Guidance for Schools:

Identification of children at risk of sexual exploitation

May 2015

Work from the Education Sub Group DSCB.

Table of Contents

What is Child Sexual Exploitation? 2

Who is at risk? 3

Warning signs and vulnerabilities checklist 3

Consent 4

What can schools do to tackle Child Sexual Exploitation? 5

Training and Awareness 5

Promotion of healthy relationships through the curriculum 5

Identification 5

Steps that schools can take to address child sexual exploitation 5

General advice for all school staff 7

Top Tips 8

How to talk to parents 8

Minimum Standards for Schools 10

Referrals/ Enquiries 12

Useful contact numbers and websites 13

Local Guidance 13

DVD/ Films 14

Organisations 15

Governmental Reports 16

Reports on CSE 16

Domestic Violence 17

Further information and resources 17

Appendix 1: Tackling Child Sexual Exploitation: Resource Map for Schools 18

GUIDANCE FOR SCHOOLS:

Identification of children at risk of sexual exploitation

(May 2015)

There is much to learn and we are all learning

A recent inquiry undertaken by the Office of the Children's Commissioner reported that at least 16,500 children were identified as being at risk of children sexual exploitation during one year.[1] The same research also estimates that the actual numbers of children at risk of and suffering child sexual exploitation are much higher because professionals in the study did not always recognise and respond appropriately to the issue**.** Schools are well placed to prevent, identify and respond to children at risk of sexual exploitation. This guidance aims to raise the awareness of child sexual exploitation in order to support education professionals to identify and respond appropriately to pupils at risk.

What is Child Sexual Exploitation?

The sexual exploitation of children and young people (CSE) under-18 is defined as that which:

'involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.' (DfE, 2012)

[1] "I thought I was the only one. The only one in the world." The Office of the Children's Commissioner's Inquiry into Child Sexual Exploitation in Gangs & Groups: Interim Report (November 2012)

Child sexual exploitation is a form of abuse which involves children (male and female, of different ethnic origins and of different ages) receiving something in exchange for sexual activity.

Who is at risk?

Child sexual exploitation can happen to any young person from any background. Although the research suggests that the females are more vulnerable to CSE, boys and young men are also victims of this type of abuse.

The characteristics common to all victims of CSE are not those of age, ethnicity or gender, rather their powerlessness and vulnerability. Victims often do not recognise that they are being exploited because they will have been groomed by their abuser(s). As a result, victims do not make informed choices to enter into, or remain involved in, sexually exploitative situations but do so from coercion, enticement, manipulation or fear. Sexual exploitation can happen face to face and it can happen online. It can also occur between young people.

In all its forms, CSE is child abuse and should be treated as a child protection issue.

WARNING SIGNS AND VULNERABILITIES CHECKLIST[2]

The evidence available points to several factors that can increase a child's vulnerability to being sexually exploited. The following are typical **vulnerabilities in children prior to abuse**:

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality)
- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour'-based violence, physical and emotional abuse and neglect)
- Recent bereavement or loss
- Gang association either through relatives, peers or intimate relationships (in cases of gang-associated CSE only)
- Attending school or a setting with young people who are sexually exploited
- Learning disabilities or complex needs
- Disabilities (including Visual and Hearing Impairments)
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Friends with young people who are sexually exploited
- Homeless
- Lacking friends from the same age group
- Living in a gang neighbourhood
- Living in residential care
- Living in hostel, bed and breakfast accommodation or a foyer
- Low self-esteem or self-confidence
- Young carer

[2] The Office of the Children's Commissioner (2012) Interim Report - Inquiry into Child Sexual Exploitation in Group and Gangs.

The following signs and behaviour are generally seen in children who are **already being sexually exploited.**

- Missing from home or care
- Physical injuries
- Drug or alcohol misuse
- Involvement in offending
- Repeat sexually-transmitted infections, pregnancy and terminations
- Absent from school (full days or for periods during the day)
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites
- Estranged from their family
- Receipt of gifts from unknown sources
- Recruiting others into exploitative situations
- Poor mental health
- Self-harm
- Thoughts of or attempts at suicide
- Dress
- Older boyfriend or friendship group
- Sofa surfing

Evidence shows that any child displaying several vulnerabilities from the above lists should be considered to be at high risk of sexual exploitation. If you identify a child who you consider to be suffering from or at high risk of CSE, it is important that the Senior Designated Professional (SDP) in school is informed so that they can contact Children's Services.

Consent

The report from the Office of the Children's Commissioner also highlights confusion about issues of consent to sexual activity amongst professionals *and* victims of CSE. Professionals frequently described victims of sexual exploitation as being 'promiscuous', 'liking the glamour', engaging in 'risky behaviour' and generally presenting with challenging behaviour.

In assessing whether a child or young person is a victim of sexual exploitation, or at risk of becoming a victim, careful consideration should be given to the issue of consent[3]. It is important to bear in mind that:

- a child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching;
- sexual activity with a child under 16 is also an offence;
- it is an offence for a person to have a sexual relationship with a 16 or 17 year old if they hold a position of trust or authority in relation to them;
- where sexual activity with a 16 or 17 year old does not result in an offence being committed, it may still result in harm, or the likelihood of harm being suffered;

[3] http://www.dailymail.co.uk/femail/article-3088289/Clever-video-teaches-powerful-lesson-consensual-sex-comparing-making-cup-tea.html

- non consensual sex is rape whatever the age of the victim; and
- If the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed.

Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18 years and not just those in a specific age group.

What can schools do to tackle Child Sexual Exploitation?

1. **Training and Awareness**

The SDP should ensure that all staff and volunteers who work with children and young people are made aware of Child Sexual Exploitation and the indicators of concern in order to identify and respond to concerns at an early stage. In addition to providing this written guidance to staff, training materials regarding Child Sexual Exploitation are available on the Schools' Website.

2. **Promotion of healthy relationships through the curriculum**

Educational institutions play an important role in helping children and young people gain an understanding of acceptable and unacceptable relationships and sexual behaviour and to gain a sense of self-worth and respect for others. The PSHE curriculum, including Sex and Relationship Education (SRE), provides a vehicle for this important learning which can help prevent children and young people becoming involved in sexual exploitation. A resource map outlining recommended materials is available as an Appendix to this document.

By enabling children and young people to explore what makes a safe and healthy relationship, schools can help to develop the awareness and skills to recognise and manage potential risks of harm, stay safe and seek help if they need it. It is important that this message is repeated throughout a child's time at school to support prevention through the promotion of safe practices. Both primary and secondary schools have a vital role to play in this preventive education and awareness raising.

3. **Identification**

Schools may wish to map pupils against the CSE vulnerabilities checklist provided in this document and target interventions appropriately with regular review.

In addition, schools should be vigilant to the link between children going missing and absences and the risk of CSE. The Designated Safeguarding Lead (DSL) should ensure that attendance staff and those monitoring truancy during the school day are fully briefed on CSE and monitor/log unexplained absences and those pupils leaving during the school day with the potential for CSE in mind.

Many schools ensure a staff presence at entrances/exits to the school at the beginning and end of the school day. These staff should be mindful of who is dropping-off and collecting pupils; gather details, including vehicle registration, if there are any concerns.

4. Steps that schools can take to address Child Sexual Exploitation

- There are a number of practical steps that schools can take to ensure good practice in relation to identifying and responding to the problem of child sexual exploitation. Examples include:

- Identify a **lead Governor and member of staff for child sexual exploitation** to provide governance and scrutiny on how the school is dealing with child sexual exploitation and to give all school staff a single point of contact to report or find out more information about child sexual exploitation.

- **Poor attendance and lateness to school or sudden changes to attendance can be an early indication of child sexual exploitation** or other problems within the family home. Attendance officers within the school can closely monitor attendance and take action where necessary. If all periods of absence are followed up with a conversation with a parent to ascertain the reasons for the absence, problems can be identified and responded to before they escalate. Schools should consider whether using recorded messages to report absences can exacerbate the problem. Attendance clubs before school have proven to be an effective way of improving pupils' attendance. Unauthorised absences from school by vulnerable pupils should initiate a face-to-face meeting with a member of staff, preferably a safeguarding lead.

- Often the best way of finding out what is going on in the life of a young person is via their friends. If there is a risk that a young person is being exploited or groomed then it is likely their **friends will be concerned and may disclose information** regarding this.

- **Heads of Year has a crucial role to play** in understanding and responding to child sexual exploitation. Regular meetings between the Head of Year, other teaching and pastoral staff and pupils will provide lots of opportunities for changes in behaviour to be noted and concerns about young people reported.

- Child protection lead officers within the school and / or teaching staff **should be present at all Child Protection conferences** involving young people from that school.

- Where a school has an **Inclusion Mentor (or similar role) they should meet regularly with Child Protection lead officers and / or designated safeguarding leads** to share information and concerns about pupils within that school.
- **Police officers and PCSOs are a tremendous resource for a school**, both in terms of dealing with criminal incidents in school and for providing advice and support to pupils and teachers in relation to matters of the law within school. Should any child sexual exploitation concerns about a pupil be raised, the police officer can access Police databases to obtain information and intelligence about any suspected perpetrators.

- Education Welfare Officers (EWOs) and the MASH team are also a fantastic resource for the school. MACSE can also be contacted. See page 16 for further details

- Ensure **staff have relevant continuing professional development** (CPD) on child sexual exploitation so that all staff know what it is, what warning signs to look out for and how to report it within the school and to external agencies including Greater Manchester Police.

- All children and young people are at risk of online sexual exploitation and **schools should ensure that their e-safety procedures are robust** and that pupils are taught about online risks, appropriate behaviour, how to recognise unsafe online contact and be confident to report any concerns about themselves or peers to staff in school.

- Ensure that the topic of healthy relationships is covered in PSHE in every year group, particularly focusing on the subjects of consent, abuse and power in relationships. Ensure that there are sufficient age-appropriate resources to support this work in the classroom.
- Provide information for parents about child sexual exploitation which can be delivered through information sessions, printed materials and signposting to relevant services
- There are a number of computer software packages that can be used to help protect students from cyberbullying, online grooming, explicit images, harmful websites and other threats. Refer to appendix.

- By putting school staff at the school entrance or road at the start and end of the school day enables schools to identify any unusual or concerning behaviour, particularly pupils receiving lifts from unrelated adults, gang members or other individuals of concern. This practice also helps the police from an evidential perspective should any offences be committed.

5. General advice for all school staff

1. Familiarise yourself with the warning signs and always consider the risk of sexual exploitation when working with young people and carrying out assessments. “If you can’t rule it out, rule it in,” advises Carlene Firmin, assistant director of Barnardo’s

2. Share warning signs with other agencies, including police, health, EWOs, Social Care and teachers, to build up a picture of the young person’s circumstances. This will help assess the risk and can be done via your local authority’s children’s services department or through the specialist child sexual exploitation teams listed above.

3. See your local safeguarding children board’s website to find local multi-agency procedures. http://www.devonsafeguardingchildren.org/

4. If you are concerned a child or young person is at risk do not hesitate to make a an enquiry to MASH making sure that you have used the Threshold Tool

5. Listen to children and take their disclosures or difficult behaviour seriously.

6. If another professional, such as a teacher or specialist project worker, tells you they are making a referral about a child who has been exploited, or is at risk, action it.

7. Seek out opportunities for staff training in relation to child sexual exploitation.

6. How to Respond

- If you are aware of a pupil being picked up by older males/females who are not relatives – take the car number plate
- Talk to parents – do they know these people?
- If a pupil is excessively on their mobile phone – if they won't be parted – don't think discipline – think why?
- Ask the question has this pupil made friendship changes and are they under other pressures?
- Take a note of names used- they may be nicknames but it all helps
- Plot the friendships with a genogram
- Ensure **all** staff are aware of the dangers of sexual exploitation
- Use the lesson plan to talk about grooming with all year groups – the pupils are never too young to start
- Have the helpline posters/leaflets available around the school – BLAST, PACE (Parents Against Child Exploitation)
- Make parents aware of the signs via newsletters and the school website

7. How to talk to parents

Before you have this conversation, check:

- Will a discussion with a parent or carer place the child at an immediate risk of significant harm?
- What should the outcomes be from this meeting?
- Who will attend?

Gentle introduction to the subject - The first thing they will want to know is why they are there. Start the conversation with your concerns about the welfare and emotional wellbeing of their child. Remember, any parent will feel particularly distressed that their child had been suffering from abuse for some time before it was discovered or disclosed. Don't attack or be judgemental.
Discuss possible signs of alarm:

- a drop in their attainment
- their punctuality is poor
- their attendance has deteriorated
- Their appearance has deteriorated.

Find out what the parents are aware of - Some parents may be suspicious of what is happening but not sure what to do, others may not recognise the situation as a dangerous problem and others may be completely in the dark. Are they (the child or young person) complying with the family's expectations and rules?

- Are there firm boundaries at home with time keeping and general parenting?

- Are they contactable at all times?
- Who are they associating with? Have you met their friends'/associates' parents and do you know where they live?
- Have new friends bought them new objects (mobile devices, credit for phone, jewellery, substances)?
  Are they spending less time at home and more with friends, especially staying out overnight?

Controlling the situation - The very words 'child sexual exploitation' are likely to cause fear, panic, guilt and defensiveness in parents and carers. Face to face conversations are most effective as you can capture their facial expressions and body language. It also shows the school takes the matter seriously and wants to work with the parents and carers to put an end to it, not against them.

Clear explanations - When it comes to suggesting that you think their child is being sexually exploited, be firm and professional and choose your words carefully. Make sure you clearly explain:

- what CSE is
- how all children can be vulnerable as targets
- the process of grooming and how their child may refuse to see what is happening to them as wrong
- Show how the signs that you have already talked them through point towards CSE, this will make your reason for concern much more justified and difficult to disprove.
- Consider providing parent workshops regarding safety to raise awareness.

Essential information

- Suggest referring the case to MASH and give them contact details – make it clear here that there is additional support of multi-agency working i.e. police, school and health
- If the parents want to talk to their child about the situation, advise that this must be done with absolute care. Often the child will not realise what is happening or will be scared and likely to lash out or reject help if they feel pressured.

Minimum Expectations for Schools and Settings: Checklist

> *It is important that children receive the right help at the right time. For that to happen, everyone who comes in contact with children in school has a role to play in identifying concerns early, sharing information and taking prompt, informed action. Therefore all professionals in schools should be vigilant and act quickly when they suspect a child is suffering, or is likely to suffer, harm.*

Working Together, 2013

In June 2015 the DSCB education sub group and other education specialists met to discuss the most effective way for schools and education settings to identify and support children at risk of likely to be victims of child sexual exploitation. These are the – minimum expectations that were identified:

Standard	In place	Action	When
Named lead for CSE			
Annual CSE awareness raising training/briefing for all staff and volunteers inc. governors, specific training for care/pastoral staff			
ensure staff are warned of the danger of making value judgements about pupils' behaviours (behaviour is the manifestation of something happening)			
CSE report included in annual report to Governors			
Evidence monitoring and evaluation			

by GB and SLT			
CSE training at induction			
Ensure that children have been consulted and given the opportunity to provide input			
All schools to have an e.safety/ cse section on their website for pupils, parents and staff			
PSHE curriculum for all students that provides regular and progressive content ○ Sex and Relationship Education ○ Drugs and alcohol ○ CSE, stranger danger, personal safety ○ E.safety ○ Self -esteem and citizenship ○ Risk assessing ○ Concept of safety ○ Emotional Wellbeing			
Engagement with other agencies			
Schools to be held to account by DSCB/DCC for not completing or non-compliance on safeguarding audit or non-attendance at ICPC, core group meetings – formal warnings imposed			
Regular briefing for parents to include CSE and e.safety			
Robust transition packages EY – KS1,			

KS2-3, KS4-FE and mid-phase KS1-KS2			
Identification of vulnerable pupils with targeted intervention programmes including raising self-esteem and awareness			
recording of actions and outcomes			
Every child is empowered to say 'no' or 'stop' (through training and awareness, also schools can distribute leaflets, posters and contact details of agencies that can help)			
Robust intimate care procedures that are appropriate, respectful and minimise the potential for desensitisation			
All children have access to advocacy			
Ensure that there is a Safeguarding Governor			
Ensure that the Lead Governor is aware of, and carries out, their role in ensuring minimum expectations are met.			
Mentor programmes			
Support available for parents and carers			

Other suggestions

- Section on DSCB website to display good practice and outcomes from schools and settings

- All agencies to have a good awareness of TOTAL communication systems and are empowered to communicate with all children. (Children with learning disabilities and physical impairments)
- Multi-agencies have heightened 'alert' systems to effectively link information regarding the most vulnerable, in order to act rapidly and effectively (use of UPN number in MASH/MACSE)
- All agencies and school staff to have an awareness of disability to ensure that disability/impairment is never used to explain away issues that may be masking abuse and/or misunderstand signs of distress.
- Police/SW to ascertain if a child has a disability and/or needs support **before** conducting any interview
- Packages of support and resources for schools to include flowchart and glossary – differentiated for each phase
- Attend termly safeguarding forums
- Schools will review staffing to ensure change happens and that particular staff do not become over familiar with pupils – especially when supporting pupils intimate and personal care routines.
- Staff to have clear guidelines on over familiarisation (including Social Media).
- Provide separate section on responsibilities for Governors and lead Governors.

Threshold Tool

The tool can also be used to prioritise and develop a range of support and intervention strategies matched to the needs and strengths of the child, young person, and family.

The descriptors and indicators are indicative rather than definitive, but will help to provide an evidence base for professional judgement and decision making.

The descriptors and indicators cannot reflect or predict sudden changes in the child's world and any sudden change in a child's presentation should be explored to establish if there is a cause for concern.

In addition, the age of the child and any protective factors that may enhance resilience need to be taken into account.

The lack of impact as a result of previous or on-going service involvement should also be noted as a concern.

The Threshold Matrix on page 6 of this document can be used to create a profile of individual needs and vulnerability. It is not necessary to complete all areas of the matrix if you do not have the evidence to do so and it is not an area of concern.

The needs of children and young people rarely fit into neat categories, and often change over time. The threshold matrix has been designed to inform the early identification of vulnerability and need and can be used to start the process to clarify concerns and/or monitor progress.
http://www.devonsafeguardingchildren.org/documents/2014/03/threshold-tool.pdf

Referrals/enquiries

If you have concerns that a child is at risk of or is suffering Child Sexual Exploitation you should contact:

mash
multi-agency safeguarding hub
safeguarding is everybody's responsibility

For Early Help, Consultation and Enquiries& Reach please contact:

Telephone: **0345 155 1071**

E-mail: mashsecure@devon.gcsx.gov.uk

Fax: 01392 448951

Enquiry Form available at:

www.devon.gov.uk/mash-enquiryform.doc

Post: **Multi-Agency Safeguarding Hub, P.O. Box 723, Exeter EX1 9QS**

Emergency Duty Team – out of hours
0845 6000 388

Police – non emergency – 101

For all LADO enquiries Exeter (01392) 384964
Or
http://www.devon.gov.uk/lado

In all referrals and consultations it is important that you are clear that you believe the child is at risk of or is a victim of sexual exploitation.

Useful Contact Numbers and Websites

Devon & Cornwall Police
Building safer communities together

Contact: **Police** on **101**. In an emergency always dial **999**

http://www.devon-cornwall.police.uk/advice/crimes-against-the-individual/child-sexual-exploitation/

Women's Aid and Refuge run the 24hr National Domestic Violence Helpline – **0808 2000 247**
They also provide guidance and support to those experiencing domestic abuse. Further information about the services they offer can be found at www.womensaid.org.uk

Broken Rainbow UK Broken Rainbow is the first and only UK organisation dedicated to confronting and eliminating domestic violence and abuse within and against the LGBT communities. Further information about their services can be found at www.brokenrainbow.org.uk and they can be contacted on **0845 2 60 55 60**

Missing People is a national charity that provides advice and support to missing people and their families. Further information about their services can be found at www.missingpeople.org.uk and they can be contacted on **116 000**

The Samaritans – www.samaritans.org - **08457 90 90 90**

The National Stalking Helpline provides guidance and information to anyone who is currently or has previously been affected by harassment or stalking. Further information about the services they offer can be found at www.stalkinghelpline.org and they can be contacted on **0808 802 0300**

FRANK provide confidential drugs advice – further information can be found at www.talktofrank.com or they can be contacted on **0300 123 6600**

Local Guidance

Devon Safeguarding Children Board

http://www.devonsafeguardingchildren.org/

The REACH Team Devon County Council's team of youth workers and social workers called REACH, which stands for Reducing Exploitation and Absence from Care or Home work at an operational level to address child exploitation and children and young people missing. The Devon REACH team work within the agreed South West Peninsula Child Sexual Exploitation (CSE) protocols. The key aims of the protocols are:

- PREVENTION: raising awareness, education, learning and development
- SAFEGUARDING: local information sharing, data gathering, analysis and victim identification, return home interviews
- BRING OFFENDERS TO JUSTICE: preventive action and disruptive techniques
- PUBLIC CONFIDENCE: Victim support, health and therapeutic input and 'assertive outreach'

Referrals are via MASH – see panel above

The Missing and Child Sexual Exploitation forum (MACSE) is a peninsula wide initiative and forums are held on a monthly basis across Devon in Exeter and East; North and South. The forums aim to proactively prevent children and young people who are not open to social care from being sexually exploited by:

- working together to gather local intelligence, identify potential risks and make plans for every child identified
- developing and implement strategies for raising awareness of CSE and identification skills for key services in the localities e.g. taxi drivers, hoteliers
- educating and skilling up the professional workforce in all agencies who have regular contact with children to identify and work with children and young people who are at risk of sexual exploitation
- scrutinising the locality data collected on missing children/young people to identify themes, trends and issues
- Feedback any wider issues to the DSCB CSE sub group.

Any professional can refer into the MACSE; for more information please contact the REACH Mailbox: missingchildsexualexploitationsecure-mailbox@devon.gcsx.gov.uk using the Education referral form in appendix 2

DVD/Films

'My Dangerous Loverboy' www.mydangerousloverboy.com
Website which includes short DVD films, e.g. animation called 'Me, Jenny and Kate', the trailer for the film of 'MDL' and details of resources and projects, e.g. 'Love and Lies' education pack.

'Sick Party' www.genesisleeds.org.uk/sick-party-dvd-clip
'Sick Party' DVD is produced by Eddy Marshall, Genesis 2013 Basis – Increasing Safety Reducing Risk. Tel: 0113 243 0036

'THINK AGAIN' www.mesmac.co.uk/blast-resources
Resource pack with DVD to work with boys/young men – Blast Project

'East Enders Plot – Tiffany' www.cse.siyonatech.com/

The sexual exploitation of young people – can you recognise the signs (Child Line and Association of Police Officers) – Eastenders plot 20 minute clip

'THISTLE' www.blaenau-gwent-lscb.org.uk/thistle.html
A short awareness film – 7 minutes – on CSE, made by young people for young people with Gwent Police

CONSENT: It's as easy as making a cup of tea! 'If they are unconscious, don't make them tea': Clever video teaches powerful lesson about consensual sex by comparing it to making a cup of tea

Read more: http://www.dailymail.co.uk/femail/article-3088289/Clever-video-teaches-powerful-lesson-consensual-sex-comparing-making-cup-tea.

Organisations

National Working Group http://www.nwgnetwork.org/
You can sign up to this organisation to receive newsletters and access resources

Barnardo's - Tackling Child Sexual Exploitation

CEOP (Child Exploitation and Online Protection Centre) works with child protection partners across the UK and overseas to identify online and offline threats to children and young people. More information about their work can be found at www.ceop.police.uk

BLAST! Project for boys and young men www.mesmac.co.uk
This website provides support and guidance for boys and young men experiencing sexual exploitation. Their website contains information and resources for young people and professionals around CSE.

NSPCC offers advice on how to protect children. It advises:
•helping children understand their bodies and sex in a way that is appropriate to their age
•developing an open and trusting relationship so that they feel they can talk to you about anything
•explaining the difference between safe secrets (such as a surprise party) and unsafe secrets (things that make them unhappy or uncomfortable)
•teaching children to respect family boundaries such as privacy in sleeping, dressing and bathing
•teaching them self-respect and how to say no
•supervising internet and television use
http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/what-is-child-sexual-exploitation/

ChildLine 0800 1111

ChildLine is a private and confidential service for children and young people up to the age of 19. You can contact a ChildLine counsellor about anything -no problem is too big or too small. Call free on 0800 1111, have a 1-2-1 chat online or send an email.
This page has a list of some of the most common questions people have asked us about contacting ChildLine
https://www.childline.org.uk/pages/about.aspx

Governmental Reports

HM Government (March 2015). This report sets out how the government is dealing with child sexual exploitation and responding to the failures that were identified by Professor Alexis Jay and Louise Casey in their recent reviews into child sexual exploitation in Rotherham.
The report includes a comprehensive and targeted set of actions for all parts of the system including healthcare, social care, education, law enforcement and criminal justice agencies.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/408604/2903652_RotherhamResponse_acc2.pdf

Department for Education (2011) *Tackling Child Sexual Exploitation: Action Plan (*2011) and *Progress Report* (July 2012) https://www.gov.uk/government/publications/tackling-child-sexual-exploitation-action-plan

Department for Children, Schools and Families (2009) *Safeguarding Children and Young People from Sexual Exploitation: Supplementary Guidance to Working Together to Safeguard Children* https://www.gov.uk/government/publications/safeguarding-children-and-young-people-from-sexual-exploitation-supplementary-guidance

Department for Education (2012) *what to do if you suspect a child is being sexually exploited: A step-by-step guide for frontline practitioners*
https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited

Department for Education (2014) *Health Working Group Report on Child Sexual Exploitation*
https://www.gov.uk/government/publications/health-working-group-report-on-child-sexual-exploitation

Reports on CSE

PACE parents against child exploitation - Keeping it Together, A parent's guide to coping with child sexual exploitation March 2015.
http://www.paceuk.info/wp-content/uploads/Keeping-it-together-PDF.pdf

Barnardo's (2011) Puppet on a string: the urgent need to cut children free from sexual exploitation http://www.barnardos.org.uk/ctf_puppetonastring_report_final.pdf

Barnardo's (2012) Tackling child sexual exploitation: Believe in Children: Barnardo's Helping Local Authorities to develop effective responses
http://www.barnardos.org.uk/tackling_child_sexual_exploitation.pdf

Child Exploitation and Online Protection Centre (CEOP) (June 2011) Out of Mind, out of Sight: breaking down the barriers to understanding child sexual exploitation http://ceop.police.uk/Documents/ceopdocs/ceop_thematic_assessment_executive_summary.pdf

Child Line (2012) Caught in a trap: the impact of grooming in 2012 https://www.nspcc.org.uk/news-and-views/our-news/nspcc-news/12-11-12-grooming-report/caught-in-a-trap-pdf_wdf92793.pdf

Children's Commissioner (November 2012) 'I thought I was the only one. The only one in the world' The Office of the Children's Commissioner Inquiry into child sexual exploitation in gangs and groups: Interim Report http://www.childrenscommissioner.gov.uk/content/publications/content_636

Harper, Z. and Scott, S. (2005) Meeting the needs of sexually exploited young people in London: Summary Report. Barkingside: Barnardo's [online]. Available at: www.barnardos.org.uk/full_london_report.pdf

Jago, S. and Pearce, J. (2008) Gathering evidence of the sexual exploitation of children and young people: a scoping exercise. University of Bedfordshire http://www.beds.ac.uk/__data/assets/pdf_file/0018/40824/Gathering_evidence_final_report_June_08.pdf

Lillywhite, R. and Skidmore, P. (2006) Boys are not sexually exploited? A Challenge to Practitioners. Child Abuse Review, Vol. 15, pp.351-361 http://mesmac.co.uk/files/boys_are_not-a_challenge_to.pdf

www.trixonline.co.uk/website/index.htm - brief reports on CSE/Grooming and Gangs (2013-14)

Domestic Violence

Safety plan for teenagers experiencing relationship abuse: support for professionals www.nspcc.org.uk/Inform/resourcesforprofessionals/abusiverelationships/safety-plan-guidance_wdf99874.pdf

Further information and resources

The Rose Campaign [Reaching Out on Sexual Exploitation] aims to develop systems and strategies, working with other agencies, to tackle the tackle the hidden issue of Sexual Exploitation in Norfolk and tackle online grooming. Further information about their work can be found at www.magdalenegroup.org/introducing-the-rose-campaign/

www.areyougettingit.com provided by East Coast Community healthcare provides guidance for young people on **sexual health and healthy relationships.**
As well as information on chlamydia screening, the C-Card section also contains lots of information on sexuality, rights, pregnancy, STIs and services.

www.paceuk.info/ - **Parents Against Child Sexual Exploitation** - comprehensive website containing information and advice about Child Sexual Exploitation. The site is aimed specifically at parents but also contains some information for professionals.

Child Sexual Exploitation Tool: Community Care Online

Appendix 2

Education Referral Form

Please complete and email to the REACH Mailbox:
reducingexploitationabsencecarehome-mailbox@devon.gcsx.gov.uk

REFERRER'S DETAILS	
Name:	
School:	
Address:	
Telephone:	
Email address	
Date Referral Completed:	

Summary of concern
Please explain the reason for the referral, specifying if the referral is a request to work with young people or with staff:

Number of staff, teaching or non-teaching wanting input in order to provide future intervention with young people

Number of Young People, Age and Gender

Aim and Learning Objectives of the Group

Any additional needs to be aware of eg physical/learning disability, Communication Needs, SEN?

Reason why these Young People have been referred collectively (if this referral concerns young people)

Classroom Management **eg Will school provide a member of staff in case of disruption?** **Will the room have an Interactive Whiteboard, Internet access, projector, speakers?** **Which room will be made available for each group discussion? (if this referral concerns young people)**

Plan evaluation
Reviewed aims/outcomes:

Completion
Completed by (date):
Worker:

Appendix 1: Tackling Child Sexual Exploitation: Resource Map for Schools

These resources have been compiled to support schools to raise awareness of issues related to child sexual exploitation and to promote healthy relationships through the curriculum. Tackling abusive behaviour and sexist attitudes that perpetuate sexual violence against children and young people should, however, be addressed on a continuing basis as part of the whole school culture, and not just as 'one-off' exercises.

Please note that the authors have tried to check all resources for suitability but this has not always been possible and some have come with recommendations, therefore, **please can teachers always check resources first before using and consider appropriateness for the age range of their children.**

Resource	Aims	Source	Availability	Cost	Target group
E-Safety action planning and CEOP training (accredited)	This course will: • introduce a range of age-appropriate e-safety learning activities, including CEOP Think You Know materials • help you advise parents, so they can also take steps at home to reduce the risks • provide a clear understanding of what is considered good and outstanding practice in e-safety	CS NIEAS Training Team	Book via SDMS using Course Code: EPGJ8	£165.00	Primary & Secondary
CSE Training for Devon school staff	Ten CSE training sessions for designated safeguarding leads and other relevant staff, such as Parent Support Advisers, during the autumn term 2015. There will be no charge for this training so to keep costs to a minimum we will be offering it as twilight sessions and we are looking for inexpensive venues.	Babcock LDP	Contact isabel.jacobs@babcockinternational.com	Free	All
The Expect Respect Education Toolkit	A collection of lesson plans written using themes found to be effective in tackling domestic abuse, such as: • challenging assumptions about gender, power and equality;	Women's Aid	Online www.womensaid.org.uk	Free	EYFS Primary Secondary

	• changing beliefs and attitudes about men and women; • managing feelings and accepting responsibility for one's own feelings and behaviour; • helping to resolve conflict; • knowing the difference between abusive and non-abusive relationships; • promoting the consistent message that abuse is not acceptable; • understanding that domestic abuse is a crime; • highlighting the role of peers in providing support; • giving information about where to get help.		www.thehideout.org.uk		
A whole school approach to addressing Child Sexual Exploitation	The recognition and early identification of potential CSE of children either missing education or not accessing the provision available to them is a priority for all those teams working to support these children. CSE already forms part of all the child protection training offered to schools by Babcock LDP and the PSHE Adviser has completed work on a Whole School Approach to addressing Child Sexual Exploitation.	Babcock LDP		Free	Secondary (primary version to follow)
Expect Respect: A Toolkit for addressing Teenage Relationship Abuse	This toolkit is one strand of a campaign launched by the Home Office, in February 2010, to challenge the attitudes of teenagers to violence and abuse in relationships. Visit the campaign website at http://thisisabuse.direct.gov.uk The lesson plans have been designed to be easy to use for teachers and include: • clear guidance regarding the links between the learning outcomes within the lesson plans and the relevant parts of the curriculum,	Women's Aid	Online www.womensaid.org.uk	Free	Key Stages 3-5

	• supporting information and resources for teachers; and • additional interactive activities for children and young people to access on-line where appropriate.				
REACH	**The REACH Team** Devon County Council's team of youth workers and social workers called REACH, which stands for Reducing Exploitation and Absence from Care or Home work at an operational level to address child exploitation and children and young people missing. The Devon REACH team work within the agreed South West Peninsula Child Sexual Exploitation (CSE) protocols. The key aims of the protocols are: • PREVENTION: raising awareness, education, learning and development • SAFEGUARDING: local information sharing, data gathering, analysis and victim identification, return home interviews • BRING OFFENDERS TO JUSTICE: preventive action and disruptive techniques • PUBLIC CONFIDENCE: Victim support, health and therapeutic input and 'assertive outreach'	Devon County Council	Via MASH or Lyn Wakefield 01392 383000	Free	All
''Sexting' in schools: advice and support around self-generated images. What to do and how to handle it'	SWGFL Resource -'So you got naked online' The South West Grid for Learning has an excellent resource entitled 'So You Got Naked Online' for children, young people and parents. In their words 'it offers advice and explores strategies to support the issues resulting from sexting incidents'.	Various	http://www.saferinternet.org.uk/ufiles/Sexting%20Toolkit.pdf	Free	Teacher Resource
The Bristol Ideal	In simple terms, the Bristol Ideal is a list of standards for schools		Bristol Standard-	Free	Child and

	that we know will make a real impact on promoting healthy relationships and tackling domestic and sexual violence. These standards are evidence based and help support schools to meet OFSTED and other local targets. Additionally, the project will have further reaching results than just domestic and sexual violence, but mental health and wellbeing, school engagement, sexual health and more. Crucially, the standards are simple to achieve and the multi-agency team behind The Bristol Ideal will provide free support, resources and training to ensure schools are supported		2-RSE-Resources-Lesson-Plans1.docx		Teacher resource
Child Exploitation & Online Protection Centre	The Child Exploitation and Online Protection (CEOP) Centre is dedicated to eradicating the sexual abuse of children. Their education arm runs the 'Thinkuknow' programme and website which provides various teaching resources along with advice for children and parents. Including: **'Exploited'** A - film which can be used as part of a discussion or a less and resources and other links.		http://thinkuknow.com/ www.thinkuknow.co.uk/Teachers/Exploited/		Primary & Secondary
Social and Emotional Aspects of Learning (SEAL)	This curriculum resource aims to develop the underpinning qualities and skills that help promote positive behaviour and effective learning. It focuses on five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills.	DfE (Formerly part of National Strategies)	Available via the National Archives	Free	Primary & Secondary
PSHE Association	The Association provides help and support to PSHE practitioners across all phases to raise the quality of PSHE teaching and raise its status in the curriculum. The website includes a range of resources	PSHE Association	www.pshe-association.org.uk/	Some resources are free	Primary & Secondary

	to support schools in the promotion of healthy relationships.			others are subject to subscription	
DigitalMe Safe	Safe is a programme of practical activities that develop young people's skills, self-confidence and safety awareness when using social networking sites. Designed to work on safe social networks, the free materials and teacher resources will enable a school to easily deliver engaging activities and develop digital literacy skills.	DigitalMe	On-line: http://www.safesocialnetworking.org/		Age group 7-11 or 11-16.
NSPCC: Project & Respect	Session plans focusing on child sexual exploitation: There are two sessions suitable for young people aged 11 to 19 who have been identified as being at risk of or having experienced sexual exploitation. There is an additional session plan for professionals who are in a position to refer young people at risk or who may experience child sexual exploitation.		Available on-line from the NSPCC	Free	11-19 & Professionals
Sex Education Forum	The sex education forum is the national authority in Sex and Relationships Education. Their website contains a bank of national resources that can help teachers and others involved in developing and delivering effective sex and relationship education, including targeted work for vulnerable groups.		Online www.sexeducationforum.org.uk	Some resources are free to download, others are chargeable.	Primary & Secondary.
'I said NO'	A book that could be used for circle time and discussion. 'I Said No!' uses child-friendly language and illustrations to give children guidance they can understand, practice and use. Using a simple, direct approach as well as an easy-to-use system to help children rehearse and remember appropriate responses to help keep them safe, 'I Said No!' covers a variety of topics, including: What's appropriate and with whom. How to deal with inappropriate behavior, bribes and threats. When and where to go for help, and what to do if the people you're turning to for help don t listen.			Can use 'school tokens' or purchase at a discounted rate of 22% if working towards Enhanced	KS1

				Healthy School Status.	
'Stranger Danger?' by Anne Fine	Anne Fine's considers safety rules, and how to apply them with common sense.				Primary
Spiralling	A DVD/Film and toolkit for schools to explore teenage relationships and domestic abuse.	BAVA (Bristol Against Violence and Abuse)	http://www.bava.org.uk/professionals/resources/	Free	Secondary
Can You See Me?	A resource aimed at young people aged 15 to 16 that can be used in schools and other educational settings to explore the issue of domestic abuse in teenage relationships. The activities outlined in the resource encourage young people to question and challenge their views of what does and does not constitute a healthy relationship. It also provides information about how young people can access support and help their friends, along with guidance for teachers on how to respond to disclosures.	Women's Aid	http://www.canyouseeme.coop/teachers/	Free	Secondary
DSCB	The Devon Safeguarding Children Board depend on everyone, whether professionals, volunteers, parents, or members of the public having an understanding of their own personal or professional responsibility to safeguard children. This site aims to provide information to parents and carers, children and young people and professionals who work with them. The site will be maintained and up dated on a regular basis to ensure the information contained within it reflects the best possible information that is available.		http://www.devonsafeguardingchildren.org/		All