

Economic Plan

This document identifies the areas prioritised for economic modelling. The final analysis may differ from those described below. The rationale for any differences will be explained in the guideline.

1 Guideline

Harmful sexual behaviour: identifying and helping children and young people who display harmful sexual behaviour

2 List of Modelling Questions

<p>Review questions by scope area</p>	<p>Question 1: What are the most cost-effective multi-agency responses to identifying and helping children and young people whose sexual behaviour indicates the need for assessment?</p> <p>Question 2: How cost-effective are different models or tools in assessing the level of seriousness of children and young people’s sexual behaviour?</p> <p>Question 3: How cost-effective are assessment tools designed to identify the level of risk posed by, and address the needs of, children and young people who display harmful sexual behaviour?</p> <p>Question 4: What types of interventions, including family and carer interventions, are cost-effective for children and young people who display harmful sexual behaviour?</p>
<p>Population</p>	<ul style="list-style-type: none"> • Children (<10 years) and young people (aged 10 to 18) who display harmful sexual behaviour. • Children and young people up to the age of 25 who display harmful sexual behaviour and have special educational needs or a disability.
<p>Interventions and comparators considered for inclusion</p>	<ul style="list-style-type: none"> • Commissioning and partnership work (among the statutory, voluntary and private sectors) to identify, assess and help children and young people who display harmful sexual behaviour. • Models or tools, including checklists that can distinguish between: normal behaviour, behaviour that needs to be assessed and monitored, and behaviour that needs a legal response and treatment. • Programmes that help parents, carers and families to challenge negative behaviours before they reach a need for formal interventions such as ‘early help’ projects and support from family nurse partnerships or telephone helplines. • Assessment tools to identify the specific level of risk posed by children and young people who display harmful sexual behaviour and to identify how to address their needs.

	<ul style="list-style-type: none"> Interventions with children, young people and their families and carers to address harmful sexual behaviour. This includes behavioural or cognitive behavioural approaches and clinical treatments such as the ‘Turn the page’ or ‘Good lives’ models.
Comparator	No intervention, usual practice, or comparison of two or more intervention types
Perspective	Public sector. Benefits will include health effects on reduction in harm to victims of harmful sexual behaviour and, if possible to measure it, improvement in the mental health of those causing the harm. Costs will include the cost of treatment and will be offset by reductions in the cost of the criminal justice system for both harmful sexual behaviour and also separately the reduction in the cost of harmful non-sexual behaviour as a by-product of treatment.
Outcomes	<p>Expected outcomes for each of the review questions identified in the final scope are:</p> <ul style="list-style-type: none"> Question 1: Identified thresholds for action, improved notification and referral procedures, better information sharing and consultation, less reliance on exception reporting or serious incidents to highlight concerns. Question 2: Improved identification of potentially harmful sexual behaviour and prevention activities to stop it becoming an entrenched pattern of behaviour. Question 3: Improved assessment to help inform subsequent decisions about treatment, public safety and the safety of children and young people displaying harmful sexual behaviour. Question 4: Stopping harmful sexual behaviour. <p>Settings: any settings where health services, education services, the criminal justice system, third sector and voluntary organisations deliver interventions to prevent, treat or deal with sexually harmful behaviours.</p>
Type of analysis	See entry under “Perspective” above