

# Preventing the HSB of young people:

Inform Young People Programme  
Shore website

Everyone's Safer School's Project

**LUCY  
FAITHFULL  
FOUNDATION**

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We listen.

We research. We innovate.

We intervene.

We talk, we share, we support.

We do everything we can to  
stop child sexual abuse.

**BEFORE IT HAPPENS.**

# LFF's work with young people

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Assessments, interventions and expert consultancy



Delivering training



Inform Young People Programme



Shore website and chat service



Research and development projects e.g. Everyone's Safer



# **Inform Young People: a psycho-educative programme for young people who have got into trouble online**



# The Young People's Inform Programme is...

- ✓ a short psycho-educational course
- ✓ developed by LFF staff experienced in working with young people
- ✓ a 'toolkit' guided framework for intervention
- ✓ a voluntary programme designed to help young people who have displayed harmful sexual or illegal behaviour online to develop responsible behaviour
- ✓ also for family members to help them understand and support their child
- ✓ referred to by police, YOS, schools and directly from young people and their families. Most referrals come via the Stop it Now helpline
- ✓ The programme consists of one initial meeting, followed by up to ten hours of intervention which is delivered in a series of sessions tailored to the young person's individual needs



# The Inform Young People's programme is not...

- ❌ a long term therapeutic programme
- ❌ a magic wand
- ❌ a replacement for parental guidance
- ❌ a punishment
- ❌ rigid or fixed
- ❌ designed for young people with complex needs who require long term therapeutic engagement and treatment
- ❌ designed for young people who have engaged in HSB which involves direct sexual contact behaviour

# Target Group



- ✓ Young people aged 13-21
- ✓ Young adults (up to 25) who have diagnosed additional needs e.g. autism, learning difficulties or developmental delay
- ✓ Young people who have displayed TA-HSB
- ✓ All gender identities

# The Modules



- **1.** Introductory session - Building Rapport
- **2.** A Good Life
- **3.** The Criminal Justice System
- **4.** Getting into Trouble Online
- **5.** The Internet and Me
- **6.** It's Okay to Talk about Sex
- **7.** Enthusiastic Consent
- **8.** Pornography
- **9.** Coping with Problems
- **10.** Happy Relationships
- **11.** Final Session- Positive Pathway Plans





# Inform YP: training for delivery

A three year project to extend the reach of the YP Inform programme to children and young people across the UK.

Involves training external professionals to deliver the programme to C&YP they are engaging with.

Over 340 professionals trained to deliver the programme (from YOS, specialist HSB units, residential provision. LA social workers, NSPCC, Barnardo's, education and other charities).

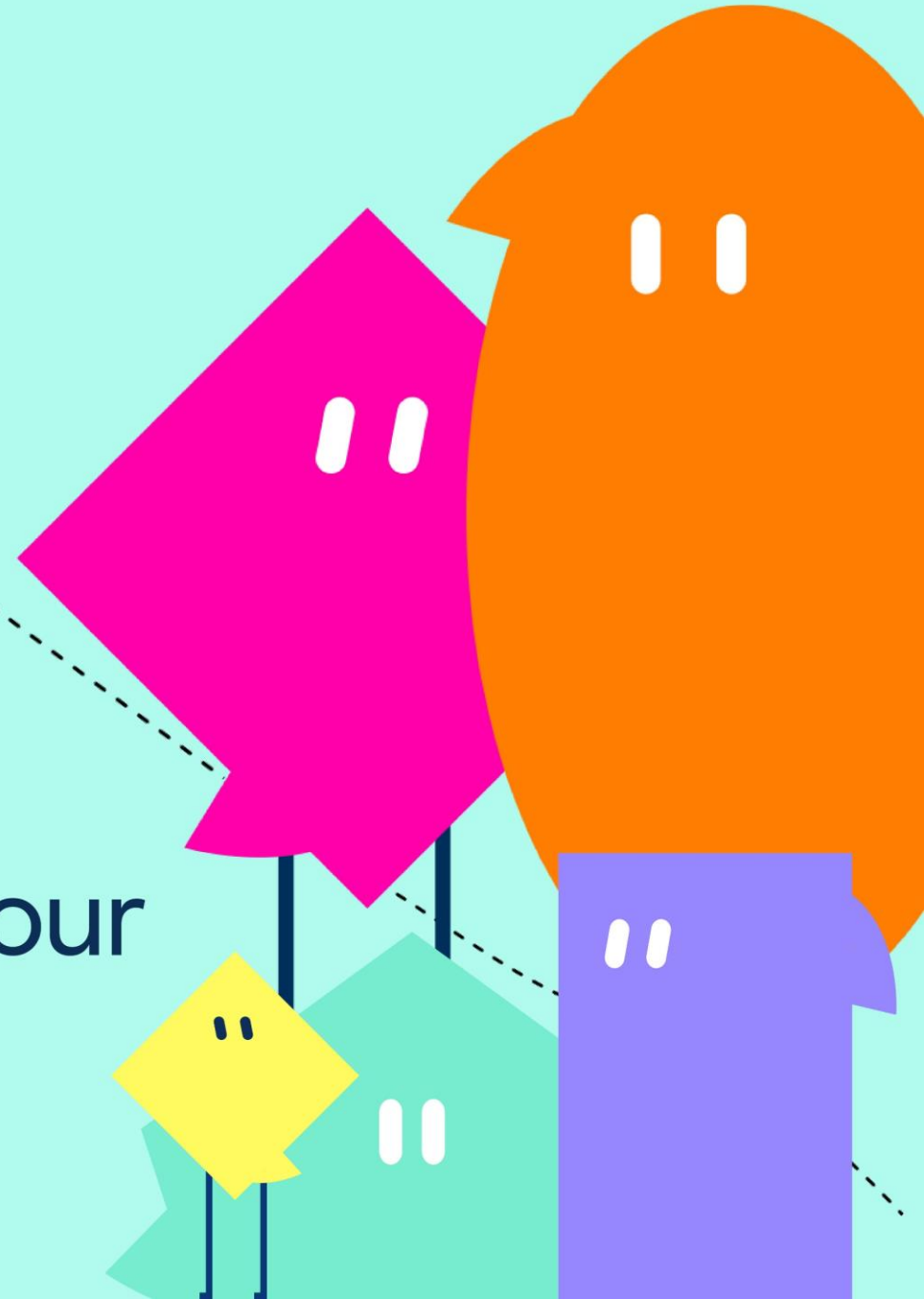
We also provide consultancy and refresher workshops to trained professionals.





A safe space for teenagers  
worried about sexual behaviour

by the Lucy Faithfull Foundation



# Understanding the need

England and Wales Police data on CSAE crimes shows there were around 107,000 offences reported in 2022.

**HSB amongst under-18s accounted for 52% of these offences.**  
(Vulnerability Knowledge & Practice, 2024)

Between 2021 and 2022 we saw...

a 32% increase in contacts from under-18s worried about their sexual thoughts or behaviour

a 26% increase in the number of adults contacting us, concerned about the behaviour of someone under 18

a 41% increase in calls from professionals from the education sector, concerned about a young person's sexual behaviour



# Understanding the need

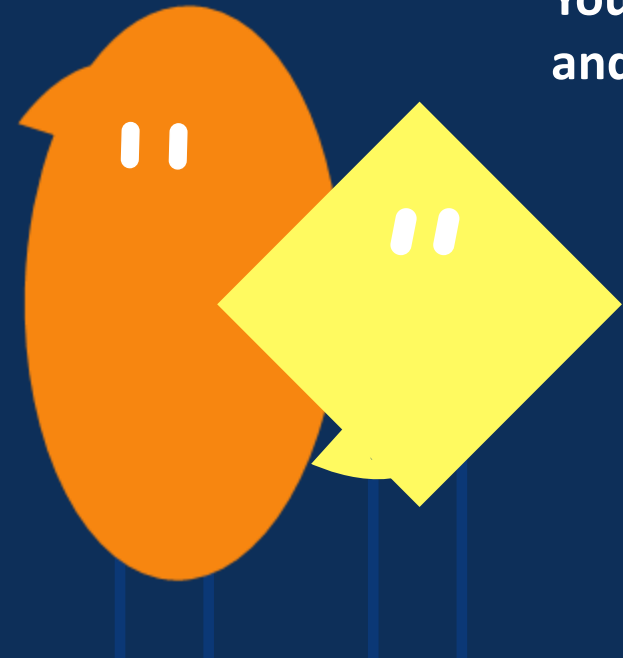
We conducted research with young people, parents and professionals to find out:

- what concerns them
- where they currently go for support
- what they thought we should develop.

**Young people are concerned about how easy it is to access sexual content online and the risks posed to them by other people.**

They spoke of a “new normal”, where engaging in sexualised behaviour online seems like the “expected” thing to do.

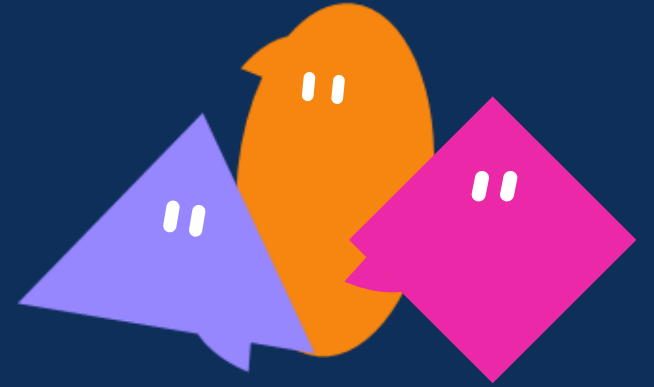
Barriers to support included fears of being judged, lack of anonymity, difficulty accessing resources and a lack of knowledge of safe and appropriate resources.



# Understanding the need

Young people told us they wanted...

- a safe online space to learn and ask about sex
- clear, exact and upfront information that will help them feel more informed
- anonymous, confidential and non-judgemental support and advice - “a safe haven for people to go”
- something trustworthy, official and academic - “it’s extremely hard to find any official websites to help with anything to do with sexual behaviour”
- a site that is interactive and easy to navigate
- something that is well-advertised and easy to find



# What Shore offers

Our aim is for children and young people to feel informed and educated about all aspects of sex and relationships, to prevent harm from happening to themselves or others.

## **Upfront, exact and clear information**

to make sure that young people are well informed, feel supported and know where they can go if they have any concerns, worries or questions.

## **Anonymous chat and email service**

provide a safe, non-judgemental space where young people can receive confidential advice and support

action-oriented, promoting safety and child protection



# Developing and designing the site

- the content was created by our expert team of practitioners and reviewed by our senior leadership team
- drafts were then subject to an editing process to ensure a consistency of voice before being externally peer-reviewed
- colleagues from the NSPCC, BeSafe, an international expert in HSB and our young adult volunteer provided valuable scrutiny
- we then commissioned a copy editor to ensure a consistently clear, accessible and non-judgemental tone
- we sought feedback from young people throughout the development, to test each creative idea. This included the brand concept, domain name, and the colour pallet.

“From simply looking at the website, it makes you feel safe.”

*Young person's feedback*



[Help and advice](#) [About](#) [Have your say](#)

[I need help now](#)

Start typing to search

Go

Welcome to shore

# A safe space for teenagers worried about sexual behaviour

How can we help?

Start typing to search

Go

100% anonymous Backed by young people Built by experts

6



EN ^

Get help



# Launching Shore

Prior to Shore's launch we conducted beta testing of the site, gathering further feedback from young people

We soft-launched the website on the 19<sup>th</sup> June. This included:

- sharing the site with key stakeholders and young people already accessing our services
- gathering feedback from young people, parents/ carers and professionals via surveys
- 



# Youth Participation

Throughout Shore's development and launch we have sought feedback from young people – through surveys, focus groups, one-to-one discussions and Shore's youth participation space

This has been crucial to creating something we know young people want and need

Some of the challenges have included:

Timing – making sure we are seeking feedback the right time

Sensitivity – given the nature of the topics

Making sure participation is meaningful and has impact



“To the point and easy to navigate around and full of information useful to people my age.”

Survey respondent

# Pilot evaluation

We reviewed the implementation strengths and limitations of the Shore website across the period of July 2023 – January 2024.

This was an exploratory, mixed methods study using the **RE-AIM framework** to measure Shore's:

- Reach
- Effectiveness
- Adoption
- Implementation
- Maintenance



# Pilot evaluation: research questions

REACH – are we reaching our target population? How are young people finding Shore? What concerns are they bringing to the chat and email service?

EFFECTIVENESS – what impact has the website, chat and email service had on young people? Has it affected their outcomes? What are the barriers?

ADOPTION – how are young people engaging with the site? Is it being used as intended? How are professionals interacting with the site?

IMPLEMENTATION – is Shore offering consistent and quality support to young people? Are young people satisfied with the support they are receiving? Do they feel listened to and supported?

MAINTENANCE – what capacity does Shore have in the long-term to continue delivering support? What are the gaps?


# Pilot evaluation: data sources

Our data sources include:

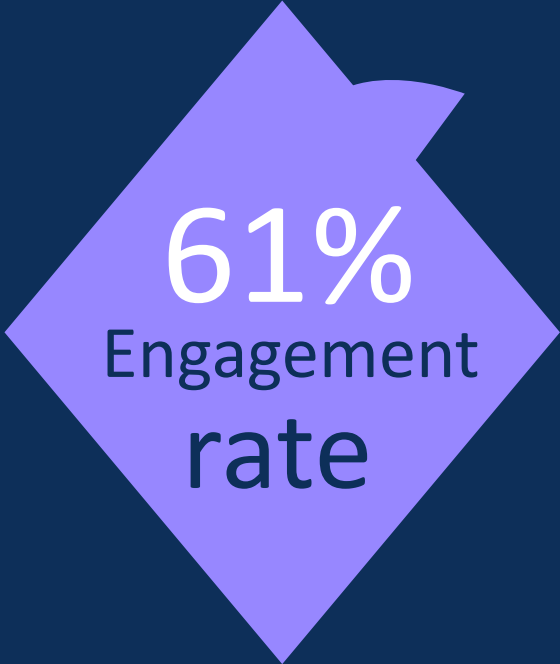
- Aggregate website data (via Google Analytics)
- Surveys with young people, external professionals and LFF staff
- Quantitative analysis of demographic chat and email data
- Content analysis of chat and email transcripts
- One-to-one interviews with young people
- Website and chat feedback

# Pilot evaluation: preliminary findings

July 2023 - March 2023



26,427  
total  
users



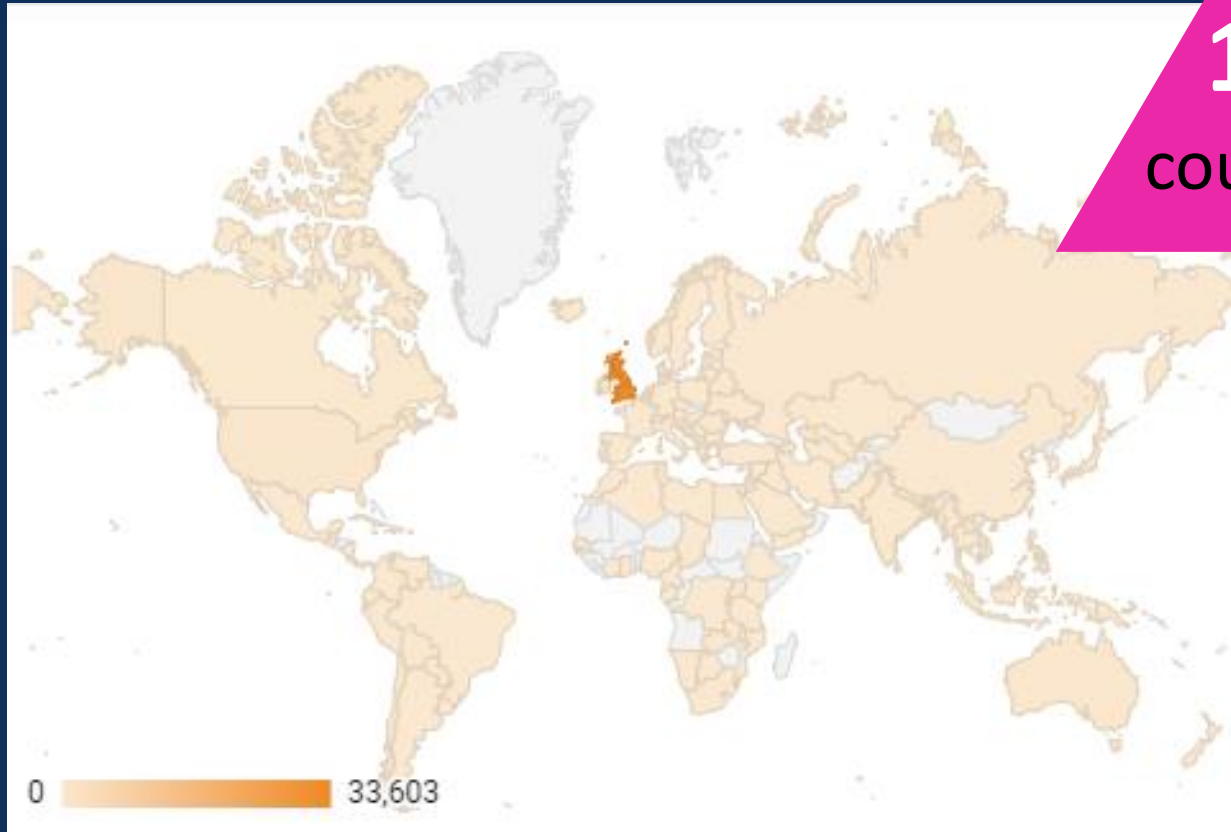
61%  
Engagement  
rate



88,125  
views

# Pilot evaluation: preliminary findings

July 2023 - March 2023



Country	Total users	Sessions ▾	Views
United Kingdom	22,573	33,603	71,101
Ireland	1,456	1,502	1,925
United States	453	552	2,223
Australia	213	309	991
Germany	112	137	483
Spain	115	135	508
Norway	46	105	242
India	99	102	562
Canada	79	97	376
Netherlands	67	81	256
France	76	78	274
Italy	70	76	287
Poland	49	74	268
New Zealand	46	74	260
Guernsey	23	62	196
Singapore	46	51	171
Belgium	31	50	328
Sweden	33	47	106
Denmark	20	46	141
Kazakhstan	4	40	83
Jersey	30	40	75
Switzerland	33	36	103
Thailand	30	35	124
Portugal	25	34	42

# Pilot evaluation: preliminary findings

July 2023 - March 2023



## We were contacted...

182 times by 105 individuals across the chat and email service

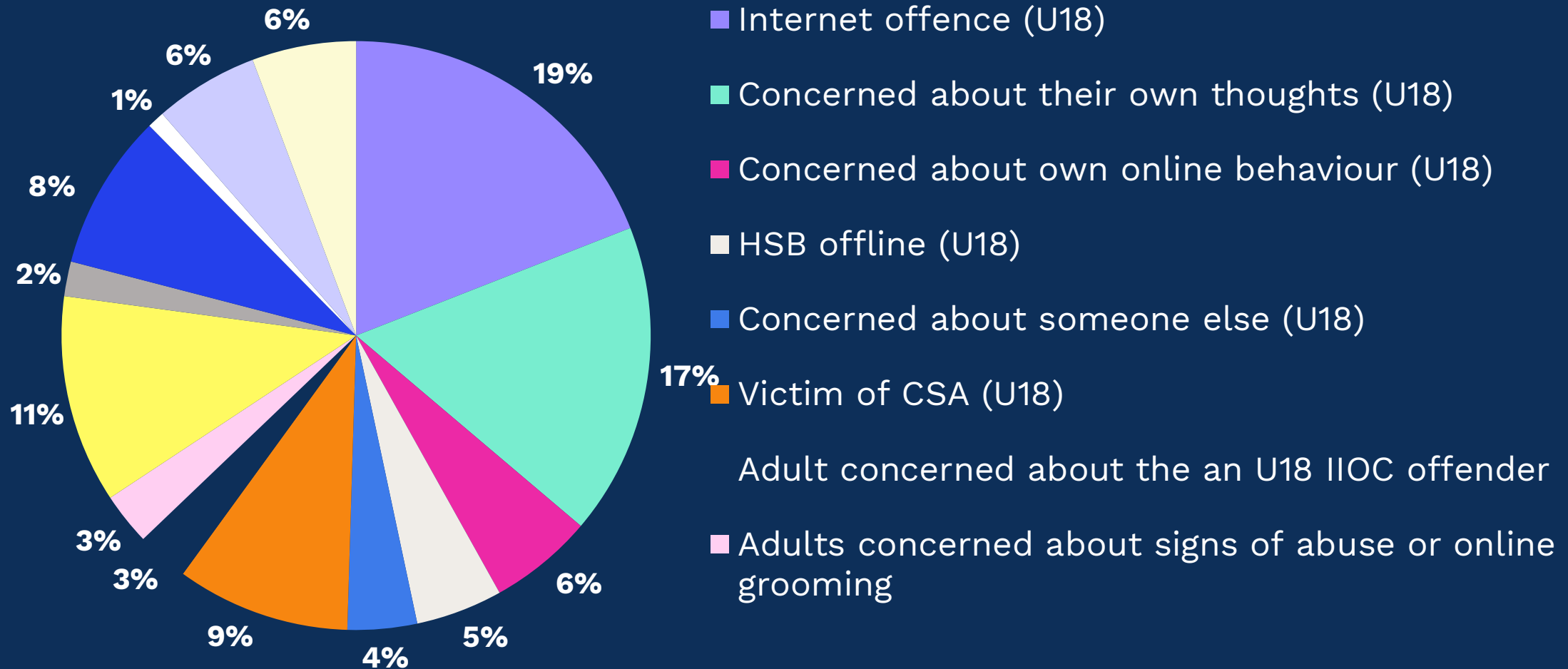
We received 115 chats from 50 chatters

and 66 emails from 55 emailers



# Shore chatters and emailers: demographic data

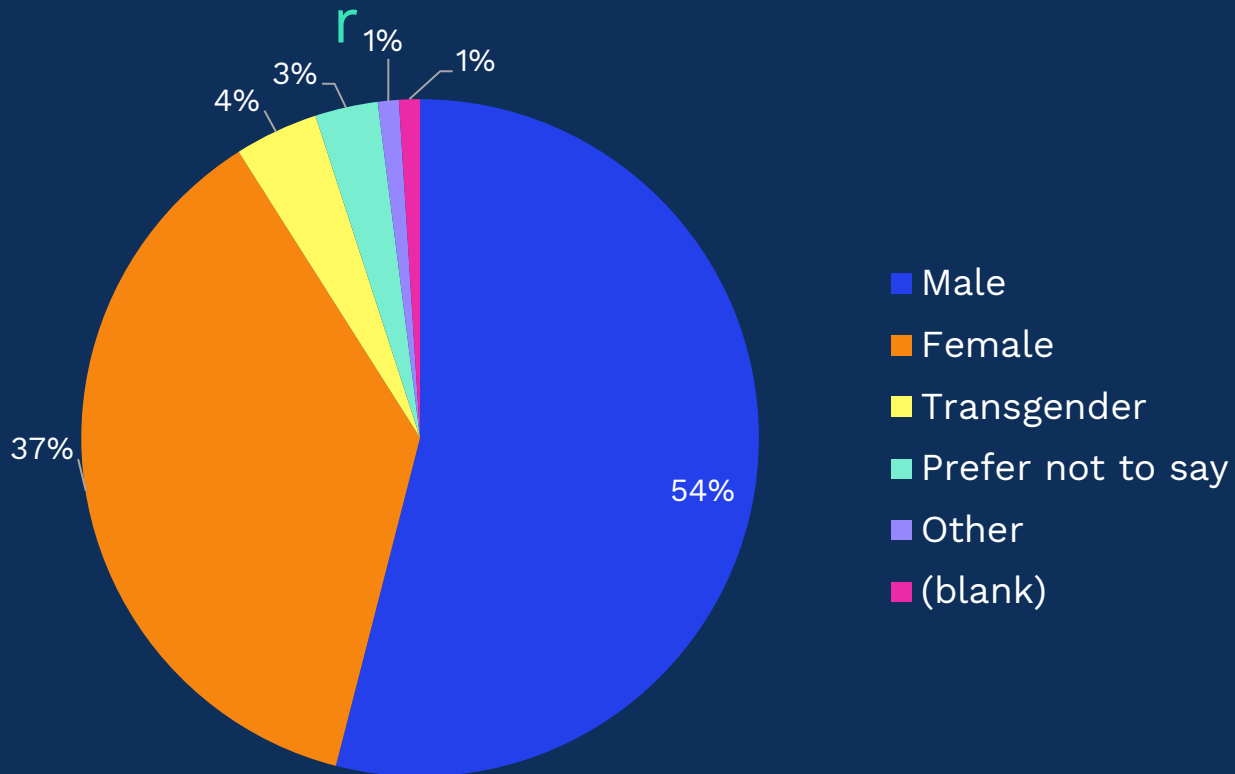
July 2023 - March 2024



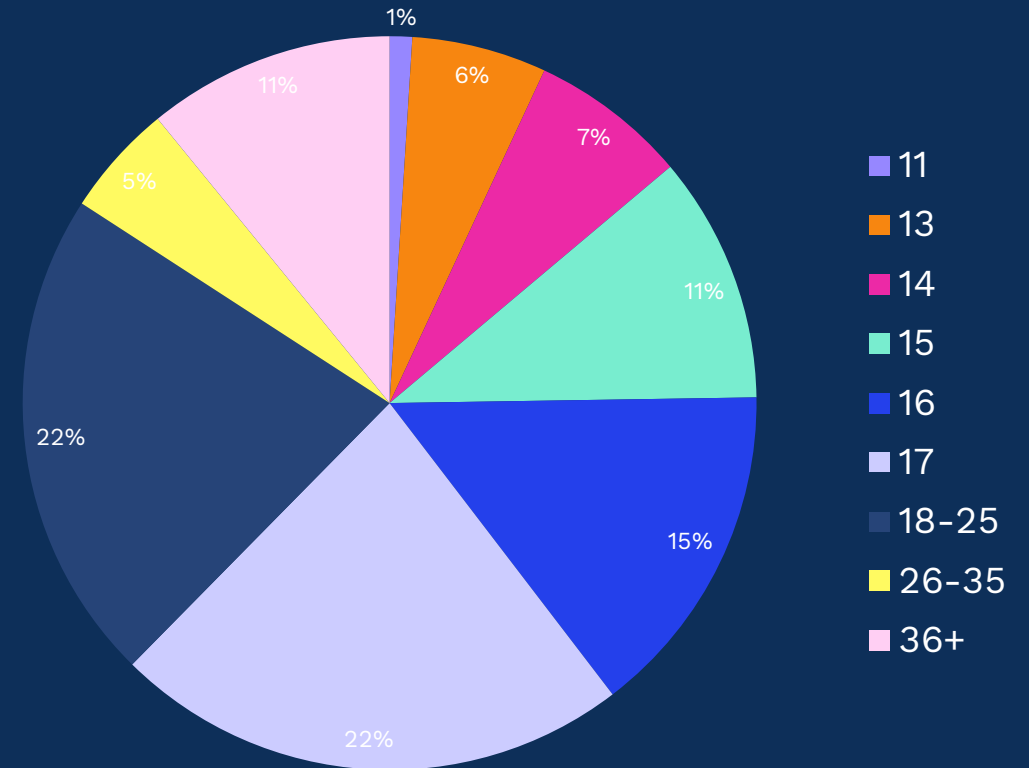
# Shore chatters and emailers: demographic data

July 2023 - March 2024

## Gender



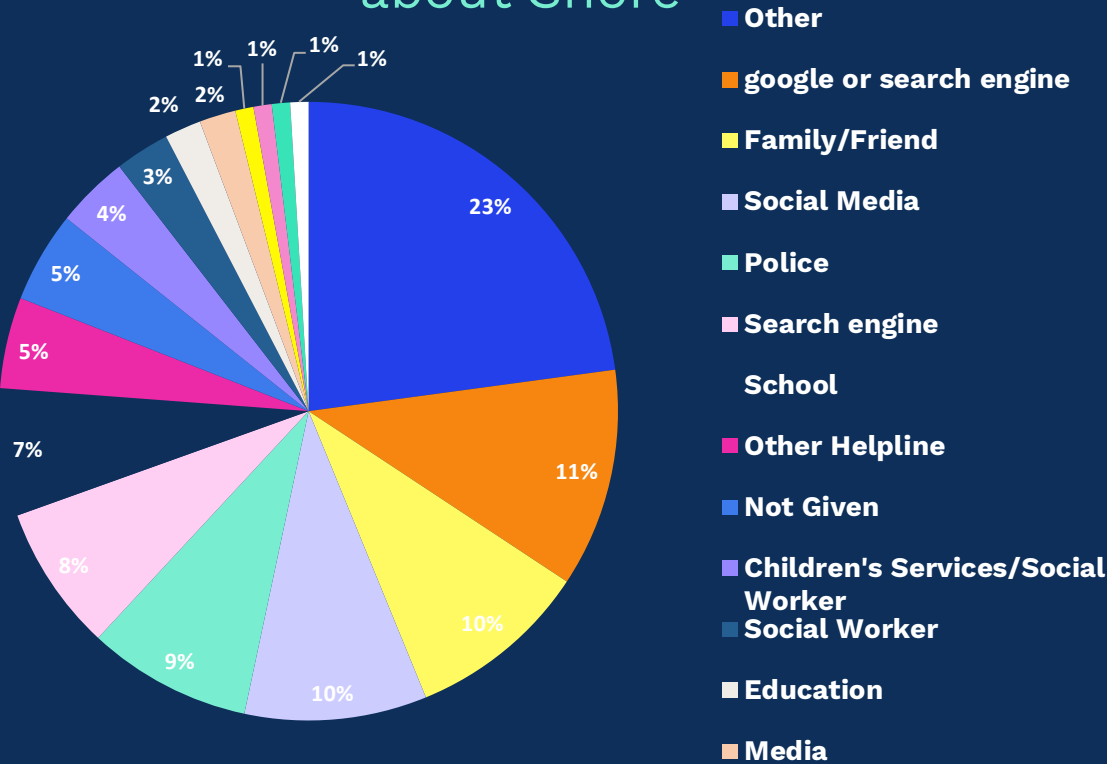
## Age



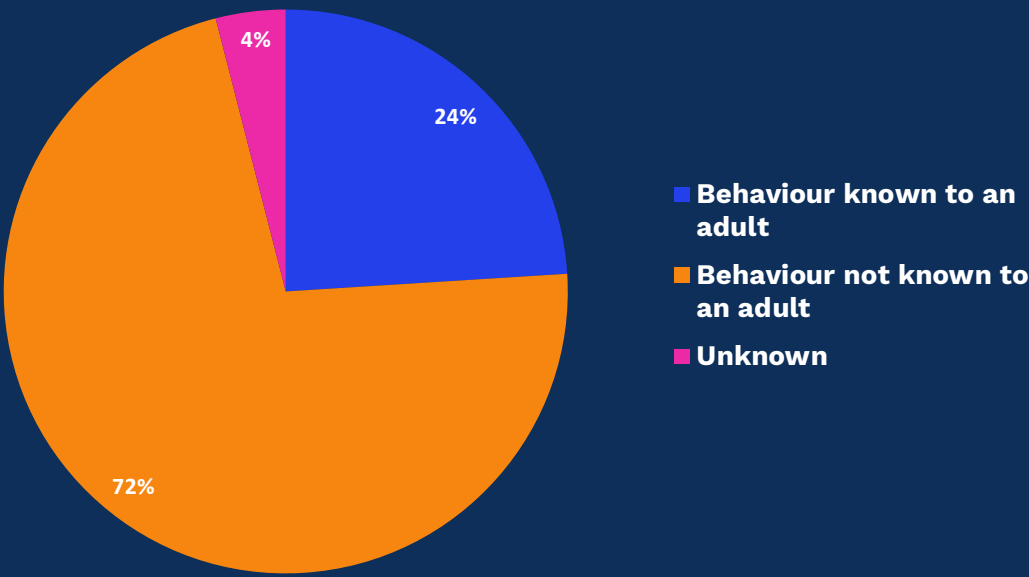
# Shore chatters and emailers: demographic data

July 2023 - March 2024

Where are young people hearing about Shore



Is an adult aware of the behaviour the young person is concerned about



# Feedback from young people

Thanks a ton for your words. Usually I don't have a habit of sharing my thoughts with others. But now I feel a little bit relaxed after talking with you!!!!

I feel like, almost as if a weight has been lifted off my shoulders, as if a thundery sky became clearer with a few white clouds. Letting my feelings out and being open really did help and also having you listen to me and giving the appropriate advice too. I cannot express how thankful I am right now.

I feel better when I have suggestions. Thanks

a really helpful and supportive chat i really appreciate all shore is doing to help me and find it very beneficial



# Prominent themes from the content analysis of anonymous emails and live chats

July 2023 - January 2024

The behaviour they were reaching out a total of 227 times, 163 of these instances related to their own behaviour

What they believed may be the reasons for their own behaviour 76 times  
(problematic pornography use, isolation, poor mental health, boredom)

Their trigger for contacting us 12 times

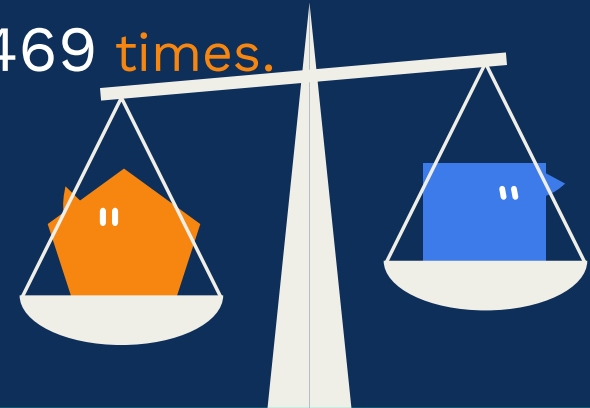
(concerns they may act on harmful urges, negative feelings about themselves caused by their behaviour, external factors e.g local crisis, reading a victim statement)

Their feelings about themselves, or feelings caused by their behaviour 469 times.  
(Anxiety, shame, hopelessness, regret)

Advice was given to the chatter a total of 954 times

Professional support available (n=258), coping mechanisms (n=158),

Information to help the chatter understand their thoughts or behaviour (n=116)



# What do other professionals have to say?

July 2023 – January 2024

28 professionals responded to our survey

Professions included: Social Workers, Psychologists, Probation Officers and Teachers, Youth Workers and Headteachers.

25% had recommended the website more than 6 times already

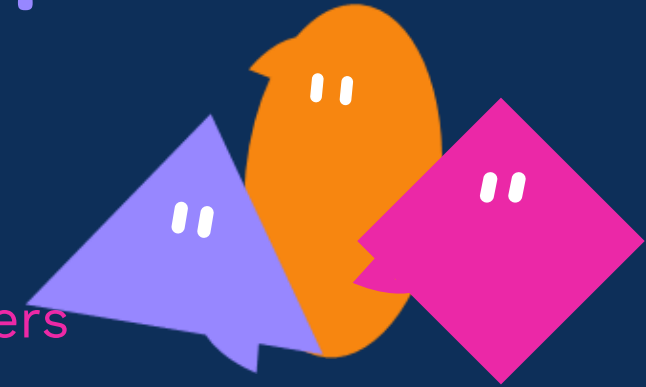
29% had recommended it to a young person

"Fantastic, clear and accessible with no sugar coating"

"I know that colleagues have been relieved to know there is a service specifically to support young people, where they have concerns."

"The information is extremely relevant and has widened my knowledge on how to support both victims and to be more aware of situations"

"I have not used it, but looking at it now- I would. It covers a range of topics that young people especially may be curious about"



# Animations

We are creating a series of animations, to share information on Shore in a dynamic and accessible way

- Understanding the Good Lives Model
- Managing Difficult emotions
- What to do if you've got into trouble with the police for your sexual behaviour
- Understanding guilt and shame

*"It raises awareness and truly shows people they are not alone."*

*"Educational but fun, makes it easier to follow and keep attention."*

# Understanding the Good Lives Model





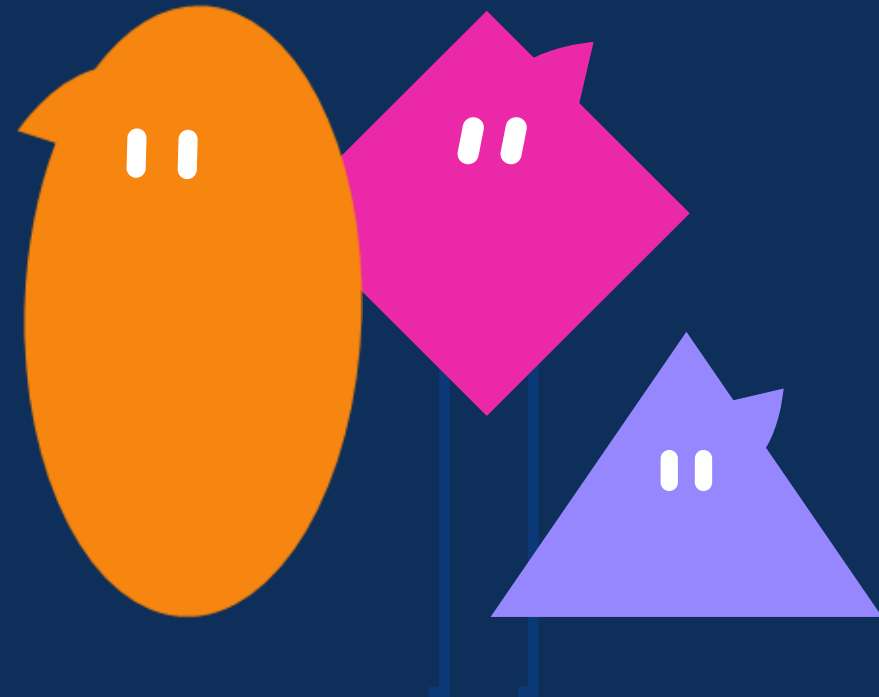
# What's next?

Increasing the delivery of the chat service

Increasing the interactivity of the site

Responding to learnings from our evaluation

External evaluation next year (pending funding!)

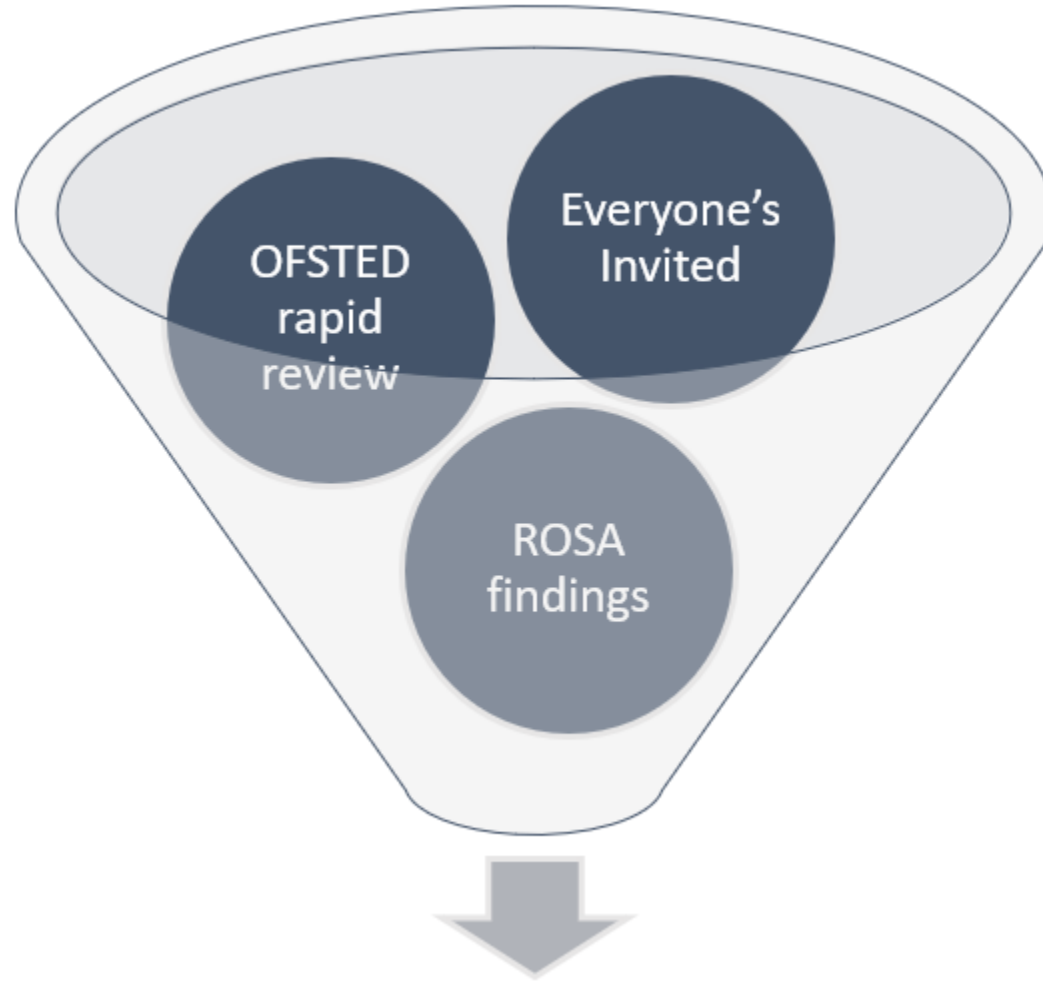




# Everyone's Safer

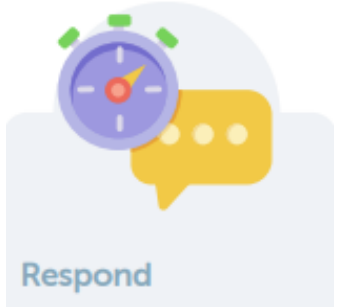
Harmful sexual behaviour  
in schools:  
supporting effective  
leadership responses

# The need for our research

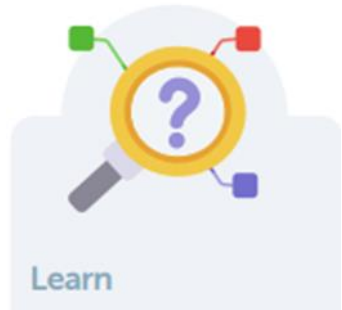


**Everyone's Safer project**

# Project aims



For schools to respond well when a harmful sexual behaviour incident occurs



For project evidence and insights to influence education and government strategy



To make schools safer places for young people by preventing harmful sexual behaviour

# Project design



Recruit 10 secondary schools per year – 30 in total



Collaborate with partnership organisations to deliver tailored programmes



Use baseline measures to collect pre- and post- intervention data



Establish support mechanisms for schools outside the scope of the research



Conduct initial visits with staff and students to identify key issues



Create new resources for students, staff and parents



Develop engagement plans to deliver bespoke packages of interventions in each school



Build relationships with key stakeholders to disseminate our learning

# What are teachers telling us?



## **'Toxic trio'**

- consent
- images
- pornography

**Concerns for students with additional needs**

**Systems are broken**

## **Relationships & Sex Education:**

- key to prevention
- varying levels of confidence & skill
- consistent messages, inconsistent impact

# What are students telling us?

## Relationships & Sex Education:

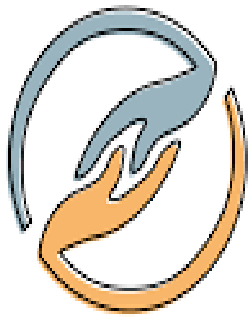
- value depends on teacher
- we need skills, not rules
- talk with us, not at us

We really care about HSB and need to be part of the solution

Reporting systems matter: we won't use them if we don't trust them



# Some possible solutions...protective behaviours



PROTECTIVE  
BEHAVIOURS  
CONSORTIUM

Unwritten  
rules

Feelings,  
thoughts &  
behaviours

Theme One

Theme Two

Seven  
strategies



# Protective Behaviours: evaluation data

One-day training course delivered to **2** whole-school teams (special school & PRU) = **77** teachers

**100%** of participants said they would recommend this course to colleagues

Quotes from post-course evaluation forms:

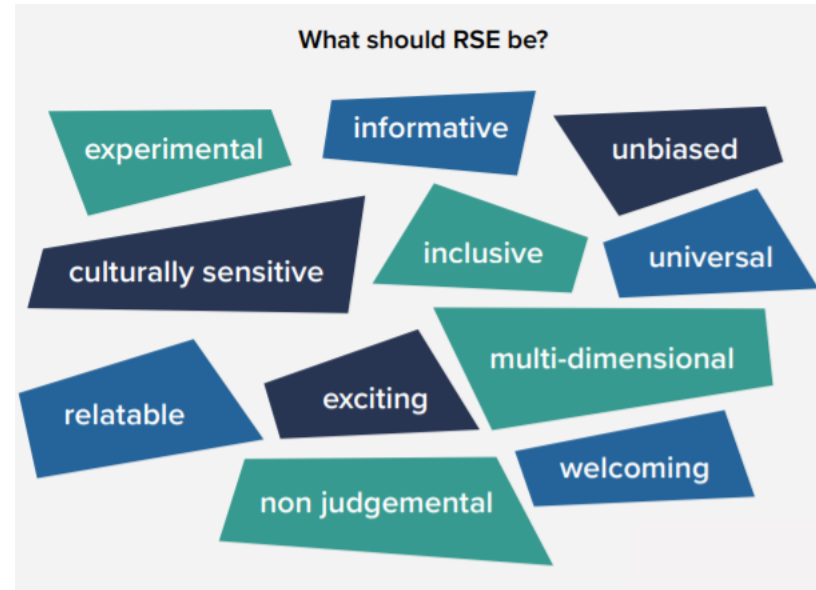
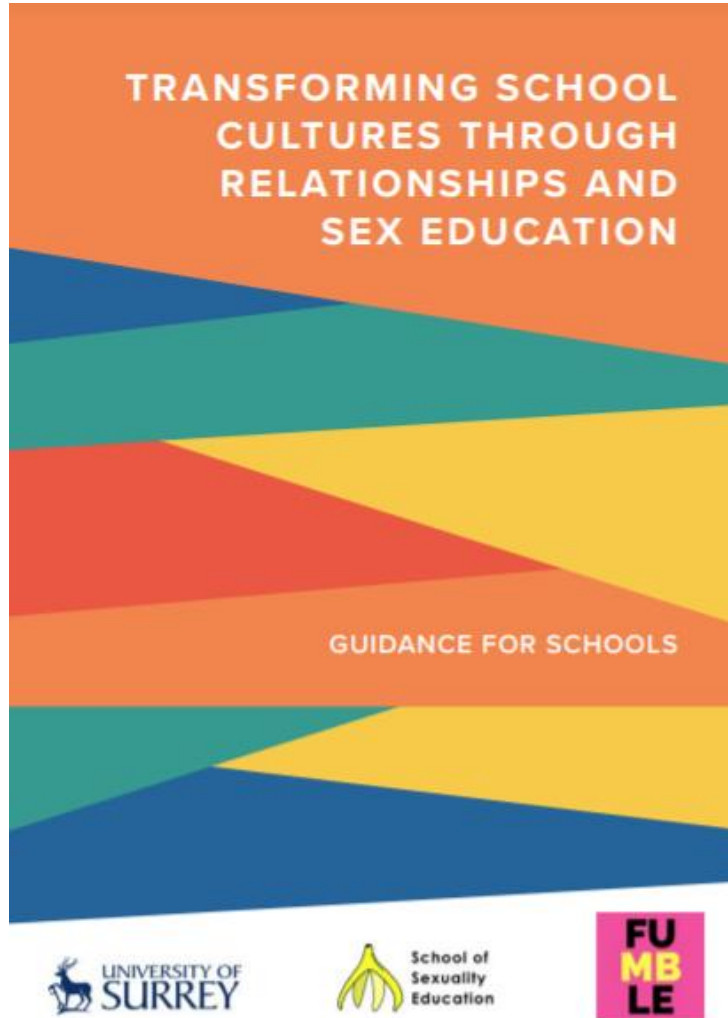
*“**Fantastic training**, I feel like I have learned such a lot today and has given me lots of ideas for my own practise”*

*“Very helpful in teaching children how to **keep themselves safe**. Interactive and theoretical resources were great”*

*“Interesting and provided **alternative ways to support young people** alongside current practice”*

*“Very interesting and incredibly detailed. It has developed my awareness of how **different situations impact child growth** and how this can affect their learning”*

# Some possible solutions...participatory RSE



# Participatory RSE: focus group data

One-hour focus groups in 2 schools = 27 students

Quotes from transcribed audio-recordings of focus group.

When asked what could be done to help students feel safer in schools, both groups identified RSE lessons as key:

*"If they allowed everyone to voice their opinion. Even if the opinion's against theirs. A lot of teachers shut people down, whereas it should be spoken about more and then challenged and then you debate about it"*

*"Instead of trying to fix it all the time, understand what we understand and what we can do for ourselves"*

*"I feel that in PSHE lessons it's pretty much the teachers just read things off the board to you, but I think that it would improve the experience and the learning in the lesson if it was more of a conversation between the students and the teacher and that they brought ideas in"*

*"I think maybe when we have these lessons we sit there and we do think about some of the topics that we learn about are quite deep, so I think it just makes people think but when they leave that door they completely forget about it. So I think there needs to be a way, I don't know, that people can reflect on it a little bit more"*

# Some possible solutions...bystander education



## STAND UP AGAINST STREET HARASSMENT

Date: **October 6, 2022**  
Time: **4:00 PM - 5:00 PM EST**  
Hosted by: **Right To Be**

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▼ <a href="#">Bystander Intervention programme</a>
<a href="#">What is Bystander Intervention?</a>

## The University of Worcester Bystander Intervention Programme

Sexual harassment, assault and domestic abuse continues to be a significant problem across university campuses (NUS, 2020; Labhardt et al, 2017). Bystander Intervention training offers an evidence-based approach to tackling this issue by showing participants how to identify problematic behaviour and intervene to change it. The important thing is not what we do we see problematic behaviour, but that we do something.



# Bystander education: evaluation data

Six-hour programme delivered to **82** Year 12 students by Dr Gill Harrop, University of Worcester

Pupils were asked if they thought they were more likely to spot problematic behaviour after attending the sessions:

**85.7%** said Yes

8.6% said Not Sure

5.7% said Probably Not

Pupils were asked if they thought the session had made them more likely to intervene when they saw problematic behaviour:

**94.3%** said Yes

5.7% said Not Sure

# Bystander education: evaluation data

After the programme, students were asked what words they associate with being an active bystander.

**27** students responded:



# Learning from year one: resources for schools



 Confidential Helpline: 0808 1000 900



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## Help for schools

How we can help you

♦ [Help for schools](#)

[Illegal online sexual behaviour](#)

[Working with partners](#)

We support schools and education staff to prevent and respond to harmful sexual behaviour.

This includes behaviour that can harm either the young person themselves or another



# Secondary prevention...holistic safety planning

**5. Identifying steps to safety**  
Considering all the information in the previous sections:

**5.1 What steps need to be put in place to improve safety in school?**  
Could include: 1-1 work; emotional literacy; communication skills; empathy work or wider school work; online safety; RSE. Safety Steps should be SMART targets (Specific, Measurable, Achievable, Relevant, and Timely). Who will be involved and when should changes happen?

**5.2 How will you measure progress?**  
This may include: a change in the child's view of their behaviour; a reduction of incidents of sexual behaviour; an increase of prosocial behaviour

**5.3 How will you measure concerns?**  
This may include: a change in the child's view of their behaviour; an increase in frequency or severity of incidents of sexual behaviour

Safety step 1		
Safety step 2		
Safety step 3		

Please add additional safety steps below, as needed:

**5.4 Referrals for external support:**  
Note any identified need for referrals to external/specialist services e.g. CAMHS, NSPCC, Safeguarding, Therapeutic Support. Who will make the referral and when?

my school safety plan

## School safety plan

Private and confidential



Who is involved in making this plan?

Who are we worried about?

What are we worried about?

What are the triggers that make this behaviour more likely?

What strengths do I have that make this behaviour less likely?

**My steps to safety**

Safety step 1:

Safety step 2:

Safety step 3:

When will we check this plan again?

## My school safety plan

Private and confidential





Who helped me make my plan?



What were people worried about?



Has anything else happened that makes people worry?



What have I done well?



What has helped me?



Who has helped me?



# Tertiary prevention...restorative education



## Behaviour Reflections

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

Reasons for my behaviour

Consequences of my behaviour

How do I feel?

How has my behaviour affected others?

Other consequence(s)

Description of my behaviour

Plan for improvement \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Pupil \_\_\_\_\_

Parent \_\_\_\_\_

Teacher \_\_\_\_\_

# Project learning - Year 2



## Safeguarding the safeguarders

- training
- supervision & CPD
- emotional impact

## Ad hoc support 140+ schools

- safety planning
- whole-school approach
- multi-agency working

## Working with parents

- sharing positive, consistent messages
- engaging creatively
- supporting parents to support their children

## Using RSHE to prevent HSB:

- what works?
- curriculum content/resources
- who & how to teach?



**Reflections or  
questions?**

# LUCY FAITHFULL FOUNDATION



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Anonymous and confidential support to  
stop child sexual abuse

0808 1000 900

Creating a world free from child sexual abuse

**Stop it now**