

The Bloxsom De-Webber Tool: Dismantling the Web of Child Sexual Exploitation

The Bloxsom De-Webber Tool was designed to help guide multi-agency child sexual exploitation (CSE) disruption planning and translate research into a practical process. This was developed from the conceptualisation of the “Web of CSE” (The “Web”) described in Bloxsom et al. (2026b) and draws on the expert knowledge of children who have been sexually exploited. This framing provides a way for adults and systems to start understanding the exploitive Web a child is made to navigate, and the tool provides a way for safe adults and systems to start recognising and dismantling the structures and conditions that support the functioning of the Web. When mapping the child’s Web, it is strongly encouraged the child’s perspective of this CSE is acknowledged, and if adults interpret the exploitation differently, this should be captured. This tool guides CSE disruption only, it is not a safety plan template that outlines how adults should respond when a child goes missing or following a sexual assault. This tool involves first mapping the Web and then planning how to dismantle it.

Step 1: Map elements in the Web:

- **Details about the child** should consider who they are as a person, their cultural identity, where and with whom they feel safe with, what they enjoy, their goals/dreams for the future, and any actions they are engaging in to create safety for themselves. These factors can be leveraged to help create safety.
- **Perpetrators** are the people who are responsible for the CSE. Perpetrators sexually abuse the child and promise something (resources, affection, withholding of harm, etc) to reduce the child’s resistance (Lairde et al., 2024). Their actions, including coercion and threats, should be recorded. Consider the below Figure 1 (Bloxsom et al., 2026a), which summarises some monetary resources perpetrators give children.
- **Anchoring points** are factors, experiences and actions that help enable the Web. Perpetrators thrive on these. Each anchoring point needs to be identified and its impact minimised. One of the most significant anchoring points of the Web is the unmet needs of the child, which contributes to the onset and continuation of CSE. Another anchoring point is the factors “pushing” children away from safety and towards exploitation, and factors preventing a safe escape from the CSE. Children need support to leave the survival mindset imposed on them.
- **Facilitators** are the people or organisations/businesses who help assist and/or encourage the perpetrator’s contact with the victim. Some will know the perpetrator’s risk to the child, and others will not.
- **Network members** include professionals engaged in multi-agency responses, community members, family members and peers. Victimised peers should also be included, these are other children known to the child, who are also exploited.
- **Child’s financial status** requires adults in the child’s life to understand the child’s financial position, so that any unexplained wealth can be interpreted as a possible indicator for exploitation to have occurred/continued.

There is no specific way a child’s Web should be mapped out. An example of this mapping process is provided (Figure 2) which represents five victims of CSE who described how they were interpreting their Web of CSE (Bloxsom et al., 2026b). Templates are provided on pages 3-5, which can be adapted to reflect the unique situations individual children are experiencing. It is anticipated for many children, additional perpetrator boxes and table rows may need to be added.

Figure 1.
Resources
and delivery
methods used
by
perpetrators
(Bloxsom et
al., 2026a).

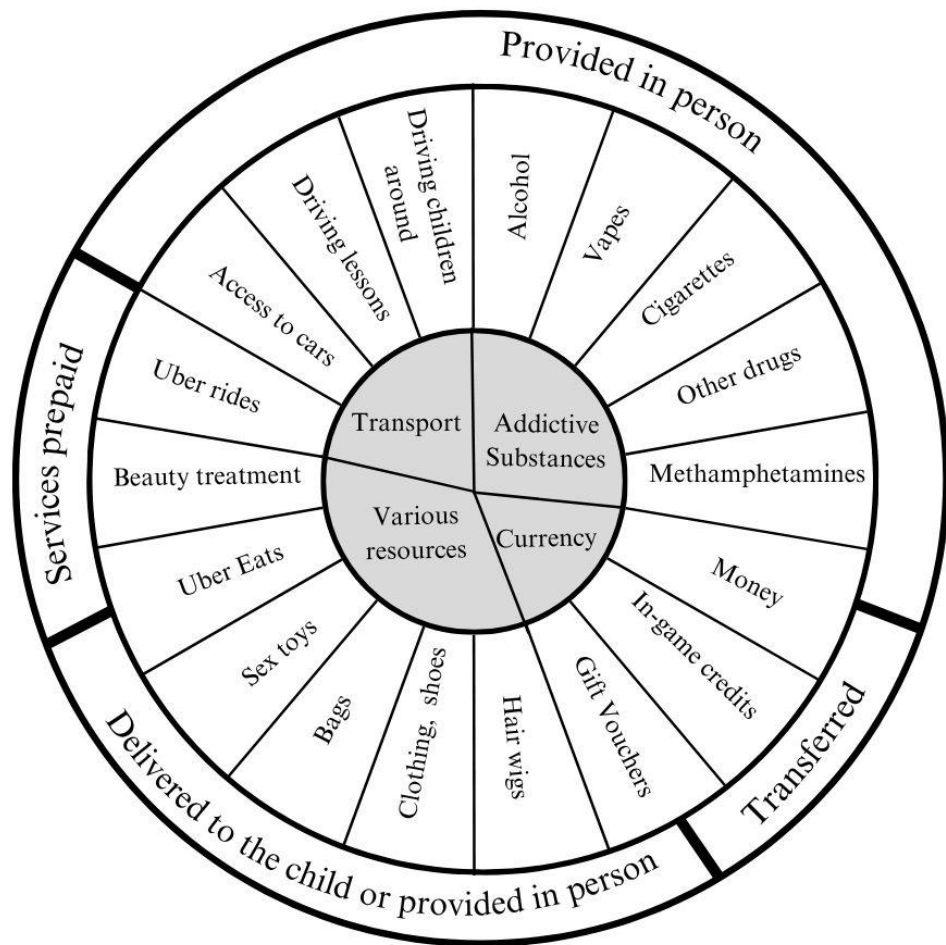
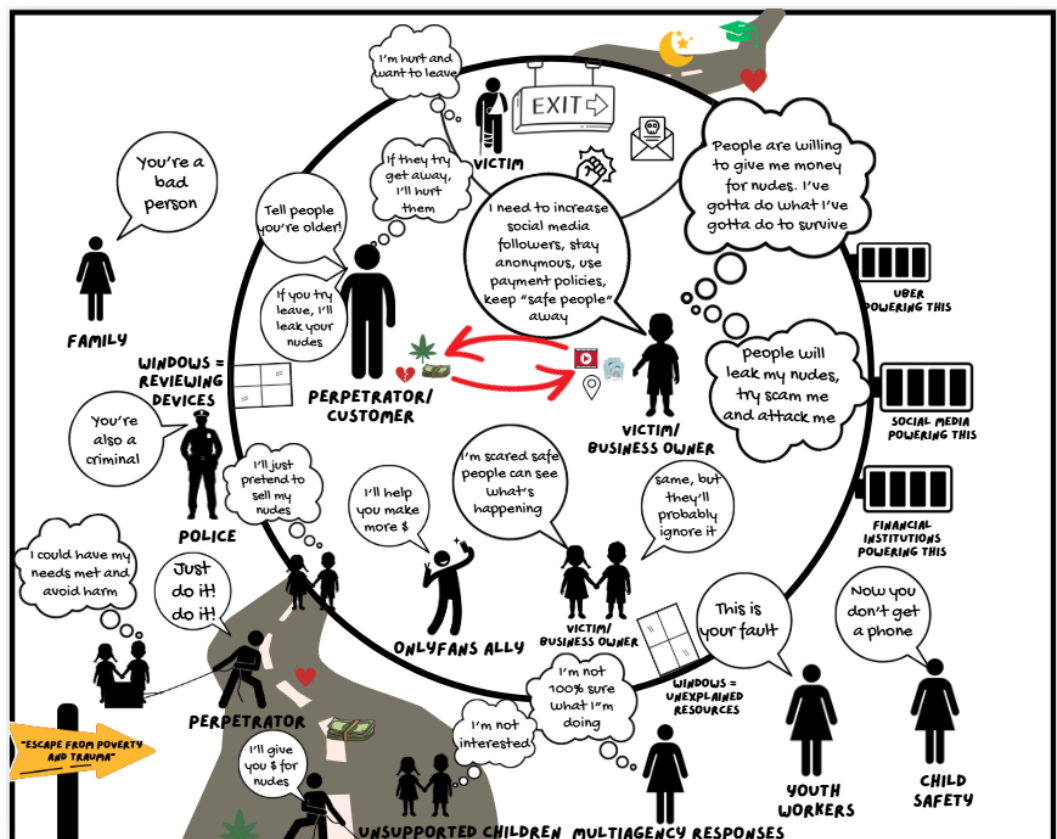


Figure 2. An
example of
five
children's
Web of CSE
mapped



Template: Mapping the child's Web of CSE

Summary of the child (E.g. Name, age, culture identity, area they live in, things they enjoy, where and who they feel safe with, etc)

Perpetrator/s

Name/age:

Communication style:

Promises/coercion used:

Nature of CSE:

Factors preventing escape of CSE (*E.g. threats, fears, substance dependence, etc*)

Child's future goals/dreams

Perpetrator/s

Name/age:

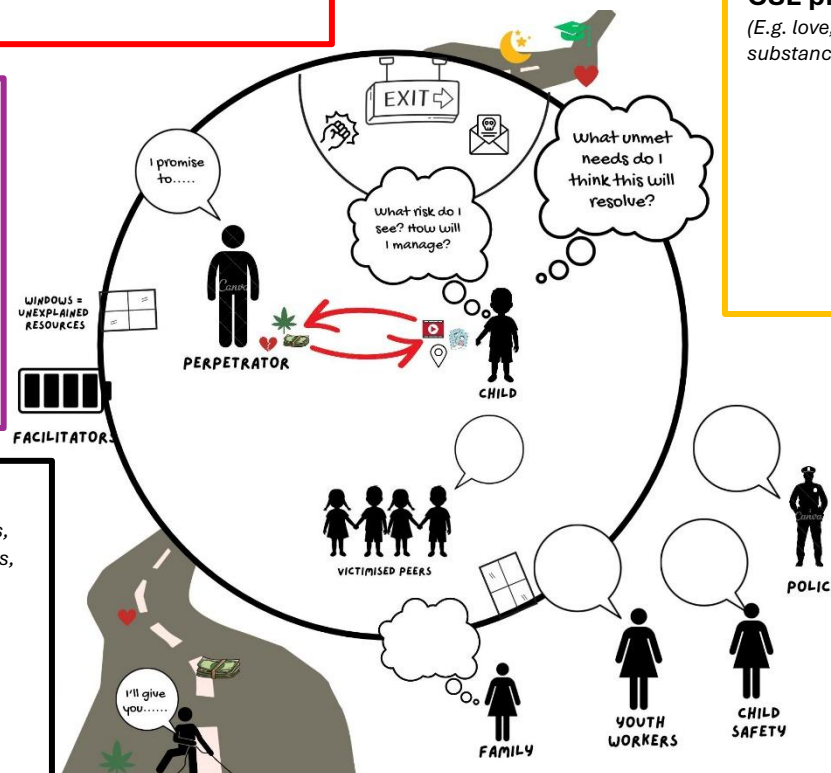
Communication style:

Promises/coercion used:

Nature of CSE:

Child's unmet needs the CSE promises to resolve
(E.g. love, food, accommodation, substances, etc)

Adults who encourage victim/Perpetrator communication
Name:



Child's financial status (E.g. Cash savings, weekly income, possessions, Roblox wallets, etc).

Child's solo safety plans

Entities who facilitate victim/perpetrator communication or resource delivery (E.g. Uber, Amazon, Instagram, banks, etc)

What is “pushing” the child away from safety? (E.g. hostile home)

What others said to the child about the CSE

Family:

Exploited peers:

Non exploited peers:

Child protection:

Police:

Youth Workers:

Step 2: Planning to dismantle the “Web of CSE”

The process of dismantling the child’s Web is complex and requires the participation of the multi-agency support team, family and the expertise of the child. It is crucial that members of the child’s culture are consulted to ensure this plan is culturally safe. This process involves both “soft” and “hard” disruption strategies and will leverage information gathered in Step 1.

Designing a plan for soft disruption:

Soft CSE disruption strategies focus on resolving underlying factors which enable the CSE to continue. These strategies need to be implemented until the CSE is completely disrupted. Soft disruption is essential, to achieve long-term CSE disruption.

What are the child’s unmet needs the CSE/perpetrators promise to resolve?	How can the child’s unmet needs safely be resolved by the child’s network? <i>(Remove all dependencies on the perpetrator)</i>	Who will be responsible for this and when will it commence? <i>(consider engaging therapeutic support)</i>
What factors such as threats or consequences, prevent the child escaping CSE/perpetrators? <i>(Threats of blackmail, location tracking allowing perpetrator to visit the child, etc)</i>	How can each threat or negative consequence of escape be mitigated? <i>(Try build on what the solo safety planning the child may already be implementing)</i>	Who will be responsible for this and when will it commence? <i>(Suggest that people the child trusts leads conversations with them)</i>
What factors “push” the child away from safety <i>(E.g. Hostile household members).</i>	How can each “push” factor be minimised?	Who will be responsible for this and when will it commence?
Has anybody blamed the child for the CSE?	How can this message be corrected? <i>(child should know they are not at fault)</i>	Who will be responsible for this? <i>(can the original person/organisation apologise and correct messaging – exclude perps)</i>
What is the child passionate about? <i>(E.g. Future dreams, activities they enjoy, places/people that feel safe and strengthening connection to culture)</i>	How can this insight be used, to positively exhaust the child? <i>(E.g. Fill the child’s calendar with things they enjoy).</i>	Who will be responsible for this and when will it commence?
Adults who encourage victim/perp communication <i>(but do not understand the abuse they are helping facilitate)</i>	How to support this person to shift from a “facilitator” role to a “protective” role?	Who will be responsible for this and when will it commence?
Entities who facilitate victim/perp communication or resource delivery <i>(Uber, Amazon, Instagram, banks, etc)</i>	How can these entities be leveraged to help identify CSE and the perpetrators?	Who will be responsible for this and when will it commence?

Designing a plan for hard disruption:

Hard CSE disruption strategies involve preventing CSE perpetrators from accessing the child and will often occur in collaboration with law enforcement. Hard disruption can create immediate safety for a child, but will often only achieve this short-term. It is recommended that soft CSE disruption strategies are commenced first, and then hard disruption strategies be introduced; unless risk of serious injury or fatality presents, in which case use all hard disruption strategies available (McKibbin et al., 2026). It is crucial that children do not interpret intervention as “punishment”, therefore it is recommended “hard” disruption be utilised to manage the perpetrators actions, not the child’s actions.

Who is the perpetrator? <i>(name, nick names, aliases, social media handle and photo)</i>	How can the perpetrator’s communication with the child be disrupted? <i>(E.g. conversations with the perpetrator, legal action to prevent access to the child, arrests, have carers been given a photo of the perpetrator and advised to call the police if they approach the home, does the child’s home require security enhancements or relocation?)</i>	Who will be responsible for each action and when will it commence?
Who is the perpetrator? <i>(name, nick names, aliases, social media handle and photo)</i>	How can the perpetrator’s communication with the child be disrupted?	Who will be responsible for each action and when will it commence?
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Adults who encourage victim/perp communication <i>(and understand they are enabling abuse)</i>	How can this person be supported to shift from a “facilitator” role to a “protective” role? If this is not possible, how can their communication with the child be disrupted?	Who will be responsible for this and when will it commence?

References

- Bloxsom, G., McKibbin, G., Davidson, J., Halfpenny, N., & Humphreys, C. (2026a). Financially coerced 'self-produced' child sexual exploitation material: Narratives of accountability. *Child & Family Social Work*. <https://doi.org/10.1111/cfs.70193>
- Bloxsom, G., McKibbin, G., Davidson, J., Halfpenny, N., & Humphreys, C. (2026b). Children's experience of surviving the web of exploitation. *Children and Youth Services Review*, <https://doi.org/10.1016/j.childyouth.2026.109130>
- Laird, J. J., Klettke, B., Hall, K., & Hallford, D. (2023). Toward a global definition and understanding of child sexual exploitation: The development of a conceptual model. *Trauma, Violence, & Abuse*, 24(4), 2243-2264. <https://doi.org/10.1177/15248380221090980>
- McKibbin, G., Sastre, V., Bloxsom, G., Dixon, S & Humphreys, C. (2026). Disrupting Child Sexual Exploitation: A Cautionary Tale. *Child & Family Social Work*, <https://doi.org/10.1111/cfs.70120>