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NSPCC

NSPCC

Harmful Sexual Behaviour

EVERY CHILDHOOD IS WORTH FIGHTING FOR

1. In this country young people are responsible for approximately 30-35% of all known sexual assaults?

1. Prevalence

- Home Office statistics: 30-35% of all sexual assaults are committed by young people (Home Office, 2006)
- Hackett (2004) estimated that between one fifth and one third of child sexual abuse in the UK is perpetrated by children and adolescents
- Some authors suggest the figure is even higher. Vizard (2007) reported 30-50% sexual abuse was perpetrated by adolescents
- MoJ (2013a) 8.2% of all convictions for sexual offences were juveniles – this represents a decrease in convictions. Increased use of out of court disposals.
- Excludes the under 10s
- Under reporting of sexual abuse and low conviction rates for sexual offending needs to be taken into account when considering official figures.

2. Most children and young people who display harmful sexual behaviours have themselves been sexually abused?

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- Self report victim studies suggest the figures may be even higher - research by Radford et al (2011) found that 65.9% of the contact sexual abuse reported by children and young people was perpetrated by under 18-year-olds

2. Victim experiences

- The majority of victims of S/A do not go on to abuse others
- Vizard et al (2007) found high rates of victimization in their sample – overall rate of 92% having experienced some form of abuse (including neglect and DV)
- Hackett et al (2013) – two thirds of children in sample had experienced at least one form of abuse or trauma. 31% males clear evidence of s/a and further 19% strong suspicion of s/a
- In USA research, up to 90% of 'juvenile sex offenders' were found to have experienced at least one form of traumatic event in childhood (Dierkhising et al 2013)
- Increased interest in the link with domestic violence

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- Children who display HSB when aged under 12yrs are twice as likely to have been sexually abused themselves. (Taylor, 2003)

Gray et al (1999) of 127 children aged 6-12, 78% boys and 93% girls had sexual abuse history

Silovsky and Niec (2002) of 37 children aged 3-7, only four children had no known history of sexual abuse, physical abuse or domestic violence

3. A significant number of adolescents who sexually abuse have a learning disability?

3. Learning Disabilities

- Youth Justice Board (2008) refer to a “significant number” of young people displaying harmful sexual behaviour have a learning disability or educational difficulty
- Research suggests approx. 40% young males displaying HSB have LD (37% in AIM study, 2000, Hackett et al 2013, 38%)
- Less sophisticated – possibly related to lack of appropriate sex education and fewer opportunities for healthy sexual / social expression
- Fewer grooming strategies – more impulsive and opportunistic
- Indifference to the social taboos around sexual behaviour
- May relate on a psychosocial level to younger children whose functional age is similar to their own
- However, there may be a reluctance to refer this group of children into HSB services

3. Learning Disabilities

- Also, need to think about children who present with a learning disability which has not been assessed

**4. The majority of victims are female
and known to the perpetrator?**

4. Relationship to victim

Hackett et al (2013) report that it is widely recognised that the vast majority of adolescent sexual offending is perpetrated against victims known to the offender, often members of close or extended family.

Higher proportion of victims are female

- Ryan et al, 1996, Manocha & Mezey 1998, Taylor 2003; more than twice as many female victims

BUT, under reporting of male victims – what will be the impact of disclosures of abuse in football?

5. Adolescents who deny their harmful sexual behaviour are at higher risk of re-offending?

5. Denial

- Then: "The denial systems of these offenders must be penetrated during the early phases of treatment or no real progress can be made... This confrontation is not intended to attack the individual personality but to break down the denial in their thinking and confront their behaviour." Ryan 1990
- Now: Denial and minimisation have no significant relationship with sexual recidivism. (Hanson and Bussiere, 1998, Hanson and Morton-Bourgon, 2005)
- Harkins, Beech and Goodwill (2010) highlight that denial is widely recognised as a multifaceted construct and there is growing research into the benefits of denial or partial denial for those who sexually offend. For example, denial can assist in preserving self-image and prevent negative perceptions from others.

5. Denial



- Denial is dynamic not static
- Denial is often part of a YP behaviour generally – how often do children (or adults!) readily admit to something they are in trouble for?
- It is 'normal' for a young person and their parents / carers to move along a continuum of denial
- Treatment of denial takes time; resistant behaviour can be a defence/survival mechanism
- It is necessary to give YP and their families permission to change their "story" over time
- Some YP deny throughout assessment and intervention but can still work on the issues and impact of their behaviour effectively
- The best method of assessing the level of denial is to refer to either the victims statement or other credible sources

CONTINUUM OF DENIAL

Taylor (1996)

hopeless

denial

- 
- nothing happened
 - something happened, but it wasn't me
 - something happened but they wanted to
 - something happened but not as bad as they said
 - it happened, but at the time I didn't know it was wrong
 - it happened, but it was an accident
 - it happened, I don't know what came over me
 - it happened, but it wasn't planned
 - it happened, but it never happened before
 - it happened, I planned it and I know it hurt people so it won't happen again
 - it happened, I planned it, it hurt people, I understand my thinking. I think about it still, but this is my relapse prevention if I feel tempted again
- 

hopeful

responsibility

6. The majority of adolescents who sexually abuse go on to abuse as an adult?

6. They will re-offend as adults?

- This behaviour used to be seen as very different to other offending behaviours displayed by young people
- However, research has refuted this and most young people once detected do not go on to offend sexually as adults
- Recidivism studies vary from 7% to 14%
 - Alexander, 1999; 3-5 yr follow up study of 1000 young people found an overall recidivism rate of 7.1%
 - Prentky 2000; 3-14% recidivism
- The challenge is identifying those young people who are at higher risk of reoffending
- The vast majority do not go on to become adult offenders as once thought, but there is a sub group who are present a high risk to do so. (Hackett 2006)

7. Adolescent females who sexually abuse are usually coerced by males?

7. Females

Caution required – no accurate prevalence figures

In the UK, Hackett et al (2013b) found that 97% of children and young people referred to nine UK services over a nine-year period as a result of their harmful sexual behaviours were male; only 3 per cent were female. This compares to 92% males in Taylor's research (2003) and 91% in Vizard et al (2007).

7. Females

- Increasing awareness that young females do sexually abuse
- A higher percentage appear to abuse independently of others
- Young females diverted away from the CJS compared to their male counterparts?
- They seem more likely to victimise younger children (Hickey et al, 2008)
- N. American research Matthews, Hunter and Vuz (1997) suggests male and female sexual offenders had many characteristics in common. No obvious differences in victim gender, specific offence behaviours/patterns, level of coercion, relationship to victim
- However, important to consider differences in male and female adolescent development, impact of socialisation and socio-cultural scripts
- Young females more frequently have chronic abuse histories (Kubik, Heckler and Righthand, 2002, Ford, 2006)

8. A young person is more likely to re-offend if they have low victim empathy?

8. Empathy

- Empathy and adolescence do not naturally go hand in hand
- Empathy is a learnt emotion
- Many of this group of young people with this behaviour will not have experienced empathic responses from adults/others
- “A low clinical presentation (e.g. low remorse, denial, low empathy) was unrelated to sexual recidivism”. (Hanson & Bussiere 1998)
- Worling & Curwin, 2000; did not find empathy to be an indicator of further sexual offending

What is harmful sexual behaviour?

(Continuum – Hackett, 2010)

Normal

- Developmentally expected
- Socially acceptable
- Consensual, mutual, reciprocal
- Shared decision-making

Inappropriate

- Single instances
- Socially acceptable in peer group
- Context for behaviour might be inappropriate
- Generally consensual and reciprocal

Problematic

- Developmentally unusual
- Socially unexpected
- No overt elements of victimisation
- Consent issues may be unclear
- May lack reciprocity or equal power
- May include levels of compulsivity

Abusive

- Victimising intent or outcome
- Misuse of power
- Coercion or force
- Intrusive
- Absence of freely given informed consent
- May include elements of expressive violence

Violent

- Physically violent
- Highly intrusive
- Instrumental violence which is physiologically or sexually arousing to the perpetrator
- Sadism

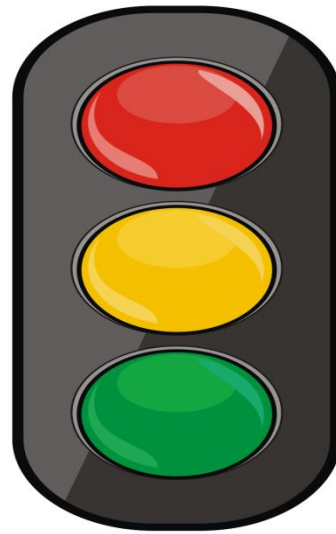
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EVERY CHILDHOOD IS WORTH FIGHTING FOR

Nathalie Fontenay
Leeds Integrated Safeguarding Unit

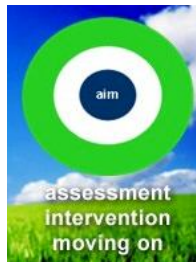
Harmful sexual Behaviour Assessments





Initial Assessment (first response)

- Gather contextual information about the child and their behaviours before assessing the level of concern. (Home, school, health, family etc.)
- Use tools available to reduce value judgements – (Brooks traffic light tool, AIM checklist, Lucy Faithful leaflets re sexual development)





5WH....

- What actually happened? Was the behaviour observed by an adult? What was said during the incident?
- Where did the behaviour happen?
- How old were the children? Did their chronological age match their emotional and cognitive functioning?
- Were there any perceived power differentials e.g. age, status, size, level of understanding?
- Was any force or coercion used? Overtly or covertly?
- Was anyone else involved? If so who are they and what do we know about them?
- What was the relationship between both children? Would they normally spend time together? Would they normally spend time together at the time the behaviour occurred?
- What was the response of the victim when spoken to?
- What was the response of the perceived instigator when spoken to?
- What was the response of parents?
- How were the children spoken to/challenged? By who? What was actually said?
- What was happening that day? Before the incident? What sort of mood was the young person in? Was there any potential trigger to the behaviour occurring?

Assessments

“To begin to understand the behaviour we have to explore the young person's unique environmental, cultural and familial contexts and influences, as well as their developmental history and the details associated with the abusive behaviours.

Assessment of this wide array of factors will almost certainly require the involvement and co-operation of a range of professional agencies, as well as the young person and their family.”

© (Good Lives)

*The Good Lives Model for
Adolescents Who Sexually Harm*



Edited by Bobbie Price, CQSW
Foreword by Tony Ward, PhD

Assessment

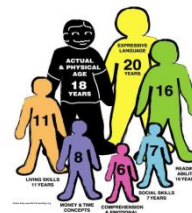
- Analysis - Consider what needs are being met for the child by their behaviour (s)



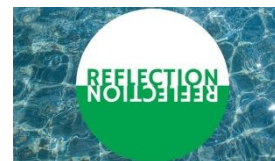
- Family sexual script – historic and current



- Child's chronological age v's emotional /cognitive functioning



- Family system and wider support network
- Reflective discussions



Tracy Almond
Lucy Faithfull Foundation

Golden Intervention Nuggets (GIN)

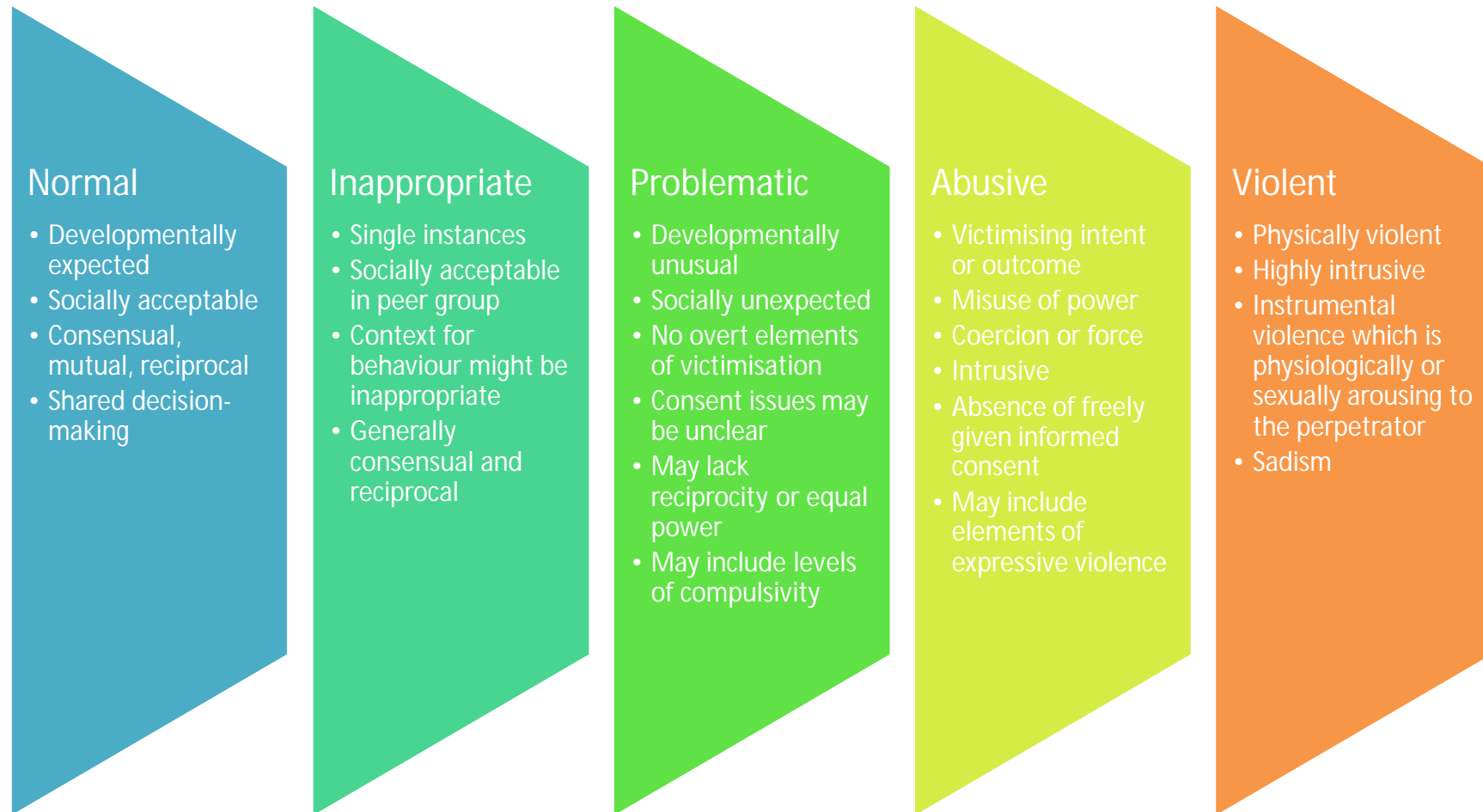




1. DISTINGUISH BETWEEN OK/PROBLEMATIC/UNHEALTHY BEHAVIOURS

Continuum of sexual behaviours

(Hackett, 2010)

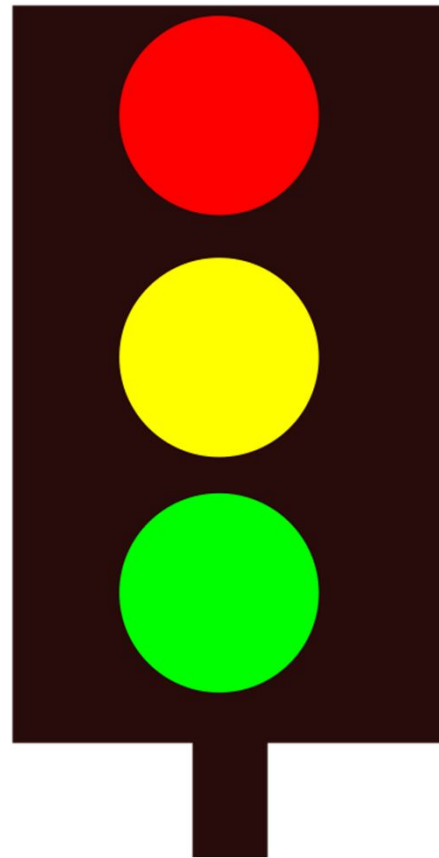


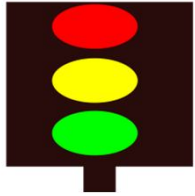


2. THINK ABOUT YP'S DEVELOPMENT: BEFORE AND NOW

TRAFFIC LIGHT TOOL

(Ref: Brook, Lucy Faithfull Foundation)





Useful questions to ask

- Is the behaviour consensual for all children or young people involved?
- Is the behaviour reflective of natural curiosity or experimentation?
- Does the behaviour involve children or young people of a similar age or developmental ability?
- Is the behaviour unusual for that particular child or young person?
- Is the behaviour excessive, coercive, degrading or threatening?
- Is the behaviour occurring in a public or private space? How does this affect the colour categorisation?
- Are other children or young people showing signs of alarm or distress as a result of the behaviour?

Developmental things to consider

- Early childhood experiences
- Exposure to domestic violence
- Attachment patterns/issues
- Secure base/presence of protective adults
- Emotional and mental health
- Friendships – ability to make friends
- Social competence and confidence
- Presence of and response to stress – peer pressure/exams etc
- Learning or communication issues, autism
- Racial/cultural/gender issues
- Behavioural issues – ADHD

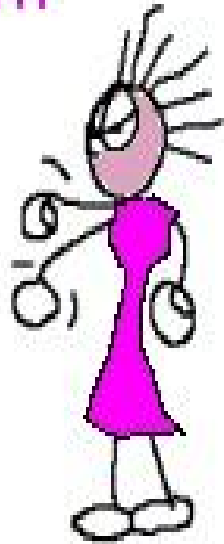
NB. Young people who exhibit sexualised/problematic behaviour are not just 'mini sex offenders' (Hackett)



3. REDUCE SHAME AND STIGMA

SHAME & STIGMA DISABLES!

FIGHT



FLIGHT oohlala!



FREEZE



Intervention has an educative function

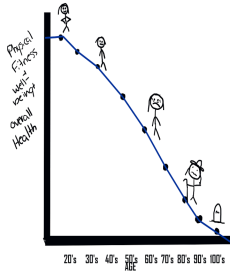
- Help the YP to understand what is going on inside/arousal patterns
- Help them to manage it





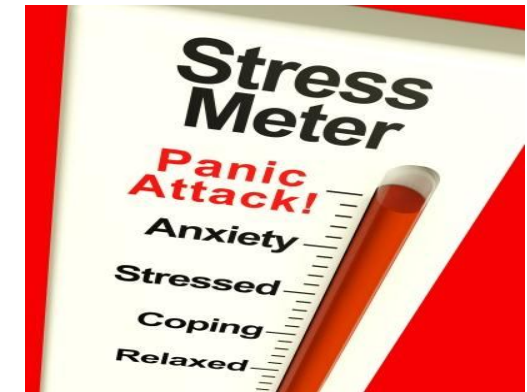
**4. LOOK AT THE WHOLE WORLD OF YP:
GET TO KNOW THEM, NOT JUST THEIR
OFFENCE**

Some exercises



Power

Control



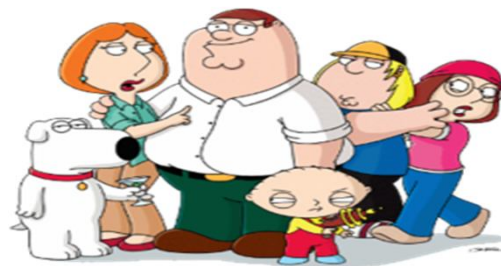
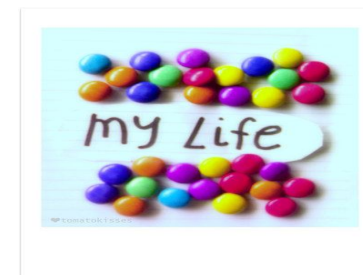
FEELINGS



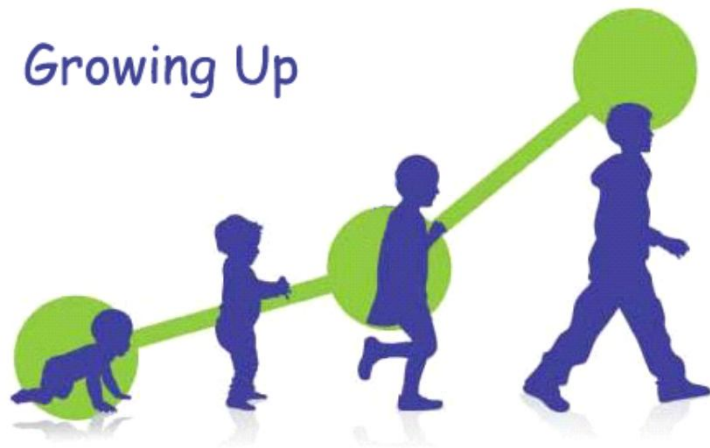
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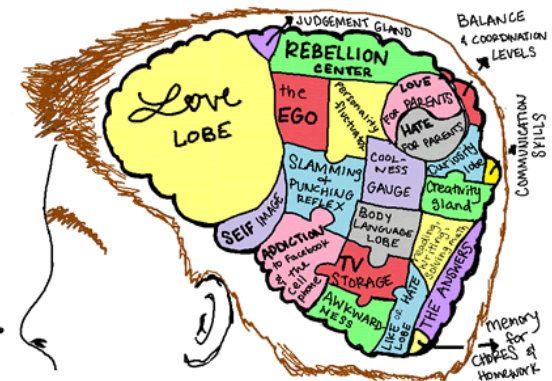
EMOTIONS



Growing Up



THE AVERAGE TEENAGE BRAIN





**5. MAKE THE INTERVENTION
STRENGTHS BASED: CONSIDER
DESISTANCE, PROTECTIVE FACTORS &
RESILIENCE**

PROTECTIVE FACTORS

- *"The internal & external capacities and personal priorities that enhance well-being and reduce the likelihood YPs will harm themselves or others in the future"* (Ward, 2017)
- EXAMPLES: SAPROF-YV
DASH (Worling, 2013)

RESILIENCE

- *"A dynamic process involving an interaction between risk and protective processes, internal and external, that act to modify the effects of an adverse life event"* (in Hackett, 2006)
- EXAMPLE: Hackett's resilience-based intervention model

Hackett's resilience model

- Supportive adult relationships
- Building peer relationships
- Encouraging talents & school successes
- Building family resilience
- Encouraging planning & participation

So far.....



1. Distinguish between OK/Problematic/Unhealthy



2. Think about the YP's development



3. Reduce shame & stigma



4. Look at their whole world & get to know them



5. Strengths/resilience/protective factors



6. TALK ABOUT THE INTERNET & TECHNOLOGY/MEDIA – AND PORNOGRAPHY!

Exercise!

**Where did you get your information
about
sex and relationships from?**

Maslow and the modern world!



Some online pornography stats.....

NSPCC 2016:

- Approx one fifth – one half of all CYP have been exposed to online pornography by the age of 16
- 4-17% CYP have viewed violent pornography and/or illegal material including bestiality and illegal images of children (IIOC)
- The likelihood of viewing extreme stuff increases with the frequency of which 'mainstream' pornography is viewed
- Higher rates of exposure to violent pornography amongst CYP has been found
- Varied motivations: some porn viewing is accidental, some out of curiosity, experimentation, sexual deviancy, peer pressure

Study of 16+ boys and girls...(Univ East London)

- Majority of boys admitted watching porn
- 10% girls & 16% boys admitted watching extreme porn
- 1/5 boys dependent on porn as a stimulant for real sex
- 23% boys (16-19 yr old) had trouble controlling porn habit: had tried but couldn't control it

SAM



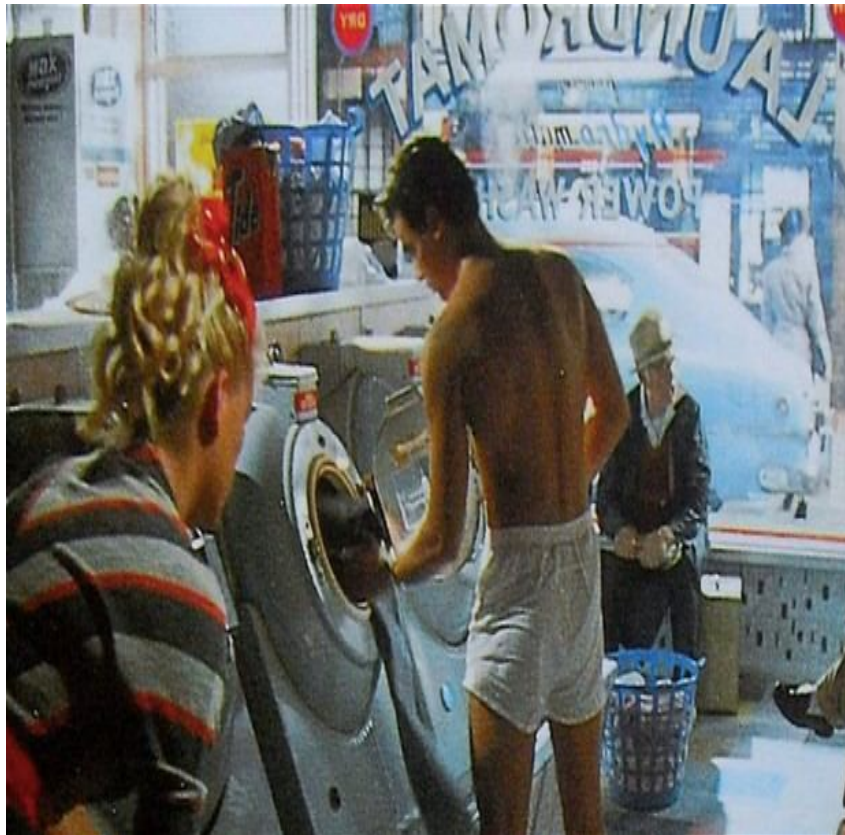
Profile : Age 16 at time of offence/17 at conviction
Conviction for sexual assault of young female & internet offence (distribution of IIOC images of his girlfriend)

Context: Sam met the victim online
They met and began a 'relationship'
Spent a lot of time on own, online

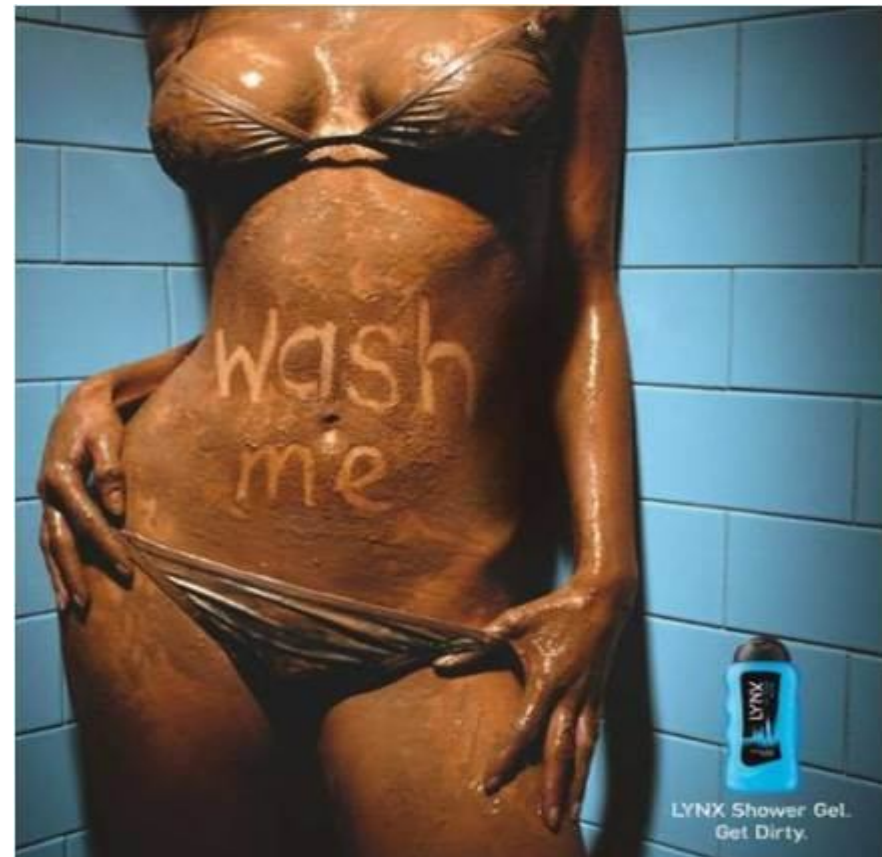
Other important info: Difficult parental relationships
Father absent a lot of time
Very low self esteem
Struggled with social situations
No previous girlfriend experience
'odd one out' – bullied at school
Had a slight speech impediment
Sam would buy drinks and food for his 'friends'
Prolific online gamer – spent a lot of time online
Pornography viewing – escalating to more 'hard core'

Sam's world (a glimpse)

1980's

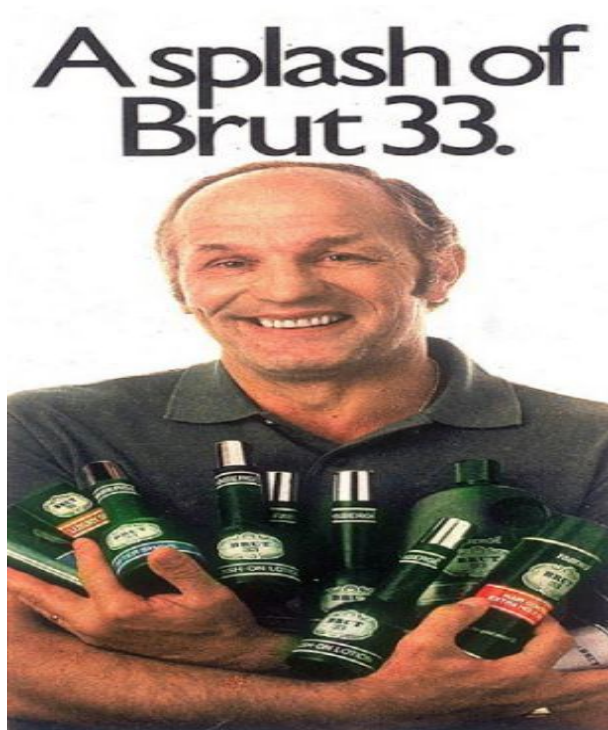


Now



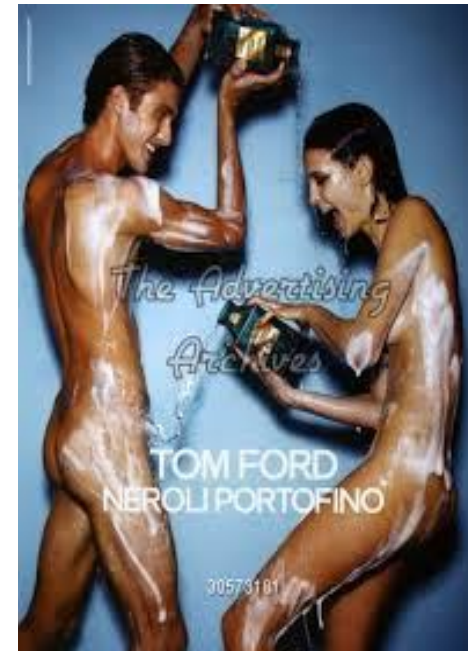
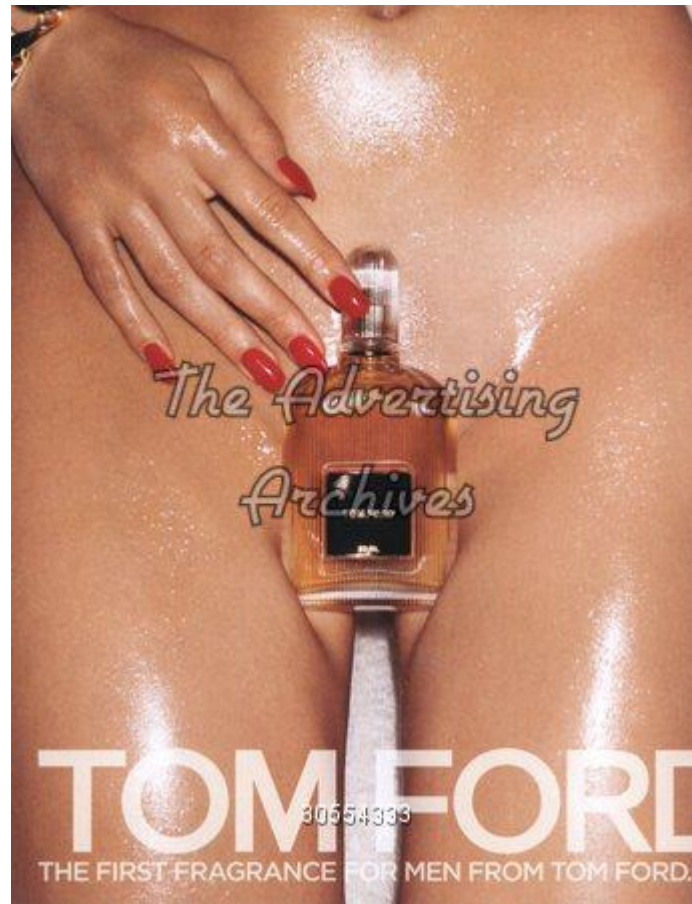
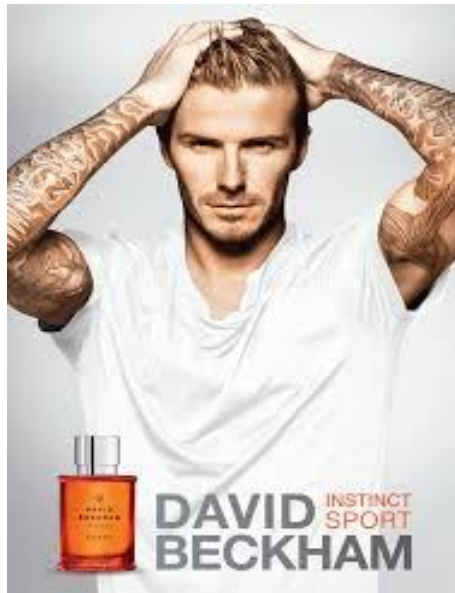
Olde worlde

- 1980'S

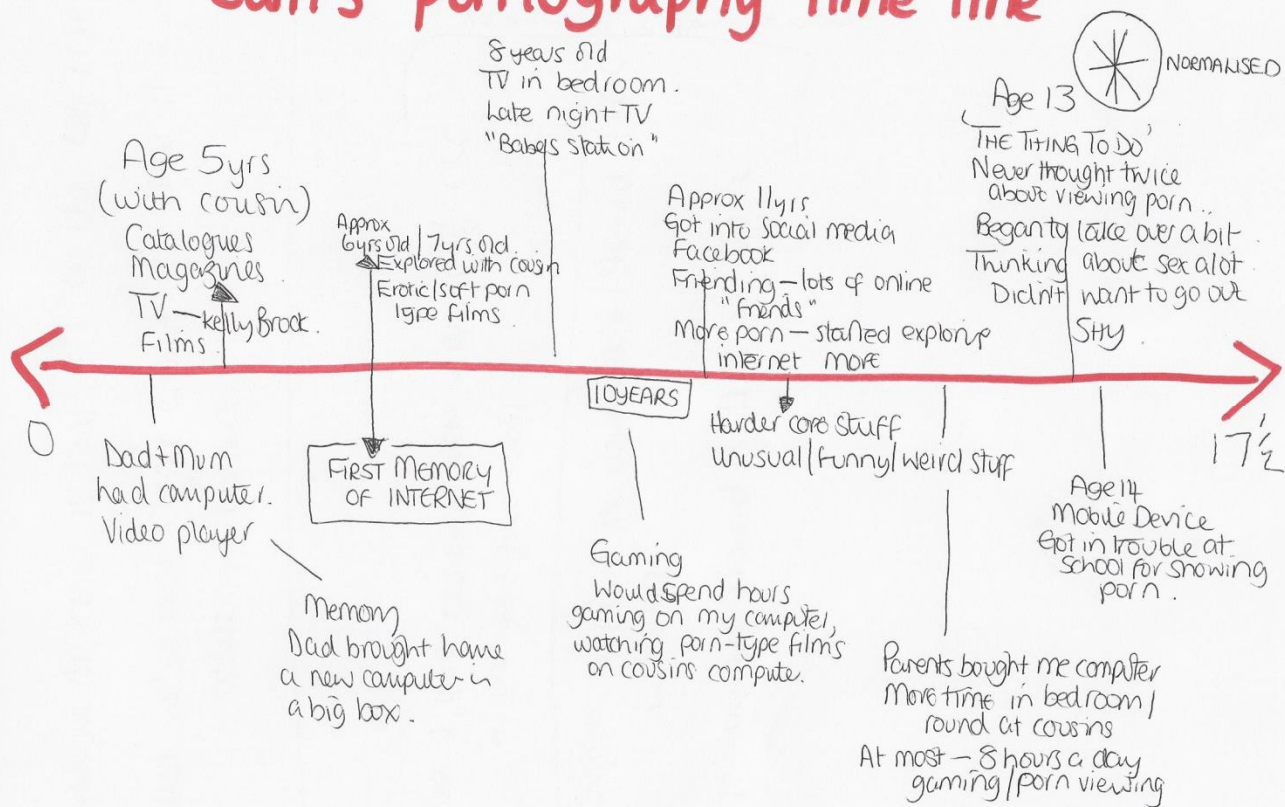


Sam's world

- Now



Sam's pornography time line



Discussion questions for young people:

- What use is pornography? Why is it so popular? What's the appeal for young people?
- What are the positives and negatives of learning about sex from pornography?
- Do you think that pornography reflects the realities of sex?
- What unhelpful messages might you have received about sex from viewing pornography?
- How similar/different is online Sam and real-life Sam?

Exploring with the YP: Things for practitioners to think about:

- What might Sam have learned from viewing pornography online? How is this likely to impact the way he acts?
- Frequency of viewing? Does it impact upon his day to day lives or do they sacrifice other activities to view pornography?
- Does Sam understand why he views (To learn? Experimentation? Curiosity? To help manage emotions? Because they always have?) – what function does the behaviour have for Sam?
- What might Sam's expectations of sex be? Are they likely to be met?
- How might Sam expect the other person to act? How likely is this to happen?
- How might Sam feel about how he compares physically to other males he has seen in pornography?
- What would Sam expect to happen before sex? After sex?
- Would Sam use contraception?
- Would Sam worry about STI's or would he even know about them?

Work with Sam

Porn & adolescent brain



'I very rarely watched a whole porn scene and can't remember when I saw a full move...I just scan and move on to new stuff'



Real life v cyberworld

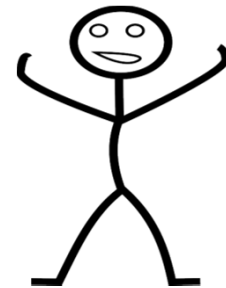
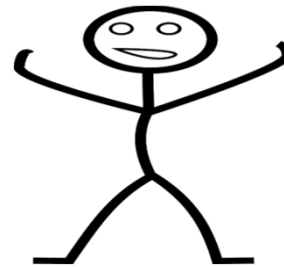
'Real life'

Sam

v

Online

Sam





7. CONSIDER THE MEANING & FUNCTION OF THE SEXUAL BEHAVIOUR (CONTEXT)

What do you think?

So.....

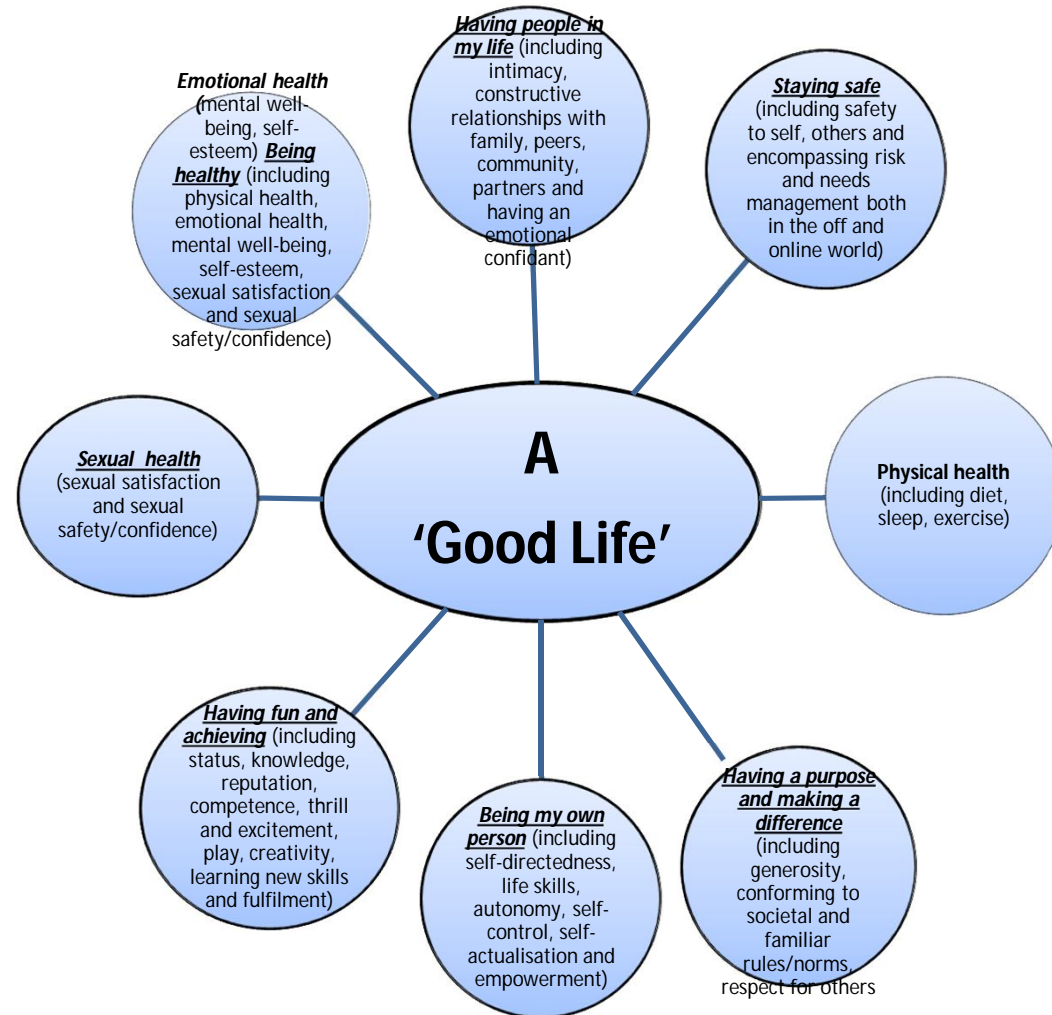
- What might have influenced Sam's behaviour?
- What needs might he have been trying to meet?
- How might Sam's needs be met in more legitimate ways?

GOOD LIVES MODEL...

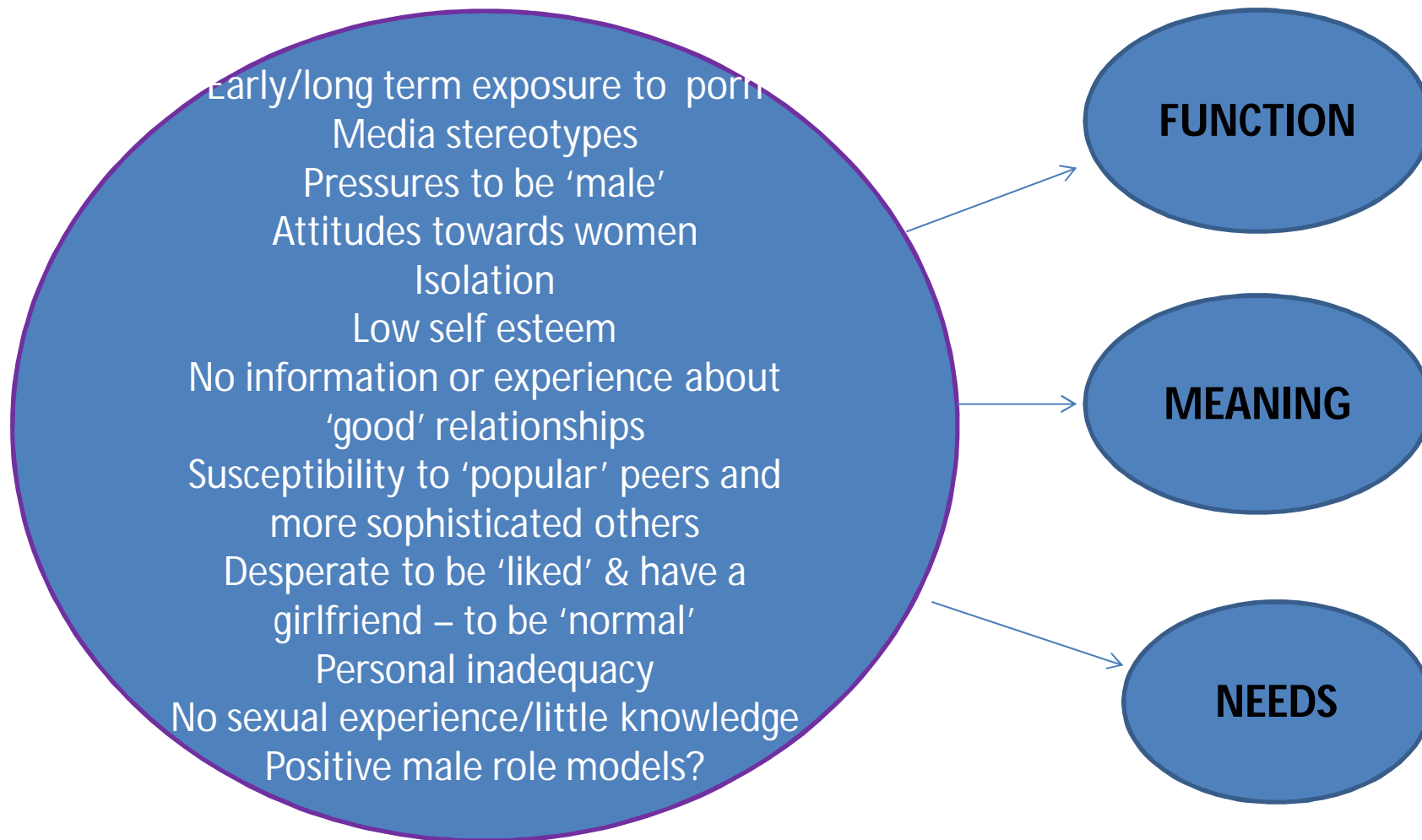
The Good Lives Model for Adolescents Who Sexually Harm



Edited by Bobbie Print, CQSW
Foreword by Tony Ward, PhD



Sam's offending context:





8. USE METHODS WHICH ENGAGE THE YP AND BE CREATIVE

- Discussion cards
- Games
- Inspiring people & role models
- Quizzes – sex education, decision making, arousal
- DVD's/online videos/youtube etc
- Soap operas/TV programmes
- Newspapers – i.e. News First
- Online behaviour: CEOP materials – i.e. Exploited, Clare thought she knew, Exposed
- Mindfulness/relaxation/emotional regulation

3 P's: Participatory - Pertinent - Praise

*If you listen you'll forget
If you see you'll remember
If you do, you'll understand*



9. MAKE THE INTERVENTION FUTURE ORIENTATED

Address goals/aims/aspirations.....

**WHERE AM
I NOW?**



**WHERE DO
I WANT TO BE?**





9. KEEP UP TO DATE WITH RESEARCH

Dr Louise Bowers – offence supportive cognitions research (2016)

Her research found:

- YP with HSB cannot be distinguished from non offenders on measures of OSC
- In every study convicted YP's scored lower than community controls on OSC. More rape myths were held by the community sample of YPs
- Little evidence to suggest treatment brings about changes in OSC and no evidence to suggest it reduces recidivism

Thus! **Little to justify it being a treatment need for YP's with HSB**

And again! **We need to take an individualised approach to intervention that takes into account the changing nature of adolescence**

Recommended names/organisations

- Phil Rich – attachment and sexual offending
- David Howe – neglect/attachment
- Simon Hackett – YP and HSB
- Tony Ward – a good all rounder
- Toni Cavanagh-Johnson
- Lucy Faithfull Foundation website/Parents Protect website

NOTA – UK based. Journal of sexual aggression: <http://www.nota.co.uk/>

ATSA – Association for Treatment of Sexual Abusers: <http://www.atsa.com/>

BASCPAN – British Assn for Study & Prevention of Abuse & Neglect:
<https://www.baspcan.org.uk/>

IRCT – Institute of Recovery from Childhood Trauma: <http://www.irct.org.uk/>

The Reward Foundation - <http://www.rewardfoundation.org/>



**10. REMEMBER: THE RELATIONSHIP
YOU HAVE WITH THE YP IS THE MOST
IMPORTANT THING**

“It ain’t what you do, it’s the way that
you do it” (Bananarama, 1982)



Reference list & useful links

Books/articles:

- Phil Rich: Attachment & Sexual Offending
- David Howe: Child Abuse & Neglect
- Erooga & Masson: Children & Young People Who Sexually Abuse Others
- Hackett: What Works for Children & Young People with Harmful Sexual Behaviours
- NSPCC HSB literature review 2016

Website links:

- www.yourbrainonporn.com
- www.rewardfoundation.org
- www.drdunckley.com/reset-your-childs-brain
- www.thinkuknow.co.uk
- www.ceop.police.uk/safety-centre/
- www.parentsprotect.co.uk
- www.nspcc.org.uk
- www.bishuk.com



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