# Abstract

The psychological consequences of child sexual abuse on children’s mental health and emotional wellbeing is well documented, and the importance of safeguarding training for professionals working with children and young people unequivocal. Effective support for children who have been sexually abused online is essential to enable them to progress towards recovery. Yet many professionals feel they lack knowledge and understanding of how best to work with children who have been sexually abused online.

This study therefore evaluates the outcomes of a short interprofessional training course designed to develop professionals’ competence and confidence when responding to the needs of children and their families after online sexual abuse. Participants (*n=114*) were recruited on a voluntary basis from a range of professional backgrounds, including some teaching and social work students in England, Wales and Northern Ireland. The questionnaire collected both quantitative and qualitative data.

There were consistent, statistically significant improvements in the professionals’ views on their knowledge of the subject, their ability to assess online risk and their confidence levels after completing the training course. The feedback from the participants suggested that the learning tools adopted in the training were highly appropriate and that the interprofessional delivery was a key aspect to the positive learning experience.

This study suggests that multi-disciplinary training, combined with real-life case studies can be highly effective in improving knowledge and understanding of online Child Sexual Exploitation and Abuse (CSEA) thereby improving professionals’ confidence in supporting children, young people and their families. The need for and the importance of interprofessional training is highlighted.

## Keywords

Online child sexual abuse, online child sexual exploitation, inter-agency training, interprofessional practice, evaluation

# Introduction

Children increasingly use a wide spectrum of mobile internet technologies, games and apps (Ofcom, 2017). It is well recognised that internet and mobile technologies have transformed the landscapes of risk in both childhood and youth (Livingstone *et al.,* 2017; author’s own, date; Palmer, 2015). Online grooming affects a significant number of children and teenagers (Lorenzo-Dusa *et al.,* 2016) and in 2016/2017, Childline provided over 2,100 counselling sessions with British young people’s experiences of online child sexual exploitation (CSE) (Bentley *et al.,* 2017). The internet has also transformed the opportunities for predators to contact and communicate not only with children and young people but also with each other, accessing platforms aimed at young people and easily discovering personal and identifying information (Davidson and Gottschalk, 2011).

One in 20 children in the UK have been sexually abused (Radford *et al.,* 2011). Just over one in 10 (12%) of online 9-16s say they have seen sexual images online (Livingstone et al., 2014). Using evidence obtained by Barnardo’s survey of child sexual exploitation services (2013/2014), Palmer (2015) indicates that 19% of cases involving young people had an online component. Risk and childhood are social, cultural constructions (author’s own, date) and educational, law enforcement, policy and media debate has primarily focused on addressing the potential impact of prospectively harmful online content (Przybylski *et al.,* 2014). Depending on their digital access, children are likely to face differing risks at different ages according to their activities, experiences and skills: including bullying; sexting; inappropriate and/or illegal content, as well as exploitation. Furthermore, trying to identify which children may be more vulnerable online can be problematic. Although some children deemed as vulnerable offline are more likely to be vulnerable online, it is essential to contextualise when, why and how children may be at risk online, and as such ‘the four Cs’ for potential risks facing children (namely contact, content, conduct and commercialism – see Livingstone and Haddon, 2009) come into play at different stages of a child’s development.

However, as Livingstone and Haddon (2009:1) point out, “children and young people are living in a different world from that familiar to the adults who are bringing them up, teaching them what they need to know, and designing policies to ensure their well-being”. Hamilton-Giachritsis *et al.*’s (2017, p. 54) recent study with professionals found: “respondents identified the need for training on the nature and impact of online abuse, and some noted that this should be provided to a range of professionals working with young people, including teachers.” Furthermore, according to Martin and Slane (2015) professional responses to young people sexually victimised online may not always be appropriate, as professionals can underestimate the coercive aspect of online child sexual abuse (CSA) the impact it can have, and the actual support young people need (Palmer, 2015).

The UK government’s publication *Working together to safeguard children* (2015) clearly states that:

Local authorities have overarching responsibility for safeguarding and promoting the welfare of all children and young people in their area. They have a number of statutory functions under the 1989 and 2004 Children Acts which make this clear, and this guidance sets these out in detail. This includes specific duties in relation to children in need and children suffering, or likely to suffer significant harm, regardless of where they are found, under sections 17 and 47 of the Children Act 1989. The Director of Children’s Services and Lead Member for Children’s Services in local authorities are the key points of professional and political accountability, with responsibility for the effective delivery of these functions.

With the increased online risk to children and young people, this safeguarding responsibility is becoming increasingly complicated to implement. Evidence from the British Association of Social Workers’ study reported by the BBC in 2014 found that almost half (49%) of social workers said that 25% of their sexual abuse cases now involve some form of online abuse. Additionally, 36% of respondents felt they did not know the right questions to ask to identify and assess online sexual abuse, while 30% said they did not feel confident dealing with child protection sexual abuse cases that involved the internet as a conduit for the abuse.

Unfortunately, many professionals do not feel that they have adequate training for working with children who have been sexually abused online (author’s own, date). The lack of professional expertise in the area of online abuse was identified in reports by Barnardo’s (2004) and for the World Congress III against Sexual Exploitation of Children and Adolescents (2008). In 2013, a UK survey found that 70% of the respondents from health, education and children’s services stated that they had not received training in online risk assessment, and 96.5% said they would value such training. Further, 81.1% of the respondents said they had received no training in assisting children in their recovery from online abuse, and 94% stated that they would value such training (author’s own, date).

Martin (2016) investigated how child sexual abuse images online (CSAIO) present new challenges for social workers working in the field of CSA, particularly in relation to assessment and treatment approaches. She suggests that many of the participants “indicated that the usual trauma assessment and treatment approaches were insufficient with regard to several key aspects they felt distinguished CSAIO from conventional CSA: the perceived (or real) permanence of the images online and their worldwide accessibility” (Martin, 2016, p. 376).

The core technology in child welfare practice resides within the worker and his or her ability to engage, assess, provide, counsel, plan, evaluate, and make decisions effectively, hopefully in partnership with the family. Any effective program model has the worker at the centre demonstrating knowledge of the content area, attitudes supportive of the client, and skill in delivery of the specific service. It is because of this needed expertise that the training of workers is such a fundamental intervention in child welfare services (Collins *et al.,* 2010, pp. 41–42).

However, in relation to digital environments, expertise is reversed in that more often than not the child is afforded the role of the expert. Children and young people are increasingly living media-saturated lives (Livingstone, 2007) and an increasingly mediated form of sociality as ‘networked publics’ (see boyd, 2008). Actors within a networked public must manage invisible audiences, context collapse, and the blurring of private and public (boyd, 2010). The blurring of the boundaries between offline and online in young people’s everyday lives (author’s own, date) are not always understood by adults. Therefore, responding appropriately to changing patterns of CSEA and understanding children and young people’s everyday digital lives clearly challenges many arenas of professional practice.

Subsequently, effective training programmes and awareness-raising resources now abound, focusing on various aspects of online safety. For example, cyberbullying, online grooming, sexting and the viewing of violent and/or sexual content are the topics of various initiatives, all developed in response to academic, policy and public discourse, centred on concerns for child welfare as online risks have increased. In response to online safety moving up the political and educational agenda (see for example Ofsted, 2015), Childnet, the South West Grid for Learning, Child Exploitation and Online Protection Command and, more recently, Internet Matters, have all produced learning resources and facilitated training for raising awareness of and preventing child abuse and exploitation online. However, until very recently there has been little training that focuses on supporting children and young people after abuse and/or exploitation online has taken place. As such, many professionals working with children and young people feel inadequately trained to know online CSEA and thereby effectively respond to and support children, young people and their families. Therefore, many professionals feel unable to adequately fulfil their role safeguarding children and young people.

Online CSEA may involve one or a combination of the following: children and young people made the subjects of child abuse images (CAI) including live streaming, grooming online, cybersex, children sold for sex on or offline; children of adults who download and/or distribute CAI; young people who download CAI; or sexting. Assessing online risk and identifying when a child or young person has been sexually abused or exploited online can be very difficult for professionals. Specific training is clearly needed to raise awareness of the issues and understand the signs and symptoms of online CSEA (Hamilton-Giachritsis *et al.,* 2017) while providing real-life examples to highlight good practice. Clearly, effective safeguarding training can lead to significant gains in both safety knowledge and skills for practitioners. Yet often training is delivered without being evaluated and while the evidence base for training in child welfare has yet to be established (Collins *et al.,* 2010).

## The pilot programme

The content of the training programme entitled *Click: Path to Protection,* on which this evaluation focuses, is underpinned by examples of real-life experiences and actual cases studies of young people and their families who had experienced CSEA or who had been affected by a family member downloading or creating CSAIO. These case studies, used as an interactive learning strategy, shift the emphasis from teacher-centred to more student-centred learning (Grant, 1997).

The initial three-hour, interprofessional training pilot was developed by the Marie Collins Foundation. This UK charity works directly with children who suffer sexual abuse and exploitation via internet and mobile technologies, supporting their recovery towards living safe and fulfilling lives. Due to their experience of supporting children, young people and families, the Marie Collins Foundation could draw on a wealth of actual cases for delegates to learn from.

It is also important to note the partnership approach adopted. The new initiative was designed and developed in close collaboration with representatives from education and children’s services, the College of Policing, and the Association of Chief Police Officers’ lead for child abuse and academia.

The pilot training programme was delivered across two sites in England, one in Wales and one in Northern Ireland. A range of professionals took part in the pilot, including social workers, police officers, teachers, youth workers and others from children’s and young people’s services. All of these professionals worked directly with children or supported those who worked with children. The content of the training specifically focused on how to support a child and family when a child had been sexually harmed online, and how to support a family after a family member had downloaded indecent images.

The content of the course was reflected in the learning outcomes for the training, and these were clearly articulated as:

* How to respond once a child has been or may be being sexually harmed online
* How to respond once a partner/parent has been downloading indecent images of children
* How to support a child along the path from discovery to recovery
* How to support the protective carers
* How to place the needs of the child victims and their families at the centre of any interventions, thus making the process fit the child’s and family’s needs rather than the other way round.

The training session incorporated a range of learning materials and resources, with opportunities for questions, discussions and debate. Hence, an active, deep approach to learning was adopted throughout (see Ramsden, 1992), designed to meet the needs of a range of learning styles (see Kolb, 1984). Melrose, (2012, p. 155) argues that “in order to provide young people with the most appropriate support, practice responses need to be developed from the concrete conditions in which young people are subject to sexual exploitation, rather than applying abstract ‘models’ that fail to capture the lived experience of the young people themselves”. Subsequently, the *Click: Path to Protection* training centred on a range of actual ‘real-life’ case studies, depicted in various interactive learning resources (including videos and written case studies) which Grant (1997) suggests allow for consideration, reflection and discussion.

Connolly and Morris (2012) outline four key aspects of strengthening practice in child protection: knowledge base, practice skills, analytical thinking, and professional context. Connolly and Morris (2012, p. 151) suggest that “agencies that meet the challenges of contemporary practice and demanding organisational contents have the potential to build stronger and more effective services for children at risk”.

The pilot training course was open to any staff with a front line responsibility for safeguarding children, those who were studying for such a role, those who worked as frontline staff with children and young people, and those who had a line management responsibility for those that did. Although delivered in four separate geographic locations, the training course had the same learning outcomes. The learning resources used and training content were identical and was delivered in each location by the same highly experienced facilitator. Variations in discussion would have occurred naturally according to the personal experiences of the participants and the debates that arose from the focussed discussions.

## Evaluation Methodology

Ritzmann *et al.* (2014) emphasise the importance of robust evaluation methods to ensure that investments made in professional training have the highest possible degree of efficiency. Therefore, an independent, objective evaluation of the pilot training programme was commissioned. Having completed the three-hour training session, all the participants were asked by an independent researcher to anonymously complete a questionnaire about the pilot training programme and their learning experience, which the researcher collected and collated. The questionnaire was based on based on two of Kirkpatrick’s (1959) proposed goal-based model of evaluation:

* + the participants’ reaction to the training
	+ the learning that resulted from the training

Goal-based models like Kirkpatrick’s can help practitioners think about the purposes of evaluation. ‘Evaluation is an important component of organisational learning, providing

an evidence base for future programmes and ensuring that programmes continue to be

improved to meet expectations and organisational requirements’ (National Centre for Post Qualifying Social Work and Professional Practice, 2016: 7).However, the difficulty for practitioners in following such models is in selecting and implementing appropriate evaluation methods, whether they be quantitative, qualitative, or mixed (Eseryel, 2002).

Mixed methods is a research design with philosophical assumptions as well as methods of enquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis and the mixture of qualitative and quantitative approaches in many phases of the research process. As a method, it focuses on collecting, analysing, and mixing both quantitative and qualitative data in a single study or a series of studies. Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone (Creswell and Plano Clark, 2007, p. 5).

Our methodological device adopted a mixed methods approach and the questionnaire comprised of both closed and open questions to collect both quantitative and qualitative data in relation to the recipients’ views and experiences of the training. Satisfaction questionnaires test “perceptions of both quality of the delivery and value to the individual participant” (Cockerill *et al.,* 2006, p. 16).

Ethical considerations

A detailed reporting of ethical procedures should be required and expected in all published social research (Kimmel, 1988). There are two common issues within the ethical decision-making framework: informed consent and privacy (Frankfort-Nachmias and Nachmias, 1996). Informed consent was obtained from all the voluntary participants and the evaluation was, like any other primary research study, conducted with academic integrity, conformed to guidelines outlined by the British Sociological Association subject to university [insert name of university here] ethical approval.

Participants were asked about their professional background; the age group of children that they worked with and if they had ever previously had any training on online risk assessment. They were also asked if they had previously had any training in supporting children and young people who have experienced harm/abuse online. Details on whether they had encountered children in their work who had been exposed to online risk and whether in their professional role they had considered the impact of children’s digital lives in their daily functioning were also collected and analysed.

The questionnaire also asked participants to rate the training course in relation to improving their knowledge of the subject and if they had learned something which they could use in their own professional practice. They were also asked if they felt that the learning activities had engaged them in the learning process, if they would recommend the training to other professionals, and if they had found the training useful.

In order to ascertain the level of confidence both before and after the training, participants were asked to rank their confidence in relation to their knowledge of the subject area, confidence in assessing online risk, and confidence in working with children and their families who had experienced online sexual abuse and exploitation.

Finally, the questionnaire asked participants to comment in their own words using a free text box about what they thought was the most useful learning activity, an area that they would like to explore further as a result of the training, something that they wished the session had included or expanded on, and what had challenged them or made them think.

# Main findings

A broad range of professional backgrounds attended the pilot training sessions (see Figure 1). 114 participants completed the questionnaires and these participants included police officers (11%), teachers and other educational professionals (23%), social workers (14%), CYP professionals (17%), trainee teachers and social work students (18%), and others including health professionals, youth workers, probation officers, family support workers, hate crime officers, therapists and charity CEOs (17%).

[INSERT FIGURE 1] – Participant’s Professional Background

The majority of the participants worked directly with children aged 0-18. Although 87% of participants said that they considered the impact of children’s digital lives on their daily functioning and 75% of participants said that in their work they had encountered children who had been exposed to online risk, only 34% said that they had had training in online risk assessment (but not specifically online CSEA) previously and only 31% said that they had had any training in assisting children who had experienced online harm/abuse.

From the responses (see Figure 2) 87% said they had learned something from the training which improved their knowledge of the subject; 89% said they had learned something from the session that they could use in their professional practice; 82% said that the activities in the session engaged them and involved them in the learning process; 94% said they would recommend the training to other professionals and 92% said they found the training useful.

[INSERT FIG 2 HERE] Participants' assessment of the training programme

The participants were asked to rate their knowledge of the subject area, before and after the training session. Comparing with only about a third (34%) who felt confident or very confident in their knowledge of the area before the training, almost all participants (92%) felt confident or very confident after the training. Figure 3 presents more details. A Wilcoxon signed-rank test revealed that post-session ranks for the assessment of confidence were significantly higher than the pre-session ranks (Z=9.039, p<0.001)*.*

[INSERT FIG 3 HERE] - Level of confidence with knowledge in the area before and after the training

The participants were also asked to rate their confidence in assessing online risk, as it was before and after the training session. Compared with less than a third (30%) who felt confident or very confident before the training, a large majority (86%) felt confident or very confident after the training (see Figure 4). A Wilcoxon signed-rank test revealed that post-session ranks for the assessment of confidence were significantly higher than the pre-session ranks (Z=8.950, p<0.001).

[INSERT FIG 4 HERE] Level of confidence with assessing online risk before and after the training

Finally, the participants were asked to rate their level of confidence in working with families and children in this area. While less than a third (31%) felt confident or very confident before the training, a great majority (84%) felt confident or very confident after the training. Figure 5 presents more details. A Wilcoxon signed-rank test revealed that post-session ranks for the assessment of confidence were significantly higher than the pre-session ranks (Z=8.795, p<0.001).

[INSERT FIG 5 HERE] Level of confidence with working with children and families in this area before and after the training.

Additional to the closed ranked questions, the participants were asked to comment in their own words on what they felt were their most useful learning activities from the training. The thematic analysis of the qualitative data extracted key themes and revealed that by far the most useful learning activities were the case studies depicted in the film and video clip and the real-life examples provided by the facilitator, as exemplified by a social worker:

*“The video clips were fantastic – really, really good. They made the case studies we discussed really real and illustrated the key points very effectively. I found Ben’s story really powerful because it made you see things from different perspectives. I never really understood how the child/young person may feel about the perpetrator and that they can experience grooming. The video explained everything so well from the victim, the process and the different agencies’ role from the point of discovery.”*

Participants also frequently mentioned that adopting a victim-centred approach within an interprofessional context was highly beneficial to their learning, in that they were able to discuss the case studies and scenarios presented to them with other professionals from different professional backgrounds.

An education professional noted on their feedback sheet:

*“The best thing was the case studies, they brought a sense of reality to it all and really made me think. It made me realise the in-depth impact of it all and the procedures of all the others agencies’ work. I’d never thought about it like that before.”*

The participants also felt that the activities highlighted the complexity of the grooming process, how to react to a parent or child, and helped them to understand the process that a child or young person goes through after they had been sexually abused or sexually exploited online.

A student teacher wrote that her key learning was, *“Looking at it from the perspective of a child who has been groomed and them not realising that online grooming is an offence or perceiving themselves as victim.”*

The role of the facilitator was also key to the positive learning for the participants. This is an important point in relation to the evaluation because, even with high quality ‘real-life’ learning materials and an interprofessional learning environment, it was the knowledge, experience, and skilled facilitation of the session which brought it all together. As a teacher’s comment illustrates: *“It was led by [an] expert who is passionate and very well-informed – that and working with other agencies, which is always worthwhile, really helped my learning.”*

All the participants detailed their own key learning points. The difference between discovery and disclosure was noted in the majority of the participants’ feedback. A police officer, like many other participants, noted what was for them an important point: *“Learning what support is out there for victims and their families, and the fact that they can be given support prior to court and not just after the process.”*

It was interesting that in the comments both police officers and social workers discussed the relationship between adopting a victim-centred approach and achieving best evidence (ABE) in online CSEA cases – as one police officer commented on aspects of the course that had made delegates think:

*“How we are going to deal with victims who are not ready for ABE given the new bail times of 28 days?”*

Reflecting on the wider professional context also emerged from the analysis as an important factor for consideration. A social worker observed, *“acknowledging the complete lack of understanding within social services about online sexual exploitation and how a child can be seen by juries and judges as ‘asking for it’ if they post images online or return to the abuser.”* A teacher also exemplified the wider context, but at a national/international level, writing, *“I found the whole session thought-provoking. I was thinking about whether at a national level there are strategic discussions about all the child abuse/exploitation issues that we are facing as a country and internationally.”*

## Conclusions

A wide body of research has clearly demonstrated that in contemporary society there are new risks, including risks from those who exploit children via the internet (Radford *et al.,* 2011; Livingstone *et al.,* 2017 and Palmer, 2015). The United Nations Convention on the Rights of the Child highlighted the importance of promoting children’s and young people’s rights in a globalised world – yet the balance between children’s rights to participation and their rights to protection is far from straightforward. Children and young people have a right to be protected but also to participate in the information society and the knowledge economy, and Savirimuthu (2011, p. 547) proposed that “child safety issues are now being transformed into legal and social obligations”. There remains an urgent need to understand the complex relationship between children’s rights to participation, privacy and protection online (author’s own, date; Palmer, 2015).

Martin (2016, p. 385) discusses the implications of cyberspace and child sexual abuse for social work practice:

Conceptualising cyberspace as a new system in the ecology of children (Martin, 2013, 2014; Martin and Alaggia, 2013) may help social workers to consider the risk of the involvement of the internet in cases of sexual abuse; consider the differential impact of the internet on children made subjects of abuse; consider the relationship and overlap between online and offline sexual abuse; and explore the meaning of the potential non-resolution of children’s online sexually abusive experience.

Her observation above, however, does not just apply to social work. The recent HM Government (2017, p. 28) green paper in UK states: “The role of schools in assisting children with online safety is not restricted to formal education. Schools play a critical role supporting children when they have suffered online harms. This can include responding to incidents of cyberbullying (both in and outside of school hours) and intervening following the unwanted sharing of sexually explicit images around classmates”. Furthermore, the UK government’s publication *Working together to safeguard children* (2015) states: “Whilst local authorities play a lead role, safeguarding children and protecting them from harm is everyone’s responsibility. Everyone who comes into contact with children and families has a role to play”. The police, for example, have an essential role in protecting children and investigating abuse, teachers and CYP professionals have a duty to protect children’s welfare and social workers have a central role within the local authorities with a duty to promote, support and safeguard the wellbeing of all children.

Thus safeguarding is everyone’s responsibility and as increasing numbers of children are becoming victims of online sexual abuse it is essential that training in how to support them is provided to all professionals working with children and young people.

To dramatically improve prevention and intervention we need “training across the sector about the dynamics and impact of sexual abuse, including technology-assisted forms”; (Hamilton-Giachritsis *et al.*, 2017, p. 57).

Collins *et al.* (2010, p. 59) argue that “it is incumbent upon evaluators to tackle head-on the political challenges of conducting high quality evaluation in promote child welfare training as an evidence-based intervention”. In relation to the goal-based model of evaluation we adopted, the findings successfully demonstrate the reaction of the participants to the training and the learning that took place as a result of the training. However, while we were able to ascertain, to some extent, aspects of the learning that participants thought they would be able to use in their professional practice, we were unable to measure effectively the actual level of transfer of the learning into practice, nor the impact that training had on the organisation. For practical reasons we were not able to use comparison groups in our evaluation, nor did we include a longer-term follow up measure. These methodological tools measuring training impact would be worth considering in future evaluation methods, and also measures to evaluate if the training had any actual benefit to service delivery from the perspective of the children, young people and their families.

“Although public child welfare agencies, as well as contracted private providers, conduct extensive amounts of training, the evaluation evidence for effectiveness of training interventions is sparse” (Collins *et al.* 2010, p. 2009). The findings presented here demonstrate the value of both undertaking such an evaluation and of adopting a mixed methods approach. Collins (2003, p. 241) argues that, “evaluation of training is needed so that decisions can be made about the best means of conducting training that leads to good child welfare practice”.

The evaluation of the pilot training programme *Click: Path to Protection* presented here clearly demonstrates that the vast majority of the participants felt that the training had improved their knowledge of the subject; they had learned something that they could use in their professional practice; that the activities engaged them and involved them in the learning process; they would recommend the training to other professionals, and that overall they found the training useful.

Furthermore, the improvement in the participants’ knowledge of the subject area, their level of confidence in assessing risk and their level of confidence in working with children to support them is encouraging. The mechanisms and the context of the learning environment are, however, also of fundamental importance to understanding the effectiveness of the training programme. The findings presented here also support Szilassy *et al*.’s (2013) study, who found that a short, interactive training course for professionals from different professional backgrounds had a positive effect on their knowledge and self-confidence when responding to safeguarding issues in relation to domestic violence and its effect on children. Mustoe and Croft (1999) propose that using case studies can increase motivation and interest in a subject.

This evaluation also provides evidence that the multi-disciplinary nature of training, combined with real-life case studies can be highly effective in improving knowledge and understanding of online CSEA among professionals, as well as improving their confidence in supporting children, young people and their families. The need for and the importance of interprofessional training to encourage interprofessional practice was evidenced through delegates’ feedback.

This study therefore suggests that multi-disciplinary training, combined with real-life case studies can be highly effective in improving knowledge and understanding of online CSEA and in improving professionals’ confidence in supporting children, young people and their families.

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FIGURE 1 – Participant’s Professional Background

FIGURE 2 - Participants' assessment of the training programme

FIGURE 3 - Level of confidence with knowledge in the area before and after the training

FIGURE 4 - Level of confidence with assessing online risk before and after the training

 FIGURE 5 - Level of confidence with working with children and families in this area before and after the training.