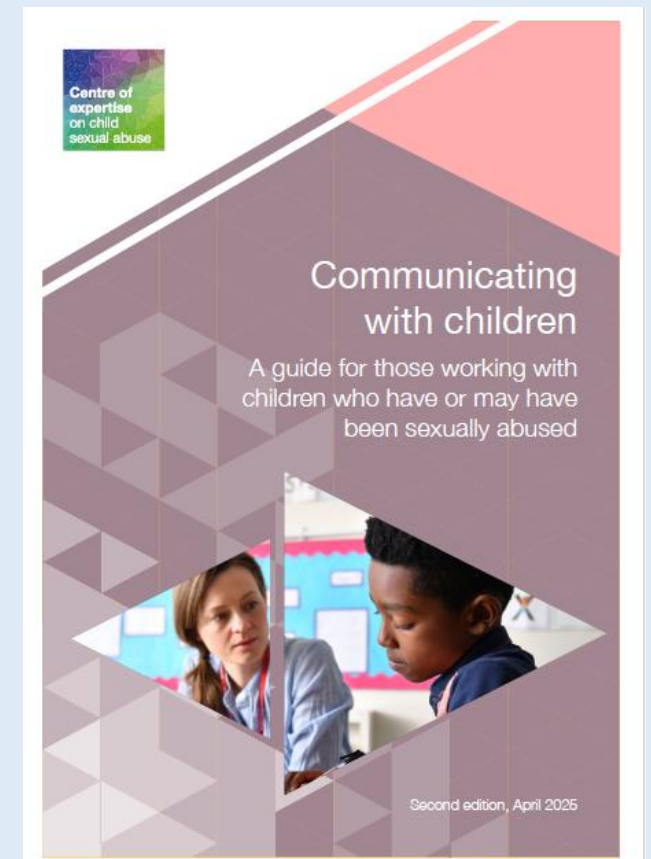
- There are many prevailing preconceptions and stereotypes about sexual abuse including:
 - what you can and should say when you are worried about a child, or
 - when a child has communicated that they have been sexually abused.
- Anyone who works with children and families has the skills to communicate with children about sexual abuse – so have confidence that you can do so. If not you, then who?
- If you are worried about a child, there is far more that you can say to them than you should avoid saying, even when a criminal investigation is under way.
- Supporting the child's welfare is always the primary consideration.

Communicating with Children - Core Messages

- If you listen to children – however they are communicating and you are authentic and honest in your responses, it is very unlikely that you will get it wrong.
- While you may worry about ‘opening a can of worms’, asking about what has happened and how you can help is very unlikely to make things worse.
- All too often, professionals rely on, and expect, children to tell them verbally about sexual abuse and they fail to notice when children do tell them, in many different ways, what is going on.
- All children can communicate, and it is our job to support them to do this in whichever way works for them. To give a child the best opportunity to communicate with you, it’s essential for you to find out about and adapt to their individual communication style, rather than expecting them to adapt to your style.



Communicating with Children: CSA Centre Guidance duration
1:22 minutes



Communicating with children |
CSA Centre

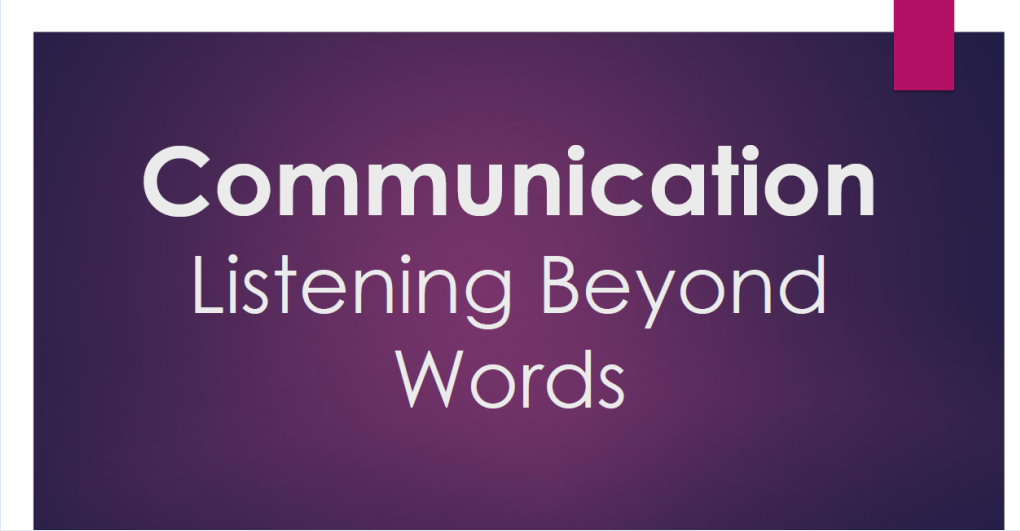
Additional Resources:

Talking to children about child sexual abuse | Child Safeguarding
Practice Review Panel

Recorded webinar: [Communicating listening beyond words](#)



Communication – Listening Beyond Words



Communication Listening Beyond Words

- In October 2025 colleagues from the Disabled Children's Team in Swindon delivered a presentation - Communicating with Disabled Children and Young People. You can access the recording on this webpage:
- [Practitioner Forum and Child Sexual Abuse](#)
- Resources:
 - [Presentation slides - Communicating Listening Beyond Words](#) (PDF)
 - [Visual aids to support communication](#) (Word)



RECOGNISE

Recognise possible abuse:

- Recognise signs that may suggest a child is being abused.
- Recognise the behaviour of the abuser.



RESPOND:

- Respond quickly and appropriately to possible concerns.
- Sometimes a concern is obvious, sometimes it is not.
- Remember use of appropriate language.



REPORT

- Report your concerns to the appropriate person/agencies.
- ASAP.



RECORD:

- Record immediately or ASAP.
- Record your observations and concerns – distinguish between fact and opinion – be clear and explicit.
- Include the actions you and others have (or haven't) taken.
- Use words used by the child/young person.

Remember: Be Professionally Curious!
Think the Unthinkable!

4Rs of Safeguarding

4Rs of Safeguarding

- **Recognise possible abuse:**

- Recognise signs that may suggest a child is being abused.
- Recognise the behaviour of the abuser.

- **Respond:**

- quickly and appropriately to possible concerns.
- Sometimes a concern is obvious, sometimes it is not
- Remember use of appropriate language.

- **Report:**

- your concerns to the appropriate person/agencies
- ASAP

- **Record:**

- Immediately or ASAP
- your observations and concerns – distinguish between fact and opinion – be clear and explicit
- include the actions you and others have (or haven't) taken.
- Use words used by child/young person

Recognise

Risk and Vulnerability Factors

- Any child could potentially experience sexual abuse and exploitation and if not protected by adults around them.
- Some groups of children may be more at risk including but not limited to children/young people who are:
 - d/Deaf
 - disabled
 - from ethnic minority backgrounds
 - LGBTQ+
 - experienced adverse childhood experiences (ACES)
- **Reminder:** under the Equality Act 2010 – those with protected characteristics are protected from discrimination.
- **Important to consider - Intersectionality:** a recognition that people occupy multiple, overlapping identities and social positions – is crucial when thinking about the impacts of child sexual abuse (source: The impacts of child sexual abuse | CSA Centre).

This is not an exhaustive list, and you may be able to identify some other settings or environments where there are additional vulnerabilities.

Recognising the Signs

Below are some physical, emotional and behavioural indicators that may be a sign that a child has experienced sexual abuse. **This is not an exhaustive list – see the resources to find out more.**

- Avoiding being alone with or frightened of people or a person they know.
- Language or sexual behaviour you would not expect them to know.
- Having nightmares or bed-wetting.
- Sudden mood changes and/or frequent crying.
- Becoming withdrawn, quiet, emotionally flat and disinterested and isolated.
- Becoming hyperactive and/or aggressive.
- School problems – poor attendance and/or poor schoolwork.
- Alcohol or drug misuse.
- Self-harm.
- Changes in eating habits or developing an eating problem.
- Bruises, bleeding, discharge, pains or soreness in their genital or anal area.
- Sexually transmitted infections.
- Pregnancy

Important to remember!

There may be no physical signs on examination.

There may be no overt signs/behaviours being displayed.

Recognising the Signs

- Sexual abuse is difficult for children and young people to talk about.
- Research, guidance and children themselves have told us to notice the signs and indicators of child sexual abuse.
- Children need to be listened to and professionals need to be professionally curious and ask children what is happening to them and not wait for them to tell a professional or otherwise.
- Not all children will recognise that they are being abused, particularly if they have been groomed.
- Many children will not disclose if they are being or have experienced any other type of abuse.
- Research indicates that professionals are least confident in dealing with this category of abuse.

Remember: Be Professionally Curious!
Think the Unthinkable!

Signs in Babies and Young Children

- It can be difficult to recognise and identify that a baby or very young child is experiencing sexual abuse. Children at these early developmental stages can't always communicate their experiences.
- Children in their early years experiencing sexual abuse might display disruption or regression of normal development such as toilet training, eating and interacting with other children. They may also resist or become distressed with intimate care such as nappy changing. Source: (Birch, 2022; CSA Centre, 2021).

Useful resources to find out more:

- [Communicating-with-children-guide.pdf - CSA Centre](#)
- [Identifying and responding to disclosures of child sexual abuse | CSA Centre](#)
- [eLearning | CSA Centre](#) identifying and responding to intra-familial child sexual abuse
- [Protecting children from sexual abuse | NSPCC Learning](#)

Signs and indicators within the child's environment

- These may make the child more vulnerable to sexual abuse
- The factors below may increase the pressure on families and can undermine their ability to protect children such as:
 - Domestic abuse
 - Parental mental ill-health
 - Parental alcohol/substance misuse
 - Parental disabilities, including
 - learning disabilities
 - A history of sexual abuse/victimisation (e.g. a parent's experience of abuse in childhood)
 - If there are previous concerns of intrafamilial sexual abuse, consider the risk posed by the abuser/family members.

Behaviour of those around the child

- When building a picture of concerns, it is useful to consider not only the signs and indicators of sexual abuse in the individual child, but also, the **signs and indicators of abusive behaviour** (including grooming behaviour) in **the people around the child**.
- This could be
 - an older sibling, cousin or adult in the family home;
 - another child in their school or care setting; or
 - an adult in a position of trust or authority (e.g. in an institutional setting such as a young offender institution).
- You may not have access to all this information, but others in your multi-agency network may do. Consider contacting them to find out this information.

Behaviour of the Abuser

Recognising possible abuse also relates to consideration of the behaviour of the abuser, there is some information and resources below to assist with this.

Below are some short video clips from Parents Protect /Lucy Faithfull Foundation website: [Advice - Lucy Faithfull Foundation](#)

- [Recognising the warning signs in adults - Parents Protect learning module 9](#) (duration 1:40 minutes)
- [How abusers do it - Parents Protect learning module 7 – YouTube](#) (duration 2:29 minutes)

There are some additional resources and websites to find out more:

- [Recognise the signs and indicators template](#)
- [Parent's Protect - Stop It Now](#)
- Helpline: [Helpline - Stop It Now](#)
- [Resources - Lucy Faithfull Foundation](#)
- [Not just a man's crime: understanding and preventing child sexual abuse by women - Lucy Faithfull Foundation](#)
- Research [Child sexual abuse perpetrated by adults | CSA Centre](#)

Recognise signs and indicators template



The Centre of expertise on child sexual abuse have developed a template to assist in identifying and recording concerns of child sexual abuse.

It is designed to support professionals across a range of organisations in systematically observing, recording and communicating their concerns about possible child sexual abuse.

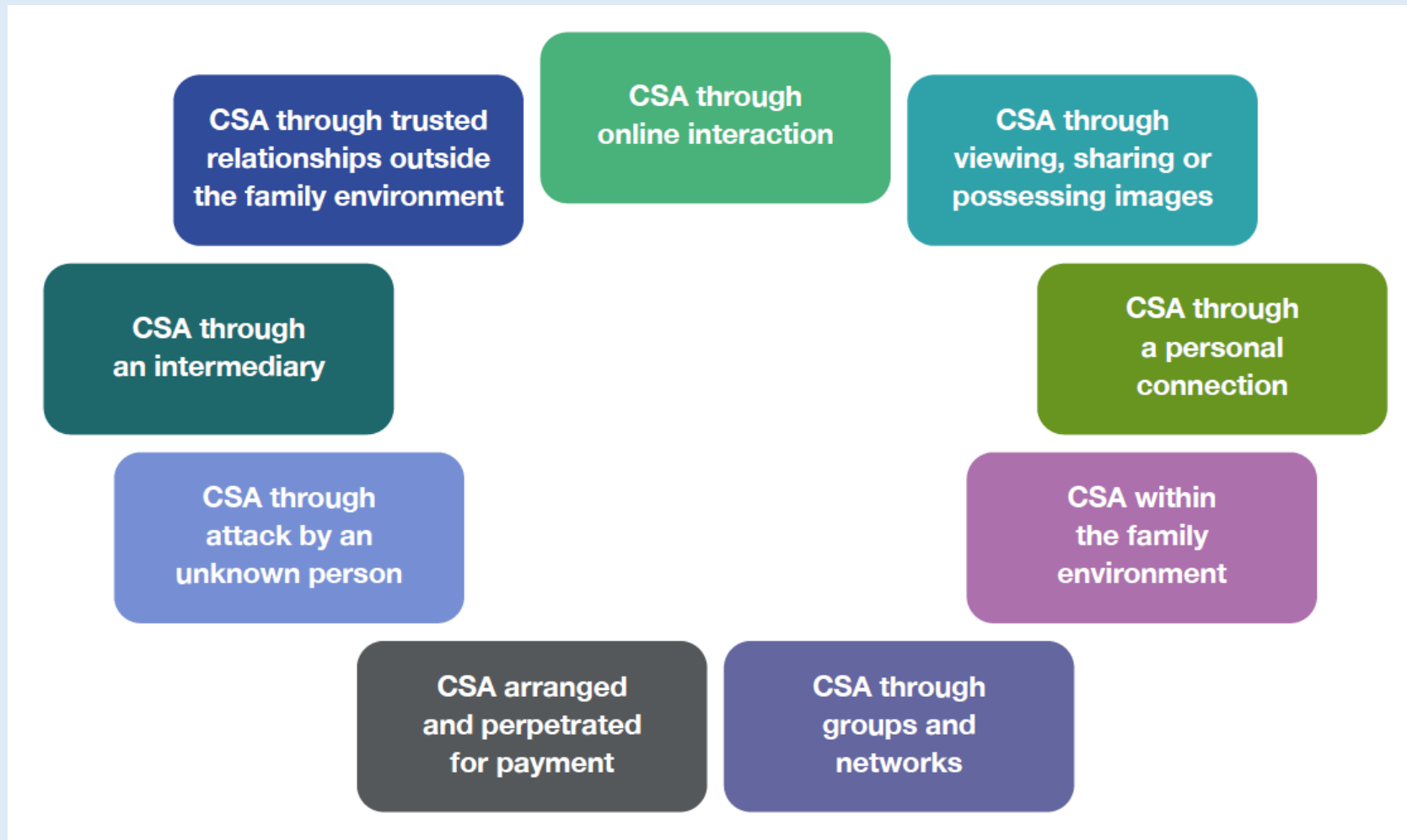
This template considers the physical, emotional, sexual and non-sexual behaviour of the child and the behaviour of those around the child. It also includes some prompts to assist completion.

Click on the link below to access the webpage, which includes additional information and a link to the template: [Signs and indicators of child sexual abuse](#)



A new typology of child sexual abuse offending

Centre of
expertise
on child
sexual abuse



Respond

Thinking the Unthinkable

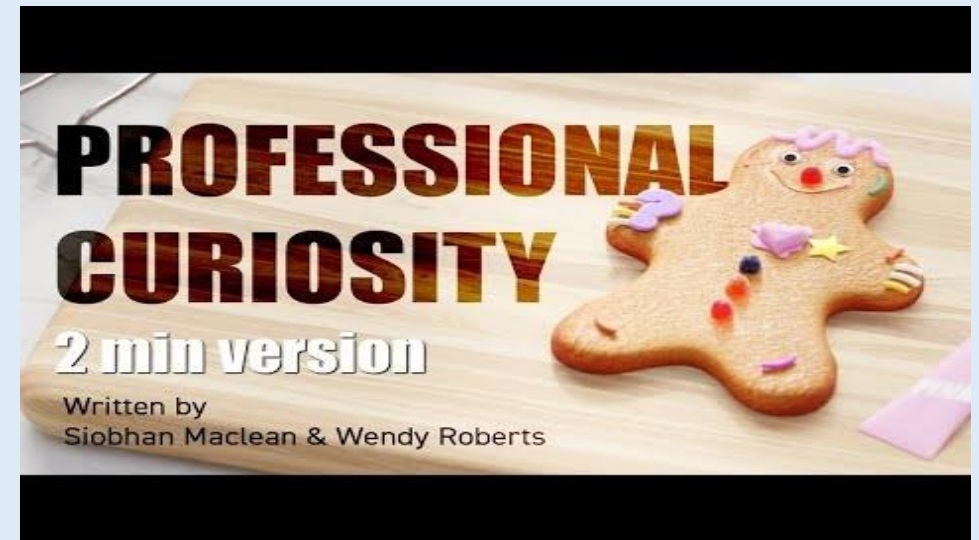
*Safeguarding is thinking the unthinkable and then figuring out how to reduce the probability of the unthinkable happening”
(Graham Fawcett, 2018)*

[Safeguarding -Not For the Fainthearted. -Thrive Worldwide \(thrive-worldwide.org\)](https://thrive-worldwide.org/)

- Children rarely disclose abuse and neglect directly to practitioners which makes identifying abuse and neglect difficult.
- Practitioners need to develop relationships with children, away from carers, and practice ‘**respectful uncertainty**’ to any information they receive, keep an open mind and think objectively about the evidence presented, even if this may be challenging and difficult to imagine.

Consider the following...

- Remember, children **can** be abused by anyone, such as carers, other children, family members and professionals.
- Always, **think the unthinkable** and be **professionally curious** – see [Professional curiosity](#) webpage for additional information: Always seek to obtain the views and feelings of the child.
- Be open-minded, don't take everything at face value.
- Never assume and, be wary of assumptions already made.
- Professionals should ensure that a child's known vulnerabilities, past experiences, and history of trauma do not inadvertently reduce professional curiosity about their current lived experience.



This short animation by Siobhan Maclean provides a new way of looking more deeply at what professional curiosity means.

Click on this link [Professional Curiosity SHORT version](#) (duration 2 minutes)

More detailed videos can be found on this webpage [Professional curiosity](#)
Free eLearning: [Being professionally curious](#)

Telling someone about child sexual abuse

- May also be referred to as disclosure - it is the process by which children/young people start to share their experiences of abuse with others.
- This can take place over a long period of time – it is a journey, not one act or action.
- Children may tell directly or indirectly and sometimes they may start sharing details of abuse before they are ready to put their thoughts and feelings in order.
- Not all disclosures will lead to a formal report of abuse or a case being made or a case being taken to court, but all disclosures should be taken seriously.
- It takes extraordinary courage for a child to go through the journey of disclosing abuse.
- It's vital that anyone who works with children and young people undertaking this journey is able to provide them with the support they need.

Children and young people may tell about abuse in a variety of ways, including:

- directly– making specific verbal statements about what's happened to them
- indirectly – making ambiguous verbal statements which suggest something is wrong
- behaviourally – displaying behaviour that signals something is wrong (this may or may not be deliberate)
- non-verbally – writing letters, drawing pictures or trying to communicate in other ways
- Children/young people may not always be aware that they are disclosing abuse through their actions and behaviour.

Source: NSPCC Recognising and responding to abuse [Recognising and responding to child abuse and neglect](#)

Telling someone about child sexual abuse continued

- Sometimes children and young people make partial disclosures of abuse. This means they give some details about what they've experienced, but not the whole picture. They may withhold some information because they:
 - are afraid they will get in trouble with or upset their family
 - want to deflect blame in case of family difficulties as a result of the disclosure
 - feel ashamed and/or guilty
 - need to protect themselves from having to relive traumatic events.
- When children do speak out it is often many years after the abuse has taken place (McElvaney, 2015).

Source: NSPCC Recognising and responding to abuse [Recognising and responding to child abuse and neglect](#)

See also: [Why language matters: why professionals need to talk about child sexual abuse](#)

Let children
know you
are listening



[Responding to a Child's Disclosure of Abuse | NSPCC Learning – YouTube](#) (Duration 2:13 minutes)

Language Matters

Language Matters

- Language is powerful. It is important to consider the words, phrases and jargon used when speaking to/about children/young people and adults.
- Victim blaming language is any language or action that implies (whether intentionally or unintentionally) that a person is partially or wholly responsible for abuse that has happened to them.
- Any language suggesting a child/young person is responsible for their abuse and/or crime they are subjected to must be avoided. A failure to do so may mean that the child/ren are not safeguarded appropriately.
- This includes language used verbally and written in files, referrals, assessments and reports. Rarely do individuals intend to use victim-blaming language but may do so unconsciously.
- It is harmful and can wrongfully place responsibility, shame or blame onto a victim, making them feel that they are complicit or responsible for the harm they have experienced.

Language Matters

- Victim blaming language may reinforce messages from perpetrators around shame and guilt. This in turn may prevent the person from disclosing their abuse as they may feel fear of being blamed by professionals.
- Unclear language can lead to confusion, misunderstanding or even harm, as in the case of the term 'child pornography'.
- This phrase, continues to be used today, is a perfect example of how harmful language can be.
- Child sexual abuse material is a result of children being groomed, coerced, and exploited by their abusers, and is a form of child sexual abuse.
- Using the term 'child pornography' implies it is a sub-category of legally acceptable pornography, rather than a form of child abuse and a crime.
- Source: NSPCC Blog: [Why language matters: why we should never use 'child pornography' and always say child sexual abuse material](#)

Appropriate Language Guide



The CSE Taskforce commissioned the Children's Society and National Association for People Abused in Childhood (NAPAC) to produce a guide and support materials. You can access this short clip and the language guide via the link below:

Webpage: [Appropriate Language Guide | The Hydrant Programme](#)

Language Guide: <https://www.hydrantprogramme.co.uk/assets/Appropriate-Language-Guide-Final-English.pdf>

Resources to find out more



This short video clip helps to understand the impact on young people of victim blaming language (clip lasts 1:46)

Source Waltham Forest Council: [Victim blaming language \(youtube.com\)](https://www.youtube.com/watch?v=...)

Other resources to find out more:

NSPCC Learning:

- ✓ [Why language matters: why to avoid the term 'victim' to refer to children who have experienced abuse](#)
- ✓ [Why language matters: how using terms like 'recruited' and 'working' minimise children's experiences of criminal exploitation](#)
- ✓ [Child Exploitation Language Guide | The Children's Society](#)
- ✓ [Language practice briefs for those at risk of exploitation](#)
- ✓ [Challenging victim blaming language and behaviours when dealing with the online experiences of children and young people - GOV.UK \(www.gov.uk\)](#)

Adultification

Adultification

- National and local reviews have highlighted incidents where it appears some young people have been treated differently from their peers by professionals and the criminal justice system.
- As defined in statutory guidance, Working Together to Safeguard Children, the term ‘child’ refers to anyone under the age of 18.
- Adultification is a type of bias which skews the perception of certain children leading to professionals viewing them as more grown up than their peers which can lead to lapses in safeguarding and unfair treatment.
- There are various contexts in which adultification occurs, all of which relate to a child’s personal characteristics, socio-economic influences and/or lived experiences, for example –
 - transphobia,
 - homelessness,
 - young carers,
 - domestic abuse,
 - poverty,
 - being a Cared For or Care Experienced child.

Adultification

- Research has shown that black children are more likely to experience adultification, where professionals think about black children differently from their peers and do not recognise their own discrimination and bias. Child Q's review where a young black girl was strip searched inappropriately is an example of adultification.
- Intersectionality plays a part in this concept. Age, gender, ethnicity and sexuality all affect how children are viewed by professionals.
- Black girls can be seen stereotypically as innately hypersexual and this can impact on how they are identified as victims of Child Sexual Abuse (CSA). Another stereotype is that black children are seen as resilient and strong.

Resources to find out more



- Watch this clip where Jahnine Davis explains the adultification bias after black schoolgirl strip searched by police.
- Link: [Jahnine Davis explains the adultification bias after black schoolgirl strip searched by police \(youtube.com\)](https://www.youtube.com/watch?v=...) Duration 1:55 minutes)

Find out more:

- [NSPCC learning resource](#)
- **SSP 7 minute briefs**
- [Adultification - September 2024](#)
- Child Q [Child Q - safeguarding practice review](#)
- [Adultification bias in child protection & safeguarding - Russell Webster](#)
- [Adultification bias within child protection and safeguarding \(PDF, 528 kB\)](#)
- [Adultification bias of black children: Q&A with Jahnine Davis \(farrer.co.uk\)](#)
- [It's silent – race, racism and safeguarding children – National Panel Report](#)

Report

Responding to Concerns

If you have concerns about a child, it's important to think first
‘what if I’m right?’ rather than **‘what if I’m wrong?’**

The experiences of victims of child sexual abuse shows that, too often, adults don’t act on this question.

If you concerned that a child or young person has suffered harm, neglect or abuse, contact Children and Families Contact Swindon by either

- Telephone: 01793 464646
- E-mail: contactchildrenandfamilies@swindon.gov.uk
- **If a child is at immediate risk of harm, call the Police on 999.**

The resources below will assist in your decision making and evidencing concerns:

- [Child Sexual Abuse practice guidance](#)
- [The Right Help at Right Time guidance](#)
- [Child Exploitation Risk Assessment Framework \(CERAF\)](#)
- [CSA centre resource: Signs and indicators of child sexual abuse | CSA Centre](#)

Consider if there should there be a medical examination? Professionals should be familiar with forensic timescales when responding to concerns/disclosures of child sexual abuse. Further information is **included on medical examination slides.**

Sharing Information to Tackle Child Sexual Abuse

- The Centre of Expertise on Child Sexual Abuse have developed an [online guide](#) to assist practitioners when sharing information to tackle child sexual abuse.
- Often information is not shared in a useful, accessible or timely way – or is not shared at all – so children are left at risk of harm or further harm. This resource:
 - clearly outlines **the information necessary to develop a good-quality, multi-agency assessment when there are concerns of child sexual abuse.**
 - explains who holds this information, and when and how it should be shared.
- It complements existing guidance on sharing information and contains links to relevant statutory and non-statutory guidance.
- There are four parts which cover each element of sharing information as detailed below:
 - Why, when and how should you share information?
 - What information is needed as part of a multi-agency assessment?
 - What information could you or your organisation be sharing?
 - Who's who in different organisations

Forensic Medical Examinations

Professionals should be familiar with forensic timescales when responding to disclosures of child sexual abuse.

- Consideration of a medical examination should be discussed during any strategy discussion held and health professionals invited as per local guidance.
- **Forensic Medical examinations** for children living in Swindon are conducted at The Bridge Sexual Assault Referral Centre (SARC), Bristol.
- The Bridge SARC should be invited to strategy discussions.
- Refer to [The Bridge Professionals webpage](#) for up-to-date guidance - there is a section titled **Timescales for immediate medical care** which offers further advice including forensic timescales.

Non–Recent Medical Examinations

- If the suspected sexual abuse is outside of the forensic window, a medical examination/assessment may still be appropriate as there may be therapeutic benefits of a medical examination including mental health and well-being/reassurance.
- Dr's at Great Western Hospital may be able to offer non-recent medical examinations. There is no time limit to be offered a medical examination, and its aim is to empower the young person and ensure they are getting support/reassurance.
- Children should be offered a medical examination even if there is no police investigation.
- if the individual does not wish to have a medical examination, it may be advisable to consider a sexual health referral. However, the individual should not be sent directly to the service at Carfax Street.

Record

Record



Below are some points to consider:

- Name, age, gender and ethnicity of child/young person – include family details (parent/carer, including any siblings). Ensure correct spellings.
- Detail of the concern – when and where
- What the child said, as closely as possible to the original.
- Who else was present
- What was happening before the concern was raised
- What was said or done and by whom.
- Record immediately or as soon as possible
- Distinguish between fact and opinion – be clear and explicit.
- Use proper names for body parts
- Record actions taken and decisions made and also any not made or taken.

The Impact of Child Sexual Abuse

The Impact of Child Sexual Abuse

Key messages from research on the impacts of child sexual abuse report: [The impacts of child sexual abuse](#) (March 2023). Further reading is recommended.

- Victim-survivors of child sexual abuse can be affected in a wide range of ways, but the nature and extent of the impacts experienced vary: no two people are affected in exactly the same way.
- victim-survivors themselves are the best experts on how they have been and are being affected, and any attempt to understand the impact on an individual should begin with them.
- Research indicates that many victim-survivors report adverse impacts on their mental health and wellbeing, including anxiety disorders, depression, eating disorders and disturbances, sleep disruption and insomnia, and dissociation.
- Long-term clinical psychiatric diagnoses associated with child sexual abuse include post-traumatic stress disorder and personality disorders.

Factors influencing impact include:

- child's age when the abuse occurred,
 - their relationship to the person who harmed,
 - the duration of the abuse,
 - other childhood experiences (including other forms of child abuse),
 - attachment to non-abusing parents or carers,
 - whether or not the abuse is discovered/disclosed, and responses to its discovery/disclosure (both in childhood and adulthood).
 - Impact may also be affected by the victim-survivor's sex, culture, ethnicity, disability status, sexual orientation and gender identity.
- It is **therefore important to centre an understanding of intersectionality when thinking about the impacts of child sexual abuse.**

Professionals can support victim-survivors effectively by...

- Providing compassionate and consistent responses to disclosures of child sexual abuse.
- Creating safe and supportive spaces for victim-survivors to explore the impacts of abuse.
- Believing disclosures and recognising signs of child sexual abuse.
- Offering trauma-informed and non-judgmental responses to improve willingness to seek support.
- Supporting non-abusing parents and caregivers, particularly mothers, to enhance emotional and behavioral outcomes.
- Encouraging secure attachment to caregivers and fostering social support networks.
- Identifying abuse early and providing supportive responses to reduce long-term adverse impacts.
- Using evidence-based resources to guide practice and improve outcomes for victim-survivors.
- Acknowledging intersectionality and tailoring responses to the victim-survivor's unique social and cultural context.

Professionals play a key role in mitigating the impacts of child sexual abuse for both children and adults.

Useful Information, Training and Resources for Professionals

The information on the next slides is not an exhaustive list – if you are aware of any additional resources then please let the safeguarding partnership know.

Email Safeguarding Partnership: safeguardingpartnership@swindon.gov.uk .

Developing an Understanding of Child Sexual Abuse (CSA)

- This two-day course has been developed by the NSPCC to provide professionals working with children and families with a base-level understanding of CSA.
- Participants will be provided with the opportunity to review and consider insights from the research base for CSA.
- You will be supported to work through a case study using the 4Rs of safeguarding:
 - Recognising Abuse/ Behaviour of offender:
 - Responding: Reporting and
 - Recording,
 - And to look at the impact of CSA, on the young person, the family and wider community/society.
- To find out more and to book a place please click on this link [Developing an Understanding of Child Sexual Abuse \(CSA\)](#)

Levels of Need Workshops

- The aim of these sessions is to support professionals to work in partnership to provide a graduated response to the needs of children and families.
- The sessions will enable professionals to have confidence to make good referrals and share information appropriately.
- Through multi-agency discussion the sessions will provide an opportunity to consider the levels of need and application of the Right Help at The Right Time guidance.
- The sessions will explore the following key themes relating to support and safeguarding and will include the use of case discussions:
 - Make a good referral
 - Application of levels of need (thresholds)
- To find out more and to book a place visit the webpage: [Levels of Need Workshop](#)

Protecting Children in a Digital Age

Understanding Internet Safety

- This is an opportunity for professionals to find out more about protecting children in the digital age and will focus on the following topics:
 - **Understanding Online Risks:** Explore the most common threats children face online, including cyberbullying, predators, and exposure to inappropriate content.
 - **Practical Safety Tips:** Learn actionable strategies to keep your family safe, such as privacy settings, parental controls, and recognizing red flags.
 - **Digital Footprint Awareness:** Understand the importance of managing your family's digital footprint and the long-term implications of online activities.
 - **Safe Social Media Practices:** Discover how to guide your children in using social media responsibly and safely.
 - **Protecting Personal Information:** Gain insights into safeguarding your family's personal data against identity theft and fraud.
- This session is delivered face to face and is free to attend.
- Date: 11 November 2026
- Time: 10.00am to 12.30pm
- To find out more and book a place visit the webpage: [Protecting Children in a Digital Age Understanding Internet Safety](#)

Practitioner Forum – Spotlight on Child Sexual Abuse

- **Date/time:** 14th October 2026 1000-1200
 - Online via MS Teams
 - It is an opportunity for frontline practitioners/managers to find out more about what is happening locally in Swindon. During this session* we will consider the following:
 - Definitions of child sexual abuse
 - Signs/indicators of child sexual abuse
 - Behaviour of person causing harm
 - Child Sexual Abuse Strategy – what this means for practitioners and managers
 - Child Sexual Abuse Practice Guidance
 - Harmful Sexual Behaviour (HSB)
 - Impact of CSA – lived experience
 - Webpage and resources
- *Please note some of the content may be subject to change.*
- We would also like to hear from you. You can tell us about practice, what is good, what is not so good, what support is available or what support you feel might be needed.
 - To find out more and to book a place visit the website: [Practitioner forum](#)

Recorded Webinars

- Understanding medical examinations for child sexual abuse concerns (October 2025)
- The Impact of Child Sexual Abuse and Recovery (October 2025)
- Practitioner Forum and Child Sexual Abuse (October 2025)
- Understanding local pathways for supporting those impacted by child sexual abuse(October 2024)
- Female Genital Mutilation (FGM)
- Other recordings can be found on this webpage: Video archive

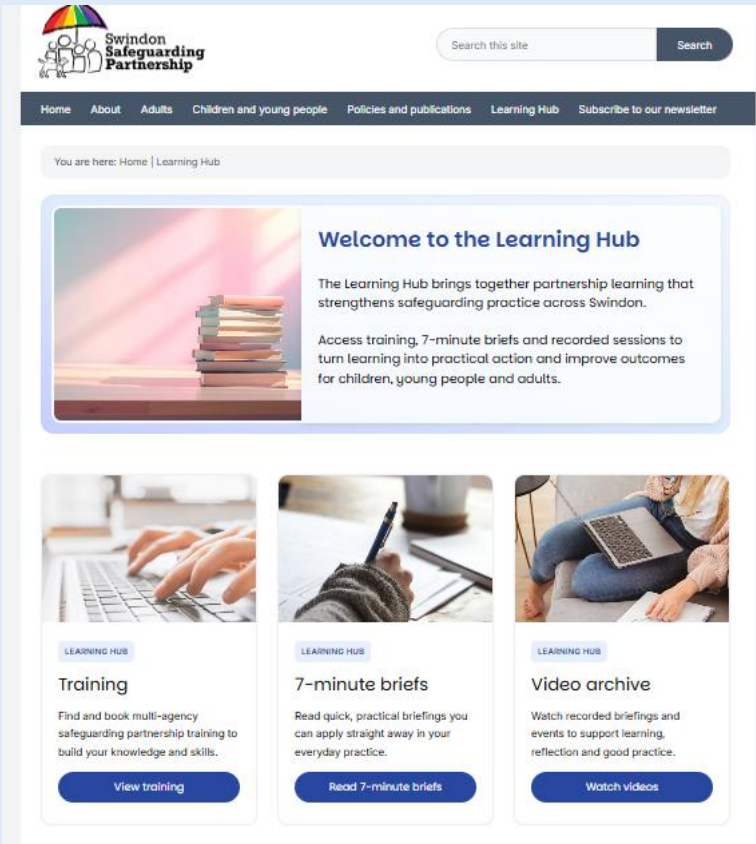
SSP Learning Hub

Visit our [Learning Hub](#) to find out more about our learning resources including [7 minute and practice briefs](#) and [recorded webinars](#).

Information about our training offer can be found on this link [Training](#)

Free eLearning:

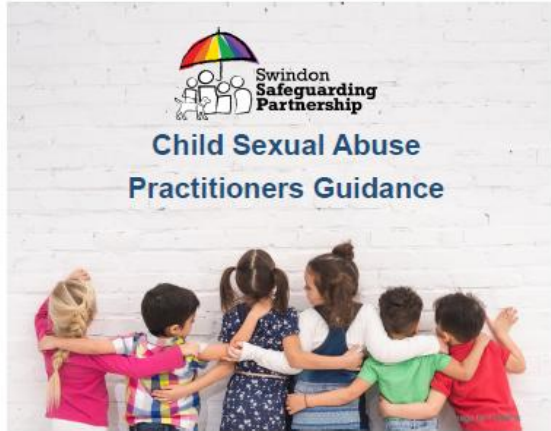
- [Supporting and Exploring Child Development \(awareness level\)](#)
- [Being professionally curious](#)



Swindon Safeguarding Child Sexual Abuse Practitioners Guidance

This provides comprehensive guidance on understanding, identifying and responding to child sexual abuse. It includes Information for practitioners on some of the following:

- What is Child Sexual Abuse?
- Understanding Sexual Offending
- Understanding the Scale & Nature of Child Sexual Abuse
- Identifying Child Sexual Abuse, the Signs and Indicators
- How to Talk to Children who have, or you Suspect may have, been Sexually Abused
- Supporting Non-Abusing Parents, Carers & Family Members
- A Supportive Response When a Child Changes Their Mind After Telling Someone About Sexual Abuse
- Managing The Risk, Protection and Action to Be Taken
- Learning from Reviews
- Barriers to Children Reporting Sexual Abuse
- Keep Safe Work and Its Limitations
- Steps Following a Disclosure & Obtaining Evidence of Sexual Abuse
- The Importance of Being Guided by Lived Experience

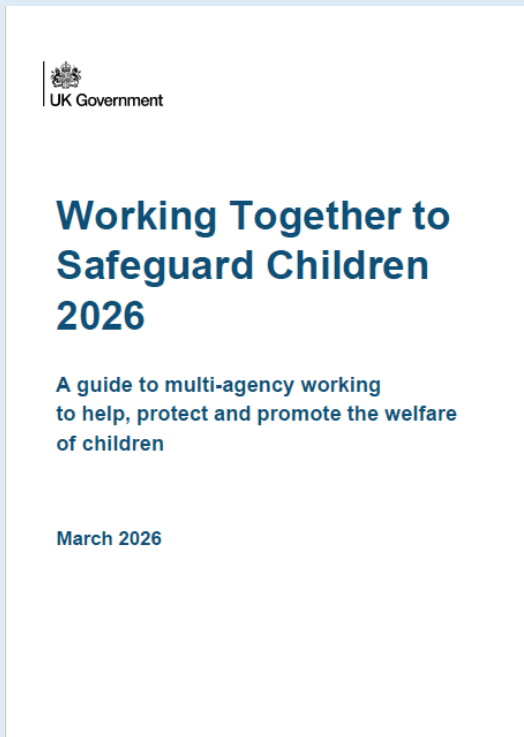


[Child Sexual Abuse practice guidance](#)



New Information Sharing Duty

The new Information Sharing Duty, is intended to strengthen multi-agency working and support earlier information sharing to safeguard and promote the welfare of children.



The Information Sharing Duty introduces a clear expectation that relevant information should be shared between professionals across organisations to safeguard children and promote their welfare unless there is a clear reason why doing so would be more harmful to the child.

This represents an important shift towards earlier, more confident information sharing across partner agencies.

All relevant information and resources can be found on the SSP website: [Information sharing and consent](#)



Local Policies, Procedures and Guidance for Professionals

- [South West Child Protection Procedures \(SWCPP\) https://swcpp-swindon.trixonline.co.uk/](https://swcpp-swindon.trixonline.co.uk/)
- [Swindon Safeguarding Partnership \(SSP\) children and young people policies and guidance](#)
- [Child Sexual Abuse practice guidance](#)
- [Harmful Sexual Behaviour Protocol](#)
- [Guide to safeguarding and supporting young people](#)

Useful SSP Resources

Webpages and eLearning

Some useful webpages are included below:

- [Child Sexual Abuse](#)
- [Child Exploitation and Harm Outside The Home](#)
- [Request for help an support](#)
- [The Right Help at The Right Time](#)
- [Neglect](#)
- [Harmful Sexual Behaviour](#)
- [Learning from reviews](#)
- [Information sharing and consent](#)
- [Professional curiosity](#)
- [Early Intervention Youth and Community Strategy](#)
- [Request for help and support guidelines and contact information](#)

Full directory: [Children and young people Information](#)

eLearning

- [Supporting and Exploring Child Development \(awareness level\)](#)
- [Being professionally curious](#)
- [Child sexual exploitation - 'Keep them safe'](#)
- [Identifying and responding to intra-familial child sexual abuse](#)

Useful SSP Resources

7 minute/Practice Briefs

- [Adultification - September 2024](#)
- [Child Q - safeguarding practice review](#)
- [SSP Practice brief - female genital mutilation October 2022](#)
- [Parents guide to online exploitation - Swindon Safeguarding Partnership](#)
- [Resource pack - Professional Curiosity](#)
- [Trauma-informed practice learning from reviews - Practice brief](#)
- [Sarabs Law and CSODS – child sex offender disclosure scheme](#)
- [Capturing the voice of the child in records](#)
- [Coercive control - Swindon Safeguarding Partnership](#)
- [Working with resistance or disguised compliance](#)
- [Gillick Competence and Fraser Guidelines](#)
- [Mental Capacity Act 16 to 17 year olds](#)
- Courageous Conversations with parents/carers:
 - [top tips on having courageous conversations](#)
 - [Courageous and challenging conversations best practice guidance \(PDF\)](#)
 - [Courageous and challenging conversations tool \(Word\)](#)

Local Support Services

This is not an exhaustive list.

Please view the websites for further information about the services provided.

- SARC The Bridge - Help after rape and sexual assault (thebridgecanhelp.org.uk)
- First Light Sexual Assault Referral Centre (SARC) Swindon & Wiltshire - First Light
- Animation: Sexual assault referral centres animation (youtube.com)
- Barnardo's Swindon & Wiltshire Phoenix Project [Welcome to Barnardo's Swindon & Wiltshire Phoenix Project | Swindon & Wiltshire Phoenix Project](#)
- FearFree: Swindon and Wiltshire Sexual Violence Therapeutic Service - FearFree
- Letting the Future In NSPCC therapeutic service for children who have been sexually abused. Find out more via this link <https://learning.nspcc.org.uk/services-children-families/letting-the-future-in>. To make a referral please Contact NSPCC Swindon on [01793 683100](tel:01793683100)

Local Support Services

- We Stand support for families impacted by child sexual abuse.
- Victim Support: <https://www.victimsupport.org.uk/you-co/types-crime/>
- Swindon survivor pathway is a guide for anyone wanting to know more about specialist sexual violence support services in Swindon
<https://www.survivorpathway.org.uk/swindon/>
- BeU Swindon - FREE, Early Mental Health and Emotional Wellbeing Support service for Children and Young People in Swindon. Website: beuswindon.co.uk
- [Out of the Can Swindon LGBTQ+ youth](#) LGBTQ+ Youth Group in Swindon
- You can also find out more about local services by searching on this webpage [Get support | CSA Centre](#)

Out of the Can+ is a youth group for LGBTQ+ young people.



We're based in Swindon and meet in the town centre on Tuesday evenings. We provide a safe space where you can meet other young people like you.

We have lots of interests and do a range of fun activities throughout the year, including:

- Table tennis/ Card games etc
- Learning about queer history
- Cool science activities
- Arts & crafts projects
- Film/ Pizza nights
- Halloween party
- Go to Swindon & Wiltshire Pride



We run two different groups each week:

GROUP 1 is for young people in Year 8 - Year 10 (aged between 12-15 years old): 5:00pm to 6:30pm

GROUP 2 is for young people in Year 11 - College (aged between 15-19 years old): 6:45pm to 8:15pm

We welcome all LGBTQ+ young people and have a diverse group of members representing different ethnicities, abilities, and neuro-diversity.

If you'd like to join Out of the Can+, then send us a message through our website at: outofthecan.org or scan our QR code.



Keep up to date with our news and follow us on Instagram.



Listen to us, Encourage us, Believe us, And we will thrive.

Out of the Can+ LGBTQ+ Youth Group in Swindon

Offers a safe space for young people who feel they belong to the LGBTQ+ family. There is a diverse group of members representing different ethnicities, abilities, and neuro-diversity.

There are two groups on Tuesday evenings in Swindon town centre (*to keep it a safe space, the location is not advertised*).

Group 1: anyone in Year 8 - Year 10 (Ages 12 - 15), and runs from 5pm - 6:30pm.

Group 2: anyone in Year 11 - College (Ages 15 - 19), and runs from 6:45pm - 8:15pm.

Sessions and all activities are free to attend, and run throughout the year including most school holidays.

Find out more by visiting the website: Out of the Can Swindon LGBTQ+ youth

There is also a short film [Watch: The Me I Want to Be](#)



Child Sexual Abuse and Exploitation Toolkit

Child Sexual Abuse and Exploitation (CSAE)

Portfolio Toolkit

HYDRANT
PROGRAMME

Child Sexual
Exploitation
Taskforce

EXPLOITATION



The Child Sexual Exploitation Taskforce has developed a toolkit to help organisations communicate consistently, accurately and compassionately about child sexual abuse and exploitation.

The toolkit is built around four core principles:

- belief,
- language,
- collaboration and
- justice.

It outlines messaging considerations, survivor-centred narratives and communications messages and statistics for different topics.

Click on this link to access: [New CPAI Toolkit](#)

NSPCC

The NSPCC provide a range of free resources to support schools in education children about Sexual Abuse.

Including:

- **Talk PANTS** – aimed at 3-11yrs [Talk PANTS: Conversation to help keep children safe | NSPCC](#)
- **Speak out Stay safe** – aimed at 5-11yrs [Speak out Stay safe | NSPCC Learning](#)
- **Talk Relationships** – aimed at 11-18yrs [Talk Relationships: resources to deliver sex and relationships education | NSPCC Learning](#)

All programmes include resources suitable for pupils with additional needs.

To discuss how NSPCC can support your school, please contact

Sarah Smith your local schools service co-ordinator email:

Sarah.Smith@NSPCC.org.uk



NSPCC - Primary

Talk PANTS – [search NSPCC Learning PANTS](#)

Simple conversations can make a big difference and that's what **Talk PANTS** is all about.

Talk PANTS aims to encourage and enable professionals, parents, carers & other safe adults to feel confident to have simple, age-appropriate conversations with children (aged 3-11) to help protect them from sexual abuse.

Our updated resources include:

- Teaching Guidance
- Lesson Plans, PowerPoints and resource sheets for year groups from nursery to Y6
- Display Pack
- SEND lesson plan and supporting Makaton resources
- Parent/carers letter template and guides



Speak out Stay safe – [search NSPCC Learning Speak out Stay safe](#)

Teach children about the different types of abuse in an age-appropriate, child-friendly way and to empower them to speak out to a safe adult if they need to.

Resources include:

- Teaching Guidance
- Lesson Plans, PowerPoints and resource sheets for year groups R - Y6
- Display Pack
- SEND lesson plan and supporting Widgit resources
- Parent/carers letter template and guides
- Free volunteer-led Workshops for Y2, 5 and 6 where we have availability



NSPCC - Secondary

Talk Relationships – *search NSPCC learning Talk Relationships*

Talk Relationships supports secondary school teachers to confidently deliver a **whole-school approach** to sex and relationships education. We want all young people to understand healthy relationship behaviours, recognise their right to be safe, heard and respected and know how to get help from a safe adult if they need it.

Talk Relationships consists of a suite of **FREE** resources that schools can use to deliver high quality sex and relationships in their settings.



Talk Relationships

Talk Relationships includes:

Whole-school Approach (WSA) Framework



Life Lessons

Tools and resources for a WSA



Lesson plans created by experts from PSHE Association & NSPCC



Training for teachers and leaders



Dedicated helpline to provide advice and guidance



Eight real-life best practice case studies from eight schools



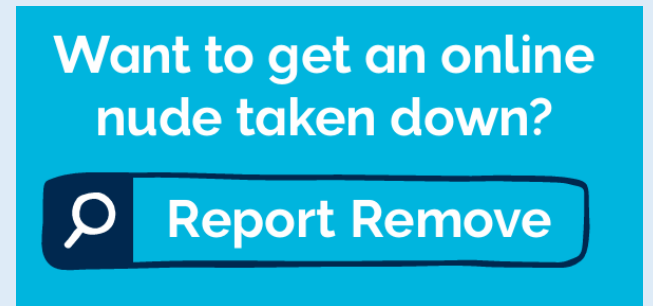
Two toolkits to support schools to implement **youth voice** and **engage their young people**



Resources and films for engaging with **parents and carers** and support them to talk about sex and relationships



- Data from the Report Remove helpline, run by the Internet Watch Foundation and Childline, shows: in the first six months of 2026 it received 420 reports from children about suspected faked imagery, an increase from 397 reports during the whole of 2025.
- [Report Remove | Childline](#) is a tool that allows young people to report an image or video shared online, to see if it's possible to get it taken down.
- Report Remove is safe, free and easy to use in 3 easy steps.
- Childline let the young person know the outcome of their report and provide further support where needed.
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Information for parents can be found here:

[Remove nude images shared online | NSPCC](#)

Downloadable Childline and Report Remove posters for schools and community spaces:

[Childline posters | NSPCC Learning](#)

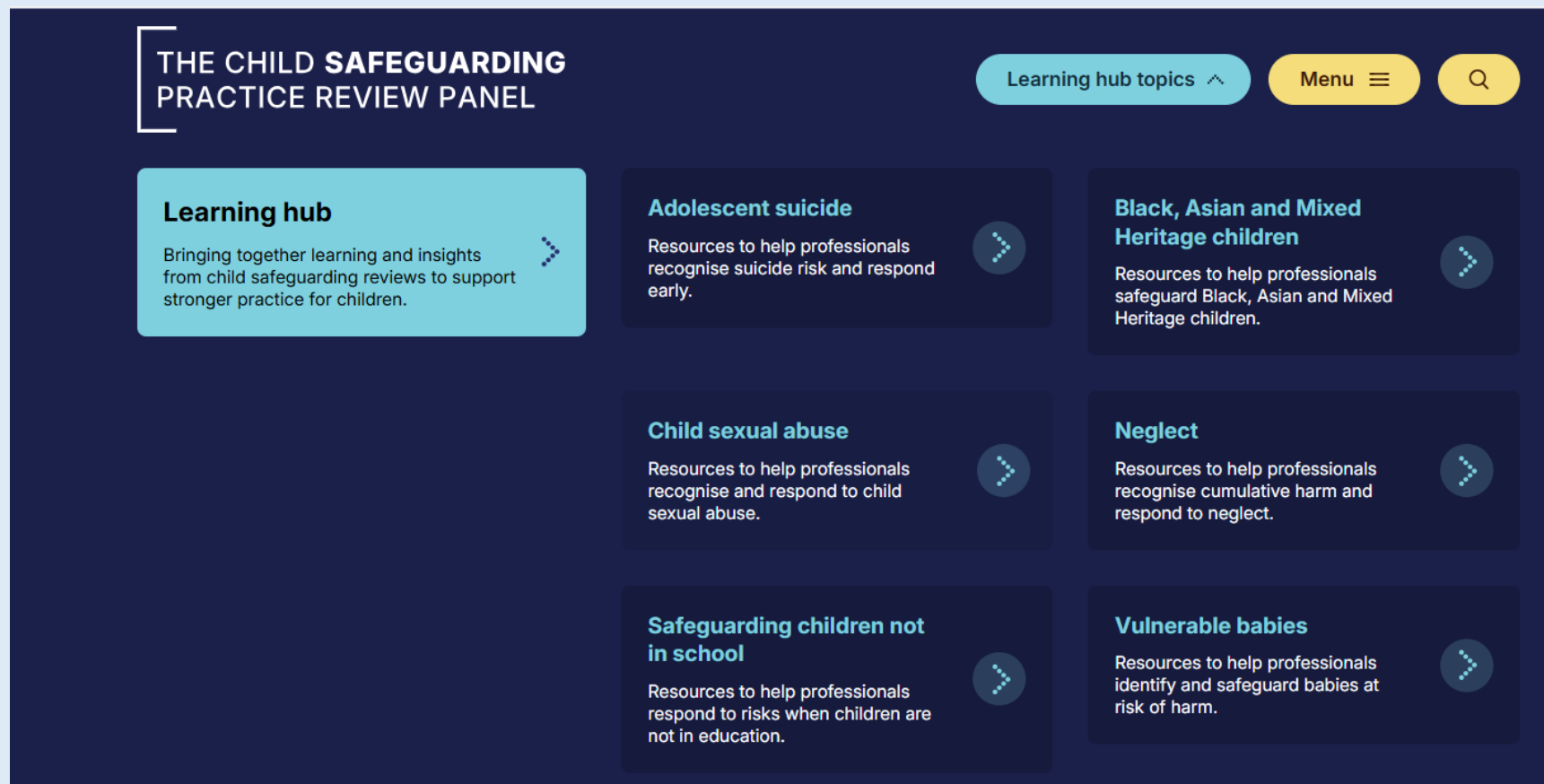


The Centre for Expertise on Child Sexual Abuse

Offers a range of resources on their [website](#) including:

- **[Signs and Indicators](#)** includes a template and supporting [video](#)
- **[Understanding medical examinations for child sexual abuse concerns](#)**
- **Communicating with children:** A [guide](#) for those working with children:
- **Supporting parents and carers:** A [guide](#) for those working with families affected by child sexual abuse.
- **Key Messages from Research:**
 - <https://www.csacentre.org.uk/research-resources/key-messages/>
 - [The impacts of child sexual abuse | CSA Centre](#)
- **Resources for Education:** resources can be found on this [webpage](#)
- **12-part short film series:** distils key information from resources for professionals. <https://www.csacentre.org.uk/research-resources/practice-resources/film-series/>
- **Introductory eLearning Course - [Identifying and responding to intra-familial child sexual abuse](#)**: relevant for anyone working with children.
- **Events:** some are free to attend visit the webpage: <https://www.csacentre.org.uk/events/>

The Child Safeguarding Practice Review Panel have a new website and learning hub.



There is a range of information and resources on various themes including child sexual abuse – click on this link to access: [Your hub for practical safeguarding learning](#)

- [Protecting children from sexual abuse](#)
- [Definitions and signs of child abuse](#)
- [Sexual abuse](#)
- [Safeguarding d/Deaf and disabled children and young people](#)

Learning from case review briefings:

- [Child sexual abuse: learning from case reviews](#)
- [Child sexual exploitation: learning from case reviews](#)
- [Understanding sexualised behaviour in children](#)
- [CSA Resources and Information for Professionals](#)
- [Statistics Briefing Child Sexual Abuse:](#)
- [Children and Young People's experience in disclosing child sexual abuse](#)

Learning from Reviews [learning-from-case-reviews/child-sexual-abuse](#)

Harmful Sexual Behaviour includes a range of podcasts:

- [harmful sexual behaviour in schools](#)
- [assessing sexualised behaviour](#)
- [preventing harmful sexual behaviour](#)
- [preventing the sexual abuse of disabled children](#)
- [PANTS resources for schools and teachers:](#)
- [Talk Relationships: resources to deliver sex and relationships education](#)
- **AGENDA.** [Promoting positive relationships in schools and communities](#)
- **It's Not OK** [It's Not OK: online teaching resources](#)

NSPCC Learning:

- [Safeguarding d/Deaf and disabled children and young people](#)
- [Why language matters: children who have disabilities rather than disabled children](#)
- [Understanding child brain development](#)
- [Why language matters: why professionals need to talk about child sexual abuse](#)
- [Safeguarding LGBTQ+ children and young people](#)
- [Safeguarding children from Black, Asian and minoritised ethnic communities](#)
- [Children in care \(looked after children\)](#)
- [child mental health](#)
- [Intersectionality - Safeguarding d/Deaf and disabled children and young people](#)
- [intersectionality in social work practice](#)
- [Safeguarding children with special educational needs and disabilities \(SEND\)](#)

Podcasts/blogs:

- [Protecting boys from financially motivated sexual extortion](#)
- [Why language matters: how we talk about sibling sexual behaviour and abuse](#)
- [Why language matters: why professionals need to talk about child sexual abuse](#)
- [Why language matters: why we should rethink our use of the term 'sextortion'](#)
- [Why we should talk about non-recent instead of historic abuse](#)

Lucy Faithfull Foundation



- [Lucy Faithfull Foundation - Preventing child sexual abuse](#) has a range of useful resources including:
- [Stop It Now - Preventing child sexual abuse](#) anyone with concerns about child sexual abuse and how to prevent it.
- [FAQ s about child sexual abuse - Stop It Now](#)
- Research (2024) [Situational prevention: the practical approach to preventing child sexual abuse \(lucyfaithfull.org.uk\)](#)
- [Shore - Lucy Faithfull Foundation](#) is a safe space for teenagers worried about sexual
- Report published ["This is giving me the opportunity to turn my life around": why Shore matters to prevent harmful sexual behaviour](#)

Other National Resources

- **Barnardo's** [Child sexual abuse and exploitation | Barnardo's \(barnardos.org.uk\)](https://www.barnardos.org.uk)
- **UK Trauma Council** has a range of resources and articles on childhood trauma Website: [UK Trauma Council](https://www.uktraumacouncil.org)
- **Effects of CSA** - [Effects | The National Child Traumatic Stress Network \(nctsn.org\)](https://www.nctsn.org)
- [Internet Watch Foundation reports hundreds-of-british-under-18s-reporting-nude-or-sexual-imagery-of-themselves-say-its-faked-or-manipulated](https://www.internetwatchfoundation.org/reports/hundreds-of-british-under-18s-reporting-nude-or-sexual-imagery-of-themselves-say-its-faked-or-manipulated)
- **Rights of Women**
 - [Home | Rights of Women](#)
 - [From report to court: A handbook for adult survivors of sexual violence | Rights of Women](#) explains the different stages of the legal process.
 - [Understand, identify, intervene: Support young people in relation to peer-on-peer abuse, domestic and sexual violence | Rights of Women](#) – guide to find out more about legal options available to young people experiencing particular forms of violence.
- [Closer to home](#) report
- [Research in Practice: Finding Words: Breaking the silence on child sexual abuse across languages](#)

Online

- **Safer Internet** - Homepage - UK Safer Internet Centre information for professionals and children, parents and carers
- **CEOP**: What is online child sexual abuse (ceop.police.uk)
- Online abuse | NSPCC
- Eliminating Child Sexual Abuse Online | Internet Watch Foundation IWF
- **Centre of expertise on CSA**: [key-messages-from-research-on-child-sexual-abuse-by-adults-in-online-contexts](#)
- Welcome to Marie Collins Foundation – technology assisted child sexual abuse – information for children/young people, parents/carers and professionals working with young people.

Useful Resources for children, young people, parents and carers

The information on the next slides is not an exhaustive list – if you are aware of any additional resources then please let the safeguarding partnership know
email Safeguarding Partnership: safeguardingpartnership@swindon.gov.uk

Local Support Services

Please view the websites for further information about the services provided.

- SARC [The Bridge](http://thebridgecanhelp.org.uk) - Help after rape and sexual assault (thebridgecanhelp.org.uk)
- First Light Sexual Assault Referral Centre (SARC) [Swindon & Wiltshire - First Light](#)
- [Sexual assault referral centres animation](#) (youtube.com)
- Barnardo's Swindon & Wiltshire Phoenix Project [Swindon & Wiltshire Phoenix Project | Swindon & Wiltshire Phoenix Project](#) (barnardos.org.uk)
- FearFree: [Swindon and Wiltshire Sexual Violence Therapeutic Service](#) - FearFree
- [We Stand](#) support for families impacted by child sexual abuse.
- [BeU Swindon](#) - FREE, Early Mental Health and Emotional Wellbeing Support service for Children and Young People in Swindon.
- You can also find out more about local services by searching on this webpage [Get support | CSA Centre](#)
- [Out of the Can Swindon LGBTQ+ youth](#) LGBTQ+ Youth Group in Swindon

Support for children/young people

In addition to some of the services on the previous slide:

- Childline - whether it's happening now or happened in the past, Childline can be contacted 24/7. Calls to 0800 1111 are free and confidential. Children can also contact Childline online.
- Childline has information and advice for children and young people about sexual abuse and rape and sexual assault.
- Victim Support: <https://www.victimsupport.org.uk/you-co/types-crime/>
- Swindon survivor pathway is a guide for anyone wanting to know more about specialist sexual violence support services in Swindon
<https://www.survivorpathway.org.uk/swindon/>
- Fearless - <https://crimestoppers-uk.org/fearless/what-is-fearless>
- Shore: Home – Shore – safe space for teenagers worried about sexual behaviour
- [Out of the Can Swindon LGBTQ+ youth](#) LGBTQ+ Youth Group in Swindon

Out of the Can+ is a youth group for LGBTQ+ young people.



We're based in Swindon and meet in the town centre on Tuesday evenings. We provide a safe space where you can meet other young people like you.

We have lots of interests and do a range of fun activities throughout the year, including:

- Table tennis/ Card games etc
- Learning about queer history
- Cool science activities
- Arts & crafts projects
- Film/ Pizza nights
- Halloween party
- Go to Swindon & Wiltshire Pride



We run two different groups each week:

GROUP 1 is for young people in Year 8 - Year 10 (aged between 12-15 years old): 5:00pm to 6:30pm

GROUP 2 is for young people in Year 11 - College (aged between 15-19 years old): 6:45pm to 8:15pm

We welcome all LGBTQ+ young people and have a diverse group of members representing different ethnicities, abilities, and neuro-diversity.

If you'd like to join Out of the Can+, then send us a message through our website at: outofthecan.org or scan our QR code.



Keep up to date with our news and follow us on Instagram.



OOTCLGBTYOUTH

Listen to us, Encourage us, Believe us, And we will thrive.



Out of the Can+ LGBTQ+ Youth Group in Swindon

Offers a safe space for young people who feel they belong to the LGBTQ+ family. There is a diverse group of members representing different ethnicities, abilities, and neuro-diversity.

There are two groups on Tuesday evenings in Swindon town centre *(to keep it a safe space, the location is not advertised)*.

Group 1: anyone in Year 8 - Year 10 (Ages 12 - 15), and runs from 5pm - 6:30pm.

Group 2: anyone in Year 11 - College (Ages 15 - 19), and runs from 6:45pm - 8:15pm.

Sessions and all activities are free to attend, and run throughout the year including most school holidays.

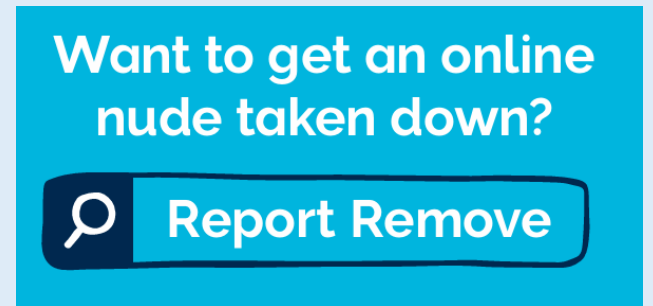
Find out more by visiting the website: Out of the Can Swindon LGBTQ+ youth

There is also a short film [Watch: The Me I Want to Be](#)





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[Childline posters | NSPCC Learning](#)



Support for Parents /Carers

- ✓ Supporting parents and carers | CSA Centre
- ✓ Let's talk PANTS | NSPCC
- ✓ [Talk Relationships: delivering sex and relationships education](#)
- ✓ Sarah's Law (Child Sex Offender Disclosure Scheme) | Wiltshire Police
- ✓ **Stop it Now** - Lucy Faithfull Foundation - preventing child sexual abuse - information for anyone with concerns about child sexual abuse and its prevention.
- ✓ **Webpage:** Stop It Now | Preventing child sexual abuse and FAQ s about child sexual abuse - Stop It Now
- ✓ **Connected site for parents and carers** - Parents Protect - tips/resources to support with safety planning.
 - ✓ Parents Protect - Leaflets for parents and carers
 - ✓ Parents Protect - Effects of sexual abuse on children
 - ✓ Parents Protect - Create a family safety plan
 - ✓ How to tell if a child's sexual behaviour is appropriate for their age - Parents Protect
 - ✓ Parents Protect - Internet safety handouts for parents and children
- ✓ [Swindon survivor pathway](#) – information about specialist sexual violence support services in Swindon
- ✓ **Rights of Women**
- ✓ Home | Rights of Women
- ✓ From report to court: A handbook for adult survivors of sexual violence | Rights of Women
- ✓ Understand, identify, intervene: Support young people in relation to peer-on-peer abuse, domestic and sexual violence | Rights of Women.
- ✓ We Stand support for families impacted by child sexual abuse.
- ✓ **Victim Support** - <https://www.victimsupport.org.uk/help-and-support/>
- ✓ [Ivison Trust - We support families affected by child exploitation.](#)
- ✓ <https://www.bespaceaware.co.uk/>
- ✓ Escapeline: [Parent Helpline – Escapeline](#)

Previous Monthly Safeguarding Themes Resources

- [Safeguarding theme February - Staying safe online](#)
- [Safeguarding theme March - All age exploitation](#)
- [SSP Safeguarding theme April - Unborn babies and under 2s](#)
- [SSP Safeguarding theme May - Mental Health Awareness](#)
- [SSP Safeguarding theme June - Child neglect](#)
- [SSP Safeguarding theme July - Self-neglect](#)
- [SSP Safeguarding theme August - Think Family](#)
- [SSP Safeguarding theme September - Prevent](#)

Email signature

If appropriate, please add the text below to your email signature



Safeguarding Theme for October 2026 is
Child Sexual Abuse

#CSAspotthesigns

#Bcurious

#askandnotice

Visit the SSP events webpage or follow us on  @SwindonSafegua1



And finally...

Please let us know if the information and resources have been helpful to you.

You can give us your feedback by clicking on the link below
[Feedback on SSP Monthly Safeguarding Theme 2026](#)
or scanning the QR code.



It will only take you two minutes!

Are you on our circulation list?

Do you want to be kept updated about SSP related matters such as training, learning resources and our newsletter?

You can sign up to our circulation list circulation list by clicking on this link: <https://forms.office.com/e/f7CRNF6Wax>

Or using the QR code.

